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Exploring Teachers' Resilience in Relation to Job Satisfaction, Burnout, Organizational Commitment and Perception of Organizational Climate

Deniz Demir Polat[1] & Murat İskender[2]

[1, 2] *Sakarya University, Turkey*

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ABSTRACT

This study is a descriptive research study investigating the relationship of teachers' resilience levels with job satisfaction, burnout, organizational commitment and perception of organizational climate. Within the scope of the study, teachers' resilience level was also investigated with regard to its relationship with gender, age, experience and the school level they teach. The study group consisted of 581 teachers. The data were collected through "Personal Information Form", "The Resilience Scale for Adults", "Job Satisfaction Scale", "The Burnout Measure Short Version", "Organizational Commitment Scale for Teachers" and "The Organizational Climate Description Questionnaire." The results revealed a significant negative relationship between teachers' resilience levels and burnout; and significant positive relationships between teachers' resilience levels and organizational commitment, job satisfaction and perception of organizational climate. As a result of the one way ANOVA analysis regarding the differences between resilience levels of the teachers working at different school levels, it was found out that the resilience level of the teachers working at high schools differ significantly from the ones working at secondary schools in the family cohesion subscale, one of the sub dimensions of resilience. Additionally, resilience levels of the teachers who work at secondary schools were found to be significantly lower compared to the teachers who work at elementary schools and high schools. When the level of resilience was examined in relation to gender, it was concluded that there was no significant difference between the mean scores of the male and female teachers. The only significant difference was found in the perception of self subscale, where the mean scores of the male teachers were higher than the female teachers. There was no significant difference in teachers' resilience or sub-scales of it in terms of age and experience of the participants.

1. Introduction

Looking at the literature, it is possible to find various definitions of resilience and many different points emphasized in these definitions. Stewart, Reid and Mangham (1997) have identified the common themes of these definitions as follows: The risk factors brought about by multi-stress life events and the protective factors that alleviate the adverse effects of the risk contribute to the individuals' resilience. Resilience consists of a balance between stress and the individual's ability the to cope. As long as the individuals succeed, their talents are strengthened. Resilience is a complex mutual game between the individuals' environment and certain characteristics of them. It is dynamic and developmental, and it is the most important factor in life transition periods (Yılmaz & Sipahioğlu, 2012). This construct was introduced to Turkish literature by Öğülmüş (2001), and was re-defined by Gizir (2004) and Terzi (2008) later on.

Previous research have shown the importance of resilience for the individual. Maddi and Kobasa (1984) argue that those who are more resilient are less sensitive to and depressed about the problems they face; Just (1999)

put forward that resilient people do not give up easily, continue their tasks whatever the circumstances are, and are focused on finishing their work; Hanton, Evans and Neil (2003) stated that these people have the power and the desire to benefit from adverse situations besides capacity to influence their environment (Yalçın, 2013).

Teachers, who face and struggle with many difficulties in their professional life, need their resilience to be at a high level. Teaching is a profession members of which are confronted with many situations that generate stress and conflict. Teachers are expected to continue their work efficiently despite everything. The goodness of a teacher is linked to enjoying success, being resistant to stressful school environment, having other people who they can communicate both inside and outside the school, being able to solve the problems they face at school, making suggestions to students and parents for difficult conditions, being responsible and consistent, having their own ideas about the profession, continuous self-development and wanting to be a good teacher (Bayrak, 2004). Negative situations teachers come up with both in the education system and in the school setting may prevent them from having these qualities.

Job satisfaction, in general, means the pleasure and happiness that an individual receives from his/her working life. Environmental factors (work, working environment, etc.), demographic factors (age, gender, etc.) and psychological factors can affect teachers' job satisfaction (Crossman & Harris, 2006). Also, people may experience burnout at any level, no matter what their job is and which position they work in (Mestcioğlu, 2007, as cited in Demir & Kara, 2014). Teachers have an important place among employees who experience burnout. According to various scholars, teachers have more stress than members of other professions (Baltaş & Baltaş, 2000). Stress factors such as student discipline problems, student insensitivity, crowded classes, involuntary appointments, role conflicts, and criticisms may lead them to burnout (Farber, 1984). Taking all these into consideration, it is conceivable that the resilience qualities of teachers can protect them from burnout and increase their satisfaction with their job.

