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Teachers' perspectives on the factors influencing organisational resilience: a qualitative study

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Abstract. This study aims to reveal the factors that positively or negatively affect the organizational resilience of educational institutions from the perspective of teachers. A phenomenological design, one of the qualitative research methods, was adopted in the study, and a semi-structured interview technique was used to collect data. The participant group consisted of 20 teachers working at different levels of education in public schools. These teachers were selected using maximum variation sampling, a purposive sampling method, and included 5 preschool, 5 primary school, 5 middle school, and 5 high school teachers. According to the teachers' opinions, the factors that positively affect the organizational resilience of educational institutions were grouped under four main themes: "collaboration and institutional culture," "crisis and change management," "leadership competencies," and "supportive resources and infrastructure." Participants stated that solidarity and cooperation among employees, acting in unity and solidarity, organisational culture, developing applicable crisis plans, generating rapid solutions to crises, adapting quickly to change, leadership, and technological infrastructure competence contribute to the successful management of educational institutions in crisis situations. Factors that negatively impact the organizational resilience of educational institutions are categorized under four themes: "management and communication problems," "resistance to change and lack of motivation," "infrastructure deficiencies," and "unpreparedness and uncertainty." According to teachers, the primary factors negatively impacting organizational resilience include lack of planning, lack of functional and applicable crisis plans, inadequate technological infrastructure, a lack of openness to innovation and change, low motivation, and a lack of foresight. The findings provide guidance for school administrators and policymakers in developing strategies that will make educational institutions more resilient to crises. This will enable educational institutions to not only overcome crises but also emerge stronger from these processes.

Keywords. Resilience, Organisational resilience, educational institution

1. Introduction

With globalization, organizations have begun to operate in a more complex, uncertain, and dynamic environment (Grote, 2009; McCann et al., 2009). In this volatile environment, unexpected events such as natural disasters, economic crises, terrorist attacks, epidemics, and

technological disruptions threaten organizations' business continuity and necessitate resilience in the face of crises (Bhamra et al., 2011; Branscomb, 2006). While some organizations emerge stronger from these crises, others experience significant losses, increasing the importance of organizational resilience (Weick & Sutcliffe, 2001).

Organizational resilience means not only resisting crises but also learning from these processes, transforming, and adapting to the future (Duchek, 2014). Research has also demonstrated that resilience is positively correlated with organizational performance and sustainability (Parsons, 2010; Suryaningtyas et al., 2019; Sezen & Argon, 2020).

In this context, educational organizations are directly affected by this uncertainty. The COVID-19 pandemic, in particular, has affected more than 1.6 billion students worldwide, disrupting the continuity of education and increasing inequalities (World Bank, 2022). Furthermore, factors such as climate change, migration, economic crises, and wars have necessitated radical transformations in education systems (OECD, 2019; OECD, 2023). Therefore, educational institutions must be prepared for crises, have a flexible and learning structure, and be able to not only react to problems but also develop strategies for the future.

2. Literature Review

Technological developments and rapid changes in environmental factors affect employees as well as organizations, and the need to adapt to rapidly changing conditions is among the factors that determine the success of organizations (Onan et al., 2021). The survival and effectiveness of organizations in volatile and turbulent periods depend on the ability of organizations and employees to withstand and adapt to significant challenges, that is, their resilience. Resilience in organizations has been recognized as a vital competitive advantage, and as a result, increasing the resilience levels of employees has become an even more important issue (Bardoel et al., 2014; Lengnick-Hall et al., 2011; Luthans & Youssef, 2004). The increasing interest in employee resilience can be associated with the modern business world becoming more demanding and more competitive, as employees face greater workloads and increased performance pressure (Bonanno, 2004). Resilience is the ability to adapt to challenging life experiences and internal and external demands through mental, emotional, and behavioral flexibility, as well as the capacity to demonstrate the personal strength necessary to overcome these challenges (American Psychology Association, 2020; Boniwell & Ryan, 2012). This capacity enables individuals to cope, recover, and effectively deal with challenges even in stressful and adverse conditions. Individual resilience can also be defined as a person's ability to cope with stressful, challenging, or uncertain situations, to learn from these situations, and to bounce back from adversity. Resilient individuals see the challenges they experience as opportunities and emerge stronger from these experiences (Avey et al., 2009; Bonanno, 2004). However, these definitions are insufficient to explain how the workplace context promotes or hinders resilience (Stokes et al., 2019; Vera et al., 2017). When evaluating individuals' resilience in relation to their work lives, it is important for the future of organizations to consider how elements in the work environment affect the extent to which employees cope with daily challenges at work and engage in resilient behaviors that promote organizational progress (Näswall et al., 2019).

