

RELATIONSHIP BETWEEN ORGANIZATIONAL PROTECTIVE PROCESSES AND TEACHER RESILIENCE

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Abstract

The purpose of this study was to investigate the relationship between organizational protective processes and teacher resilience at selected Basic Education High Schools in Mandalay. Mixed research methods were applied to collect the required data. The sample for quantitative study was selected through purposive sampling, which included 310 teachers from eight selected Basic Education High Schools in Mandalay. For the quantitative study, two instruments “*Organizational Protective Factors Survey*” developed by Tanum (2007) to assess the perceptions of teachers on organizational protective processes and “*Personal Resilience Questionnaire*” developed by Conner (1993) to evaluate the perceptions of teachers on their resilience, were mainly used. Moreover, interviews were conducted with 27 teachers from five selected Basic Education High Schools in Mandalay to obtain detailed information about organizational protective processes and teacher resilience. Data was computed by utilizing descriptive statistics and Pearson product-moment correlation analyses through SPSS software. According to the results of this study, organizational protective processes were positively and moderately correlated with teacher resilience ($r=0.469$, $p<0.01$). The qualitative data provided by interviews with teachers was consistent with the qualitative findings. Therefore, it can be concluded that when the levels of organizational protective processes increase, the levels of teacher resilience will also increase. Further research should be conducted in other townships, states and divisions of our country.

Keywords: organizational protective processes, teacher resilience

Introduction

Education is the most powerful weapon and can change the world. It is an important issue in one's life. It is the key to success in the future and to having many opportunities in life. Having education in an area helps people think, feel and behave in a way that contributes to their success, improves not only their personal satisfaction but also their community. Education polishes our minds, reinforces our thoughts, and strengthens our character and behaviors toward others. Teachers are one of the elements in the overall growth and development of education. They are keystones of the learning process in all educational fields. They are the strength of the nation, since they are the ones who lead the system of education into success or failure (Al-Siyabi, 2016).

Teaching is a challenging profession, and teacher turnover is creating difficulties for school systems nationwide. Organizational processes also cause teachers to leave the profession. Ingersoll (2001) asserted that when teachers leave a school, the shortage can lower the school's performance and cause staffing pressures. State departments of education are being forced to issue provisional certificates in order to staff schools and fill these critical position needed. School districts should provide interventions to deal with teachers who have entered the stages of career withdrawal. They can address teacher withdrawal by providing programs and interventions that address the teacher's withdrawal stages in order to keep the teacher in the profession. By promoting organizational protective processes such as collaboration, empowerment,

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administrative support, mentoring and staff development that foster personal resilience in teachers, systems may lower the turnover rate and keep teachers productive throughout the career cycle (Steffy, Wolf, Pask, & Entz, 2000, as cited in Tanum, 2007).

Teacher resilience is the quality that allows teachers to maintain their commitment to teaching as a series of specific strategies that teachers employ when they experience an adverse situation at school and as the teacher's ability to successfully overcome personal vulnerabilities and environmental stressors. When resilient teacher face the uncertainty, anxiety, and loss of control that come with change, they tend to grow stronger rather than be defeated (Isaacs, 2003). According to Patterson (2001, as cited in Pepe, 2011), teachers should see change as a challenge by accepting their responsibilities and move ahead in the face of adverse, as a result, they become more resilient by accepting their responsibilities. Resilient teachers exhibit characteristics that are positive, professional, and reflective in their teaching careers. The teachers are able to withstand the career-ending obstacles of health problems, boredom, and loss of interest, and stay instructional and professionally productive in spite of their longevity in the career. Organizational protective processes can help the teacher to move through the reflection-growth-renewal cycle and never withdraw from the profession (Tanum, 2007). The focus of this study is to examine the relationship between organizational protective processes and teacher resilience at selected Basic Education High Schools in Mandalay.

Significance of the Study

Teachers provide an education that improves the quality of life, therefore bringing so much to both individuals and society as a whole. Teachers have the ability to shape leaders of the future in the best way for society, to build positive and inspire future generations and therefore design society, both on a local and global scale. Teaching is one of the most important professions in today's world. Teaching is the process of attending to people's needs, experience and feelings, and intervening so that they learn particular things and go beyond the given. Teaching is extremely significant for instilling values, attitudes, and behaviors in students. A teaching career is a tough job, but it is one where you can make the most impact on another person's life. Teaching careers appear to be enriched by the organizational protective processes that foster resilience in teachers (Tanum, 2007).

