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# Fostering Resilience in South African Township Primary School Teachers

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**Abstract.** Resilience is needed for township teachers to overcome their stressful classroom and school environment. The main objective of this paper is to examine the role of teacher resilience in enabling them to respond positively to challenges they encounter. To address these challenges, the study explored the fostering of resilience in township primary school teachers in the Lejweleputswa District of the Free State Province in South Africa. A qualitative approach was followed as it allowed the researchers to gather the necessary in-depth data based on the opinions, experiences, and beliefs of the participants. The sample of the study consisted of two principals, two heads of department, and thirty-three teachers from two township primary schools. Data were collected through semi-structured interviews and open-ended questionnaires. The study's major findings revealed that the most common challenges adversely affecting teachers' resilience were a lack of teaching and learning resources, a negative work atmosphere, and overcrowded classes. The study recommends that the fostering of resilience should be brought about by school management teams (SMT) implementing the Resilience Wheel model in support of teachers' resilience regardless of the challenges they faced.

**Keywords:** resilience; teachers; township primary schools; school management; resilience wheel model

## 1. Introduction

Fostering of teacher resilience has been widely researched in recent years in the general education field. However, the obstacles that South African township primary school teachers encounter, which can affect their resilience, have received little attention. This inspired the authors to examine teacher resilience of township teachers to respond positively to challenges they encounter within the classroom and school environment.

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Teaching and learning are hampered by unfavourable conditions in township schools, where teachers often face challenges such as insufficient resources, overcrowded classrooms, and inadequate facilities. In addition, the lack of motivation from school management teams (SMTs), which include principals and heads of department (HODs), further exacerbates the situation for teachers working in these poor conditions (Mestry & Khumalo, 2012). Promoting the resilience of township primary school teachers and keeping them in the profession is a challenge as South Africa portrays an alarmingly high turnover rate of teachers (Hugo, 2018). Resilient teachers make a significant contribution to a country's educational system. They are more likely to persevere in arduous conditions and adjust to change more readily.

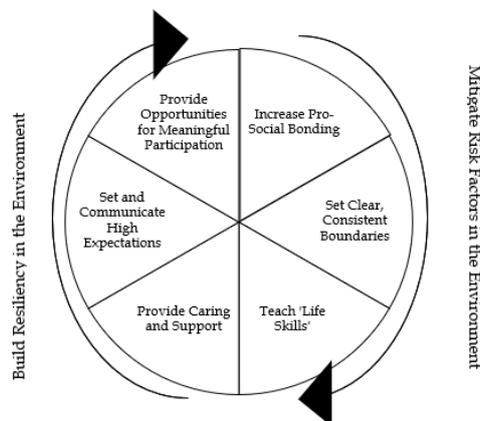
In South Africa, townships were established to provide low-cost housing for black workers so that they may live closer to their places of employment in cities and towns (Kooijmans, 2014). Today's township life is characterized by poverty, violence, and abuse, and residents' safety has been compromised (Manaliyo, 2014). Most schools are classified quintiles 1, 2, and 3 schools due to the high rate of unemployment and poverty in the townships, with parents unable to contribute to school fees due to their poor socioeconomic level. Such schools are largely funded by state money and learners do not pay school fees. Most township schools are underfunded, have limited resources, or have inadequate resources and overcrowded classes (Mlachila & Moeletsi, 2019). Different challenges exist to test the resilience of township primary school teachers. As a result, teachers who play a crucial role as frontline workers in providing education services, are often faced with the challenging task of navigating compromises among conflicting interests, constraints, and regulations. This includes finding a balance between the need for survival and the desire for personal and professional growth. However, despite these challenges, teachers often lack the necessary support, and there is limited attention given to truly understanding the real dilemmas they encounter in their day-to-day professional practice. The study contributed to the literature knowledge on how resilience can be fostered within teachers located at township schools.

