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Article

Teachers' Perspective on the Digitalization of Higher Education, Resilience, and Emotional Trauma in Jordan

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Abstract

The current study examines psychological resilience and emotional trauma in higher education teachers embracing digitalization. Primary data was acquired via a questionnaire and probability sampling. Descriptive statistics, correlational matrix, reliability analysis, and regression analysis were all valid with a final sample of 254. Using cross-tabulation and graphs, age, gender, education, and work experience were also studied and analysed. The descriptive trends reveal that all research items have reasonable mean, standard deviation, skewness, and kurtosis scores with no potential outliers. Also, the correlation matrix shows an important link between psychological resilience, trauma, and digitalization for higher education professors. The regression technique confirms that psychological resilience and stress-related trauma significantly impact digitalization adoption. Psychological resilience is positively connected to digitalization adoption among higher education faculty members, whereas trauma is negatively linked. Moreover, perceived organisational support strengthens the favourable association between psychological resilience and digitalization while reducing the negative relationship between trauma in the form of stress and digitalization. Finally, policy implications and restrictions are defined, allowing for potential future options.

Keywords

Digitalization, psychological resilience, trauma, higher education

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In recent years, organizations in both the public and commercial sectors have been impacted by shifting market and technological dynamics (Yigitcanlar et al., 2019). Like production and other service industries, education relies on technical innovation. During the 21st century, the digitalization of society has profoundly impacted daily behaviours while leaving a lasting impression on social relations (Perevalov et al., 2020). Today's technological advancements have changed the way we view education, giving it a new name: digital education (Perevalov et al., 2020). We can see how digitization is helping to improve and enhance education and society while removing geographical limitations (Fox et al., 2000). Meanwhile, higher education considers digitization in various ways. First, digitalization in higher education aids professors and students alike (Perevalov et al., 2020). In addition, electronic journals and books also provide research services and databases for higher education (Perevalov et al., 2020). Thirdly, through online courses, colleges may provide a better platform to a greater public (Perevalov et al., 2020). Abad-Segura et al. (2020). Thus, digitalization is one of the most influential pedagogical activities when the teacher becomes a mentor, coach, coordinator, or tutor who helps pupils learn important knowledge.

Resilience comes from the Latin word resilire, which means to bounce or recoil (Ferrarello, 2021; Roslan et al., 2021). Resistant socio-ecological systems may tolerate large disturbances and still "persist". The phrase has no commonly acknowledged definition and has spanned fields such as business and psychology. In management studies, the concept resilience has been investigated in terms of "resilient organisations, communities, and entrepreneurs." Furthermore, Nemeth and Olivier (2017) define psychological resilience as an individual's ability to adapt to stress and adversity, covering both the exposure to adversity and some beneficial adjustment and related effects. After a stressful situation, such activities enable the individual to demonstrate specific behaviours to achieve some normalcy (Bolajoko Ibiyemi, 2018). While the concept of psychological resilience is important in many areas of life, scholars have overlooked its relevance in higher education, particularly in the context of instructors and the trend of digitalization.

The term trauma has several meanings. For example, Alicia (2022) defined trauma as a psychological or emotional reaction to a traumatic situation beyond the individual's control. In this sense, trauma is a difficult experience or condition that a human must go through. Specifically, work-related stress and traumatic experiences can cause dread, anguish, and even psychological injuries. According to extant research, employee stress is the most important element influencing an organization's success or failure (Soegoto & Narimawati, 2017). Both public and private enterprises have suffered employee stress, for which management is considering various methods. However, higher levels of stress can contribute to poorer productivity, change acceptance, and turnover intention (Dahl, 2011; Raza et al., 2018). A thorough literature assessment revealed that researchers in Malaysia have mostly ignored the link between digital technology and teacher stress. Thus, the current study will investigate the dynamic relationship between trauma as a stressor and teachers' adoption of digital technologies, specifically among Malaysian higher education teachers. On the rest of the paper: 2nd Section: Literature Review 3rd Section: Research Methods & Results 4th Section: Conclusion 5th Section: Policy Implications & Future Directions