2.1. Organisational Resilience

Today, organizations are increasingly faced with unpredictable, disruptive events such as economic crises, cyber threats, epidemics, and natural disasters. These events severely undermine organizations' ability to achieve sustainable performance and threaten their very

existence (Bhamra et al., 2011). As the interdependence of organizations increases with the impact of globalization, environmental complexity and uncertainty have also become more intense (Boin, 2009; Eshghi & Larson, 2008). Crises have become an integral part of modern organizational life, leading organizations to develop new approaches not only to manage crises but also to emerge stronger from these processes.

Research has shown that some organizations can emerge from crises unaffected and even thrive during these periods (Sutcliffe & Vogus, 2003; Burnard & Bhamra, 2011). In this context, the concept of "organizational resilience" comes to the fore. First introduced by Hamel & Välikangas (2003), this concept refers to the capacity of organizations to resist, adapt, and thrive in complex, dynamic, and uncertain conditions (Duchek, 2020; Elgezabal et al., 2023; Evenseth et al., 2022).

Organizational resilience is a multidimensional competency that is not limited to simply reacting to unexpected events; it also encompasses the ability to anticipate these events, prepare for them, recover from crises, and learn from the process (Linnenluecke, 2017; Sutcliffe & Vogus, 2003). This concept encompasses the ability of organizations to adapt to new situations by turning disruptive events into opportunities and to maintain their existence in the face of uncertainty (Lengnick-Hall et al., 2011; Annarelli & Nonino, 2016).

Approaches to organizational resilience in the literature are grouped under three main perspectives (Smit, 2020). The first approach considers resilience in the context of anticipating pre-crisis risks and taking preventive measures. Within this framework, resilience is associated with the organization's early recognition of threats and the development of appropriate response strategies (Mallak, 1998).

The second approach interprets organizational resilience with a focus on sustainability and recovery. According to this perspective, organizations should be able to maintain a certain level of activity during crisis periods and return to their previous performance after the crisis (Robert, 2010; Stolker et al., 2008; Kahn et al., 2018).

The third and more advanced approach defines organizational resilience not only as post-crisis recovery but also as the ability to transform crises into development opportunities. This view emphasizes the evaluation of opportunities for learning, innovation, and change (Jiang, 2023; McManus et al., 2008; Barasa et al., 2018; Zhang, 2021; Idayanti, 2012).

According to Xiao and Cao (2017), the core characteristics of organizational resilience can be summarized as follows:

1. Crisis-emergent capacity: This competence typically manifests itself only in extraordinary circumstances and provides the organization with a strategic advantage.
2. Adaptation, survival, and development: This involves not only resistance but also recovery and the development of new capabilities.
3. Multi-layered and dynamic structure: Resilience is directly related to the organization's resources, processes, and routines.

Resilient organizations must possess certain core competencies to ensure sustainable success in environments of uncertainty and change. These characteristics include:

- Developing preventive strategies and rapid response mechanisms (Sullivan-Taylor & Wilson, 2009);
- High innovation and performance capacity (Robb, 2000);
- Employee participation and empowerment (Mallak, 1998);
- The ability to sustain competitive advantage (Williams & Vorley, 2014);

- High levels of flexibility and adaptability (Kantur & İşeri-Say, 2012).

In conclusion, organizational resilience is not only the capacity to survive crises but also to transform them, creating opportunities for growth and learning. Therefore, it has become a central concept in both theoretical and applied studies.

3. Methodology and Data Analysis

3.1. Purpose of Research

The purpose of this study is to examine the positive and negative factors that influence the organizational resilience levels of educational institutions. The study aims to understand how educational institutions maintain and develop their capacity for sustainability, adaptation, and resilience during periods of crisis, uncertainty, and change. In this context, the aim is to identify the supporting factors that enhance organizational resilience and the hindering factors that weaken it. The findings will provide important clues for developing effective strategies that will contribute to educational institutions' increased resilience to crises.

3.2. Research Questions

1. What are the factors that positively influence the organizational resilience of educational institutions?
2. What are the factors that negatively impact the organizational resilience of educational institutions?
3. What strategies and practices do educational institutions implement to respond quickly and effectively to unexpected crisis situations?
4. How do school administrators and staff act when faced with undesired and unforeseen crises within educational institutions?
5. What measures do educational institutions take to maintain stability, withstand external shocks, and ensure continuity in the face of uncertainty?