## **2. The Literature review**

A theoretical framework provides an understanding of a theory that are relevant to the research topic and communicates to the larger body of information under consideration.

### **2.1 Theoretical framework**

The Resiliency Wheel (Henderson & Milstein, 2003) aids in defining the role of the school in reducing the impact of risk factors and fostering resilience in teachers within the school setting. Committing to developing a school environment that encourages teacher resilience is a viable method.



**Figure 1: Resiliency Wheel**

The resilience of teachers is shaped by the interplay between their internal strengths, such as their sense of purpose, self-efficacy, and dedication, and the external circumstances in which they teach and live. This involves a complex interaction between cognitive and emotional abilities, as well as contextual factors, which evolve over time. This perspective recognizes that teachers have the capacity to adapt and thrive throughout their careers, even in the face of changing contexts and circumstances. It highlights the importance of fostering resilience among teachers as a means of sustaining their well-being and commitment to providing quality education (Baruani et al., 2021). A study by Vallejo (2017) highlights that when a teacher's effectiveness declines, it leads to heightened emotional exhaustion and depersonalization, causing them to view environmental demands as stressors, which in turn hinders their ability to recognize the positive aspects of their job. The resilience of township teachers is challenged by various aspects (discussed below) within the classroom and school environment.

## 2.2 Shortage of teaching and learning resources

As per Tety's (2016) perspective, the necessities of teaching materials are an essential aspect of the work environment. Most teachers face a lack of teaching and learning resources, with some schools lacking textbooks, stationery, and other teaching and learning resources needed to mould learners. According to Orodho et al., (2013), a lack of learning resources is the most significant challenge that negatively affects both teachers' effectiveness in using a variety of teaching methods, as well as learners' academic performance. The inadequacy of teaching and learning materials and equipment in township primary schools is confirmed by teachers' stress in the classroom in terms of meeting the needs of learners. Without adequate materials or resources, the teaching and learning process appears to be unproductive, and this shortage causes teachers' stress and burnout, as well as unproductive work.

## 2.3 Work environment

Van Dyk and White (2019) state that the learning environment in many township schools is very poor and non-conducive to learning. Learners attend classes in

many schools that are poorly built and equipped. Furthermore, basic educational resources such as instructional materials are in short supply. As a result, these issues have an impact on the effectiveness and efficiency of teachers' teaching in schools. Teachers' resilience is greatly impacted by a non-conducive learning or working environment. Teachers can become stressed in such an environment due to a lack of good infrastructure, unbearable temperatures, or insufficient lighting, resulting in unnecessary illness and unproductivity.

#### **2.4 Overcrowded classrooms**

High learner-to-teacher ratios, according to Collett et al., (2013), increase the workload of teachers. Furthermore, these researchers claim that learner-to-teacher ratios of more than 32 learners, especially among teachers in township primary schools, have a negative impact on teacher resilience. The burdened workload of teachers often leads them to reduce the number of questions given to learners in order to minimise marking stress. However, this approach has resulted in inadequate teaching and learning performance, as noted by West and Meier (2020). According to Mestry and Khumalo (2012), teachers are mostly unable to check all learners' homework or class activities due to overcrowding in the classrooms during the assigned period. The lack of adequate supervision by teachers results in learners' failure, which will eventually contribute to teachers' stress and anxiety.

#### **2.5 Disruptive behaviour of teachers and learners**

Khan et al., (2022) indicate that disruptive behaviour is a disciplinary problem in schools, impeding the process of teaching and learning. Disruptive behaviour does not strengthen resilience, but rather weakens it. Segalo (2021) states that teachers often face behavioural challenges in the classroom due to the diverse socio-cultural backgrounds and emotional uncertainties that students bring with them. How teachers choose to respond to these challenges significantly impacts the overall tone and atmosphere of the classroom. Additionally, teachers are responsible and held accountable for their actions in effectively managing the classroom.