It is accepted that all the staff working in the school together constitute an organization. In Turkey, the most crowded group of this organization comprise of teachers. Organizational commitment is a term which combines attributes such as protecting organizational values, adopting the goals of the organization, willingness to work for the organization and to continue to work in the organization (Allen & Meyer, 1990; O'Reilly & Chatman, 1986). Tsui and Cheng (1999) defined teachers' organizational commitment as being involved in their school and identifying themselves strongly with the school. Measuring the productivity of teachers is quite difficult; therefore, the source of good education is considered to be teachers' knowledge and their organizational commitment (Firestone & Pennell 1993). Existence of teachers who are committed to their organization despite the difficulties in the educational environment creates curiosity about the psychological characteristics underlying this commitment.

Another important factor influencing teachers and is influenced by teachers in educational settings is organizational climate. Organizational climate is the organizational characteristics that members of an organization live in, that affects their behaviors and that can be expressed by organizational values (Tagiuri, 1968). When talking about organizational climate, it should be noted that this factor is made up of perceptions. Definitions of climate consist of emotional expressions of individuals and may vary for each individual (Karadağ, Baloğlu, Korkmaz, & Çalışkan, 2008). Members of an organization living in the same climate can have different perceptions. The climatic conditions are determined by the perceptions of the members, and therefore, the psychological states that affect perceptions are subject to research.

The fact that the teacher has an important position in the education system makes this profession the main focus of many research studies. Most research focus on the factors that affect teachers' performance and list what is required for the teacher to perform better in the existing education system. Considering the fact that teachers take on such an important and challenging task as raising a generation, it is necessary to examine the attitude they will adopt when confronted with difficulties. This research study aims to investigate the relationship of teachers' resilience level with job satisfaction, burnout, organizational commitment level and perception of organizational climate in addition to some demographic variables (gender, age, experience and the school level they teach). The findings of the study are expected to help the understanding of teachers' resilience and provide implications for further research.

The following research questions were intended to be answered:

1. Is there a relationship between teachers' resilience levels and job satisfaction, burnout, organizational commitment and perception of organizational climate?

2. Does teachers' resilience level differ according to gender, age, experience and school level they teach?

2. Method

This study is a descriptive research study which investigates the relationship of teachers' resilience level with job satisfaction, burnout, organizational commitment and perception of organizational climate.

2.1. Participants

The study group consists of 581 teachers working in Bursa, Sakarya and Yalova provinces in the 2014-2015 academic year. 415 (71,4%) of the teachers in the study group are female and 166 (28,6%) are male. 211 (36.31%) of the participants were between the ages of 22-30, 229 (39.41%) of them were between 31-40, 117 (20.13%) of them were between 41-50, and 24 (4.13 %) of them were over 51. 29 (%4.99) of the participants were teachers at kindergarten, 234 (40.27%) of them were at elementary school, 156 (26.85%) of them were at secondary school, and 162 (27.88%) of them were at high school. When the participant experience in the profession is examined, it is observed that 308 (53.01%) of them had 1-10 years, 108 (18.58%) of them had 11-15 years, 85 (14.62%) of them has 16-20 years, and 80 (13.76%) of them had over 21 years of experience.

2.2.Data Collection Instruments

The data of the study were collected through personal information form developed by the researcher, The Resilience Scale for Adults, Job Satisfaction Scale, The Burnout Measure Short Version, Organizational Commitment Scale for Teachers and The Organizational Climate Description Questionnaire.

2.2.1. Personal Information Form

The personal information form prepared by the researcher consists of 4 questions aiming to collect information on the teachers' gender, age, school level and experience in years.

2.2.2. The Resilience Scale for Adults

The Resilience Scale for Adults was developed by Friborg et al. (2005) and adapted to Turkish by Basım and Çetin (2011). The scale consists of 33 items in total; and has a 6-factor structure comprising of structured style, planned future, family cohesion, perception of self, social competence and social resources. Regarding the scoring, which is set free in the original version of the scale, high scores are accepted as indication of high resilience in this study.

