School organizational climate, teacher resilience and fairness perceptions in a Chinese village junior high school

Li, Hong ✉
Graduate School, Lyceum of the Philippines University – Batangas, Philippines (125881530@qq.com)

Abstract

This dissertation examined the interplay between school organizational climate, teacher resilience, and fairness perceptions in rural junior high schools in Yunnan Province, China. The study employed a comprehensive quantitative descriptive research approach using structured questionnaires to collect data from 385 teachers across six township middle schools. Specifically, this study described the profile of the respondents in terms of sex, age, highest educational attainment, and length of service; identified the school organizational climate in terms of appraisal recognition, curriculum coordination, discipline policy, goal congruence, participative decision-making, and supportive leadership; assessed teacher resilience as to personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support; determined fairness perceptions as to innovative behavior, support for innovation, and resource supply; tested the differences in responses when grouped according to profile; tested the significant relationship between school organizational climate, teacher resilience, and fairness perceptions; and proposed a faculty development program enhancement. The results indicated that majority of the respondents were female aged 26-35 years old with Bachelor's degree having 6-10 years length of service. Most of the respondents agreed on indicators of school organizational climate, teacher resilience and to fairness perceptions. It was found that there were significant differences on responses when grouped according to sex which implied that female have better assessment than others but when grouped according to age, major, and length of service, no significant differences were found. As to the relationship among school organizational climate, teacher resilience, and fairness perceptions, results showed highly significant differences. Recommendations for policy and practice were provided to improve the educational environment and support teacher development in rural schools.

Keywords: school organizational climate, teacher resilience, fairness perceptions, teacher development, curriculum coordination, participative decision-making, supportive leadership

School organizational climate, teacher resilience and fairness perceptions in a Chinese village junior high school

1. Introduction

In the rapid development of China's education modernization, the goal of realizing the education modernization in 2035 has been established, which provides a strategic direction for promoting the country to become a big country of learning, human resources and talents. However, in the field of rural education, although the Party and the government attach great importance to rural education in recent years and make remarkable achievements, they still face a series of problems. Among them, the loss of rural teachers has become a significant problem, which poses a serious challenge to the management and development of rural schools and directly threatens the quality of education and teaching effect. The loss of rural teachers makes it difficult for some excellent teachers to "go down", "stay" and "teach well" in rural education positions. This phenomenon directly challenges the development of rural schools and poses a major threat to the realization of the goal of education modernization. In this context, the healthy development of rural education and the comprehensive promotion of rural schools have become urgent problems to be solved.

Comrade Xi Jinping has clearly pointed out that the fundamental task of education is to fully implement the Party's educational policy and train socialist builders and successors who are well developed morally, intellectually, physically, practically and professionally. Under the guidance of this concept, "Development of Core Literacy of Chinese Students" emphasizes the cultivation of students' autonomy. Students should learn to develop independently, manage their study and life, understand and discover their self-value, effectively deal with the complex and changeable environment, and achieve a brilliant life. However, the mental health level of rural teachers is relatively low, especially for rural junior high school teachers, which is lower than that of rural primary school teachers. This shows that there are problems in teachers' psychological state in rural education, which needs targeted attention and support. Rezaee et al. (2020) found a strong positive link between the organizational climate of schools and work satisfaction. The study revealed that the school's organizational atmosphere is unfavorable and has a negative impact on Iranian EFL teachers' job satisfaction. The ramifications of the findings for teaching and management are thoroughly examined. Furthermore, the study revealed that job happiness is mostly influenced by aspects such as teaching load, principal leadership, autonomy, and decision-making, as well as intimacy and warmth.

In the context of rural education, the learning organization climate, teacher resilience and fair perceptions have become the crucial research keys. As the core element of the school environment, the learning organization climate directly affects the teachers 'work enthusiasm and the students' learning motivation. As a positive psychological resource, teacher resilience connects teachers' psychological cognition and behavior change, and provides key support for teachers to maintain a positive attitude in rural education. On the other hand, according to Wang (2021), teacher resilience plays a vital role in teaching and teacher education. Nevertheless, there have been limited efforts to methodically enhance and restore this attribute among educators. In light of this context, this study utilizes a comprehensive framework to provide practical recommendations for enhancing resilience in the teacher education system of China. Currently, the focus of this system is mostly on pedagogical and economic factors rather than on the socio-emotional aspects of teaching.

