

Exploring teacher professional resilience: A case of selected rural and remote schools in Lesotho.

By

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Declaration

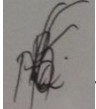
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I declare that the thesis I submitted for the qualification of Master's Degree at the University of the Free State is my own independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a degree.

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SIGNED

DATE: 13th December 2019

Ethics Statement



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Jun-2019

Dear Mrs Phohleli, Maphohleli Baptistina M

Application Approved

Research Project Title:

Exploring teachers' professional resilience in selected rural schools in Lesotho.

Ethical Clearance number:

UFS-HSD2018/1232/2806

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer
Chairperson: General/Human Research Ethics Committee

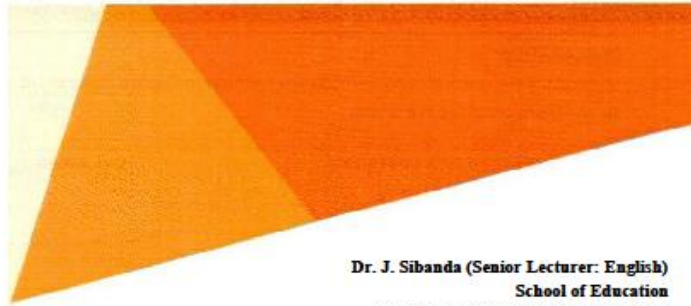
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CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

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Exploring teacher professional resilience: A case of selected rural and remote schools in Lesotho.

By
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Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

Sincerely

A handwritten signature in black ink, appearing to be "M. Phohleli".

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Abstract

The aim of the study was to explore teacher professional resilience in rural and remote schools in Lesotho. I was impelled to undertake this study after realising that there were some schools in rural and remote parts of Lesotho which perform well and were producing desirable results, despite working within adverse circumstances far from essential services, compared to some schools in the urban areas. They were schools whose pass rate was at least 60 percent upwards from year 2013 to 2017.

The study employed qualitative method using multiple case study as the design. Data was gathered using semi-structured interviews and narratives. I used purposeful sampling to select both male and female participant who were qualified teachers. They were teachers that were already in these schools from 2013 to 2017. Data generated through semi-structures interviews and written narratives were analyzed using thematic analysis, as proposed by Braun & Clarke (2006). Findings from the empirical research point out that teachers understood what teacher professional resilience is.

However, their way of conceptualising teacher professional resilience overlooked the ecological perspective of resilience. They also ignored the role played by the environment and the resources available in it for teacher professional resilience. However, most of their assertions demonstrated that they recognise the essence of ecological resources for their development, despite excluding them when conceptualising the concept. The results reflected that the participants are resilient teachers. Nevertheless, in order to develop their resilience better, more support from stakeholders such as learners themselves, parents, leaders and the government through the Ministry of Education need to be strengthened.

Future research should therefore consider these important stakeholders to find out their awareness of teacher professional resilience, the role they play and can play to enhance teacher professional resilience. It would also be interesting to find out if resilient teachers facilitate learning in a way that could enhance resilient learners. Teachers' suggestions on what they think should be done to help teachers to be more resilient in order to produce best results could also be considered. The study should also cover many district to acquire deeper and richer data.

Keywords: *Adversity, desirable results, professionalism, resilience, teacher professional resilience.*

Dedication

I dedicate this thesis to my mom Nkhono Mamakhala Mahe, who never stopped believing in me and to my late father, Ntate-Moholo Molefi Mahe, who loved me unconditionally as her last born Ts'oko as he called me.

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- My children, Pius, Moroosi and the little Didi (Lintle) whom I neglected during the journey. You have been my source of inspiration. I pushed even when I felt powerless. I pushed so that I can give you the attention you were used to before I started this journey.
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List of Acronyms

CDA -Critical Discourse Analysis

DRT –District Resource Teacher

FPE -Free Primary Education Policy

LGCSE- Lesotho General Certificate of Secondary Education

MOET -Ministry of Education and Training

NUL -National University of Lesotho

OECD -Organization for Economic Cooperation and Development

PSLE -Primary School Leaving Certificate

TSD -Teaching Service Department

UFS - University of Free State

UNESCO – United Nations Educational Scientific and Cultural Organization

UNICEF – United Nations International Children’s Emergency Fund

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Chapter 1.

Introduction and background

1.1. Introduction and background

The aim of the study was to explore the level of teacher professional resilience in selected rural and remote schools in Lesotho. The word professionalism originates from Latin ‘*professio*’ or public declaration (Mueller 2015: 2). Professionalism is a calling that needs particular knowledge. This requirement usually demands a long and serious preparation on the part of professional. The preparation normally encompasses instruction in skills and methods as well as in the scientific, historical or scholarly principles underlying such skills and methods (Mueller 2015: 2). Resilience can be viewed as reduced vulnerability to environmental risk experiences (Rutter 2012:336). It involves overcoming of stress or adversity, or achieving relatively desirable results regardless of risk experiences. Teacher professional resilience can therefore, be described as a situation whereby teachers produce desirable results in the midst of problems and hardships they experience in their teaching profession. It involves the ability to adjust to various situations and increase one’s competence in the face of adverse conditions (Mansfield, Beltman, Price & McConney 2012:361). This implies that resilience exists even under adversity. Therefore, there should be more emphasis on the role played by social and physical ecologies in positive developmental outcome when a person experiences significant volumes of stress (Ungar 2011:1). The teaching profession requires teachers who have a positive teacher professional resilience. Being positive does not only benefit the individual teacher; it benefits both the school and the Ministry of Education and Training (MOET) (Mansfield *et. al.* 2012:367).

There are different resilience risks that have a negative effect on teacher professional resilience. Sullivan, Pearce & Hunter (2010) identify conditions of services and poor working conditions as factors that impact teacher resilience. Conditions of services include factors such as poor salaries, unsatisfactory leave conditions and inadequate incentives. They showed that poor working conditions include unsatisfactory classrooms, lack of discipline, poor infrastructure, bad management, scarce teaching and learning resources, lack of administrative support, and poor decision making among other factors. When conditions of service are not satisfying, teachers may despair and sometimes resign from the profession to seek better opportunities elsewhere. Furthermore, teachers’ resilience can also be influenced by having to adjust to the frequently changing family roles, and general well-being (Louw, Shisana, Zungu & Peltzer (2009:204). There is a need therefore for more research on how to improve teacher resilience.

However, there are some studies conducted around the world, Africa and Lesotho, in particular, to address the need of resilience studies on teacher resilience. Yonezawa, Jones & Singer (2011:913) conducted a study in United States of America using participant teachers from Chicago, Oakland, Los Angeles and Boston. The study focused on resilience and retention of teachers working in the urban and high poverty schools; looking specifically at the interplay between individuals and their supportive contexts. Gu & Day (2013:22) conducted a study aimed at investigating variations in teachers' work, lives and effectiveness to the variations in England. There is also a study conducted by Mansfield, Beltman, Broadley & Weatherby-Fell (2016:2) that proposed a framework for building resilience in teacher education in Australia. The study was supported by the Australian Government Officer for Learning and Teaching. Nurwidodo, Husamah, Rahardjanto, Mas'odi & Mafrihah (2017:47) carried out research that was intended to describe resilience of teachers in remote Elementary school 111 at small Pagerungan Island in Indonesia.

In the case of Africa, instances of such studies include the one conducted by Ebersohn (2014: 1). The study focused on teacher resilience and poverty in both urban and rural primary and high schools. The study was conducted in Republic of South Africa. She used teachers as participants. These teachers were from three provinces which are Mpumalanga, Gauteng and Eastern Cape. The study was based on a long term ethnographic participatory reflection. Cornelissen (2016:1) explored teacher resilience in the face of challenging learner behaviour. The research participants were six teachers from one of the schools of skills in the Western Cape province. In another study, Coetzee, Ebersohn, Ferreira & Moen (2015:1) investigated resilience experiences of teachers teaching in a resource-constrained rural school. The researcher used five teacher participants from the remote school in Mpumalanga, on the Swaziland border. Theron (2012:383) documented how rural teachers experienced the visual participatory methodology as well as commenting critically on how visual participatory methodology made a positive difference or how it nurtured their resilience. The drawings that the teachers generated were used as part the evaluation of the supportive group intervention, Resilient Educators (Reds) efficacy. The study used 18 participants who were all teachers from resource-poor primary school in the rural area of the eastern Free State in Republic of South Africa.

Wood, Ntaote & Theron (2012:428) conducted research to explore the usefulness of the Reds supportive group's intervention in Lesotho. The study was meant to give support to teachers in Lesotho in response to HIV and AIDS related challenges. It used ten teacher participants from the five urban schools in the capital district of Lesotho, Maseru.

There seem to be few studies conducted around the world and in Lesotho that focus on teacher resilience (Day & Gu 2014: 10; Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter 2014: 530). This leads to a dearth of studies that comment authoritatively on circumstances that allow teachers to carry on with their duties effectively in their professional life regardless of being exposed to resilient risk factors. They further showed that few present studies ignore the a new contextualized, social theory of resilience that can produce new insights into social, cultural and political dynamic at work at work within and beyond schools.

Among resilience risk factors that affect Lesotho teachers is the implementation of new policies such as Free Primary Education (FPE) and Integrated Curriculum (continuous assessment curriculum). Morojele (2012:41) shows that the FPE policy was implemented with less resources and instruments that help in dealing with daily running of the school. The classrooms were overcrowded. This made it difficult for teachers to do their work properly hence their resilience being challenged. He further shows that lack of resources led to children absenteeism. Again children who are over age had chance of coming to school. This posed a problem of discipline since they were violent and fond of using vulgar language due to spending a lot of time in rural farms (motebong) where they learned all these bad behaviours.

New continuous assessment curriculum got introduced in 2013 in Lesotho. According to Selepe (2016:1) teachers seem to lack understanding on how to implement it. He shows that there was no proper training for teachers to understand and implement it. Raselimo (2015:10) purports that there may be a threat to quality education due to the fact that teachers are not able to implement this new curriculum. The curriculum prescribes that learners should be attended to individually; which is a problem because of high teachers-pupil ratios. Teaching many students makes it difficult to reach every learner to monitor their progress. Again, physical classrooms are very small, leading to congestion as many pupils are accommodated. This presents work overload for teachers and in turn hinders teaching to occur effectively. Nhlapo, Moreeng & Malebese (2019:92-99) further show problems with integrated curriculum at secondary school level, being that of tourism which did not reinforce the curriculum. They indicate that tourism was the new subject that was introduced in 2011. The subject was meant to increase the number of vocational subjects in order to equip learners with hands-on skills as well as improving their self-reliance during their studies and beyond. However, tourism and integrated curriculum seem not to reinforce each other. They further show that the curriculum has no sequential guidelines to help on how it can be implemented. Again there has been no formal report that shows how the 2017 pilot phase performed even though teachers are expected to implement this new curriculum.

Lack of facilities and educational resources is another resilience risk factor impacting negatively on teacher resilience. Lekhetho (2013:387) claims that many secondary schools in Lesotho have no facilities such as laboratories or science subject material, compromising link between theory and practice. It becomes difficult for teachers to help students to understand subject content. This has potential of bringing stress to teachers and challenging their resilience.

From 1992 to 1996 the Government of Lesotho started building District Resource Quarters. They were meant to monitor, evaluate and supervise schools through the inspectorates (Hunter & Molapo: 2014:304). The district resource teachers are to give in service training focusing on the teaching methods, classroom management and general administration. In general, they are supposed to assist teachers to overcome challenges in their professional life (Hunter & Molapo: 2014:305). However, the workload is overwhelming to the district resource persons. They are unable to reach every school especially those in the rural and remote areas.

1.2. Problem Statement

Teachers globally, and in Lesotho, specifically, seem to be affected by different factors that have an effect on their professional resilience. Teachers have challenges with knowledge of curriculum and its implementation, transport, infrastructure, high teacher to pupil ratio, and shortage of resources in schools (Mulkeen 2008:47; Selepe 2016; Yiu & Saner 2014:1). These resilience risk factors result in substantial number of teachers resigning from the profession. This is true especially for new teachers who resign within the first five years of their teaching careers (Yonesawa, Yones & Sugar 2011:13). However, teachers in some schools that experience the same challenges still perform exceptionally well. This raises the compelling case to explore teacher professional resilience in selected rural and remote schools in Lesotho. The following research questions and objectives emanate from the stipulated aim:

1.3. Research questions

Primary research question:

What is the nature of professional resilience among teachers in selected rural and remote areas in Lesotho?

Secondary research questions:

- What does the concept teacher professional resilience mean?
- What are the different factors that impact negatively on teacher professional resilience in selected schools in Lesotho?

- How do teachers survive and cope with teacher professional hardships in selected rural and remote schools in Lesotho?
- What strategies can be suggested and recommended to improve teacher professional resilience in selected rural and remote schools in Lesotho?

1.4. Research aim and research objectives

Aim: The aim of the study was to explore the level of teacher professional resilience in selected rural and remote schools in Lesotho.

Research objectives

- To conceptualise the concept teacher professional resilience.
- To establish the different factors that impact negatively on teacher professional resilience in selected rural and remote schools in Lesotho.
- To determine ways used by teachers to survive and cope with teacher professional hardships in selected rural and remote schools in Lesotho.
- To suggest and recommend strategies that can be used to improve teacher professional resilience in selected rural and remote schools in Lesotho.

1.5. Strategy of enquiry (qualitative)

Qualitative research was used as a strategy of enquiry in this research. We employed qualitative methods because it assisted us to enquire and understand better the culture, beliefs and values, experiences, situations and meanings, perspectives and the point of views of our teacher participants in regard to the topic (Hammarberg, Kirkman & de Lacey 2016: 499; Kalu & Bwalya 2017:44). Qualitative research is normally conducted in a natural setting of participants. The methods of collecting data employed in qualitative research therefore provides the complete description of the research with respect to the involved participants (Daniel 2016:92). These methods include interviews, which can be unstructured, semi-structured and structured (Lopez & Whitehead2013:128). The researcher in this study asked participants to give their life stories through interviews and narratives instead of responding to a list of prepared questions.

In qualitative research, data is collected and analysed by the researcher who is the main instrument (Creswell 2013:1). Sampling in qualitative research is *non-probability* in which the researchers only recruit

specific population in order to investigate a specific topic (Lopez & Whitehead 2013:123). This was the case in this study. As a researcher, I was interested in professional resilience of the specific teachers, (only those working in the rural and remote schools in Lesotho), hence why qualitative research fits into this study. Lopez & Whitehead (2013:127) indicated that what is important in qualitative research is how rich data is. Qualitative research is flexible, so the size of the sample is not of essence as long as the researcher is confident that it will provide rich information. Consequently, there are no rules put forward on how big or how small the sample is supposed to be in qualitative research. Qualitative research does not involve making statistical generalisation, hence, size and design are not a big concern in it (Omona 2013:173). The researcher was therefore able to settle with the size of six participants because of the belief that they have potential of providing information required. In accordance to Tong & Dew (2016:710), the process of analysing data in qualitative research is 'interactive and interpretive.' It generally encompasses data reading, concepts identification, grouping of similar concepts into themes and identification of patterns or relationships in the data. This helped us to choose thematic analysis to analyse our collected data.

1.5.1. Research context

The study was conducted in Lesotho. Lesotho is a country with a population of about 2 million people and an area of about 30,355 square kilometres (World Bank 2015:1). Three quarters of the country consists of highlands that rise nearly 3,500 meters above sea level. The most isolated and remote areas start from the middle of the country to the highlands which constitute most of the eastern half of the country (Hunter & Molapo 2014:303).

The country is divided into ten districts and four sub zones, namely, lowlands, foothills, Senqu river valley and highlands (World Bank 2008:1). In every district and every zone, we have places that are difficult to reach, hence they are called rural and remote areas (Ministry of Education Lesotho 2006:1). For instance, Maseru is in a lowlands zone, however we have places which are in urban area and those which are in the rural and remote areas. These places which are rural and remote are difficult to reach because topography of Lesotho is characterized by very large mountainous areas. This makes the mode of traveling to be difficult. Infrastructure is poor and the climate is harsh (World Bank 2008:1). I purposely chose to draw participants from teachers that work in schools found in these areas. There were two primary schools and one high school.

1.5.2. Case study (research design)

A research design is a 'plan' the researcher adopts in order to answer research questions objectively, accurately, as well as economically (Kumar 2011:96). Research design indicates the basic plot or approach

that the researcher wishes to operate within. It also helps the researcher to be in a position to address the research problem at hand in an adequate manner (De Vos 2002:79). It binds all research elements together (Akhtar 2016: 68). Research design used by the researcher also guides the researcher on how to collect and indicates the methods of data collection. It also shows the way sampling was done.

There must be the linkages among the research components. When choosing the design to use, the researcher has to ensure that it fits to the study. Kumar (2011: 96) shows that when the researcher presents rationale and justification for decision that indicates procedures of the research, there is need to support them critically with reviewed literature. Consequently, multiple case studies were used as a research design in this study.

A case study may be described as a thorough research about an individual, a group of people or unit, which is intended to generalize over many units. On the contrary, when one studies more than one single case, a multiple case study is required as a name itself states. (Gustafsson 2017:2).

The cases studied here were six teachers. They were drawn from two primary schools and one high school. They were teachers teaching in the rural or remote schools in Lesotho. These are places hard to reach. The cases will be discussed on 1.5.2 below on participants' selection. Ayuen (2015:2) indicated that multiple case study can be used in a qualitative research to analyse and interpret data hence why the researcher chose this research design that assisted in doing so. It allowed replication through using multiple cases which was used as a way of ensuring credibility of the study (Anderson, Leah, DelValle. Sherman & Tansey 2014:89). Gustafsson (2017:3) indicated that multiple case study allows analysis of data within each situation and across situation which was the case in this research. Multiple case study design explores a real life multiple bounded organisms through complete, in depth data collection that involve various sources of information (Brink 2018:223).

The objective of the study was to understand the nature of professional resilience among these teachers in depth. Case study allowed a greater exploration of research questions as it enabled comprehension of the differences and similarities of information provided by different cases to address the main objective (Brink 2018:223; Vohra 2014:54). Multiple case study was used in this study to provide thorough description of teacher professional resilience using constructs to order the data and relate to previous literature (Brink 2018:223).

1.5.3. Participants selection

In this study, the researcher opted to use purposeful sampling guided by Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood (2015:45) who claim that this form of sampling assists in collection of information-

rich cases that help the comprehension of phenomenon under study. Zikmund (2000: 339) suggested that a target population comprises of specific or complete grouping of participants suitable to a research project and serve a specific purpose. In accord, the researcher selected the teacher participants working in the rural and remote areas in Lesotho. They were selected from both primary schools and a high school. They were all qualified teachers. I believed they know more about these places and have potential of providing rich data. This was in line with (Zikmund 2000:340) who showed that a researcher has to select participants that meet the requirements of the study. If that is the case, the results are in most cases considered adequately accurate. The teacher participants were both male and female of different age groups. This was in line with Tong & Dew (2016:711) who claim that qualitative research recommends use of purposeful sampling for its 'information rich' by participants who can express their viewpoints in relation to the research questions and represent an inclusive variety of characteristics such as age, gender and culture.

Qualitative research uses small number of participants to allow the in depth studying and understanding of data collected (Butina 2015:190). This helped me to select six teachers as the participants in this study. I considered the number that would allow me to go deeper into my data since it would be within my reach. "Validity, meaningfulness, and insights generated from qualitative inquiry have more to do with information richness of the selected cases and the observation/ analytical capabilities of the researcher than the sample size' (Patton 2000:245). In regard to this, I ended up using five participants instead of six. The sixth one pulled out. However, I concluded that saturation point was already reached since the themes were uncovered. There was no need to add the new sample thereof, hence freezing sample was necessary.

The total number of participants who ended up taking part in the study was five, two females and three male teachers from different age groups. They were teacher participants from two primary schools and one high school found in the rural and remote areas of Lesotho They provided rich data as the explanation of phenomenon and interpretation of facts vary according to different cultures for example, different groups, different sex, different experiences and so on (Hammarberg *et. al.* 2016: 499). Consequently, it was believed that their experiences, type of schools and their gender would enrich the quality of data that was generated.

1.5.4. Data collection

Data was generated through the use of semi-structured interviews and written narratives by the participants. O'Keefe, Buytaert, Mijik, Brozovic & Sinha (2016:1911) indicate that qualitative data can be collected through semi-structured interview. It was therefore most appropriate to use this method to collect data since this study used qualitative research as the strategy of enquiry. According to Soria-lara & Banister (2017:118), semi structured interviews describe the situation where the researcher has many questions but

varies the sequence thereof. Semi-structured interview questions are flexible but focus on specific themes in a form of conversation (OXFAM 2019). Again probing is used as a means of ensuring the coverage of the right material (Harrell & Bradley 2009:27). In this research every teacher participant was asked to provide independent views. This was done in order to get rich information. Adams (2015: 494) show that semi-structured interview can be used when the researcher wants to find independent view of a distinct person in the group of participants. Through the conversation, rich data was collected which made this method the most appropriate one. It allowed teachers to express themselves in relation to the set themes. The instruments of collecting data in qualitative research do so from participants in their natural setting (Daniel 2016:92). Semi-structured interview as one of those instruments is included. This provides a form of relaxation and allows freedom of speech (Adams 2015: 494). The use of semi-structured interviews was appropriate as it constituted the participants to express their views freely through either recordings or writing.

Nevertheless, written narratives are stories about oneself, other people or the society (Bolen & Adams 2017:2). Narratives are investigations and analysis that document experiences as conveyed in the stories lived and told of individuals. They can either be in a written or spoken form. They provide account of events or actions which are connected in a sequential manner (Anderson *et.al.* 2014:89). Narratives allow participants to report on previous experiences or actions, to explain and justify their actions, to motivate, to provide learning and to get enjoyment. Syed & Nelson (2015:1) also showed that Narratives are qualitative in nature. Qualitative data are any source of information that is not numerical in origin such as talks, text, photos and the likes. Qualitative research uses narrative as a form of enquiry in which the stories themselves come to be the raw data (Butina 2015:190). This method of collecting data was therefore, the most suitable one in this study as the study is qualitative in nature.

1.5.5. Data analysis, interpretation and reporting

Data generated through interviews and written narratives were analysed using thematic analysis. Thematic analysis refers to a search of themes that appear to be essential in describing phenomenon (Vohra 2014:59). This method is used for analysing, interpreting as well as reporting patterns or themes inside data (Braun & Clarke 2006:79). It involves identification, analysis and reporting of themes within gathered data (Braun 2011: 6) It was chosen to execute this study because it is considered to be the foundational method of qualitative research that is dynamic and complex in its analytic process (Majumdar 2019:197). It was chosen because it is flexible and it enables the researcher to explore a rich and detailed set of data (Quiroga and Giachritsis 2016:5).

The research followed the following six steps, as outlined by Braun & Clarke (2006):

1. Familiarising yourself with the data and identifying items of potential interest.
2. Generating initial codes
3. Searching for themes
4. Reviewing potential themes
5. Defining and naming themes
6. Producing report

Chapter three of this research will show how these six steps have been used to analyse, interpret and report data collected. This research approached data in an inductive manner. This approach is called inductive coding and theme development. Braun, Clarke, Hayfield & Terry G. (2019:11) outlines the process as follows: first step is that it works with data using ‘bottom up’ approach; the second is development of codes and lastly theme development follows. They also show that the researcher uses what is in the data first when using this approach. It is the data that will provide the basis for the researcher to identify meaning without imposing predetermined theoretical restrictions (Quiroga and Giachritsis 2016:5).

1.5.6. Trustworthiness in qualitative research

The rigour of the research design, the credibility of the researcher, how believable the findings are, and how applicable the research methods is, are all indicative of trustworthiness in qualitative research (Rose & Johnson 2020:3). Qualitative research has long been regarded as a ‘soft’ science (Cope 2014: 89). It has been condemned for lack of scientific trustworthiness. Unlike quantitative research, it does not use experimental objective methods. It has long raised many questions and doubts, unproven ‘frequently asked questions’ (FAQs) (Korstjens & Moser 2018:120). Trustworthiness is used as the answer to those questions and helps qualitative researchers to write quality studies.

Trustworthiness indicates honesty and assurance of information in research, interpretation and used methods to ensure its quality. In this study, the researcher considered the following criteria to ensure trustworthiness; credibility, dependability, confirmability and transferability (Shenton 2004: 64). Cope (2014:89) adds authenticity as the fifth criterion. In this section we have discussed these five ways of showing trustworthiness in a research. We have also shown what they mean and what has been done to show trustworthiness in the study. This study opted to use qualitative research so in chapter 3 we have discussed thoroughly how trustworthiness criteria been applied in the study to ensure integrity of the research findings (Anney 2015:273). They were used to ensure quality since this study is a qualitative study too. Most qualitative researchers reach consensus on the above criteria and are discussed below.

1.5.6.1. Credibility

The first evaluation criteria of trustworthiness in this study was credibility. Tong & Dew (2016:711) asserted that the study providing well complete, trustworthy and practical justification built on the data ensures credibility. It is therefore, the assurance that can be placed in the truth of the research findings (Anney 2015:276). It acts as an indicator whether data provided by the researcher is acceptable and whether the researcher has correctly interpreted participants' opinions (Kortjens & Moser 2018:121). In order to maximise credibility, provision of a question guide with relevant and appropriate questions that encourage in depth responses, describing the context and findings in detail is necessary (Tong & Dew 2016:711). Triangulation is usually used in qualitative studies to check and establish their credibility of the findings (Amin, Norgaard, Cavaco, Witry, Hillman, Cernase & Desselle 2020:4). Methodological triangulation in which collection of data is done using more than one method was done in this research to ensure its credibility (Anney 2015: 279). The researcher also considered the assertion by Hadi & Closs (2016:4) that 'prolonged engagement' with the participants as it stimulates trust and creates bond. We also considered linking findings with raw data to enhances credibility (Tong & Dew (2016:711).

1.5.6.2. Confirmability

Confirmability refers to neutrality, meaning the possibility of similarity between two or more independent people about the data's accuracy, applicability, or meaning (Polit 2017:983). It was considered as another way of ensuring trustworthiness in this study. Anney (2015:279) claims confirmability as the extent to which other researchers can confirm or verify the results of a research. It concerns establishing that the data represent the information participants provided and that the interpretations of those data are not invented by the inquirer (Polit 2017:983). He further purported that this criterion to be achieved, findings must reflect the participants' voices and the conditions of the inquiry, and not the researcher's biases or perspectives. Participants confirmation was taken into account to ensure confirmability in this study. Considered safe keeping of data for reference sake of later referral (Australian Council for International Development 2017:12). Data must show consistency over time and over condition of the study. Should that be the case, it is referred to as dependable (Cope 2014:278). For this to occur, peer debriefing encouraged by Anney (2015: 278) was considered.

1.5.6.3. Transferability

Transferability refers to how well the findings fit outside the study or fit to the situation of the same kind (Kalu & Bwayla 2017:50). Tong & Dew (2016:711) also asserted that generalization cannot be applied in qualitative research because their studies are necessarily small to produce depth and contextualized

information. Transferability therefore fits in by ensuring that the concepts and theories are relevant to other settings. In accordance to (Anney 2015:277).) The researcher ensured transferability through the use of purposeful sampling when selecting participants in this study for provision of information rich. Tong & Dew (2016:711) also show that transferability can be done through:

- Comparison of the results with studies of similar nature, their contexts, regions or populations.
- It can also be done through comparison of positions and their findings with other theoretical frameworks.
- It can describe the study and participants' characteristics context so that readers can judge the transferability of the results of their own setting.

Hence why Anney (2015:277) indicated that transferability is done by the readers or other researchers. The researcher has to conduct a research in a way that will provide room for this to occur through linkage of literature to data collected. This is what the researcher considered when ascertaining this study to ensure transferability. Thick description of phenomenon under study was used to ensure transferability too (Shenton 2004:73; Kalu & Bwalya 2017:49).

1.5.6.4. Dependability

Kalu & Bwalya (2017:51) asserted that dependability indicates stability of the research findings. They also indicated that the research findings should remain stable and the researcher must attempt to justify any changing condition in the phenomenon of the study, design or methodology as suitable. According to Tong and Dew (2016:711) reliability is measured through dependability in qualitative research. This is because it is integrally interpretative and not possible for another researcher to replicate and come out with similar findings. Dependability was done by providing room for participants to evaluate the findings by the study. We also considered their consultation when interpreting and making recommendations of the study to make sure that they are supported by data (Anney 2015:278). Explanation of the research design and how it was employed in the study enhanced dependability. Also the description of what was planned and performed on a strategic level ensured dependability in this study (Shenton 2004:71).

1.5.6.5. Authenticity

Authenticity indicates the researcher's ability and degree to express the feelings and emotions of the participant's experiences in an accurate manner (Cope 2014:89). Authenticity covers issues such as power, pluralism, multiple values, representation, empowerment and accountability (Amin *et.al.* 2020:4). They assert that these are the issues trustworthiness criteria ignores, hence become incomplete set. This is because they only deal with issues that appear significant from a positivist paradigm. Authenticity is also

called intrinsic criteria (Guba & Lincoln (1989:112). We considered application of fairness that requires solicitation and honouring of various constructions for ensuring authenticity (Morrow 2005:253). The researcher applied tactical authenticity with the intention of empowering the participant (Amin *et.al.* 2020:8). I also revealed transparency in this research as the basic element of visibility to my peers and the signal of quality (Amin *et.al.* 2020:4).

1.6. Observance of ethics

The ethics in research encompass daily work requirements, participants' dignity protection and publication of properly researched information (Fouka & Mantzourou 2011:4). They denote consideration of moral values and legal issues in research (Parveen & Showkat 2017:3). It encompasses voluntary participation, informed concerned, protection of privacy, prevention of harm either physically, psychologically and socially as well as anonymity. The researcher observed all these to ensure that the study is genuine. Below, the searcher discussed these ethics and showed what has been done in this study to observe them. However, all these ethics and how they have been achieved are discussed thoroughly in chapter 3.

1.6.1. Informed consent and voluntary participation

One of the major issue of concern in ethics in this study was informed consent. Consent refers to one's indication of agreement to be a participant in a study (TCPS2 2014:202). I considered the fact that informed consent requires the researcher to provide vivid information to the participant about the study, ability to choose not to take part in it, as well as withdrawal when need arises without penalties (Australian Council for International Development 2017:21). The researcher was also aware that participants must sign consent forms where the nature of the interview should be explained before participating in the research (Dongre & Sankaran 2015:1189). I also ensured that that informed consent was based on complete reasonable comprehension of the purpose of this study. (TCPS2 2014:7).

1.6.2. Protection of privacy and confidentiality

Privacy is related to people's bodies, their private information, conveyed thoughts and opinions, private communication with others, as well as the spaces they occupy (TCPS2 2014:57). Confidentiality, however, implies the researcher's way of acting on participants' behalf on having autonomous respect to their vulnerability through authorising control of their own information. (TCPS2 2014:57). Both Confidentiality and privacy denote the extent to which the participant desires to share the information with the researcher. Cautiousness when gathering intended information in relation to its security and safe keeping was considered in this research (Australian Council for International Development 2017:12). This was done to

ensure the participants' privacy and to prevent misuse thereof (Creswell 2014:95). The researcher was cautious where there were sensitive topics, personal experiences, and their small sample size which potentially compromised confidentiality (Dongre & Sankaran 2015:1191). I also took into account the fact that information given by participants is not expected to be revealed to any other person (de Jager 2015: 3).