2.2.3. Job Satisfaction Scale

Job Satisfaction Scale was developed by Hackman and Oldham (1975) and adapted to Turkish by Silah (2002). This scale was applied to teachers by Taşdan (2008) and validity and reliability analyzes were performed. Job Satisfaction Scale, which is used to measure an individual's evaluation of his/her job, is composed of 14 items evaluated on a five Likert-type scale. According to the findings of Taşdan (2008), it has a single-factor structure. The factor loadings of the items in the scale ranged from .69 to .86, and item-total correlations ranged from .66 to .84. The total variance explained by the scale is 64%. The Cronbach alpha internal consistency coefficient of the scale is .95 (Yılmaz & Altınkurt, 2012).

2.2.4. The Burnout Measure Short Version

The Burnout Measure Short Form (BM-SV), developed by Pines (2005), was formed in the contextual basis of the 21-item Burnout Measure (BM), developed by Pines and Aronson in 1988, which assesses the physical, emotional and mental fatigue levels of a person. BM-SV consists of 10 items to measure the occupational burnout level of the persons, and is answered on a seven-point scale (1 Never ; 7 Always). The adaptation, validity and reliability studies of the scale were made by Çapri (2013); and a single-factor structure was obtained as a result. This single factor was found to have an eigenvalue of 5.52 and a total variance explanation rate of 55.17%. The internal consistency coefficient was calculated as 0.91.

2.2.5. Organizational Commitment Scale for Teachers

Developed by Üstüner (2009), Organizational Commitment Scale for Teachers aims to measure the level of organizational commitment of teachers working at elementary and secondary schools. The scale was composed of one dimension and 17 five-level Likert items as a result of the exploratory and confirmatory factor analyses. It was found that this scale had a high positive relationship with the Minnesota Satisfaction Scale, and a moderate negative relationship with the Maslach Burnout Inventory. The internal consistency coefficient of the scale was calculated as .96, and the test-retest correlation coefficient was .88 (Üstüner, 2009).

2.2.6. The Organizational Climate Description Questionnaire

The Organizational Climate Description Questionnaire for Elementary Schools (Hoy &Tarter, 1997) was adapted to Turkish by Yılmaz and Altınkurt in 2013. Paying attention to the original and Turkish versions, constructs were named as "Supportive Principal Behavior", "Directive Principal Behavior", "Restrictive Principal Behavior", "Intimate Teacher Behavior", "Collegial Teacher Behavior" and "Disengaged Teacher Behavior". The questionnaire consists of 39 items, and is answered on four Likert-type scale with options rarely, sometimes, often and frequently. The factor loadings of the items in the scale ranges between 0.46 and 0.82; item-total correlations between 0.35 and 0.77; and reliability coefficients 0.70 and 0.89 (Yılmaz & Altınkurt, 2013).

3. Results

In this section, the relationship between the resilience levels of teachers and job satisfaction, burnout, organizational commitment and perception of organizational climate was examined; and whether the levels of resilience differed according to some demographic characteristics (gender, age, experience and school level) was investigated. The results obtained are given in tables.

3.1. The Relationship Between Teachers' Resilience and Job Satisfaction, Burnout, Organizational Commitment, and Perception of Organizational Climate

Pearson's correlation coefficients were examined in order to find out the relationship between the resilience levels of teachers and job satisfaction, burnout, organizational commitment and perception of organizational climate; and the results are presented in Table 1.

Table 1. Correlation Values Regarding The Relationship Between Teachers' Resilience and Job Satisfaction, Burnout, Organizational Commitment, and Perception of Organizational Climate