Lu and Hua (2024) examined the intercultural experiences of teachers from Confucius Institutes (CIs) throughout the triple crises of the pandemic, animosity towards CIs, and widespread racism. This study examined the resourcefulness, strength, and agency of CI teachers by focusing on teacher resilience and looking beyond negative aspects. According to their investigation, CI teachers have demonstrated resilience and maintained their dedication to their professional principles despite facing various adversities. Individuals employed a practical and realistic strategy to remove political influences from language education by incorporating culturally appropriate

exercises. They also actively practiced considering different viewpoints and reflecting on their own. The findings highlight the significance of reciprocal assistance and collaborative learning in fostering resilience, thus providing fresh perspectives on the components that contribute to teacher resilience.

In addition, Fu and Zhang (2024) argued that teachers have a crucial function as instructors and leaders of communities in the center of any community. This project aims to investigate the impact of community-based interventions on the resilience and well-being of teachers in the field of disaster education and how this affects the overall resilience of the community. A clear and evident correlation existed between teachers' resilience and the success of community disaster education activities. The connection between teachers' resilience, well-being, and the effectiveness of community-based disaster education initiatives is complex and diverse. Increased teacher resilience significantly contributes to the effectiveness of disaster preparedness programs. Ensuring the strength and mental well-being of teachers is crucial to the effectiveness of disaster education programs rooted in the community. Prioritizing the welfare of individuals not only improves academic achievement but also strengthens the ability of the community to withstand and recover from challenges.

Meanwhile, fairness perceptions, as the cornerstone of school management and education system, not only affects the allocation of educational resources, but also is related to the stability of teacher-student relationship and the realization of social equity. Therefore, an in-depth study of the school organization climate, teacher resilience and fair perceptions of rural junior middle schools is crucial to solve the problem of the loss of rural teachers and promote the sustainable development of rural schools. In the process of realizing the modernization of education, paying attention to and cultivating the psychological flexibility of rural teachers, the construction of learning organization climate, and the promotion of fair perceptions will lay a solid foundation for the sustainable development of rural schools, and comprehensively improve the quality and effect of rural education.

Sonnleitner and Kovacs (2020) believed that the capacity to evaluate learning outcomes is crucial for successful teaching. To fully cater to the particular needs of students, it is imperative to have a comprehensive understanding of what they have studied. Assessment literacy is now widely acknowledged as a fundamental skill that instructors need to possess, as demonstrated by several empirical studies examining teachers' capabilities, knowledge, and personal perspectives regarding classroom assessment. The results demonstrated significant variability in profile patterns, indicating that both students and teachers possessed the ability to discern distinct elements of fairness perceptions in assessments. Upon further investigation of the resulting discrete profiles, certain types of problems were identified. Some teachers consistently differed from their students' perceptions in almost every aspect rated. Others exhibited specific behaviors related to assessments that needed improvement. Additionally, some teachers provided nearly identical responses to their students regarding the fairness aspects that were addressed.

The organizational climate of a school may speak of the collective opinions and attitudes of its members towards the overall environment of the institution. It may incorporate variables such as the standard of interpersonal connections, explicitness of anticipated outcomes, and extent of assistance provided to both students and teachers. Resilient teachers may be more capable of preserving their well-being and consistently delivering exceptional instruction, even in the face of difficulties. Fairness perceptions may influence teachers' morale, job satisfaction, and the overall climate of the school. By exploring the connections between the organizational climate of schools, resilience of teachers, and their perceptions of fairness, this study may offer practical insights that may improve the overall well-being of educators, enhance student results, and guide the development of fair policies. This study may have the capacity to have a significant and enduring influence on rural education in China and other regions.

Some gaps and issues may arise in this study, such as the fact that most studies are cross-sectional and may not accurately capture the dynamic and evolving nature of the school environment and teacher experiences over time. Without a longitudinal approach, it can be difficult to ascertain the long-term effects of changes in the organizational climate or perceptions of fairness on teacher resilience. Subsequent investigations may be

conducted to evaluate the long-term viability of any identified impacts. This study aims to identify the specific challenges encountered by educators in rural areas by examining the factors that impact school organizational climate, teacher resilience, and perceptions of fairness. Gaining insight into these challenges may facilitate the creation of focused assistance systems such as programs for professional growth, resources for mental well-being, and impartial administrative procedures. Enhanced teacher welfare and contentment in their work may be expected to result in higher teacher retention, decreasing turnover rates and guaranteeing consistency in students' educational experiences.

Objectives of the study - The purpose of this study was to determine school organizational climate, teacher resilience, and fairness perceptions in a Chinese village Junior High School to propose a faculty development program enhancement. Specifically, this study identified the school organizational climate in terms of appraisal recognition, curriculum coordination, discipline policy, goal congruence, participative decision-making, and supportive leadership; assessed teacher resilience as to personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support; determined fairness perceptions as to innovative behavior, support for innovation, and resource supply; tested the significant relationship between school organizational climate, teacher resilience, and fairness perceptions; and proposed a faculty development program enhancement.

