

EXPLORING PROTECTIVE FACTORS FOR RESILIENCE AMONG BASIC EDUCATION TEACHERS

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Abstract

The main purpose of this study was to explore protective factors for resilience among basic education teachers. The sample of this study was chosen from Yangon Region and Mon State. A total of 480 basic education teachers participated in this study. Quantitative perspectives were used in this study. In this study, Teacher Resilience Inventory designed by Muller et al. (2014) consist of 36 items with a four-point Likert scale was used. This instrument measured the degree to which each of the six protective factors defined by Henderson and Milstein (1996). Cronbach's alpha for inventory of total protective factors for resilience was 0.917. ANOVA results showed that there were significant differences in purpose and expectation and clear and consistent boundaries factors for resilience among teaching subject areas. The result of the independent sample *t*-test showed that there was only significant difference in nurture and support factor for resilience by location at the 0.05 level. MANOVA results showed that there were significant differences in positive connections, life guiding skills and clear and consistent boundaries factors by teacher's designation. Moreover, MANOVA results showed that there were significant differences in purpose and expectation, life guiding skills and clear and consistent boundaries factors by teacher's qualification. However, MANOVA results showed that there were no significant differences in protective factors by teaching experience. The data showed that there were significant differences only in the interaction of teachers' designation and teachers' qualification.

Keywords: Resilience, teacher resiliency, protective factors

Introduction

In most developing countries, education is considered to be one of the most important development indicators. Almost every citizen has an interest in accessing education. It is the dream of every developing country, community, parents and students to have good academic attainment to adequately equip the individual to meet the challenges of the modern global world. Teachers are the backbone of overcoming today's challenges. Resilience in the field of education has emerged as an important area of research, especially in countries where high resignation rates have been observed in the teaching profession (Hong, 2012). Therefore, teachers need to be able to resilient with the difficulties they face in their daily lives. Resilience is the capacity to successfully adapt to, or bounce back from, difficult events or situations (Muller et al., 2011).

Teachers need to be resilient in order for them to survive adversity of any kind. The environment in which they operate should interact positively with them. Resilient teachers are said to have good problems solving skills, strong self-esteem and a sense of future. These are referred to as protective factors. Research has also determined personal, social, familial, and institutional safety nets, also known as protective factors, help individuals resist stress and build resilience (Doney, 2012). Protective factors aid teachers to become more resilient to a challenging environment, and are said to be found from within an individual and from an individual's surroundings.

Myanmar is currently upgrading its basic education curriculum to world-class standards. Therefore, teachers can have many difficulties in teaching and learning process. The resilience of teachers may vary depending on the subjects taught during Myanmar's reform of basic education. In addition, there are differences between the new and old syllabus in assessment tests. Among basic education teachers, resilient teachers are more likely to resist the stress and less resilient

teachers are less likely to resist the stress. Basic education teachers need to be resilient to meet the challenges. Resilience in the field of education has emerged as an important area of teaching profession. So, this study will focus on the protective factors for resilience in teachers and increasing the likelihood of retaining effective educators.

Purpose of the Study

The main purpose of this study was to explore protective factors for resilience among basic education teachers.

The specific objectives of this study were as in the following:

1. To observe the significant differences in protective factors of teachers across teaching subjects.
2. To find out the significant differences in protective factors of teachers by location.
3. To examine the significant difference in protective factors of teachers by designation, qualification and teaching experience.

Scope of the Study

This study investigated the exploring protective factors for resilience among basic education teachers. A total of 480 basic education teachers were selected from Yangon Region and Mawlamyine Township by random sampling technique.

Definition of Key Terms

Resilience: The capacity to successfully adapt to, or bounce back from, difficult events or situations (Muller et al., 2011).

Teacher resiliency: The ability to adjust to varied situations and increase one's competence in the face of adverse conditions is a critical element in classroom success and teacher retention (Gordon & Coscarelli, 1996).

Protective factors: Personal, social, familial, and institutional safety nets that help individuals resist stress and build resilience (Doney, 2012).

