

A STUDY ON PSYCHOLOGICAL RESILIENCE AND PSYCHOLOGICAL WELL-BEING OF TEACHERS IN SALIN TOWNSHIP

Thet Hmue Pyae Sone¹, Myo Ko Aung²

Abstract

The primary purpose of this study was to study psychological resilience and psychological well-being of teachers in Salin Township. The research design for this study was quantitative research design and survey method. To investigate this purpose, 406 teachers (SAT=131, JAT=155, PAT=120) who were randomly chosen from selected schools in Salin Township, Magway Region as the participants of the study. The two questionnaires; Psychological Resilience Scale (PRS) (Bartone, Ursano, Wright, & Ingraham, 1989; Natnael Terefe, 2015) and Ryff's Psychological Well-Being Scale (PWB),42 Item version (Ryff,1989) were used to collect data. The result of *t* test showed that there was no significant difference in teachers' psychological resilience and psychological well-being by gender. The results of ANOVA revealed that there were significant differences in teachers' psychological resilience and psychological well-being by position, teaching experience and school location. The Pearson Product-Moment Correlation result revealed that a positively significant relationship ($r=.657$) was found between psychological resilience and psychological well-being. This study was related to some extent to many programmes for transforming education. The results of this study was suggested that administrators, counsellors and teachers should be interested in developing programmes for improving psychological resilience, promoting psychological well-being and reducing problems concerning workplace.

Keywords: Resilience, psychological resilience, psychological well-being

Introduction

While Myanmar country is trying to become a developed country, the citizens have been facing many challenges unexpected. Some of these challenges might be relatively minor, while others are disastrous on a much larger scale. Challenges faced by people deteriorate their well-being. When they are well-being they can form positive relationships, cope with day to day challenges, and use their abilities to reach their potential. Well-being is relevant for all of them. Psychological well-being is a continuum which can move along depending on what is happening in lives.

Psychological well-being is defined broadly as positive psychological functioning (Ryff, 1989). It is associated with happiness and positive effect, and is often discussed as a reflection of overall life satisfaction. Previous research indicated that one's state of well-being may be influenced by his or her thoughts, behaviours, and emotions, as well as by external experiences (Diener, Lucas, & Oishi, 2005). Well-being is associated with multiple factors, such as positive physical health, contentment within interpersonal relationships, and higher levels of education (Dolan, Peasgood, & White, 2008). Well-being appears to be an important factor in helping individuals find meaning and develop positive outlooks on life (Diener et al., 2005).

Resilience has been touted as the main quality that defines what is good and right about an individual. Bonanno (2004) made a point at differentiating between the different responses an individual can display to threat or adversity. Resilience is characterized by the maintenance of a relatively stable and healthy level of psychological and physical functioning. Moreover, psychological resilience has been characterized by the ability to bounce back from negative

¹ Department of Educational Psychology, Taungoo Education Degree College

² Department of Educational Psychology, Sagaing University of Education

emotional experiences and by flexible adaptation to the changing demands of stressful experience (Block & Kremen, 1996).

Kobasa, Maddi and Kahn (1982) defined psychological resilience as a pervasive belief that one can respond effectively under stress. They identified three common elements in resilient people; (1) Sense of commitment to persevering through stressful events, (2) Sense of control over the outcome of stressful events (trust in their abilities to handle the controllable aspects of an adverse situation), and (3) Challenge (openness to learning and growing from challenges or the ability to face problems and consider mistakes as learning opportunities and potential for growth).

Ryff (1989) said that a state of happiness or contentment and is comprised of six core dimensions: Self-acceptance is defined as holding positive attitudes toward oneself, including current and past behaviors. Positive relation with others is defined by the presence of loving and reciprocal interpersonal relationships. Autonomy is defined as the ability to hold oneself to personal standards and is characterized by an internal locus of control and resistance to acculturation. Environmental mastery is defined as an individual's ability to choose or create suitable environments to meet his or her psychological needs. Purpose in life is associated with possessing beliefs that give one a sense of direction and meaning in life. Personal growth emphasizes the importance of continued perseverance and expansion towards one's full potential.