2. Methods

Research Design - The descriptive method was used in this study by assessing respondents' level of understanding regarding school organizational climate, teacher resilience, and fairness perceptions. A survey approach was utilized to investigate the organizational atmosphere, teacher resilience and fair perceptions of rural junior middle schools are revealed. Descriptive research methods are helpful to have a deep understanding of the manifestations and current situation of the problems, provide the basis and reference for subsequent quantitative research, and provide an important reference basis for improving management and development of rural junior middle school education.

Participants - The participants in this study consisted of 385 teachers from six township middle schools in Yunnan Province, China. The schools included in the study were representative of the diverse educational environments found in rural China. Teachers were selected from various departments, ensuring a broad representation of subjects and teaching experiences. The total number of teachers in these schools was approximately 600, and participants were grouped according to gender, age, educational background, and years of service. The confidence level for the study was set at 95% (Z-value 1.96) with a margin of error of 5%. Due to the relatively small population, the statistician recommended a sample size of at least 350 participants. The selection of participants for the study was done using random sampling, which is a technique that ensures every teacher has an equal chance of being selected as a participant (Stratton, 2021). The selection process was completely randomized to maintain the integrity and representativeness of the study sample.

Instrument - This study used a structured questionnaire to collect data from teachers. The questionnaire was derived from existing published studies but has been substantially revised to align with the objectives of this study. It discussed school organizational climate in terms of teacher development, interpersonal harmony, student orientation, social responsibility, and innovation and used a modified version of the organizational culture questionnaire developed by Tsui et al. (2006). It consisted of 25 questions. Each item was rated on a four-point Likert scale: 1 for "Strongly Disagree (SD)," 2 for "Disagree (D)," 3 for "Agree (A)," and 4 for "Strongly Agree (SA)." A section about teacher resilience in terms of staffing, depth training, internal mobility, job security, job description, performance evaluation, incentive rewards, and employee dedication, adopted a questionnaire on human resource practices by Sun, Aryee, and Law (2007). There was a total of 40 questions. Similar to the previous section, the questions used a four-point Likert scale. A section tackled fairness perceptions in terms of affective commitment, continuance commitment, normative commitment, social responsibility commitment, and innovation commitment, included a questionnaire on organizational commitment derived from Mowday, Steers, and Porter (1979). The same four-point Likert scale was used for responses.

To ensure the validity and reliability of the questionnaire, the following steps were taken: Modification and Pilot Testing and Reliability Assessment Using Cronbach's Alpha. The reliability of the questionnaire was assessed using the Cronbach's alpha method. Table 1 presented the results of the reliability test, indicating strong internal consistency among the items as shown in table 1. These results indicate that the instrument consistently measures the intended constructs and can be relied upon to provide accurate and consistent data. The Cronbach's alpha values suggest that the items in each section are interrelated and contribute to measuring the variables effectively. Thus, the reliability of the instrument strengthens the credibility and legitimacy of the research findings.

Table 1

Reliability Result

Indicators	Cronbach Alpha	Remarks
Appraisal and Recognition	0.947	Excellent
Curriculum Coordination	0.955	Excellent
Discipline Policy	0.951	Excellent
Goal Congruence	0.947	Excellent
Participate Decision – Making	0.959	Excellent
Supportive Leadership	0.937	Excellent
Personal Competencies and Persistence	0.964	Excellent
Self-efficacy and self-esteem	0.955	Excellent
Achievement motivation and problem-solving skills	0.963	Excellent
Social Skills and Peer Support	0.960	Excellent
Innovative Behavior	0.972	Excellent
Support innovation	0.964	Excellent
Resource Supply	0.959	Excellent

Data Gathering Procedure - The data gathering procedure in this study involved the collection of data from the respondents using a validated survey questionnaire with rating scales. The questionnaires were distributed to 500 Chinese university professors using Google Forms. The research instrument was designed with the help of a research adviser and field experts. After obtaining approval, the researcher retrieved the request letter and communicated with the administrators of the different universities. She also shared the link of the Google form to be answered by the professors. A detailed explanation of the research was provided, including the objectives and possible ethical considerations. The questionnaires were distributed to the respondents upon approval. After gathering the data, the researcher collected the responses, checked for missing responses and input the data into SPSS software for tallying and applying statistical treatment to be used for the study.

Data Analysis - Weighted mean and ranking were used to identify the school organizational climate in terms of appraisal recognition, curriculum coordination, discipline policy, goal congruence, participative decision-making, and supportive leadership; assess teacher resilience as to personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support and determine fairness perceptions as to innovative behavior, support for innovation, and resource supply. Pearson's r was used to test the significant relationship between school organizational climate, teacher resilience, and fairness perceptions.