#### **2.6 Late coming, absenteeism, and truancy**

In many parts of the world, it is normal to see learners coming late, loitering outside the school grounds, and leaving school early. According to Mboweni (2014), there seems to be a deficiency in appropriate supervision, which becomes more conspicuous during assessment periods when learners study from home and only attend school for the duration of the assessment session. This has a disadvantageous impact on teachers' resilience since they will have to repeat what they have already taught for absent learners to catch up and be on par with those who were present.

#### **2.7 Parental involvement**

Due to lack of parental or guardian involvement in their children's education, because of a variety of economic (unemployment), social (bad teacher or parent relationship), and personal conditions, teachers have an increased obligation to satisfy both learning and pastoral care needs (Collett et al., 2013). Teachers' resilience can be affected by a lack of parental involvement, in which parents must

meet teachers halfway rather than putting their children in the hands of teachers and telling them that they should teach and instil excellent manners in their children. The researcher contends that parents' lack of involvement increases teachers' stress and obstacles inside the school grounds or environment, which negatively affects their resilience and causes them to offer low-quality education because they must deal with ignorant children while also delivering content.

### **2.8 Teachers' resilience**

Teachers' resilience will undoubtedly differ at times, based on the obstacles they face, the assistance they receive, and their capacities to manage the situation both at work and at home (Gu & Day, 2013). Understanding how they deal with this throughout their careers can aid SMTs in taking into account the qualities that enable teachers to remain optimistic, effective, and resilient. This factor will assist school management in maintaining resilient, effective, dedicated, and motivated teachers in their classrooms. The phenomena of teachers' resilience are influenced by individual circumstances, position, and environment, as Ungar and Liebenberg (2013) discovered after analysing research on teachers' resilience. It is more complicated than just internal characteristics. It is better understood as a dynamic inside a system of social interrelationships, which is especially important when considering resilience in the context of teachers' lives and work. Two aspects might enhance teachers' resilience, namely, (i) the well-being of teachers and (ii) teacher self-efficacy.

### **2.9 Teachers' well-being**

Gillett-Swan and Sargeant (2014, p. 2) define well-being as "an individual's ability to manage pressure, the diversity of thoughts, both positive and negative, that might, in isolation, alter a person's emotional, physical, and perceptive condition in reaction to a particular context." More recent definitions of happiness have recognised two major categories: objective and subjective happiness. The external factors that typically indicate the objective dimensions of wellbeing for an individual can encompass financial resources such as salary, political conditions, and safety (Voukelatou et al., 2021). Subjective scopes of wellbeing include internal characteristics such as contentment, reaction, engagement, determination, life fulfilment, social connections, capability, and achievement.

Regardless of whether the focus is an objective or subjective well-being, Forgeard et al. (2011) note that the range of methodologies in the study of well-being has given birth to hazy and overly broad interpretations of well-being, with researchers employing the concept of 'well-being' synonymously with happiness, 'quality of life', or 'life satisfaction'. Subjective well-being is a social psychology concept associated with happiness or life satisfaction (De Pablos-Pons et al., 2013). According to a review of the literature, few definitions of well-being are specific to teachers. Hascher and Waber (2021) indicate that a teacher's wellbeing is the pleasurable emotional state that emerges from a balance between conducive external factors and meeting the individual needs and expectations of teachers. Teachers' well-being is critical for their resilience (Pretsch et al., 2012). De Pablos-Pons et al. (2013 p. 13) highlight that well-being is more than the "absence of bad health to include the presence of pleasant states," and that it can be extended to include a desire to study, become self-sufficient and gain confidence. Improved

teacher well-being may lead to improved work performance, which may result in improved learner behaviour or performance.

In studies of teacher effectiveness and productivity, workplace health and engagement are essential dimensions. It predicts how energetically and cognitively devoted to and pleased with their professional position teachers are (Parker & Martin, 2009). An engaged teacher is more likely to have high expectations for career advancement and more favourable intents to stay in education.