3.3. Methodology

This study used interviews as the data collection method, employing a phenomenological design, a qualitative research approach. Phenomenology is a research approach aimed at understanding phenomena that individuals experience but cannot fully explain (Creswell & Clark, 2017). While some frequently encountered phenomena in daily life may be perceived as familiar, this does not necessarily indicate a deep understanding of them (Smith & Osborn, 2008). In this context, the phenomenological approach offers a strong methodological basis for analyzing phenomena that have not yet been fully resolved in the world of meaning but have been experienced at a certain level (Büyüköztürk et al., 2019; Van Manen, 2016). Phenomenological research focuses on examining individuals' perceptions, thought structures, and narratives of experiences related to a specific experience or phenomenon (Moustakas, 1994; Finlay, 2009). In the research, how participants make sense of their experiences, their mental representations of these experiences, and the common themes that emerge were analyzed in detail. Although such studies do not aim to produce generalizable results, they provide descriptions and interpretations that enable a deeper and more multidimensional understanding of the phenomenon under study (Vagle, 2018). Thus, they have the potential to contribute to both theoretical knowledge production and applied fields (McMillan, 2000; Marshall & Rossman, 2016; Yıldırım & Şimşek, 2018).

3.4. Research Group

In this study, maximum variation sampling, a purposive sampling method consistent with qualitative research methods, was chosen. This method ensures that the individuals included in the study group possess diverse characteristics, allowing for the topic under investigation to be addressed from various perspectives and a comprehensive analysis to be conducted (Patton, 2018).

A total of 20 teachers working in official educational institutions affiliated with the Ministry of National Education of the Republic of Turkey during the 2024–2025 academic year were included in the study. Participants were selected equally according to their educational levels: 5 preschool teachers, 5 primary school teachers, 5 middle school teachers, and 5 high school teachers. Participating teachers were coded from T1 to T20 to ensure data security and confidentiality. Participants' demographic characteristics are presented in Table 1.

Table 1. Demographic variables of teachers participating in research.

Variables	Category	N	%
Gender	Male	10	50
	Female	10	50
	Total	20	100,0
Seniority	11-20 years	2	10
	21-30 years	16	80
	31 years and over	2	10
	Total	20	100,0
Title	Expert Teacher	5	25
	Senior Teacher	15	75
	Total	20	100,0
Marital Status	Married	19	95
	Single	1	5
	Total	20	100,0
Education Level	Bachelor's Degree	18	90
	Master's Degree	2	10
	Total	20	100,0
Teaching Level	Preschool / Kindergarten	5	25
	Primary School	5	25
	Lower Secondary School	5	25
	High School	5	25
	Total	20	100,0

3.5. Qualitative Data Collection Tools

In this study, a literature review was conducted to comprehensively analyze the positive and negative factors affecting the organizational resilience level of educational institutions, and a semi-structured interview form was developed in line with expert opinions. The semi-structured interview technique allows participants to express their opinions freely

through open-ended questions, provides flexibility in the interview process, and allows for adjustments to the order and content of the questions (Karasar, 2019). This method provides a systematic structure in the data collection process and enables the acquisition of in-depth and rich data (Yıldırım & Şimşek, 2018). The developed interview form was first piloted with three teachers (2 subject teachers, 1 classroom teacher). After the validity and reliability of the form were established, the main implementation phase was initiated. The implementation was carried out with a total of 20 teachers, 10 female and 10 male, and the interviews were recorded using a voice recorder with the consent of the participants. In light of the obtained data, the positive and negative factors that increase the organizational resilience levels of educational institutions were systematically evaluated.

3.6. Validity and Reliability

Validity and reliability are addressed through various methods in scientific research, and these concepts are particularly important in qualitative research (Creswell, 2014; Başkale, 2016). Guba and Lincoln (1982) developed the criteria of credibility, dependability, confirmability, and transferability to enhance reliability in qualitative research. This study utilized extended interaction, participant verification, expert opinion, and detailed descriptions to ensure credibility (Holloway & Wheeler, 1996). The data collection and analysis process is based on a conceptual framework, and methodological details are clearly reported.

Purposive sampling, face-to-face interviews, triangulation, and referential adequacy methods were adopted to support transferability (Tutar, 2022; Streubert & Carpenter, 2011). Participants were selected from experienced and knowledgeable individuals, and the interviews were conducted in a participant-focused manner. Additionally, both qualitative and quantitative data were collected, and the findings were interpreted with the support of the literature (Lincoln & Guba, 1985; Merriam & Tisdell, 2016).