Ryff et al. (1998) also proposed that resilience is the capacity to maintain and recover their high well-being in the face of life adversity. Connor and Davidson (2003) showed that resilience acts as a protective factor in facing negative consequences and therefore aids individuals in maintaining their physical and psychological well-being. Previous studies demonstrated that resilience contributes to the well-being (Ryff & Singer, 1996; Ryff et al., 1998).

Teaching is perhaps the most important profession in the society. The well-being of today's teachers affects the well-being of society tomorrow. Teachers are under increasing pressure inside and outside the classroom, at work and at home. There is a growing need for resilience to help increase teacher well-being. A strong resilience needs to be able to help teachers balance both the internal and external demands of their job.

Like the developed countries, Myanmar country made changes in education, a vital part at first. Here, there is a direct effect on teachers like a water wave. To grasp the change in education, the teachers are vital roles for grasping the changes of education. As teachers are social animals, they may face at least one kind of challenges in the social world. They are busy to express their challenges because of their workload activities in transforming education. Challenges faced by teachers deteriorate their well-being. To overcome their challenges, they need to gain psychological resilience. In the practical world, teachers' psychological resilience and psychological well-being becomes important factor for grasping the changes in education. So, psychological resilience becomes a fact to study and this study was conducted in 2017-2018 academic year.

For the valuable purpose of maintaining psychological well-being in the workplace by practicing psychological resilience, following objectives were decided to carry out.

Purpose of the Study

The main aim of the study was to study psychological resilience and psychological well-being of teachers in Salin Township. The specific objectives of this study were as follows:

- (1) To investigate the differences in teachers' psychological resilience by gender, position, teaching experience and school location.
- (2) To investigate the differences in teachers' psychological well-being by gender, position, teaching experience and school location.
- (3) To investigate whether there is a relationship between psychological resilience and psychological well-being of teachers.

Definition of Key Terms

Resilience: Resilience is the process of, capacity for, or outcomes of successful adaptation despite challenging or threatening circumstances (Masten, Best, & Garmezy, 1990).

Psychological Resilience: Psychological resilience is a pervasive belief that one can respond effectively under stress. They identified three common elements in resilient people: (1) Sense of commitment (2) Sense of control (3) Challenges at the individual level (Kobasa, Maddi, & Kahn, 1982).

Psychological Well-Being: Psychological well-being has been defined as a state of happiness or contentment and is comprised of six core dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989).

Materials and Methods

Sampling

The participants of the study were randomly chosen from eight Basic Education High Schools, six Basic Education High Schools (Branch), six Basic Education Middle Schools and seven Basic Education Middle Schools (Branch) in Salin Township, Magway Region. The sample of teachers included 131 Senior Assistant Teacher (SAT), 155 Junior Assistant Teacher (JAT) and 120 Primary Assistant Teacher (PAT).

Research Method

The design and method used in this study were quantitative research design and descriptive survey method.

Psychological Resilience Scale (PRS)

The key instrument used to measure psychological resilience was Psychological Resilience Scale (PRS) developed by Bartone, Ursano, Wright, & Ingraham (1989) and Natnael Terefe, (2015). The PRS was composed of three sub-scales: perceived sense of control, sense of commitment, and challenges. It consisted of 26 items. All of the items were four point Likert type items. The internal consistency was 0.774 for the whole scale.

Psychological Well-Being Scale (PWB)

The key instrument used to measure psychological well-being was Psychological Well-being Scale (PWB), 42 Item version (Ryff, 1989). Psychological well-being was composed of six

sub-scales; autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self- acceptance. There were 42 items; 7 items for each sub-scale. All of the items were four point Likert type items. The internal consistency was 0.828 for the whole scale.

Data Collection

After conducting the required instruments, the data were collected from the teachers with the permission and help of headmasters of Basic Education Schools. The questionnaires were administered to a sample of 406 teachers from selected schools. The questionnaires with an instruction in the first page about completing this were distributed to teachers. The researcher explained the purpose of the study. Then, the questionnaires were delivered and instructions were given to the participants to understand how to answer the questionnaires. The responses of the questionnaires were gathered for one day in each school. After collecting the questionnaires, the questionnaires with no complete answers were removed. Then, the data were analyzed.