It is important to look at organizational protective processes for teachers. There are five organizational environmental processes that act as organizational protective processes for teachers: collaboration, empowerment, administrative support, mentoring, and staff development (Bobek, 2002). Gabriel (2005 as cited in Tanum, 2007) stated that collaboration and cooperation are critical for success, both personal and standardized. Collaboration appears to be an organizational process that is tremendously beneficial to teachers. According to Gideon (2002), everyone in school must work to make collaboration the norm. Empowerment as an organizational protective process may be a key factor in fostering resilience in teachers. Empowerment appears to be an intrinsic factor that leads to teacher retention (Tanum, 2007). The importance of empowerment is also illustrated by its role in increasing teacher motivation, improving problem-solving skills, and all of which are vital to improving learning outcomes for every student.

The administrative support fosters teacher retention. Darling-Hammond (2003) asserted that good teachers gravitate towards schools where administrators will support them. Administrators must support teachers' efforts in the classroom on a daily basis. The administrator support makes it easier for a school organization to run smoothly without any issues whatsoever and it is important to the development of the brand that it is attached with. Mentoring is a positive process for both beginning and experienced teachers. Georgia Teacher Retention Study (2004) found mentoring to be an essential component for retaining teachers. Holloway (2003 as cited in Tanum, 2007) mentioned staff development as one particular effort that can reduce teacher attrition and turnover and sustain teachers in the profession. Staff development is a means to retain teachers and raise student achievement.

Resilience is more than an individual trait. It is a capacity that arises through interactions between people within organizational contexts. Teacher resilience is the ability to adjust to varied situations and increase one's competence in the face of adverse conditions (Gordon and Coscarelli, 1996). Teacher resilience is a relatively recent area of investigation which provides a way of understanding what enables teachers to persist in the face of challenges and offers a complementary perspective to studies of stress, burnout, and attrition (Beltman, Mansfield & Price, 2011). Resilience is of importance in teaching for three reasons. Firstly, it is unrealistic to expect pupils to be resilient if their teachers, who constitute a primary source of their role models, do not demonstrate resilient qualities (Henderson & Milstein, 2003). Secondly, teaching is a demanding job in an emerging "age of diversity and sustainability" (Hargreaves & Fink, 2006,). A shift in focus from teacher stress and burnout to resilience provides a promising perspective to understand the ways that teachers manage and sustain their motivation and commitment in times of change. Thirdly, resilience is the capacity to continue to "bounce back", to recover strengths or spirit quickly and efficiently in the face of adversity, is closely allied to a strong sense of vocation, self-efficacy, and motivation to teach which are fundamental to a concern for promoting achievement in all aspects of students' lives.

Day and Gu (2010, as cited in Razak, 2013) also pointed out the resilience is not only the capacity to continue to bounce back to recover strengths or spirit quickly and efficiently in the face of adversity but is also closely allied to a strong sense of vocation, self-efficacy, and motivation to teach, which are fundamental to sustaining a commitment to promoting achievement in all aspects of students' lives. The more schools give for collaboration, empowerment, administrative support, mentoring, and staff development, the more he or she becomes a resilient teacher to direct his or her trust towards school-wide improvements despite of the many demands of his or her work.

For the reasons mentioned above, this study is important as it helps to find out the perceptions of teachers on organizational protective processes and teacher resilience. Moreover, this study will explore the relationship between organizational protective processes and teacher resilience.

Purpose of the Study

The main purpose of the study is to investigate the relationship between organizational protective processes and teacher resilience at selected Basic Education High Schools in Mandalay.

Specific objectives of the study are as follows:

1. to study the levels of organizational protective processes as perceived by teachers at selected Basic Education High Schools in Mandalay.
2. to study the levels of teachers' resilience perceived by themselves at selected Basic Education High Schools in Mandalay, and
3. to investigate the relationship between organizational protective processes and teacher resilience at selected Basic Education High Schools in Mandalay.

Research Questions

1. What are the levels of organizational protective processes as perceived by teachers at selected Basic Education High Schools in Mandalay?
2. What are the levels of resilience as perceived by teachers at selected Basic Education High Schools in Mandalay?
3. Is there any relationship between teachers' perceptions of organizational protective processes and their resilience at selected Basic Education High Schools in Mandalay?