Confirmability was ensured by presenting all stages of the research clearly and transparently (Bondas & Hall, 2007), while reliability was supported by expert assessments (Streubert & Carpenter, 2011). Authenticity was maintained through direct quotations from participants' statements. These methods were implemented with great care to enhance the scientific reliability and accuracy of the research (Patton, 2018).

3.7. Data Analysis

As part of the study, participants were asked four open-ended questions. Their responses were recorded using a voice recorder and later transcribed by the researcher. The questions posed to the teachers were as follows:

1. What factors might positively and negatively impact the organizational resilience of educational institutions?
2. What do educational institutions do to respond quickly and effectively to unexpected crises?
3. How do school administrators and staff react when faced with undesirable and unexpected crises in educational institutions?
4. What practices do educational institutions employ to maintain stability despite uncertainty, withstand external shocks, and survive?

MAXQDA 24 software was used in the data analysis process, and the following steps were followed: First, the interviews recorded with a voice recorder were transcribed into

written text. These transcripts were then edited, and meaningful data segments were identified. These segments were coded to create draft themes, and the codes were grouped under relevant themes. The themes were then clarified, and the relationships between them were revealed. The identified themes were structured in line with the research questions; direct quotes from participant statements were included during the analysis, and these quotes were explained and interpreted (Şamdan & Baskan, 2019).

4. Findings

4.1. Findings on Positive Factors Affecting Organisational Resilience of Educational Institutions

Factors that positively impact organizational resilience, based on teacher opinions, were coded and grouped under four themes: "collaboration and organisational culture," "crisis and change management," "leadership competencies," and "supportive resources and infrastructure." The themes that gather teachers' views on the factors that positively affect organizational resilience are presented in Figure 1



Figure 1. Factors that Positively Affect Organisational Resilience According to Teachers' Views

Table 2. Themes and Codes Related to Factors Positively Affecting Organisational Resilience

Theme	Conceptual Codes	<i>f</i>
1. Collaboration and Organisational Culture	1.1. Solidarity and cooperation among employees	19
	1.2. Acting in unity and solidarity	15
	1.3. Organizational culture	11
	1.4. Cohesive work team	9
	1.5. Integrating equality and justice into school culture	8
	1.6. Adopting group work	7
	1.7. Coordination between units	2
	1.8. Good communication with parents	2
	1.9. Organizational sense of belonging	1
2. Crisis and Change Management	2.1. Preparing applicable crisis plans	18
	2.2. Producing quick and effective solutions to crises	14
	2.3. Adapting quickly to change	11
	2.4. Taking quick action	8
	2.5. Implementing flexible training programs	7
	2.6. Acting calmly in times of crisis	6
	2.7. Increasing the preparedness of institutional personnel	4

	2.8. Approaching crises with common sense and patience	4
	2.9. Conducting continuous risk analyses	3
	2.10. Learning from past experiences	2
	2.11. Flexible structuring	3
	2.12. Awareness that change is normal	3
	2.13 High preparedness before crises	2
3. Leadership Competencies	3.1. Strong and effective leadership	12
	3.2. Solution-focused leadership	9
	3.3. School administrators' ability to make instant decisions	6
	3.4. School administrators' responsibility	3
	3.5. School administrators' role models for teachers	1
4. Supporting Resources and Infrastructure	4.1. Adequacy of technological infrastructure	14
	4.2. Necessary security measures taken	9
	4.3. Strengthening the technological infrastructure	9
	4.4. Existence of psychological and social support mechanisms	8
	4.5. Implementation of innovative curriculum programs	6
	4.6. Adherence to mission and vision	5
	4.7. Social and psychological resilience	5
	4.8. Stable school operation	2
	4.9. Common-sense approach	1

Table 2 shows the factors that positively affect the organizational resilience level of educational institutions, according to teachers' opinions, under four main themes. Under the theme of cooperation and organizational culture, teachers expressed their opinions mostly on the conceptual codes of solidarity and cooperation among employees ($f=19$) and acting in unity and solidarity ($f=15$). Regarding solidarity and cooperation among employees, T7 states that:

"Speaking specifically about our school, we generally act in solidarity during crisis situations. School administrators and staff, teachers, and other employees demonstrate a supportive approach. For example, we hold regular meetings during crises, and we strive to act together. This approach allows us to manage crises more successfully."

With these statements, it is emphasized that solidarity, cooperation, unity and togetherness in times of crisis increase the organizational resilience of educational institutions and contribute to the successful emergence of educational institutions from crisis situations.