Findings

An Analysis of Teachers' Psychological Resilience

To study whether there was significant difference in psychological resilience between male and female teachers or not, independent sample *t* test was calculated. The result indicated that there was no significant difference between male and female teachers in psychological resilience ($p=.479$). According to this result, both male and female teachers did not differ in their psychological resilience.

To explore the differences of psychological resilience by position specifically, One - way Analysis of Variance (ANOVA) was conducted. The results of the analysis were displayed in Table 1.

Table 1 Results of ANOVA for Psychological Resilience of Teachers by Position

Variable	Position	<i>N</i>	Mean	<i>SD</i>	<i>F</i>	<i>p</i>
Psychological Resilience	SAT	131	75.05	6.570	17.705	.000
	JAT	155	74.90	4.888		
	PAT	120	78.74	6.080		
	Total	406	76.09	6.064		

Note: ***The mean difference is significant at 0.001level.

Table 1 indicated that there was a significant difference in psychological resilience of teachers by position at 0.001 significant level, $F(2, 403) = 17.705, p < .001$. To examine more specifically, the Post Hoc Test was carried out by Games-Howell method. The results were shown in Table 2.

Table 2 Results of Games-Howell for Psychological Resilience of Teachers by Position

Variable	Position (<i>I</i>)	Position (<i>J</i>)	<i>MD(I-J)</i>	<i>P</i>
Psychological Resilience	SAT	JAT	.150	.975
		PAT	-3.688*	.000
	JAT	SAT	-.150	.975

Variable	Position (I)	Position (J)	MD(I-J)	P
	PAT	PAT	-3.838*	.000
		SAT	3.688*	.000
		JAT	3.838*	.000

Note: *** The mean difference is significant at 0.001 level.

Table 2 revealed that the mean difference between SAT and PAT was 3.688 and it was significantly different at 0.001 level ($p < 0.001$). And, the mean difference between JAT and PAT was 3.838 and it was significantly different at 0.001 level ($p < 0.001$). The results revealed that the psychological resilience of Primary Assistant Teachers was higher than Senior Assistant Teachers and Junior Assistant Teachers.

And then, to explore the differences of psychological resilience in terms of teaching experience, One-way Analysis of Variance (ANOVA) was conducted. The results of the analysis were displayed in Table 3.

Table 3 Results of ANOVA for Psychological Resilience of Teachers by Teaching Experience

Variable	Teaching Experience	N	Mean	SD	F	p
Psychological Resilience	Under 5 years	91	79.24	6.538	23.515	.000
	5-10 years	17	79.82	5.714		
	Over 10 years	298	74.91	5.495		
	Total	406	76.09	6.064		

Note: ***The mean difference is significant at 0.001 level.

Table 3 indicated that there was a significant difference in psychological resilience of teachers by teaching experience at 0.001 significant level, $F(2,403) = 23.515, p < .001$.

To examine more specifically, the Post Hoc Test was carried out by Tukey (HSD) method. The results were shown in Table 4.

Table 4 Results of Tukey (HSD) Test Multiple Comparison for Psychological Resilience of Teachers by Teaching Experience

Variable	Teaching Experience (I)	Teaching Experience (J)	MD (I_J)	p
Psychological Resilience	Under 5 years	5-10years	-.582	.922
		Over10years	4.332*	.000
	5-10 years	Under 5 years	.582	.922
		Over10years	4.914*	.002
	Over 10years	Under 5 years	-4.332*	.000
		5-10years	-4.914*	.002

Note: *** The mean difference is significant at 0.001 and 0.01 level.

Table 4 revealed that the mean difference between under 5 years and over 10 years was 4.332 and it was significantly different at 0.001level ($p < .001$). And, the mean difference between 5-10 years and over 10 years was 4.914 and it was significantly different at 0.01 level ($p < .01$).

To explore the differences in psychological resilience by school location, One- way Analysis of Variance (ANOVA) was conducted. The results of the analysis were displayed in Table 5.