### **2.10 Teacher self-efficacy**

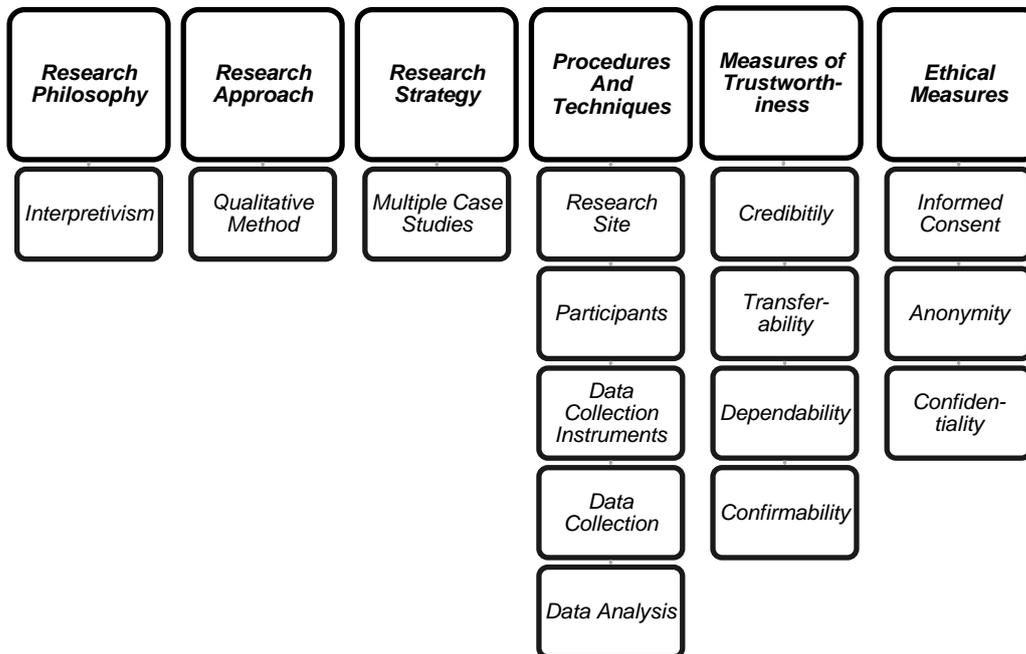
Due to its crucial role in deciding individuals' endurance in the face of adversity, teacher self-efficacy, which is based on Bandura's (1977) social cognitive theory, is another crucial quality associated with stress and resilience. According to Kent (2012), self-efficacy is a key protective factor against poor psychological effects.

Barni et al. (2019) assert that in the realm of school psychology research, the significance of teachers' self-efficacy has increasingly grown due to its impact on teaching effectiveness, instructional methods, and the academic success of learners. Various studies indicate that teachers with higher levels of self-efficacy tend to report greater job satisfaction, reduced job-related stress, and fewer difficulties in managing learner misbehaviour. Teacher self-efficacy refers to teachers' assessments of their ability to influence learner results, particularly for learners who look unmotivated or difficult to instruct (Ross et al., 2012). Teachers with high self-efficacy are driven and effective with learners, especially in difficult situations. Teacher efficacy encompasses not only an individual's qualities and capacities but also how contextual circumstances, such as resources, influence effective teaching, and learning.

When a school does not value teachers' efforts to successfully manage their learners' learning environments, for example, this might lead to decreased academic engagement and more problem behaviours. Laughter (2017) states that teachers with a strong sense of teacher self-efficacy are more inclined to inspire and stimulate their students, implement innovative teaching approaches, and establish more constructive connections with them. Additionally, teacher self-efficacy has been linked to predicting teacher burnout, with those having a lower sense of efficacy being at a higher risk of leaving the teaching profession altogether. Furthermore, according to Kavgaci (2022), the psychological resilience of teachers directly affects their attitudes towards the teaching profession and self-efficacy beliefs.