Ethical Considerations - To safeguard the privacy of respondents, the researcher refrained from disclosing any individual identities. The researcher ensured confidentiality on personal interactions with the participants, respected their privacy and obtained consent before accessing any sensitive information. The analysis was conducted in a manner that will prioritize the well-being of the participants and ensure that their data will be accurately represented in the study. The researchers abstained from expressing personal viewpoints and solely present information and findings derived from the collected data. Respondents were assured of the confidentiality of their responses and be informed that the survey will solely serve the purpose of this study. Furthermore, the study underwent a rigorous ethics review process and was granted approval.

3. Results & discussion

Table 2 presents the summarized results on school organizational climate. According to the data, the respondents agreed with all the indicators, as evidenced by the composite mean of 3.22. Item 4, goal congruence, had the highest results with a weighted mean of 3.02. This was followed by Item 2, curriculum coordination, with a weighted mean of 3.00; Item 1, Appraisal and Recognition, had a weighted mean of 2.99; Item 3, discipline policy, and Item 6, supportive leadership, with an equal weighted mean of 2.98; and finally, Item 5, participative decision-making, had a weighted mean of 2.94. All indicators resulted in a general agreement among respondents.

Table 2

Summary Table on School Organizational Climate

Indicators	Weighted Mean	Verbal Interpretation	Rank
Appraisal and Recognition	2.99	Agree	3
Curriculum Coordination	3.00	Agree	2
Discipline Policy	2.98	Agree	4.5
Goal Congruence	3.02	Agree	1
Participative Decision-Making	2.94	Agree	6
Supportive Leadership	2.98	Agree	4.5
Composite Mean	3.22	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

By focusing on maintaining a favorable organizational climate, schools may attain desired goals while providing an outstanding educational experience that rewards students, instructors, and society as a whole. Students may experience an overwhelming feeling of safety while getting assistance, which is necessary to achieve successful learning outcomes and academic achievement. Teachers may be better able to share and collaborate with efficient approaches in an optimal setting, thus improving the standard of teaching and stimulating creativity. An optimistic atmosphere may encourage the use of facts to produce well-informed selections that propel school enhancement.

Darsita et al. (2018) evaluated the impact of school organizational climate and academic direction on high school teachers' teaching performance in the Kubu Raya district. They investigated whether these factors have individual or combined influences. The data analysis revealed that the School Organizational climate in the SMA of the Kubu Raya region effectively encompasses the majority of the categories, with a significant contribution from the school organizational climate. The supervision undertaken at the principal educational secondary schools successfully encompasses most categories thanks to the involvement of academic supervision. There was a strong correlation between the organizational climate of schools and the supervision of academic activities, as well as the teaching performance of high school teachers in Kubu Raya District.

Pratami et al. (2018) examined the impact of both individual factors, such as school principal supervision, and environmental factors, such as organizational climate, on the academic achievement of junior high school teachers in the Bukit Kecil Palembang area. They examined these factors separately and in combination. The study employed an ex post facto methodology and included a sample of 176 teachers. The research utilized Proportionate random sampling was used to obtain a group of participants. The data gathering procedures employed included the use of questionnaires and data analysis using t-tests and F-tests. The findings of this study indicate that both the principal's influence and organizational climate supervision have a significant impact, either individually or collectively, on junior high school teachers' academic achievement.

The summarized results of teachers' resilience are shown in Table 3. The composite mean of 2.86 indicated a general agreement among the respondents. The highest turnout was Item 4, Social Skills and Peer Support, with a weighted mean of 3.06 indicating that respondents agreed. This was followed by Item 1, personal competencies and persistence, with a weighted mean of 2.99; Item 2, self-efficacy and self-esteem, with a weighted mean of

2.97. The last Ranking item was Item 3, achievement motivation and problem-solving skills, with a weighted mean of 2.96. These factors show agreement among the respondents.

Table 3

Summary Table on Teachers Resilience

Indicators	Weighted Mean	Verbal Interpretation	Rank
Personal Competencies and Persistence	2.99	Agree	2
Self-efficacy and Self-esteem	2.97	Agree	3
Achievement Motivation and Problem-solving Skills	2.96	Agree	4
Social Skills and Peer Support	3.06	Agree	1
Composite Mean	2.86	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Teacher resilience may play a significant role in the productivity and welfare of educators, as it may impact their capacity to adjust to difficulties, sustain motivation, and cultivate a favorable learning atmosphere. Increased self-esteem may be associated with higher levels of job satisfaction, which in turn decreases the likelihood of experiencing exhaustion and boosts staff retention. Teachers may effectively communicate by delivering simple directions and offer valuable input to learners. A broad base of peer support may nurture feelings of inclusion and friendship among educators, heightening total job contentment.