Definitions of Key Terms

- **Organizational Protective Processes:** Organizational protective processes can be defined as the systemic processes that protect the teacher from withdrawal (Tanum, 2007).
- **Teacher Resilience:** Teacher resilience can be defined as using their energy productively to achieve school goals in the face of adverse conditions (Patterson, Collins and Abbott, 2004 as cited in Razak, 2013).

Conceptual Framework of the Study

The purpose of this research was to ascertain the relationship between organizational protective processes and teacher resilience. Protective processes have been studied in other fields but have not been studied extensively in education, and specifically for teachers. The conceptual framework for this study showed that five organizational processes may provide personal resilience for teachers. Teachers' beliefs of how these processes have impacted their career and fostered resilience can be of great benefit to schools as organization in their attempts to retain teachers.

Tanum (2007) developed “*Organizational Protective Factors Survey*” comprised of the following dimensions: (1) Collaboration (2) Empowerment (3) Administrative Support (4) Mentoring and (5) Staff Development to examine the levels of organizational protective processes.

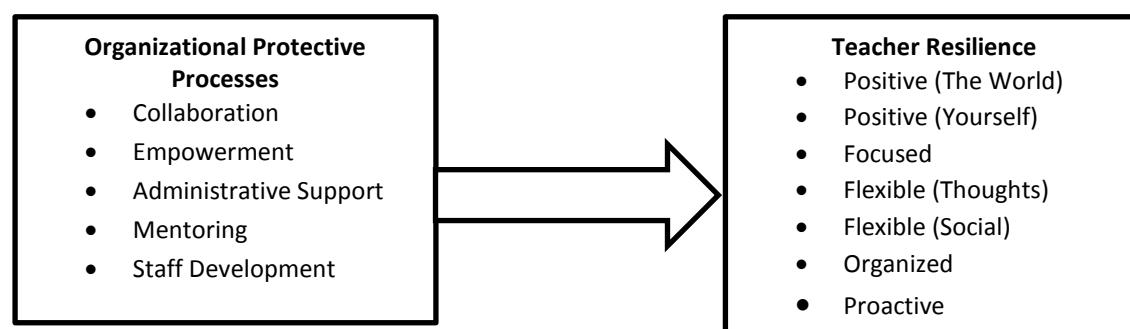


Figure 1.1 Conceptual Framework of the Study

On the other hand, Conner (1993) developed “*Personal Resilience Questionnaire (PRQ)*” comprised of the following dimensions: (1) positive-the world (2) positive-yourself (3) focused (4) flexible-thoughts (5) flexible-social (6) organized and (7) proactive to examine the levels of teacher resilience.

Review of Related Literature

Organizational Protective Processes

It is important to look at organizational protective processes for teachers. Bobek (2002) believed that there are five organizational protective processes that act as organizational protective processes for teachers: collaboration, empowerment, administrative support, mentoring, and staff development.

Organizational protective processes that act as protective processes for teachers in schools. Luthar, Cicchetti, and Becker (2000) stated that certain themes recur across studies, when dealing with the small amount of research on protective factors and correlates of resilience. They reported that close relationships with supportive adults, effective schools, and connections with pro-social adults are recurring themes. Ingersoll and Smith (2003) found organizational factors such as administrative support and mentoring help to prevent turnover and retain teachers. Ingersoll (2001, as cited in Tanum, 2007) found that organizational processes have significant influences on teacher retention and that school systems should focus resources on those processes that alleviate teacher turnover.

Achinstein (2002) asserted that collaboration in schools may also serve another important purpose. The micro-political process of collaboration plays a role in organizational learning and has a strong effect on things such as school reform efforts and the building of school culture. The idea that giving teachers a greater hand in their destiny and decision making leads to increased resilience and reduced levels of stress and burnout. Byrne (1999, as cited in Giroux, 2007) stated that the problems that may occur if teachers are not empowered: A major stressor for teachers is their lack of involvement in decisions that bear directly on the quality of their work life. Participation in the organization's decision-making process has emerged as a critical factor in maintaining worker morale, teachers, in general, are permitted only minimal input into decisions that directly concern them, over time the cumulative effects lead to job stress and ultimately burnout.