Under the theme of crisis and change management, teachers most frequently expressed opinions on the conceptual codes of preparing applicable crisis plans ($f=18$), generating rapid and effective solutions to crises ($f=14$), and adapting quickly to change ($f=11$). Teachers' opinions emphasized that educational institutions that prepare before a crisis, generate rapid and effective solutions during crises, and renew themselves after a crisis have a high level of organizational resilience.

Under the theme of leadership competencies, teachers expressed the most opinions on the conceptual codes of strong and effective leadership ($f=12$) and solution-focused leadership ($f=9$). Regarding strong and effective leadership, T11 states that:

"Leaders are already leading the way. School administrators guide teachers during times of crisis. Their solution-focused perspectives, positive approaches, and the way they guide us are truly impactful. In times of crisis and uncertainty, they immediately analyze the situation and include us, teachers, in the process, planning what we can do together. Our school administrators play a crucial role in overcoming crises and building a strong team. They not only boost our morale but also instill a sense of success together."

These statements emphasize that school administrators play a key role in guiding the institution and boosting employee morale during times of crisis; and that the presence of leaders who can produce quick, practical, and effective solutions to problems positively affects the resilience of educational institutions.

Under the theme of supporting resources and infrastructure, teachers most frequently expressed their opinions on the conceptual codes of adequacy of technological infrastructure ($f=14$), implementation of necessary security measures ($f=9$), and strengthening technological infrastructure ($f=9$). Especially after the recent COVID-19 pandemic, a robust technological infrastructure has been seen as crucial for the uninterrupted continuation of teaching activities. Therefore, educational institutions with adequate technological infrastructure are more likely to be resilient in the face of crises and adapt more quickly to new situations. This view of the teachers also reveals that organizational resilience is linked to infrastructure as well as human resources. Furthermore, the earthquakes, floods, and fire disasters we have experienced recently have highlighted the importance of taking necessary security measures in a timely manner. Carrying out the necessary reinforcement work before potential earthquakes and checking fire sensors and firefighting equipment before potential fires will help educational institutions overcome these crises with minimal damage in the event of such disasters. Therefore, the adequacy and development of the technological infrastructure and the timely taking of necessary precautions play a role in increasing organizational resilience.

4.2. Findings on Negative Factors Affecting Organisational Resilience of Educational Institutions

Factors that negatively impact organizational resilience, based on teachers' opinions, were coded and grouped under four themes. These themes are "management and communication problems," "resistance to change and lack of motivation," "infrastructure deficiencies," and "lack of preparation and uncertainty." The themes that compile teachers' opinions on the factors that negatively impact organizational resilience are presented in Figure 2.

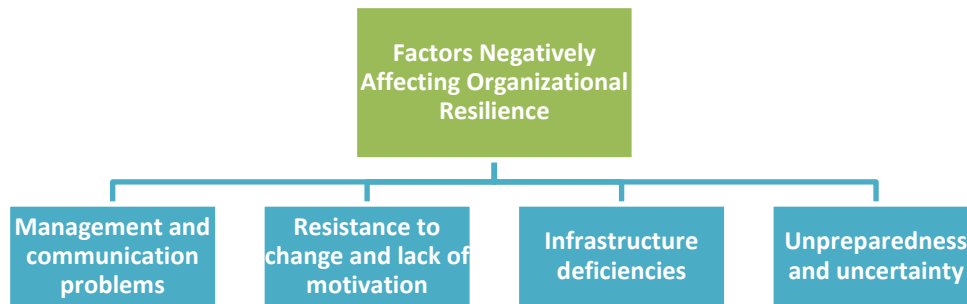


Figure 2. Factors Negatively Affecting Organisational Resilience According to Teachers' Views

Table 3. Themes and Codes Related to Factors Negatively Affecting Organisational Resilience

Theme	Conceptual Codes	<i>f</i>
1. Management and Communication Problems	1.1. Lack of planning	14
	1.2. Unfair attitudes of school administrators	6
	1.3. Lack of communication between administrators and teachers	6
	1.4. Inadequate crisis management skills	4
	1.5. Lack of supervision by school administrators	3
	1.6. Lack of holistic centralized decisions	1
	1.7. Administrators' failure to serve as role models	1
2. Resistance to Change and Lack of Motivation	2.1. Being closed to innovation and change	11
	2.2. Lack of motivation	6
	2.3. Exclusion of teachers	3
	2.4. Lack of adoption of the vision	2
3. Infrastructure Deficiencies	3.1. Lack of technological infrastructure	15
	3.2. Inadequate physical infrastructure	8
	3.3. Data security issues	1
4. Unpreparedness and Uncertainty	4.1. Lack of crisis plans	16
	4.2. Lack of foresight	9
	4.3. An environment of uncertainty	6
	4.4. Lack of solidarity	2
	4.5. Legal texts open to interpretation	1