Review of Related Literature

Resilience Model of Richardson

Richardson et al. (1990) first recognized that resilience is a process of interaction between individuals and environmental circumstances. Their resilience model (Figure 1) depicts a single time in an individual's life that caused a disruption. This disruption could be presented for a few minutes to years. In order for the resilience model to work, individuals "must pass through challenges, stressors, and risks, become disorganized, reorganize his or her life, learn from the experiences, and surface stronger with more coping skills and protective factors" (Richardson et al., 1990).

There are several key components of Richardson et al. (1990) resilience model: biopsychospiritual homeostasis, life events, biopsychospiritual protective factors, interaction, disruption, disorganization, and reintegration.

Biopsychospiritual homeostasis: encompasses a biological, psychological, and spiritual balance within an individual.

Life events: is a term used to describe the challenges, stressors, or risks that may cause a disruption.

Biopsychospiritual protective factors: are constructs that help individuals successfully cope with stressful life events.

Protective factors can be broken down into two categories: biological and psychospiritual. Biological coping factors range from maintaining a healthy medical condition to fitness level. In addition, psychospiritual coping factors include, but are not limited to, belief in a high force, good sense of humor, homeostasis autonomy, and purpose in life.

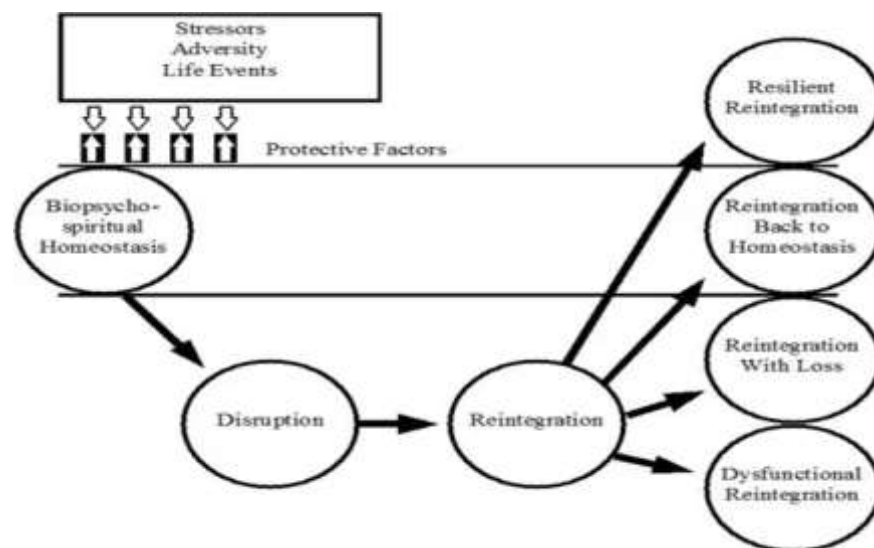


Figure 1 Resilience Model (Richardson, 1990)

In order for an individual to have complete protection from life events, there must be successful interaction with the stress, challenge, or risk. Individuals may interact with the life event by exhibiting a variety of defense mechanisms (i.e. avoiding, ignoring, succumbing, etc.), and the way in which an individual copes with the life events will lead them to the disruption stage. The disruption stage happens when the individual is out of biopsychospiritual. Richardson et al. (1990) suggests that disruption can be beneficial because it can be an opportunity to adapt, learn, and grow.

After disruption, the next stage of the resilience process is disorganization. It is the “temporary state wherein the biopsychospiritual pieces of an individual’s life become disrupted, such as with a new challenge and the person has to implement a plan to attack the challenge without having previous related experiences.” This stage does not last long, and a person’s solution to the disorganization may be resilient or dysfunctional. Although dysfunctional solutions may result in suicide or substance abuse, it is still considered a resolution to the disorganization. The last stage of the resilience process is reintegration. During this stage, the individual reorganizes their disorganized world in order to reach homeostasis again. Reintegration can happen in one of four ways: resilient reintegration, homeostatic reintegration, maladaptive reintegration, or dysfunctional reintegration.