Literature Review

Since the last two decades, technological breakthroughs and adoption have increased. Researchers, academic specialists, and industry analysts make theoretical and empirical contributions. For example, Bigot and Germon (2021) emphasis resilience, digitalization, and corporate social responsibility as three pillars for MSMEs success. The COVID-19 outbreak has reportedly caused a significant health crisis and a global economic recession. The authors believe that to deal with such pandemics and global risks. It is critical to make radical technical advancements. Also, the digitalization of the economy has allowed for the growth of many services and usages. Perevalov et al. (2020) see higher education for the Russian economy as a process of education and

technology. It is stated that Russian higher education is transforming, allowing Russia to gain a significant position in the global education market. The "Modern Digital Educational Environment in Russian Federation for 2019-2025" programme is one example. Their study surveyed 300 students from several Russian colleges to analyse digital transformation tendencies. The study confirms that students are more willing to work in a digital educational environment and learn remotely (Ahmad & Nasution, 2021). Also, technological and information technology readiness is increasing. Finally, they advise that universities improve their technical infrastructure while increasing student and teacher education. This can be achieved by effectively implementing digitalization in higher education. Mittal (2021) evaluates the value of online education in the wake of COVID-19. He also looked into issues like limited student-teacher interaction, technical limits, inefficient evaluation, and bounded instruction as signs of the non-sustainability of online teaching. All external characteristics except bounded teaching are revealed to be significant in the non-sustainability of online teaching.

Also, prior research has focused on resilience in the educational sector (Danielsen & Valaker, 2021; Lipińska, 2021). According to Brewer et al. (2019), student well-being, health, and employability are essential variables in higher education, and interest in student resilience is growing. A literature assessment revealed methodological and conceptual flaws in building effective resilience programmes. According to the authors' theoretical review, a common concept of resilience in higher education is urgently needed. This definition should focus on encouraging pupils to overcome adversity and difficult situations. They define resilience as a dynamic process of positive adoption (Ilyas & Afzal, 2021; Yen et al., 2021). According to Zarotti et al. (2020), the literature has consistently linked resilience and cognitive reappraisal in higher education. However, there is a favorable correlation between mindfulness and student resilience. According to Allan et al. (2014), universities are increasingly vulnerable throughout the transition phase. However, institutions hire psychological resilience to overcome this issue and achieve academic success. The study's findings show that incremental resilience is more successful in academic attainment. Based on the preceding debate, it appears that while resilience and psychological resilience have received considerable attention in the higher education sector, their role in the teaching community's embrace of digitalization has not.

The term stress is also used to describe the trauma experienced by public and commercial enterprises employees. In this way, Ahmed et al. (2021) focus on the trauma and crisis for nurses in the health industry, where inclusive leadership and employee psychological welfare are important. A questionnaire-based study using PLS-SEM was done. According to the study, inclusive leadership reduces psychological suffering among employees (Semih & Yetkin, 2021). Secondary traumatic stress, compassion fulfillment, and burnout are linked, according to Levin et al. (2021) Traumatic stress, burnout, and compassion satisfaction are all linked. The study by Junaid et al. (2021) looks into the impact of terrorism-related PTSD on job satisfaction and turnover intention. According to the conservation of resources theory, employees' psychological capital helps reduce post-traumatic stress. As stated previously, traumatic stress influences employee satisfaction, job satisfaction, burnout, and compassion fulfillment. However, its impact on higher education teachers' embrace of digitalization is yet to be studied in Malaysia.

Organizational support for employees means that the employer cares about their professional and personal well-being (Pribudhiana & Don, 2021; Weathersby-Holman, 2021). These studies have studied the title of organisational assistance in various job settings. According to Côté et al. (2021), perceived organisational support influences work engagement and job satisfaction. The study confirms that organisational support has a strong moderating effect on job engagement and satisfaction dynamics. Gignac et al. (2021) examined the impact of COVID-19 on the mental and financial concerns of persons living with disabilities in the Canadian region. The study found a strong association between work status and impression of COVID-19 when organisational support is present (Kula & Akbulut, 2021). Based on the previous, perceived organisational support is a positive sign when dealing with exogenous and endogenous problems. A notable gap identified in the research is that no

prior studies have studied the role perceived organisational support plays in determining the association between psychological resilience, trauma-related stress, and adoption of digitalization among higher education teaching faculty in Malaysia. Thus, this work will theoretically and empirically benefit stakeholders and policy makers in higher education.