In Table 3, the factors that negatively affect the organizational durability level of educational institutions, according to teachers' opinions, are grouped under four main themes. Under the theme of management and communication problems, teachers most frequently expressed opinions on the conceptual codes of lack of planning ($f=14$), unfair attitudes of school administrators ($f=6$), and lack of communication between administrators and teachers ($f=6$). Regarding the lack of planning and unfair attitudes of school administrators, T13 states that:

“As I mentioned before, if adequate planning is not made at both the individual and institutional levels and a culture of collaboration is not developed, and if school administrators exhibit an attitude far removed from the principles of equality and justice, I believe these negativities will primarily affect employees

at the individual level and subsequently seriously weaken organizational resilience.”

These statements emphasize that the absence of elements that support teacher resilience, such as planning, collaboration, and fair management, in an educational institution can lead to serious negative outcomes at the institutional level. This view also demonstrates the reciprocal relationship between individual resilience and organizational resilience. An educational institution staffed with teachers with low professional and individual resilience will find it difficult to develop effective solutions during times of crisis and intense uncertainty.

Under the theme of resistance to change and lack of motivation, teachers expressed the most opinions in the conceptual codes of being closed to innovation and change ($f=11$) and low motivation ($f=6$). According to teachers, when school administrators and teachers are closed to or resistant to innovation and change, it becomes difficult for them to adapt to new situations, and the healthy management of the change process is hampered. Failure to follow new teaching methods, reluctance to use new technological tools, and insensitivity to changing educational policies harm both teacher resilience from a professional perspective and organizational resilience. Teachers or administrators who perceive change as a threat cannot be expected to act with unity and solidarity in times of crisis. Low teacher motivation also affects organizational resilience. Low motivation can lead to a decrease in teaching quality and organizational commitment. Teachers with weak commitment and sense of belonging to their institutions find it difficult to take responsibility or play an active role in finding solutions during crises.

Under the theme of infrastructure deficiencies, teachers expressed their opinions mostly on the conceptual codes of technological infrastructure deficiencies ($f=15$) and physical infrastructure deficiencies ($f=8$). Regarding the lack of technological infrastructure, T17 states that:

“When factors that negatively impact organizational resilience are evaluated, it becomes clear that schools do not always have the necessary equipment to adapt to new situations. For example, inadequate technological infrastructure or financial constraints make it difficult to adapt to innovations and can negatively impact organizational resilience. A school's lack of resources also undermines teachers' motivation, resulting in fragility at both the individual and institutional levels.”

These statements emphasize that, in times of crisis, the quality of human resources, as well as the technological and physical infrastructure of schools, impact organizational resilience. For example, during the pandemic, the lack of internet connection and a sufficient number of computers and tablets in many schools exacerbated inequality of opportunity in education and prevented teachers from continuing their teaching activities. However, schools with sufficient infrastructure quickly began using distance learning platforms.

Under the theme of unpreparedness and uncertainty, teachers most frequently expressed opinions about the lack of crisis plans ($f=16$) and the lack of foresight ($f=9$). In fact, all educational institutions in our country are required to have plans such as civil defense and sabotage protection. Teachers' lack of crisis plans stems from the failure to share these plans with teachers. In particular, school administrators' lack of foresight leads to the failure to recognize potential threats in a timely manner and to take the necessary precautions against

these threats. Therefore, both lack of planning and foresight negatively impact the resilience of educational institutions.

5. Results and Discussion

5.1. Results and Discussion on Positive Factors Affecting Organisational Resilience

This research examined teachers' views on the organizational resilience of educational institutions. As a result of the research, thirty-six conceptual codes were created under the themes of cooperation and institutional culture, crisis and change management, leadership competencies, supporting resources, and infrastructure, which relate to the factors that positively affect the organizational resilience of educational institutions, according to teachers' views. Twenty-eight conceptual codes were created under the themes of management and communication problems, resistance to change and lack of motivation, infrastructure deficiencies, unpreparedness, and uncertainty, which relate to the factors that negatively affect the organizational resilience of educational institutions.

