

Role of Psychological Resilience on the Motivation and Academic Performance of University Teachers during Terrorism and Crisis Situations

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ABSTRACT

Aim of the Study: The aim of this research study was to explore the relations between three variables including psychological resilience, motivation and academic performance and the role of independent variable (psychological resilience) on the dependent variables (motivation and performance) of university teachers in terrorism and war zone area.

Methodology: The research study is quantitative and population of the study was all teachers from University of Balochistan, Quetta and University of Loralai, Balochistan. Simple random sampling techniques was utilized to collect the data, the researchers used the sample frame as per Mugenda & Mugenda (2003). Data was collect through WhatsApp group and personal visits. The sample size of the study was (n= 218) from all aspects. Regression analysis, t-test and ANOVA were used to analyze the data.

Findings: The variables were also found to be interweaved and often assisted in sustaining the teachers' motivation and performance irrespective of crisis situations and stress. The respondents of the study also revealed that psychological resilience, motivation and performance were significantly and positively connected with each other. This finding also supports the association between organizational support and cope up abilities of university teachers during terrorist attacks and crises situation.

Conclusion: From data analysis it is concluded that psychological resilience showed a strong positive correlation with both motivation and academic performance, indicating that teachers who are psychologically resilient are more motivated and their performance is high during the time of terrorism and crisis as compared to those teachers who are not psychologically resilient. Further researchers recommended to be carried out at all provincial and country level.

Keywords: Motivation, Psychological Resilience, Academic Performance, Crisis Situation, University Teachers and Wellbeing.

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1. INTRODUCTION

The global community has been facing immense impacts due to the events that took place in the aftermath of 9/11, and no area has been spared by the impact of terrorism. Nonetheless, some countries have carried greater weight compared to others. In Pakistan, the effects of terrorism have been especially noticeable, and it is one of the most severely impacted countries in the country. The terrorism has further increased the problems that the society already had in form of poverty, corruption, bad governance, sectarian conflict, illiteracy and poor infrastructure. Although the effect has been experienced throughout the country, certain areas have been hit worse than others with Balochistan being one of the best examples.

Terrorism in Balochistan has not only resulted in a heavy loss of life and massive destruction of infrastructure, but the terrorism has also been fueled by a multifaceted combination of factors. They are the religious extremism, ethnic and linguistic differences, as well as domestic and foreign political processes. The vulnerability of the province is further heightened by the fact that the region borders Afghanistan and Iran. Balochistan is usually affected directly because of developments in Afghanistan. An impressive case in point is the heavy investment by China on the China-Pakistan Economic Corridor (CPEC) that has involved opportunity and security dilemmas to the region. These dynamics indicate that a study that examines the academic performance of the university teachers in the context of terrorism and crisis situation psychological resilience, motivation, self-Efficacy and Wellbeing is not only pertinent, but also critical.

The ability to adjust to stressful situations is known as resilience, which is important in ensuring functional stability in the event of a crisis (Ross et al., 2024). Instructional adaptability has been reported to be impacted by self-efficacy to a significant extent (Zee and Koomen, 2022). Similarly, intrinsic motivation provides long-term effort and work performance even in the conditions of stress and change (Ryan and Deci, 2020). The purpose of this research study was, therefore, to analyse how the psychological factors influence the academic performance of university teachers in the periods of terrorism and crisis (Al-Taie and Khattak, 2024). It also aims at establishing the trends in performance of the university teachers and provides information on how the academic staff can be enhanced in future emergencies.

1.1 Statement of the Problem

The number of studies conducted in the research showed how different workplace variables, including organizational justice, leadership style, wellbeing, workplace environment and attitude of co-workers, influence performance of teachers. The role of psychological resilience, self-efficacy, motivation, wellbeing is not only in the performance and development of teachers but also in the efficiency of institutions. Over the last few years, Loralai province in Balochistan, Pakistan has been facing a lot of instability as a result of terrorist activities and other crisis scenarios. The impact of these challenges has been negative in some crucial areas of the public such as the higher education. The teachers in Loralai University are supposed to uphold academic standards even when they are under constant psychological and environmental pressure. Such instability places a lot of strain on them to perform, which casts serious doubts on their academic productivity and as well as their general well-being.