Papatraianou et al. (2018) integrated ecological and relational viewpoints to investigate the resilience of preliminary and early career teachers in an isolated setting in central Australia. Improving resilience is crucial for decreasing teacher turnover and addressing professional difficulties. However, there is a lack of studies on resilience in rural and distant areas, where there is a paucity of highly skilled, specialized, and experienced teachers. The results indicated that the development of resilience among new teachers in central Australia is influenced by specific factors that both enable and restrict their ability to establish connections with their environment as well as interconnections as students and in their relationships.

Table 4

Summary Table on Fairness Perception

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Innovative Behavior	2.96	Agree	3
2. Support for Innovation	3.02	Agree	1
3. Resource Supply	2.97	Agree	2
Composite Mean	2.98	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The summarized results of fairness perception efficacy were shown in Table 4. The composite mean of 2.98 indicated a general agreement among the respondents. The highest turnout was Item 2, support for innovation, with a weighted mean of 3.02 indicated that respondents agreed. This was followed by Item 3, resource supply, with a weighted mean of 2.97. The last ranking item was Item 1, with a weighted mean of 2.96. These factors have the agreement interpretation among the respondents. An impartial environment may be distinguished by a permissive approach towards mistakes, viewing them as opportunities for development rather than grounds for punitive action. Sufficient resources may eliminate obstacles to innovation and enable teachers to concentrate on cultivating and executing new ideas. Teachers with sense of fairness may engage in and sustain creative techniques, leading to improved educational outcomes and more progressive learning environment. Teachers' perceptions of fairness may positively influence their commitment to the school's goals, thereby promoting cohesive and collaborative approach to innovation.

According to Efimova (2021), fairness is the relationship between an individual's ability and compensation. This article discussed the concept of social and labor equity, defining it as a subjective evaluation of the proportion between employees' compensation and their physical and/or intellectual exertion. Their study sought to ascertain

subjective evaluations of pay equity among academic and teaching professionals. The findings indicated that 50% of the participants perceived the distribution of work and exertion to be equitable. Simultaneously, they described their tasks as being arduous. Moreover, the salary of academic and teaching staff is based on their educational and research efforts. The second component is not assured and typically consists of substantial earnings derived from educational endeavors. The degree of equity in payments is determined by a successful system of rewards for college professors and instructors. An inequitable level of compensation motivates highly skilled individuals to transition to a tangible segment of the market or pursue opportunities in academic markets abroad.

Table 5

Relationship Between School Organizational Climate and Teacher Resilience

Appraisal and Recognition	r-value	p-value	Interpretation
Personal Competencies and Persistence	.965**	0.000	Highly Significant
Self-efficacy and Self-esteem	.967**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.954**	0.000	Highly Significant
Social Skills and Peer Support	.961**	0.000	Highly Significant
Curriculum and Coordination			
Personal Competencies and Persistence	.949**	0.000	Highly Significant
Self-efficacy and Self-esteem	.950**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.932**	0.000	Highly Significant
Social Skills and Peer Support	.936**	0.000	Highly Significant
Discipline Policy			
Personal Competencies and Persistence	.943**	0.000	Highly Significant
Self-efficacy and Self-esteem	.934**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.938**	0.000	Highly Significant
Social Skills and Peer Support	.953**	0.000	Highly Significant
Goal Congruence			
Personal Competencies and Persistence	.951**	0.000	Highly Significant
Self-efficacy and Self-esteem	.957**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.949**	0.000	Highly Significant
Social Skills and Peer Support	.954**	0.000	Highly Significant
Participative-Decision Making			
Personal Competencies and Persistence	.951**	0.000	Highly Significant
Self-efficacy and Self-esteem	.945**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.966**	0.000	Highly Significant
Social Skills and Peer Support	.948**	0.000	Highly Significant
Supportive Leadership			
Personal Competencies and Persistence	.962**	0.000	Highly Significant
Self-efficacy and Self-esteem	.965**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills	.956**	0.000	Highly Significant
Social Skills and Peer Support	.961**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the association between school organizational climate and teacher resilience. It was observed that the computed r-values indicates a very strong direct correlation and the resulted p-values were all less than the alpha level. This meant that there was significant relationship that existed and implied that the better the assessment on school organizational climate, the better is the teacher resilience.

The strong correlation between the organizational climate of a school and the resilience of its teachers may indicate the substantial influence of the overall work environment on teachers' capacity to handle difficulties and maintain their effectiveness. Establishing positive interpersonal connections with coworkers and cultivating a culture of working together may enhance feelings of identity and encourage a sense of community, ultimately bolstering one's ability to recover from challenging times. Teachers who experience a sense of connection may possess the capacity to navigate through challenges. Perceptions of fairness in the allocation of tasks, recognition, and access to opportunities may enhance the resilience of the workforce as educators may be recognized and treated fairly.