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. .Resilience Level	-																
2. Structured Style	.41**	-															
3. Planned Future	.62**	.15**	-														
4. Family Cohesion	69**	.12**	.31**	-													
5. Perception of Self	.76**	.24**	.50**	.35**	-												
6. Social Competence	.72**	.17**	.31**	.33**	.46**	-											
7. Social Resources	.77**	.22**	.36**	.50**	.46**	.47**	-										
8.Organizational Commitment	.25**	.07	.20**	.12**	.27**	.18**	.18**	-									
9. Burnout	-.30**	-.14**	-.28*	-.13**	-.33**	-.19**	-.18**	-.31**	-								
10. Job Satisfaction	.24**	.07	.22**	.13**	.22**	.16**	.17**	.61**	-.41**	-							
11. Organizational Climate	.17**	.05	.14**	.09*	.12**	.13**	.14**	.48**	-.12**	.42**	-						
12. Supportive Principal Behavior	.08	-.03	.10*	.04	.09	.05	.04	.68**	-.23**	.46**	.59**	-					
13. Intimate Teacher Behavior	.20**	.24**	.07	-.11**	-.10**	-.10**	.17**	.18**	.26**	.44**	.57**	.51**	-				
14. Directive Principal Behavior	.04	.03	.08	.03	.02	-.01	.02	.02	.03	.07	.48**	-.01	.18**	-			
15. Collegial Teacher Behavior	.21**	.07	.14**	.13**	.18**	.17.	.16**	.52**	-.27**	.49**	.68**	.41**	.54**	.09*	-		
16. Restrictive Principal Behavior	.02	.06	-.01	-.03	.03	.00	.02	-.13**	.13**	-.11**	.19**	-.14**	-.01	-.02	-.06	--	
17. Disengaged Teacher Behavior	-.15**	-.04	-.11**	-.13**	-.13**	-.09*	-.10**	-.33**	.30**	-.28**	-.09*	-.30**	-.05	.12**	-.25**	.16**	-
X̄	134,94	14,60	16,64	24,43	24.75	24.18	30.34	51.26	28.67	44.54	96.46	24.40	18.52	14.33	18.75	12.10	8.35
Ss	13.77	2,42	2.55	4.02	3.64	4.00	3.59	14.96	9.52	8.94	11.54	5.78	4.30	4.19	3.62	2.82	2.84

* p <.05, ** p <.01

When Table 1 is examined, it is observed that there are significant relationships between teachers' resilience and burnout (r= -.30), organizational commitment (r= .25), job satisfaction (r= .24) and perception of organizational climate (r= .17). In addition, it was found that there was a significant correlations between teachers' resilience and some subscales of organizational climate such as collegial teacher behavior (r= .21), intimate teacher behavior (r= .20) and disengaged teacher behavior (r= -.15). When the subscales of resilience are examined, structured style has significant relationships with burnout (r= -.14) and one of the organizational climate subscales, intimate teacher behavior (r= .24). Planned future subscale has significant relationships with organizational commitment (r= .20), burnout (r= -.28), job satisfaction (r= .22), organizational climate (r= .14), collegial teacher behavior subscale of organizational climate (r= .14) and disengaged teacher behavior subscale of organizational climate (r= .-11).

Additionally, family cohesion subscale of resilience has significant relationships with organizational commitment (r= .12), burnout (r= .-13), job satisfaction (r= .13), intimate teacher behavior subscale of organizational climate (r= .-11), disengaged teacher behavior subscale of organizational climate (r= .-13) and collegial teacher behavior subscale of organizational climate (r= .13).

Perception of self subscale of resilience is found to be significantly related to organizational commitment (r= .27), burnout (r= .-33), job satisfaction (r= .22) and organizational climate (r= .-12). Furthermore, perception of self subscale has significant relationships with intimate teacher behavior subscale of organizational climate (r= .-10), disengaged teacher behavior subscale of organizational climate (r= .-13) and collegial teacher behavior subscale of organizational climate (r= .18).

Another subscale of resilience, social competence, is found to be correlated with organizational commitment (r= .18), burnout (r= -.19), job satisfaction (r= .16), organizational climate (r= .13), and an organizational climate subscale, intimate teacher behavior (r= -.10). Moreover, social resources subscale of resilience is correlated with organizational commitment (r= .18), burnout (r= -.18), job satisfaction (r= .17), organizational climate (r= .14), intimate teacher behavior subscale of organizational climate (r= .17), disengaged teacher behavior subscale of organizational climate (r= .-10) and collegial teacher behavior subscale of organizational climate (r= .16). It is also noted that there is no significant relationship between resilience level of teachers and principal behavior types (supportive principal behavior, r= .08 , directive principal behavior, r= .04", "restrictive principal behavior., r= .02).