Mentoring is the process of having more experienced teachers guide those who are new to the profession through their first year and support them by being there to listen and problem solve, offering advice when appropriate. Mentoring is crucial to building resilience. In terms of promoting resilience, this relationship is not just beneficial to the younger teacher who is the recipient of the mentoring (Schwab, Jackson & Schuler, 1986, as cited in Giroux, 2007). Administrative support may often be well outside of a teacher's sphere of influence and demonstrates that it is a crucial element in promoting resilience. Bobek (2002) asserted that the primary reason that teachers give for leaving the profession is poor administrative support. The strong administrative support can protect teachers from being at risk. Steffy, Wolf, Pasch, and Enz (2000, as cited in Tanum, 2007) asserted that to retain teachers in the profession, a framework for designing staff development must be implemented to support professional growth. Staff development is crucial to building resilience.

Bobek (2002) identified the following five organizational processes. Each process is discussed in the context of it acting as a protective factor for teachers. The Georgia Teacher Retention Study (2004) stated that teamwork and collegiality are factors that lead to teacher retention. It asserted that all teachers need to share ideas with grade-level colleagues about what works in the classroom. This collaborative process leads to the retention of teachers. Gabriel (2005) stated that "Collaboration and cooperative are critical for success, both personal and standardized". Collaboration appears to be an organizational process that is tremendously beneficial to teachers. Schmoker (2004) stated that if there is anything that the research community agrees on, it is the need for strong teacher collaboration structures. Schools must make the collaborative process a priority. Collaborative culture will not produce itself on its own. According to Gideon (2002, as cited in Tanum, 2007), everyone in the school must work to make collaboration the norm. By implementing collaborative processes within the school, administrators can assure that both new teachers and veteran teachers are not working in isolation.

Teacher empowerment was defined by Short (1994) as "a process whereby school participants develop the competence to take charge of their growth and resolve their problems". Empowerment as an organizational process may be a key factor in fostering resilience in teachers. Empowerment appears to be an intrinsic factor that leads to teacher retention. The organizational protective process of administrative support fosters teacher retention. Hammond (2003, as cited in Tanum, 2007) asserted that good teachers gravitate towards schools where administrators will support them. Great school leaders create nurturing school environments in which accomplished teaching can flourish and grow. Yoon and Gilcrest (2003) found that administrative support involves staff development training for teachers to learn how to handle difficult students. Administrators' direct involvement with student discipline had the highest frequencies of responses. It was followed by emotional support, teamwork, and parent involvement. Administrators must support teachers' efforts in the classroom daily.

Mentoring is a positive process for both beginning and experienced teachers. Moir (2003) stated that mentoring has a positive effect on veteran teachers, as it tends to revitalize them in the process of passing on knowledge to a new generation of teachers. Mentoring is one organizational process that acts as a protective mechanism for the retention of teachers. Burke (2001, as cited in Tanum, 2007) felt that staff development is a means to increase the effectiveness of instruction for teachers. Kent (2004) asserted that high-quality staff development is crucial to the future of education. Schools must provide pertinent staff development to teachers so they can meet the instructional needs of their students. Holloway (2003) mentioned professional development or staff development as one particular effort that can reduce teacher attrition and turnover and sustain teachers in the profession. Staff development is a means to retain teachers and raise student achievement.

Dimensions of Organizational Protective Processes

Bobek (2002) developed five organizational protective processes that act as organizational protective processes for teacher: (1) collaboration, (2) empowerment, (3) administrative support, (4) mentoring, and (5) staff development.

(1) Collaboration

Collaboration is the development of close relationships with colleagues; collaboration can foster resilience. This is extremely important for new teachers and remains a protective process for teachers throughout their career. A teacher's support group may include administrators, parents, and teachers within and outside their building. Administrators can take the lead in fostering collaborative activities in the school by providing common planning, grade level meetings and common teaching assignments.

(2) Empowerment

Empowerment is another protective process. Nir (2002 as cited in Tanum, 2007) found that school based management and empowerment positively affect a teacher's commitment to the teaching profession and student achievement. Personal resilience can also be fostered by involving teachers in the shared decision-making process. Teachers who have input in building level decisions experience a sense of ownership in their career.

(3) Administrative Support

A third organizational protective process is administrative support. Mallak (1998) believed that using positive reinforcement can build resilient organizations. Administrative support should result in trust and a positive exchange of ideas between teachers and administrators. Mallak felt administrators should endorse the processes that lead to teacher resilience and an open exchange of ideas and trust should flow from the school administrators and teachers.