Limon et al. (2021) examined how the presence of a movement climate affects the connection between

dispersed management and organizational resilience in schools. There were direct relationships between the variables. The findings indicated that the implementation of distributed leadership, including management consistency and leadership functions, promotes an environment of initiative and enhances the ability of organizations, including schools, to adapt and recover from challenges. Efforts to create an atmosphere enhance organizational resilience in schools. Finally, it can be stated that distributed leadership has a substantial impact on the resilience of schools through the creation of an environment that encourages initiative.

Table 6

Relationship Between School Organizational Climate and Fairness Perception

Appraisal and Recognition	r-value	p-value	Interpretation
Innovative Behavior	.967**	0.000	Highly Significant
Support for Innovation	.969**	0.000	Highly Significant
Resource Supply	.961**	0.000	Highly Significant
Curriculum and Coordination			
Innovative Behavior	.953**	0.000	Highly Significant
Support for Innovation	.956**	0.000	Highly Significant
Resource Supply	.962**	0.000	Highly Significant
Discipline Policy			
Innovative Behavior	.949**	0.000	Highly Significant
Support for Innovation	.952**	0.000	Highly Significant
Resource Supply	.965**	0.000	Highly Significant
Goal Congruence			
Innovative Behavior	.953**	0.000	Highly Significant
Support for Innovation	.941**	0.000	Highly Significant
Resource Supply	.966**	0.000	Highly Significant
Participative-Decision Making			
Innovative Behavior	.954**	0.000	Highly Significant
Support for Innovation	.956**	0.000	Highly Significant
Resource Supply	.978**	0.000	Highly Significant
Supportive Leadership			
Innovative Behavior	.972**	0.000	Highly Significant
Support for Innovation	.948**	0.000	Highly Significant
Resource Supply	.964**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 displays the association between school organizational climate and fairness perception. It was observed that the computed r-values indicates a very strong direct correlation and the resulted p-values were all less than the alpha level. This means that there was significant relationship exists and implies that the better the assessment on school organizational climate, the better is the perception of fairness.

Implementing inclusive decision-making processes and maintaining open dialogue from leadership may improve the perception of fairness among teachers, as it may ensure that their voices are heard and respected. An organization that fosters a supportive climate may implement equitable and performance-based procedures to acknowledge and incentivize employees. When instructors feel that their efforts are recognized and rewarded according to their merits, their impressions of fairness may increase. Promoting cooperation and reciprocal assistance among employees can improve perceptions of justice by fostering feelings of common goals and fairness. According to Rasooli et al. (2023), qualitative study in education has predominantly utilized quantitative methods to assess instructors' and students' views on fairness and justice in educational environments. The aim of their study was to examine the reliability proof of instruments that assess fairness and justice, as well as how equity and fairness have been framed in these measures. The results indicated that a great deal of investigations characterized educational fairness and justice based on administrative and interpersonal psychological theories. However, only a small number of studies conducted thorough statistical analyses to substantiate their interpretations of validity.

The findings were thoroughly analyzed and indicated the necessity of formulating a theory of fairness and impartiality that is based on classroom environments. This study offers direction to school psychologists,

educators, and educators by evaluating the effectiveness of classroom fairness instruments. It helps them choose reliable instruments that can foster a more equitable school culture and climate, which in turn promotes students' academic engagement, motivation, and mental health.

Table 7
Relationship Between Teacher Resilience and Fairness Perception

Personal Competencies and Persistence	r-value	p-value	Interpretation
Innovative Behavior	.973**	0.000	Highly Significant
Support for Innovation	.957**	0.000	Highly Significant
Resource Supply	.970**	0.000	Highly Significant
Self-efficacy and self-esteem			
Innovative Behavior	.959**	0.000	Highly Significant
Support for Innovation	.953**	0.000	Highly Significant
Resource Supply	.963**	0.000	Highly Significant
Achievement Motivation and Problem-solving Skills			
Innovative Behavior	.962**	0.000	Highly Significant
Support for Innovation	.956**	0.000	Highly Significant
Resource Supply	.968**	0.000	Highly Significant
Social Skills and Peer Support			
Innovative Behavior	.967**	0.000	Highly Significant
Support for Innovation	.967**	0.000	Highly Significant
Resource Supply	.963**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 presents the association between teacher resilience and fairness perception. It was observed that the computed r-values indicates a very strong direct correlation and the resulted p-values were all less than the alpha level. This means that there is significant relationship that exists and that implies that the better the assessment on teacher resilience, the better is the perception of fairness.