Table 5 Results of ANOVA for Psychological Resilience by School Location

Variable	School Location	N	Mean	SD	F	p
Psychological Resilience	Urban	45	75.89	5.773	12.991	.000
	Suburb	100	73.56	5.022		
	Rural	261	77.09	6.210		
	Total	406	76.09	6.064		

Note: ***The mean difference is significant at 0.001level.

Table 5 indicated that there was a significant difference in psychological resilience of teachers by school location at 0.001 significant level, $F(2,403) = 12.991, p < .001$.

To examine more specifically, the Post Hoc Test was carried out by Games-Howell method. The results were shown in Table 6.

Table 6 Results of Games-Howell of Psychological Resilience by School Location

Variable	School Location(I)	School Location (J)	MD (I_J)	p
Psychological Resilience	Urban	Suburb	2.329	.057
		Rural	-1.199	.416
	Suburb	Urban	-2.329	.057
		Rural	-3.528*	.000
	Rural	Urban	1.199	.416
		Suburb	3.528*	.000

Note: *** The mean difference is significant at 0.001 level.

Table 6 revealed that the mean difference between suburb and rural was 3.528 and it was significantly different at 0.001level ($p < .001$). The results indicated that rural school teachers were significantly higher than suburb school teachers in psychological resilience.

An Analysis of Teachers’ Psychological well- being

To study whether there was significantly different in psychological well-being between male and female teachers or not, independent samples *t* test was used. The result of *t* test showed that there was no significant difference between male and female teachers in psychological well-being ($p = .145$). According to this result, both male and female teachers did not differ in their psychological well-being.

In order to find out whether there was any significant difference in teachers' psychological well-being by position, One-way Analysis of Variance (ANOVA) was conducted. The results were shown in Table 7.

Table 7 Results of ANOVA for Psychological Well-Being of Teachers by Position

Variable	Position	N	Mean	SD	F	p
Psychological Well-Being	SAT	131	122.83	8.541	5.302	.005
	JAT	155	121.46	8.354		
	PAT	120	124.80	8.399		
	Total	406	122.89	8.517		

Note: **The mean difference is significant at 0.01level.

Table 7 claimed that there was a significant difference in psychological well-being of teachers by their position at 0.01level, $F(2,403) = 5.302, p < 0.01$.

In order to make sure that difference specifically, the Post Hoc Test was carried out by Tukey (HSD) method. The results were shown in Table 8.

Table 8 Results of Tukey (HSD) Test Multiple Comparison for Psychological Well-Being of Teachers by Position

Variable	Position (I)	Position (J)	MD(I-J)	P
Psychological Well-Being	SAT	JAT	1.368	.359
		PAT	-1.968	.156
	JAT	SAT	-1.368	.359
		PAT	-3.335*	.004
	PAT	SAT	1.968	.156
		JAT	3.335*	.004

Note: ** The mean difference is significant at 0.01 level.

Table 8 revealed that the mean difference between SAT and PAT was 3.335 and it was significantly different at 0.01level ($p < 0.01$). The results revealed that the psychological well-being of Primary Assistant Teachers were higher than Junior Assistant Teachers.

To explore the differences of psychological well-being in terms of teaching experience, One-way Analysis of Variance (ANOVA) was conducted. (see Table 9)

Table 9 Results of ANOVA for Psychological Well-Being of Teachers by Teaching Experience

Variable	Teaching Experience	N	Mean	SD	F	p
Psychological	Under 5 years	91	125.44	8.940	8.455	.000
	5-10years	17	127.00	8.132		

Variable	Teaching Experience	N	Mean	SD	F	p
Well-Being	Over10years	298	121.88	8.195		
	Total	406	122.89	8.517		

Note: ***The mean difference is significant at 0.001level.

Table 9 indicated that there was a significant difference in psychological well-being of teachers by teaching experience at 0.001level, $F(2,403) = 8.445, p < 0.001$.

To examine more specifically, the Post Hoc Test was carried out by Tukey (HSD) method. The results were shown in Table 10.