Research Methods and Framework of the Study

Because this study is quantitative, it used primary data collection methods like questionnaires. A questionnaire was created using items from current literature for independent, dependent, and moderating variables such as age, gender, education, and work experience. Specifically, six items from Orchiston and Higham (2016) were used to measure psychological resilience on a five-point Likert scale ranging from strongly disagree to strongly agree. Meanwhile, the stress scale of trauma was modified from Manning et al. (1988). The title of perceived organisational support is also based on three components from Rhoades et al. (2001). Finally, the title of adoption of digitalization is measured on a five-point scale (Taherdoost et al., 2013). Following the questionnaire creation, a random sampling procedure was used to distribute 450 questionnaires among teachers at public and private institutions in Malaysia. For 6 weeks, 5 team members distributed and collected questionnaires. Researchers were able to collect 378 out of 450 questions. An examination of the received questionnaire revealed that the respondents did not complete some copies. Thus, only 254 questionnaires were valid for descriptive and inferential analysis under the current investigation. Data were analysed using SPSS-21 using cross-tabulation, descriptive statistics, correlational matrix, and regression to examine both direct and indirect relationships between variables. The study's conceptual framework is shown in Figure 1.

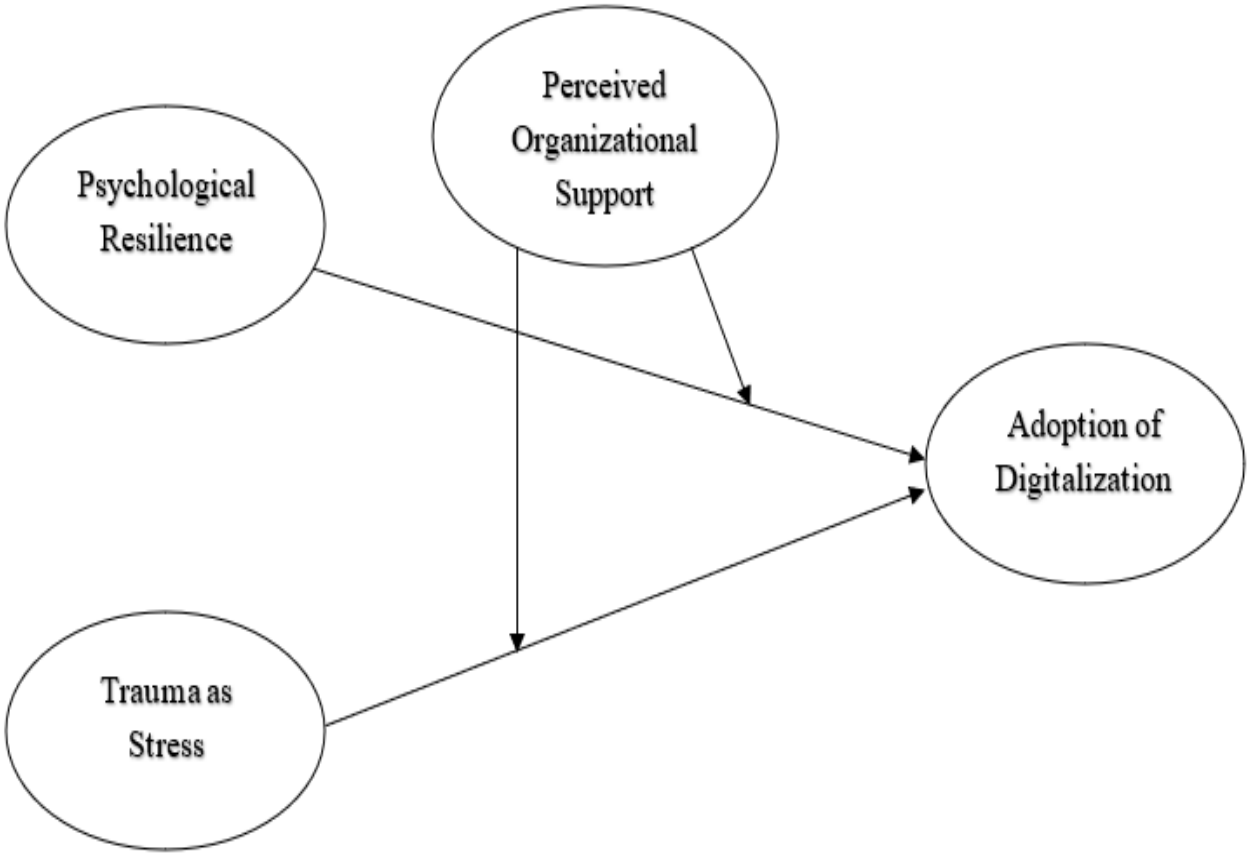

Figure 1: *Conceptual Framework*

Results and discussion

We first showed the cross tabulation for the demographic characteristics age, gender, and qualification in the findings section. The total number of responses was 254, of which 43 were 16-year-olds. More specifically, these responders are male and female, aged 31-35 years, with 14 males and 12 females. There are 28 respondents, 12 males and 16 females, with 16 years of education. The current study includes 28 male and female members with a combined age of 16 years. Table 1 of the survey shows 45 males and 43 females with 16 years of schooling with any form of diploma. This would imply a mix trend of male and female members with a 16-year qualification and a diploma. Table 1 further shows that of the total respondents, 43 are males and 41 are females with MPhil degrees and ages ranging from 31-35, 36-40, and over 40.

Table 1: *Cross Tabulation for age, gender and qualification*

*Age * Gender * Qualification Crosstabulation*					
Qualification			*Gender*		*Total*
			male	female	
16 Years	Age	31-35 Years	14	12	26