### 3. Methodology

The design for this study is captured in Figure 2.



**Figure 2: Research design**

The study is built on an interpretivist philosophy where someone's reality can only be understood through their experience of that reality, which may be different from another person's shaped by the individuals' historical or social perspective. This study used a qualitative case study approach. Following the multiple case study approach of Merriam (2009), the authors dealt with the teachers' resilience experiences in two township primary schools. In addition, conducting a multiple case study allowed for a better understanding of participants' attitudes and interactions with SMTs in fostering resilience.

#### 3.1 Research questions

What are the challenges faced by township primary school teachers in the Lejweleputswa district?

- Which strategies are used to foster resilience in township primary school teachers?

#### 3.2 The participants

Purposeful sampling was used to identify and select individuals that were especially knowledgeable about or experienced with a phenomenon of interest of this study. The principal from each school, 1 head of department and 2 teachers per school were purposively sampled for semi-structured interviews, whilst for open-ended questionnaires, 29 teachers in total completed the open-ended questionnaires. The sample therefore totalled 37 participants. Semi-structured interviews allowed the authors to pose a set of questions to participants and allowed for the option to ask for clarity during the interview stage. Open-ended questionnaires allowed participants to convey their opinions in writing.

### 3.3 Data analysis

The authors used data analysis to break down transcriptions into smaller parts and examined narratives that were related to social occurrences to establish themes. All types of data resources were converted to textual format as transcriptions, which were then read numerous times to develop a feeling of the overall text, to delve into the data's primary meaning, to explore related concepts, and to unravel any underlying issues. The authors brought themselves near to the data by identifying significant ideas as codes associated to the phenomenon, which then lead to the emergence of themes and sub-themes.

Trustworthiness is a crucial aspect of any research study, and it is determined by several factors, including credibility, transferability, dependability, and confirmability. These factors were adhered to in this study as follows: credibility (hick description), transferability (sampling strategy and contextual information), dependability (data collection and analysis procedures) and confirmability (member checking). Overall, ensuring trustworthiness is essential for producing valid and reliable research findings that can inform policy and practice.

### 3.4 Ethical considerations

The study involved human subjects as participants, therefore strict confidentiality was assured to the participants. Adherence to the ethical principles during the conduct of the entire study was also observed. Informed consent was provided prior to the interviews and completion of questionnaires commenced and research participants were informed that they may withdraw at any stage of the study. Permission to conduct the study was also given by the Free State Department of Basic Education. The ethics protocol was approved by the Humanities Research Ethics Committee of the Faculty of Humanities, Central University of Technology. The ethics approval code is D FRIC 16/11/16.

The transferability of findings is limited to teachers in similar school environments, especially township primary school teachers, due to the small sample of schools and teachers.

## 4. Findings

The township primary school teachers in this study experienced a range of challenges at the personal and contextual level. To indicate the quotes from the different participants, the following coding system was used. The names of the schools are not mentioned due to ethical considerations put in place by the Department of Basic Education. The participants in the semi-structured interviews were coded as follows:

**Table 1: Coding of participants**

	PARTICIPANTS			
	Principal	HOD	TEACHER	TEACHER
School A	#AP1	#AH1	#AT1	#AT2
School B	#BP1	#BH1	#BT1	#BT2

The open-ended questionnaire that was answered anonymously were coded T1 to T29.

### **Theme 1: Learner-related challenges**

Participants reported that learners from low-income backgrounds had an impact on teachers' resilience because *'Eh, the first that that teacher experience is learners who eh, come to school hungry and, eh... it is difficult for them to concentrate on their academics or schoolwork when they are hungry.'* (BP1). Teachers' resilience is influenced by learners' poor backgrounds in the sense that teachers must cope with learners' emotions and pay attention to their needs to assist them in concentrating in the classroom. It has been discovered that learners from poor backgrounds are more likely to struggle in school, which appears to increase teachers' stress levels, as they must find ways to assist such learners (Müller & Goldenberg, 2020).