The interviewed teachers particularly stated that solidarity and cooperation among employees, acting in unity and solidarity, institutional culture, preparing applicable crisis plans, generating rapid solutions to crises, adapting quickly to change, leadership, and technological infrastructure adequacy contribute to educational institutions' successful crisis management. A review of the literature reveals research findings that support the current research findings. Institutional culture and shared values that encourage organizational growth, provide a cultural foundation for innovation and organizational learning, and prevent employees from acting against the interests of the organization; leaders who prioritize the success of their own institution, have a sense of responsibility, are highly motivated, and have quick decision-making skills; the level of readiness for change, which includes advance planning, development of the ability to cope with change, proactive change understanding, and long-term strategic thinking processes, positively affect organizational resilience (Chen et al., 2023). Liu et al. (2023) examined the factors affecting organizational resilience at three levels: surface, middle, and deep. Organizational competence, organizational relations, organizational learning, and organizational communication are listed at the surface level; organizational culture, organizational structure, and organizational leadership are listed at the middle level; and social capital, organizational resources, cognitive competence, and emotional competence are listed as deep-level factors that affect organizational resilience. Organizational relations and the adequacy of organizational resources stand out as the main factors affecting organizational resilience. Dickson (2025) stated that the common characteristics of resilient organizations are agility and flexibility, and that positive work environments and supportive leadership are vital for developing resilience at the organizational level. Georgescu et al. (2024) stated that strategic human resources practices and corporate culture positively affect organizational resilience. Hamidavi Nasab et al. (2023) categorized the factors affecting organizational resilience under fourteen themes in their meta-analysis. These themes include flexibility, control mechanisms, redundancy and resource management, planning and preparation processes, decision-making competence, social capital, resilience-focused policy development, corporate culture, human resources, financial and economic sustainability, stakeholder collaboration, customer relations and market dynamics, technological modernization, and organizational learning. Morales et al. (2019) pointed out the importance of leadership for organizational resilience by stating that organizations need leaders who can motivate and inspire employees in order to effectively cope with crisis situations. The mission, values, principles, and vision determined by leaders

strengthen the sense of identity and belonging in employees by providing a unity of direction in the corporate culture and establishing acceptable norms of behavior (Sahebjamnia et al., 2015). Organizational belonging also positively affects organizational resilience. Isensee et al. (2023) stated that organizations' ability to adapt quickly and effectively to changing conditions, the development of continuous learning and innovation capacity, the establishment of effective collaborations and networks with external stakeholders, the leader's skills, and their vision for the future significantly determine organizational resilience. Krsmanovic et al. (2024) stated that leadership based on trust and autonomy, self-management and a strong sense of solidarity, effective crisis management plans that involve the entire organization, a shared decision-making process, and technology integration positively impact organizational resilience. When existing research and the literature are evaluated together, leadership, corporate culture, collaboration, solidarity, and adaptation to change emerge as common themes.

5.2. Results and Discussion on Negative Factors Affecting Organisational Resilience

According to teachers, the primary factors negatively impacting organizational resilience include lack of planning, lack of functional and applicable crisis plans, inadequate technological infrastructure, a lack of openness to innovation and change, low motivation, and a lack of foresight. Being prepared for potential threats that educational institutions may face and successfully overcoming threats and crises are possible with successful and applicable crisis plans. Crisis plans show employees how to act during crises and assist organizations in making quick and accurate decisions. To achieve the desired results from crisis plans, they must be constantly updated and drilled at regular intervals (Coombs, 2007). Therefore, failure to develop the necessary crisis plans in advance in educational institutions, failure to share the plan with all stakeholders when planned, and failure to conduct updates and drills when necessary undermine organizational resilience. The inadequacy of technological infrastructure, however, was particularly evident during the pandemic and has been a significant factor in the disruption of educational activities and the increase in inequality of opportunity among students. Studies have shown that during the pandemic, many schools lacked sufficient technological infrastructure, and students who lacked internet access and technological devices such as computers or tablets at home due to financial constraints were unable to participate in distance learning, resulting in significant learning losses (Adak & Koç, 2022; Baz, 2021; Öz & Tangülü, 2024). In today's world, where uncertainty and crises are intense, organizations need employees who are willing to adapt quickly to changing conditions, learn new skills, and are open to change in order to maintain their competitiveness and sustain their existence (Meyer et al., 2007). Employees and managers' inability to or resistance to change negatively impacts organizations' ability to make rapid decisions and implement necessary changes in a timely manner in crisis situations (Duchek, 2020). Low employee motivation also leads to many negative consequences for organizations. These negative effects include decreased job satisfaction, organizational belonging, organizational commitment, and organizational trust; and increased professional burnout and organizational silence. Motivation is a key factor that significantly contributes to an organization's growth and progress by increasing employees' individual resilience (Febriyarso & Ruslan, 2021). There is also a positive relationship between employee motivation and organizational performance (Ali et al., 2016). The same applies to educational institutions. When teachers are highly motivated, they tend to be stronger and more resilient during times of crisis, which positively impacts the school's overall success (Mulyono et al., 2023). In particular, school administrators' lack of foresight is another factor that negatively impacts