		36-40 Years	12	16	28
		above 40 Years	17	11	28
		Total	43	39	82
16 Years+Diploma	Age	31-35 Years	16	12	28
		36-40 Years	16	14	30
		above 40 Years	13	17	30
		Total	45	43	88
MPhil or above	Age	31-35 Years	13	17	30
		36-40 Years	16	13	29
		above 40 Years	14	11	25
		Total	43	41	84
Total	Age	31-35 Years	43	41	84
		36-40 Years	44	43	87
		above 40 Years	44	39	83
		Total	131	123	254

Meanwhile, it is noted that individuals between the ages of 31 and 35 years, both male and female, total 84, while those between the ages of 36- and 40-years total 87. Finally, we have 83 respondents who are above the age of 40 and work at various public and private sector universities.

Table 2 includes a cross-tabulation by age, employment experience, and educational attainment. According to the report, individuals with 16 years of education are between the ages of 31 and 35 (26 in total), and these respondents represent four distinct types of job experience. For example, there are only seven responders with 0-2 years of job experience, five with 2-4 years of work experience, three with 4-6 years of work experience, and only eleven with a qualification and work experience of 16 years and above 6 years, respectively. On the other hand, there are 88 respondents with a total of 16 years of school and a diploma and a variety of work experiences, as shown in Table 2 of the study. Meanwhile, the final distribution of respondents is indicated by the fact that 27 respondents have 0-2 years of job experience and an MPhil or higher degree, while the remaining 23 and 20 respondents have 2-4 years and 4-6 years of work experience, respectively. Finally, 14 respondents have a minimum of six years of work experience and an MPhil or higher degree, as demonstrated in Table 2 of the study.

Table 2: *Cross tabulation for age, working experience and qualification*

*Age * Working Experience * Qualification Crosstabulation*

Qualification			*Working Experience*				*Total*
			0-2 Years	2-4 Years	4-6 Years	above 6 years	
16 Years	age	31-35 Years	7	5	3	11	26
		36-40 Years	7	7	6	8	28
		above 40 Years	5	6	8	9	28
		Total	19	18	17	28	82
16 Years+Diploma	age	31-35 Years	8	4	7	9	28
		36-40 Years	2	11	8	9	30
		above 40 Years	13	5	5	7	30
		Total	23	20	20	25	88
MPhil or above	age	31-35 Years	6	11	8	5	30
		36-40 Years	11	9	5	4	29
		above 40 Years	10	3	7	5	25
		Total	27	23	20	14	84
Total	age	31-35 Years	21	20	18	25	84
		36-40 Years	20	27	19	21	87
		above 40 Years	28	14	20	21	83
		Total	69	61	57	67	254

For a better understanding regarding the demographic analysis, Figure 2 (a, b, c) shows the distribution of the respondents in terms of qualification, working experience, and age factors.