Table 10 Results of Tukey (HSD) Test Multiple Comparison for Psychological Well-Being of Teachers by Teaching Experience

Variable	Teaching Experience(I)	Teaching Experience (J)	MD (I_J)	P
Psychological Well-Being	Under 5 years	5-10years	-1.560	.760
		Over10years	3.560*	.001
	5-10years	Under 5 years	1.560	.760
		Over10years	5.121*	.038
	Over10years	Under 5 years	-3.560*	.001
		5-10years	-5.121*	.038

Note: ***The mean difference is significant at 0.001 level.

Table 10 revealed that the mean difference between under 5 years and over 10 years was 3.560 and it was significantly different at 0.001level. It can be concluded that psychological well-being of teachers who have teaching experience under 5 years and 5-10 years were higher than teachers who have teaching experience over 10 years.

To explore the differences of psychological well-being by school location, One-way Analysis of Variance (ANOVA) was conducted. The results of the analysis were displayed in Table 11.

Table 11 Results of ANOVA for Psychological Well-Being of Teachers by School Location

Variable	School Location	N	Mean	SD	F	p
Psychological Well-Being	Urban	45	122.73	7.309	4.287	.014
	Suburb	100	120.81	8.589		
	Rural	261	123.72	8.574		
	Total	406	122.89	8.517		

Note: *The mean difference is significant at 0.05 level.

Table 11 claimed that there was a significant difference in psychological well-being of teachers by school location $F(2,403) = 4.287, p < 0.05$. From the results, it can be concluded that there was a significant difference at 0.05 level.

In order to make sure that difference specifically, the Post Hoc Test was carried out by Tukey (HSD) method. The results were shown in Table 12.

Table 12 Results of Tukey (HSD) Test Multiple Comparison of Psychological Well-Being of Teachers by School Location

Variable	School Location(I)	School Location (J)	MD (I_J)	P
Psychological Well-Being	Urban	Suburb	1.923	.414
		Rural	-.983	.751
	Suburb	Urban	-1.923	.414
		Rural	-2.906*	.010
	Rural	Urban	.983	.751
		Suburb	2.906*	.010

Note: ** The mean difference is significant at 0.01 level.

Table 12 revealed that the mean difference between suburb and rural was 2.906 and it was significantly different at 0.01 level. The results indicated that rural school teachers were significantly higher than suburb school teachers in psychological well-being.

In order to determine if there are any relationships between psychological resilience scores and psychological well-being scores, Pearson Product-Moment Correlation was conducted. The results of the analysis were displayed in Table 13.

Table 13 Relationship of Psychological Resilience and Psychological Well-Being

	Psychological Resilience	Psychological Well-Being
Psychological Resilience	-	.657** .000
Psychological Well-Being	.657** .000	-

Note: ***Correlation is significant at 0.001 level (2-tailed).

According to Table 13, the results revealed that there was a significant positive relationship between psychological resilience and psychological well-being ($r = .657, p < 0.001$). So, it can be seen that psychological resilience correlated with psychological well-being. In other words, this means that if teachers' psychological resilience scores increase, psychological well-being scores increase accordingly.

In order to see vividly, the correlation coefficient between psychological resilience (three components) and psychological well-being was shown in Table 14.

Table 14 Inter-correlations for Psychological Resilience Variables and Psychological Well-being

Variables	Sense of Control	Sense of Commitment	Challenges	Psychological Well- Being Total
Sense of Control	-	.590**	.505**	.518**
Sense of Commitment		-	.609**	.621**
Challenges			-	.522**
Psychological Well- Being Total				-

Note: **Correlation is significant 0.01 level (2-tailed).

Table 14 revealed that the sub components of psychological resilience were significantly correlated with psychological well-being. Psychological well-being was significantly correlated in moderate positive relationships with sense of control ($r = .518, p < .01$), with sense of commitment ($r = .621, p < .01$), with challenges ($r = .522, p < .01$).

To investigate the effect of psychological well-being on psychological resilience, linear regression was computed. The results were showed in Table 15.