Although studies have been done on psychological effects of crisis on the student or general population, little attention has been given on university teachers, especially on conflict-prone areas such as Loralai. The psychological resilience, motivation, self-efficacy, and mental wellbeing are among the factors that play a crucial role in deciding how university teachers cope with stress and proceed to improve their performance.

Without purposeful research on university educators in Loralai, institutions are ill prepared to provide effective support, leadership or policy interventions to maintain academic performance in periods of terrorism and crisis. The study, consequently, aims at exploring the contribution of psychological and motivational variables in influencing the performance of teachers in universities in Loralai in times of

crisis. The policy goal of the findings would be to inform a policy, enhance the institutional support systems, and create long-term academic resilience in post-conflict regions. The proposed research study intends to test the correlation between psychological resiliency and self-efficacy and motivation and wellbeing through improving the performance of university teachers in Loralai, Balochistan.

1.2 Research Objectives

The research objectives of this research study are: -

1. To compare psychological resilience, motivation and academic performance among university teachers during terrorism and crisis situation.
2. To examine the impact of psychological resilience on motivation of university teachers during crisis situations.
3. To investigate the impact of psychological resilience on academic performance of university teachers during crisis situations.
4. To determine significant differences in psychological resilience, motivation and academic performance among university teachers based on demographic characteristics.

1.3 Null Hypotheses

H₀₁: There is no significant impact of psychological resilience on motivation of university teachers during crisis situations.

H₀₂: There is no significant impact of psychological resilience on academic performance of university teachers during crisis situations.

H₀₃: There is no significant difference in psychological resilience, motivation and academic performance among university teachers regarding demographic characteristics of teachers.

2. LITERATURE REVIEW

2.1 Psychological Resilience

This literature review aims to explore university teachers' psychological resilience, motivation and academic performance during terrorism and crisis Situations. Specifically, the research examined their relationship and their influence on university teachers' performance. Resilience is considered an integrated construct, encompassing various elements such as personal traits, skills, optimism, emotional regulation, self-efficacy, and the ability to adapt and coping up in uncertain environments.

In the educational institutions, university teachers' personal resilience plays a crucial role in enabling teachers to effectively manage the demands of research, teaching and interpersonal interactions, particularly under conditions of intense pressure and stress.

Psychological resilience refers to the ability to adapt, recover, and maintain mental and emotional well-being when faced with adversity, trauma, or stress. Originating from child psychology, the concept was initially used to explain how adverse childhood experiences such as parental divorce, trauma, and abuse affect a child's development. Khan & Siddiqui (2019) described psychological resilience as an individual's capacity to respond positively to setbacks and workplace challenges, helping employees manage stress, sustain a positive attitude, and perform effectively under difficult conditions. Overall, psychological resilience embodies the ability to withstand and recover from challenging conditions and to sustain personal and professional well-being amid ongoing work stress and adversity (Salminen et al., 2020).

2.2 Effect of Terrorism on University Teachers Motivation

Motivation is a concept that encompasses the internal and external stimuli that trigger individuals to take actions, remain devoted to those actions, seek the outcomes of the desired results (Ryan and Deci, 2000; Zou et al., 2023). Self-Determination Theory divides motivation into intrinsic or personal interest or pleasures (satisfaction or meaning) and extrinsic, which is motivated by some reward, obligation or external pressure. In the case of university instructors, intrinsic motivations would be expressed through the strong desire to engage in research or create valuable educational materials and scholarly communities even in the most stressful or conflictual situations (Zou et al., 2023). During crisis, motivation is critical. Intrinsically motivated university teachers are in a better position to remain committed in the profession they are practicing, access their inner psychological resources and adapt to the evolving environments.