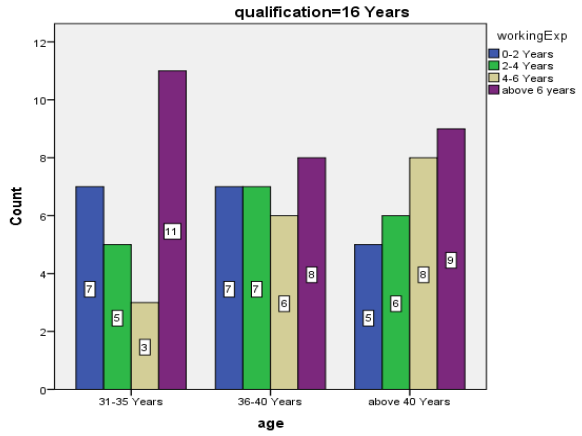

Figure 2 (a)

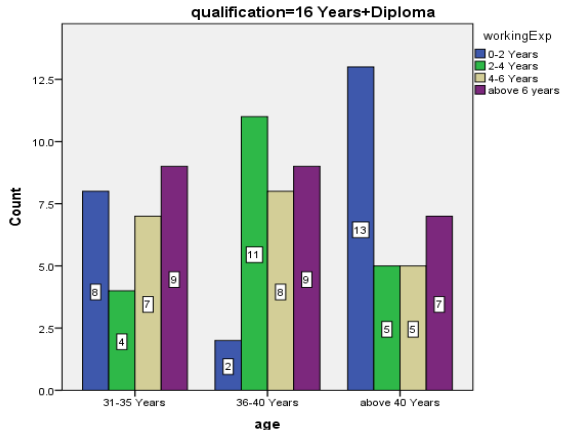

Figure 2 (b)

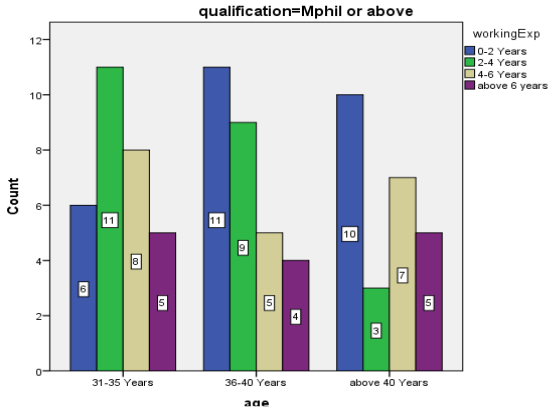

Figure 2 (c)

Table 3 summarises the study's descriptive output using central tendency and dispersion measurements. The central tendency metric reflects the data's midpoint, whereas the dispersion measure displays the data's spread away from its central location. Psychological trauma (PR) is indicated in six elements ranging from PR1 to PR6, with the mean score for PR1 being 4.56 and the lowest being 2.57 for PR5. This indicates that respondents supplied a range of replies on a five-point Likert scale, with the highest being connected with the strongly agree point, as the mean score of 4.56 is more skewed toward the fifth point. Additionally, as shown in Table 3, the variance in the mean score for the selected PR items is greatest for PR1, followed by PR2 and the remaining items.

On the other hand, trauma is quantified using six components designated Tr1–Tr6. For the first three items, the mean score was greater than 4, indicating that respondents expressed their opinions above the agreed-upon number on the likert scale. However, the mean scores for Tr4 to Tr6 are 3.46, 2.41, and 3.45, respectively. The highest mean score for the Trauma items is 1.16 for Tr4, followed by 1.12 for Tr6. This indicates that both the trauma items' mean, and standard deviation values are within acceptable ranges and do not contain outliers. Finally, Table 3 indicates the four digitalization components spanning from Dig1 to Dig4. The mean values for the digitalization-related elements are 4.43, 3.51, 4.53, and 3.60, respectively.