Table 15 Result of Linear Regression for Psychological Resilience and Psychological Well-Being

Variables	B	β	t	R	R ²	Adjusted R ²	F
Constant	52.692		13.102***	.657 ^a	.431	.430	6.430***
Psychological Resilience	.923	.657	17.511***				

a. Predictors: (Constant), Psychological Resilience

According to the Table 15, the resultant model can be defined as in the following equation;

Psychological Well-Being= 52.692+ 0.923 Psychological Resilience

According to the Table 15, the adjusted R square is (.430). So, the regression model predicts (43%) of the variance of the score of psychological well-being.

And then, Table 16 displayed the multiple regression coefficients of psychological resilience variables in predicting psychological well-being as follows;

Table 16 Multiple Regression Coefficients of Psychological Resilience Variables in Predicting Psychological Well-Being

Variables	B	β	t	R	R ²	Adjusted R ²	F
Constant	54.727		4.078***	.664 ^a	.441	.437	6.392***
Sense of Control	.662	.191	.165***				
Sense of Commitment	1.366	.396	.178***				
Challenges	.696	.185	.182***				

a. Predictors: (constant), Sense of Control, Sense of Commitment, Challenges

It was found that all of the predictor variables significantly combine together to predict teachers' psychological well-being. So, the model can be defined as the following equation;

$$\text{Psychological Well-Being} = 54.727 + .662 \text{ Sense of Control} + 1.366 \text{ Sense of Commitment} + .696 \text{ Challenges}$$

The beta coefficient indicated that psychological resilience variables significantly predict the teachers' psychological well-being when all variables are included. The multiple coefficient (R) = .664 and the adjusted R squared value was .437. The results indicated that 44% of the teachers' psychological well-being can be predicted from the psychological resilience variables.

Discussion

Psychological Resilience: The present study found that there was no significant difference in psychological resilience of teachers according to gender. Thus, gender do not concern with psychological resilience because the participants of this study are teachers. And, in the workplace, thrives and many challenges they confronted are similar situations. The result was consistent with the findings that there were no significant differences in psychological resilience of teachers by gender (Bajaj, 2017).

Next, the present study found that teachers' psychological resilience differs according to position. The Primary Assistant Teachers are higher than Senior Assistant Teachers and Junior Assistant Teachers. It may be because of the facts that the Primary Assistant Teachers have positive adaptations, positive feeling about self and good social conditions of their work and lives. Therefore, when they faced many challenges and stress, they can overcome easily. And also they have a sense of purpose in work which matches their values, skills and interests and have the desire and the energy to be able to adapt to their best. So, teachers' perceptions of resilience are dependent on the personal, relational and organizational conditions of their work and lives. The result was consistent with the finding that there were significant differences between teachers' position (Oswald, Johnson & Howard, 2003).

And then, it was found that psychological resilience of teachers who have teaching experience under 5 years and 5-10 years were higher than teachers who have teaching experience over 10 years. Teachers of teaching experience over 10 years all experienced unpleasant instances with school administration and changes in education policies. They faced many adversities in their life and they were not happy in the workplace. Experiences did not necessarily result in teachers' effectiveness and psychological resilience. Thus, the teachers of teaching experience over 10 years having the lowest psychological resilience may be possible. The result was consistent with the finding that early and middle career teachers were more likely to sustain their capacity of resilience than late career teachers (Gu, & Li, 2013).

Next, it was found that the psychological resilience of rural school teachers was significantly higher than suburb school teachers. Rural school teachers are encountered adversity and risk than others. But they overcome and become resiliency because they were found to have good school climate and good intimate relationships among their colleagues, students and parents. They got social support, looked for opportunities of self-discovery after a struggle, maintained a hopeful outlook and optimistic, so the results may be possible. The result was contrast with the finding that urban school teachers were more likely to sustain their resilience than rural and suburb school teachers (Waddell, 2007).

Psychological Well- Being: In the comparison of psychological well-being by gender, the result reported that both male and female teachers did not differ in their psychological well-being. According to Myanmar culture, there were no interpersonal differences between males and females. And there was no absolute adversity for male and female. Psychological well-being is a state of happiness or contentment and thus there were no differences in males or females. The result was consistent with the finding that male and female university teachers perceived similar level of psychological well-being (Akram, 2015).