2.3 Motivation and Academic Performance

Empirical studies have always shown that high motivation has a positive and strong association with challenges like academic achievement, psychological stability, and full involvement in professional activities, especially at a time of uncertainty (Schunk and DiBenedetto, 2020). More motivated and self-efficacious university teachers feel able to cope with the challenges related to teaching, adjust to remote learning conditions, and support students in their emotional and academic needs even in the conditions of life-threatening circumstances (Uysal and Derya, 2023). As an example, a massive study in the COVID-19 case established that highly motivated teachers were able to shift to online teaching more quickly, were more pedagogically innovative, and continued to demonstrate high teaching quality standards (Kim and Asbury, 2020). All these characteristics lead to a reduction in the extent of burnout and emotional stress, as well as increased their professional competence.

Kusurkar et al. (2021) discovered that intrinsic motivation among teachers is an important predictor of perseverance, creativity, and professional engagement, especially during crisis situations. Their study revealed that intrinsically motivated teachers can maintain their high levels of academic commitment and be very flexible in their professional roles even when external rewards like social status, job security or income are threatened. The general literature demonstrates that intrinsic motivation is a protective variable, which can be used to ward off deteriorations in performance during stress. With the help of this synergy, teachers can see themselves as agents of change to be, as they can positively influence their own environments under the effects of adverse conditions, and transform crises into personal and professional growth opportunities (Allison, 2024; Zee & Koomen, 2016).

2.4 Teachers' Academic Performance in Terrorism

Terrorism is a systemic crisis that is profound and complex and directly affects systems of higher education (HE). The teachers are forced to live in a new reality, characterized by loss of personal safety, disturbed school activities, displacement of academics physically, distress and anxiety. Such circumstances have adverse effects on the teaching and research output. This leads to teachers being under more academic and administrative pressure. These issues highlight the problems of remote learning implementation and the adoption of new technologies. It may be especially challenging to adapt to the conditions of online classes, and it is one of the tests of the capacity of teachers to interact and maintain meaningful relationships with their students.

One of the most challenging issues that teachers face is balancing between work and life. Moving to home-based teaching led to the blurring of professional and personal life. In order to satisfy the needs of this new form of teaching, educators had to acquire a variety of new skills, including better digital literacy, better time management, and the capacity to provide higher-quality academic content with the help of innovative technology-based solutions. The significance of institutional support was also noted, and most of the teachers emphasized that institutional support was a key to their performance and success as a whole (Sutoro, 2021).

3. RESEARCH METHODOLOGY

In the current study article, quantitative research design was adopted where descriptive and cross-sectional research methodology was used to systematically study and analyzed the role of psychological resilience on motivation and academic performance of university teachers. The analysis of the contribution of predictor was made through descriptive statistics, Pearson correlation analysis, one-way analysis of variance (ANOVA) and linear regression analysis.

3.1 Population of the Study

In research, a population refers to the complete group of individuals, objects, events, or phenomena of interest. It is defined by specific characteristics relevant to the research question. Clearly identifying the target and accessible populations is essential to ensure appropriate sampling, meaningful interpretation, and generalizability of findings. A well-defined population helps ensure that the study accurately represents the group being examined (Trochim & Donnelly, 2008). In the context of present research study, the targeted population was all teaching staff working at the University of Balochistan, Quetta and University of Loralai, totaling 575 teaching staff members. Further details regarding the distribution of faculty members are provided in Table 1.

Table 1: *Population of the study*

S. No.	Name of Universities	Respondents
1.	University of Balochistan (UOB), Quetta.	515
2.	University of Loralai	65
	Total	580

3.2 Sample of the Study

According to Mugenda and Mugenda (2003), a sample magnitude amid 10% and 50% is considered suitable for research study conducted within a target population. In present research article, a sample size of 40% was selected to ensure a representative subgroup of the population, while also taking into account practical factors such as available resources and the required level of accuracy. The study applied simple random sampling techniques. In total 232 questionnaires were circulated among universities teachers and in return 218 questionnaires were received back which were completed in all aspects. Subsequently, the analysis of the research article was conducted with a sample size of 218 teachers.