Table 3: *Descriptive scores*

	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*	*Skewness*	*Kurtosis*
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
PR1	254	2.00	5.00	4.5669	1.11469	-.083	-1.345
PR2	254	2.00	5.00	3.5079	1.09524	-.057	-1.302
PR3	254	2.00	5.00	4.4134	.09904	.096	-1.307
PR4	254	2.00	5.00	4.5394	.09816	-.002	-1.316
PR5	254	1.00	5.00	2.5787	.14541	-.123	-1.406
PR6	254	2.00	5.00	3.6102	.07507	-.173	-1.223
Tr1	254	2.00	5.00	4.5827	1.11363	-.089	-1.343
Tr2	254	1.00	5.00	4.4370	.12199	.108	-1.356
Tr3	254	2.00	5.00	4.4291	.14247	.080	-1.410
Tr4	254	2.00	5.00	3.4646	1.16127	.048	-1.453
Tr5	254	1.00	5.00	2.4134	1.11333	.116	-1.335
Tr6	254	2.00	5.00	3.4567	1.12994	.075	-1.380
Dig1	254	2.00	5.00	4.4370	1.11137	.064	-1.341
Dig2	254	2.00	5.00	3.5157	1.09154	-.013	-1.295
Dig3	254	1.00	5.00	4.5394	1.12307	-.082	-1.363
Dig4	254	2.00	5.00	3.6024	1.11554	-.130	-1.338
POS1	254	1	5	4.201	0.0235	-.316	-1.258
POS2	254	2	5	4.620	0.3670	-.082	-1.367
POS3	254	1	5	3.158	0.678	-.062	-1.027
Valid N (listwise)	254						

Following the descriptive scores, Table 4 summarises the correlation matrix's findings for the variables of interest. Mean scores for all three variables were obtained using the compute stat function in SPSS-21. This enables the mean observation for the independent and dependent variables to be considered. Pearson correlation coefficients are used to display the findings and their respective level of significance. Correlation is the strength and direction of a relationship, with strength denoted by the correlation coefficient and direction denoted by positive or negative signs. MeanPR and Mean MeanTr have a modest and negative connection, with a coefficient of 0.219 and a significance level of 0.000. This would support the existence of a weak, negative, and statistically significant link between MeanTr and Mean PR in the context of present research.

On the other hand, the correlation coefficient between Mean digitalization and MeanPR is positive significant at 0.024. Additionally, the correlation coefficient between mean digitalization and mean MeanTr is 1% negative. The coefficient of -0.526 indicates a weak and unfavorable relationship between trauma and digitalization in light of current studies.

Table 4: *Correlations Matrix*

		MeanPR	*MeanTr*	*MeanDig*
MeanPR	Pearson Correlation	1	-.219***	.024**
	Sig. (2-tailed)		.000	.025
	N	254	254	254
MeanTr	Pearson Correlation	-.219***	1	-0.526***
	Sig. (2-tailed)	.000		.000
	N	254	254	254
MeanDig	Pearson Correlation	.024**	-0.526***	1
	Sig. (2-tailed)	.025	.000	
	N	254	254	254

After descriptive and correlational analysis, Table 5 reports the reliability output as calculated for Cronbach's alpha. It is found that the reliability score for psychological resilience for all six items is 0.812, whereas the score for emotional trauma and digitalization is 0.883 and 0.739, respectively. This would indicate that all three variables have shown some reasonable reliability output to justify the argument that there is no problemwith the reliability of the study items. A threshold level of 0.70 is determined by a range of researchers for Cronbach's alpha. Notable findings are presented by (Bland & Altman, 1997; Ekolu & Quainoo, 2019; Stadler et al., 2021).

Table 5: *Reliability Analysis*

Variable Title	*No of Items*	*Reliability Score*	*Threshold Level*
Psychological Resilience	06	0.812	Greater than 0.70 is acceptable
Trauma as Stress	06	0.883	Greater than 0.70 is acceptable
Digitalization	04	0.739	Greater than 0.70 is acceptable
Perceived Organizational Support	03	0.896	Greater than 0.70 is acceptable

Finally, Table 6 summarises the output for the regression coefficient, as well as the collinearity diagnostic via variance inflation factor and tolerance level. The results include unstandardized and standardised regression coefficients, standard error, t-scores, and the level of relative significance. More precisely, it is discovered that psychological resilience has a large and beneficial effect on the digitization of higher education. The unstandardized coefficient is 0.222, indicating that a unit change in psychological resilience results in increased acceptance of digitalization among teachers in higher education. The t-score for this variable is 3.89, greater than the threshold value of 1.96, indicating that increased psychological resilience correlates with increased acceptance of digitalization and vice versa. Numerous investigations in the existing literature have bolstered the theoretical underpinnings of psychological resilience. For instance, it is believed that resilience encompasses various ideas such as coping, humour, social support, critical thinking, problem-solving, and maintaining a good attitude when confronted with a difficult or changing scenario.