And, it was found that the psychological well-being of Primary Assistant Teachers was higher than Junior Assistant Teachers. It may be because of the fact that students were obeyed the rules and respected their teachers in the field of Primary Assistant Teachers. And in this field, there was no more delinquency, workload and subject matter than others fields.

Then, psychological well-being of teachers who have teaching experience under 5 years and 5-10 years were higher than teachers who have teaching experience over 10 years. The results may be possible because teachers whose have teaching experience of over 10 years were experienced many changes of educational policies. When they faced with many challenges and adversities, they felt unpleasant and many failures in their workplace. And they taught one subject for a long time, so they were not active in teaching and they did not get satisfaction in their work. The result was consistent with the finding that older teachers were found to have lower psychological well-being scores than younger teachers (Ilgan, ÖyküÖzü-Cengiz, Ata, & Akram, 2015).

And, it was found that rural school teachers were significantly higher than suburb school teachers in psychological well-being. The results may be possible because of urban and suburb teachers were found to face more challenging working conditions than rural school teachers due to overwhelming workloads, challenging students, low motivated students and lack of administrative support. Rural school teachers' lives are more satisfactory than urban and suburb school teachers. So, the psychological well-being of rural school teachers was more than others. The result was not consistent with the finding that there was no significance difference in terms of school location (Anna & Faircloth, 2017).

Relationship between Psychological Resilience and Psychological Well-being: Based on the research, the present study found that there was positive correlation between psychological resilience and psychological well-being. Specifically, it can be said that the higher psychological resilience the teachers had, the stronger psychological well-being they possessed. If teachers' psychological resilience can be promoted, burnout problems concerning teachers can also be reduced.

Conclusion

People should cultivate positive emotions in their own lives and in the lives of those around them, not just because doing so makes them feel good in the moment, but also because doing so transform people for the better and sets them on paths toward flourishing and healthy longevity. Resilient and well-being people are characterized by the attributes of social competence, problem-solving skills, autonomy and self-esteem, a sense of purpose, and an orientation to the future. Resilience represents good developmental outcomes and sustained competence despite the presence of adversity and risk. So, teachers should try to become resilient people.

To become a resilient person, The American Psychological Association (2014) suggested 10 ways to build resilience, which are

1. to maintain good relationships with close family members, friends and others;
2. to avoid seeing crises or stressful events as unbearable problems;
3. to accept circumstances that cannot be changed;
4. to develop realistic goals and move towards them;
5. to take decisive actions in adverse situations;
6. to look for opportunities of self-discovery after a struggle with loss;
7. to develop self-confidence;
8. to keep a long-term perspective and consider the stressful event in a broader context;
9. to maintain a hopeful outlook, expecting good things and visualizing what is wished;
10. to take care of one's mind and body, exercising regularly, paying attention to one's own needs and feelings.

It needs enhancing teachers' resilience that ensure well-motivated, consistent and effective teaching for children. Whilst clearly not a simple relationship, there is good evidence that resilient teachers are more likely to be effective teachers (Day & Gu, 2007). Developing our understanding of factors that may sustain (or erode) the resilience, motivation, engagement and effectiveness of teachers is, therefore, important so that attention may then be given to enhancing support for teachers' resilience and well-being.

There is a high demand in educational field such as curriculum, teaching methods, democratic learning environment, educational laws, student unions, free education etc. If so, excessive work may result unhappy in workplace. Thus, psychological well-being at Teacher is becoming one of the major issues in Myanmar. Learners and teachers are important to grasp the Educational outcomes, and thus, the ends and outcomes in Education are more powerful. From this, teachers instruct the students to overcome many changes and challenges and to grasp their individual needs. The research highlights teacher's psychological resilience help teachers create and maintain a positive classroom environment, avoid burnout and attrition, and enjoy and excel in their workplace. Psychological resilience may become a good thing for psychological well-being of teachers. So, the study on psychological resilience and psychological well-being of teachers become important in Myanmar Education.