The strong correlation between teacher resilience and the perception of fairness may be influenced by the effect of fairness perceptions on mental health, drive, fulfillment in work, peer networks, and handling stress. Fair treatment may improve instructors' confidence, alleviate anxiety, nurture favorable connections, and ensure the fair availability of resources and opportunities. These factors jointly enhance resilience, allowing teachers to handle obstacles more effectively and to sustain their efficacy in their positions. Kabir et al. (2022) asserted that distance learning proved to be beneficial globally after educational institutions were shut down due to the COVID-19 pandemic. Despite the limited exploration of online education technologies in the past, stakeholders have quickly acquired new technological abilities through self-education. However, these difficulties intensified when the matter of evaluation emerged. Ensuring accuracy, consistency, impartiality, and academic honesty in online assessments is a very difficult challenge. Additionally, it is crucial to promote resilience and empathy among both assessors and those being assessed, particularly for individuals who experienced discrimination as a result of the COVID-19 pandemic. The findings unveiled the strategies employed by stakeholders to address obstacles in assessment, such as incorporating flexibility, formulating questions, and implementing a process-oriented approach. Successful management of virtual evaluation issues necessitated resilience and empathy among stakeholders.

Table 8
Proposed Action Plan for Enhanced Faculty Development Program

Key Result Areas	Objective/s	Activities/Strategies	Success Indicators	Persons involved
I. School Organizational Climate 1.1 Participative Decision-Making 1.2 Discipline Policy 1.3 Supportive Leadership 1.4 Appraisal and Recognition	1. To enhance the overall working atmosphere to bolster teacher satisfaction and productivity. 2. To create effective techniques to assist educators in managing professional problems and sustaining optimal levels of performance.	1. Conduct polls at the commencement and end of every school year, and evaluate the findings to pinpoint areas that require enhancement. 2. Organize monthly meetings with the faculty, establish a suggestion box, and introduce an online platform for receiving anonymous input.	1. 90% of faculty members are satisfied with the working climate. 2. 90% of faculty members believe they have chances to engage in decision-making procedures.	Administrators and Faculty Members

1.5 Curriculum Coordination 1.6. Goal Congruence	3. To promote fair and impartial treatment of all faculty members in terms of their workload, recognition, and access to professional growth opportunities. 4. To cultivate an environment in which instructors are esteemed and receive equitable treatment from their colleagues and superiors.	3. Provide consistent training and ongoing professional development workshops to improve teaching abilities and expand knowledge. 4. Set up adaptable scheduling alternatives, authorize personal leave, and manage efforts to promote wellness.	3. 90% of faculty feel that recognition and reward systems are fair and transparent, as indicated by annual survey results and the number of awards distributed.
II. Teacher Resilience 2.1 Achievement Motivation and Problem-solving Skills 2.2 Self-efficacy and Self-esteem 2.3 Personal Competencies and Persistence 2.4 Social Skills and Peer Support	1. To offer support networks to aid teachers in managing stress and preserving their emotional welfare. 2. To empower teachers with the necessary expertise and understanding to effectively address difficulties and strengthen their professional adaptability. 3. To foster a culture of assistance and cooperation among educators to strengthen collective ability to bounce back from challenges	1. Facilitate the availability of counseling services, arrange stress management courses, and provide mindfulness training sessions. 2. Hold workshops focused on classroom management, cutting-edge teaching methodologies, and the incorporation of technology. 3. Create an online collection of instructional resources, scholarly publications, and educational resources. 4. Perform yearly evaluations to assess the enduring influence of the action plan on the organizational climate of the school, the resilience of teachers, and their perceptions of fairness.	1. 90% of recommended modifications derived from feedback are executed and yield favorable outcomes in subsequent assessments. 2. 90% success rate, which is demonstrated by enhanced views of fairness, increased teacher satisfaction, and improved school performance measures.	Administrators and Faculty Members
III. Fairness Perceptions 3.1 Innovative Behavior 3.2 Resource Supply 3.3 Support for Innovation	1. To cultivate an inclusive atmosphere in which faculty members perceive their thoughts and contributions as highly esteemed. 2. To improve communication channels and implement fair conflict resolution processes to effectively address grievances. 3. To ensure a fair distribution of workloads, provide ample opportunity for professional growth, and promote career progression.	1. Perform yearly equity assessments to examine the allocation of tasks, availability of resources, and chances for professional growth. Revise policies in accordance with the discovered results to guarantee equity. 2. Design a comprehensive calendar for professional growth that provides a diverse selection of workshops and training events accessible to all faculty members. Ensure that opportunities are effectively and equitably shared and dispersed. 3. Establish committees and councils of faculty representatives from several fields and diverse levels of expertise. Promote the participation of these entities in crucial decision-making processes.	1. 90%, consistently participate in meetings and forums and believe that their contribution is highly regarded and implemented, as evidenced by meeting minutes and feedback forms. 2.90%, undertake frequent performance evaluations and receive constructive criticism.	Faculty Members and Students