Table 2: *Sample Size of the study*

Name of University	Total Teachers	Selected
University of Balochistan (UOB), Quetta.	515	206
University of Loralai, Balochistan.	65	26
Total	580	232

3.3 Research Instrument

The questionnaires included five validated sub-questionnaires that were well-matched with the research objectives of the study and its goals: Psychological resilience questionnaire developed by Wagnild (2009), which examines the individual's ability to positively cope with challenging situations. The motivation questionnaire was developed by Deci and Ryan's (1985) which focused on the difference between intrinsic and extrinsic motivation. Professional academic performance questionnaire was developed by Goleman's (1998) which concerning the relationship between emotional intelligence and effective professional performance.

The three questionnaires used a 5-points Likert scale in order to quantify the responses of the participants whereby the options were 1 (Strongly Disagree) up to 5 (Strongly Agree). Standardized instruments are used that have a high level of reliability that enhances the overall rigor of the research and makes the data collection exercise consistent to facilitate strong analysis and authoritative interpretation of the research results.

3.4 Reliability of the Instrument

The questionnaires were individually tested with the help of the Alpha of Cronbach. Cronbach's Alpha is typically regarded as acceptable internal consistency reliability between 0.80 and 0.92 (Taber, 2018). Table 3 demonstrates the reliability coefficients of the instruments applied in this study.

Table 3: Reliability of the Questionnaires

Questionnaire	Cronbach's Alpha
Psychological Resilience	.920
Motivation	.905
Academic Performance	.850

3.5 Data Collection

In the current research article, data was gathered as a result of a survey procedure by means of a standardized questionnaire on the basis of a 5-point Likert scale. The data were gathered through the researchers approaching the target population and respondents (university teachers) through number of means i.e. personal visits, through WhatsApp groups, and email. The survey questionnaires were distributed to the participants using the Google Forms Web site where they could fill them and submit the responses electronically at their comfort. The approach allowed effective data gathering and meeting the different schedules and preferences of the participants. No identity was disclosed and participation in this survey was entirely voluntary. The issues of ethics in the research article were of utmost significance in ensuring that the research was carried out in a responsible and ethical manner. Before the questionnaire was filled, the participants were requested and advised to sign and give consent form. The method of data collection also enabled the researchers to collect data efficiently as they could modify different schedules and preferences of the respondents.

4. DATA ANALYSIS AND FINDINGS

This section presents the data analysis and findings, a critical component of the research study. Following data collection, the data were analysed using the Statistical Package for the Social Sciences (SPSS), version 27, employing various statistical tests.

Table 4: Response Rate (Respondents)

Questionnaires Distributed	Received Back	Response Rate
232	218	94%

The total sample size was 232 and overall 232 questionnaires were distributed among university teachers. 218 questionnaires were received in complete form from all respect while 14 questionnaires were received back incompletely. Therefore, those questionnaires were not included in the data analysis and the response rate of the respondent was 94%.

Table 5: Shows the participants' demographics.

Demographics	Responses	F(%)	N
Gender	Male	48 (35.8%)	218
	Female	86 (64.2%)	
Professional experience	Up to 5 years	19 (14.2%)	218

	6-10 years	35 (26.1%)	
	11-20 years	46 (34.3%)	
	Over 20 years	34 (25.4%)	
Employment	Full-time	87 (64.9%)	218
	Part-time	47 (35.1%)	
Mode of work	Face-to-face	64 (47.8%)	218
	Online	13 (9.7%)	
	Mixed online and face-to-face	57 (42.5%)	

The sample (N = 218) comprised predominantly female respondents (64.2%). Professional experience was broadly distributed, with the largest proportion reporting 11–20 years (34.3%). Most participants were employed full-time (64.9%). Face-to-face work was most common (47.8%), followed by mixed modalities (42.5%), while exclusively online work was limited (9.7%).