1.6.3. Prevention of harm

Harm refers to anything that can impact negatively on the well-being of participants. Any harm that might occur socially, psychologically, physically and financially was identified and taken into account (TCPS2 2014:21). Private information was not revealed and was kept safely as it is needed for research projects for the time between 5 and 10 years (IWH Privacy Committee 2017:7). The researcher also informed participants that the letters of the Alphabet would be used instead of their school names, to protect their schools against any harm that may arise due to the information provided.

1.6.4. Anonymity

This study took into account in the ethical issue of anonymity that denotes secret keeping by avoiding to identify the ethnic or cultural background of the participants, avoiding the usage of their names or revealing any sensitive information related to them. (Akaranga & Makau 2016:6; de Jager 2015:3). The use of pseudonyms and caution on data handling helped the researcher to observe this ethic (Brown & Quigley 2012:21).

1.7. Value of the proposed research

The study contributed to the developing area of teacher professional resilience. Policy and curriculum developers may use it as reference. Newly recruited and experienced teachers may benefit from this study as it addressed issues concerning teacher resilience. They may apply the strategies applied by participating teachers to survive teacher professional hardships. Principals and school proprietors may benefit from the suggested and recommended strategies as they can apply these strategies in their schools to enhance teacher professional resilience. Teacher participants in the study have greater potential to produce good results benefitting both learners, parents, the school and the Ministry.

1.8. Layout of Chapters

Chapter 1 – Introduction and background.

Chapter 2 – Theoretical framework and literature review on exploring teacher’s professional resilience

Chapter 3 – Research methodology

Chapter 4 – Presentation, analysis and interpretation of research data on exploring teacher professional resilience in the rural and remote areas of Lesotho.

Chapter 5 – Presentation of findings

Chapter 6 – Summary of findings, recommendations and limitations of the study

Chapter 2.

Theoretical framework and literature review on exploring teachers' professional resilience

2.1. Introduction

This chapter focused on theoretical framework and literature review for exploring teacher professional resilience. We started the chapter by explaining what theoretical framework is. Career resilience theory used to ascertain this study was then dealt with next. This was done to make the reader understand why the theory was chosen to guide this study.

Literature on conceptualization of resilience was explored, covering resilience origin and theorists who focused on it. This was done by looking at the work of those theorists and/ or founders. The principles of resilience as a phenomenon of study were also discussed, together with its factors. It was shown how these principles apply in improving teacher professional resilience. Attention was also put on means of ensuring or supporting resilience and the impact of resilience in education.

The focus was also directed on related literature on teacher professional resilience. Here we looked at what teacher professional resilience is. We went on discussing the benefits of having professionally resilient teachers. We then discussed challenges in schools that require resilient teachers, and coping strategies employed by teachers in deprived environments. We finally concluded our chapter with the highlights on what this chapter was all about.

2.2. Theoretical framework

2.2.1. What is Theoretical Framework?

Theoretical framework is made up of two important terms; theory and framework. A theory on one hand, can be defined as organised convention of concepts, explanations, and propositions that present a logical view of phenomena. It specifies relations among variables by enlightening and predicting occurrences (Molefe 2014: 10). Framework on the other hand, can be seen as organised ideas used when making a decision or ruling (Molefe 2014: 10).

From the definitions of these two important concepts, the researcher views theoretical framework as a plot of how to go about processing a study. It shows the arrangement of the work to be done supporting it with the previous and current studies. Grant & Osantoo (2014:12) indicate that theoretical framework functions as the structure and the backing or validation of the study's problem statement, purpose, importance as well

as research question. The researcher must write down his ideas systemically so that the reader is able to follow what the topic is all about.

Grand & Osantoo (2014:13) defined it as the plan for the whole research survey. It aims at providing direction on how to formulate the study. It also aims at organising the concepts in the research in a logical and systematic manner for readers to have a vivid picture of the study. The researcher does that on the basis of a particular recognised theory. This theory is meant to give the researcher direction on how to execute the research. That makes theoretical framework the theory applied or combination of concepts taken from one theory. The concepts selected explain an event or shed some light on a certain phenomenon or a research problem (Sithwala 2014:189, Grand & Osantoo 2014:13).

Eyechart in Grand and Osantoo (2014:13) see theoretical framework as the organization of a research by depending on a formal theory. It has a particular theory (theorists) that chains the writers' thinking in relation to the way they comprehend and plan their topics. Theoretical framework also consists of the concepts and the definitions from the theory or theories relevant to the topic.

Adom & Joe (2018:438) define theoretical framework as the plan grounded on a prevailing theory. The plan is related to the theory and also reflects the hypothesis of the study. They further compare it to the house plan the builder uses when building his house. They also compare it to the map which the traveller uses as the guide when travelling.

2.2.2. Career resilience as the theoretical framework for the study

The section discussed career resilience theory. The theory is directly relevant to the study because teachers are workers and the theory is concerned with employees. This theory helps in understanding some strategies teachers as employees, can use in maintaining and developing career resilience and adaptability. The theory stipulates that when an employee is resilient and adaptive, he is able to change adverse career shocks into positive dealings (Seibert, Kraimer & Heslin 2016:246).

The theory of career resilience is derived from London's career motivation theory in 1983 (London 1983:620). This theory originates from the process of answering a research question, what motivates managers? In answering that research question, London (1983:620-621) revealed motivational theory as a multidimensional concept that is internal to the individual and is influenced by the circumstances. It is reflected in the individual's decisions and behaviours. The variables relevant to career motivation are organized 'a priori' into three domains. These three domains are, career resilience, career insight and career identity.

The focus of this study was on the first domain, career resilience which was used to ascertain this study. London & Noe (1997:62) asserted that career resilience is adapting to discouraging and disruptive working situation. Similarly, Rochat, Masdonati & Dauwalder (2017:1) too described career resilience as functioning successfully in restricting working situations.

Career resilience is an antithesis of career vulnerability (Lyons, Schweitzer & Ng 2015:366). Career vulnerability is as the extent of psychological instability; that indicates becoming upset and inability to operate in a normal manner. They further said that career astonishments can make one to doubt own capabilities, the previous choices as well as future benefits. On the contrary, when a person is resilient and adaptive, he can turn undesirable career astonishments into positive dealings (Seibert *et. al.* 2016:246).

Career resilience is divided into three subdomains (London 1983: 621):

- 1. Self-efficacy** – entails self-esteem, need for autonomy, adaptability, need for creativity, inner work standards and development orientation requirement for achievement and enthusiasm to take risks.
- 2. Risk taking** – entails tendency to take risks, fear of failure, need for security, and tolerance of uncertainty and ambiguity.

Seibert *et. al.* (2016:251) associated self-efficacy and risk taking with psychological or mental being of employees. They suggested these strategies in order to be more resilient than those areas in the current career journey: balancing and rebalancing career goals and nurturing growth.

A. Balancing and rebalancing career goals

An individual employee ability to adapt to unstable career situations occurs when they have complete comprehension of various likely, required career outcomes, and have a stable approach which precludes the chasing of various career aims and objectives.

B. Nurturing growth

When employees experience bad career struggles, they tend to question their possession of necessary capabilities to achieve their career targets. Thus, the essential conventions or mind-set can have impact on their future proceedings.

People having a developed mind-set tend to assume that if their capacity is currently insufficient, it means it has not yet advanced; hence, can be refined and signals people to respond to setbacks. They can do that by looking for strategies that will allow gaining and improvement of capabilities. They can, therefore, try

to find out how they can improve their performance. They also have to set learning goals in relation to what they hope to learn, question their assumptions, and request help from other people. They observe other people who are more proficient. They do experiments using various strategies; carefully and determinedly working away to nurture the targeted capabilities.

3. Dependency- Seibert *et. al.* (2016:251) associated this subdomain with behaviour of the employees. Dependency entails need for superior approval and need for peer approval. It also entails competitiveness, which should be negatively related to other dependency dimensions, for example, those on low career resilience are likely to be motivated to avoid risk, be dependent on others seek structure and avoid situations in which organizational outcomes depend on their behaviour. On the contrary, those high on career resilience are likely to do otherwise. They may take risks, be independent of others, create their own structure and thrive on situations on which outcomes are depending on their behaviour.

Seibert *et. al.* (2016:251-252) suggested the following four behavioural strategies as helpful for an employee to be more resilient in the current career journey. They were also suggested for one to be able to define and chase a new way. They are as follows.

A. Developing an effective relationship with the boss

The work situation becomes good, and problems become less troubling when there are good relations between a subordinate and their leader. It gives an opportunity to have access to other resources and progressive chances that can assist in retaining resilience and adaptability in one's career. Well-regarded followers are given more autonomy in their jobs and more opportunities to take on additional responsibility. They are given more access to training and growth accomplishments, and are more likely to be recommended for upgrades.

B. Undertaking appropriate training and development opportunities

Taking part in appropriate training and development activities allows one to gain more skills and become more knowledgeable than before. Eagerness to attend developmental courses gives superiors an impression that one has potential and eagerness to learn skills and adapt to new technologies, markets and atmospheres; hence, become promotable. Getting external and internal training and development assists one to adapt to needed changes in one's career direction, and upgrade own ability to withstand the unavoidable shocks.

C. Seeking job challenges and fit

It is not necessary to acquire knowledge from outside the working context even though learning and development is an essential part of career resilience and adaptability. Prosperous leaders claim that 70% of their learning is gained from frustrating experiences of their working environments (Seibert *et. al.* 2016:246). Various forms of challenges encountered at the working place encourage learning and growth, and the logic of what to do in order to remove the lessons offered by frustrating experiences.

D. Developing effective career network

When one is able to interact with other people in a meaningful way, he has the potential of being resilient since that assists to shield them from hostile impacts of astonishments. Forming relations with people who are different from you by race, gender, socio-economic status, profession, background, experiences, attitudes and values usually have new and special sources of information and resources to provide. These people add special value to one's entire network. Likewise, having close relationships with people from the workplace can be helpful to increase resilience of an individual. They can give a high form of psychological support and social support. This gives one an opportunity to focus on his job and avoid unanticipated and unintended circumstances Seibert *et. al.* (2016:251-252).

2.3. Related literature on conceptualizing resilience

2.3.1. Resilience as a concept

This section is aimed at defining the concept of resilience. In order to do this, I looked at different views and perspectives from different theorists about the concept. However, most resilience theorists base their definition of resilience around two important notions which are hardship and positive adaptation (Windle, Bannet & Noyes 2011:2).

There were several definitions that had been put forth as far as resilience is concerned. Each theorist described resilience according to the field he is in (Mandie 2015:11). Resilience originates from "*resile*," meaning "to bounce back or rebound after being stressed" (David & Mustafa 2013:12; Jan 2013:3). When examining definitions provided by these theorists, one realizes that they focus on what happens to people after encountering problems. They look at the after effects of adversity. Their focus is on the positive outcome of an individual after experiencing problems. They consider a person resilient when he or she still stands strong even after encountering a major setback. For instance, resilience was viewed by as a situation when people obtain desirable results even after encountering stress or serious problems (Mandie 2015:5).

However, Werner (2005:11) considered a phenomenon of resilience as a dynamic process leading to positive adaptation even with the context of adversity, not individual traits as it was thought before. The results that occurred after longitudinal studies that traced individuals from early stages to adulthood provoked this view. These studies had regularly revealed that among children under adversity, only minority developed serious emotional disturbances or persistent behaviour problems.

Southwick, Bonanno, Masten, Panter-Brick and Yehuda (2014:11) suggested few definitions such as course of healthy functioning after an extremely difficult experience, a sensible power to go forward in an understanding and cohesive optimistic way due to lessons learned from difficult situation, a process to bind resources so as to sustain welfare and so on.

Rutter (1987: 317) indicated that it might be true that generic factors may play an important role in shaping the way individual children respond to environmental stress as well as their response to the environmental factors. Rutter (1990:81) defined resilience as “the positive pole of the ubiquitous phenomenon of individual difference in people’s response to stress and adversity.” He identified protective factors such social competence skills, problem-solving skills, autonomy and sense of purpose and future which encompasses a sense of self efficacy to help children to be resilient. However, Rutter (2012:336) recognized resilience as a developmental process that is influenced by external social support and can be nurtured within the family and other social-ecological contexts.

From findings of joined studies to variable-focused and person-focused resilience investigation, Masten (2001: 227) revealed ordinariness of resilience. The studies showed that resilience was common and that it generally appeared from the normative functions of human adaptation system. She therefore called resilience ‘ordinary magic’ because he realized that it was made of ordinary not extraordinary processes. Mastern (2011:495-496) explained resilience using three significant words which are *resisting*, *withstanding* and *recovering*. She defined it as the capacity of a dynamic system to resist, withstand or recover from significant changes that threaten its stability, viability or development. Unlike other theorists, her focus was not one sided. These three words indicate that resilience is noted in people doing well amidst adversity, while experiencing adversity and in the aftermath of adversity. Their outcomes are constituted by social and ecological aspects present in the environment they live in. The research in psychology and human development normally focus on distinct people resilience with the prominence on the processes that may account for individual differences in forms of adaptation, function of development that occur during or following experiences that pose major threats to the individual (Masten 2011:495). The family, school and the community, peers, institutions such as health care, social services NGO’s and so on play a huge

role in enhancement of resilience (Masten 2001:228). However, since the ‘withstanding’ part of resilience has been replaced by to ‘adapt successfully’, suggests that people do not withstand risk but change in order to accommodate change.

Ungar (2011:1) too recognised the important role played by the environment for resilience to occur. He argued that resilience takes place even when there are multiple risk factors. He recognised that from various studies conducted on children who were exposed to risk, many survived regardless of the ‘odds against them’. More focus therefore, has to be put on the role played by social and physical ecologies in positive developmental outcomes when one is under a significant stress level. Ungar (2012:3) therefore considered resilience as a set of behaviours overtime, governed by the opportunities that are obtainable and accessible to individuals, their families as well as communities. By referring to Lerner (2006) and Vygotsky (1978) and other ‘developmentalists’ who emphasised contextual understanding of children, Ungar (2012:14) realized the need to shift from individualization. Consequently, Ungar (2011:4) purported “development is less biologically determined than it is socially facilitated.” That shift was named ‘Ecological’ (Ungar 2011:14). Cultural observance is also an essential aspect for resilience to occur since positive growth is embedded in it (Ungar 2011:10). From his forth principle ‘cultural relativity’ he suggested that culture and contextual features change over time hence interventions have to consider these changes and consider how every environment constitutes development. His emphasis to the importance of the environment led him to propose a social ecological comprehension of resilience (Ungar 2013:330). He therefore considered the notion of most research that consider resilience as a function of the capacity of the environment to constitutes development rather than distinct differences within children and adolescents.

From synthesis of more than 270 research articles Windle *et.al.* (2011:2) similarly viewed resilience from an ecological perspective. He proposed resilience as being the process of negotiating, managing as well as adapting to substantial causes of stress or trauma. Assets and resources within an individual, their life and environment enable this capacity for adaptation and “bouncing back” when they are faced with adversity. They further showed that this definition gives a suitable point of reference for comprehending the operationalization of resilience for measurement.

All definitions of resilience consist of two important elements; the presence of severe threat and an individual showing desirable results despite that (Mandie 2015:26). Mastern (2011:495-496) explained resilience using three significant words which are *resisting*, *withstanding* and *recovering*. She also saw resilience from an ecological perspective. I found these aspects very important and applicable in this study. I therefore want resilience in this study to be taken as an individual capacity to resist hardships, function

properly during hardships experienced, emerge stronger after experiencing those hardships hence continue producing desirable outcomes through the assistance of available social-ecological aspects.

A consensus about definition of resilience was reached in the 2013 meeting of the International Society for Traumatic Studies (Southwick *et. al.* 2014:11). The meeting suggested definitions such as course of healthy functioning after extremely difficult experience, a sensible power to go forward in an understanding and cohesive optimistic way due to lessons learned from difficult situation, a process to bind resources so as to sustain welfare, and so on. They all suggested that more research should be done that will consider the fact that resilience is a multifaceted concept that may have definite connotation for a specific individual, family, organization, society and culture. Hence, Dassel-Brailsford (2005:586) showed consensus being on the fact that resilience is difficult to define as it is context-specific. However, Southwick *et. al.* (2014:11) suggested the need to agree upon one single definition, but that there is a need for collaboration with pioneers of engineering, ecological, biological, individual, family, organizational and cultural resilience to establish one extensive definition. Cicchetti & Garmezy (1993:499) supported these views by showing that theorists must avoid a risk of resilience from losing its credibility. They must consider first the operationalization of their resilience definition. This is because many researchers' definitions can range from psychopathology absence in the child of mentally sick parent to the recovery of function in a brain- damaged patient. The breadth or how conservative the definition of resilience is, may lead to drawing of various immeasurable conclusions.

Southwick *et.al.* (2014:11) also showed consensus being on the fact that people may show resilience in some areas and be non-resilient in others. It had also been discovered that some people manage to do well under adverse situations that may impact negatively on developmental outcomes such as drug abuse, antisocial, behaviour and the likes (Dassel-Brailsford (2005: 586). He also showed that research revealed environmental factors such as culture, support systems of the loved ones, access to community services, health care and local government to combine in complex ways with the strengths individuals possess such as sense of urgency, confidence, sense of humour having a religion, problem solving ability, perseverance, self-efficacy, Intelligence, personality, optimism, future focus and so on to enhance resilience. Theron (2019:330) added self-regulation, care giving, connectedness mastery, hope as well as constructive meaning making, effective schools and effective communities on the list universal individual, relational and contextual factors or processes. She showed that these factors occurred through several child and adolescents' studies of resilience in the global north as well as south. In addition, music, possession of faith, together with interpersonal resilience resources like lively support systems possession as well as access to community-based care and support were revealed to assist female street children in South Africa (Malindi 2014:35).

2.3.2. The origin of resilience as a concept for study

This section discusses the emergence of resilience as a phenomenon for study. It considered different disciplines (fields) that realized the need for studying resilience and what provoked them to do so. This section also considered different fields from where this phenomenon developed.

Southwick *et.al.* (2014:1) showed that the fields of neuroscience, mental health, medicine, psychology and sociology have long focused on short-term results of stress; and later focus shifted to extreme stress. The same authors believed resilience was long neglected by multiple disciplines. Tappet (2014:773) noted that the pioneers of psychology, psychiatry and paediatrics were the first in studying resilience. Thus, the study of resilience started in the field of medicine. It became more important when later, data that could assist in improving psychological, educational, social and emotional results in youngsters was collected. The pioneers were looking for hints to the origins and treatment of problems in child development. They detected the striking differences in outcomes among child risk due to disadvantage and hardships such as parental psychopathology, poverty, trauma or disaster (Masten 2011:493).

The first pioneering branch of resilience was produced in the 1970s (Sikorska 2014: 87; Mandie 2015:4; Masten & Cicchetti 2016:333; Masten 2018: 13). It focused on undesirable results that occurred during difficult times such as trauma and stress of individuals and families. It was mainly conceptualised in terms of threat of psychopathology, dysfunction, breakdown and other problematic results (Masten 2018:13; Masten & Cicchetti 2016: 333). Hence, those who would show evidence of recovery and adaptive forms were considered a bit atypical and needed little attention (Cicchetti & Garmezy 1993:497).

Resilience as a theory developed after researchers examining children at risk of psychopathology realized that despite being exposed to risks, some children still produced desirable results (Luthar *et.al.* 2015:3). She purported that the founding work was on positive adaptation among schizophrenic children. There were groups of children at high risk for psychopathology. Researchers were, therefore, eager to find out explanations for children who still succeed in adverse situations. Masten, Hubbard, Gest, Telegen, Garmezy & Ramirez (1999:143) Indicated that there was thus an essential need to study successful adaptation for comprehension of ‘etiology’, prevention and treatment of developmental complications.

Masten (2018:13) showed that there was development of logical research of an individual’s resilience in clinical sciences later. It focused on impact of adversity on mental health and development. Researchers wanted to find out where the “etiology” of mental health problems came from. The early studies revealed presence of adaptive behaviours under stressful situations. However, labelling that behaviour as evidence of resilience was not in the picture. In the beginning they were considered to be invulnerable or stress

resistant (Cicchetti and Garmezy 1993:497). This observation motivated determinations for a comprehensive understanding of the processes that avert or psychopathology and foster necessary outcomes among children whose development is threatened (Masten et. al. 1999:143).

Some of the theorists emphasised the need to examine the protective factors in the population of high-risk (Luthar 2003: XX). She purported Masten *et. al.* (1999:143) and his other associates such as Masten, Tellegen and Streitman (1999:143) that are among those theorists who found need to examine the protective factors. He further indicated that their research laid the foundation for present contemplation in resilience area. The research would also help to inhibit or to improve the effects of extreme adversity (Masten 2011:493).

Eventually, researchers settled on the term resilience. Thus, the pioneers of the concept resilience thought that a person could be described resilient when their usual development is exposed to a certain danger and they manage to develop and do well under those circumstances (Sikorska 2014: 87). Ungar (2011:2) purported that the early researchers of resilience focused on the personality and interactional processes such as attachment which he considered to be too narrow hence ambiguous. More recently, researchers in resilience study resilience at broader levels of development, like families, communities and societies (Tappet *et.al.* 2015: 772), rather than at an individual level. Resilience in adults and old age persons was developed more than a decade ago (Infurna & Luthar 2018:7).

2.3.3. Theorists focusing on resilience as a concept for study

In this section, the study looked at some of the key theorists who made significant contributions to the field of resilience. The main focus is on the discipline or the area of focus each individual theorist worked on.

Mandie (2015: 4) identified the following theorists to be the prominent ones: Michael Rutter, Suniya Luther, Michael Ungar, Ann Mastern, Norman Garmezy and Emmy Werner. Their philosophies and research spread through the field of resilience science and impacted the framework for practice in numerous disciplines. They shifted emphasis away from deficit orientation models towards models centred on positive aims, shielding factors and adaptive dimensions (Masten 2002:222). Again, these theorists of resilience thought that studies on children who coped under adverse situations would help them to find out what brings about change in the lives of children under threat, and hence influence innovation and policy (Masten 2002:227).

2.3.3.1. Norman Garmezy

Norman Garmezy was one of the theorists who contributed a lot in the studies of resilience. His pioneering studies started in 1970 with James Anthony and Cryille Koupernik (Luthar, Crossman, and Small 2015:3). They focused on positive adaptation among children with schizophrenia. It was the group of children at great danger of psychopathology. They discovered that some of these children demonstrated amazingly healthy regulation.

His first work focused on schizophrenia and mentally ill persons. He later shifted focus to stress resistance, competence, as well as resilience (Cicchetti & Garmezy 1993:497). He established competence; longitudinal study into positive outcomes in at-risk children project.

In the beginning, resilience was associated with individual traits of children under adverse situation (Wood *et. al.* 2012:429). One example is that of Ong, Edwards & Bergerman (2006:1263). They investigated trait hope on their 45 days' study with 226 participants in the Notre Dame Family Study of Aging. The dynamic connection between daily hope, stress and emotion were moderated by people differences in trait hope. High hope individual showed reduced stress reactivity and more effective emotional recovery than those with low trait hope. However, from his longitudinal studies he discovered three protective factors which he found to influence resilience. These factors were individual factors, familial factors and protective factors (Mastern & Garmezy 1985:1). Individual factors comprised children's personal traits like how lively a child was, how a child responded to new conditions in his life, and the intellectual skills he possessed. Family factors included friendliness in the family regardless of need and lack of harmony. It also included availability of adults who cared when there were no parents or grandparents, or parents who were interested in their children welfare. Protective factors also comprised support from outside the family like from the church, social workers or healthy community.

2.3.3.2. Emmy Werner

Emmy Werner is a developmental psychologist, professor "emeritus", and works at the University of California (Werner 1995:81). In 1971, she showed that they published a pioneering report of on children in Hawaii (Werner 2005:11). She conducted a revolutionary research on infants born in Kauai in resilience. The research revealed that not all children surrendered trying to life circumstances (Werner 2005:11). She also discovered that resilience was not static; it changed with time. The change was recognised on different levels of individual growth. The change was influenced by trying life situations, sex, as well as protective factors (Wener 2012:555). She also suggested that resilience depends on balance between protective factors and risk factors.

2.3.3.3. Sir Michael Rutter

Sir Michael Rutter was among the pioneers of a logical study of individual resilience. He is the proponent of various principles of resilience theory based on his widespread study of resilience theory (Masten 2018:3). An example of his developed principle is that resilience is not associated with individual psychological traits or a powerful functioning of some kind (Rutter 2006:10). He also indicated that resilience is relatively normal adaptation given the necessary materials. He provided two sets of findings from research that give background to the concept of resilience (Rutter 2006:2). The first one was that people largely respond in different manner to all forms of environmental problems. This finding is universal. As a result, we therefore have to consider major methodological ‘artifactual’ possibility before inferring resilience to these individual differences in response. The second, evidence showed that stress experience or being in adverse situation may strengthen resilience to future stress in certain circumstances. He called this ‘steeling’ effect (Rutter 2006:2). He indicated that ideas of resilience accept and build on significance of both risk factors and protective factors (Rutter 2012:341). However, they add to it in critically significant ways that would have not readily developed at all, out of approaches. He further showed that the fields of competence, positive psychology, risk as well as protection and resilience together are significant. Nevertheless, it is inaccurate to want to group them together.

Rutter, Kreppner, Beckett, Castle, Colvert, Groothues, Haukins, O’Connor, Stevens & Sonuga-Barke (2007:934) did a study between the years 1990 and 1992. The study assessed adopted adolescents’ outcomes who had not experienced deprivation in UK and in Romanian institutions. They realized that the attachment disorder of disinhibited attachment was significantly more common in Romanian adoptees than UK (United Kingdom) ones. The findings further revealed that if an adopted child had shown disinhibited behaviour while still young, there is greater probability that he would develop other forms of psychological problems as an adolescent. They, however, did not find any evidence that the post-adoption environment had any attachment impact. These persistent problems in the face of significant environment change gave Rutter the support on emphasis on the importance of biological influence on behaviour (Rutter *et. al.* 2007:335). He consequently, indicated that people may be different in resilience because of generic possessions. Some children become more or less vulnerable to environmental change or physiological reactions to environmental adversity due to those generic possessions (Rutter, Moffitt & Caspi 2006:252).

2.3.3.4. Ann Masten

Southwick, Bonnano, Masten, Panter-Brick and Yahuda (2014:220) observed that Ann Masten commenced with resilience studies when he was at the University of Minnesota. Norman Garmezy, her teacher, was the one who engaged her in this theory (Mandie 2015:17). Masten (2011:494) indicated that that resilience is noted in people who do well in the midst of adversity, those who do well while experiencing adversity and those who do well in the aftermath of adversity.

From her study of resilience processes, the study revealed ordinariness of resilience. The study suggested that resilience is common and that it usually arises from the normative functions of human adaptation systems (Masten 2001:235). This was revealed on examination of converging tendencies from valuable-focused and person-focused investigation of resilience. She also presented that the conclusion that resilience is made of ordinary rather than extraordinary processes offers a more positive outlook of human development and adaptation as well as direction for policy and practice aimed at enhancing the development of children at risk for problem and psychology (Masten 2001:235).

Masten (2014:8) indicated there are unique circumstances where children overcome heavy odds because of extraordinary talents luck and resources. However, regularly these children who overcome have ordinary human resources as well as protective factors in their lives. As a result, she saw resilience from an ecological perspective as she argues that we must look at what is built around the child for resilience evidence, support systems like caring family, support from school, peers, institutions such as health care, social services and so on (Masten 2001:235).

2.3.3.5. Suniya Luthar

Suniya Luthar, a professor of psychology, is another pioneer of resilience. Her first work in 1991 investigated six characteristics of social competence such as; warmth, expressiveness and spontaneity, to better comprehend the function of social competence (Luthar 1991:14). Although her attention was on mentally ill and poor people and their resilience, she also concentrated on rich communities and children who were bright. Children who are brilliant are usually considered resilient (Luthar, Lyman & Crossman 2014:125). They revealed that children who were brilliant were too sensitive to things happening around them, and therefore, were mostly at risk of stress. Her research discovered that most of the things perceived to be defensive aspects were not usually the shielding elements. This point makes research by Luthar et. al. (2014:125) correlates with my study in a way. One would expect the schools in the mountains and those hard to reach would not perform well and are at high risk due to multiple problems they face. However, this was not the case with certain schools, which were producing good results, nevertheless. Maybe teachers

working in these schools had become resilient because they considered something they could see as something they could control (Luthar *et al.* 2002:).

Luthar & Cicchetti (2000:544) showed an increasing acknowledgement by other researchers that resilience is neither an inborn quality nor a static feature as was thought before. One can learn and acquire it. An individual's personal attributes, aptitude as well as their living and working environment, can help them to become resilient.

2.3.3.6. Michael Ungar

He focused on studies in relation to cross-culture and mixed methods (Ungar & Liebenberg 2011:127). This was done to create a tool for cross-cultural study of resilience. They used mixed method. The tool was meant to account for psycho-social resources available for youth worldwide. (Ungar & Liebenberg 2011:144). It was also meant to make cross-cultural comparison of developmental outcomes associated with resilience possible. They consequently found that formation of subscales depends on the culture of participants, their gender as well as social interconnection of their community. They also realized that the mixed methods used in their study could be one of the effective approaches that could be used to design other measures that can enhance face validity of child and youth development measures across cultures (Ungar & Liebenberg 2011:144). Ungar (2008:218) revealed four prepositions that reflect a more culturally and contextually embedded resilience comprehension. These were as follows:

1. There are global, as well as culturally and contextually concepts to young peoples' lives that enhance their resilience.
2. Aspects of resilience apply differing quantities of influence on a child's life depending on the specific culture and specific context in which resilience is recognized.
3. Aspects of children's lives that enhance resilience are connected to one another in forms that reflect a child's culture and context.
4. Pressure between individuals and their culture as well as context are resolved in ways that reveal highly explicit connections between aspects of resilience. The implications of these cultural and contextual comprehension of resilience to interventions with at risk population are conversed.

A constructionist approach to resilience replicates postmodern understandings of the concept in both research and practice contexts (Ungar 2004: 345). It offers alternative explanations of resilience-related phenomenon that extend our comprehension on how people in adverse situation discover and cultivate resilience in ways always undetectable to health care workers. Ungar (2004) therefore reviewed the findings of the research that support an ecological perspective and discovered the developing literature that

informed a constructionist approach to the resilience study. He indicates that, this was done because research supporting the approach had not shown orderly and hierarchic connection between risk and protective factors to the study of resilience. Subsequently, reviewing of the literature exhibited an alternative constructionist discourse on phenomenon related to resilience and their approach to interventions with youth under adverse situations (Ungar 2004:321).

Ungar's (2011:1) research constantly showed critical significance of giving safe and supportive environments with various levels of support for positive adaptation. He further showed that ecological appreciative of resilience has possibility of solving both definitional and measurement complications. He proposed four principles of resilience which he suggested they could assist for guidance for both the research and theory development in resilience as a social ecologically dependent concept. These principles were: decentrality that asks to put more concentration on the environment and the resources present in it to facilitate growth than on a child. Complexity asking us to identify the relationships that lead to resilience, atypicality indicating the openness to processes that work for young people but are not seen as resilience. And lastly, cultural relativity in which he showed that positive growth is embedded culturally and historically Ungar (2011: 4). All these four principles were used to guide the research and are discussed clearly in section 2.3.4.