Resilient reintegration is the most desired level of adaptation. Individuals that take this route become more successful and have the skills to face future events more effectively. Homeostatic reintegration happens when there is a struggle to remain at the same level of functioning that was present prior to the life event. This person does not learn from the experience and will likely repeat past situations. With maladaptive reintegration, individuals reorganize their lives in such a way that their present protective factors and skills are far less than their starting point. The last type of reintegration, dysfunctional reintegration, results in the need for psychotherapy help for the individual. Therefore, protective factors play a crucial role in fostering resilience in an individual.

Profile of a Resilient Teacher

Henderson and Milstein also created a profile of an educator with characteristics of resilience, which are detailed in table 1. Also, the six equal sections of the resilience wheel suggest that each protective factor contributes equally to helping build resilience.

Table 1 Henderson and Milstein (2003): Profile of a Resilient Teacher

Themes	Characteristics
Increase Prosocial Bonding	<ul style="list-style-type: none"> - Seeks regular opportunities to interact with others - Is able to interact easily with others, regardless of status differences - Engages in cooperative efforts
Set Clear, Consistent Boundaries	<ul style="list-style-type: none"> - Understands and accepts policies - Involved in developing and changing policies and rules
Teach “Life Skills”	<ul style="list-style-type: none"> - Participates in meaningful professional development - Has high self-esteem that is supported by adult learning opportunities - Gives help to and receives help from other educators
Provide Caring & Support	<ul style="list-style-type: none"> - Has a sense of belonging? - Thinks that community supports educators’ activities - Believes reward systems promote individual efforts
Set and Communicate High Expectation	<ul style="list-style-type: none"> - Shows confidence in self’s and others’ potential for excellence - Feels that role efforts are appreciated - Feels protected by leaders to perform job expectations
Provide Opportunities for Meaningful Participation	<ul style="list-style-type: none"> - Values site-based management as a way of ensuring teacher input in decision making - Takes the time and gains the skills needed to participate effectively - Knows what’s going on and joins in celebrations

Method and Procedures

Participants

A total of 480 basic education teachers participated in this study. The selected sample of teachers for this study was described in the following table 2.

Table 2 Characteristics of the Chosen Number of Participants

No.	Location	PAT	JAT	SAT	Total
1.	Eastern District of Yangon Region	20	20	20	60
2.	Western District of Yangon Region	20	20	20	60
3.	Southern District of Yangon Region	20	20	20	60
4.	Northern District of Yangon Region	20	20	20	60
5.	Mawlamyine Township	40	40	40	120
6.	Mudon Township	40	40	40	120
	Total	160	160	160	480

Note: PAT= Primary Assistant Teacher, JAT= Junior Assistant Teacher, SAT= Senior Assistant Teacher

Instrument

In this study, the questionnaire consists of two sections. The first section elicited the demographic characteristics of the participants. The purpose of second section was to gather data about protective factors for resilience of basic education teachers. Teacher Resilience Inventory designed by Muller et al. (2014) consist of 36 items with a four-point Likert scale was used. This instrument measured the degree to which each of the six protective factors defined by Henderson and Milstein (1996) presented. The six protective factors examined on the questionnaire were: purpose and expectation (PE), nurture and support (NS), positive connections (PC), meaningful participation (MP), life guiding skills (LGS), and clear and consistent boundaries (CCB).

Pilot study was conducted during the last week of June, 2021, with the sample of 80 Basic Education Teachers from East District in Yangon Region. After receiving backed the questionnaires, the researcher revised and modified the weak points, misunderstanding of wording and phrases of some items on which participants seemed to be vague. By using this instrument, test administration was conducted on the first week of July, 2021 at the Yangon region and the last week of September, 2021 at the Mon State.