4. Conclusion and recommendations

Most of the respondents agreed on indicators of school organizational climate in terms of appraisal recognition, curriculum coordination, discipline policy, goal congruence, participative decision-making, and supportive leadership. Majority of the respondents agreed on the indicators pertaining to teacher resilience as to personal competencies and persistence, spiritual influences, family cohesion, and social skills and peer support. The respondents agreed on the indicators pertaining to fairness perceptions as to innovative behavior, support for innovation, and resource supply. There were significant relationships among school organizational climate, teacher resilience, and fairness perceptions. This implied that the better the school organizational climate, teacher resilience and fairness perceptions are, the better the efficiency of the teachers are. An action plan for an enhanced faculty development program was proposed

School Administrators may guarantee transparency in all procedures, particularly those pertaining to the allocation of workload, possibilities for professional growth, and acknowledgment. Teachers may actively engage in professional development programs and workshops offered by the institution. Parent and community members may promote honest and open dialogue among the school, parents, and community members in order to encourage collaboration and understanding. Policy makers may formulate and execute policies that guarantee impartial treatment, just allocation of resources, and assistance for professional growth in educational institutions. Future researchers may further investigate the connections between the organizational environment of schools, the resilience of teachers, and perceptions of justice to then disseminate the findings to schools, policy makers, and the wider educational community in order to provide guidance for both practice and policy. The proposed action plan for an enhanced faculty development program may be executed and assessed for its efficacy.

5. References

Darsita, D., Sindju, H. B., & Martono, M. Hubungan Iklim Organisasi Sekolah Dan Supervisi Akademik Dengan Kinerja Mengajar Guru Sma Negeri Di Kabupaten Kubu Raya. Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK), 7(2). Jurnal Pendidikan dan Pembelajaran Khatulistiwa (2018)

Efimova, G. Z. (2021). Perception of fairness in pay by academic and teaching staff.

Fu, Q., & Zhang, X. (2024). Promoting community resilience through disaster education: Review of community-based interventions with a focus on teacher resilience and well-being. PLoS one, 19(1), e0296393.

Kabir, M. M. N., Haider, M. Z., Khan, R., Roshid, M. M., Jahan, A., & Sultana, S. (2022). Online assessment practices of English language teachers and students in higher education in Bangladesh: Challenges and choices. BELTA Journal, 6(1), 1-20.

Limon, İ., Dilekç, Ü., & Demirer, S. (2021). The Mediating Role of Initiative Climate on the Relationship between Distributed Leadership and Organizational Resilience in Schools. International Journal of Contemporary Educational Research, 8(1), 128-144.

Lu, X., & Hua, Z. (2024). Teacher resilience and triple crises: Confucius Institute teachers' lived experiences during the Covid-19 pandemic. Applied Linguistics Review, 15(1), 335-354.

Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of vocational behavior*, *14*(2), 224-247.

Papatraianou, L. H., Strangeways, A., Beltman, S., & Schuberg Barnes, E. (2018). Beginning teacher resilience in remote Australia: A place-based perspective. Teachers and Teaching, 24(8), 893-914.

Pratami, F. A. R., Harapan, E., & Arafat, Y. (2018). Influence of school principal and organizational climate supervision on teachers' performance. International Journal of Scientific and Technology Research, 7(7), 228-236.

Rasooli, A., Zandi, H., & DeLuca, C. (2023). Measuring fairness and justice in the classroom: A systematic review of instruments' validity evidence. School Psychology Review, 52(5), 639-664.

Rezaee, A., Khoshsima, H., Zare-Behtash, E., & Sarani, A. (2020). English teachers' job satisfaction: Assessing contributions of the iranian school organizational climate in a mixed methods study. Cogent Education, 7(1), 1613007.

Sonnleitner, P., & Kovacs, C. (2020, February). Differences between students' and teachers' fairness perceptions: Exploring the potential of a self-administered questionnaire to improve teachers' assessment practices. In Frontiers in Education (Vol. 5, p. 17). Frontiers Media SA.

Sun, L. Y., Aryee, S., & Law, K. S. (2007). High-performance human resource practices, citizenship behavior, and organizational performance: A relational perspective. *Academy of management Journal*, *50*(3), 558-577.

Tsui, A. S., Wang, H., & Xin, K. R. (2006). Organizational culture in China: An analysis of culture dimensions and culture types. *Management and Organization Review*, *2*(3), 345-376.

Wang, Y. (2021). Building teachers' resilience: Practical applications for teacher education of China. Frontiers in Psychology, 12, 738606.