Linda Theron and Mecalane Junel Malindi are among South Africans who have made significant contribution in resilience research. Some of their work will be discussed below.

2.3.3.7. Linda Theron

From the Linda Theron curriculum vitae (2020), it is indicated that she is a full professor in the department of education at the University of Pretoria, South Africa. She is an educational psychologist by training. She is also an extraordinary professor in Optentia Research Focus Area at the North-West University.

Among some of her work, with some of her associates, is the study conducted on Resilient Educators (REds) Interventions (Wood et. al. 2011:428). The study was meant to support teachers in Lesotho to develop resilience under HIV/AIDS pandemic difficulties (Wood *et.al.* 2011:428). Use of pictures was employed as way of assessing teacher resilience before and after attending REds interventions. They applied social-ecological theory to analyse data thematically. REds intervention sessions were observed to have positive impact on teacher participants. It assisted them to think on how to help people affected and impacted negatively by HIV/AIDS in their communities. They were able to empower the community members with life skills such as making handicrafts hence developing their self-reliance. The interventions

improved their resilience so they could navigate towards and make use of ecologically placed resources in a culturally suitable manner (Wood *et.al.* 2011:438).

Another study, still on REds interventions, was conducted to investigate whether visual participatory research had promoting value on teachers. Drawings were generated and interpreted during participation in REds interventions (Theron 2012:383). She used 18 teachers as participants from rural communities that were affected by HIV/AIDS. Social-ecological comprehension of resilience was employed. The study revealed that use of drawings as a methodological tool to promote resilience. She also discovered that drawings can promote resilience when interpreted through the lens of social-ecology theory (Theron 2012:390).

She has also participated in studies promoting resilience of young girls. One of such studies was the one she conducted with one of her associates that was meant to promote resilience among the Sesotho-speaking adolescents' girls (Jefferis & Theron 2017:10). The study was executed in the Free State province in the Republic of South Africa. In this study, drawings were used to generate data as well. The findings revealed that teachers could employ the following resilient promoting strategies:

- 1) **Pre-empt support-** is a two pronged strategy where the first part pertains to teachers providing resources that enable young people to achieve functional outcomes as in (Ungar 2011). The other part is the responsibility of an individual child. Young people here have to use and/or show urgency to negotiate for their needs (Jefferis & Theron 2017: 10).
- 2) **Advocate to changed education on landscape-** teachers have to motivate learners to invest in their education that will help in reaching positive future. They also indicated they should be given hope that despite encountering difficulties, they could be overcomer in the future. The kind of education teachers should give to young learners should encourage resilience of learners. Career counselling may play that role through helping learners to achieve their future life goals as a result thrive in adverse situation (Jeffries & Theron 2017: 11).
- 3) **Communicate constructive messages-** teachers have to provide feedback to young children. This should be done on regular basis, especially for vulnerable learners. They should help learners to develop self-esteem and sense of worth for their development of their resilience (Jefferis & Theron 2017: 11).

From all these studies we can realize that Theron advocates for social-ecological view of resilience. Rapidly we see her considering individual characteristics such as self-esteem to promote resilience ((Jefferis & Theron 2017: 11). We also observed that she recognizes the role of resources available in

one's environment to enhancing resilience, for example resource making handicrafts from the community environment (Wood *et.al.* 2011:438). Lastly, she considers importance of resource persons around us in helping develop resilience. This is recognised in her REds interventions studies where teachers were eye opened to realize the importance of assisting community members and learners affected and impacted negatively with HIV/AIDS (Wood *et.al.* 2011:438; Theron 2012).

2.3.3.8. Macalane Junel Malindi

From his profile Macalane Junel Malindi is indicated as an associate professor at the North-West University, Potchefstroom campus. He is in the field of Psychology of Education. He is leading a research project looking at resilience of learners and teachers in contexts affected by gangsterism. He is also looking at how schools can serve and care for the vulnerable.

In a study to explore the roots of resilience among female street-involved children in South Africa, 30 girls aged between 12 and 17 were used as participants (Malindi 2014). Data was collected using a draw-and-write method. Short narratives, where children were to explain their drawings, were used to compliment draw-and-write method as another data collection technique. Both of these data collection methods were subjected to inductive content analysis. The study revealed that despite vulnerability of female street-involved girls, researchers and mental health practitioners would do well not to ignore the mechanisms that promoted resistance in the girls (Malindi 2014). Also findings exhibited combination of personal and ecological resilience resources have assisted the street girls to cope. These personal resilience resources included listening to music and having faith combined with ecological resilience resource such as healthy support systems as well as having access to community-based care and support (Malindi 2014:38).

In another project exploring resilience-enablers among street children, he used 20 street kids who had completed their Child and Youth Resilience Measure (CYRM) (Malindi 2014:265). CYRM is a pen-and-paper, self-administered questionnaire that is administered with minimum intervention. The aim was to find the strengths and the assets that constituted resilience in these children. Street kids were observed to cope with their lives because of their *individual processes*. Individual resources such as humour like laughing and having fun helped them to cope. *Relational processes*, such as role models that they claimed to have, were reported to help them (Malindi 2014: 269). They were also not afraid to speak with strangers which showed their social competence. The participants also claimed to have teachers who enabled them to have a sense of belonging. This indicated the *community process* that assisted the streets to cope too (Malindi 2014:269-270). Religion and spiritual beliefs were reported to have enabled their resilience. Some of them also indicated to be proud of their families, communities and cultural traditions. Some showed

their pride in being the South Africans. Older generations were believed to understand and tolerate the ideas and that the values of their families are not the same as those of their communities. These cultural processes seemed to help these kids to be resilient (Malindi 2014: 271).

These studies added value and complemented and prompted resilience research to examine protective factors in the high-risk population (Luthar 2003). Researchers were labelling children, whose development was threatened, as vulnerable and having stress (Cicchetti and Garnezy 1993:497). His approach helped researchers to shift their emphasis from medical perspective that focused on what was wrong with street kids and attempts to rescue them from adversity that characterise street life (Malindi 2014:265). He stressed that emphasis must be put on the strengths and enabling assets, in the street context, that may enhance their resilience (Malindi 2014:265).

Both of these studies are embedded on social-ecological theory that advocates that resilience is individually, socially, ecologically and culturally embedded as suggested by theorists of social-ecological theory (Ungar 2011). This was in line with Ungar (2011:11) who advocated that positive growth is culturally and temporally (historically) embedded. An individual's personal attributes, aptitude as well as their living and working environment, can help people to become resilient (Luthar & Cicchetti 2000:544). This assertion is recognised in the findings on what constituted the street girls to cope. Combination of personal resilience resources and that of ecological to were reported to have assisted them (Malindi 2014).

2.3.4. Principles of resilience

We considered the four social ecological principles of resilience suggested by Ungar (2011:4-11) when conducting this study. He indicated that these principles serve as the guide for both research and theory development in resilience as a social ecologically dependent notion (Ungar 2011:4). The raised principles are: Decentrality, complexity, atypicality and cultural relativity. These are explained below.

1. Decentrality

Decentrality is an effort to place the focus from the child and put a greater emphasis on the environment. He showed that responsibility for resilience is wrongly put on a child who is a victim of the toxic environment. By doing so we use 'subject centred approach'. "By decentering the child it becomes much clearer that, when growing up in adversity the locus of change does not reside on either a child or the environment alone, but the process by which environments provide resources for use by the child" (Ungar 2011:5). However, it is worth noting that he was not proposing that a child has no role in resilience, but the

emphasis should firstly be on the nature of social and physical ecology, followed by the interaction between the environment and the child. The last focus should be on the child.

2. *Complexity*

Complexity call emerged from the previous efforts to identify simple relationships that lead to resilience. Ungar (2011:5) specified that an attempt to simplify has undermined resilience research and does not consider a child's capacity to use opportunities, the environment capacity to enhance growth, the forms of interaction between the child and the environment as well as the changes across physical and social worlds in order to see a thorough image of resilience. This complexity provide room for contextually and temporally specific models to explain resilience, which provide useful framework for intervention.

3. *Atypicality*

Atypicality refers to the openness to processes that work for young people but are not typically acknowledged as resilience. It also encompasses avoiding the attention on bipolar variables, as context can change the utility of different protective processes. He indicated that we need to focus more on the comprehension of the 'functionality of behaviour' and less on predetermined results to judge the success of development 'trajectories' (Ungar 2011:9).

4. *Cultural relativity*

Ungar (2011:11) advocated that positive growth is culturally and temporally (historically) embedded. He defined culture as the daily practices through which individuals and groups manifest shared values, beliefs, language and customs. Consequently, the practitioners should negotiate programs to ensure that the needs of every culture are catered for. Again, interventions should account for these changes. They should also consider the manner in which every environment enables growth. They should do these as a result of culture and contextual features that change over time.

All in all, Ungar's principles suggest the shift from a child-centred approach to resilience to a process-centred approach to resilience. The shift is the consequences of various studies already conducted. They frequently showed the important role played by an environment that constitute a child development. He therefore suggested that should the science on resilience advance plausibly, there is need to regularly put more emphasis on ecological conditions that constitute positive development under adverse situation (Ungar 2011:13).

2.3.5. Factors of resilience

2.3.5.1. Self-efficacy

Self-efficacy is a belief in one's abilities to arrange and implement behaviours needed to produce given accomplishments (Gonzales-Dehass and Willems 2013:244). Teacher's self-efficacy is the way a teacher judges the capability s/he possesses that produces learners' commitment and education, even on the learners that may be demotivated (Skaalvik and Skaalvik 2016:1787). Three things that determine perception of an individual are believing that the work is not easy to perform, the amount of support an individual has, and the work environment (2017:23). When a person believes that he has potential to perform the work, his self-efficacy and personal ability do not get affected by the high amount of stress (Klassen, Dursen and Tze 2014). Self-efficacy of an educator affects learner performance and inspiration. It also affects development in the pupil's attitude and interests (Gonzalez-DeHass and Willems 2013: 245). Consequently, self-efficacy affects the belief a teacher has about teaching a learning occurrence. Low self-efficacy is problematic in facilitating learning. It contributes to poor job satisfaction and work related stress (Klassen *et.al.* 2014). Absence of self-efficacy can affect newly recruited teachers and the learners they are teaching.

One of the major concerns of teacher education is to help future teachers to enhance their resilience (Mansfield *et.al.* 2016: 82). Future teachers are expected to develop skills such as self-awareness so that they can facilitate learning effectively and help their learners and other teachers. Self-awareness entails recognising one's emotions, knowing oneself, self-worth as well as applying reflective practices.

2.3.5.2. Adaptability

Adaptability refers to one's ability to become flexible and inventive in order to cope with adverse environment as well as adjusting oneself to fit into fluctuating circumstances (Taormina 2015:27). Sagone and De Caroli (2016:141) describe adaptability as when people are able to deal with consequences of their actions and can change their behaviour so as to match the situation. Positive adaptation refers to adjustment that is much better than what would have been anticipated under an adverse situation.

Luthar (2003:13) showed human adaptation systems as protective factors necessary in the contexts of risk. She consequently provided three categories of human attributes and their environment which are associated with resilience hence successful adaptation. The first one is individual differences. These are cognitive abilities such as IQ scores, attentional skills and executive functioning skills. Self-perceptions of competence, worth and confidence that include self-efficacy and self-esteem. Positive outlook of life

encompassing hopefulness, belief that life has meaning and faith. The second category is relationships. they include quality parenting that encompass warmth, structure and monitoring as well as expectations. Close relations with competent adults such as parents, relatives and mentors. Connections to prosocial and rule abiding peers such as older children. The last category is community resource and opportunities such as good school. Connections to prosocial organizations such as clubs or religious groups. Neighbourhood quality such as public safety, collective supervision, libraries and recreational centres. Quality of social services and health care.

There is a special connection between people and the environment that leads to their interaction. The teacher engrosses in particular adaptive coping conduct to mediate the impact of the particular stressor (Ebersohn 2014:5). Skinner & Zimmer-Gembeck (2007:4) show that adaptive coping behaviour comprises *personality qualities, attained skills* as well as using external or *existing protective resources* in a wise manner, to cope *in adverse situation*. Adaptive coping behaviour may imply usage of resources in a way that will sustain oneself. For instance, in the process of adaptation, teachers may use their advocacy ability (which is *trait resilience or personality qualities*) to request social support from other teachers (the peers) the school head teacher and resource person through Ministry of education (which are the external or *existing protective resources*) for in-service training opportunities or workshops (which is *attained skill*) in their school because of curriculum change (which is the *risk factor or adverse situation*) (Ebersohn 2014:5). Other neighbouring schools could also engage in the workshop provided by the Ministry of education to help in changing their environment to be conducive.

Adaptability is, in this manner, an essential factor of resilience needed by teachers to change their environment to suit their needs in the demanding work situation in the rural and remote areas of Lesotho.

2.3.5.3. Significant risk and adversity (threat)

There is consensus among different disciplines about existence of resilience despite their differences in defining the concept (Gu & Day 2014:11; Mandie 2015: 27). There are shared core concern across the disciplines which propose that resilience presupposes the existence of threat to the “status quo”. The term threat is used interchangeably with the term “at-risk” which is borrowed from the field of medicine (Gafoor and Kottalil 2011:4).

However, Rutter (2012:341) points out that the general findings of huge ‘heterogeneity’ in outcomes after all forms of evidence, revealed that occasionally when people experience adversity, they may become stronger and resistant to later stress. He called that a ‘steeling effect’. Consequently, we should depend on an instinct person response to risk than to assume that results can be considered in terms of positive and

negative influences. We do not have to believe that most people will be affected in the similar manner and the similar extent.

Learners experience risks like academic problems due to personal, family and school factors. Luthar, Crossman and Small (2015:3) say that high danger circumstance is one that brings high chances for measured disturbance in critical ranges. Their example of a threat was being exposed to maternal depression or community violence. That constitutes high risk because children facing such manifest considerably more disturbances than those who do not. However, Ungar (2004:340) discovered through his longitudinal studies, that better, parenting progresses as well as safer communities could reduce amount of risk of that nature.

Most theorists have reached consensus in regard to risk factors. Ungar (2004: 347) revealed risk factors to have accumulative effect. Rutter (2012:342) too confirmed that there was a big chance of going through a psychiatric disorder with a bigger number of risks (1% for a single risk and 21% for numerous risks). Cicchetti & Garmezy (1993:501) likewise discovered that risk factors seem to have accumulative effect. They reduced quality of commitment and increased disorderliness.

There is no single risk that account for poor developmental outcomes such as depression, suicide, substance abuse, legal problems, poverty and so on. Rather, protective factors interrelate with risk factors to decrease the possibility for negative results. Individual qualities together with environmental characteristics target specific risks hence, better considered of as processor instruments for growth (Ungar 2004:348).

In the case of the teaching profession, teachers are faced with risks such as provision of quality education, which Edwards (2016:1) recognised as a challenge facing many schools in South-Africa. Little training given to teachers to implement curriculum. Consequently, mental wellbeing of these teachers may be affected (Seibert *et. al.* (2016:251). Teachers may become incompetent and fail to deliver content in an effective manner. This has a potential to challenge the teachers' domain of self-efficacy such as self-esteem (London 1983: 621). Such teachers are likely to experience low career resilience, hence need support from their peer teachers and from their leaders to reduce the amount of risk (cf. 2.2.2.3).

Simic, Puric and Stancic (2018:20) indicated that environmental threats impacting negatively on quality of education include conditions of service. They provided examples of poor salaries, inadequate incentives and inadequate leave conditions as condition of service threats. Working conditions are threats that challenge teacher resilience. There are challenges such as insufficient classrooms, broken windows, and restricted access to resources such as technology, libraries and books (Edwards 2016:13). Curriculum

policy becomes one of the major threats when teachers have not been trained adequately to enhance its proper implementation (Adu and Ngibe (2014:984).

Some of the risks impacting negatively on teachers in Lesotho include equity as regards to resource allocation. An introduction of Free Primary Education in 1999 led to massive enrolment of learners. As a result, there was shortage of teaching and learning materials as a result quality education was compromised (Ministry of Education 2005). Majorele (2012:38) claim that many parents lost their responsibilities when they were supposed to support their children with financial resources since free primary policy was put into action. Classrooms became overcrowded, over age learners misbehave and become unruly. He further showed that teachers are either affected or infected with HIV/AIDS and do not attend school properly. More of these risks were dealt with in detail on section 2.4.2.

2.3.5.4. Protective factors

Protective factors and processes that predict positive results during harsh times (Gafoor and Kottalil 2011:5). Protective factors are genuine foundations of resilience. Personal or individual strengths combine with ecological resources in complex ways and result in resilient outcomes (Rojas 2015:66).

Kumari and Vishwavidyalaya (2014:129) have categorised protective factors into three groups which are individual, family and community. The personal factors depict the inner strengths of an individual where individual interaction with social resources allows positive adaptation under adverse situation. They include personal characteristics like problem solving skills, positive self-concept, high intelligence and self-confidence, and so on. Family factors include care and support, encouragement, high expectations and sense of responsibility. Family can support one emotionally, financially and morally. Community indicates external support.

2.3.5.5. Resilience is not a quality that is innate but learned and acquired

Resilience is not an innate individual trait and it develops over time (Sikorska 2014:97). Resilience is not associated with individual psychological traits or a powerful functioning of some kind. It is relatively normal adaptation given the correct resources (Mandie 2015:5). It cannot be recognised as a static quality of an individual. Those people doing well under adverse situation may react differently to other types of adversity when the circumstances are not similar (Infurna and Luthar 2018:32). There is an alteration of resilience, should situations differ. (Sikorska 2014:97).

Resilience can be encouraged, cultivated and improved (Gu 2014:11). It is a dynamic process within social structures of interrelations. It is influenced by the interaction between the individual and the environment.

Ungar (2004:342) indicated that it is not a reserved quality for an ‘extraordinary few’ but can be learned and attained by “ordinary many’. When children intermingle with people from their nearest environment, resilience is developed. It also develops when they resolve difficulties and overcome problems through constructive experiences (Sikorska 2014:97).

2.3.5.6. The personal characteristic and competencies

When teachers are able to maintain their equilibrium and a sense of commitment, they are able to face challenges in their teaching profession (Gu 2014:12). Sagone & De Caroli (2016:142), suggest the following personal characteristic that moderate the negative effects of stress and promote adaptation in their definition of resilience. Equanimity is the balance perspective of an individual life and experience. Perseverance is persistence regardless of trying situations as well as determination to keep fighting so as to build an individual’s life. Self-reliance is when an individual is able to see his strong point and the weaknesses he possesses. Meaningfulness purports an individual’s comprehension that that life has purpose and the approximations of an individual’s input. Existential aloneness implies realisation that the path of every individual is special.

Talking about competencies and positive influence of the social environment in which an individual lives or works in, Infurna & Luthar (2018:32) indicate that an individual becomes resilient provided he has a dependable social support, where there is no hostility or anger and maltreatment. Luthar & Eisenberg (2017:3) show the importance of supportive relationships by indicating that the crucial support is outlined in at least five occasions; psychological in articles for single mothers, emotional in articles for single mothers, mothers under depression, those in maltreatment danger and on early childhood interventions for children in social economic problems. Luthar *et.al.* (2015) purport that backers stressed the necessity of ensuring continuous nurture and support for mothers by social, relational therapeutic methodologies, as well as reinforcement of close systems with those in their daily life.

Again self-regulation factors as well as coping skills should be nurtured among parents and children (Luthar & Eisenberg 2017:5). The authors also show that self-regulation ability is the foundation, or forms various aspects of responses related to disturbance and fine-tuning, which include expressing anger and unacceptable emotions, and depressive rumination on one end; to social competence, personality resilience, good quality relationships with caregivers and success in, and comfort at, schooling, on the other end. When parents are well-regulated, it is quite possible for them to use supportive not punitive parenting techniques.

2.3.5.7. Positive adaptation

Tappet *et al.* (2015:775) shows that resilience is seen when there is *competence*. They refer to an individual, group or social structure's ability to adapt positively and meet contextual, developmental and cultural expectation *competence*. This means that positive adaptation can be named competence in accordance to Tappet *et.al.* (2015). They further indicate that positive adaptation occurs regardless of adversity that occurred before, or even when undergoing an adverse situation.

Moreover, positive adaptation means well refinement compared to what would be anticipated when one experiences an adverse situation (Luther *et al.* 2015:4). The response should be a positive one to the situation of extensive danger (Gu 2014:11). Consequently, resilience does not only depend on the surrounding an individual is within. Resilience also depends on an individual's development. This is because human development is an on-going process in which people have the ability of constructing their own lives (Luisa 2015:66).

There is a greater chance of undesirable results occurring during an interaction of human development and their surroundings. These undesirable outcomes are termed risks. Resilience therefore, has risk factors. However, there are protective factors which are concerned with the quality of person, contexts, or their interaction that forecasts desirable results. (Luisa 2015:66). An individual's personal characteristics as well as the environmental characteristics experienced by an individual are the two protective factors that assist people survive a distraction with resilience. Both personal characteristics and environmental characteristics encourage positive adaptation.

All in all, in this section we discussed the seven factors of resilience. Self-efficacy was the first factor of resilience that teachers could employ. Self-efficacy was defined as a belief in one's abilities to arrange and implement behaviours needed to produce given accomplishments (Gonzales-Dehass and Willems 2013:244). Support systems as the second factor of resilience was also dealt with. It included personal and contextual resources, environmental factors together with certain strategies to enhance resilience outcomes (Mansfield *et.al.* 2016:76). We also discussed adaptability which refers to one's ability to become flexible and inventive, in order to cope with an adverse environment as well as adjust oneself to fluctuating circumstances (Taormina 2015:27). We further discussed significant adversity (threat) as the factor that manifests the presence of resilience. The study noted protective factors which Gafoor and Kottalil (2011:5) described as characteristics of individual groups that can be measured on their situation, that predict positive result during harsh times.

The other factor denoting that resilience is not a quality that is innate, but is learned and acquired was discussed. It develops over time (Sikorska 2014:97). characteristic and competencies of individuals were also dealt with. In their definition of resilience, Sagone & De Caroli (2016:142), noted the following personal characteristics that moderate the negative effects of stress and promote adaptation: self-reliance, perseverance, meaningfulness and existential aloneness.

The last factor discussed was positive adaptation. Resilience encompasses positive adaptation in which a person under adverse situations shows sound refinement. This cannot be expected when a person is under difficult situation, but that is the case with positive adaptation. One becomes positive and produces positive outcomes under adversity assisted by both the personal characteristics and environmental characteristics (Luisa 2015:66).

The researcher found these factors important in building teacher professional resilience. Teachers can use them to survive through their professional hardships. Their usage can enhance teacher effectiveness regardless of the challenges they are faced with in their teaching profession. These factors of resilience play a vital role in the success of this study.

2.3.6. Resilience in education

Resilience is recognised by its value throughout the world. Different studies were undertaken in relation to resilience, to address ambiguity worldwide. Resilience has been used to help manage uncertain and difficult circumstances (Welsh, 2014:15). Education is no exception. This section is intended to show how resilience has been used to address different educational issues. Resilience has been used to understand and explain teacher retention, to discuss ways to strengthen resilience of teachers, to build resilience frameworks for teachers, as well as assisting them to recognise the importance of being resilient at the workplace. These values are addressed below.

2.3.6.1. Resilience and teacher retention.

Retention seems to be one of the major problems in the teaching profession. Teachers seem to leave the teaching profession in the first 5 years of their teaching. Substantial number of teachers resign from this profession (Yiu & Saner 2014:1; Gu & Day 2013:24; Johnson et al. 2015). In the studies performed in both Canada and Australia, the major reason discovered for the turnover was stress and burnout. Many teachers also reported that full time teaching was demanding. They also needed to deal with parents and colleagues' relationships. Familiarising themselves with the school culture was also trying. There was also a clash between in-service teaching and pre-service teaching. All these brought cognitive confusion to them.

(Buchanan, Prescott, Schuck, Aubusson & Burke 2013). Many schools lost talented teachers because of reasons like these and many others.

It is through resilience that studies of this nature were conducted. When problems were revealed why teachers left their profession, it became easy to develop strategies that dealt with those problems. This was evident in Hewitt, Buxton and Thomas (2017:22) in their research where they called teachers to the ‘Dramatherapy’ workshop aimed at supporting them to develop self-efficacy and emotional resilience. This workshop was meant to help teachers to do their work effectively. It was also meant to improve teacher retention. This workshop could be used as one of the strategies of solving the problem of retention of teachers. Education stakeholders can use research like this one and many more to solve problems related to teacher retention.

2.3.6.2. Strengthening teachers’ resilience

There is a need to strengthen resilience in educators in order to assist them to adapt to everyday professional challenges (Schelvis, Zwetsloot, Bos, & Wiezer 2014). The authors carried out a study meant to explore the relevance, meaning and perspective of teacher, team and school resilience. They explored whether those three concepts offered new and promising perspectives on persistent problems in the educational sector. They also wanted to explore how resilience on individual, team and school level could potentially be strengthened. They purported that there are four abilities that seem important for the process of developing resilience. These abilities were; anticipation, monitoring, responding and learning. They found the need to discuss and describe them at individual, team and school level. They made use of practical examples based on stakeholders’ experiences.

Mansfield et al. (2012:361) conducted another study aimed at finding out factors influencing teachers’ capacity to be resilient. They presupposed that the nature of resilience in teachers was influenced by workplace and personal factors. The nature of resilience is also influenced by teachers’ emotional and cognitive ability to manage them. Resilience involves teacher’s everyday ability to manage problems of teaching. The nature and sustainability of resilience is not something teacher is born with. It is something that is influenced by the strength of trust in the multi-layered relationships.

2.3.6.3. Building frameworks for teacher resilience

Frameworks for teacher resilience were proposed to help teachers to persevere in adversity. A study by Mansfield *et. al.* (2016) was conducted to propose a framework for building resilience in teacher education. It was aimed at finding out the factors that should be addressed in teacher education to support development

of resilience in teachers. Personal resources and contextual resources were observed as contributing towards resilience outcomes. Strategies such as problem solving, strategies that assist in well-being, and those that assist in promoting positive emotions, were also identified as contributing to outcomes of resilience. Many of these can be developed.

Mansfield *et. al.* (2016) proposed a framework for building resilience in teacher education. They believe that it is essential to find data pertaining to the importance of resilience in teachers. It is also important to find out the factors identified for teachers to be resilient, and draw together the implications for teacher resilience. Among factors identified as important are personal resources which are under two themes; inner drive and efficacy. Inner drive is intrinsic motivation. Efficacy was identified as the most dominant. Contextual resources were also seen as essential. Mansfield *et. al.* (2016) pointed to relationships within and outside the work area as the most important factor under contextual resources. Research revealed three important relationships which are the relationships with colleagues, students and with leaders. However, these sets of relationships are surrounded by mutual trust. Relationships with leaders seems to be the most crucial. It was said to be most important, especially for newly recruited teachers. Meinster and Ahrens (2011), in Mansfield *et. al.* (2016), established that for their expert teachers to be inspired and enthusiastic, and grow as professionals, leaders have to recognise their strengths and give them autonomy and support.

These studies of resilience could be used in several ways in order to help relevant stakeholders in education. Both newly recruited teachers as well as practising teachers could refer to the proposed frameworks when they encounter problems in their field of teaching, so as to draw inspiration. Those responsible for curriculum and policy making could refer to them. They can find out ways of retaining teachers in their profession. The Ministry as well as the school managers could refer to them for ways in which teacher resilience can be improved. In this manner, quality education can be enriched.

2.4. Related literature on teacher professional resilience

Professionalism as a word, originates from Latin ‘*professio*’ or public declaration (Mueller 2015: 2). It is a calling that needs particular knowledge. There is usually a long and serious preparation. The preparation normally encompasses instruction in skills and methods as well as in the scientific, historical or scholarly principles underlying such skills and methods Professionalism is about maintaining, by force of organization or concentrated opinion, high standards of achievement and conduct. He further indicated that professionalism is also about committing members to sustained study and a kind of work which has, for its key purpose, some interpretation of a public service. Brennan (2016:64) shows that formal professionalism

encompasses trust. He describes professionalism as bringing about trust by doing the correct things, for the correct motives. It is also bringing about trust by doing everything correctly and at the time expected.

Teacher professionalism was regarded by Wardayo, Herdiani and Sulikah (2017: 90) as how teachers themselves think about their profession, their reasons for being professional, as well as how they conduct themselves. It also includes how they apply knowledge and skills and practices in line with their profession, and the processes that make them effective teachers (OECD 2016). Teaching as a professional practice is regarded as a collection of mottled actions that address a shared effort, with action based on shared knowledge, skills and ways of thinking that may be taught and learned (Rusznyak 2018:1). It includes professional knowledge which is vital to act in the best interests of learners and their well-being. It also includes moral knowledge necessary to maintain the ethical occupational standing, which is the knowledge used by teachers to transform their subject knowledge into suitable depictions that diverse learner will comprehend (Rusznyak 2018:2).

Teacher professional resilience can also be described as the matter of “quality retention” in which teachers who are committed, engaged and motivated, are involved (Mansfield *et. al.* 2016:4). They are retained irrespective of the phase of profession they are within. They keep on developing professionally and make most of their teaching ability to give high standard of teaching. Howard and Johnson (2004:399) described resilient teachers as teachers that can thrive in adverse situations. They are skilled in management of behaviour, are able to confine bad emotions and provide attention on good ones. They experience a sense of pride and accomplishment, as well as amplified commitment to their school and profession. According to Mansfield *et. al.* (2012:361), resilient teachers are those that produce desirable results regardless of challenges they encounter in their profession. They show signs of commitment, growth, well-being and ‘a strong sense of vocation, self-efficacy and motivation to teach.’ Teacher professional resilience involves the ability to adjust to various work situations and increase one’s competence within adverse conditions.

Beltman *et al.* (2015) associate teacher professional resilience with teachers’ education. They purported that teachers maximise their ability to deliver quality education regardless of career stage. They believe that when teachers are skilled or have better credentials; they are in a position to handle challenges that may arise in their profession. The challenges can be external such as learners’ bad behaviours, or internal challenges such as their emotions and wellbeing.

When professionals engage in their new careers, there is emphasis on professional roles that involve learning new tasks, new responsibilities and meeting new accountability, standards and expectations

(Zukas 2011). This bring brings stress to these professionals. It can impact on the way professionals perceive work in the future. It also has potential of affecting professional retention. Thus, Johnson *et. al.* (2014: 530) showed that in order to improve teacher professional resilience of teachers in their careers, there is need to move away from emphasis on those roles which are ‘transition traumas’ and focus on a new approach of social theory that is contextualized. It has potential to open up the field of research into professional lives of teachers and can produce new insight into social, cultural and political dynamics at work, within and beyond schools (Johnson *et. al.* 2014: 531). Consequently, they recognize teacher professional resilience as an ability of the teacher to navigate through personal and ecological resources to improve their environment. They perceive teacher professional resilience as the notion constituted by social and ecological factors. This was in line with Unger (2011).