Data Analysis and Findings

Comparison of Protective Factor (Purpose and Expectation) for Resilience among Basic Education Teachers by Teaching Subject Areas

Descriptive Analysis revealed that the differences in mean and standard deviations by teaching subject areas with respect to protective factor (purpose and expectation) for resilience among basic education teachers (see, Table 3).

Table 3. ANOVA Result of Protective Factor (Purpose and Expectation) for Resilience among Basic Education Teachers by Teaching Subject Areas

Factor	Teaching Subject	N	Mean	SD	F	p
Purpose and Expectation (PE)	Co curriculum	3	17.33	1.155	2.271*	.036
	All Subjects	148	18.03	1.445		
	Myanmar	55	17.64	1.470		
	Arts	56	17.59	1.247		
	English	61	17.69	1.893		
	Mathematics	66	18.36	1.820		
	Science	91	17.65	1.715		

Note: *Mean difference is significant at the 0.05 level.

According to the result of table 3, the mean scores of mathematics teachers were found to be higher on purpose and expectation than other teaching subject teachers.

It can reasonably be said that the most mathematics teachers have strong decision making, clear purpose and expectation for the life. Also, because mathematics is compulsory subject, it is possible that teachers who teach mathematics are full of expectation and confidence. Teaching Co-curriculum teachers are not suitable for comparison due to the small number.

Protective Factor (Clear and Consistent Boundaries) for Resilience among Basic Education Teachers by Teaching Subject Areas

Descriptive analysis revealed that the differences in mean and standard deviations by teaching subject area with respect to protective factor (Clear and Consistent Boundaries) for resilience among basic education teachers (see, Table 4).

Table 4. ANOVA Result of Protective Factor (Clear and Consistent Boundaries) for Resilience among Basic Education Teachers by Teaching Subject Areas

Factor	Teaching Subject	N	Mean	SD	F	p
Clear and Consistent Boundaries (CCB)	Co curriculum	3	17.67	.577	2.153*	.046
	All Subjects	148	17.61	1.519		
	Myanmar	55	16.91	2.824		
	Arts	56	17.04	1.334		
	English	61	17.11	1.507		
	Mathematics	66	17.61	1.635		
	Science	91	17.11	1.581		

Note: *Mean difference is significant at the 0.05 level.

According to the result of table 4, teaching Co-curriculum teachers are not suitable for comparison due to the small number. So, the mean scores of Mathematics teachers and teaching all subjects teachers were found to be higher on clear and consistent boundaries than other teaching subject teachers.

It can reasonably be said that teaching all subject teachers manage the whole classroom which is led by one teacher so need a clear understanding of the policies established to direct in work. And, it may be said that the most Mathematics teachers are able to provide guided by clear expectations.

Protective Factor (Nurture and Support) for Resilience among Basic Education Teachers by Location

To find out the differences in nurture and support factor for resilience among basic education teachers, descriptive statistics was applied. The mean and standard deviation of location were reported (see, Table 5).

Table 5. The Result of Independent Sample *t*-test for Protective Factor (Nurture and Support) for Resilience among Basic Education Teachers by Location

Factor	Location	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Nurture and Support (NS)	Yangon Region	240	17.70	1.452	2.171*	478	0.030	0.287
	Mon State	240	17.42	1.450				

Note: *Mean difference is significant at the 0.05 level.

According to the result of table 5, the independent sample *t*-test, it showed that there was significant difference by location on nurture and support factor for resilience among basic education teachers.

Reasonably can be said that Region's development conditions are more than State. A teacher's perceived resilience was influenced by educational values and the conditions of work and home. Thus, it can be said that when promoting the success of basic education teachers' lives the encouragement from families, friends and colleague from Yangon Region may be greater than that of Mon State. So, nurture and support factor for resilience depend on the location.

Protective Factors for Resilience among Basic Education Teachers by Designation, Qualification and Teaching Experience

The study utilized multivariate analysis of variance (MANOVA) test to analyze the differences in protective factors based on multiple independent variables. The univariate analysis of the MANOVA was used to examine the relationship among the independent variables and the six protective factors subscales separately.