(4) Mentoring

Pavia, Nissen, Hawkins, Monroe, and Filimon-Demyen (2003) stated that mentoring of new and experienced teachers, another of Bobek's (2002) five protective processes, is a widely accepted practice for supporting teachers' professional development. They asserted that new teachers may increase their resilience by fostering relationships with older, more experienced teachers. Mentoring gives teachers support that otherwise would not be available to them. They asserted that mentoring of new and experienced teachers is a widely accepted practice for supporting a teacher's professional development.

(5) Staff Development

"To develop resilience, new teachers must be lifelong learners, willing to venture into areas that may challenge their current views of themselves and their practices"(Bobek, 2002). Bobek believed this could be done with pertinent staff development, the fifth protective process. She asserted that staff development should be afforded to both beginning as well as practiced teachers. Staff development keeps teacher current with the latest teaching methods that may increase student achievement.

All of these organizational protective processes may have the capacity to lead to resilience in teachers. The connection between these processes and resilience in teachers has yet to be significantly studied. By studying resilient teachers, the researcher may determine how protective processes in schools contribute to the resilience. School systems can then utilize these protective processes to aid in the wellbeing and retention of teachers.

Teacher Resilience

Teacher resilience can be defined as using their energy productively to achieve school goals in the face of adverse conditions (Patterson, Collins and Abbott, 2004 as cited in Razak, 2013). According to Henderson and Milstein (2003), teacher resilience is defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic and vocational competence despite exposure to severe stress or simply to the stress that is inherent in today's world.

Resilience is not innate, it derives from the interaction between the individual to successfully cope with negative life events. Resilience is identified as the human ability of all individuals to modify and change no matter the risks. Thus, resilience is a strategy developed during one's journey through life, which allows a person to bounce back from adversity. Resilience refers to a powerful process encompassing positive adaptation within the context of significant adversity. Resilience is defined as the capacity to bounce back, to withstand hardship, and to repair yourself (Robinson, 2000; Lifton, 1994; & Masten, 1994; Wolin and Wolin, 1991 as cited in D'Souza, 2013).

Teacher resiliency can be defined as the ability to adjust to varied situations and increase one's competence in the face of adverse conditions (Gordon and Coscarelli, 1996). According to Bobek (2002), teacher resilience as the ability to adjust to varied situations and increase one's competence in the face of adverse conditions. Teacher resilience is a process by which teachers learn to adapt to and overcome the enormous challenges they encounter daily in their interactions with students, parents of their students, colleagues and community members. Tait (2005 as cited in Standish, 2014) described resilience as, the human capacity to face, overcome and even be strengthened by experiences of adversity. It is the ability to "bounce back" after a setback. It is also the capacity to see things realistically and to recognize what is possible and what is not. Resilient teachers are able to maintain positive relationships, solve problems skillfully, set limits, stay motivated, and derive some meaning from difficulties and challenges.

Dimensions of Teacher Resilience

Conner (1993) and his associates at ODR (Organizational Development Resources) identified five (seven including sub-characteristics) general characteristics that are related to resilience, namely: (1) Positive (The World), (2) Positive (Yourself), (3) Focused, (4) Flexible (Thoughts), (5) Flexible (Social), (6) Organized and (7) Proactive.

(1) Positive (The World)

Positive people differ in their tendency to focus on the positive view of their environment as complex and challenging. They display a sense of security and self-assurance that is based on their view of life as complex but filled with opportunity. They are able to see opportunities and possibilities in situations that may be difficult for most people. Those who focus primarily on the negative can get into cycles of anxiety and depression that prevent them from seeing value and opportunity in circumstances. They are generally optimistic about their environment and are able to turn negative situations into positive ones.

(2) Positive (Yourself)

People need a strong foundation from which to face uncertainty and stress in the world. This foundation can be developed through realistically assessing one's capabilities and achieving self-acceptance while continuing to learn and grow. When a person feels capable of reaching his or goals, that person is able to take action confidently and can weather failure without losing the feeling of self-worth.

(3) Focused

People who describe themselves as strongly committed to their goals, or who see their life as having meaning or purpose, are better able to manage confusing situations: to sort out the important issues, judge the relative worth of alternatives, and use their personal energy more efficiently. They have a clear vision of what they want to achieve. They have a clear sense of focus and purpose and are goal driven. They are better able to use resources in a positive way to overcome challenging situations.

(4) Flexible (Thoughts)

Many times, when a person is open-minded in finding diffident ways to view a situation, he or she will have a broader understanding of the problem and be able to form more creative, effective resolutions. Flexible thoughts allow one to find these creative, effective ways to achieve goals. They demonstrate a special pliability when responding to change. They are able to live with paradoxes and contradictions and overcome the stress of an ever-changing environment. They are able to draw from other people and use synergy to overcome obstacles in the environment.