Nurwidodo, Hussamahm, Rahardjanto & Mas’odi Mufrihah (2017:46) conducted a study where they wanted to describe teacher resilience of teachers from one of the remote schools at small Pagerungan Island. This school had limited resources and minimal attention to the government. They discovered resilience to depend on an individual teacher through creation of conditions of self and supportive environment as Rutter (1987: 317) indicated. The study revealed that level of education teachers possessed also contributed to their being resilient. Experience and awards from policy makers was also found to be associated with teacher resilience (Nurwidodo *et. al.* 2017:54). The other part of their resilience was recognised through their enthusiasm to persevere and their flexibility in the face of problems or trials and high self-assurance of teachers to thrive in the future. The spirit of ‘us’ that considers a teacher as part of the school vision and mission was seen as another factor that developed teachers’ resilience.

After several studies on teacher resilience from different parts of South Africa, Ebersohn (2014:4) purported that teachers who do not leave their profession in South Africa seemed to have ability to adopt to problems associated with poverty. He discovered that teacher resilience could be a combination of personal trait, developmental processes as well as learnt skills (Ebersohn 2014:6). From these long term studies, he showed that teachers demonstrated adaptive coping behaviour. They interconnected the personal traits with the skills they possessed and wisely used prevailing protective resources from the immediate environment in a sustainable way to overcome challenges (Ebersohn 2014:5). From this assertion we can realize that this view too was in line with Unger (2012) ecological perspective of resilience.

From career resilience perspective, teacher resilience is associated with work engagement and job satisfaction in teaching (Gu & Day 2014:14). It connects in a positive manner with the believe teachers have that their job is vocational despite teaching disadvantaged learners or teaching in adverse situation. They further showed that teacher resilience includes usage of protective factors by teachers. Support from

pupils, other teachers, management and family also included. They again showed resilience of teachers depends on how experienced a teacher is at the time of change, perceived competence and controlling of the prevailing circumstances, implication of engagement and support existence within the context of change (Gu & Day 2014: 12).

2.4.1. Benefits of having professionally resilient teachers in schools

Research nationally and internationally revealed that a high quality teaching profession play an essential role in raising standards as well as transforming educational outcomes (Gu 2014:3). The key duty of a teacher is to create a conducive educational atmosphere where students can gain first-hand knowledge with suitable teacher support and assistance at every cognitive level (Kudryashova & Rybushkina 2016:465). They also indicate that teachers should become multi-role trainers who can involve learners in the process of knowledge acquisition and autonomous skills development. In this section, the researcher has proposed nine values of having professionally resilient teachers in schools. These benefits were elaborated below.

2.4.1.1. Being learner friendly

Liebenberg, Theron, Sanders, Munford, van Rensburg, Rothman, & Ungar (2015) considered the issue of equity for all learners irrespective of social-economic status, location, disability, ethnicity and language, as important for attaining successful learning results for all students in Australia. Resilient teachers are those who give learners all the support they need regardless of their denomination, their ability or status. All learners feel at home around such teachers. They cater for the personal and educational needs of their learners. They give care and support necessary for effective and efficient learning. They do not segregate learners. Learners come to school happy which minimises school drop-outs.

Vulnerable children do better when school professionals (especially teachers) form solid optimistic relationships with them (Liebenberg et al, 2015:3). It is important for the teacher to identify children who are in adverse situations. This can happen only when teachers develop positive relationships with the learners who are at risk. Only identifying them is not enough. Such children should be assisted accordingly by their teachers. In schools where teachers consider the needs of their learners, learners have a sense of purpose and can do well academically.

2.4.1.2. Cooperation and good interpersonal relationship

Mansfield *et. al.* (2014:4), identified positive attitude of others as well as professional development through collaboration and relationships, as factors enhancing teachers' resilience. It is valuable to have resilient teachers at school because of their cooperation in schools. They are able to work well with other teachers.

Le Cornu (2013) sees important relationships as those with learners in the classroom, with other teachers, with administration and parents, as well as outside school settings.

Teacher to teacher relationships were identified as important in building resilience of teachers (Mansfield *et.al.* 2016:81). The relationships should be daily with colleagues a teacher can rely on, and who can lift their morale on the basis of knowledge of what such a teacher is experiencing. Such relationships are essential for efficacy of a teacher. Efficacy has the potential of prompting commitment, resilience and retention (Mansfield *et. al.* 2016:81). Schools with teachers of this nature benefit because from their commitment to their work. Such schools do not have a problem of losing talented teachers who can facilitate learning effectively hence produce good results.

Teachers with these relationships are able to accept and acknowledge the ideas of other colleagues which are more tangible than theirs. They can positively accept constructive criticism. This enables them to conquer in adversity because they have an opportunity to apply the best ideas that can help learners to perform to their maximum abilities.

The best model of 'instructional excellence' is no longer one where the teacher is working alone but teachers are working together (New Teacher Centre 2013). In order to ensure that learners' performance is high, teachers should meet and discuss instructional practices and culture that promotes shared decision-making and responsibility. The meetings and the discussions will allow different views to reinforce better results. Teachers with good interpersonal relationships are sociable and free to interact with learners, other teachers and parents. They are easy to deal with. They are therefore, free to seek help where necessary, hence their resilience improves. They become more resilient as seeking help is one of the characteristics of resilient people (New Teacher Centre 2013).

Schools that have resilient teachers have teachers who get along with stakeholders like parents, or the community. For schools to be resilient, they should allow parents to assist in maintaining discipline and raising funds. Parents should also be given opportunity to exercise control in schools (Bouwer 2017). Interaction with the society builds trust and good communication between parents and teachers. Parents are free to provide help to the school when teachers are open. They can even be used as the resource people.

Teachers are expected to shape learners to fit into the society they are part of. They are expected to adjust to the changing situations in their environment, as well as respond to the challenges of the society (Barnova & Gabrhelova 2017:6). Teachers who are resilient are able to identify society expectations because they work together with the parents. Society needs children who adapt to the conditions that are permanent. Only resilient learners can achieve that through the help of their resilient teachers.

In their study, Palmieri & Palma (2017:49) observed that teachers realized the need to consider the relationship between school and family. The teachers thought that this relationship accounted for changes and therefore needed to be considered and established. This is vital because parental participation is related to improved child results, such as high academic accomplishments, less dropouts, and more optimistic students' attitude. These are the most important stakeholders that can build strong and resilient teachers. Parents are able to share ideas and give advices where necessary if the teachers are open enough to involve them in education. When the whole system works hand in hand, the stakeholders are able to face challenges together and conquer them. The support and high involvement of the community enhances school excellence (Kladifko 2013:54).

2.4.1.3. Perseverance and hope

Teacher resilience is evident in teachers' results when they do not give up. They retain their well-being, aptitude, self-efficacy, and motivation to teach (Beltman 2016:4). Such teachers fulfil their duties even under adverse circumstances. They can apply techniques they think can assist them carry on with their duties. They have hope and courage that at the end things will improve. Some may believe that they have to apply more effort in order to conquer. Others may believe that experience will help them get out of problems or will help them improve. This is evident in Buchanan's (2012) study on some newly recruited teachers, where he found that teachers who showed resilience used their personal resources to address problems they encountered in their teaching profession. They did so with the hope that things would get better once they gained experience. Resilient teachers acquire the self-reflection skill, which is very important in a teaching profession (Mansfield *et. al.* 2012). Resilient teachers are able to reflect on their teaching. By so doing, they find out where they have excelled in their teaching and carry on doing it. They are able to reflect on where they went wrong in their teaching, and improve their teaching. Self-reflection enables them to apply new methods of teaching that will help them improve. They can change strategies that did not benefit them and use the ones that will benefit them (Mansfield *et. al.* 2012). They can also change the teaching aids if they do not facilitate teaching and learning. They can use the ones that will help learning to reach home. They are also able to change and adapt their planning so as to do better the second time around.

2.4.1.4. Strong self-efficacy

Self-efficacy, according to Bandura (1997) is an effective characteristic that nurtures one's behaviour, belief and ability to organise necessary activities to realize certain acts and be successful in an organization. Resilient teachers believe in themselves. They believe they can even perform tasks that are difficult. Their confidence helps them to teach in a way that will realize learning. A teacher's high self-efficacy is essential

since it is associated with a teacher's confidence, openness to learn, as well as application of new developments or positive sense of competencies. (Kurt 2014: 286). They have a strong belief that they can conquer any challenge they face in their teaching. Intrinsic motivation acts as the driving urge to persevere because they believe they have ability to make things happen. They have no self-doubt, are firm and assertive but humble. That is why Bandura (1977) purports that efficacy determines how much effort a person exerts on certain tasks and how long they will persist when faced with obstacles.

2.4.1.5. Passion and commitment

Passion is a strong desire towards an activity that one likes and finds important, and in which one invests time and energy (Mart 2013:437). Mart (2013:437) further defines a passionate teacher as someone who loves a field of knowledge, who is sincerely motivated by world refining matters and ideas. It is when a person is interested in the dilemmas and potentials of learners he teaches on the daily basis (Mart 2013:437). Even though teaching has been seen as straining intellectually and emotionally, several teachers worldwide continue with their passion and commitment in facilitating learning effectively (Gu & Day 2014:3). Passionate teachers have a strong will for their learners to achieve set objectives. Commitment and enthusiasm are abilities that are difficult to measure, despite having been identified as directly associated with teaching and learning excellence. They play a more significant role compared to possessed credentials and experience a teacher may have in teaching (Gu & Day 2013:24).

Passionate teachers possess the knowledge of motivation of learners that enhances effective teaching and learning. They are concerned with promoting their students' intellectual and moral development (Mart 2013:438). It is important for the school to have teachers who are passionate about their work because they perform their duties well. They work hard because of their eagerness to produce desirable results despite adversity. They are time conscious and careful when performing their teaching duty. Resilient teachers are characterised by their sense of pride and accomplishment, as well as amplified commitment to their school and profession (Mansfield *et.al.* 2016:4). They are courageous and are tolerant to learners. These teachers are not lazy and perform their work effectively and efficiently. Schools that have such teachers are usually classified as effective. Commitment of teachers and passion are qualities that are not easy to measure even though they are more associated with excellence of teaching and learning than traditional ways of considering teacher qualifications and experience (Gu & Day 2013:24).

2.4.1.6. Problem solving and decision making skills

Silva (2009), in Lock (2015:2), purports that the world of work today needs people who have the following qualities; independent thinking, problem solving, and decision making. Public schools should work hard

to develop learners' thinking and reasoning skills. Problems are part of our everyday life and there is always need to solve them. When we experience problems, we have to make decisions promptly so that the problem does not aggravate and end up being unmanageable. Not many people are able to solve problems. It takes a resilient person to face a problem with ease, not give up, but take measures to find a solution for it. Problems that arise should not hinder the progress of the school.

Mansfield *et al.* (2014:21) suggest that resilience may be noticeable in decisions to change working environments, to improve personal welfare, and to sustain equilibrium and a sense of obligation and urgency. Resilient teachers are therefore, able to make prompt decisions because they can weigh problems and think of the appropriate solutions for them. Therefore, teachers that acquire problem solving and decision making skills should be called resilient teachers. They are therefore, needed in a school for it to carry on with every day work in a normal manner.

2.4.1.7. Enhancing performance in schools.

A school that has teachers who are familiar with resilience theory have potential to work hard and produce better results in the face of adversity. The research done can help them employ strategies used by other teachers who produce good results despite adversity. The researcher considers a teacher to be central in delivery of quality education. This is echoed in (Adhikary, 2018) where he observed that teachers play a prominent role in enhancing quality teaching. For teaching to occur effectively, a teacher has to be resilient enough in order to face the everyday challenges of teaching and learning with courage. (Gu & Day 2013:22). This ability will help in fulfilling the main aim of education. Again, when teachers are resilient enough, they are likely to instil resilience in their learners, and teaching and learning occurs in a smooth manner. We need more teachers who are resilient enough to conquer despite adversity.

There is concern about various problems that have negative impact on teachers and their working lives. These are problems such as the socio-economic situation and school atmosphere (Gu & Day 2013:23). Despite that, we need teachers who can think of the solutions when they are faced with challenges in their profession. We need teachers who persevere until they reach their targets and serve as role models for the young generation. At the end, teaching and learning occurs in an effective manner no matter the challenges encountered.

Looking back at the preceding section, it is clear that schools that have resilient teachers tend to benefit immensely. The researcher believes that it is important for the Ministry and schools to find ways of building resilience of teachers. Teachers who are professionally resilient do not fear challenges. They are therefore, likely to perform well even when they encounter problems. Schools that have teachers who are

professionally resilient have a strong will and implement teaching to their utmost best when schools give them support. Intelligent leaders provide programmes that enhance resilience of their educators to help them do well (Gu & Day 2013:40).

2.4.2. Challenges (risks factors) in schools that require professionally resilient teachers

There are many documented challenges that impact negatively on teacher professional resilience (Beltman, Mansfield & Price 2011). However, challenges or risks depend on the nature of threat available at that time of study. Despite that, two core threats have been identified to be common. These are personal (individual risk factors) and contextual (ecological risk factors). They show that these ecological risk factors can either be associated with context of the school or professional work challenges. These challenges require teachers who are resilient enough to survive under them (Beltman, Mansfield & Harris 2016:3). Schools aspire to hire teachers who; remain committed to their work, engage fully in it, are enthusiastic, and have sense of well-being. Such teachers are, especially needed in trying school situations. This calls for more research on teacher resilience (Beltman *et.al.* 2016:3). The challenges include provision of quality education, poor conditions of service, poor working conditions and personal challenges. All these challenges will be discussed in the paragraphs that follow.

2.4.2.1. Provision of quality education

Provision of quality education is a contextual risk factor related to professional work ((Beltman *et.al.* 2011). Studies confirm that schools all over the world aspire to offer quality education (Masci, De Witte & Agasisti 2016:3). It takes a resilient teacher to ensure that teaching and learning occurs in a way that learners will acquire quality education. Teachers are central to quality education provisioning, as shown by (Masci *et. al.* 2016:3). It is important to determine whether educators can provide relevant education that addresses the expectations and needs of the society and learners (Lauwerier and Akkaki 2015:7). This should be done to ensure that learning is achieved and that it enhances national development.

Edwards (2016:1) pointed out that among the challenges facing South Africa, is the provision of quality education. Many of the schools in South Africa, and teachers, are not well fortified to meet the challenge of quality education provision. It is necessary for schools to have teachers who are resilient enough to do whatever in their power to provide quality education. Children and teachers in rural schools of South Africa are faced with various risk factors. These factors can act as barriers to learning. Examples of these risk factors include; socioeconomic, deprivation, limited access to basic services, unemployment, crime, inaccessible and unsafe residential environments, lack of parental involvement, poor human resource development in schools, language and communication barriers and child-headed households as a result of

HIV/AIDS and other health issues (Edwards 2016:2). It becomes very difficult for teachers to teach at their best under these circumstances that threaten provision of quality education. Gu & Day (2013:22) state that for teaching to occur optimally over time, resilience is always required.

2.4.2.2. Conditions of service

These are contextual risk factors related to professional work context too (Beltman *et.al.*2011). Poor conditions of service lead to poorly motivated teachers. Simic *et.al.* (2018:20) show that motivation in the teaching profession has been identified as an essential determining factor for the teachers' success; and hence, overall success of the learners and schools. Poor motivation includes poor salaries, inadequate incentives, and unsatisfactory leave conditions. Teaching is rated as one of the least paying professions. Low pay discourages teachers, making them not to think twice about leaving the teaching profession when better opportunities arise. However, there are teachers who are never discouraged and still persist in their teaching profession. They do not run away from these challenges. They apply skills that help them conquer in adversity. These are the resilient teachers needed in schools to keep up the objective of producing desirable results.

Among the factors that affect teachers' turnover in most of the sub-Saharan Africa than in the most of the countries, is low wages. This occurs mostly in their early teaching career (Simic *et.al.* 2018:2). Education International Survey (2007), cited in Lauwerier & Akkari (2015:3) indicates that teachers' wages went down during the last two decades. Only resilient teachers who are committed to their work can stay in the profession regardless of low wages. Teachers who are not resilient enough are not passionate about their work and can quit whenever they get a better offer. This creates acute shortages as schools lose valuable talent.

Firestone (2014:2-3) indicates that incentives could be used as an approach to recruit and retain teachers in hard to staff schools. It can also be used to reward teachers working in schools which do not perform well or have marginal students. Teachers who possess skills which are in high demand such as mathematics, science and education should also be given incentives as a form of motivation to retain them. However, in most countries, the issue of teacher incentive does not exist. Where there is one, it does not cover teachers' cost of living and is not satisfactory.

When the resources are scarce and financial incentive packages are limited, qualified teachers are not attracted to teaching. They are also likely to quit teaching and go find work in other professions which can offer better incentives. Lauwerier and Akkari (2015:3) show that in most of the sub-Saharan African countries, formal incentives are not there, or they are "counterproductive". Sometimes teachers have to

wait for a long period before they can access them. Thus, this leads to frustration and provokes repatriation of highly qualified teachers to other sectors that provide better incentives. Teacher attrition in schools is, therefore, a challenge. Scarcity of qualified teachers is becoming a primary concern and an impediment in efforts to provide quality basic education (Gu 2014:5).

Teachers, like other employees, need to be formally given time to rest so that they are able to attend to their personal matters. They need to be given holidays, offs, and formal leave days that allow them to rest. The most common extrinsic motivation for teachers include holiday offerings (Simic *et.al.* 2018:2). After a long period of stressful teaching work, teachers need to rest. They need to be given time to refresh their minds. In Lesotho, there are regulations that determine leave for teachers. The Lesotho Teaching Service Department, commonly abbreviated (TSD), Regulations (2002: 28) speaks about leave for Lesotho teachers. The following are the types of leave provided for in the legal notice:

- Annual leave
- Sick leave
- confinement leave
- Study leave

A. Annual leave

TSD (2002:28), Sub section 30(1), says teachers are entitled to 30 days paid annual leave. However, 30(2) stipulates that the leave granted shall not be given every year. A teacher is entitled to this leave only during holidays. This begs the question what happens should exhaustion appear before or after vacation? It may happen that a teacher feels he needs rest due to reasons which are psychological or personal. Should this be the case, the regulations indicate that a teacher will have to carry on with his duties under those circumstances. Such a teacher is challenged and cannot perform to the maximum level. Again, the leave is not granted every year. I believe teachers like other employees are entitled to annual leave. Help Lesotho (2016:5) elucidates that civil servants are required to take a leave annually to ensure that they are physically mentally well.

B. Sick leave

A school principal may grant a teacher sick leave, on full pay, that does not exceed a maximum of three consecutive days without a doctor's certificate. This, however, can only happen once in a quarter TSD (2002:29) 32 (1). Section 32(2) stipulates that a teacher has to produce a doctor's certificate if the sick leave extends beyond the three days. On the contrary, according to Help Lesotho (2016:6), a civil servant in Lesotho is entitled to a minimum period of twelve days paid sick leave per year. Number of sick leave

days for teachers and civil servants in Lesotho are equal. However, that number is the maximum number for teachers while it is minimum for civil servants. Thus, teachers are marginalised in a way.

C. Confinement leave/ Maternity leave

TSD (2002:30) 33(1) stipulates that a teacher who is pregnant may be given maternity leave of a maximum of three months. Section 33(5) indicates that, should there be a proof by the doctor that such a teacher is not yet fit to resume work, sick leave will be granted. The sick leave will commence when the maternity leave expires. Lesotho maternal civil servants are given three months' leave too for maternity. On top of that, they are also given one-hour opportunity per day to nurse their infants should they wish to do so (Help Lesotho 2016:6). This opportunity kicks in after the expiry of the three months' maternity leave. The fathers too, who work in the civil service in Lesotho, are given five days off at full salary, at the birth of their children. Teachers are not given the above two opportunities. They are only given maternity leave. This has great potential for affecting teacher professional morale and necessitating resilience.

D. Study leave

Should a teacher wish to further his studies, he has to apply for study leave six months before the commencement of such studies (TSD 2002:31) 35(1). Section 36(1c) requires a teacher applying for the study leave to hold at least a certificate of education qualification. A teacher must be in the teaching profession for a period of at least two years. The regulations further put two more requirements; the first being that a teacher wishing to apply to further his education must have performed satisfactory for a period of at least three years. The second is that a teacher must not be above the age of fifty (although it does not indicate whether this is at the time of application or commencement of studies). This is in contrast to any other civil servants in Lesotho who qualify to apply for study leave after serving for more than one year only (Help Lesotho 2016:7). Clearly there is discrimination here. Having to wait for such a long period could stress teachers if they want to further their studies. Indeed, resilience of teachers is tested during throughout this waiting period. However, teachers still further their studies regardless of the situation. These are resilient teachers who do not give up regardless of serving under these trying working conditions.

Resilient teachers are highly motivated. They work hard despite experiencing adversity due to the undesirable conditions of services mentioned above. They can still produce good results. This is because they are passionate and committed to the schools they work in. They need to see the success of their school despite adversity. This is indicated by Gu & Day (2014:3) who say that, regardless of the strain teachers experience intellectually and emotionally, many of them persevere and have passion and commitment to maximise teaching and learning. Resilient teachers are therefore needed to conquer situations they work

within are not desirable. Learners depend on teachers for their success regardless of the challenges teachers undergo within.

2.4.2.3. Working conditions

There are situations which make it difficult for teachers to cope in their working environment. These situations can threaten resilience of teachers (Mansfield *et.al.* 2011). Few of those conditions include inadequate resources, unsatisfactory classrooms, lack of parental involvement, school location, long distances to school, shortage of staff, school culture, ill-discipline, bad management, lack of administrative support and poor decision making. These conditions are contextual threats that are related to school context challenge (Mansfield *et.al.* 2011).

There is a problem of inadequate resources that constrains learning in most of the deprived schools. It becomes a challenge when teachers are supposed to facilitate learning in such schools. Edwards (2016:13) listed insufficient classrooms; broken windows; and restricted access to resources such as information technology, libraries and books, and specialised science laboratory equipment, as the barriers of learning in rural schools. Such schools are considered as high risk and highly in need of inhibited resources. Teachers find it difficult to teach effectively while the resources are scarce or unavailable.

Most of the people found in the rural areas are not educated. They may consider school as not that important. For those who may value school, they may not be able to assist their children with school work because they may not have requisite knowledge. Depending on their attitude towards education, parents may be difficult to deal with (Mansfield *et al.* 2014:4). There may also be reduced parental involvement in children's education. Lack of parental support and involvement may make it difficult for teachers to do their work effectively. Teachers need parents to be resource people and to give support whenever necessary (Cefai & Cavioni 2014). In their research, the authors found that the whole school stressed the importance of a caring professional community in supporting pupils' and teachers' wellbeing and resilience.

Gu & Day (2013: 23) submit that among factors affecting teachers and their working conditions are policy, socio-economic status, location and environment. Some schools are located in the rural areas and remote areas which are sometimes difficult to reach. Teachers have to travel long distances to reach such schools. They come to school already exhausted. This makes it difficult for such teachers to deliver their teaching in an effective manner. Amin (2014:298) points out that a teacher coming to school already exhausted because of long and exhausting walk to school is likely not to do well at school. This can affect the well-being of such a teacher. Lack of physical well-being, emotional well-being, intellectual well-being, and spiritual well-being of a teacher leads to burnout. Burnout is a "pathogenic condition residing within

individuals and predisposing them to undue stress and resulting breakdown” (Holmes 2005 cited by Amin 2014:298).

Shortage of staff is a major challenge in some schools. The shortage is recognised in schools which are in the rural areas and are difficult to reach. UNESCO (2015) shows that, in Mexico, experienced teachers are more likely to choose to teach in schools situated in urban places than in rural places, as well as municipalities which are much richer. They leave positions in rural and remote areas for new teachers who are inexperienced. There is also high demand for teachers teaching Science, Mathematics and Technology and Engineering subjects in most schools (Dee & Goldhaber 2017:5). In Lesotho, teachers in the rural and remote areas are obliged to teach multi-grades; hence, teachers’ performance deteriorates. This causes exhaustion since teachers prepare for and teach several classes. They find themselves standing all day and that causes exhaustion, and consequently, poor performance (Selepe 2016:18). There is even a problem of insufficient classrooms to accommodate all grades. Teachers make a resolution of teaching multi-grades in one big hall or a church. Grades take turns to use facilities like accessing a chalkboard or benches to sit on. It takes resilient teachers to function in such environments to ensure teaching and learning occurs effectively.

UNESCO (2015:20) also reports a study conducted by Ingersol et al. (2014:30), which purports that high attrition rate was recognised among novice teachers, regardless of their ethnicity and race. There was 41% of newly recruited teachers who left teaching within the first 5 years of their teaching. There was also 45 % of those who left at the end of 2007 to 2008 because of reasons like poor salaries, shortage of classroom resources, misbehaviour of learners, unaccountability, limited opportunity for development, little or no input into decision making and poor school leadership. Therefore, poor working conditions contribute to shortage of teachers. However, some teachers still remain regardless of these unpleasant situations. This is the role played by teachers’ resilience.

School culture plays a vital role in how people do things. It shapes their thinking and controls how they feel (Keawkhong 2014:13). School culture can become a problem that requires teachers who are resilient enough to cope with, if it is not shaped in a positive manner. When the school culture is not conducive, teachers may not facilitate learning in an effective way. Nzisa (2014:1), said an organizational culture; for instance, the way communication is build, and identity perception of employees within the school, influences their commitment to their job. This is measured by the performance of the school. Mokoqo (2013:1) indicated there was poor performance of schools in the time of study. This was due to the culture of teaching and learning. He gave an example with one of the ditrict in Lesotho, Mohale’s Hoek. Only one school could have 97% pass rate for five consecutive years (2002-2006). The rest of the eleven school were

either showing fluctuating results while the others seemed to go down up to below 30% pass rate (Mokoqo 2013:2). He therefore, realized that Lesotho schools needed to be led by principals who can cooperate and provide motivation to others for them to work effectively. This was revealed from the study he conducted about the influence of educational leaders' practices culture. He was exploring how leaders influence academic performance. He asserted that principals have potential to create inviting culture of teaching and learning that can enhance positive academic performance.

In some schools, learners suffer from ill-discipline. When learners portray bad behaviour, it becomes difficult for teachers to control them. Day and Gu (2013:23) show that almost 40% of one thousand teachers interviewed in England survey considered leaving teaching because of troublesome learners. More than a fifth indicated that, that resulted in mental health problems development. Teaching and learning is compromised should this be the case. It takes only resilient teachers to deal with learners with unacceptable behaviours. Those who are not resilient may act emotionally and aggravate the situation.

Student misbehaviour is regarded among many of the reasons why many teachers leave the teaching profession in the United States of America (Auguste et al. 2010; Ingersoll et al. 2014; cited in UNESCO 2017). Schools with learners with bad behaviour may be faced with the challenge of retaining teachers, and end up having teachers who are less experienced (Beltman et al. 2016). This can contribute to poor academic results at the schools. Despite that, there are schools that still do well and are able to manage bad behaviour of learners. There are schools with resilient teachers who are willing to change things for the better.

Empirical studies have identified management style where autonomy is practiced, with accountability seeming to enhance better learners' performance; hence teachers' resilience. (Masci *et.al.* 2016:7). Management style had an impact on teachers' high performance. Where teachers were dominant, they were most active in implementing instructional and administrative policies than where management was dominant, or where teachers and management worked together. This shows that teachers become more resilient when their autonomy is not compromised in schools. Leaders who are too rigid and do not give teachers a chance to show their abilities demoralise and demotivate them. Everybody needs recognition when he has done something good. Day & Gu (2014) recognise the importance of leadership in building teacher resilience. They believe leaders should provide autonomy to teachers so that they can be enthusiastic and persistent. Teachers should be recognised and acknowledged for them to develop resilience significant in their profession.

2.4.2.4. Personal challenges (individual risk factors)

Some of the personal challenges in schools that require resilient teachers include teachers' personal traits and teachers' incompetence. Mansfield, Beltman & Price (2014:3) identified reluctance of teachers to ask for assistance from others as a personal trait that required teachers to be resilient. This may happen because of the teacher's shyness. A teacher may find it difficult to seek help because he is not a sociable person or he is new to the school and has not yet adapted to the school. They also identify personal challenges such as low level of self-efficacy, concerns about content knowledge or job security, as well as poor social and emotional competence which may make it difficult to get along with learners. It may also make it difficult to manage unacceptable behaviour in the classroom.

According to recent studies, teachers without proper qualifications are found in schools that are underprivileged (Edwards 2017:41). Teachers who are least qualified and those who are poorly prepared are usually found in rural schools (Darling-Hammond 2003; Huysman 2008 in Edwards 2017:42). However, some teachers still remain in underprivileged schools and are willing to make changes where they are. Studies have shown that schools in the rural areas in Lesotho contain less-experienced teachers who are incompetent in content delivery (Hunter & Molapo 2014: 310). They exhibited that in 2011, 51% of teachers in rural areas were not qualified. They also indicated that rural schools do not attract quality teachers and administration is incompetent. These issues therefore, impact negatively on recruitment and retention of quality teachers in the rural and remote schools of Lesotho (Hunter & Molapo 2014:319).

HIV/AIDS was recognized as the challenge affecting teachers in Lesotho (Wood *et. al.*2011:429) showed that the increasing number of children who were either affected or infected by HIV/AIDS made it difficult for teachers to cope. They were severely challenged by the need to provide care and support to orphans and vulnerable children as these learners have extra needs above the need to be educated in specific learning materials. Thus, teachers' resilience needed to be developed to deal with challenges effectively.

2.4.2.5. Curriculum and policy change

Continuous curriculum change affects the lives, relationships and working patterns of teachers (Adu & Ngibe 2014:984). The authors indicated that sometimes less training is done and teachers find it difficult to implement changes because they have not understood them due to little training. The change causes teachers to struggle to reach anticipated learner performance up to a certain period of time until teachers grasp it. That change becomes a challenge in schools.

Proper on-going curriculum change is evident in Republic of South Africa. Since 1984, striking changes brought by Department of Education are Outcome Based Education (OBE), Curriculum 2005, Revised National Statement, National Curriculum Statement and Curriculum and Assessment Policy Statement (CAPS) (Maimela 2015:5). Teachers are expected to implement these changes which are naturally not easy to manage. It is much work for them.

Selepe (2016) provided another case where curriculum change is a problem facing teachers. He provides an example of the new continuous assessment curriculum in Lesotho. He showed that proper training was not done to implement continuous assessment curriculum hence teachers did not understand it. Raselimo (2015:10) indicated that there may be a threat to quality education due to the fact that teachers are not able to implement the new curriculum effectively. The curriculum prescribes that learners should be attended to individually; which is a problem because of high teachers-pupil ratios. Teaching many students makes it difficult to reach every learner to monitor their progress. Again, classrooms are very small, leading to congestion.

Selepe (2016:24) again noted that teachers in Lesotho primaries are expected to teach all the subjects of the curriculum, even those they have not specialised in. This becomes a nightmare to teachers when they are to teach subjects they are incompetent to teach. He also claims that teachers do not get sufficient support from the ministry (Selepe 2016:72). The teachers showed that there were no inspections to check whether they were on the right track after training. He further showed that in some schools, teachers are supposed to teach multi grades that they are unfamiliar with. This problem is witnessed in most of the rural and remote schools which do not attract teachers, which has a negative impact to teacher professional resilience. Regardless of these problems, there teachers are still serving in these schools, showing their resilience.