Meanwhile, those with a higher level of psychological resilience have a greater capacity to be extremely effective in the face of adversity (Onan et al., 2019). Additionally, Ong et al. (2006) assert that psychological resilience demonstrates coping with daily emotions while generating some pleasant experiences. In this regard, contemporary research has identified digitalization as a transforming force in higher education, with the risk that professors would view it as an additional burden to accept new technology. However, favourable outcomes would be achieved by considering the function of psychological resilience, which is beneficial in increasing the level of digitalization in higher education. Thus, the current study supports the hypothesis that higher education's psychological resilience and digitization are inextricably related.

Additionally, Table 6 details the relationship between trauma and digitalization. The coefficient for MeanTr is -0.152, with a standard error of 0.037. This would imply that MeanTr has a detrimental effect on the importance of digitization by teachers currently employed in the higher education industry. To be more precise, the standardised beta coefficient equals -0.138 with a t-value of -4.10. This would support the idea that a higher degree of trauma in stress results in a lower level of digitalization adoption among higher education faculty members. More precisely, the negative coefficient indicates that stress and trauma are not conducive to digitalization, indicating their detrimental effect. This effect is statistically significant at 1%, as the p-value is 0.000. Bailey (2018) examined the relationship between stress and change acceptability among young educators and teacher morale. It is believed that instructors do various tasks for which stress and change management are critical.

Meanwhile, stress is inextricably related to the teacher's willingness to change. Additionally, Bloom (2006) considered the dynamic relationship between trauma-sensitive individuals, organisational stress, change, and system transformation. There is a belief that there is a connection between trauma-sensitive individuals, organisational stress, and change dynamics. Based on the previous arguments, it is concluded that MeanTr has a considerable effect on Mean Digitalization among faculty members working in higher education; thus, H2 is also supported. Additionally, Figure 2 illustrates the structure of the standardised regression residuals.

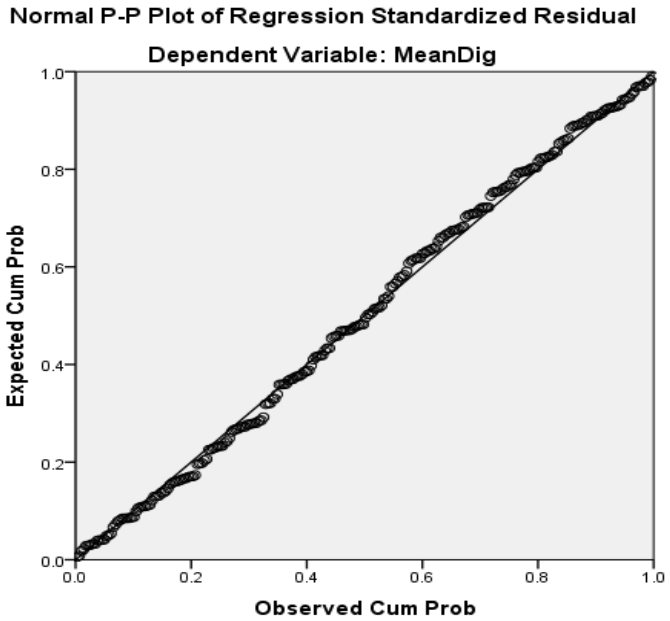

Figure 2: *Standardized Regression Residuals*
Source: Authors

Table 6: *Coefficients*

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*	*Collinearity Statistics*	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.534	0.257		5.96	.000		
	MeanPR	.222	.057	.204	3.89	0.000	0.13	2.18
	MeanTr	-.152	.037	-.138	-4.10	0.000	0.16	2.13
ANOVA								
	F-Statistics	5.682	Significance Level	0.000	R2	0.367	Adj.R2	0.3457

a. Dependent Variable: MeanDig

Additionally, this study examines the moderating effect of perceived organisational support on the link between psychological resilience, stress-related trauma, and digitalization adoption among higher education faculty members. Table 7 contains the findings for this purpose. Psychological resilience and perceived organisational support interact to produce a coefficient of 0.387 with a standard deviation of 0.059. This indicates that perceived organisational support has a moderating influence on the association between psychological resilience and mean digitalization among faculty members in higher education. More precisely, the direct influence of MeanPR on digitalization is also considerable, given that increased PR results in increased adoption of digitalization. However, when POS plays a moderating function, the coefficient value is more positive, indicating that the relationship between public relations and digitization is strengthening and vice versa. Based on the coefficient mentioned above and standard deviation, a t-statistic of 6.55 is obtained, indicating that organisational support has a significant and beneficial moderating influence on the link between PR and digitalization.