Table 6:

Statement	Gender	Mean	N	%
Mean Score Comparison of Psychological Resilience Based on the Gender of the Respondents	Male	3.65	148	68%
	Female	3.60	70	32%
Mean Score Comparison of Motivation Based on the Gender of the Respondents	Male	3.60	148	68%
	Female	3.55	70	32%
Mean Score Comparison of Academic Performance Based on the Gender of the Respondents	Male	3.65	148	68%
	Female	3.74	70	32%

Table 6 demonstrated the results of the mean score comparison of respondents' psychological resilience based on gender. The findings indicated that male teachers had a higher mean score which was 3.65, whereas female teachers had a slightly lower mean score that is 3.60.

Mean score comparison result given in table 6 is teachers 'gender based regarding motivation. It is evident from the result that mean score of male teachers was 3.60 and value of mean score of female university teachers was 3.55. It is concluded that male university teachers had high value mean score value as compared to female university teachers. It also displayed differences in the responses of male and female university teachers regarding motivation.

Mean score comparison outcome given in table 7 is regarding academic performance based on university teachers' gender. Male teachers mean score value is 3.65 while the female teachers mean score value is 3.74. It is concluded that mean score value of female teachers is more as compare to male teachers. It is also observed that 68% of the sample size was male and 32% were female university teachers.

Table 7:

Statement	Experience	Mean	N	%
Mean Score Comparison of Psychological Resilience Based on Experience of the Respondents	Up to 5 years	3.63	40	18%
	6-10 years	3.67	55	25%
	11-15 years	3.48	62	29%
	16-20 years	3.67	41	19%
	More than 21 years	3.63	20	9%
Mean Score Comparison of Motivation Based on Experience of the Respondents	Up to 5 years	3.48	40	18%
	6-10 years	3.69	55	25%
	11-15 years	3.75	62	29%
	16-20 years	3.65	41	19%
	More than 21 years	3.74	20	9%

Mean Score Comparison of Academic Performance Based on Experience of the Respondents	Up to 5 years	3.49	40	18%
	6-10 years	3.70	55	25%
	11-15 years	3.75	62	29%
	16-20 years	3.66	41	19%
	More than 21 years	3.74	20	9%

Table 7 shows the results of mean score comparison based on psychological resilience as per the teaching experience of university teachers. It is evident from the results that teachers having 11-15 years of experience in teaching had the lowest mean score value which was 3.48. The teaching experience of all the remaining group had almost and nearly same mean score value. There is minimal dissimilarity in the mean score value.

Table presents a comparison of the mean scores of university teachers based on their motivation levels according to their teaching experience. The results indicate that the highest mean score (3.75) was obtained by teachers with 11–15 years of university teaching experience, while the lowest mean score (3.48) was recorded for teachers with 1–5 years of experience. Furthermore, 18% of teachers had 1–5 years of experience, 25% had 6–10 years, 29% had 11–15 years, 19% had 16–20 years, and 9% had more than 21 years of teaching experience.

The comparison of mean scores for academic performance based on respondents' teaching experience is presented in Table 10. The table shows a mixed pattern of mean score differences. The results reveal that teachers with 1–5 years of experience reported the lowest mean score for academic performance (3.49), whereas those with 11–15 years of experience recorded the highest mean score (3.75).

Table 8: *Effect of Psychological Resilience on Teachers Motivation (Model Summary)*

Model	R	R Square	Adjusted R ²	Std. Error of Estimate	F	P
1	.398	.157	.155	.884	116.193	.000

Independent Variable: Psychological Resilience

The correlation and variability of psychological resilience (independent variable) and motivation (dependent variable) are given in Table 8. The value of the R of .398 seems to be a strong positive relationship between psychological resilience and motivation meaning that the more the level of psychological resilience the greater the level of motivation. $R^2 = .157$ indicates that psychological resilience explains 15.7 percent of the variations in motivation. The adequate value of Significance of the model can also be seen through its adjusted R^2 of .155. The standard error of estimate (.834) shows the average difference between the observed and the predicted values of motivation. The correlation coefficient is also large (.398), which supports the positive association of the two variables. Also, F-statistic of 116.193 means that the model is significant. The p-value of the results is .000, which is not in the range of .05; therefore, it can be concluded that psychological resilience significantly contributes to motivation.