3.2. The Relationship Between Teachers' Resilience and Gender, Age, Experience and School Level

An independent groups t-test was conducted to determine whether teachers' resilience levels differed according to gender, and the results are presented in Table 2.

Table 2. Independent Groups t-Test Results Regarding Differences in Teachers' Resilience Levels by Gender

Variable	Gender	N	X	Ss	t	Sd	p
Resilience Level	Female	415	135,40	13.73	1.285	579	.199
	Male	166	133,78	13.83			
Structured Style	Female	415	14.73	2.40	2.172	579	.428
	Male	166	14.25	2.44			
Structured Style	Female	415	16.71	2.55	1.127	579	.260
	Male	166	16.46	2.54			
Family Cohesion	Female	415	19.09	4.39	5.20	579	.190
	Male	166	17.08	3.67			
Perception of Self	Female	415	24.67	3.69	-.808	579	.029
	Male	166	24.94	3.53			
Social Competence	Female	415	24.21	4.00	.247	579	.804
	Male	166	24.11	4.03			
Social Resources	Female	415	30.50	3.47	1.713	579	.087
	Male	166	29.93	3.85			

When Table 2 is examined, there is no significant difference between the scores obtained from males and females except for the perception of self subscale. When the scores obtained from the perception of self subscale are examined, it is found that the mean scores of the males (M: 24.94, SD: 3.53) are significantly higher than the mean scores of the females (M: 24.67, SD: 3.69, t: (579): -.808, p:.029) .

One-way analysis of variance was conducted to determine whether teachers' resilience levels differed with respect to age groups, and the results are presented in Table 3.

Table 3. One-way ANOVA Results Regarding Differences in Teachers' Resilience Levels by Age Groups

Variables		N	$\bar{X}$	Source of Variation	Ss	Sd	Ms	F	p
Resilience	22-30	211	134,83	Between groups	142,68	3	47,56	,250	,861
Level	31-40	229	134,51	Within groups	109791,34	577	190,28		
	41-50	117	135,81	Total	109934,02	580			
	51-100	24	135,60						
	Total	581	134,93						
Structured	22-30	211	14,38	Between groups	31,63	3	10,54	1,805	,145
Style	31-40	229	14,65	Within groups	3370,33	577	5,84		
	41-50	117	14,67	Total	3401,97	580			
	51-100	24	15,52						
	Total	581	14,60						
Planned	22-30	211	16,83	Between groups	13,05	3	4,35	,668	,572
Future	31-40	229	16,52	Within groups	3756,67	577	6,51		
	41-50	117	16,62	Total	3769,73	580			
	51-100	24	16,33						
	Total	581	16,64						
Family	22-30	211	24,42	Between groups	12,38	3	4,12	,254	,858
Cohesion	31-40	229	24,47	Within groups	9377,60	577	16,25		
	41-50	117	24,54	Total	9389,98	580			
	51-100	24	23,76						
	Total	581	24,43						
Perception	22-30	211	24,44	Between groups	86,51	3	28,83	2,186	,089
of Self	31-40	229	24,63	Within groups	7612,25	577	13,19		
	41-50	117	25,46	Total	7698,76	580			
	51-100	24	25.11						
	Total	581	24,75						
Social	22-30	211	24,32	Between groups	17,51	3	5,83	,363	,780
Competence	31-40	229	24,03	Within groups	9270,93	577	16,06		
	41-50	117	24,10	Total	9288,44	580			
	51-100	24	24,74						
	Total	581	24,18						
Social	22-30	211	30,45	Between groups	8,32	3	2,77	,215	,886
Resources	31-40	229	30,21	Within groups	7456,61	577	12,91		
	41-50	117	30,43	Total	7464,93	580			
	51-100	24	30,13						
	Total	581	30,34						

When Table 3 is examined, no significant difference between teachers' resilience levels or subscales of it and four different age groups is observed (p> .05).

One-way analysis of variance was conducted to determine whether teachers' resilience levels differed with respect to school level, and the results are presented in Table 4.