(5) Flexible (Social)

The highly resilient people recognize their interdependence with others. They are characterized by strong social bonds that they can rely on for support during difficult times. They are able to form and maintain close relationships, are willing to engage in the give-and-take of mutually supportive friendships, and can recognize ways in which other people's skills can complement their own.

(6) Organized

Organization enables one to find order in chaos and structure in ambiguity, and to move beyond thought toward action. The discipline required in assessing the available information, choosing a direction in which to proceed, and plan the steps needed to move forward is important. This requires a person to set aside information that is not helpful at the moment, focus on the elements that are important, and logically structure them into a workable, detailed plan. They develop structured approaches to managing ambiguity. They are able to move forward with a detailed plan of action. These people use available resources to find sense in ambiguity and chaos.

(7) Proactive

To be proactive, one must be willing to take some risks and endure discomfort in the belief that positive outcomes will result. Proactive individuals seek challenges rather than avoid them and respond to disruption by investing energy in problem solving rather than withdrawing. They engage change rather than defending against it. They seek challenges rather than avoid them. They are involved in problem solving and finding solutions that will help them move on.

Research Methodology

Research Method

In this study, quantitative and qualitative methods were adopted. In the quantitative method, data were collected by using the questionnaires. The qualitative results were obtained by interviewing the teachers.

Population and sample

The target population of this study was all teachers (primary, junior and senior teachers) from Basic Education High School (not included branch and affiliated high schools) in Mandalay. There are 52 Basic Education High Schools in Mandalay. Among those schools, 8 Basic Education High School were selected for the main study. Therefore, the total sample was 344 teachers from 8 schools in the quantitative study. Although the questionnaires were distributed to all 344 teachers in selected schools, only 310 teachers (90.12%) teachers responded and participated in the study. The total participants for interviewing were 27 teachers (primary, junior and senior teachers) from 5 Basic Education High Schools.

Instrumentation

In this study, two questionnaires and twelve interview questions were chosen as instruments to collect the data. Two questionnaires used by the researcher are “*Organizational Protective Factors Survey*” developed by Tanum (2007) and “*Personal Resilience Questionnaire (PRQ)*” developed by Conner (1993) were used in this study.

Data Collection Procedure

After receiving the permission of the responsible persons, two questionnaires were distributed to 344 teachers from selected Basic Education High Schools in Mandalay on 11 to 13 December 2019 and collected them one week later. Interviews were also conducted with 27 teachers from 5 selected high schools to investigate the relationship between organizational protective processes and teacher resilience.

Data Analysis

Using SPSS (Statistical Package for Social Science), descriptive statistics were calculated for organizational protective processes and teacher resilience. According to Landell (1997), the decision rule for determining the levels of organizational protective processes and teacher resilience were as follows: the mean values 1.00 to 2.33 is defined as low level, the mean values 2.34 to 3.67 is defined as moderate level and the mean values 3.68 to 5.00 is defined as high level. In addition, Pearson-moment correlation coefficient was utilized to know the relationship between organizational protective processes and teacher resilience. Moreover, responses from open-ended questions and interview questions were categorized into similar views that are adopted to sort out them.

Research Findings

To find out the levels of organizational protective processes and teacher resilience perceived by teachers at selected Basic Education High Schools in Mandalay, the descriptive statistics were calculated. The mean scores and standard deviations for organizational protective processes and teacher resilience perceived by teachers at selected Basic Education High Schools in Mandalay are presented by Table 1 and Table 2 respectively.

Table 1 Mean Scores for Organizational Protective Processes of Teachers in All Selected Basic Education High Schools in Mandalay

Dimensions of Organizational Protective Processes	Schools								All Selected Schools N=(310)
	A (n=52)	B (n=62)	C (n=34)	D (n=30)	E (n=26)	F (n=45)	G (n=25)	H (n=36)	
Collaboration	4.31	4.13	4.10	4.06	4.23	4.14	4.21	4.30	4.19
Empowerment	3.90	4.03	3.88	3.81	4.09	4.07	3.97	4.24	4.00
Administrative Support	4.03	3.95	3.84	4.13	4.16	4.01	3.98	4.28	4.03
Mentoring	4.19	4.02	3.86	4.11	4.11	4.06	3.98	4.23	4.08
Staff Development	4.32	4.13	4.16	4.11	4.19	4.16	4.34	4.23	4.20
Overall Organizational Protective Processes	4.15	4.05	3.97	4.04	4.16	4.09	4.09	4.26	4.10