Adding to teachers' frustrations, the empirical data indicated that learners' misconduct have a direct influence on teachers' resilience. Teachers deal with reprimanding learners more than focusing on teaching and learning. *'It is a challenge to be disrespected by a primary child while you're busy giving a lesson in class.'* (T11). Learners do not obey teachers' instructions and teachers feel paralysed and powerless in dealing with such behaviour after the banning of corporal punishment. *'...they disrupt class, misbehaviour, not doing their work. And at time you feel rejected by the learners. When you enter the class, you'll find that, they don't need, you are not welcomed.'* (AT2).

Another challenge for teachers was the high number of learners regularly absent together with high numbers of learners in classes T23 explained that *'... there are 60 learners in each grade six class which makes it difficult to discipline them. Learners in nature are noisy and playful so, it is difficult to make them concentrate for a long time in class. Also, their rights are a challenge.'* The absenteeism of learners led to poor or low performance and teachers would have to account for learners' failure. Participants indicated that this issue concerned them because it hindered teachers from completing the syllabus timorously, they would have to repeat the lesson for all learners to be on the same page, and they indicated that it was mentally and physically draining for them as teachers. *'Absenteeism is the biggest challenge that teacher have, neh. Ya, they can't do their work if the learners are not here and that makes them not to complete their syllabus, neh. And, also it has to do with performance, if learners don't attend neh, regularly to their classes, that affect their performance.'* (T6).

Teachers must deal with learners' failures, which is overwhelming and stressful to see that learners are not performing to the expected standard. Participants indicated that most learners are not motivated to go to school; hence the poor performance of such learners. *'They don't have that, that, that eager to learn. When you ask questions, they just look at you, you will see how you drill about the answer they are not motivated. They just come to school because they have to. Come to school. They are demoralised. The learners, they have no interest.'* (AT2).

### **Theme 2: Parental-involvement challenges**

Parental involvement is a challenge as *'... Parents do not take their children's schoolwork so serious, most of the parents are illiterate and ignorant towards their children's academic work. Some do not attend school meetings.'* (T19). Parents show no support in their children's academics as they do not want to attend the school

meetings, and that makes teaching and learning more difficult for teachers, yet they make themselves available only when their children have problems with their teachers. In some cases, teachers further experience parents as negligent and unsupportive towards their children and teachers, thereby, causing stress and more pressure on teachers. *'Because, sometimes if you call a parent in connection with a child's problem sometimes, s/he doesn't come. But, at the end of the year if the child fails, the parent comes.'* (AH1). Parents' level of education has a dynamic impact on the education of a learner since the parental example positively influences the learner's schooling and conduct. Khajehpour and Ghazvini (2011) state that when parents help learners with schoolwork, attend parent group gatherings, and volunteer, then learner performance improves which enhances teachers' resilience.

Teachers indicated that most of the learners do not reside with their biological parents and that seems to be a challenge that has a negative impact on teachers' resilience. Learners tend to focus more on themselves and their guardians rather than on their academics. From a principal (BP1), *'I will say, we do engage parents, we call them to school, but the unfortunate part is that eh, most of eh, most of the people who come here are not eh, the biological parents of these children. And eh, they will say the, the, these children are, they are friends and the friends have disappeared. They will say the parent was an acquaintance and they just came to their house and then they just left the child there, then they disappeared.'* Teachers share the view that parents run away from their responsibilities and shift them onto the teachers, and this makes it difficult for learners to take responsibility for their schoolwork. *'Ya, unfortunately our parents, or should I say Black parents, give out, they don't want to take the forefront when coming to teaching and learning of their children.'* (BT4). The general feeling by the participant can be found in the statement of T27, *'Parents do not support their children at all, they depend on the teachers do all the work, they don't even attend the meetings even if they are called to come and fetch the reports they don't.'*

From the empirical data it can be concluded that parents are not as involved as they should be due to their lack of education. Since some parents are uneducated or illiterate, they are unable to aid their children with their academic work. This increases teachers' stress. The resilience wheel promotes prosocial bonding which, by possibly aiding in the relationship between parents and teachers, may allow parents to be more effective in their children's academics.