organizational resilience, according to teachers. It is crucial for school administrators to have the ability to foresee the future, anticipate potential risks, and take strategic steps accordingly—in other words, to act with insight. Astute school administrators anticipate and prepare for potential crises and problem areas in the future (Cemaloğlu, 2021).

6. Conclusion

The long-term sustainable success of educational institutions is closely linked to the organizational resilience they demonstrate in various environments of crisis, stress, and uncertainty. In this context, organizational resilience can be defined as the capacity of an educational institution to adapt to challenges, overcome these difficulties, adapt to new situations, manage crises, and maintain its functionality despite changing conditions. Organizationally resilient schools can produce more effective solutions during times of crisis, maintain teacher motivation, and continue their educational activities in a healthy manner. It is possible to say that in educational institutions with organizational resilience, teachers have high motivation and job satisfaction, and low levels of organizational burnout. This study examines the factors that positively and negatively affect the organizational resilience of educational institutions from the perspective of teachers. Twenty teachers from different school types and levels participated in this qualitative study.

The results of this research indicate that educational institutions with high organizational resilience have a strong culture of solidarity and cooperation among employees, a sense of unity and solidarity prevails within the school, justice and equality are integrated into the organizational culture, and integrated teamwork is prominent in these institutions. Coordinated action among departments within the institution, effective communication with parents, and the development of a sense of belonging among employees are also important factors that enhance organizational resilience. Furthermore, these institutions are capable of generating rapid and effective solutions in times of crisis, adapting quickly to change, establishing flexible structures, and learning from past experiences. Remaining calm in the face of crises, demonstrating a prudent and patient approach, conducting continuous risk analysis, and ensuring staff preparedness for crises also support organizational resilience. Effective leadership is also a key element of this process. School administrators who act quickly and responsibly in decision-making processes, demonstrate a solution-oriented approach, and serve as role models for teachers reinforce organizational resilience. However, ensuring a strong technological infrastructure, implementing innovative curricula, adequacy of security measures, the existence of psychosocial support mechanisms, and commitment to the institution's vision and mission are among other important factors that increase resilience.

On the other hand, research findings also reveal several factors that weaken organizational resilience in educational institutions. Lack of planning, communication gaps between administrators and teachers, unfair administrative attitudes, and ineffective leadership behavior during crises negatively impact institutional resilience. Furthermore, a structure resistant to change, low motivation, the exclusion of teachers from decision-making processes, and a failure to embrace the vision also contribute to a loss of resilience. Additionally, inadequate technological and physical infrastructure, data security issues, and environments of uncertainty lead institutions to be unprepared for crises, which in turn lead to a decrease in organizational resilience. Lack of crisis plans, lack of foresight, lack of institutional unity, and legal uncertainty are also noteworthy factors in this context.

7. Suggestions

According to the results of this research, it is possible to make the following recommendations:

1. Practical and implementable crisis management plans should be developed for all staff, with clear responsibilities and duties clearly defined. Exercises should be conducted at least once a year.
2. Teachers should be viewed not only as implementers but also as individuals who generate ideas and contribute to the administration; meetings should be held regularly to exchange ideas.
3. School administrators should demonstrate a leadership approach that treats each teacher equally, treats them fairly, and inspires trust.
4. A team spirit should be fostered, where teachers support each other, share experiences, and jointly seek solutions to common problems.
5. To prevent disconnection between administration and teachers, open, honest, and regular communication should be maintained; all decisions and developments should be shared transparently.
6. Internal commitment and morale should be strengthened through small-scale social events (breakfasts, cultural trips, Teachers' Day events, etc.) organized throughout the year.
7. Guidance service support should be expanded to alleviate the emotional burden on teachers, especially during times of crisis; external support should be sought if necessary.
8. A work environment should be created where teachers can balance their workload, find time for rest and productivity, and expectations should be kept realistic.
9. The school's goals, values, and long-term objectives should be clearly shared with teachers, and everyone should be encouraged to contribute to this vision.
10. After each crisis or challenging period, discussions should be held about what worked and where gaps arose; these assessments should be used as preparation for the next phase.

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