Additionally, the results in Table 7 detail the interactive influence of MeanPOS on the link between stress-related trauma and mean digitalization. This interaction term has a coefficient of -0.215 and a standard deviation of 0.038. This would indicate that the findings are relatively substantial and negative when POS is present in the association between MeanTr and MeanPOS. At first glance, the direct relationship between trauma and adoption of digitalization among faculty members in higher education is negative, implying that greater stress results in decreased adoption of digitalization and vice versa. However, when perceived organisational support is present, the outcomes are rather beneficial, reducing the negative link between trauma and digital adoption. Additionally, these findings demonstrate the importance of POS by demonstrating that in to alleviate stress and trauma, there is a greater need for a higher level of organisational support for faculty members working in higher education. Based on the previous data, it is concluded that perceived organisational support has a strong moderating effect on the relationship between psychological resilience, trauma in terms of stress, and adoption of digitalization among faculty members in higher education.

Table 7: *Moderating Role of POS*

Path	*Beta*	*STDEV*	*T Statistics*	*P Values*	*Decision*
MeanPR*MeanPOS ->MeanDig	0.387	0.059	6.55	0.000	Accepted
MeanTr*MeanPOS ->MeanDig	-0.215	0.038	-5.65	0.000	Accepted

Conclusion and Policy Implications

It is believed that the term "digital transformation" refers to how both society and business have changed daily practices while also creating some complexities. In this regard, digitalization adoption is highly regarded in both public and private organisations. Meanwhile, the educational sector is also recognised as one of the most influential industries in the global market, contributing significantly to society and community members. Simultaneously, the changing dynamics of technology have directly impacted higher education and similar organisations. More precisely, through distance education technologies, higher education is removing geographical barriers for a larger population in a global context. However, the adoption of digital technologies, particularly among faculty members in higher education, is not a simple phenomenon, as various factors determine it. This research addressed a significant gap in the literature by examining the role of psychological resilience and trauma in terms of stress as determinants of teachers' adoption of digitalization in higher education. The current research takes a deductive approach, with primary data collected via questionnaire and considered demographic variables such as age, gender, education, and work experience.

Meanwhile, the current study discusses descriptive, correlational, and regression analysis. The primary findings indicate that psychological resilience has a significant and beneficial effect on faculty members' adoption

of digitalization. In contrast, a trauma in the form of stress is a significant impediment to such adoption. Additionally, the moderating effect of perceived organisational support on the relationship between psychological resilience and trauma is found to be statistically significant, indicating that increased organisational support would result in increased output while strengthening the relationship between psychological resilience and digitalization and decreasing the negative relationship between trauma and digitalization adoption, respectively. The findings of this study would be extremely beneficial to a variety of policymakers and stakeholders, particularly in the higher education sector. To begin, those responsible for managing higher education's digital transformation should consider the role of psychological resilience as a positive indicator of such adoption. More precisely, motivating teachers to embrace such technological change by strengthening their psychological resilience in the face of any complex situation would be beneficial. However, at the second step, it is suggested that there is an urgent need to address the detrimental effect of trauma on teachers in higher education, resulting in a decrease in digitalization adoption. In this regard, we find that perceived organisational support has a statistically significant moderating effect on the relationship between trauma and digital adoption. As a result, it is suggested that policymakers in higher education should reasonably insist on both public and private universities providing additional support to their faculty members as they transition to and adopt digital technologies. In this way, the detrimental effect of trauma in the form of stress on digitalization will be mitigated appropriately.

Finally, the current study is associated with various limitations that will influence future diction. For instance, this study focused exclusively on psychological resilience and trauma as primary predictors of digitalization adoption among teachers in higher education. However, other variables such as level of education, work experience, and family background may also influence the adoption of digital technologies in higher education. Meanwhile, the current research examines only a sample of 254 respondents from higher education institutions. Although the stated sample size is reasonable, future studies will require an increase in this sample size. Additionally, this study employs traditional regression analysis to investigate the direct and indirect relationships between the study variables. As a result, it is strongly recommended that future studies use a two-step approach called measurement and structural models to assess the internal consistency, reliability, and relationship between variables.

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