Table 6, shows the results of the MANOVA that examined the relationship among the independent variables and the six protective factors subscales collectively. A univariate analysis of variance was conducted to assess if there were differences among the teacher's designation groups on a linear combination of protective factors for resilience. A significant difference was

found, Pillai's Trace = 0.066, $F(472, 946) = 2.678$, $p = 0.002$, multivariate $\eta^2 = 0.033$. In addition, the significant difference was found, in the assessment of teacher's qualification in four groups, Pillai's Trace = 0.080, $F(471, 1419) = 2.170$, $p = 0.003$, multivariate $\eta^2 = 0.027$. Similarly, the teacher's experience was divided into seven groups and found significant difference, Pillai's Trace = 0.127, $F(468, 2838) = 1.703$, $p = 0.006$, multivariate $\eta^2 = 0.021$.

Table 6. Univariate MANOVA Results for Protective Factors Based on Teacher's Designation, Qualification and Teaching Experience

Variable	<i>df</i>	<i>df error</i>	<i>F</i>	<i>p</i>	η^2
Teacher's Designation	12.000	946.000	2.678**	.002	0.033
Teacher's Qualification	18.000	1419.000	2.170**	.003	0.027
Teacher's Experience	36.000	2838.000	1.703**	.006	0.021

Note: **Mean difference is significant at the 0.01 level.

The univariate analysis of the MANOVA was used for the teacher's designation, an independent variable was examined in detail with protective factors that are dependent variables. After examined the results were found. There were not significant differences among teacher's designation on purpose and expectation, $F(2, 477) = 1.329$, $p = 0.266$, $\eta^2 = .006$, nurture and support, $F(2, 477) = 1.786$, $p = 0.169$, $\eta^2 = .007$, and meaningful participation, $F(2, 477) = 0.095$, $p = 0.909$, $\eta^2 = .016$. However, there were significant differences among teacher's designation on positive connection, $F(2, 477) = 3.886$, $p = 0.021$, $\eta^2 = .000$ life guiding skills, $F(2, 477) = 5.984$, $p = 0.003$, $\eta^2 = .024$ and clear and consistent boundaries, $F(2, 477) = 4.383$, $p = 0.013$, $\eta^2 = .018$ (see Table 7).

Both multivariate and univariate tests provide measure of effect size (eta squared). For the multivariate test eta is 0.18(the square root of 0.033), which is about a medium effect size. The univariate etas are 0.08, 0.08, 0.4, 0, 0.49 and 0.14 for purpose and expectation, nurture and support, positive connection, meaningful participation, life guiding skills and clear and consistent boundaries respectively. Positive connection and life guiding skills are large effect and clear and consistent boundaries is a medium effect. The etas for purpose and expectation, nurture and support and meaningful participation indicate small effect size. Because of $F(1.329, 1.786$ and $0.095)$ was not significant $p(0.266, 0.169$ and $0.909)$ respectively. So, there were significant differences in the magnitude of the difference between levels of the teacher's designation with respect to the positive connection, life guiding skills and clear and consistent boundaries respectively.

Table 7. MANOVA Results for Each Protective Factor by Teacher's Designation

Factors	<i>df</i>	<i>df Error</i>	<i>F</i>	<i>p</i>	η^2
Purpose and Expectation	2	477	1.329	0.266	.006
Nurture and Support	2	477	1.786	0.169	.007
Positive Connection	2	477	3.886*	0.021	.016

Factors	<i>df</i>	<i>df Error</i>	<i>F</i>	<i>p</i>	η^2
Meaningful Participation	2	477	0.095	0.909	.000
Life Guiding Skills	2	477	5.984**	0.003	.024
Clear and Consistent Boundaries	2	477	4.383*	0.013	.018

Note: **Mean difference is significant at the 0.01 level.

*Mean difference is significant at the 0.05 level.

According to table 8, the teacher's designation had different mean score in positive connection factor for resilience, PAT were higher mean than JAT and SAT. And JAT were higher mean than SAT.