### **Theme 3: School-environment challenges**

According to Zais (2011), the school environment refers to the extent to which school settings promote the security and well-being of learners and teachers and can include factors like infrastructure, the educational environment, freedom of expression, and the integrity and depth of knowledge of supervisory tactics. For all the participants the school environment posed challenges that influenced their resilience.

Some of the SMT participants did find it necessary to foster resilience in teachers, others *'think it should come naturally, it should come naturally, it should uhm, because my observation is that here, just coming naturally. But sometimes I do. I don't know if I am fostering it, but sometimes I do talk about the plight, about our plight, trying to put*

*them at ease, you know. So, I don't know whether that would be seen as fostering resilience, but it's, it's important to, to have, be able to work with people who can bounce back, you know, mm' (AH4).*

Many teacher participants believed that the SMTs misused their position and authority. SMTs make various decisions that negatively influence teachers to prove a point or sabotage them. AT2 verbalised it as follows, *'So, most of the decision that management take, they take because sometimes they want to show authority'*. T2 is of the opinion that *'management sometimes tend to undermine the teachers and make decision that suites them and forget about the teacher who actually do the learning and teaching.'* This corresponds with De Lange and Schlebusch (2018), who maintain that many SMT members are untrained or unequipped to manage personnel. They abuse their authority and make life difficult for teachers.

Additionally, conditions at township schools are not conducive to teaching and learning, for teachers *'are struggling with the resources such as textbooks, chalks, chairs and tables'* (T20). In a developing country such as South African the lack of teaching and learning resources has been stated by Mestry and Khumalo (2012). The major workload challenge is that teachers are overloaded with work, this is a direct result of staff shortages and that too little time is allocated for the amount of work. T3 summed the situation up as follows, *'Ya, work-load challenges, it emanates from eh, the number of learners that we have in classes, you look at the load work, you look at the number of learners, you look at the number of educators, there is a mismatch. Because we are not getting eh, enough posts to fill up the, eh, vacancies that are existing in our school. Eh, we are not created post so that we can have more educators coming to school to relief the load that is shared amongst a few educators.'*

#### **Theme 4: Resilience strategies**

Teachers (not SMTs) feel that the challenges cause stress, they do not feel appreciated, and underpaid for their work. It is difficult for them to bounce back, but they do, and they do manage to continue the teaching and learning process as best they can. Participants showed that, for a teacher to be resilient, the teacher should have the ability to face challenges. *'In most cases some of us, we say it's a call. But along the way you teach yourself, you learn how to deal with different challenges.'* (AT1). Not all teachers felt the same - some teachers are just teaching for survival and that they are not always able to bounce back from the challenges that they face, *'The challenges are still standing, give me strength because I'm getting, I'm getting money, I'm putting bread on the table, there's nothing that I can do.'* (AT2)

For teachers to retain their resilience they should know how to manage their emotions while they are at the workplace, *'You are working under stress but trying to control my feelings.'* (T4) and confirmed by Mansfield, et al. (2016) who indicated that for teachers to be self-reliant, they need to manage their emotions as a part of building their resilience. Nurturing positive emotions contributes to the development of teachers' resilience as it maintains their emotions during the challenges. Not one participant mentioned that they received any assistance from outside the school to support them with their emotions.