Razak (2013) identifies drawbacks caused by policy changes in education in Malaysia. Several education policies were implemented by the Malaysia Ministry of Education between 1996 and 2010. The policies were meant to meet the current national and international needs of the country. Even though the policies were regarded as beneficial to the country, they were challenging for teachers. Teachers found themselves obliged to implement these obligatory new policies. At the same time, they had to concentrate on effective teaching and learning. This became challenging, and teachers needed to be resilient enough to balance the two. This could influence the nature and quality of teachers' practice. The challenges of newly recruited teachers in Australia was that of national reforms such as new national Australian curriculum (Australian Curriculum Assessment and reporting Authority, 2012) and Australian Professional Standard for Teachers (Australian Institute for Teaching and School Leadership, 2011). These contributed to an increasing focus on accountability and teacher excellence. Despite their importance, these reforms interrupted with proper

functioning of the teacher. They disrupted prevailing views of professionalism (Gu & Day 2007, in Mansfield *et. al.* 2014:4).

Nevertheless, many teachers thrive regardless of the challenges mentioned above. Ging (2014:3) observes that several teachers worldwide are still passionate about their teaching and have sustained their obligation to assist pupils' learning despite the internal and external factors affecting them. The researcher believes that such teachers can be regarded as resilient. They still do well even under adversity. Teachers are the main argents of education and it requires resilient teachers for schools to produce good results in the face of adversity. This justifies the researcher's exploration of resiliency of teachers in distressed schools.

2.4.3. Coping strategies employed by teachers in deprived environments

Many teachers survive adverse situations under which they work in deprived schools. These teachers employ certain strategies that help them conquer adverse conditions. Coping strategies are seen as vital in protecting teachers from undesirable effects of challenging teacher working environments (Edwards 2017:51). The research is aimed at finding out those strategies. Other teachers who experience the same problems can use the study as a tool to solve similar problems. This section, therefore, looks at strategies that could be employed by teachers at deprived schools to surmount their problems. Below are few of those recommended strategies.

2.4.3.1. Applying positive coping skills

In order to deal with a difficult situation, one has to be strong enough. One has to apply coping mechanisms that will ease the stress up. These coping skills are strategies that can be applied during stressful or traumatic situations (Cramer 2015:530). They help one to control painful or difficult emotions. They also assist in adjusting to shocking conditions, while upholding emotional well-being of the people.

Sharplin, O'Neill & Chapman (2011:140) indicate that teachers need to conquer in adverse conditions and deprived environments. Examples of constraining conditions are overcrowding, high level of crime, high level of poverty, limited resources, economic problems, and all factors that distract learners from learning effectively. The same authors show that teachers apply positive coping strategies such as assistance seeking behaviour in order to address these problems. Teachers can ask for assistance from their colleagues or superiors. Talking to people that one can trust has a potential to ease the stress, and by talking to other people, a stressed teacher can get advice on how to handle the problem at hand.

Problem-solving is another positive coping skill teachers can apply in order to conquer in adverse situations. Cramer (2015:530) indicates that the coping mechanism involves identification of a problem

that causes stress. One then can put into practice, some possible solutions for efficiently managing it. In this way, a teacher can continue facilitating teaching and learning in an effective way, since the problem would have been dealt with. This can give such a teacher a sense of urgency, pride and competence.

Use of these coping skills usually improves mental and emotional well-being (Cramer 2015:530). This indicates that teachers can keep on working hard and producing fruitful results even under adverse situations when they apply these coping skills. Liebenberg *et.al.* (2015:2) believe that a teacher should take a child as a priority in his profession. Learners' well-being should come first. Vulnerable children are the most to be cared for. Their learning is usually compromised since they are emotionally affected, which can hinder their learning. Teachers should care for such learners and make them feel at home. Teachers' positive attitude to all learners and the vulnerable learners especially, has been identified to increase the likely to engage and do well at school. This helps teachers to facilitate learning in an effective way. When learners participate and do well at school, teachers' work becomes easy. Teachers also gain a sense of satisfaction; hence, their stress level is reduced.

2.4.3.2. Improvisation

Improvisation is described as the skill of creating instructional resources from local resources typically available in the location of the school (Shehu, Umar & Babayo 2018:3, Harris & Rethans 2018). In order to cope with difficulty of resources, teachers use locally accessible resources to replace those that are not accessible. This means that they make do with what they have from their surroundings. Ebersohn (2013:98) described resilience as the result of collective effort that helps people to join their abilities to use what they possess in order to survive in a difficult situation. In order to survive in the midst of unavailable resources, teachers who are resilient do not despair and stop teaching. They find ways of using whatever is in their hands to facilitate learning in a way content that learners will grasp. Positive thinking

In a study he conducted, Ebersohn (2013:98) found that teachers teaching in deprived environments mitigated their challenges by creating good relations amongst each other. This helped them to conquer the challenges they encounter in their daily lives. When teachers are cooperative, they are able to get much needed resources in environments where resources are scarce.

Improvisation in action is given by Harris & Rethans (2018) when medical teachers facilitated learning using bodily techniques of imitation, signals and stimulation. For instance, in order to show the structure of a cervix, a closed fist was used leaving a small opening in a gynaecology examination class. A small brush was given to students who were shown how to rotate it in the small opening to show how pap smear is done. This helped the teachers to facilitate learning effectively since there was no available cervix for

demonstration. This indicated that improvisation reduces teachers stress in case of unavailable materials; hence, improves their resilience.

2.4.3.3. Collaboration

Collaboration refers to “the systematic process in which teachers work together to analyse and impact professional practice in order to improve individual and collective results” (Lock 2015:9). This is one of the best strategies that teachers in deprived schools apply in order to survive during difficult times. For instance, when there are no libraries, scarce materials, problem of technology, and many other related problems, they work together to find out which materials they can improvise with in order to enhance better teaching and learning. Teachers, who work in underprivileged environments sit, work together and plan together. They find a particular time where they can share problems they encounter in their teaching profession. They are therefore, able to assist each other and share ideas on how to tackle and overcome those problems. They are able to do their work effectively when they help each other. Collaborative teaching is seen as a way to help teachers to achieve maximum performance. Teachers’ teamwork is likely to help learners to do well academically.

Jones (2014), conducted a research of over one thousand teachers in grade 4 and 5 in New York City and the results indicated that teacher collaboration raises student achievement. He also found that learners demonstrated higher improvement in mathematics when their teachers showed that they were regularly interacting with their colleagues in relation to mathematics. Better grades were also discovered when teachers portrayed mutual trust and closeness among themselves. Collaboration allows teachers to share ideas and work together as a team. When newly recruited teachers, those who are struggling, as well as proficient teachers collaborate, their skills are strengthened (Edwards 2017:41). Consequently, this enhances the resilience of the teachers who are teaching in disadvantaged environments.

2.4.3.4. support systems

Findings show that teacher education to support teacher resilience includes personal and contextual resources together with certain strategies enhance resilience outcomes. Many of them can be developed in teacher education (Mansfield *et.al.* 2016:76). These support systems are elaborated below.

A. Personal resources

Mansfield *et.al.* (2016:81) indicate that the twelve factors recognised in personal resources were associated with two major themes of motivations and emotions. Motivation, “inner drives” or “intrinsic motivations”, was found commonly used in 26 writings as essential for resilience. They further show that efficacy was

the second most prevalent personal resource, with writings stressing how essential self-belief was, in both newly recruited teachers and the working teachers. It could be enhanced by support, as teachers run into and overcome problems they encounter in their teaching. Day (2014) points out that sense of purpose, particularly “moral purpose”, is another factor associated with motivation which could act as a cushion against breakdown. Another factor is a sense of vocation which is important for teacher quality (Cameron & Lovett 2014). Initiative in how teachers work out a sense of agency and act on trials is also a significant factor.

Personal resources related to emotions include confidence, particularly academic confidence, because it is a feature that assists school culture and resilient principals (Day 2014). Bravery or an ability to move into situations when one experiences anxiety is observed in newly recruited teachers (Le Cornu 2013:7).

B. Contextual resources

Mansfield *et.al.* (2016:81) showed that relationships are the main factor in the research on contextual resources. These relationships are important both inside and outside work settings. Firm relationships are important for improving resilience, mostly among newly recruited teachers. Psychologists maintain that handy relationships act as an essential “social glue” since they assist people to deal with reservations of their revolving world (Gu & Day 2013:36). They posited that neuroscientists assert that people are wired to attach to one another. Relational resilience is made over a network of strong and trusting relationships between teachers and leaders, teachers and teachers, and students and teachers (Le Cornu 2013:8). Mutual empowerment, development and support are at the heart of the resilience process (Day & Gu 2014:5; Gu 2014).

C. Teacher to leader relationship

The relationships between teachers and their leaders are the most commonly stated in contextual resources (Mansfield *et.al.* 2016:81). When leaders acknowledge the accomplishment of teachers and provide necessary support and inspiration to expand and develop, relationships are enriched. When teachers feel respected by their leaders, they commit to their work and feel satisfied with their work. (Cameron and Lovett 2014:154). School leaders too need personal and contextual resources to sustain their professional resilience (Day 2014). Leaders of the schools play a vital role in providing support for resilience of teachers by developing collaborative and supportive school communities. Such communities can impact positively on efficacy and satisfaction of teachers. When leaders practice democracy, teachers’ perseverance and passion is enhanced (Taylor 2013; Day & Gu 2014:5).

D. Teacher to teacher relationship

Relationships, where trustworthy colleagues are there on daily basis to boost morale, are important. This is because the colleagues have an idea what one is experiencing and can assist in lifting up the mood (Mansfield *et.al.* 2016:81). Such relationships are essential for teacher efficacy since they impact commitment, resilience and retention. Web of support is essential for early teachers working places which are remote as well as supportive peer networks may be established when they are still studying.

Pre-service teachers should be motivated to engage in professional webs when they are still studying (Gu 2014). They should also be given courage to develop collegial social networks. This will assist in preparing them when they resume their actual teaching. The results of supportive relations inculcate a sense of belonging, commitment and accountability (Mansfield *et.al.* 2016:81).

E. Teacher to learner relationship

The qualities of teacher to learner relations have been identified to predict their commitment and performance (Liebenberg *et.al.* 2015:2). The authors also show that when teachers try by all means to work cooperatively with learners from vulnerable backgrounds, the chances of learners completing high school are increased. Gu & Day (2013:29) note that they identified that many teachers investigated were committed because of a strong sense of vocation and disposition to working with learners that came from vulnerable environments. That enhanced teachers' resilience. Le Cornu (2013:2) shows that assignment of newly recruited teachers to learners is possibly seen as the most important relationship. The reason stated is that engaging with children is one thing that has attracted many people to teaching. They further show that teachers' self-worth is provoked by the kind of engagement they have with their learners, their lessons, and the response they get from these learners in relation to how they facilitate learning.

Mansfield *et. al.* (2016:83) purports that in order to create supportive relationships with learners and their families, communication skills and strategies are essential. These relationships are also important for enhancing effective engagement between the parties too. Communication skills and strategies will also help in handling challenging relations.

2.5. Conclusion

All in all, this chapter was meant to give the reader the vivid picture of the study. The three most important elements dealt with were theoretical framework of the study, literature on resilience as a phenomenon of

study and all it entails. The study lastly focused on literature on teacher professional resilience as well as its concepts.

We described theoretical framework according to Grant & Osantoo (2014:12) who indicated that theoretical framework functions as the structure and the backing or validation of the study's problem statement, purpose, importance as well as research question. Grand & Osantoo (2014:13) who defined it as the plan for the whole research survey. Eyechart in Grand and Osantoo (2014:13) who recognised theoretical framework as the organization of a research by depending on a formal theory. Lastly, we checked definition by Adom & Joe (2018:438) who defined it as the plan grounded on a prevailing theory.

We also dealt with resilience with resilience as a phenomenon. We realized that at the beginning it was connected with an individual trait (Rutter 2012). However, from the longitudinal studies conducted by different researchers, they discovered that resilience cannot be associated with individual trait alone but we have to look at the role played by the environment together with the available resources within it for resilience to occur (Mansten 2011:2; Ungar 2013:330; Malindi 2014:35; Theron 2019:330) and others. Ungar (2011:4) also added culture notion. He indicated that we should observe culture as an important aspect of resilience because positive development is embedded on it.

We lastly looked at literature on teacher professional resilience. Many researchers were explored. It was therefore, considered as how teachers themselves think about their profession (Wardayo *et. al.* 2017: 90). It also includes application of knowledge and skills and practices in line with their profession (OECD 2016; Rusznyak 2018:1) saw it as a collection of mottled actions that address a shared effort, with action based on shared knowledge. It also includes moral knowledge necessary to maintain the ethical occupational standing, which is the knowledge used by teachers to transform their subject knowledge into suitable depictions that diverse learner will comprehend (Rusznyak 2018:2). Mansfield *et. al.* (2012:4; Howard & Johnson 2004:399) considered resilient teachers as those that produce desirable results regardless of challenges they encounter in their profession. It was seen the matter of "quality retention" in which teachers who are committed, engaged and motivated, are involved (Mansfield *et. al.* 2016:4). Lastly, Beltman *et. al.* (2015) associate teacher professional resilience with teachers' education.

Chapter 3.

Research methodology

3.1. Introduction

This chapter discussed the methods used in the study in collecting rich data as well as analysing it. It looked at the aim and objectives of the study. It also focused on research design that guided the researcher in collecting data. Two methods of collecting data, which are semi-structured interviews and written narratives, are discussed. I have also shown how they have been used to collect data. The chapter further explained how sampling was done. It identified the population from which sampling was done and how that population was chosen. The researcher then discussed application of thematic analysis as the method of data analysis in this research.

I have also discussed how I have used credibility, dependability, conformability, transferability as well as authenticity to ensure trustworthiness in this research. I have also shown how ethics were considered. The issues of power relations were also dealt with.

3.2. Aim of the empirical study

The aim of the study was to explore the level of teacher professional resilience in selected rural and remote schools in Lesotho.

The primary research question was:

What is the nature of professional resilience among teachers in selected rural and remote areas in Lesotho?

The following questions were used in addressing the secondary research questions:

- What are the different factors that impact on teacher professional resilience in selected rural and remote schools in Lesotho?
- How do teachers survive and cope through teacher professional hardships in selected rural and remote schools in Lesotho?
- What strategies can be recommended to improve teacher professional resilience in selected rural and remote schools in Lesotho?

The following research objectives guided the answering of research questions:

- To conceptualise teacher professional resilience.

- To establish the different factors that impact negatively on teacher professional resilience in selected rural and remote schools in Lesotho.
- To determine ways used by teachers to survive and cope through teacher professional hardships in selected rural and remote schools in Lesotho.
- To suggest and recommend strategies that can be used to improve teacher professional in selected rural and remote schools in Lesotho resilience in schools.

3.3. Research design

3.3.1. Multiple case study design

The cases studied here were five teachers. They were drawn from two primary schools and one high school. They were teaching in the rural and remote schools in Lesotho. The cases will be discussed on 1.3.2 below on participants' selection. The researcher chose this multiple case study because the study employed qualitative enquiry, in which I was studying more than one case, so the design was an appropriate one for analysing and interpreting data (Ayuen 2015:2).

I used the design to explore a real life multiple bounded teachers from three different schools through complete, in depth data collection that involved semi-structured interview and written narratives as sources of information (Brink 2018:223). These two methods complimented each other and helped me to collect rich data. (Gustafsson 2017:3). Both of the methods allowed data replication as they were used in multiple cases to collect data. Consequently, replication assisted in ensuring credibility of this study (Anderson *et.al.* 2014:89). Through replication I was able to get different views from different participants. I was again able to compare their assertions in relation to similar information. The researcher was therefore able to check correspondence of these similar data from both instruments. This therefore, enhanced credibility which was intended to demonstrate whether the findings of the study can be trusted (Tong and Dew 2016:710).

The objective of the study was to understand the nature of professional resilience among these teacher participants in depth. Case study allowed a greater exploration of research questions as it enabled comprehension of the differences and similarities of information provided by different cases to address the main objective (Brink 2018:223; Vohra 2014:54). Multiple case study was used in this study to provide thorough description of teacher professional resilience using constructs to order the data and relate to previous literature (Brink 2018:223).

3.4. Selection of participants

3.4.1. Purposive Sampling

The researcher worked with the total of six participants. I believed that this number would allow me to go deeper into my data since it would be within my reach. These were teachers from two primary schools and one high school high. Two teachers were drawn from each school. However, one teacher from one primary school withdrew from participation. The remaining participants were five altogether I shall later describe these participants accordingly. However, I was content to settle with that number. I believed it was enough to enable me to analyse data thoroughly as it would not be too much to work with. Apparently, qualitative research uses small number of participants to allow the in depth studying and understanding of data collected (Butina 2015:190). In accordance to (Elmusharaf 2012:11), the researcher's discretion determined the sample that appeared to be appropriate to represent the population. This was consistent with Patton (2000: 245) who asserted that there are various ambiguities in qualitative research. Among the ambiguities is the absence of rules for determining the size of the sample. I was therefore responsible for determining the size considering the purpose of the study, what I wanted to know and what I thought will enhance the study credibility. "Validity meaningfulness, and insights generated from qualitative inquiry have more to do with information richness of the cases selected and the observation analytical capabilities of the researcher than the sample size' (Patton 2000:245). In regard to this, I concluded that saturation point was already reached since the themes were uncovered. There was no need to add the new sample thereof, hence freezing sample was necessary (Elmusharaf 2012:11). I therefore decided to use this number that I thought was enough to provide information-rich case. Again I used two methods of collecting data which was meant to help in gathering rich data. Consequently, I was confident as a researcher that I would still get enough data to produce quality research (Patton 2000: 245). These two methods complimented each other. They made it possible to get information that was relevant and deep enough to answer the research questions.

Purposeful sampling assisted in accessing the main participants that aided in detecting information-rich cases. that helped the comprehension of phenomenon under study (Zikmund 2000: 339; Suri 2011:66; Palinkas *et. al.* 2015:45). This qualitative research allowed the use of purposeful sampling to select my participants who could express their viewpoints in relation to the research questions and represent an inclusive variety of characteristics such as age, gender and culture (Tong & Dew 2016:711). I therefore, identified both primaries and high schools in different remote areas in Lesotho where I could find the participants that could fit into my study. I consulted Ministry of Education through its department Lesotho Examination of Lesotho for through information about these schools. They helped me to identify the

schools whose performance was 60 percent upwards for five consecutive years. The researcher then wrote the letter to the three of the identified schools' principals to ask permission to conduct a study prerequisite collecting data. The letter explained clearly the purpose of the study. It stated intensely the participants suitable for this study. They encompassed qualified teachers from different ages and sex. The researcher chose qualified teachers because the study was to test professional resilience of teachers in these areas. For teachers to participate in this study, they must have worked in these schools during the teaching of Lesotho performance assessment curriculum before 2009. This was because this curriculum could show percentage performance of schools not individual performance like the new continuous assessment.

I therefore, worked with two teachers, a male and female from one primary school. From another primary school, only one female participated because the male teacher decided to withdraw. I also worked with two male teachers from a high school. They made a total of five, three males and two females. Their age group ranged between the age of 35 to 53. They were teachers who had experience in teaching the Lesotho performance assessment curriculum. They consequently contributed to desirable outcomes of these schools. These were all qualified teachers whose qualifications ranged from diploma to honours degree. They were the best candidates because the study was to examine teacher professional resilience hence only qualified teachers had to take part in the study. These teachers all came from these hard to reach schools where access is compromised however produced desirable results. They had potential to provide rich data as the explanation of phenomenon and interpretation of facts vary according to different cultures, different groups, different sex, different experiences and so on (Hammarberg *et. al.* 2016: 499). Subsequently, all these were considered when choosing the participants in this research. I did this to enhance validity of the research.

3.4.2. Research context

The context is essential in a study as it determines the design to use (Gustafsson 2017:3). I drew participants from two primary schools and one high school. These schools were situated from three district of Lesotho. The first primary school was in the district of Maseru in the lowlands but rural and very remote area of it. The second primary school was from the Leribe district. It was situated in the foothills zone of the country. The school was in the very remote area of Leribe and very far from essential services. The last school which was the high school was from the district of Qacha's nek. It was in the highlands of Lesotho. These schools were thoroughly discussed on the next section. I chose two participants from each school. Subsequently, I was able to choose multiple case study as a design that would help me to study these cases appropriately. They each answered the semi-structured interview and wrote their narratives as data used in this study. This was done in accordance to Vohra (2014:54) who asserted that the behaviour of an instinct

person is influenced by the perception and the sense that people make their context. This enabled the comprehension of the connection between teachers' opinions of the difficulty of their environment and how they respond to it for their survival (Gustafsson 2017:3).

The schools chosen were those in the rural and remote areas. They were schools difficult to reach. Consequently, these schools had a challenge to access to infrastructure and the likes due to being situated in places that are difficult to reach. They were all good performing schools with at least 60% pass rate and above. I used their results for five consecutive years, 2013-2017 to confirm this. For primary schools, I checked their Primary Leaving Examination Results (PSLE) pass rate. For high schools I checked their Lesotho General Certificate for Secondary Education (LGCSE) results. I wanted to study teachers' behaviours in their natural settings as a qualitative researcher (Ayuen 2015:4). I attempted to make sense of, or to interpret, them in terms of meanings they brought to me as a researcher (Vohra 2014:55). The setting helped the researcher relate their behaviours to the setting. I therefore, found it necessary to understand the situations of these schools to make it possible to study teacher participants' behaviours from these schools.

3.4.2.1. School A: School background and teachers profile

School A was a primary school situated in the district of Maseru in the lowlands zone. This school was one of the hardest to reach schools. It was in a rural and a very remote area where infrastructure was a great challenge. There was no electricity and no proper road, consequently, there was hardly any public transport. There was only one minibus taxi that served the area for transport. The mode of travelling was difficult due lack of proper roads. The school was about 15 to 25km away from the main road. Most of the teachers teaching in this school were from outside the village where the school is situated. This included the chosen participants. As a result, it took them a long walk before reaching the school should it happen that they missed a taxi. There was no electricity in the school, no library and no laboratories except one old Science kit provided by the Ministry of Education. However, it is among the best performing school in the area and the schools in Lesotho. The school had obtained the following pass rates from 2013-2017: 70 %, 71%, 90%, 87% and 92% consecutively. There were two participants from the school, a male and a female teacher. They were both professional teachers.

Teacher A. profile: Teacher A was chosen to participate in this study because he was a male teacher with thirteen years' teaching experience. He was aged 38 and started teaching at the age of 28. He started teaching in this school in 2006, immediately after graduating from Lesotho College of Education. He was also the perfect candidate to participate in this study because he was a qualified teacher with a Diploma in Primary Education. He consequently contributed in production of those desirable results in this school for

the years 2013-2017. The teacher had no intention of teaching in any school other than this. He indicated that he was a die-hard of this school.

Teacher B. profile: Teacher B also fulfilled the requirements to participate in this study. She was a 53 years old female teacher with working experience of 24 years. She started teaching in one of the rural and remote schools in the highlands district called Thaba-Tseka in 1996 for 8 years. She transferred to the current school in 2003. This was her 16th year teaching in this remote school. Consequently, she too played a role in academic success of this school for those five years and had to be chosen as one of the participants. She was also a qualified teacher which made him the perfect participant. She had an Honours Degree obtained from the University of the Free State in 2013.

3.4.2.2. School B: School background and teacher profile.

This was a school situated in the highlands of Lesotho in Qacha's Nek district. It was a high school. The school was in a rural and remote area, very far from the main road making it difficult to reach the school. It was a well performing school despite being in the rural area with the following COSC results from 2013-2017: 88%,94%,94%,96% and 97% consecutively. There was a school library in the school even though the books were very old and were not enough for learners to access. I sampled two male participants who were both qualified teachers.

Teacher C: This teacher was 35 years old. He was chosen to participate in the study because he was a qualified male teacher with a degree Science in education. He had a working experience of ten years, as result he was already in this school for these years of study. He started teaching at this school in 2008. He was born in the village where this school is situated, and attended the school there.

Teacher D: He was a male teacher aged 40. It was his tenth year working at this school. He was chosen to participate in this study because he was already teaching in this school for those five years of study. He was originally from Berea district in the lowlands of Lesotho. Berea is about 380km from Qacha's Nek where he was working at that moment. When he first arrived at this school in 2009, he had no teaching credentials. However, he upgraded in 2014 and was a professional teacher with a Diploma in Science and Mathematics. This also made him to be chosen as the participant because he was then a qualified teacher. He had to move to Qacha's Nek with his family to stay in a school residence. He indicated that this was unpleasant experience. It was also costly since he had to hire a truck to carry their luggage. His four-year-old son was highly affected by the long journey that was exhausting. There were no pre-schools in this area so he did not attend school until he was six and had to go to primary school. The wife was also enormously affected by this movement since she was unable to further her studies like she wished to.

He worked at this school for three years as a substitute teacher without a grant. He earned a little money that could not fully support his family. He had a financial strain and this affected him psychologically. Despite all these, he was still able to become productive and realized his potential. He indicated that his wife's support and that of the school management kept him going. His school was still among the top 5 in the subjects he was teaching; Mathematics and Science. He consequently, contributed for the best results the school was producing.

3.4.2.3. School C: School background and teacher profile

The school was situated in the district of Butha-Buthe. Butha-Buthe is partly in the foothills zone of Lesotho. Most parts of the district are in the highlands zone of the country. This school was found at the foothills of the country but in a very remote area. It was established in 1912. It was a primary school that was among those that produce the best results in the district and in Lesotho in general. The pass rate of this school was 100% for those five consecutive years. It was a church school.

Teacher E: This teacher was a female at the age of 42. She started teaching at this school in 1999 after completing her Primary Teachers Certificate at the Lesotho College of Education. She was therefore a qualified teacher suitable for participating in this study. By the time of the study, it was her 20th year teaching at this school. She furthered her studies at the University of Free State in 2013 where she obtained her B.Ed. degree. She was now a deputy principal and indicated that she had no desire to teach at any school because this is where she felt at home. The teacher was also one of the teachers who taught in this school in the years when the study was undertaken. She therefore had contributed to the desirable results of this school in the years of interest.

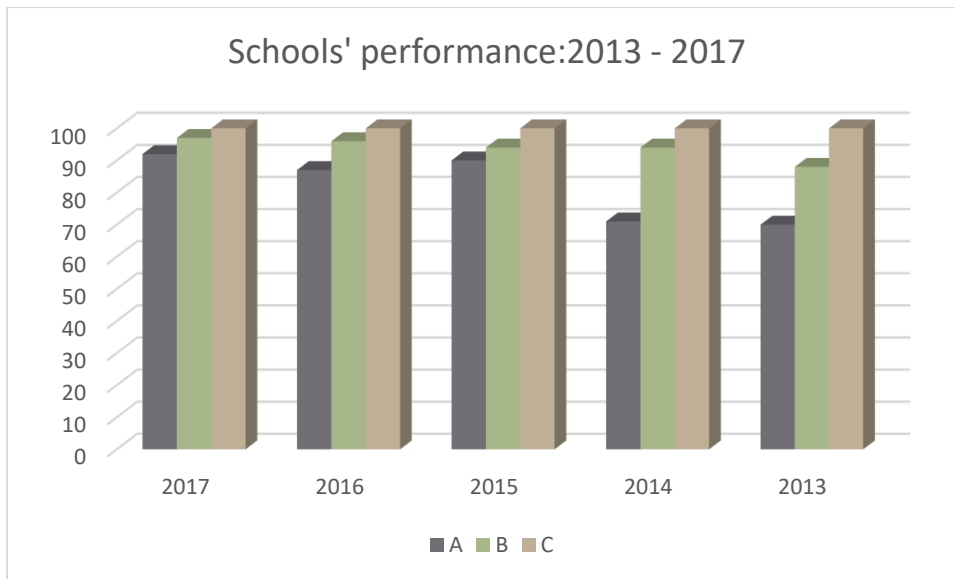


Figure 3.1: Performance of selected schools over period of interest

3.4.3. Data collection

I collected data using two methods of data collection; semi-structured interviews and written narratives. This section is therefore intended to show how data was collected using both these methods of collecting data. Detailed letters about the study were already sent before practical administration for selecting participants and collecting data in the schools I therefore found qualified participant ready for the meeting during my sites visits to arrange for participants’ selection and collection of data (Adams 2015: 495). We sat together with the management team and selected the number required from each school. I explained the questions from the guides clearly and allowed participants to ask questions for clarification. Participants then signed informed concerned forms showing that they were well informed about the research and they give their free concern to participate in the research (Shahnazarian, Hagemann, Aburto & Rose 2013:4).

We agreed on how to collect data in a way that will benefit all of us. I started collecting data when teachers were busy preparing for June examinations. This was not a very convenient time to do so. We therefore agreed to administer data collection through the phone via WhatsApp or via emails. Participants would provide information when they were free and at their own convenient time. The participants were very much content with the proposed manner of administering data collection. They indicated that it would give them opportunity to study the guides hence understand them better. This would allow them to go deeper when answering the provided questions. They would get chance to speak freely where they would be alone. They also indicated that they would have opportunity of listening to their recordings. They would have an

opportunity to re-record their responses when not satisfied before sending them to me. I too found this way of administering data collection beneficial. It provided an opportunity for rich data required as the overall purposeful sampling is used to produce information rich-cases (Morrow 2005:255).

The schools were far and in different directions. It would take a long time to reach these places and consume a lot of time. It would be costly too since I would have to travel to those places several times during the period of data collection and hence it would cost me a lot of money. I also had to book the places to stay when collecting data, something that would increase cost of data collection. I am a teacher a too and had to prepare for my learners' examinations during the same time. So, the method allowed no interference with that while reducing overall cost of the exercise. It was subsequently, convenient for both the participants and the researcher. However, we agreed with the participants that I should buy them enough data so that they would be able to record their responses and send them to me via WhatsApp or via email. I would also do follow up questions via these two means.

3.4.3.1. Semi-structured interview as data collection method

Semi-structured interviews collect data that focus on specific themes by covering them in a conversational manner (OXFAM 2019). The researcher used this method because of the interest in participants' views (Bell 2003:96). The researcher believed that written narratives were suitable for this research because participants were able to express themselves thoroughly. I had already set interview guide during the meeting with the principal and the participants (Adams 2015:495). The school management provided space for the meeting with the chosen participant. We went through question by question to clarify them and they were too given opportunity to ask questions. Since we agreed on using emails and WhatsApp recordings, I made copies of the interview guide for each participant.

At their own time different participants would answer questions provided. Participant have to give their consent whether to be recorded or not (Adams 2015: 495). In line with this, participants that found it convenient to provide recorded voices of their answers were allowed to. There were those who preferred writing down their responses and sent them to me by emails and they too, were free to do so. We decided to tackle questions one by one. I did follow up question where necessary for each question. When I was satisfied we moved to the next question and followed the same criteria until all the questions were answered. All teachers were comfortable to respond to all questions in English.

3.4.3.2. Written narratives

Wright (2018:7) indicated that narratives are explanations of experiences or happenings that are organised in a temporal manner and convey meaning. Written narratives were used in this research so that they could complement each other with semi-structured interview. The researcher explained the question guide to the teacher participants. Individual participants were told to provide their constructs and represent their professional lives through story telling. They were to recount their stories, explaining their past experiences and actions (Riesman 1993). They explained their survival strategies in adverse conditions teaching instead of responding to a list of prepared questions (Riesman 1993). The guide specified where they should mostly put their focus on when narrating their stories (Wright 2018:7). The guide helped them not to go astray and move out of the topic. They had to provide data relevant to the topic.