It can be said that, most primary assistant teachers teach multiple subjects in one class and are responsible for the entire classroom. Therefore, optimism and patience in higher than junior assistant teachers and senior assistant teachers. Between junior assistant teachers and senior assistant teachers, junior assistant teachers teach more than one Grade and the subjects are different. As the result, junior assistant teachers may be getting along well in connecting with community and resilience level may be higher than senior assistant teachers. There were differences in life guiding skills among the teacher's designation: PAT were higher life guiding skills than JAT and SAT, JAT were higher in life guiding skills than SAT, too.

It is reasonably said that, senior assistant teachers face a lot of stress as the focus on the goal of achieving success in matriculation. Therefore, they may be weaker than junior assistant teachers in learning life guiding skills.

There were differences in clear and consistent boundaries among the teacher's designation: PAT and SAT. That is, in clear and consistent boundaries factor for resilience among basic education teachers, PAT teachers were higher mean than SAT.

It can be said that, primary assistant teachers are less likely to be employed in remote areas. Compared to senior assistant teachers, primary assistant teacher life may be guided by clear expectation. So, it may be higher than senior assistant teachers in clear and consistent boundaries factor.

Table 8. Post- Hoc Results of Protective Factors for Resilience among Teacher's Designation

Factor	(I) Teacher's Designation	(J) Teacher's Designation	Mean Difference (I -J)	<i>P</i>
Positive Connection	PAT	JAT	0.35	.048*
		SAT	0.36	.038*
	JAT	SAT	0.01	.996
Life Guiding Skills	PAT	JAT	0.04	.966
		SAT	0.47	.006**
	JAT	SAT	0.43	.012*

Factor	(I) Teacher's Designation	(J) Teacher's Designation	Mean Difference (I -J)	P
Clear and Consistent Boundaries	PAT	JAT	0.36	.145
		SAT	0.56	.010*
	JAT	SAT	0.20	.553

Note: **Mean difference is significant at the 0.01 level.

*Mean difference is significant at the 0.05 level.

The univariate analysis of the MANOVA was used for the teacher's qualification, an independent variable was examined in detail with protective factors that are dependent variables. After examined the results were found. There were significant differences among teacher's qualification on purpose and expectation, $F(3, 476) = 3.351$, $p = 0.019$, $\eta^2 = .021$, life guiding skills, $F(3, 476) = 4.123$, $p = 0.007$, $\eta^2 = .025$ and clear and consistent boundaries, $F(3, 476) = 3.632$, $p = 0.013$, $\eta^2 = .022$. However, there were no significant differences among teacher's qualification on nurture and support, $F(3, 476) = 0.146$, $p = 0.932$, $\eta^2 = .001$, positive connection, $F(3, 476) = 0.820$, $p = 0.483$, $\eta^2 = .005$, meaningful participation, $F(3, 476) = 0.283$, $p = 0.838$, $\eta^2 = .002$ (see Table 9).

Both multivariate and univariate tests provide measure of effect size (eta squared). For the multivariate test eta is 0.16 (the square root of 0.027), which is about a medium effect size. The univariate etas are 0.46, 0.03, 0.07, 0.04, 0.5 and 0.47 for purpose and expectation, nurture and support, positive connection, meaningful participation, life guiding skills and clear and consistent boundaries respectively. Purpose and expectation, life guiding skills and clear and consistent boundaries are large effect. The etas for nurture and support, positive connection and meaningful participation indicate small effect size. Because of $F(0.146, 0.820$ and $0.283)$ was not significant $p(0.932, 0.483$ and $0.838)$ respectively. So, there were significant differences in the magnitude of the difference between levels of the teacher's designation with respect to the factors purpose and expectation, life guiding skills and clear and consistent boundaries respectively.