To survive and succeed through workplace challenges that include changes in department policies, participants disclosed that they had to adapt to changes and challenges that came their way and impacted their resilience. Adapting and accepting the challenges assisted them in maintaining their resilience and rising above the trials and tribulations with which they are faced, *'The challenges of policies that are changing every now and then, we tend to be able to adapt toward it.'* (T1)

Teamwork is the most effective factor that contributes towards teachers' resilience, as stated during the participants' interviews. Participants revealed that the SMTs played a vital role in building teachers' resilience and that working together as a team helped teachers to remain resilient. *'The teachers are encouraged by them, the School Management Team, by Teacher Unions, they are actually working together.'* (AT1). It was also mentioned that the principal supports the HODs with their daily tasks. It is evident that in some cases the principal tries to build the resilience of teachers as explained in the words of AP1, *'Sometimes, I will ask them to write anything that they hate about the school. Anything in the school. And then, those things that they hate about the school, I don't even read of them. I will take what they write as they are in most cases, and these are painful things, and you know they say, you have asked us, whatever you are looking for, that is inside of you. So, I will take those things they write. All of us, we go out and burn those things. If they hate me, we have burnt it. You don't, you don't read negative stuff.'* Schlebusch and Schlebusch (2022) mention that in many cases the support that SMT provide to teachers are not perceived as support. Some participants mentioned that the SMT attempted to involve the staff in the decision-making process, however, not all teachers shared this sentiment as expressed by T25 *'School management do not provide conducive environment for us teachers to raise issues that stresses us'* and *'Sometimes management is not consistent and can be demotivating.'* (T28)

Participants felt that their immediate supervisors should work with them and support them when they need it, *'...he would call me and lecture me and then try to show me how things are done in the, you know, education field. And then since I'm, even my supervisor, my immediate supervisor, she would do the same.'* (BT2).

## 5. Discussion

The challenges faced by learners and parents appear to add complexity to the work of teachers and create pressure on them. Learners encounter various challenges that manifest in the classroom, and teachers must handle them. These challenges often result in poor academic performance by many learners, which can be overwhelming for the teacher as they are held responsible for their failure. The issue of parental involvement is also a factor that affects teachers' resilience, as indicated by the analysis of open-ended questionnaires. The responses indicated that teachers encounter parents who are not involved in their children's education due to reasons such as illiteracy, unemployment, and a lack of respect towards teachers. These factors further increase the responsibility of teachers, who must play the role of both a parent (in loco parentis) and a teacher simultaneously, which can be overwhelming.

The results demonstrated the importance of cultivating resilience in teachers to retain them in schools. Resilient teachers contribute to a positive emotional state

that meets the needs and expectations of both learners and teachers and creates a positive classroom climate that influences other staff members. A key component of teachers' resilience is their well-being, as they must be able to function effectively under negative pressure that may impact them physically or mentally. Participants emphasized the importance of providing teachers with clear goals and objectives to maintain their well-being. Workplace well-being and engagement are crucial for teachers' productivity and effectiveness. The resilience of teachers in the face of challenges is a measure of their productivity, as it demonstrates their ability to persevere and maintain their patience and passion. Most participants reported that they were motivated and supported by their respective senior management teams, which allowed them to produce excellent results despite the challenges they faced.

Schools that have implemented strategies tend to achieve good performance and maintain positive relationships in the workplace, in contrast to those that have not. Unstable relationships can have a negative impact on a teacher's resilience and well-being. To promote resilience among teachers, the resilience wheel model should be used by the school. Motivating teachers is a crucial strategy for fostering resilience, as indicated by the analysis of open-ended questionnaires. The provision of a caring and supportive learning environment is also essential for promoting teachers' resilience in schools.

## 6. Conclusion

The Resilience Wheel is an effective strategy for fostering resilience in teachers in schools. The Resilience Wheel consists of various strategies for building resilience, such as increasing prosocial bonding, setting clear boundaries, teaching life skills, providing care and support, setting high expectations, and offering opportunities for meaningful engagement.

Improving the well-being and productivity of teachers through resilience building is crucial for the educational system. Resilient teachers are needed in the system, as they are more likely to remain productive and motivated despite the challenges they face. Their well-being plays a critical role in enhancing their productivity and driving them towards achieving their goals.

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