Table 9: *Effect of Psychological Resilience on Academic Performance (Model Summary)*

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	F	P
PR	.455	.207	.208	.878	162.871	.000

Predictor: Psychological Resilience (PR)

The third dependent variable of the present research study is psychological resilience. The regression outcomes of the analysis done between the psychological resilience and the academic performance of teachers have been given in Table 9. These findings suggest that the R value is .455 implying that there is a moderate, positive and significant relationship between psychological resilience and the performance of teachers at school. R^2 is .207 indicating that the independent variable (psychological resilience)

accounts the dependent variable (academic performance) by 20.7 percent. The F-statistic value is 162.871 with p value of .000, which means that the model fits well. On the whole, the results suggest the presence of the positive and significant correlation between psychological resilience and academic performance.

Table 10: *Significant difference in Psychological Resilience regarding Age*

	Sum of squares	Df	Mean square	F	P
Between Groups	3.32	3	1.105	1.139	.333
Within Groups	599.42	214	.971		

Table 10 presents the one-way ANOVA results regarding differences in teachers' responses about psychological resilience according to their age. The results show that the between-groups sum of squares is 3.32, while the within-groups sum of squares is 599.42. The F-statistic is 1.139, and the p-value is .333, which is higher than the significance level of 0.05. This indicates that the average scores for psychological resilience across different age groups are not significantly different. Therefore, it is concluded that there is no significant difference in teachers' responses regarding psychological resilience based on age.

Table 11: *Significant difference in Motivation regarding Age*

	Sum of squares	Df	Mean square	F	P
Between Groups	4.037	3	1.35	1.46	.225
Within Groups	570.36	214	.924		

Table 11 presents the one-way ANOVA results examining differences in teachers' responses regarding creative teaching according to their age. The sum of squares between groups is 4.037, while the sum of squares within groups is 570.376. The p-value is .225, which is greater than .05, indicating that the differences are not statistically significant. This shows that there is no significant difference in teachers' responses regarding creative teaching based on age. Teachers from different age groups share similar opinions about creative teaching, and there is no variation in their views at the university level.

Table 12: *Significant difference in Academic Performance regarding Age*

	Sum of squares	Df	Mean square	F	P
Between Groups	4.037	3	1.346	1.459	.225
Within Groups	570.38	214	.924		

Table 12 focuses on the outcome of the one-way ANOVA analysis that will determine the difference in the responses of the teachers in relation to academic performance based on their age. The between groups sum of squares is 4.037, and within group sum of squares is 570.38. The p-value is greater than the significance level of 0.05 and is 0.225 so the differences are not significantly different. This demonstrates that there is no difference in the perception of teachers of various ages pertaining to academic performance. Thus, teachers do not have a significant difference in views about academic performance in different universities.

5. DISCUSSION

In this section, the researchers justified the hypotheses and responded to the research objectives by analyzing the results of the data offered above. The core aim of the research was to examine the relationship between psychological strength and motivation and academic achievement amongst teachers in the university. To investigate this relationship, the study had a number of objectives, some of which included comparing the psychological resilience, motivation and academic performance of university teachers during times of terrorism and crisis, the effect of psychological resilience on motivation of teachers in times of crisis, importance of psychological resilience on academic performance of teachers in times of crisis and the identification of significant differences in psychological resilience, motivation and academic performance on the basis of demographic characteristics.

The researchers considered the hypothesis regarding teachers of the University of Balochistan (UoB) and the University of Loralai (UoL), Balochistan, and have critically discussed every research objective of the research. The findings based on the data revealed that the perceived psychological resilience by teachers was cited to play a considerable role in the choice of leaving the organization. These results were presented and analysed against the hypotheses formulated and the objectives of the research to make sure that the final results of the study align with the framework of the research.