All participants wrote down their professional stories using English language. They sent their narratives through the email or through the WhatsApp. I checked them to see whether the narratives covered what the questions required them to cover. Where the participants seem to have left out some important messages, I paraphrased the questions and were sent to them via email. They would answer the questions in proper manner and email back their responses to me.

3.4.4. Data analysis

Data generated through interviews and written narratives were analysed using thematic analysis. The research focused on the content of the verbal and written responses given by participants. the study followed the six phases of data analysis proposed by (Braun & Clarke 2006). This section was intended to show how data was analysed using those phases. Below we have discussed these phases and their application in this study.

Phase1. Familiarizing yourself with the data and identifying items of potential interest

I read and listened to understand and to be comfortable with data items from both semi-structured interviews and narratives individually. This was done over and over again to allow comprehension of data at hand Thorne (2017:3). As I was reading and listening to data several times, I started comparing data and realized possible codes and theme content. I decided to jot down the items of interest and make them ready for their formal phases. I found this process very much helpful as it simplified the whole process of analyzing data collected (Majumdar 2019:207).

Phase 2. Generating initial codes

I then identified the similarities and used coding in order to reduce the amount of data provided and chose the usable data to saturate data as said by (Alshenqeeti 2014:41). I used manual coding where I wrote notes on the content of analysis to point out probable themes arrangements and identified data subdivisions (Majumdar 2019:207). When coding I ensured that all data extracts are included so that some does not get lost for later use. Individual data extracts were coded by as many relevant themes as I could possibly find.

Phase 3. Searching for themes

Final theme searching process occurred at this stage. I identified similarities in data by looking at the main aim and objectives of the study and choosing data that answer each objective of the study. Saturated data was sorted into themes looking at data that are relevant to the focus of the research, those that answered each research objective and questions, the research context and theoretical framework (Alshenqeeti 2014:41; Roberts, Dowell & Nie 2019:1). That long list of codes was brought up and the researcher started organizing all the potential relevant themes from it (Majumdar 2019:208). Codes were sorted and the similar ones were combined to create the main theme. However, there were still data extracts left that did not fit into these themes. I decided to put them aside and named them miscellaneous in case they might be useful at the later stage. Consequently, there were two important occurrences at this stage. Central themes were created and miscellaneous themes kept for later use should need arise (Majumdar 2019:208).

Phase 4. Reviewing potential themes

According to Majumdar (2019:208) this stage technically comprises two sub stages. In sub-stage one, themes were generated, compared and checked in relation to the coded extracted. The themes were considered in relation to general set data in the second sub-stage. This is consequently a modification stage. The two categorized types of themes from the previous stage, the central themes and the miscellaneous themes were merged to produce the main themes. New themes relevant to the research topic emerged during modification. Some collapsed because they did not match. I was then ready to finalize my thematic map. I was then content that the research questions were answered.

Phase 5. Defining and naming themes

As the stage implies, definition and naming of themes occurred at this stage. Summary of the content of the data extracts as themes was also done. However, I tried to show out what were most fascinating about themes and more definitely, why they were significant to be ordered as themes (Majumdar 2019:208). Sub-themes were searched within the main themes and the available ones were jotted down too. The sub-themes

made concepts simpler as they broke down the huge central themes. Operational titles or names of themes were done. I tried to make them clear and easy to comprehend.

Phase 6. Producing a final report

At this stage I produced a report for my dissertation (Braun and Clarke 2006:22). The report was done in Chapter 4 where analysed data of the research were presented and interpreted. Operational titles were shown in the report together with the sub themes under them. I wrote the exact words of the participants in order to ensure that the responses were captured as they were. This was done to ensure validity of my report (Majumdar 2019:208). The empirical analysis outcomes were constantly compared with gathered literature to ensure credibility of the study (Urbinati, A., Bogers, M., Chiesa, V. & Frattini, F. 2019:36).

3.4.5. Trustworthiness

In order to ensure rigor of the findings of the studies that employ qualitative enquiry, they had to rely on trustworthiness criteria (Anney 2014:272). In chapter one we promised to demonstrate how these criteria were applied in our study to ensure integrity of its findings. This section was therefore intended to show how these five constructs of ensuring trustworthiness were used to appraise rigor in our qualitative study. We shall no longer go in detail what these criteria imply since we have thoroughly explained them in chapter one.

3.4.5.1. Credibility

Credibility in short is intended to demonstrate whether the findings of the study can be trusted (Tong and Dew 2016:710). Kalu & Bwalya (2017:49) calls it internal validity. Shenton (2004:69) considers the basic criterion for evaluating works of qualitative research as the potential of the researcher to relate the study findings to the previously acknowledged studies. In accordance to this, the researcher reviewed related literature in chapter two of this study. Reviewed literature incorporated the studies that dealt with professional resilience of teachers, those that were conducted in rural and remote areas and those that involved career resilience as teachers are workers. I also used two methods of collecting data which were semi-structured interview and written narratives to ensure credibility in this study. Usage of these two methods was meant to validate whether both sets would complement one another and produce similar results (Cutcliffe & Mckena1999: 379). They portrayed a better picture that would not be accomplished otherwise, if I used only one method.

I also provided the question guide that were used in the semi-structured interviews to the supervisor and, the language specialist as well as my study mates. The guide on how to go about writing the narratives was

also provided (Anney 2015:275). They checked whether the questions asked were applicable and suitable to encourage profound responses of the participants. We jointly rectified the mistakes from these two instruments and ensured that they were valid before going to the field (Tong and Dew 2016:710).

Regular contact with the participants established good relations and developed trust (Anney 2015:276). I was free to contact them whenever I needed clarity on the provided data (Tong and Dew 2016:4). This enabled acquisition of rich data because most of the time I contacted them for clarity, then I would get more detailed information.

3.4.5.2. Confirmability

Confirmability is the criterion ensuring that the findings are applicable to other contexts or setting (Tong & Dew 2016:711). Kalu & Bwalya (2017:49) consider confirmability as objectivity, which is the indication that a research finding is from data not researchers' own inclinations. Confirmability ensured that data was accessible should need for referral arise (Australian Council for International Development 2017:12). I kept recording of the interviews safely in a specially prepared external drive. All the written data which are the participants' narratives were kept safely in a prepared small locker that is locked with codes for confirmation sake. To ensure that interpretations reflect participants' views, I applied peer debriefing in which my study mates were allowed to examine different aspects that remained unambiguous in my mind (Amin *et.al.* 2020:5). This was done in a form of presentation. They asked some questions which reflected biasness hence might affect some aspects of the research processes such as research questions formulation, methodological design and interpretation (Anney 2015: 278). I defended my assertions, but at the end we would reach consensus (Graneheim, Lindgre & Lundman 2017:33). These were peers who had knowledge of my topic and the methods used to investigate them (Anney 2015: 278). We had various study meetings when conducting our studies where we discussed individual topics. I also checked with the participants to confirm if I had represented their views in accordance to their assertions (Tong and Dew 2016:711). I also quoted the exact words of the participants so that the reader can confirm my assertions when analysing data (Cope 2014:89). This was meant for the reader to have a vivid picture of the reader's experience.

3.4.5.3. Transferability

Kalu & Bwalya (2017:49) indicated that transferability denote external validity or generalization. Transferability concern is the extent to which some ideas and outcomes of the research can generally be applied (Shenton 2004:70). In order to achieve transferability through generalization, use of purposive sampling was used to select participants (Anney 2015:277). The selected participants were based on the purpose associated with high potential of answering the research questions of this study. Since the study

was interested with teachers who have worked long enough in the rural and remote areas, I chose teachers who worked for at least ten years or more in these places. These were teachers who were believed to be knowledgeable of the issues under investigation because of their experience. As a result, purposeful sampling helped in provision of rich data.

We also provided thick description (Anney 2015:278). We went deeper in understanding the phenomenon of resilience and all that is relevant to the study that needed literature support (Kalu & Bwalya 2017:49). This was done through gathering different related literature to the phenomenon and all the important concepts of the study. The research outcomes were tested against the nest of theory that surround resilience phenomenon and the research questions (Yin 2015:82).

Consequently, when writing my conclusions, I demonstrated the linkage between data, related literature, the research questions and research conclusions (Kalu & Bwalya (2017:49). This was meant for the reader to see the linkages hence convey the findings of this research to other similar situations and/or with other respondents (Anney 2015:277). All in all, transferability makes it easy for the study to be referred to when conducting research of similar nature. Shenton (2004:73) adds by showing that when all of the above are done, comparison is allowed to be made hence transferred to situation of the same kind.

3.4.5.4. Dependability

Tong and Dew (2016:11) asserted that dependability answers the question, “is the process logical and transparent?” Dependability was done by providing room for participants to evaluate the findings by the study. We also considered their consultation when interpreting and making recommendations of the study to make sure that they are supported by data (Anney 2015:278). Participants were asked to check their assertions where data was analysed and interpreted correctly. Their actual words were quoted and they were asked to check whether they were represented correctly. An explanation of the research design and how it was employed in the study enhanced dependability (Shenton 2004:71). Multiple case studies were (Ayuen 2015:2).

3.4.5.5. Authenticity

Fairness is one way of showing authenticity in qualitative research. It appears to be more relevant as it demands that different constructions be implored and honoured (Morrow 2005: 252).

The researcher empowerment participants by using tactical authenticity. I assured them that their information would be confidential (Amin *et.al.* 2020:9). I committed and guaranteed the assurance of confidentiality through issuing the consent form for them to sign. The form was made elaborate and clear

enough for them to comprehend. The researcher negotiated the kind of data to be collected as well as how it will be collected.

Through sincerity the study was ensured to be authentic (Tracy 2012:841). I tried to avoid biasness that might jeopardize authenticity by allowing peer scrutiny. I subjected my findings and conclusions to my peers to examine. They examined the codes, themes as well as my interpretations. Where necessary we made some amendments to ensure transparency. This also acted as a way of revealing transparency as my work was made visible to my peers (Amin *et.al.* 2020:8).

3.5. Ethical consideration

In chapter one we explained and discussed four ethical issues considered when carrying out this research. We have also discussed what has been done to ensure consideration of these ethics. In this section, we focused on how these four ethical issues which were voluntary participation, informed consent, protection of privacy and confidentiality, prevention of harm as well as anonymity were ensured. These ethical issues were meant to protect the participants' dignity as well as publishing the well-researched information (Akaranga & Makau 2016:2). Nevertheless, permission must be granted to the researcher before conducting a study. Consequently, as part of showing ethics in the study, I firstly wrote the proposal under the guidance of the proposed supervisor by University of the Free State (Akaranga & Makau 2016:7). I then applied for clearance from the University of the Free State's ethics committee. My proposal was accepted and the topic registered. Thereafter, I requested permission from the Ministry of Education to conduct the study from the specified schools. Permission was granted and I wrote the letters to the school principals seeking permission to conduct a study in their schools. The letter gave the full details about the study and explained the requirements.

3.5.1. Informed consent and voluntary participation

I first organised a site meeting with the participants whom I presented my request for them to be my participants (Adams 2015:495). They were informed that even though they were asked to participate in this study, they had a right not to accept the request if they felt comfortable to do so. (Australian Council for International Development 2017:21). They were informed that participation in the study was voluntary and free and that they can withdraw from the study at any time when need arises without penalties (Creswell 2014:95). I went on by notifying participants about the nature as well as the purpose of the study before they could provide their voluntary consent. I did this to ensure that the study was executed in an ethical way (de Jager 2015:6).

I further explained to them thoroughly what the topic is all about. They were also told about how they are expected to participate in this study and about the kind of information that will be required from them. They were informed that they would be interviewed and be asked to write narratives about their professional life in these hard to reach schools. Questions guiding them were presented and discussed. These guides were attached at the end of these research. They were given chance to ask questions where they were not clear. I then allowed for informed consent. It was based on complete reasonable comprehension and explanation of what the study entails as well as its predictable dangers and possible benefits to both the participant and other people (TCPS2 2014:7). Participants were then requested to sign consent forms where the nature of the interview was explained before participating in the research. (Dongre & Sankaran 2015:1189). The nature of concerned form the participants signed is attached at the end of the research too.

3.5.2. Protection of privacy and Confidentiality

The researcher ensured confidentiality and privacy that denoted the extent to which the participant desired to share the information with the researcher (Petrova, Dewing, & Camilleri 2015:3). Confidentiality, however, implies the researcher's way of acting on participants' behalf on having autonomous respect to their vulnerability through authorising control of their own information (Petrova *et.al.* 2015:3; TCPS2 2014:57). It also indicates the way intended information is gathered, secured and kept (Australian Council for International Development 2017:12). Participants had a concern about confidentiality and privacy where there were sensitive topics, personal experience, and their small sample size which potentially compromised confidentiality (Dongre & Sankaran 2015:1191).

They were assured that they will be interviewed one on one where their views will not be heard by anyone. However, they agreed on being given the interview questions where they recorded their response to those questions. They used their phones and send their records via WhatsApp and emails. Where there were follow up questions I did the same and they responded accordingly. This made it even more private and confidential because they used their own convenient time and at place to respond to the interview questions. The researcher ensured that the information given by participants was not revealed to any person (de Jager 2015:3) The information provided by the participants was treated confidential. I kept data collected safely in a hard drive prepared to do so. Their written narratives were also kept in a locked special cabinet. (Creswell 2014:95). The researcher made the participants aware that processed data will be to be kept safely as it might be needed for the purposes such as publication, conference teaching material or as a policy document (Dooly, Moore & Vallejo 2017:354). I also promised the participants that all the information provided will be destroyed once it is no longer needed.

3.5.3. Protection against harm

The researcher tried to assess anything that had potential of bearing negative results to the participants when taking part in the study (TCPS2 2014:21). This could be harm in relation to the participants social psychological and financial well-being. Where teachers had to give information related to their schools, other teachers and the community that might affect social relationships, I gave them freedom not do so if they feel uncomfortable (Fouka & Mantzourou 2011:6). I also assured them that their shared information would not be linked or associated to them since I will not use their school names nor their names in the study.

As way of preventing psychological harm, I explained thoroughly the questions to be asked on the study (IWH Privacy Committee 2017:7). This gave participants opportunity to decide if some questions have potential of impacting negatively to them. For instance, opening of old wounds or any psychological harm of that nature. Should that be the case, participants were free not to participate in the study for instance. They were also informed that they were free to withdraw from participation at any stage when need arise (IWH Privacy Committee 2017:7). I also assured the participants that the questions asked are made in a way that will not embarrass any one of them hence affect them psychologically or physically (Akaranga & Makau 2016:6). I was aware that the participants have to use data when recording their responses and sending them to me. In order to prevent financial harm, I bought data for every participant so that they can do so without using their own money.

3.5.4. Anonymity

Participant were assured that their identity would not be disclosed (de Jager 2015:3). They were also assured that their identity would not be connected to the own responses (Fouka & Mantzourou 2011:6). The researcher observed this policy of anonymity by using letters of the alphabet to represent teachers' names. I also informed participants that those letters of the Alphabet would also be used instead of their school names, to protect their schools against any harm that may arise due to the information provided (Australian Council for International Development 2017:18). Participants were promised that their provided information would be protected (Akaranga & makau 2016:6). Data kept after use did not contain the information that identifies participants, for instance, their phone numbers as they mostly used them, their names, their schools' names or their addresses. Should there be any information that need to be revealed, the participants were assured of being asked permission to do so first. This was to ensure honesty to the participants for their protection sake (Akaranga & makau 2016:6).

3.6. Conclusion

This chapter was about the methods used in the study that assisted in collecting rich data as well as analysing it. The chapter by stated the aims and objectives of the study. It also discussed, in detail, research design that guided the researcher when collecting data. Two methods of collecting data which are semi-structured interviews and written narratives followed. We further explained how purposeful sampling was done, what it is and why it was used in the study. We also talked about the population where sampling was done and why that population in particular. We also discussed how the six phases of thematic analysis proposed by (Braun & Clarke 2006) were done to analyse data in this research.

Five ways of ensuring trustworthiness in the research were also discussed. These ways were; credibility, dependability, conformability, transferability as well as authenticity. The researcher went further by showing ethical considerations made in this research. This was done to show that the dignity of the participants was protected and to that an information published was researched properly. Four ethical issues that were discussed were voluntary participation, informed consent, protection of privacy and confidentiality, prevention of harm as well as anonymity

Chapter 4.

Presentation, Analysis and Interpretation of Research Data.

4.1. Introduction

This chapter focused on the presentation, analysis and interpretation of collected data. The researcher also captured literature that supported collected data and participants' views deduced from their narratives and interviews. The aim was to show how literature complemented participants' views.

4.2. Exploring the nature of teacher professional resilience in the rural and remote areas of Lesotho.

The study was aimed at exploring the nature of teacher professional resilience in the rural and remote schools of Lesotho. The following objectives emerged:

- To conceptualise the concept teacher professional resilience
- To establish the different factors that impacts negatively on teacher professional resilience.
- To determine ways used by teachers to survive through teacher professional hardships.
- To suggest and recommend strategies that can improve teacher professional resilience.

4.3. Data addressing the first objective: To conceptualise teacher professional resilience.

This section was aimed at addressing the first objective of this research. The objective requires conceptualising the concept teacher professional resilience. The question asked was, *what is teacher professional resilience?* From literature we realized that there is no single definitive definition of resilience, so is teacher professional resilience. In line with literature, the following sub-themes were deduced from participants' responses. They recognized teacher professional resilience as something that comes as a consequent of:

- Personal development (skills acquired)
- Overcoming challenges and determination to succeed
- Learning from challenges

4.3.1. Personal development

Literature that is in line with personal development of teachers is recognised in Rusznyak (2018:1). He showed that teaching as a professional practice is regarded as a collection of mottled actions that address a shared effort. This shared effort comprises of action based on shared knowledge, skills and ways of thinking

that may be taught and learned. Zukas (2011) & Ebersohn (2014:5) also discovered that teacher resilience could be a combination of personal trait, developmental processes as well as learnt skills. Mansfield *et. al.* (2016:4) added by showing that resilient teachers keep on developing professionally. It also includes moral knowledge necessary to maintain the ethical occupational standing, which is the knowledge used by teachers to transform their subject knowledge into suitable depictions that diverse learner will comprehend (Rusznyak 2018:2). Howard and Johnson (2004:399) further indicated that resilient teachers are skilled in management of behaviour, are able to confine bad emotions and provide attention on good ones (cf. 2.4).

Some teachers' narratives showed how they understand teacher professional resilience. They explained it by showing why they continued with their studies. They furthered their studies so that they could improve their resilience. From the written narrative.

Teacher A claimed that, *“the first inspiration to my resilience to this environment is the training that I acquired from my tutors who are the pillars of education as professors.”*

This response pointed out that teacher A believed that the skills he acquired from his training equipped him with the skills to facilitate learning effectively. He believed he could overcome the challenges he experienced in that environment.

This is evident when he says, *“the first inspiration to my resilience to this environment....”*

Teacher B, from her written narrative, complemented Teacher A by saying, *“I furthered my studies at the University of Free State where I obtained my Honours Degree, I therefore have no desire to go anywhere despite the challenges I encounter.”*

From this quotation we deduced that the teacher believed that now that he had furthered his studies, he was in no position to quit because he was then armed for the challenges he encountered in this environment. He believed the education that he possessed at that point in time was the tool that would help him to face the challenges with ease. The skills he possessed at that time had also increased her self-belief and competence in some regard.

From semi-structured interviews, Teacher D was in line with both Teacher A and Teacher B showing that he was struggling to teach in this area at first before upgrading to postgraduate Diploma in Education.

He said *“I upgraded for postgraduate Diploma in Education, fortunately met people who were going through same problems and even worse, which made me even more resilient.”* This also showed that the

teacher experienced some problems in his working environment but found need to develop his skills so that he could thrive in adverse situations. From his words, “... *fortunately met people who were going through same problems and even worse, which made me even more resilient*”

From the quotes of participating teachers, we realize that they furthered their studies when they were already in the field. We therefore realize that they found a need to be equipped with skills that would help them deal with challenges they encountered in these environments in a better manner than before.

4.3.2. Overcoming challenges and determination to succeed

Teachers associated teacher professional resilience with teacher’s ability to overcome challenges and determination to succeed. Evidence from Teacher A is recognised from the semi–structured interview.

He responded by saying, “*A true teacher, as a professional, is the one who appreciates and beams for the efforts he has made after a long journey of struggle for the betterment of his working environment.*”

The struggle that teacher A is talking about indicated the challenges teachers are faced with in a teaching profession. He said that one beams, meaning that he smiles. The teacher will only smile because of the satisfaction derived from overcoming the challenges. The betterment of his working environment showed that there was something that was not pleasing. He has put more effort to ensure that he changed the situation.

He also said, “*Resilience as a teacher develops self-assurance and pride where there is success after a long struggle [during] difficult times.*”

Self-assurance is one of the factors of resilience. The participant was showing the satisfaction he felt, as a teacher, after a long struggle to make his working environment better. The satisfaction came from producing good results.

From the semi-structured interview, Teacher B complemented Teacher A by saying that, “*Teacher professional resilience is when a teacher faces the challenges he is in, he works hard to overcome such challenges. Such a teacher produces good results despite of encountering such problems.*” This was echoed by Teacher C in the semi-structured interview who postulated that, “*Teacher professional resilience is the situation whereby irrespective of the challenges a teacher faces or insurmountable obstacle that emerges in his teaching profession, he still produces good results.*”

Teacher D reinforced the two comments on what teacher professional resilience is *by emphasising that “it is when there are so many challenges that could hinder progress or make it difficult for a teacher to produce good grades, such a teacher works his way through to produce better results.”*

The responses above were in line with the definition of teacher professional resilience that stated that “resilient teachers are those that produce desirable results regardless of challenges they encounter in their profession (Beltman *et.al.* (2016); Mansfield *et. al.* (2012:361) (cf. 2.4). It is clear from the quotation that participants were aware of the concept. The awareness could be considered as steps in the right direction. The participants were not only talking about achieving the result under challenging conditions, but were showing signs of urgency in dealing with such challenging conditions.

This was evident in the choice of the words they used such as “*works his way through....*” *by further adding that “.....to produce better results.”* The choice of words further demonstrated an intense level of determination and recognition that resilience called for someone to take action and responsibility for the quality of results that they produced.

The above responses revealed that these teachers had the desire to achieve even though they were working in challenging areas. And they still produced good results. They demonstrated their commitment to working as professional teachers. They showed that they were willing to see change in their working environment. Obstacles did not stand on their way of achieving what they believed in.

4.3.3. Learning from challenges

When teachers face difficulties in their teaching profession, they gain experience because they get the opportunity to deal with such problems. They see what helps them and what does not help them in solving the problems. In the future, they know how to handle challenges of the same nature. They are able to do well because they have experience dealing with such kinds of problems. This is confirmed by Beltman (2015), in Australian College of Education (2015), when he purported that the challenges teachers encounter in their profession make them grow. This means that teachers become more experienced as they meet challenges in their teaching profession. Sammons *et.al.* (2007) in Beltman *et.al.* (2016); Mansfield *et. al.* (2012:361) also complemented Beltman (2015) by saying that teacher professional resilience involves the ability of a teacher to adjust to various situations. It increases a teacher’s competence within adverse conditions. They further show that challenges and adverse conditions contribute to growth, experience and competence in the teaching profession (cf. 2.4.).

From response of the semi-structured interview teacher B said, *“Such a teacher produces good results despite of encountering such problems. Meaning he learns through experience, hence why he produces best results.”*

Teacher D reinforced teacher B’s view from the semi-structured interview by saying, *“The situation whereby irrespective of the challenges a teacher faces or insurmountable obstacles that emerge in his teaching profession, he still produces good results. Instead of surrendering, challenges strengthen his profession and even become stronger and productive.”*

The inner drive they possessed did not allow challenges to stand in their way of success. They were very positive teachers who saw challenges as learning routes not obstacles.

Their positivity was deduced from both their quotations when they said, *“...he learns through experience, hence why he produces best results.”* *“...challenges strengthen his profession and even become stronger and productive.”*

Beltman (2015) showed that resilience in the teaching profession incorporates the ability of individual teachers to connect personal and contextual resources to steer through challenges, and a dynamic process in which features of an individual teacher as well as their professional contexts, interact over time to develop a teacher who experiences professional engagement, growth, commitment, satisfaction, and well-being (cf. 2.4).

4.4. Data addressing the second objective: To establish the different factors that impact negatively on teacher professional resilience.

There are different factors that impact negatively on teacher professional resilience. This section establishes those factors. The question asked was, *what are the factors that impact negatively on your resilience?* The section focused on the views of the participants on this point, together with the literature complementing their views. The four main contextual (ecological) resources identified as risk factors impacting negatively on teacher professional resilience were identified are: 1) poor infrastructure; 2) natural resources; 3) human resources; 4) conditions of service. These resources were either related to school context or professional work challenge.

4.4.1. Poor infrastructural resources

Research revealed poor infrastructural resources as one of the main risk factor impacting negatively on teacher professional such as lack of access to electricity, lack of access to information technology and inadequate teaching and learning buildings (Ebersohn & Ferreira 2012:37). The list is topped by acute shortage or absence of teaching and learning materials and poor roads constructions (Edwards 2016:13). Below is what the participants said about the impact of scarcity and/or unavailability of these resources on their resilience as teachers. These are contextual risks associated with the context of the school (Beltman *et.al.* 2011) (cf. 2.4.2.3).

4.4.1.1. Lack of access to electricity

Electricity is among risk factors impacting negatively on teacher professional resilience (Ebersohn & Ferreira 2012:38). (cf. 2.4.2.3).

Teacher A noted limited access of electricity in their school in the semi-structured interview by saying, *“I have to admit that technological inconvenience here is too high truly due to lack of electricity.”*

Teacher B in her semi-structured interview observed that electricity hinders effective teaching and learning in their school. She says, *“There is no electricity in this area.....this affects my teaching and the learning process....”*

Teacher D complemented teacher A and B by saying that lack of electricity is among challenges that bother them. He says, *“There is lack of electricity for cell phone charging in order to access internet.”*

The research revealed that the problem of electricity was still there in high schools, but was mostly prevalent in primary schools. This was a great concern because the primary schools lay a foundation for education. It becomes a misfortune when they are neglected since education is compromised in the long run.

4.4.1.2. Lack of access to information technology

Literature asserts that restricted access to resources such as information technology as the problem in most of the rural schools (Ebersohn & Ferreira 2012:37-39) (cf. 2.4.2.3). Below are the responses that show how they are affected by the absence of technology in their schools.

Teacher A, from the semi-structured interview responded by saying, *“I have to admit that technological inconvenience here is too high truly....”*

Teacher B said, “...*this affects my teaching and learning process since most of the content in the curriculum needs technology such as computers which are also not there.*”

The same response was echoed by Teacher D who noted the absence of computers in their school as a drawback. From the semi-structured interview, he said, “*The school has no up to date computers. It is financially struggling.*”

The above responses suggested that subjects that relied heavily on technology, such as Science subjects, were likely to suffer in these schools due to absence of computers or information technology tools. There was need for the school administration and the government to address this issue since the science subjects were among the failing subjects in Lesotho.

4.4.1.3. Inadequate buildings for teaching and learning

Buildings form a large part of education since all the teaching and learning is effective when done in adequate buildings. Literature confirms this showing that insufficient classrooms, libraries and laboratories put schools in the rural areas are a risk factor (Ebersohn & Ferreira 2012:37-39) (cf. 2.4.2.3).

The responses of teacher participants in regard to inadequate buildings were as follows:

Teacher B said, “*The absence of libraries and the laboratories also hinder effective and efficient teaching and learning.*”

Teacher D too showed that his school had the problem of libraries and laboratories. He said “*The library and the laboratory buildings are small and not accessible by all learners.*”

Teacher E said, “*challenges encountered are among others, dilapidated buildings which were not conducive for teaching. And walls made it so difficult to paste any chart.*”

Absence of buildings and specialised classrooms (such as science laboratories) compromised education. This showed how challenged the above teachers’ resilience was. However, they still strove to ensure that they produced good results. We can conclude that they were really resilient teachers as they achieved such high scores regardless of facing such problems.

4.4.1.4. Shortage of teaching and learning materials

Study materials that support teaching and learning are needed for production of good results. Literature confirms that rural schools are mostly affected by absence of books as well as specialised science laboratory

equipment. Teachers find it difficult to teach effectively when the resources are scarce or unavailable (Ebersohn & Ferreira 2012:37-39) (cf. 2.4.2.3.).

The participants confirmed absence or scarcity of teaching and learning materials and went on to explain the impact.

Teacher C noted that *“like many other schools, we have shortage of teaching materials and that results in poor performance of students.”*

This teacher was aware of negative impact that inadequate teaching and learning materials can have on teacher professional resilience. He is not the only one faced with this problem. This was evident when he said, *“like many other schools....”*

Teacher D from the semi-structured interview responded by saying, *“Teaching equipment for mathematics is scarce...laboratory is also poor in experimental substances, and library has old irrelevant text books.”*

Teacher E indicated that parents stopped caring after introduction of Free Primary Education since they were no longer paying school fees. She said, *“There is now lack of financial support and additional study materials. Then in the new curriculum, scarcity of resource materials made things worse.”*

This study revealed a great need for the government to help teachers working in these schools with services so schools can access teaching materials. Since these schools were far from towns, they had a challenge of getting necessary materials from their local environment. Some materials were difficult to improvise, especially science materials for experimentation. The government too had to bring teaching and learning materials for primary schools on time so that when teaching starts such materials are within teachers' reach. The government and schools should find ways of making parents attend to the needs of their children.

4.4.1.5. Poor roads construction

Some schools are situated in the remote rural areas which are often difficult to reach. This makes the mode of traveling to be difficult. Teachers have to travel long distances to reach such schools. They come to school already exhausted (Gu & Day 2013: 23; World Bank 2008:1; Amin 2014:298) (cf. 2.4.2.3.; cf. 3.4.2.). Research that correlated with this assertion was recognized on the following teachers' responses:

From her narrative teacher B said, *“The school is far from the main road. It is about fifteen to twenty-five kilometres away from the main road. There is only one taxi used to travel there because the road is bad. This is a challenge because I have to wake up early in the morning to catch it. Should I miss it, I have to travel a long time by foot. I arrive at school exhausted and cannot facilitate effectively and efficiently. In*

return to this, this also affects my family since I become unable to give them enough support and time as I arrive late.”

Teacher B’s response still showed an element of resilience because she seemed to have a solution for the problem of scarcity of transport. By saying, “... *I have to wake up early in the morning to catch it.*” The response indicated that, even though there was one taxi used to travel to her school, she had not given up but decided to wake up early to catch it. She did not say that she wanted to find another school closer to the road. Instead, she found, as a solution, waking up early in order to catch the only taxi that was used to travel to school.

Furthermore, she showed a sign of due-diligence. We realize this from her response when he said, “*Should I miss it; I have to travel a long time by foot.*”

This too indicated that the teacher was not a quitter. She persevered even under adversity. She decided to walk to school on foot when she had missed the taxi. She is the kind of teacher needed in schools due to her perseverance. This is evident in one of the values of having professionally resilient teachers. They persevere regardless of experiencing trials in their working profession. They sustain their well-being, sense of aptitude, self-efficacy and motivation to teach (Beltman 2016:4). They are teachers who accomplish their obligations even when they are experiencing difficulties. This helps them to apply techniques they think can assist them to carry on with their duties. Some may believe that they have to apply more effort in order to conquer (cf. 2.4.). This was what we witnessed from her response. We can therefore conclude that Teacher B was a professionally resilient teacher.