1.00-2.33 = Low Level, 2.34-3.67 = Moderate Level, 3.68-5.00 = High Level

It can be found that the level of organizational protective processes of teachers in each selected school fell in the range between 3.68 and 5.00. Therefore, it can be said that the organizational protective processes of teachers in each school was at high level. According to the overall mean score of teachers' organizational protective processes ($\bar{X}=4.10$), organizational protective processes fell in the limit between 3.68 and 5.00. Therefore, it can be said that the organizational protective processes level of teachers for all selected High Schools was at high level.

Moreover, mean scores of teacher resilience perceived by teachers themselves in selected high schools are described in Table 2. As shown in Table 2, it was found that teachers from selected Basic Education High School in Mandalay had a high level of "overall teacher resilience".

Table 2 Mean Scores for Teacher Resilience of Teachers in All Selected Basic Education High Schools

Dimensions of Teacher Resilience	Schools								All Selected Schools N=(310)
	A (n=52)	B (n=62)	C (n=34)	D (n=30)	E (n=26)	F (n=45)	G (n=25)	H (n=36)	
Positive (the world)	3.93	3.96	3.87	3.89	3.93	3.85	4.12	3.93	3.93

Dimensions of Teacher Resilience	Schools								All Selected Schools N=(310)
	A (n=52)	B (n=62)	C (n=34)	D (n=30)	E (n=26)	F (n=45)	G (n=25)	H (n=36)	
Positive (yourself)	3.89	3.99	3.74	4.03	3.91	3.92	3.88	3.94	3.92
Focused	3.98	4.04	3.86	4.20	4.06	4.00	4.06	3.99	4.02
Flexible (thoughts)	4.03	4.14	3.98	4.12	4.01	4.00	4.25	4.04	4.07
Flexible (social)	3.99	4.07	3.80	4.06	3.93	3.92	4.06	3.99	3.98
Organized	4.02	4.03	3.90	3.95	3.97	3.97	4.03	3.98	3.99
Proactive	3.69	3.57	3.54	3.54	3.58	3.64	3.65	3.63	3.61
Overall Teacher Resilience	3.93	3.97	3.81	3.97	3.91	3.89	4.01	3.93	3.93

1.00-2.33 = Low Level, 2.34-3.67 = Moderate Level, 3.68-5.00 = High Level

To investigate the relationship between organizational protective processes and teacher resilience at selected Basic Education High School in Mandalay, the Pearson-product moment correlation coefficient was calculated.

Table 3 Correlation between Organizational Protective Processes and Teacher Resilience at Selected Schools

Variables	Organizational Protective Processes	Teacher Resilience
Organizational Protective Processes Sig. (2-tailed)	1 .000	.469** .000
Teacher Resilience Sig. (2-tailed)	.469** .000	1

****Correlation is significant at the 0.01 level (2-tailed)**

According to Table 3, it can be found that organizational protective processes and teacher resilience perceived by teachers were correlated with $r = .469$ at 0.01 level. This finding showed that the direction of the correlation was positive. So, there was a significantly positive and moderate correlation between organizational protective processes and teacher resilience at selected Basic Education High Schools in Mandalay. Therefore, it can be interpreted that if organization protective processes perceived by teachers increases then their resilience will increase, and inversely, if organizational protective processes perceived by teachers decreases then their resilience will decreases.

Open-Ended Responses

In addition to quantitative data, teachers were asked two open-ended questions. The first is “Describe the distinctive performances of their principals concerning with the ways to be perfect schools.” Most of the teachers expressed that the principals collaborated with Parents Teachers Association, gave right rewards for hard work of teachers and students, was equal on teachers, and built up conducive-environment of work in the institution. The second question is “As for teachers, do you have any other adversities in your school? If you have, how your adversities solve?” Most of the teachers reported that they collaborated with colleagues to solve the problems about work, asked the methods from well-experiences headmaster or mistresses, and tried to solve the problems patiently.