The null hypothesis, Ho1 was that psychological resilience does not influence the motivation levels of university teachers significantly. Nevertheless, the results indicated that psychological resilience of teachers and their motivation were significantly correlated ($r = .398$; $r^2 = .157$, $p < .000$). This led to rejection of a null hypothesis using the results obtained. One of the explanations could be that, psychologically strong teachers felt that their work was appreciated and thus there was no urgent necessity to change their institutions. Such teachers are more likely to deal with discrepancies constructively and in case of no progress, they may have psychological rather than behavioral reaction. This result can be explained by classical models that define resilience as an adaptive process that helps to sustain professional functioning in times of stress (Fletcher and Sarkar, 2022). Those teachers who exhibited a higher level of resilience were also able to demonstrate a sense of sustained motivation, higher emotional stability and faster adaption to changing challenges.

Furthermore, the findings are supported by the research by Isnainy and Zainaro (2024), not to mention the researches that were performed during the COVID-19 pandemic (Ross et al., 2024; Kowler et al., 2023), which state that personal resilience increases the adaptability of individuals, their motivation, and emotional regulation. Conversely, the results are contrary to the ones found by Bento et al. (2021), who found an increase in the level of burnout and a decrease in the perception of professional value by educators.

Ho2 was the second null hypothesis, which was that the psychological resiliency did not have any significant impact on academic performance of university teachers. The findings, nevertheless, revealed that psychological resilience played a critical role in academic performance ($r = .455$; $r^2 = .207$, $p < .000$). This null hypothesis was therefore rejected. The results in general reveal that psychological resilience has a positive and significant relationship with the performance of university teachers.

The third null hypothesis was Ho3 in which it was asserted that there are no significant differences in psychological resilience, motivation and academic performance of university teachers according to their demographic characteristics. These findings indicated that age failed to create significant differences on all the three variables. The p-values that had a value more than .05 include psychological resilience ($F = 1.139$, $p = .333$), motivation ($F = 1.46$, $p = .225$) and academic performance ($F = 1.459$, $p = .225$), which means that the differences between age groups are not statistically significant. The implications of these findings are that teachers of various age groups show similar concern levels of resilience, motivation, and performance. The findings, therefore, indicate that the null hypothesis (Ho3) is accepted, showing that age does not play an important role in psychological strength, motivation, and academic performance amongst the university educators.

Table 12: Hypotheses Results

S,No	Hypothesis	Findings	Remarks
Ho1	There is no effect of psychological resilience on motivation of university teachers	There was significant effect of psychological resilience on motivation of university teachers	Rejected
Ho2	There is no effect of organizational justice on psychological resilience of university teachers	There was significant effect of psychological resilience on academic performance of university teachers	Rejected
Ho3(1)	There is no significant difference in	No significant difference was in	Accepted

	psychological resilience regarding/ with respect to teachers' age	psychological regarding teachers' age	
Ho3(2)	There is no significant difference in motivation regarding teachers' age	No significant difference was found in motivation regarding teachers' age	Accepted
Ho3(2)	There is no significant difference in academic performance regarding teachers' age	No significant difference was found in academic performance with respect to teachers' age	Accepted

6. CONCLUSION

Upon the examination of the data obtained, some important inferences can be made about the correlation between psychological resilience and motivation and academic performance of the university teachers at the University of Balochistan (UoB) and University of Loralai (UoL), Balochistan. The response rate was quite high (94%), due to the great involvement of the faculty and the discussion of the topicality of these problems in the environment of higher education. The female faculty members had greater perceptions of academic performance than the males and male teachers had greater psychological resilience and motivation. The age had an impact on the perceptions of psychological resilience, as individuals with 41-50 years of age and 11-15 years of experience expressed higher perceptions of resilience. Psychological resilience also was not affected by demographics.

Moreover, psychological resilience exhibited a high positive relation with motivation and performance in school, which showed that psychologically resilient teachers are more motivated and their performance is high than psychologically resilient teachers. The results also showed that there were no significant differences in the UoB and UoL teachers, Balochistan psychological resilience, motivation and academic performance, which was a way of showing consistency in the institutional environments between the regions. Nevertheless, there are significant variations related to gender and age as well as teaching experience that indicate that although the regional practices can be harmonized, personal and professional specificities have an influence on the perception and experience of teachers in their respective schools.

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Conflict of Interest

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