Teacher C’s family, like Teacher B, was affected by the geographical location of his school. From his narrative, he said, “*my school is one of those classified as difficult schools, the reason being the geographical location. It is sometimes difficult to travel from my work place to my home.*

Teacher D from his narrative said, “*.... most of them live far from the school and have to cross rivers which is dangerous... there is no transport because of the geographical structure of this place.*”

4.4.2. Natural resources

Natural resources constitute another main risk factor, which has been identified as harsh climatic conditions. They are contextual factors related to school context (Beltman *et.al.* 2011). (cf.2.4.2.)

4.4.2.1. Harsh climatic conditions

Literature reaffirms that Lesotho infrastructure is poor and the climate is harsh (World Bank 2008:1) (cf. 3.4.2.) Empirical results reaffirming what literature posited is seen below:

Teacher A remarked that *‘climatic conditions here at the rural areas remain as major inconvenience especially in winter. There are natural disasters such as snow which bring about extreme coldness... but to me and my colleagues this becomes a minor problem as we are accustomed to this situation. We prepare for these worse conditions in advance...’*

We realize the element of resilience from this response. The teacher implied that he did not run away from the problem but rather prepared for it.

His desire to produce good results regardless of the challenge is also witnessed when he said, *“Instead of taking this maladaptive weather conditions negative to us, we switch them for the betterment of wonderful experience to developing some of the learning outcomes like teaching about natural and made disaster...”*

The response showed how dedicated the teacher was to his teaching profession. In line with Masten (2014) the teacher did do not withstand risk but changed in order to accommodate challenge brought by this bad climatic condition. He showed adaption to the situation. We realize why he showed that he did not have the desire to leave this place despite encountering problems. He was a self-determined teacher who did not fear challenges.

Teacher C from his narrative said, *“It is sometimes difficult to travel from my work place to my home due to heavy snowfalls we experience during winter. This affects my family badly because during such harsh climatic conditions I take a long time without seeing them.”*

Teacher C’s response showed the commitment he had to her work. He sacrificed her family by deciding to be at school instead of staying home during heavy snowfall. He took her learners as a priority which is what resilient teachers do. Mansfield *et.al.* (2016:4) indicated that resilient teachers had been labelled by their sense of pride and accomplishment as well as commitment to their school and profession. They always fight for the success of their learners (cf. 2.4.). This passion and commitment is evident in Teacher C response.

Teacher D was also affected by the climatic condition that acted as a barrier to provision of quality education since learners could not attend school properly during harsh climatic conditions. From his narrative he noted that *“Climatic conditions here at the rural areas remain as a major inconvenience especially in winter. There are natural disasters such as snow which bring about extreme coldness... learners and teachers do not come to school because during harsh weather conditions because most of them live far from the school and have to cross rivers which is dangerous... there is no transport because of the geographical structure of this place.”*

The responses pointed to a problem that had great potential to deteriorate quality education. There are four months of winter season. This means teaching and learning is compromised for a long time. Content coverage is also compromised in the process. One can deduce that these teachers were hard workers since their results were not affected in the long run. They realized the problems encountered due to their geographical areas but they were willing to work under such conditions that affected their professional resilience.

4.4.3. Human resources (support risks)

Human resources constitute third risk factor and it is comprised of parental involvement and learners' disciplinary problems. Human resources are the contextual risk factors related to the school context (Beltman *et. al.* 2011) (cf. 2.4.2.3.).

4.4.3.1. Parental involvement

Literature submits that lack of parental involvement was also one of the factors hindering effective teaching and learning. Lack of parental support and involvement may make it difficult for teachers to do their work effectively. Teachers need parents to be resource people and to give support whenever necessary (Kladifko 2013:54). This allows the school to excel (cf. 2.4.).

Research that correlated with literature above was observed in the responses below:

Teacher A noted that *“Parents here have been giving me headache when we beg for their active participation in education on behalf of their children but for years I have been trying to eye open them and there is much improvement though there are still minor challenges here and there.”*

This response points to a teacher who was affected negatively by lack of participation from parents. However, he did not just sit there and say parents did not play a role in the education of their children. He took action to ensure that he reached his objective.

He said, *“...but for years I have been trying to eye open them and there is much improvement though there are still minor challenges here and there.”*

This response portrays perseverance and hopes which is one of the values of resilient teachers (cf. 2.4.). Regardless of experiencing trials, he did not give up. He had courage and hope that at the end, he will win over these parents. This indicates that he applied professional techniques that helped him to continue with his duties despite the problem at hand. This is what is expected from a resilient teacher, taking action not surrendering to challenges as literature asserted.

The same response was echoed by teacher B thus, *“not enough parental support is another challenge; most of the parents are illiterate in this place and cannot help learners with home works due to being illiterate. One other thing that needs parents support is that if I need a resource person to deal with a certain topic who has knowledge, it becomes a problem as a result of illiteracy of the parents.”*

Teacher B was aware of the role parents play in education. He was aware that he needed parents and found it difficult to function without their support. He even identified two examples of the necessities of parental involvement. He showed that he needed parents for home work and as resource persons. The teacher was aware of the importance of relationships in building teacher resilience. He was also aware that interaction with the society built trust and good communication between parents and teachers as literature affirms (cf. 2.4.).

Teacher C pointed out that parental support was a challenge in his school. *“My teaching in this area is not easy as the community itself is still not aware of the importance of education as they sometimes cause problems like cutting water pipes supplying the school with water.”*

Teacher D noted that parents were not involved in the education of their children because the principal herself was a difficult person who did not involve parents in their children’s education. He said, *“the biggest problem was the management, precisely the principal and is still the problem because she does not understand the current methods of teaching, does not involve parents in the educational upbringing of their children, and most of the parents fear her so much that they do not visit the school frequently.”*

From Teacher C and Teacher D responses, one can deduce that the principal was the one making it difficult for parents to feel part and parcel of the school. Parents ended up destroying the school properties because they did not feel part of the school. This creates problems since parents were not involved in their children’s education. This had potential for deteriorating school performance. Literature confirmed that it is important for the school to be led by principals who can cooperate and provide motivation to others for them to work effectively. Principals also have potential to create an inviting culture of teaching and learning that can enhance positive academic performance (cf. 2.4.).

Parental involvement in children’s education seemed to be one of the major factors affecting professional resilience of all the teacher participants. Teacher E said, *“Parents withdrew from all parental contributions they used to do as they were no longer paying for the fees.”* Free primary education is a good policy but since its implementation many parents no longer fulfilled their parental duties.

In summary, there was evidence that all the participants understood the importance of relationships in building their resilience. Despite lack of or limited involvement of parents in the education of their

children, these teachers were still serving in hard to reach schools. They were prepared to change their environment by making parents understand the importance of taking part in learners' education. We can conclude that they were still in these because they valued their profession as teachers and did not like their resilience to be affected. This was the implication that they were really resilient teachers who were interested in producing desirable outcomes.

4.4.3.2. Learners' disciplinary problems

In some schools, learners suffer from ill-discipline. When learners portray bad behaviour, it becomes difficult for teachers to control them. Schools with learners with bad behaviour may be faced with the challenge of retaining teachers, and end up using teachers who are less experienced. This can contribute to poor academic results at such schools. Day and Gu (2013:23). (cf. 2.4.2.3.).

From his structured-interview, teacher A said, *"I am normally aware of their backgrounds and use some approaches in order to eradicate any maladaptive behaviour that arise from them."* In not so many words, Teacher A's response showed that it sometimes occurred that learners showed bad behaviour, and he would then apply certain techniques to control it. This again asserted that the teacher was aware that teachers' resilience could be affected by bad behaviour portrayed by learners and took action to ensure that he eradicate such behaviour.

Teacher C response from her semi-structured interview in regard to learners' misbehaviour was; *"Most of our learners come from remote areas, and in most cases, they pose problems in terms of behaviour, but the mostly ill-behaved learners are boys since some indulge in smoking and they come from initiation school."* On the contrary, Teacher D attributed learners misbehaviour to their being orphans. He says, *"Learners in our school are orphans who are not able to financially fulfil educational trips for exposure."*

Teacher D demonstrated great care, love and empathy to the learners. He considered learners' welfare more than their behaviour. This consideration is one of the characteristic of resilient teachers. Literature points out that a resilient teacher finds it very important to identify learners who are under adversity. A resilient teacher does not only identify them but seek means of assisting them accordingly. In class, such a teacher uses various methods of teaching. He explored methods that refresh learners' minds like educational trips where learners explored issues outside their school. The reason why such a teacher still produced good results was because he applied techniques that help learners to learn in a relaxed manner.

Teacher E from her semi-structured interview said that learners did not portray much problems in behaviour. She said, *"The school has well-mannered learners, easy to teach except few individuals."* This

response in the similar manner showed that the school had a problem of misbehaving learners even though it was not widespread.

On the whole, teachers' responses showed that learners' behaviour was a minor problem in their schools. Where that problem existed, they were able to manage it. There was only one school, that is school B, that had a problem of ill-mannered students. This indicated one of the reasons that enhanced resilience of these teachers. It also showed what kept these teachers in these hard to reach schools.

4.4.4. Conditions of services

Research affirmed that among the conditions of services that were not appealing were the leaves that are not offered in teaching, poor remuneration as well as curriculum implementation (cf. 2.4.3.2.). Hence conditions of services serve as last main risk factor. Conditions of services contextual risk factor that are related to professional work challenges (Beltman *et. al.* 2011) (cf. 2.4.2.2.)

Poor service conditions comprise unfriendly leave conditions for teachers, poor remuneration in salary or incentives, as well as bad implementation of curriculum (cf. .2.4.3.2.). When these are not satisfactory they can lead to teachers leaving for better schools or other employment. When gone for other employment, such teachers are lost to teaching profession.

4.4.4.1. Leave and off days

Literature asserted that holidays and days off offering is among the extrinsic motivations for teachers. Teachers deserve a rest after a long stressful work. They need to be given time to refresh their minds so that they can regain their strengths to perform at their best level (Simic *et.al.* 2018:2) (cf. 2.4.2.2.).

The conditions of leave in Lesotho seemed to be more difficult and marginalising teachers compared to other employees of Lesotho. There are no off days indicated in TSD (2002:28) legal notice which talks about teaching service regulations. Only those leaves such as annual leave, sick leave, maternity leave, special leave and study leave (cf. 2.4.2.2.). These are the leave days that are given to teachers for reasons other than relaxation and resting. The leave is generally for all teachers. There is no consideration of teachers working in the rural and remote areas in Lesotho in regard to their special leave. We expect annual leave to be given for employees at their own specified time. They should apply for leave when they feel exhausted and feel they will not be productive at work anymore TSD (2002:28). This is not the case for Lesotho teachers. Annual leave for them is given only during school holidays (cf. 2.4.1.3.2.1.). It is not given to teachers at their desired time when they feel the need to rest. It is again not given every year.

Teacher B, from her narrative said, *“I wanted to further my studies a year after teaching in this area. I felt a need to be more educated. I could not handle the difficult situation that I was working within and thought I need to be equipped with skills to address these problems.”*

This response showed that regulation 36 (c) that provides for teachers to apply for study leave when they have 3 years working experience, is a condition of service unappealing for teachers (cf.2.4.2.2.). It potentially impacts negatively on teacher professional resilience. However, I construed that teacher B was a very resilient teacher since she persevered until she could find chance of furthering her studies.

Teacher D said, *“The government through the Ministry of education should provide two offs every month end for teachers working in these areas to sufficiently satisfy their needs in towns.”*

Rural and remote areas do not have facilities and services to satisfy person’s daily needs. We can therefore deduce that for the teachers who worked in these areas, it is not easy to attend to their needs (personal or otherwise). So it was deemed important that these teachers are offered time when they could fulfil their needs and replenish their supplies at places where facilities and services are available.

Teacher E said, *“Leaves should be provided for teachers at least once per month excluding formal holidays.”*

This response calls for amendment of regulation 30(2) of TSD (2002:28) that allows teachers to take leaves only during the school holidays (cf. 2.4.2.2.). This is already a holiday given for all teachers. It does not cater for teachers who may feel exhausted in the course of the year other than holidays.

The above responses were echoed in suggestions and recommendations made by the participants. Even though they did not show them as factors affecting their resilience, the fact that they showed absence of leave among recommendations implies that absence of leave impacts negatively on their resilience.

4.4.4.2. Remunerations

Remuneration can be described as compensation to the employee for the performed work (Calvin 2017). It can be in a form of salary, wage, health schemes, transport allowance, overtime allowance, incentives, bonuses, as well as responsibility allowance. Literature affirms the issue of remuneration to be the most contentious one for teachers in most countries. When financial incentive package is limited, qualified teachers are not attracted to teaching profession. This provokes exodus of highly qualified teachers to other sectors that provide better remuneration offers (cf. 2.4.3.2.). Research that correlates with this is seen in the recommendations provided by the teacher participants.

Teacher C proposed that, “*The government should introduce incentives to teachers working in difficult in schools. During winter they should be provided with freezer suits and warm clothing as part of their incentives.*” He further said “*The remuneration should also be better than of those teachers working in urban area.*”

This response showed a teacher who was still willing to work in this hard to reach school. However, in order to improve his resilience, he maintained that since they are sacrificing, they should be rewarded. They should be rewarded for the sacrifice they do by working in these places that other teachers run away from. From this response, we realize a form of self-centeredness. A teacher is more concerned with the incentive that will benefit him as a teacher. He did not include the incentive that would make his work in the classroom easier or that would help the school in general.

Teacher D also recommended that, “*The government through its Ministry should [incentivise] teachers by meeting schools half way with the needs such as solar panels, free power banks and Wi-Fi. There should also be an increase in their hardship allowance.*”

Among incentives packages, he specified those that will assist him directly to perform work in the classroom effectively such as solar panels, free power banks and Wi-Fi. Unlike Teacher C, Teacher D was mostly concerned with the incentives that would benefit all the teachers and the school at large. This presented a teacher who was not self-centred.

Teacher E indicated that teachers in general should be highly motivated since the economy of the country lies in their hands. She said: “*...those in the rural area should be given hardship allowances.*”

From her response, we realize that she was aware of challenges of all teachers. However, she realized that those working in the hard to reach places worked in more adverse situations than others working in urban places. This therefore, called for better consideration by the government.

Generally speaking, many responses of teachers showed the need for remuneration to motivate teachers working in hard to reach in order to retain them. The government has to be aware of the importance of remuneration for these teachers to keep working hard for provision of quality education in Lesotho in general.

4.4.4.3. Curriculum implementation

Curriculum implementation is associated with professional work challenge impacting negatively on teacher professional resilience (Beltman *et.al.* 2011) (cf. 2.4.2.5.). Curriculum implementation by teachers was one of the challenges teachers were faced with. It became even more challenging when teachers were not given

proper training to implement it accordingly. Literature confirms a new continuous assessment curriculum in Lesotho being a challenge in implementation (cf. 2.4.3.5.). Most prominent reason provided for the problem of its implementation was the fact that teachers did not understand it. This was, therefore, a threat to provision of quality education (Raselimo 2015:10). Empirical research that agrees with literature is found from the responses below:

Teacher A said, *“Focusing on this new curriculum truly requires active participation especially during the children’s projects on the last end of level assessment.”*

From the response we can deduce that the teacher observed that the curriculum had increased the workload because of the projects learners had to do. This was not the case in the previous curriculum.

The new curriculum has a different negative impact on resilience of Teacher C. He showed how it was a drawback by saying, *“A new curriculum is still a challenge since we are not yet familiar with it.”*

This response corroborated literature that affirms proper training that was not done for teachers to implement the new curriculum effectively (cf. 2.4.3.5.). This speaks to the way schools were managed. It is the duty of every management to ensure that it arranges for proper workshops for better understanding of the new curriculum. This would make teachers to share ideas and assist each other in areas where there are problems.

Teacher D mentioned several challenges he encountered when he first arrived at that school. He said, *“The sad part was the curriculum which did not suit the rural learners. Its examples were difficult for learners to understand and the school management was not invited to workshops that could have helped us to simplify this curriculum.”*

In a similar manner, Teacher E was faced with a curriculum challenge. she said, *“Then in the new curriculum, scarcity of resource materials made things worse. The situation is spilling out of control.”*

The above responses from teacher participants indicated that there was a great problem in imposing the new curriculum in the country and something had to be done to remedy the situation. It seemed like the curriculum was not properly prepared for before its implementation. (Selepe 2016 & Raselimo 2015:10).

4.5. Data addressing the third objective: To determine ways used by teachers to survive through teacher professional hardships.

This section was meant to address the third objective to determine ways used by teachers to survive through teacher professional hardships. Literature in relation to ways used by teachers to survive was looked at.

The question directed to the participants was, *'what coping strategies do you apply in order to survive through the challenges you encounter in your teaching profession?'* I looked at literature that confirms the participants' views below. The identified protective factors were: 1) Applying positive coping skills; 2) Positive thinking and improvisation; 3) Collaboration; 4) Support systems.

4.5.1. Applying positive coping skills

Teachers need to conquer in adverse conditions and deprived environments. In order for them to achieve this, they have to apply positive coping strategies. The skills like assistance seeking behaviour, positive appraisal, a sense of urgency, strong support groups, pride in achievement and competence, can help them to survive through challenges they encounter in their careers (cf. 2.4.4.1.).

Teacher participants applied different positive coping skills in relation to the problem each was faced in the working environment.

Teacher A showed the skills that help him to survive adversity by saying, *"Whatever the obstacles we encounter in our way, one must make a great achievement to overcome them rather than surrendering the situation. Self-esteem and self-assurance are both consequences of hardworking and bravery to overcome challenges in life."*

From response of Teacher A, he was a passionate teacher who had a sense of urgency and pride in achievement as well as competence. Self-esteem and self-assurance are the subdomain of resilience theory under self-efficacy required for achievement at work. They have been found as protective resources that enhanced resilience when combined with ecological resources in complex ways (Rojas 2015:66).

Teacher B in response to the above question from the semi-structures interview responded by saying *"I am patient and I use different tactics to overcome these challenges."*

Here we find a teacher using patience as a resilience resource helping her to be resilient. She also said, *"Since I arrived to this school, I created different sports which were not there before, such sports like volley ball and dance to capture their attention and to make their minds active."*

Participation in sports is resilient promoting. It encouraged learners to attend school properly hence reduced stress to the teacher and changed the environment.

From the semi-structures interview, teacher C said, *"I was able to overcome most of them as my goal is to produce learners of high calibre with sound minds who can think critically and analytically."*

The drive that a teacher has to assist learners to self-actualise is a protective resource here. He also said, *“I also engage prefects to help me correcting behaviour of the boys who are vandalising the school. That helps a lot in maintaining discipline and order in my school. It further paves the way to a conducive environment for learning and learners’ minds become prepared for learning.”*

This teacher showed a sign of sense of agency that acted as a protective resource. It also helped this teacher in changing the environment. Engagement of prefects in correcting behaviour is in line with Ungar (2011) social ecological perspective of resilience which recognises the importance of supportive people around to constitute resilience.

Teacher D said *“to me and my colleagues this becomes a minor problem as we are accustomed to this situation. We prepare for these worse conditions in advance...”* this response was echoed from his narrative we realize the element of resilience from this response. The teacher implied that he did not run away from the problem but rather prepared for it.

His desires to produce good results regardless of the challenge is also witnessed when he said, *“Instead of taking this maladaptive weather conditions negative to us, we switch them for the betterment of wonderful experience to developing some of the learning outcomes like teaching about natural and made disaster...”* The response showed how dedicated the teacher was to his teaching profession. the teacher did do not withstand risk but changed in order to accommodate. This was in line with Masten (2014).

4.5.2. Positive thinking and Improvisation

Improvisation is described as the skill of creating instructional resources from local resources typically available in the location of the school (Shehu *et. al.* 2018:3) (cf. 2.4.3.2.). Scarcity of resources should not stop teachers from facilitating learning. They have to find other means that will help them to substitute those scarce resources.

When there are no libraries, materials, technology and many other important things, teachers can find out which materials they can improvise with in order to enhance teaching and learning. Findings showed few teachers using improvisation.

Teacher A in his narrative said, *“Instead of taking this maladaptive weather conditions negative to us, we switch them to the betterment, to wonderful experience, to develop some of the learning outcomes like when teaching about natural and man-made disasters.”* From this response we realize that a teacher thinks in a positive manner. Positive thinking is a resilient factor enhancing positive adaptation in adverse situation.

Teacher C similarly found improvising as another way of solving the problem of resource scarcity. He said, *“As for lack of learning materials and resources, as a trained teacher I improvise, that is, I go out there and scavenge on any piece of information and present it to my learners for them to them to analyse it and select the one that will be of benefit to them.”* This teacher did not take searching for resources as his responsibility alone. He used learners to analyse and sift useful materials from the collection. This teacher produced good results because he developed learners who were analytic and could think critically. The teacher’s actions to engage learners to find resources too was in line with Ungar (2011) as he recognized support from other people as essential for development.

4.5.3. Collaboration

Lock (2015:9) described collaboration as the process where teachers work cooperatively to analyse and influence professional practice. They do this so as improve both individual and shared outcomes (cf. 2.4.4.3).

The evidence that there is collaboration at Teacher A’s school is when he said, *“We work as a team in order to achieve high goals of education here at my school. As staff members, we are aware of one another strengths and weaknesses especially in our teaching department, so this enables us to assist one another with learning skills and content delivery in the classroom situation.* Teacher B confirms what teacher A says about their school by saying, *“...also teacher cooperation plays a very important role as we face every problem that we encounter together.”*

In not so many words, Teacher C showed collaboration as one of the things that assisted him to conquer adverse situations he was working in. He said, *“I have also indicated that team work has always been a driving force and a guiding principle to my success.”* He said that because he previously showed team work was practiced even among students by saying,

“Our school culture is smart dress, cleanliness and discipline, and students are equipped with skills moulding into future leaders who know about teamwork.”

School B believed in team work from both teachers and learners. Teacher D agreed with Teacher C that collaboration was used in their school to conquer adverse situations, by saying, *“I had good colleagues whom we used to brainstorm and discuss curriculum and come up with examples relevant to these rural area learners.”*

The above responses showed that most of the teachers practised collaboration and it was one of the things that assisted them to still survive under adverse situations. It helped them to grow professionally as they

faced challenges together; hence, promoted their resilience. The research revealed that school culture of these schools involves unity of stakeholders. It also shaped how they do things to maximise success (Keawkhong 2014:13).

4.5.4. Support systems

Research shows mutual empowerment, development and support are at the heart of the resilience process (Day and Gu 2014: 36) (cf. 2.2.5.2.). Adaptive systems, including prosocial organizations such as religious groups and community resources and opportunities, enhance resilience. Network of strong and trusting relationships between teachers and leaders, teachers and teachers, and students and teachers enhance resilience (Le Cornu 2013:8) (cf. 2.2.3.2.).

Teacher A showed support systems that assisted in developing his resilience by saying, *“new curriculum has traditional dances like mohobelo. I always consult parents from the society who know these dances to be my resource persons. How can I leave a place that is so resourceful like this one? No ways.”* Again *these kids have social clubs at their villages where some of these dances are practiced, I hardly find enough time teaching them.”* Teacher B from the same school said, *“Aunty you do not know how supportive the community people in this school are! They always provide help when we need them. Our principal is also somebody approachable and has helped us to be one community. We beat the problems that we face as a unit.”*

Similar assertion was echoed by teacher D from his semi-structured interview said, *“When I arrived in this school, I was not a qualified teacher, I was not qualified and was earning a little money. That made it difficult for me to support my family and do my work effectively. But the support I gained from my head teacher kept me going. He also [encouraged] me to go to school so that I can be a professional teacher.”* He also claimed to have gained support from his group mates in school. He showed this by saying, *“...I upgraded for post graduate diploma in education, and fortunately met people who were going through same problems and even worse, which even made me more resilient.”*

On the other hand, teacher E from the church school claimed to get support from the church and district resource person. She said, *“all the members of the school board are the members of this church. Once a quarter they hold a retreat for both learners and the teachers. It’s a form of counselling, it helps us a lot because learners do not pose bad behaviour because of that. We, as teachers also learn how to work cooperatively, so things are not that bad.”* She continued by saying, *“...I nearly forgot that we also have a district resource person who is so passionate in our centre. He visits our schools regularly to offer assistance. That makes us so [ardent] of our work because he also checks and monitor our work.”*

From all the above teacher participants' assertions, we realize the role of social ecology in development of their resilience as suggested by most researchers to enhance resilience (Masten 2011:495; Ungar 2011:1; Windle *et.al.* 2011:2; Dass-Brailsford 2005: 586 & Malindi 2014:35). (cf. 2.3.1.). The quotations also revealed literature assertion from career resilience that guided this study. This literature postulated that for workers to be resilient dependency plays a huge role. It entails need for superior approval and need for peer approval Seibert *et. al.* (2016:251). Developing effective career network can give a high form of psychological support and social support. This gives one an opportunity to focus on his job and avoid unanticipated and unintended circumstances (Seibert *et. al.* 2016:251-252). (cf. 2.2.2.).

4.6. Conclusion

In summation, the chapter dealt with the four strategies applied by teachers to survive through teacher professional hardships. The first strategy that the chapter focused on was applying positive coping skills. These were the skills that teachers used in order to survive through their professional resilience. Teachers seemed to have applied different coping skills. Each teacher thought of ways that would help in addressing problems at hand. The skills used by teachers included sense of urgency and pride in achievement and competence.

The other strategy used by teachers was Positive thinking and improvisation. Shehu *et. al.* (2018:3) described it as the skill of making instructional resources from local resources normally available in the location of the school. Even though improvisation seemed to work for a few who indicated they used it, many seemed not to consider it as a strategy that could assist them.

Collaboration is the process that is done where teachers work cooperatively to analyse and influence professional practice. Teachers do this to improve individual and shared outcomes (Lock 2015:9). This was another strategy used by teachers to survive through their professional resilience. Teachers assisted each other and shared ideas that helped them to do better in their work.

Support systems from leaders, community and the peers through working cooperatively played a huge role in enhancing the resilience of these teachers.

Chapter 5

Summary of findings, conclusions, recommendations and limitations of the study

5.1. Introduction

The study explored teacher professional resilience in selected rural and remote schools in Lesotho. The researcher conducted this study after recognising that some schools in the rural and remote areas of Lesotho performed exceptionally well despite the challenges they faced. The researcher investigated level of teacher professional resilience in such schools. The purpose was to find out their source of inspiration and how they survived the conditions they were working within. This chapter therefore dealt with summary of findings, recommendations and limitations of the study.

5.2. The aim and objectives of the empirical study.

AIM: The aim of the study was to explore the level of teacher professional resilience in selected rural and remote schools in Lesotho.

Research objectives

- To conceptualise teacher professional resilience.
- To establish the different factors that impact negatively on teacher professional resilience.
- To determine ways used by teachers to survive teacher professional hardships.
- To suggest and recommend strategies that can be used to improve teacher professional resilience in schools.

5.3. Summary of findings

Summary of findings was done based on literature and findings from empirical research. The summary allowed the researcher to make suggestions and recommendations in relation to ways of improving teacher professional resilience of teachers in the rural and remote areas in Lesotho. The researcher summarised the findings looking at the objectives that helped in ascertaining this study.

For the first objective: **Conceptualise the concept teacher professional resilience**, findings showed limitations when participants defined teacher professional resilience. They associated it with aspects of resilience as individual personal trait (cf.4.3.) (Skinner and Zimmer-Gembeck (2007:4).

(cf. 2.3.5.2.). Their view was person-focused. They ignored the social and ecological perspective that asks us to recognise the importance of social and ecological aspects when assessing resilience of an individual (Ungar 2011:1; Malindi 2014:35; Dass-Brailsford 2005: 586) and others (cf. 2.3.1.). However, two aspects indicated to be important for resilience which are threat and desirable outcomes were echoed in their conceptualisation. Despite the limitation recognised in the way they conceptualised teacher professional resilience, they demonstrated a great understanding of the factors that could contribute to resilience. This was observed when they mentioned the factors that impacted negatively on their resilience, they provided the ecological resources necessary in enhancing teacher resilience (cf. 4.4.). This indicated that they realized the importance and availability of resources within one's immediate environment to enhance resilience as literature shows (Ungar 2011:4; Theron 2019:330) (cf. 2.3.1.). Again, these teachers provided the support systems as assisting them to overcome challenges. These included learners, other teachers, management team, parents as resource persons, DRTs as well as church members (cf. 4.5.). These were the social support needed for one to be resilient (Wood *et.al.* 2011:438; Ungar & Liebenberg 2011:144; Ungar 2008:218) (cf. 2.3.1.). We can therefore draw a conclusion that these teachers understood the social ecological perspective of resilience despite their marginalization in their way of conceptualising it. In conclusion, individual traits from their way of conceptualization of the concept plus ecological resources identified to impact negatively on their professional resilience together with social support systems they indicated assisted with their resilience form a complete social ecological perspective of resilience. Indicators of understanding are first awareness of personal traits which they defined as resilience; second their awareness of the need for ecological support although they were not aware of it as reflected when they defined it. (cf. 2.3.1.).

For the second objective: **Establish different factors that impact negatively on teacher professional resilience**, all the established risk factors identified were the contextual ones. They were ecological risk factors associated with school context or professional work challenges (Beltman *et.al.* 2011) (cf.2.4.2.). There were no personal or intrinsic factors established by all the teacher participants to impact negatively on their resilience (cf. 4.4.). From these findings we can conclude that these teachers were high on career resilience (Seibert *et. al.* 2016:251). They had high regard of their potential since they never doubted themselves but context and the limited resources it had (cf. 4.4.). They believed in themselves and were teachers determined to succeed. This was observed as they mention these problems. Most of the time they came up with the solution. For instance, one teacher indicated that the snow is considered as a risk factor but he turns it to be a resource helping him to teach natural resources appropriately (cf. 4.4.2.1.). Where there were no resources teachers indicated they asked learners to help in finding the resources together they analyse the materials. Most of the time we heard these teachers willing to change the environment to suit

their needs rather than surrendering (Seibert *et. al.* 2016:251) (cf. 2.3.3.). These also acted as the confirmation that indeed the rural and remote areas contexts are not conducive and have a great potential of impacting negatively on teacher professional resilience.

For the third objective: **to determine ways used by teachers to survive through teacher professional hardships**, teacher participants showed different protective factors that helped them to persevere in adverse situations. They indicated that they applied positive coping skills such as assistance seeking behaviour, positive appraisal, a sense of urgency, strong support groups, pride in achievement and competence. These skills are among the skills literature proved to assist an individual for adaptation to occur (Luthar 2003:13) (cf. 2.3.2.). They also believed improvising materials played an essential role in their professional resilience. Using available resources within one context was also discovered to enhance resilience from provided literature (Ungar & Liebenberg 2011:144) (cf. 2.3.1.). Collaboration of teachers through sharing of ideas and helping each other helped teachers to survive through professional hardships. They also relied on support from their immediate environment that literature reported to enhance resilience (Le Cornu 2013:8) (cf. 2.2.3.2.), (cf. 2.3.1.).