Interview Responses

There were twelve interview questions in qualitative study. First, “Which school activities do you collaborate with principal or other teachers? Describe collaborative school activities.” Most of the teacher reported that they co-operate all school activities and religious ceremony with principal and colleagues. Second question, “Do you have empowerment concerning your teaching? Describe one example.” Most teachers stated that they have empowerment concerning their teaching-learning processes. The principal gave empowerment fully in making classroom decisions and most of the teachers’ actions. Third question, “How do principal support teachers to promote their teaching and learning?” Most teachers expressed that their principals establish different school organizations or committees including all teachers and let them talk about their teaching subjects or methods or the most recent news or information about education. Fourth question, “Have the mentoring program in your school? If have, give reasons.” Most of the teachers expressed that they communicate other teachers openly, advise and guide their weaknesses and recognized their strengths and collaborate with other veteran teachers. Fifth question, “How does their principal promote professional development of teachers? Give one example.” Most teachers stated that their principal advised for post-graduate and does not interfere during teachers’ instructions and allow teachers to stay comfortably at their free time. Sixth question, “As teachers, do you have any other difficulties when communicate with other fellow teachers? If your answer is yes, how were your adversities solved? If haven’t, how do you use which methods communicate with other fellow teachers?” Most of the teachers answered that they understand other persons with sympathy and positive point of views.

Seventh question, “Do you have confidence? Give one example. Why?” Most teachers responded that they do not have confidence. They are depressed. They thought that the work they do will be fail. Eighth question, “How do you solve problems in your service? Give one example.” Most of the teachers reported that they must first do their minds conveniently. Then, they draw plans to solve their problems. And, they do according to their plan. Ninth question, “If you do mistakes, how do you control your mind? Give one example.” Most teachers answered that they resolve their mistakes by keeping one’s cool. They apply the best approach to resolve their mistakes. (eg. conducting school matters, punishment on students, misunderstandings on colleagues). Tenth question, “Do you adjust your mind according to current problems with colleagues? Or, do you act according to your mind?” Most teachers reported that they do according to other wishes. They act flexible. (eg. drawing time-table, allocating teaching

subjects) Eleventh question, “Which methods do you use when you get inaccurate tasks and instructions?” Most of the teachers stated that they are prepared examination questions for various conditions. They taught the lessons with a monthly syllabus. Twelfth question, “Do you like the work which has challenges? If you like, why and how do you do this?” Most teachers responded that they like the work which has challenges. They said that the challenges are important parts of their lives that give them experience, make them learn and help them to become wiser and stronger. They invest their energy in problem-solving and teamwork rather than acting in isolation.

Conclusion and Discussion

The main purpose of this research is to examine the relationship between organizational protective processes and teacher resilience in the selected Basic Education High Schools in Mandalay. Organizational Protective Factors Survey by Tanum (2007) and Personal Resilience Questionnaire by Conner (1993) were used to collect data. Organizational Protective Factors Survey involved 22 items and Personal Resilience Questionnaire consisted of 64 items.

Research question one asked teachers to describe their perceptions on organizational protective processes. According to the responses of teachers, it can be concluded that teachers at selected Basic Education High Schools in Mandalay had a high level of organizational protective processes. Moreover, dimensions of organizational protective processes had high mean values. It can be assumed that teachers at selected Basic Education High Schools in Mandalay had a high level of organizational protective processes in empowerment, staff development, mentoring, administrative support and collaboration. Organizational protective processes are essential elements in building teacher resilience and in enhancing teacher performance. Therefore, the teachers maintain their good organizational protective processes. Additionally, the teachers should continually collaborate with their colleagues and staff development should always be done.

Research question two asked teachers to describe their perceptions on teacher resilience. Based on the research findings, teachers at selected Basic Education High Schools in Mandalay had a high level of teacher resilience. In detail, dimensions of teacher resilience had high mean values. It can be concluded that teachers at selected Basic Education High Schools in Mandalay had a high level of teacher resilience in positive, flexible, focused and proactive. So, resilient teachers have a set of personal values that guides their decision-making and have colleagues who support their work emotionally and intellectually.

Research question three studied the relationship between organizational protective processes and teachers' resilience in selected Basic Educational High Schools in Mandalay. According to the findings, organizational protective processes ($r = .469$, $p < 0.01$) was positively and moderately correlated with teacher resilience. This finding is similar to the finding of the study of Tanum (2007). In other words, the more the levels of organizational protective processes increase, the more the level of teachers' resilience also increases. Therefore, organizational protective processes are vital components in improving the effectiveness of the school organization, and it must be able to develop teachers' resilience.

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