Table 9. MANOVA Results for Each Protective Factor by Teacher's Qualification

Factor	df	df Error	F	p	η^2
Purpose and Expectation	3	476	3.351*	.019	.021
Nurture and Support	3	476	0.146	.932	.001
Positive Connection	3	476	0.820	.483	.005
Meaningful Participation	3	476	0.283	.838	.002
Life Guiding Skills	3	476	4.123**	.007	.025
Clear and Consistent Boundaries	3	476	3.632*	.013	.022

Note: **Mean difference is significant at the 0.01 level.

*Mean difference is significant at the 0.05 level.

The MANOVA results showed that there were significant differences of protective factors by teachers' qualification. To obtain more detailed information of teacher's qualification,

Post-Hoc test was executed by Tukey HSD method and the results were presented in the following Table 10. The data were also examined to find the differences among teacher's qualification. Teacher's qualification of others qualified are not suitable for comparison due to the small number.

According to Table 10, there were significant difference in purpose and expectation factor for resilience among teacher's qualification, Master teachers were higher mean than BEd and BA, BSc teachers. And BA, BSc teachers were higher mean than BEd teachers.

It can be said that, in basic education, most of teachers expect to get a BEd. Therefore, BEd graduates may be different in purpose and expectation factor for resilience from other graduates.

There were significant differences in life guiding skills factor among the teacher's qualification, BA, BSc teachers were higher mean than BEd and Master teachers. In addition, Master teachers were higher mean than BEd teachers.

There were significant differences in clear and consistent boundaries factor among the teacher's qualification, BA, BSc teachers were higher than BEd and Master teachers. Besides that, Master teachers were higher than BEd teachers.

Table 10. Post- Hoc Results of Protective Factors among Teacher's Qualification

Factor	(I) Teacher's Qualification	(J) Teacher's Qualification	Mean Difference (I -J)	P
Purpose and Expectation	MEd, MA, MSc, MPhil	BA, BSc	0.61	.090
		BEd	0.89	.009**
	BA, BSc	BEd	0.28	.350
Life Guiding Skills	BA, BSc	BEd	0.50	.003**
		MEd, MA, MSc, MPhil	0.26	.644
	MEd, MA, MSc, MPhil	BEd	0.24	.742
Clear and Consistent Boundaries	BA, BSc	BEd	0.60	.006**
		MEd, MA, MSc, MPhil	0.10	.984
	MEd, MA, MSc, MPhil	BEd	0.50	.354

Note: **Mean difference is significant at the 0.01 level.

The interaction of teachers' designation and teachers' qualification on each protective factor. The result in table 11 showed that there were significant differences in purpose and expectation factor, $F(4, 470) = 3.240, p = .012$. There were also significant differences in nurture and support factor, $F(4, 470) = 3.458, p = .008$. Moreover, there were also significant differences in clear and consistent boundaries, $F(4, 470) = 3.820, p = .005$. It can be said that, an interaction

of teachers' designation and teachers' qualification influences the presence of purpose and expectation factor, nurture and support factor and clear and consistent boundaries.

Table 11. Interaction of Teachers' Designation and Teachers' Qualification on Each Protective Factor

	Protective Factors	<i>df</i>	<i>F</i>	<i>P</i>
Teachers' designation * Teachers' qualification	Purpose and Expectation	4	3.240*	.012
	Nurture and Support	4	3.458**	.008
	Positive Connection	4	2.142	.075
	Meaningful Participation	4	1.326	.259
	Life Guiding Skills	4	1.401	.233
	Clear and Consistent Boundaries	4	3.820**	.005

Note: **Mean difference is significant at the 0.01 level.

*Mean difference is significant at the 0.05 level.

Conclusion, Discussions and Recommendations

The first purpose of this study was to compare the protective factors of teachers across teaching subjects. ANOVA results revealed that there were significant differences in purpose and expectation factor and clear and consistent boundaries factor for resilience. In the dimension of purpose and expectation factor, mathematics teachers were statistically significant higher mean score (18.36) than other teaching subject teachers. The finding of the present study was consistent with previous research studies. Zundra, G. (2018) found that significant differences between science and history teacher and science and elective teacher on purpose and expectations factor.