Acknowledgements

Firstly, we would like to offer our respectful gratitude to Dr. Kay Thwe Hlaing (Rector, Yangon University of Education), Dr. May Myat Thu (Pro-rector, Yangon University of Education), Dr. Khin Khin Oo (Pro-rector, Yangon University of Education) and Dr. Nyo Nyo Lwin (Pro-rector, Yangon University of Education) for their permission to carry out this study. And then we are deeply appreciative and indebted to our advisor and chairperson, Dr. Khin Hnin Nwe (Professor and Head of Department, Department of Educational Psychology, Yangon University of Education) for her precious suggestions, guidance and feedback to broaden our perspective throughout our time of study. We would like to express our heartfelt appreciation to all the teachers from Department of Educational Psychology, Yangon University of Education for their insights, thoughtful guidance, advice, supervision, care, constructive comments and suggestions. And, we would like to pay special thanks to all the administrators and participants from Salin Township for their participation in this research patiently. We would like to appreciation to thank their help and to all teachers who filled the questionnaires earnestly and truthfully. And our appreciation is extended to other people who are worth with our thanks.

References

- Akram, M. (2015). Psychological well-being of university teachers in Pakistan. *Journal of Education and Educational Development Article*, 6 (2), 235-253.
- American Psychological Association. (2014). *The road to resilience*. [http:// www.apa.org/helpcenter/road-resilience.aspx](http://www.apa.org/helpcenter/road-resilience.aspx)
- Anna, L. & Faircloth, A. (2015). *Resilience as a mediator of the relationship between negative life events and psychological well-being*. Electronic Theses & Dissertations.
- Bajaj, B. (2017). Mediating role of self-esteem in the relationship of mindfulness to resilience and stress. *International Journal of Emergency Mental health and Resilience*, 19 (4), 372.
- Bartone, P. T., Ursano, R. J., Wright, K. M. & Ingraham, L. H. (1989). The impact of a military air disaster on the health of assistance workers: A prospective study. *The Journal of Nervous and Mental Disease*, 177, 317-328.
- Block, J. & Kremen, A. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology*, 70(2), 349-361.
- Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20–28.
- Connor, K. M. & Davidson, J. R. (2003). *Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC)*. *Depress. Anxiety*, 18, 76–82. <https://doi.org/10.1002/da.10113>
- Day, C. & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, 33(4), 423-443.
- Diener, E., Lucas, R. & Oishi, S. (2005). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 63-73). Oxford University Press.
- Dolan, P., Peasgood, T. & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29, 94-122.
- Gu, Q. & Li, Q. (2013). Sustaining resilience in times of change: Stories from Chinese teachers. *Asia-Pacific Journal of Teacher Education*, 41(3), 288-303.
- Ilgan, A., Özü-Cengiz, O., Ata, A. & Akram, M. (2015). The relationship between teachers' psychological well-being and their quality of school work life. *The Journal of Happiness & Well-Being*, 3(2), 159-181.
- Kobasa, S. C., Maddi, S. R. & Kahn, S. (1982). Hardiness and health: A prospective study. *Journal of Personality and Social Psychology*, 42, 168-177.
- Masten, A. S., Best, K. M. & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2(4),425-44. [https:// doi.org /10.1007 /S0954579400005812](https://doi.org/10.1007/S0954579400005812)
- Oswald, M., Johnson, B. & Howard, S. (2003). Quantifying and evaluating resilience-promoting factors: Teachers' beliefs and perceived roles. *Research in Education*, (70), 50.
- Ryff C. D. & Singer B. (1996). Psychological well-being: meaning, measurement, and implications for psychotherapy research. *Psychosomatic*. 65, 14–23. <https://doi.org/10.1159/000289026>
- Ryff, C. D. (1989). Happiness is everything, or is it. Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069 – 1081.
- Ryff, C. D. & Singer, B. (1998). Contours of positive human health. *Psychological Inquiry*, 9(1), 1-28.
- Waddell, J. (2007). The time is now: The role of professional learning communities in strengthening resiliency teachers in urban school. In D. M. Davis (Ed.), *Resiliency considered policy implications of the resiliency movement*, 123-145. Information Age Publishing.