Table 4. One-way ANOVA Results Regarding Differences in Teachers' Resilience Levels by School Level

Variables		N	X̄	Source of Variation	Ss	Sd	Ms	F	p
Resilience Level	Kindergarten	29	136,81	Between groups	966,403	3	322,134	1,706	,165
	Elementary	234	135,74	Within groups	108967,624	577	188,852		
	Secondary	156	132,86	Total	109934,027	580			
	High	162	135,42						
	Total	581	134,93						
Structured Style	Kindergarten	29	15,24	Between groups	14,935	3	4,978	,848	,468
	Elementary	234	14,53	Within groups	3387,039	577	5,870		
	Secondary	156	14,66	Total	3401,974	580			
	High	162	14,50						
	Total	581	14,60						
Planned Future	Kindergarten	29	16,14	Between groups	12,451	3	4,150	,637	,591
	Elementary	234	16,77	Within groups	3757,282	577	6,512		
	Secondary	156	16,57	Total	3769,733	580			
	High	162	16,61						
	Total	581	16,64						
Family Cohesion	Kindergarten	29	24,80	Between groups	212,292	3	70,764	4,449	,004
	Elementary	234	24,73	Within groups	9177,698	577	15,906		
	Secondary	156	23,44	Total	9389,989	580			
	High	162	24,89						
	Total	581	24,43						
Perception of Self	Kindergarten	29	25,38	Between groups	42,301	3	14,100	1,063	,364
	Elementary	234	24,83	Within groups	7656,461	577	13,269		
	Secondary	156	24,35	Total	7698,761	580			
	High	162	24,90						
	Total	581	24,75						
Social Competence	Kindergarten	29	30,82	Between groups	25,811	3	8,604	,536	,658
	Elementary	234	30,49	Within groups	9262,634	577	16,503		
	Secondary	156	29,96	Total	9288,445	580			
	High	162	30,39						
	Total	581	30,34						
Social Resources	Kindergarten	29	24,43	Between groups	34,950	3	11,650	,905	,439
	Elementary	234	24,38	Within groups	7429,987	577	12,877		
	Secondary	156	23,88	Total	7464,938	580			
	High	162	24,14						
	Total	581	24,18						

When Table 4 is examined, significant statistical differences are found between four school levels only in the family cohesion subscale [F (3,577) = 4.449, p <.01]. Despite the statistical significance between groups, it appears that the real difference between the average scores of the groups is quite small. The effect size calculated using Eta square was found to be .002. This level indicates that the effect size is very small. In order to determine which groups differ significantly, Tukey HSD was used. According to the results, the

mean score obtained from the teachers in the high school (M = 24.89, SD = 3.66) is significantly higher than teachers in the secondary school (M = 23.44, SD = 3.99). Furthermore, the secondary school group (M = 23,44, SD = 3.99) has significantly lower scores compared to the elementary school group as well (M = 24,73, SD = 4,24).

One-way analysis of variance was conducted to determine whether teachers' resilience levels differed with respect to experience, and the results are presented in Table 5.

Table 5. One-way ANOVA Results Regarding Differences in Teachers' Resilience Levels by Experience

Variables		N	X̄	Source of Variation	Ss	Sd	Ms	F	p
Resilience	1-10	308	134,82	Between groups	262,196	3	87,399	,460	,710
Level	11-15	108	134,99	Within groups	109671,830	577	190,072		
	16-20	85	133,91	Total	109934,027	580			
	21-100	80	136,39						
	Total	581	134,93						
Structured	1-10	308	14,45	Between groups	36,636	3	12,212	2,094	,100
Style	11-15	108	14,96	Within groups	3365,338	577	5,832		
	16-20	85	14,33	Total	3401,974	580			
	21-100	80	14,94						
	Total	581	14,60						
Planned	1-10	308	16,74	Between groups	11,014	3	3,671	,564	,639
Future	11-15	108	16,45	Within groups	3758,719	577	6,514		
	16-20	85	16,45	Total	3769,733	580			
	21-100	80	16,71						
	Total	581	16,64						
Family	1-10	308	24,51	Between groups	19,921	3	6,640	,409	,747
Cohesion	11-15	108	24,35	Within groups	9370,068	577	16,239		
	16-20	85	24,05	Total	9389,989	580			
	21-100	80	24,68						
	Total	581	24,43						
Perception of	1-10	308	24,46	Between groups	66,326	3	21,442	1,621	,183
Self	11-15	108	24,88	Within groups	7634,436	577	13,231		
	16-20	85	25,03	Total	7698,761	580			
	21-100	80	25,37						
	Total	581	24,75						
Social	1-10	308	24,27	Between groups	24,190	3	8,063	,502	,681
Competence	11-15	108	23,98	Within groups	9264,254	577	16,056		
	16-20	85	23,83	Total	9288,445	580			
	21-100	80	24,47						
	Total	581	24,18						
Social	1-10	308	30,38	Between groups	2,949	3	,983	,076	,973
Resources	11-15	108	30,38	Within groups	7461,988	577	12,932		
	16-20	85	30,23	Total	7464,938	580			
	21-100	80	30,22						
	Total	581	30,34						