Mathematics teachers and teaching all subjects teachers were slightly higher mean score (17.61) than other teaching subject teachers. However, the finding of the present study was inconsistent with previous research studies. Zundra, G. (2018) showed that there were no significant differences among teaching subject areas on clear and consistent boundaries factor. Nevertheless, the finding of present research was consistent with the previous research. In this study, there were no significant differences among teaching subject areas in positive connection and meaningful participation factors. Zundra, G. (2018) found that there were no significant differences among teaching subject areas in positive connection and meaningful participation factors.

The second purpose of this study was to find out the significant difference in protective factors of teachers by location. The result of the independent sample *t*-test, it showed that there was significant difference by location on nurture and support factor for resilience.

This study also investigated the interactions of the independent variables to determine if there were differences in protective factors. The only interaction that showed significant differences were the interactions of teachers' designation and teachers' qualification. It can be inferred that being in teachers' experience has little to no effect on the presence of protective factors in teachers. The interaction of teachers' designation and teachers' qualification was investigated closer by determining if there were differences in the protective factors when considered independently of each other. The data supports the notion that an interaction of

teachers' designation and teachers' qualification influences the presence of purpose and expectation, nurture and support and clear and consistent boundaries.

Overwhelming evidence in the literature indicates that teaching is one of the most stressful professions. Nowadays, teachers face a variety of challenges and stressors both inside and outside of the classroom. Resiliency is important to overcoming a variety of challenges and stressors. A teacher's resiliency depends heavily upon the nature of the work environment, the people with whom a teacher works, and beliefs or aspirations. Personal, Social and institutional safety nets, also known as protective factors, help individuals resist stress and build resilience. These protective factors can be both environmental and internal. Some of the protective factors that teachers use are purpose and expectation, nurture and support, positive connection, meaningful participation, life guiding skills, and clear and consistent boundaries. In this study, explored the protective factors for resilience among basic education teachers. Several limitations and recognized in this study. Although, the following suggestions and recommendations are given to teachers from basic education:

- Administrators should have more insight on the specific needs of teachers that would keep them from leaving the teaching profession.
- Administrators should encourage teachers to become a part of professional teaching and learning communities.
- Teachers should nurture agreeable, cheerful, and having self-efficiency.
- Teacher should try overcome the adversities and challenges that arise within the school environment.
- Teachers should have 21st century skills (Collaboration, Communication, Critical thinking and Problem Solving, Creativity and Innovation and Citizenship).

Protective factors, resilience and everything that relates to them seem to be long-term processes, which are all aimed at generally preparing individuals for a lifetime. Resilience does not come from rare and special qualities but from the everyday magic of the ordinary normative human resources, in the minds and bodies of teachers, in their families and relationships, and in their communities. Teachers should be made aware of the resiliency process and given access to support systems that will serve as protective factors in order to increase teacher retention.

The participants in this study were only 480 basic education teachers in Yangon Region and Mon State public schools. The study is unable to be generalized to the entire teacher population because of those limitations. Studies should continue to investigate protective factors for resilience among teachers. The following recommendations future research.

- Teachers in private and public-school settings may experience different challenges and protective factors may differ. To increase the generalizability of this study, it needs to conduct further research using teachers in private school settings.
- Further research should be conducted on urban and remote areas, as the challenges facing teachers between urban and remote areas may not be same.
- Moreover, protective factors for resilience may differ between novice and experience teachers.
- In addition, protective factors for resilience may also differ between the basic education teachers and higher education teachers. Therefore, further research should be conducted between basic and higher education teachers to identify differences.

- Furthermore, the duties, stressors, and workload of teachers may change throughout the school year, it is also recommended to conduct the study during varying times of the school year. Teachers may respond differently to many of the questions on the questionnaire based on their current moods.
- Qualitative research could also be completed to investigate the specific sources of each protective factor. This could provide administrators more of a direct plan when attempting to recruit and retain teachers.

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