When Table 5 is examined, no significant difference between teachers' resilience levels or subscales of it and four different experience groups is observed (p> .05).

4. Conclusions and Implications

In this section, initially, the relationship between teachers' resilience and burnout, job satisfaction, organizational commitment and perception of organizational climate is elaborated along with the research questions, and differences in teachers' resilience levels according to their demographic characteristics (gender, age, experience and school level) are discussed next.

Findings of this study have shown that there is a significant negative correlation between resilience and burnout. It has been observed that previous research examining the relationship between burnout and resilience have suggested similar findings (Basım & Çetin, 2011; Lammers, Atouba & Carlson, 2013; Büyükşahin Çevik, Doğan & Yıldız, 2016). In addition, the study conducted by Bitmiş, Sökmen and Turgut (2013) has indicated that the level resilience has a direct negative effect on burnout. In the study performed by Çetin, Şeşen and Basım (2013), the effect of organizational psychological capital on burnout was investigated, and a negative relationship between emotional exhaustion, one of the sub-dimensions of burnout, and resilience, which is considered as a component of psychological capital, was revealed. It is expected that individuals with high levels of resilience will be able to behave adaptively with changes and succeed in struggling against difficulties. As individuals become more resilient, they will be less affected by difficult conditions in the work environment. Thus, they will experience a lower level of burnout. Therefore, it can be said that a negative relationship between these two variables is an expected result.

One of the findings of the study is that there is a significant positive relationship between resilience and organizational commitment. These findings are also in parallel with previous studies in the literature (Luthans & Jensen, 2005; Larson & Luthans, 2006; Youssef & Luthans, 2007; Genç, 2014). In the literature, there are findings revealing that resilience is positively related to not only organizational commitment but also job satisfaction and job performance (Basım & Çetin, 2011; Luthans, Avolio, Avey, & Norman, 2007). These results show that as the level of resilience increases, individuals will be more committed to their organizations. It can be argued that individuals with higher levels of resilience will internalize the rules of the organization and their responsibilities within the organization, and will want to contribute to their organizations more than other members of it. There are studies also showing that as organizational commitment increases, job performance increases, and job withdrawal and absenteeism decrease (Abbott, White & Charles, 2005; Larrabee et al., 2010; Luthans, 2005, Basım & Cetin, 2011).

Another finding of the study showed that there is a significant positive relationship between resilience and job satisfaction levels. In the literature, research that investigates only the relationship between resilience and job satisfaction has not been encountered, but there are studies investigating the relationship between resilience and resilience as a dimension of positive psychological capital and job satisfaction and other organizational qualities. These existing studies support the findings obtained from the current study (Britton, 2008; Basım & Çetin, 2011; Luthans et al., 2007; Larrabee et al., 2010; Larson & Luthans, 2006; Youssef & Luthans, 2007). It is supported by the that individuals with high resilience levels have high job satisfaction. Likewise, Çelik, Sanberk and Deveci (2017), who investigated resilience and life satisfaction, found a significant positive relationship between life satisfaction and resilience levels of teacher candidates.

A significant positive relationship between resilience and organizational climate was found as a result of the current study. No research studies investigating the relationship between teachers' resilience levels and perceptions of organizational climate exist in the literature. In this regard, the information provided by the current study is thought to be contributing to the literature.

The results of the study also indicated that there was no significant difference in the resilience levels of the teachers in terms of gender except the perception of self subscale. When the scores obtained from the perception of self subscale were examined, it was found that the mean scores of males were significantly higher than the mean scores of females. Most research investigating the level of resilience in terms of gender ((Harrisson, Loiselle, Duquette, & Semenic, 2002; Özcan, 2005; Maddi, Harvey, Khoshaba, Lu, Persico, & Brow,

2006; Terzi, 2008; Kırımoğlu, Yıldırım & Temiz, 2010; Sezgin, 2012; Yalçın, 2013; Gürgan, 2014; Büyükşahin Çevik et al., 2016) concluded that gender has no effect on resilience. On the other hand, research with different results on resilience-gender relationship also exist. Hannah and Morrisey (1986) found that women had higher levels of resilience than men. Kaner, Bayraklı and Güzeller (2011) found that mothers are more resilient in self-competence dimension than fathers. In the study conducted by Bozgeyikli and Şat (2014), it was found that the resilience levels of female teachers were significantly higher than that of male teachers. Contrary to research that indicate difference is in the advantage of women, Yalçın (2013) found that male teachers had a higher level of resilience than females in the study conducted with elementary school teachers aiming to explore the relationship between burnout and stress, resilience and academic optimism.

It was found out that there was no meaningful difference in the resilience levels of teachers according to their age and experience in the profession. The results from previous research also support that age has no effect on the level of resilience (Harrisson et al., 2002, Chan, 2003, Maddi et al., 2006; Sezgin, 2009; Sezgin, 2012; Genç, 2014). On the contrary, Hannah and Morrisey (1986) concluded that as the individual gets older, there is a significant decrease in the level of resilience of women. Also shown by Kaner et al. (2011) that in parents' self-competence beliefs and conduct of life decrease with age. Yalçın (2013) determined that teachers between the ages of 41-50 have the highest level of perception of resilience. The fact that there is no significant difference in the level of resilience by experience was supported by the research conducted by Harrisson et al. (2002), Sezgin (2009), Kırımoğlu and colleagues (2010), Sezgin (2012) and Yalçın (2013). On the other hand, the results obtained from the study on teachers working in private schools indicated that the mean scores of candidate teachers were significantly lower than the mean scores of teachers with 6-10 years and 15 years of experience (Bozgeyikli & Şat, 2014).

The results of the study showed that in terms of the school level teachers work at, resilience levels differed significantly only in the family cohesion subscale. This difference suggests that secondary school teachers have a lower level of family cohesion than high school and elementary school teachers. There is no finding in the literature on whether teachers' resilience depends on the school level; however, in the study conducted by Yalçın (2013), it was found out that the resilience level of elementary school teachers is higher than that of branch teachers. Prior to 4+4+4 educational system, both elementary and secondary school levels co-existed in the first 8 years; therefore, it can be assumed that elementary school teachers participated in the study represent elementary schools, and branch teachers represent secondary schools. This supports the findings obtained from this research study by pointing out that the teachers working at elementary school level have higher levels of resilience than the teachers working at secondary school level.

The results obtained from the current research can be said to have reached the main purpose of the study. The following suggestions can be made by taking the results into consideration.

In this study, demographic characteristics were determined as gender, age, school level and experience. Different variables such as marital status, branch, socio-economic status of the school can be examined in similar studies. In addition to the data collection instruments used in the current study, different instruments that measure the same concepts on a sample of teachers can also be used in different research studies to create an opportunity to make a comparison. Studies with larger samples can motivate the development of in-service trainings and school-based practices to raise the level of resilience of teachers; and they can especially enlighten high-level managers when educational policies are being developed. It would be of considerable benefit if researchers focus on designing training programs for the "development of resilience", as a very rare subject in national literature, and on whether these programs achieve the desired results in increasing the efficiency of teachers, who are seen as the leading actors of the education system. Because resilience can be improved, various education programs and trainings to be given in this subject may increase the level of teachers' resilience.

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