5.4. For the fourth objective: recommendations

This section was meant to suggest and recommend strategies that can be used to improve teacher professional resilience of teachers working in the rural and remote schools in Lesotho. It also addresses the fourth objective. The question asked was: *What strategies can be suggested and recommended to improve teacher professional resilience in selected rural and remote schools in Lesotho?* The researcher decided to categorise the strategies in relation to each objective. Below are the recommendations done in accordance with stated objectives.

5.4.1. Recommendation regarding understanding of the concept of teacher professional resilience

We have already shown that teachers demonstrated a minimal comprehension of the concept teacher professional resilience. In order to deepen the understanding of teacher professionals to teachers. The following recommendations were proposed:

The schools and the Ministry of Education and Training (MOET) to hold regular workshops and some seminars that will familiarise teachers with this concept. MOET can also design special programmes where teachers could be trained in relation to teacher professional resilience. Online programmes may also be introduced for in-service teachers. Support groups may also be formed by individual schools and MOET for in-service teachers. All these would help teachers individually or in groups to familiarise themselves

with this concept. Consequently, their professional resilience would be developed. This would also help in retaining teachers in both rural and remote areas.

We propose that teacher professional resilience could also be included in teacher training institutions. This would help newly recruited teachers to get into the profession already equipped. Also emphasis on expectations and good production which could provide cognitive dissonance to newly recruited teachers should be minimised. More emphasis should be on teacher professional resilience and the rest will come as a consequence of that of teacher professional resilience.

5.4.2. Recommendation on strategies for dealing with negative factors impacting on teacher professional resilience.

Empirical research revealed ecological or contextual resources to be the most in impacting negatively on teacher professional resilience. Recommendations in line with this are as follows:

First is for the government through MOET to locate schools situated in hard to reach places and identify their individual needs. DRTs could be used as source of this information. Lack of access to electricity seemed to impact negatively in schools but mostly in primary schools. MOET could address this by meeting schools affected half way. They can be provided with equipment such as solar panels, power banks, projectors, computers as well as internet facilities like Wi-Fi. This would help the schools to maximise their performance. Schools themselves can do fund raising, small projects that could help them in raising funds so as to meet government half way too.

Government should also prioritize building classrooms, libraries and laboratories in these schools to help them with access. These schools should be furnished in accordance to the needs of each school. Libraries should be provided with necessary books and other relevant resources. Laboratories should also be provided with necessary equipment. Schools through the projects made can maintain and sustain these resources. Learners also should be taught how to take care of the equipment and made responsible to do so. This would also help in their maintenance and their sustainability. Community members should also be engaged in school issues so that they can take care of these assets outside school hours when teachers are not around. Classes should also be kept warm against harsh weather conditions.

Regular workshops should be conducted to solve the problem of curriculum that is not easy to understand. School-based workshops can be conducted where teachers can share ideas on how they can tackle curriculum and make it easy to comprehend. Resource persons from the Ministry of Education should visit these schools regularly to help teachers solve problems they may be faced with. Their visits can also act as a form motivational sessions and can help in retaining teachers in the rural and remote schools.

Government, through MOET and individual schools, have to find ways that can force parents to continue with their parental duties. They should understand that the policy was meant to help them and therefore, they need to participate as if nothing has changed. Parents' meetings and seminars can be conducted for them to instil the importance of taking part in learners' education. In these seminars or parents' meetings, school leaders and teachers themselves can encourage participation and involvement of parents in schools to help in improving learners' education for best results in schools.

Working conditions should also be reviewed to motivate and retain teachers in these schools. This will help to improve their teacher professional resilience. Better remuneration for teachers working in the rural and remote schools of Lesotho must be considered. Their salaries should be better than those of teachers working in the urban areas. This has potential of attracting more teachers to work in these areas. Teachers working in the remote and hard to reach places are faced with higher costs of goods due to increased transportation costs of such goods. They therefore need to be compensated for these higher costs. Teachers housing should also be provided for those who would like to stay near schools. This will help teachers to stay with their families to avoid psychological impact caused by travelling long distances to schools and being away from their families especially during days when it has snowed. Teachers indicated this to impact negatively on their teacher professional resilience.

MOET should consider revising a mountain and hardship allowance to make it more attractive than it is now, as it acts as a form of motivation. Mountain and hardship allowance will help to cover the cost of living that is high in rural and remote areas. The costs include transport costs since it is expensive to travel there. Food costs should also be covered to assist teachers to buy enough food that can last the whole month till they can travel back to towns to get fresh supplies. This will ensure that they would not suffer during harsh weather that does not allow them to travel as they will be having enough food.

Teaching is a tiring and stressing job. Teacher professional resilience is affected in the process. It is important for counsellors to visit these schools on regular basis to provide teachers with counselling services that will make them to be more resilient. It may be even better for these schools to be provided with permanent counsellors so that they are always available in schools. Teachers can get free counselling whenever need arises. The support from these counsellors, will help teachers not to be terribly affected by the identified risk factors and their teacher professional resilience will in turn be improved.

5.4.3. Recommendations on ways used to survive through teacher professional hardships.

The study revealed that teacher participants applied coping skills that seemed to help them to survive through teacher professional resilience hardships. I therefore recommend MOET to allow teachers to keep

developing professionally at any stage of their teaching profession. This will equip teachers with skills that will assist in meeting the demanding and changing curriculum. It will also help them to learn new and better methods that can assist them to handle challenges they face in their learning environments.

Furthermore, in relation to ecological resources, teachers were observed to be using resources in their environment. For instance, some used snow to teach about natural disasters. Teachers should therefore be encouraged to use their immediate environment as source of information. They should be encouraged to embrace what is within their environment. For instance, schools in the urban areas buy dough for modelling while those in the rural and remote areas have clay in abundance in their environment and it is free. Teachers have to use these persons to facilitate learning effectively. Teachers can also substitute resources with the ones available in their environment rather than stressing on those that are not available. Resource persons from the community members were seen to help teachers as a further form of improvisation.

Support systems were observed to help teachers survive in their teaching profession. Online support on teacher resilience should be implemented by MOET. This is where teachers can meet with other teachers who experience similar problems. Teachers can form networks where they will talk about the risk factors impacting negatively on their teacher professional resilience and share how they can solve them. They can also learn how others survived through their professional hardships and apply those strategies in their own situations. Leaders must provide support to teachers, especially newly recruited ones, to improve their resilience. Establishment of good rapport in schools of this nature where open channels of communication is allowed should be taken into account. Interactions between teacher and learners, teacher and teachers, teacher and leaders and teacher and community members should also be encouraged and established in schools. This has potential of improving teacher professional resilience. These interactions could be in a form of collaboration and regular meetings with all these stakeholders whenever need arise.

5.5. Issues for further research and suggestions

There were few teachers who were used as participants in this study. Withdrawal of the sixth respondents contributed to the usage of few teacher participants. Not all teachers working in the rural and remote schools participated. Nevertheless, data collected provided rich data that has potential to help in improving teacher professional resilience of teachers working in the rural and remote schools in Lesotho. It was not easy to cover all these teachers due to limited resources the researcher had to finish the study with. It would be costly exercise to cover such a huge number of participants.

The above reasons and many others not mentioned made it difficult to generalise the findings to all teachers in Lesotho. I therefore, think further research that covers a larger sample than this one should be our future

direction. This should be done to assist in verifying findings. Again, this could help in inclusion of the aspects that were not covered in this research to add value to it. Important stakeholders could also be included to find out their awareness of teacher professional resilience, the role they play and can play to enhance teacher professional resilience. Teachers' suggestions on what they think should be done to help teachers to be more resilient in order to produce best results could also be considered.

Also, it can be investigated if learners who had resilient teachers do become resilient themselves. It will be interesting to find out if resilient teachers teach in a manner that develops resilience in their learners too. Do they use strategies that promote resilience as suggested by (Jefferis & Theron 2017:10) to pass resilience from teacher to learner? (cf. 2.3.3.7.).

Personal reflection

It was interesting to note how this journey of exploring the level of teacher profession resilience took directions I never anticipated. At first, I had a shallow knowledge of the concept teacher professional resilience. I was only curious to know why some teachers working in the rural and remote areas of Lesotho produced good results while others did not. The thought of the adversity they were working but still producing good results made me curious. This curiosity drove me to think that teacher professional resilience is only about teachers producing good results regardless of adverse situation they were working within. I did not even understand why my supervisor kept requesting me to engage in more reading so that I could understand the concept better. It became so surprising but mostly interesting when I did engage in more readings. My understanding of this concept developed over time. I realized that teacher professional resilience could be conceptualised in so many ways. I was fascinated by the social ecological view of resilience. This perspective played a huge role in ascertaining this study. I fell in love with this study every time I undertook it. The study widened my knowledge and taught me to look at issues from different angles.

However, the process of undertaking this study was not an easy one, though an interesting one. My supervisor gave me courage and unwavering support up to the end. I was sometimes under a lot of pressure due to my personal and work related issues. I would always come stronger and energetic after the meetings with my supervisor who made this journey even more interesting.

I encountered a challenge in understanding resilience in different perspectives. In the beginning my focus was on individual trait. It took me time to understand the social and ecological perspective. As I engaged in more readings, I started to have a bigger picture. I began to realize the significant role played by resources available in the environment and their impact in enhancing development of a child.

I thought the concept resilience would not be easy for participants to grasp. It was a great surprise to realize that their comprehension was more than I had anticipated. The ideas they posed really showed that they were indeed resilient teachers. These participants contributed in the success of the study in a special way. They never denied me a chance to fit into their busy schedules. Their commitment and enthusiasm helped me to reach the destination of this journey.

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Appendices

Turnitin report

Final edit Maphohledi

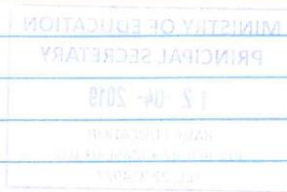
ORIGINALITY REPORT

10%	5%	2%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of the West Indies Student Paper	1%
2	Submitted to Machabeng College Student Paper	1%
3	repository.up.ac.za Internet Source	<1%
4	uir.unisa.ac.za Internet Source	<1%
5	Submitted to University of the Free State Student Paper	<1%
6	scholar.ufs.ac.za:8080 Internet Source	<1%
7	www.vichealth.vic.gov.au Internet Source	<1%
8	Submitted to Grand Canyon University Student Paper	<1%
9	espace.curtin.edu.au Internet Source	<1%

Letter to the Ministry of Education requesting permission to conduct a study



Ministry of Education
P.O. Box
MASERU 100

12th April 2019

Dear Sir/Madam

REQUEST TO CONDUCT A STUDY

This letter serves as the request to conduct a research in some of the schools in the remote and rural schools of Lesotho.

I am a student in the University of Free State and conducting a research titled "Exploring Teachers' Professional Resilience in selected Rural and Remote areas in Lesotho schools." The study is meant to add value to the existing studies aimed at understanding teacher professional resilience. Teachers of Lesotho seem to be affected by several challenges that impact negatively on their resilience especially those in remote and rural areas of Lesotho. This study is aimed at finding out from those teachers these challenges. There are some strategies that resilient teachers in such environments apply to overcome such problems hence become resilient. Those strategies could be applied by teachers who are not resilient enough so that they too can produce desirable results.

The above reasons specified provoked me to conduct this study together with some not specified here.

I shall therefore be pleased to be allowed to conduct this

this study.

With Kind Regards
Maphohleli B. Phohleli

Letter from the Ministry of Education granting permission to conduct study



THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING

20th May 2019

General /Human Research Ethics Committee (GHREC)

Dear Sir / Madam

RE: PERMISSION TO CARRY OUT RESEARCH STUDY

Permission is hereby granted to Maphohleli B. Phohleli to undertake a study relating to the *Exploring Teacher Professional Resilience in Selected Rural Schools in Lesotho*. It is the hope of the Ministry that the findings of this study will help in the advancement of the Ministry's effort to provide quality education.

I hope this will reach your favourable consideration.

Yours sincerely,

A handwritten signature in blue ink, appearing to be 'N.P. Liphoto', written over a horizontal line.

N.P. Liphoto (DR)

PS Basic Education.



Acceptance letter by the CTR Committee



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3 May 2018

APPLICATION FOR TITLE REGISTRATION

Applicant: Phohleli, BM 58700845/62700845-
Student Number: 2013144759
Discipline: Psychology of Education
Study Code: PSE700

Dear Dr Moreeng

The CTR committee accepted your students title as it is: ***Exploring teachers' professional resilience in selected rural schools in Lesotho***

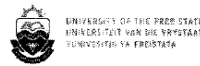
The application is accepted with recommendations (no need to provide feedback to the committee)

1. Title is clear
2. Remember to add sources when referring to e.g. "definition" of professionalism.
3. Resilience can be better described – the ability to “bounce back” after difficult experiences? Maybe also the idea that teachers stay positive even in difficult circumstances? The focus should be on the positive teacher and not on the results...only by implication the resilient teacher would get positive results.
4. Theory of resilience is relevant
5. Language should be edited...look for instance at research questions (survive??)
6. Interesting methodology
7. Careful not to say that policy and curriculum developers “are expected” to use the results.
8. Introductory background:
9. Terminologies/concepts to be used well explained: resilience and teacher professional resilience.
10. The background leading to pursuing the study well-articulated: the dearth on studies that comment authoritatively on which circumstances allow teachers to carry on with their duties effectively in their professional life regardless of problems.
11. Theoretical framework: Theory of resilience. Explained from literature. Justification and relevance, well explained.
12. A correlation exists between secondary questions and objectives of the study. Exploratory qualitative research design, through semi-structured interviews and narratives to **be employed**.

Yours sincerely,

Prof M Mokhele Makgalwa
Chair: CTR committee

Ms CS Duvnhage
Secretary: CTR committee



REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear School Principal,

I am doing research and would like to request permission to conduct research in your school.

DATE

January to March 2019

TITLE OF THE RESEARCH PROJECT

Exploring teachers' professional resilience in selected rural schools in Lesotho

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Maphohleli Baptistina Phohleli 2013144759 +26658700845

FACULTY AND DEPARTMENT:

Faculty of Education
Department of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member): Dr BB Moreeng (0860953)
Contact number: 073 269 1760

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of the study is to explore teacher professional resilience in selected schools in Lesotho. Professionalism can be described as an ideal to which individuals and occupational groups aspire in order to distinguish themselves from other workers by being prepared in a way that will equip them with certain traits such as knowledge, skills and dispositions required for them to be effective in their trait. (Kim 2015:33). Resilience on the other hand is viewed by (Rutter, 2013) as a case when people obtain desirable results even after encountering stress or serious problems. Teacher professional resilience can therefore be described as a situation whereby teachers produce desirable results in the midst of problems and hardships they experience in their teaching profession. Teacher professional resilience develops over time and involves the ability to adjust to various situations and increase one's increased competence in the face of adverse conditions (Mansfield (2012:4).

There are different studies undertaken in regard to teacher professional resilience. However, this study is worth being undertaken because it is expected to add value to the existing studies aimed at understanding teacher professional resilience. Resilience has long been the last in the list of those strategies, if not side-lined at all. This is evident in (Day, 2012). He says that it is surprising that when looking at the relationship between resilience and teaching quality, resilience application in schools has been ignored by governments. Previous researchers also ignored its value as they rather focused on teachers' stress, burn-out and retention. I find teacher profession resilience as fundamental to better teaching and learning (Day (2012). The value of resilience studies in education has provoked me to conduct a study on teacher professional resilience and add on what other studies may have left out.

A study conducted by Yonezawa, Jones and Singer (2011) focused on retention and resiliency of teachers working in the urban and high poverty schools attempting to establish what was required to keep teachers in such places. Their main argument was that "developing professional resilience is a process built on the interplay between individuals and their supportive contexts." Benjamin and Black (2012) study examined the factors from resiliency theory that influenced professional lives of several novice special education teachers on Hawaii's rural neighbour islands." Tayler (2013) study used female teachers to examine the perspectives of African American teachers on their teaching experiences and characteristics of resilience that influenced their retention in education in rural community before, during and after desegregation in the South. Gu and Day (2013) conducted the study aimed at investigating variations in teachers' work, lives and effectiveness to the variations. Unlike these studies, my study is planned to be executed in the rural schools of Lesotho. Teachers working in those areas are going to provide the challenges they encounter and also share the strategies they use to enhance their teacher professional resilience. Both male and female teachers will be included in the study as I suspect that resilience might impact differently on gender. Teacher professional resilience has been a matter of concern across the globe. Many studies were therefore conducted around the world to develop strategies on teacher professional resilience unfortunately this is not the case in Lesotho.

Teaching profession needs someone who has a positive teacher professional resilience. Being positive does not only benefit an individual teacher, but benefit both the school and the ministry. Showing positivity enhances effective and efficient teaching and learning. A teacher has to be positive on the following dimensions in order to be considered resilient according to Mansfield (2012: 11), emotional dimensions, motivational dimension, social dimension and professional related dimension. Emotional dimension includes not taking things personally. Teacher should bounce back and not despair when problems arise instead should take control over unpleasant situations. This will help them cope with job demands and stress. Teachers who have control over emotions are able to cope with stress and depression. Motivational dimension includes being positive and optimistic, focusing on learning and improvement, being persistent but setting realistic goals and expectations, being confident and having self-belief as well as maintaining motivation and enthusiasm. A self-motivated teaches have potential to produce motivated learners. They ensure that what they want their learners to achieve is within

their reach. They find ways and means to solve existing problems that can hinder learning. The school which has such teachers is able to produce good results. Moreover, social dimension entails possession of interpersonal and communication skills. A teacher of that calibre seeks help from colleagues and takes advices. They also build support and relationships. When there are conflicts, misunderstandings and problems, they open channels for communication to solve them. Collaboration of teachers is easy to happen in schools if this is the case. The school therefore becomes a conducive place to learn and teach. Professional related dimensions include possession of effective teaching skills. They do reflection on teaching and therefore are able to remedy where necessary and change strategies when need arises. Such teachers are committed to their student, they provide help and cares for their progression

There are different factors that impact negatively on teacher profession resilience. Conditions of service such as salaries, leaves and incentives when not satisfying, teachers may despair and sometimes resign from the job and seek for better job offers. Poor working conditions such as poor classrooms, lack of discipline, poor infrastructure, poor management and scarcity of teaching and learning materials, lack of administrative support and poor decision making in schools can impact negatively on teacher professional resilience (Sullivan, Pearce and Hunter, 2010). Johnsons, Down and Le Cornu, (2010) indicate that among many factors that have been identified as having an impact on teacher welfare and proficiency, include anticipation that teachers frequently adjust and keep up with various types of family roles, the pandemic of HIV/AIDS is the issue of concern on teachers' wellbeing globally (Louw, Shisana, Zungu and Peltzer, 2009).

Not much has been done globally, Lesotho included to find factors that impact negatively on teachers. Some of the studies undertaken either show several limitations or rather focus on learners' resilience than teacher resilience. Teachers are expected to instil positive behaviours and skills that can enhance resilience on learners. They are also expected to demonstrate such skills to other teachers and to the community at large. Whether they are resilient enough to do this effectively, is not much of a concern. Moreover, research has various personal and contextual materials essential for teacher resilience. There have been some suggestions made by people, schools and at system level. Unfortunately, there is little research addressing specific ways teacher education may make a positive contribution on the development of teacher resilience. (Day and Gu 2014; Johnsons et al 2014, cited by Mansfield et al 2016:3.) Day and Gu, (2014), indicate that many researchers concentrated on stress and burnout for teachers for several years. Little was said in relation to circumstances that allow teachers to carry on with their duties effectively in their professional life regardless of problems they face and challenges they encounter. Lesotho through the Ministry of Education together with World Bank tried to answer the issue for incentives and poor infrastructure as well as retaining teachers working in difficult area. This was done by offering teachers monetary incentive of M1000 monthly. M 500 for transport, M 250 for housing allowance and M250 for communication (MOET 2010: 13). Monetary incentives do not seem to address programs that can help these teachers to cope in difficult situations they are faced with.

Teachers encounter various problems in their teaching profession. The most vulnerable are the teachers working in the rural and remote schools of Lesotho. However, we still see the results in some of those schools pleasing, despite the problems they encounter. Existence of schools that do well is evident that there are still teachers who work hard for their existence and their normal functioning. Hence it is the aim of this study to explore teacher professional resilience in selected schools in Lesotho.

WHO IS DOING THE RESEARCH?

My name is Maphohleli Baptistina Phohleli

I am a teacher and currently work for Lesotho Government at St. Kizito Primary School in Maseru Lesotho.

This project forms part requirement for fulfillment for Master's degree in Psychology of Education at the University of Free State which I am registered for.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: Not yet approved

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Why did you chose this particular person/group as participant(s). Describe how (from whom?) you obtained the participants' contact details and why you chose this particular person / group of participants (description of the selection procedures). Indicate the approximate number of participants.

I have invited 6 participants from remote and hard to reach schools for this study.

In this study I opted to use purposeful sampling guided by Palinkas, Horwitz, Green, Jenifer, Dan, Priya and Dalal's claim that this form of sampling that assists in collection of information-rich case will help the comprehension of phenomenon under study (2015:45). I subjectively selected teachers that have worked consistently for over 10 years in rural schools of Lesotho because I believed their responses will allow me to reach the aim and objectives of the study and to respond well to the raised research questions (Laed, 2012). The researcher will work with participants from two primary schools and two high schools in one rural area of Lesotho. Two female and two male teachers will be requested to participate in the study as it is believed that their experiences, type of schools and their gender will assist in the exploration and enrich the quality of data that will be generated.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study. The study involves <audio/video taping / questionnaires / surveys / focus groups / semi-structured interviews, etc.>. Indicate what sort of questions will be asked or show the questions on this document. Describe the expected duration of participation and the time needed to complete specific research activities like questionnaires, focus groups or interviews. Describe the time allocated to conduct interviews/focus groups – be realistic in your approximation. Use simple terms to explain any possible risks to the child. State if something might be painful or scary to the child. Explain to the child that they must tell his/her parents if they are sick or in pain during the course of the study.

The participants will be interviewed individually, I will request permission from the participants to audio record the sessions, each interview is expected to last for approximately 45 min. I will explain to the participants that they are free to stop the interview at any point where they feel uncomfortable.

They will also be interviewed by the following four main questions:

- 1. What do you think is meant by being resilient?*
- 2. Which factors have a negative influence on your resilience?*
- 3. What are the personal traits you believe can help a teacher to survive in adversity in this profession?*
- 4. How do you survive under the unfavourable atmosphere you mentioned in your school?*

The narrative reports and the audio recording will be kept safe in a lock and key cabinet. The information contained in the narrative report and the audio recordings will only be used for the purpose of this study.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Describe the presence or absence of possible benefits for participants and/or society. Explain in simple terms that the subject's participation in the study will be kept confidential, but information about him/her will be given to the study sponsor. (NOTE: This information may not be applicable in consent forms for very young children).

The study will contribute to the growing field of teacher professional resilience. Policy makers and curriculum developers are also expected to use it for reference sake. Newly recruited and experienced teachers are going to benefit from the study as it will address issues concerning both parties. They can apply the strategies applied by participating teachers to survive through teacher professional hardships. The suggested and recommended strategies will benefit principals and the school proprietors as they can apply them in their schools to enhance teacher professional resilience. This study is expected to give that satisfaction to parents because the teachers who have got in contact with the study have the potential to produce excelling learners. Similarly, learners are expected to benefit from the study because the teachers who have used strategies suggested can adapt to

resilience. Participants' identities will be kept confidential. Pseudonyms will be used to hide their identities.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

Describe any potential level of risks and/or inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants (outlining likely incidence and severity). Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs. [Add a description for arrangement for indemnity and/or insurance coverage for participants if applicable.]

Potential discomfort is that participants will give personal information in the biographies that they may not want other people to know. Other risks may include talking or putting the school in a bad light when talking about challenges that occur in their school that they may not want authorities to know about. I will also be courteous to teachers and throughout avoiding harm and risks when undertaking my study. I will also ensure self-worth and the independence of the participants. I will interview and treat with discrete, the data they will give me. Participants' names and identities will not be disclosed and the participation in the study will be voluntary. They will also be informed that they are free to withdraw at any time during the study when they feel uncomfortable. Data and other materials such as details of procedures and instruments collected shall be well taken care of and kept safely to protect it from landing into the hands of other people who may use it for wrong purposes.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

Explain the extent, if any, to which confidentiality of information will be maintained, e.g. your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Identify who will have access to the data (transcriber/external coder) and how these individuals will maintain confidentiality (e.g. by signing a confidentiality agreement). Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Create a sentence to inform participants that their anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation, etc. Also indicate how privacy will be protected in any publication of the information. Add: A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report). [Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method. Include a description of what a focus group is. Add: While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus

group.] Explain to the participant that he/she can refuse to take part even if their parents have agreed to their participation. Explain that they can stop being in the study at any time without getting in trouble.

I will interview and treat with discrete, the data they will give me. Participants' names and identities will not be disclosed and the participation in the study will be voluntary. They will also be informed that they are free to withdraw at any time during the study when they feel uncomfortable. Data and other materials such as details of procedures and instruments collected shall be well taken care of and kept safely. Records of this study will only be available to me and my study leader. In cases where this research data is disseminated in the form of conference presentation or published articles, pseudonyms/codes will be used to hide the identity of the participants.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet (where?) for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Indicate how information will be destroyed. Describe any potential level of inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants (outlining likely incidence and severity). Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs. [Add a description for arrangement for indemnity and/or insurance coverage for participants if applicable.]

Electronic information will be kept on a personal computer which is password protected. Hardcopy answers will be kept in a locked cabinet in my office. I am the only person who possess keys to the cabinet. At the end of the research, all electronic files will be deleted and recycle bin emptied to ensure permanent removal and hardcopies will be shredded.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Describe any payment or reward offered, financial or otherwise. Any costs incurred by the participant should be explained and justified. Describe any potential level of inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants (outlining likely incidence and severity). Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs. [Add a description for arrangement for indemnity and/or insurance coverage for participants if applicable.]

There will be no payment or reward to participants for their taking part in this study.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact <insert researcher's name> on <insert telephone number> or fax <insert email address or fax number> or website <insert URL>. The findings are accessible for <insert time frame>. Please do not use home telephone numbers. Departmental and/or mobile phone numbers are acceptable. Should you require any further information or want to contact the researcher about any aspect of this study, please contact <insert principle researcher's contact details here, including email, internal phone number and fax number>. Should you have concerns about the way in which the research has been conducted, you may contact <insert supervisor's contact details here, including email, internal phone number and fax number>. Describe any potential level of inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants (outlining likely incidence and severity). Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs. [Add a description for arrangement for indemnity and/or insurance coverage for participants if applicable.]

If you would like to be informed of the final research findings, please contact Maphohleli Baptistina Phohleli on +26662700845 or maphohleli@gmail.com.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Maphohleli Baptistina Phohleli on +26662700845 or maphohleli@gmail.com.

Should you have concerns about the way the research has been conducted you may contact my supervisor Dr. Boitumelo Moreeng on the following contacts: 0732691760 or Boitumelo.moreeng@spu.ac.za.

Potential level of inconvenience and/or discomfort to the participant may include talking or putting the school in a bad light when talking about challenges that occur in their school that they may not want authorities to know about. If the authorities or the community can identify the persons that have participated in the research, and they are not pleased with information shared, then that could lead to disciplinary measures being taken against the participants, possibly leading to dismissal.

Attached is an indemnity agreement which will be signed between the Principal/Director and the participants in their school, as a measure to mitigate against occurrence of injury or harm attributable to the study.

Yours sincerely



Maphohleli Baptistina Phohleli

Insert Name and Signature of Researcher

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

Date of research project

TITLE OF THE RESEARCH PROJECT

Exploring teachers' professional resilience in selected rural schools in Lesotho

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Maphohleli Baptistina Phohleli 2013144759 +26658700845

FACULTY AND DEPARTMENT:

*Faculty of Education
Department of Education*

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member) *Dr. B. Moreeng*
Contact number 053 491 0249

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of the study is to explore teacher professional resilience in selected schools in Lesotho. Professionalism can be described as an ideal to which individuals and occupational groups aspire in order to distinguish themselves from other workers by being prepared in a way that will equip them with certain traits such as knowledge, skills and dispositions required for them to be effective in their trait. (Kim 2015:33). Resilience on the other hand is viewed by (Rutter, 2013) as a case when people obtain desirable results even after encountering stress or serious problems. Teacher professional resilience can therefore be described as a situation whereby teachers produce desirable results in the midst of problems and hardships they experience in their teaching profession. Teacher professional resilience develops over time and involves the ability to adjust to varies situations and increase one's increased competence in the face of adverse conditions (Mansfield (2012:4).

There are different studies undertaken in regard to teacher professional resilience. However, this study is worth being undertaken because it is expected to add value to the existing studies aimed at understanding teacher professional resilience. Resilience has long been the last in the list of those strategies, if not side-lined at all. This is evident in (Day, 2012). He says that it is surprising that when looking at the relationship between resilience and teaching quality, resilience application in schools has been ignored by governments. Previous researchers also ignored its value as they rather focused

on teachers' stress, burn-out and retention. I find teacher profession resilience as fundamental to better teaching and learning (Day (2012)). The value of resilience studies in education has provoked me to conduct a study on teacher professional resilience and add on what other studies may have left out.

A study conducted by Yonezawa, Jones and Singer (2011) focused on retention and resiliency of teachers working in the urban and high poverty schools attempting to establish what was required to keep teachers in such places. Their main argument was that "developing professional resilience is a process built on the interplay between individuals and their supportive contexts." Benjamin and Black (2012) study examined the factors from resiliency theory that influenced professional lives of several novice special education teachers on Hawaii's rural neighbour islands." Tayler (2013) study used female teachers to examine the perspectives of African American teachers on their teaching experiences and characteristics of resilience that influenced their retention in education in rural community before, during and after desegregation in the South. Gu and Day (2013) conducted the study aimed at investigating variations in teachers' work, lives and effectiveness to the variations. Unlike these studies, my study is planned to be executed in the rural schools of Lesotho. Teachers working in those areas are going to provide the challenges they encounter and also share the strategies they use to enhance their teacher professional resilience. Both male and female teachers will be included in the study as I suspect that resilience might impact differently on gender. Teacher professional resilience has been a matter of concern across the globe. Many studies were therefore conducted around the world to develop strategies on teacher professional resilience unfortunately this is not the case in Lesotho.

Teaching profession needs someone who has a positive teacher professional resilience. Being positive does not only benefit an individual teacher, but benefit both the school and the ministry. Showing positivity enhances effective and efficient teaching and learning. A teacher has to be positive on the following dimensions in order to be considered resilient according to Mansfield (2012: 11), emotional dimensions, motivational dimension, social dimension and professional related dimension. Emotional dimension includes not taking things personally. Teacher should bounce back and not despair when problems arise instead should take control over unpleasant situations. This will help them cope with job demands and stress. Teachers who have control over emotions are able to cope with stress and depression. Motivational dimension includes being positive and optimistic, focusing on learning and improvement, being persistent but setting realistic goals and expectations, being confident and having self-belief as well as maintaining motivation and enthusiasm. A self-motivated teacher has potential to produce motivated learners. They ensure that what they want their learners to achieve is within their reach. They find ways and means to solve existing problems that can hinder learning. The school which has such teachers is able to produce good results. Moreover, social dimension entails possession of interpersonal and communication skills. A teacher of that calibre seeks help from colleagues and takes advice. They also build support and relationships. When there are conflicts, misunderstandings and problems, they open channels for communication to solve them. Collaboration of teachers is easy to happen in schools if this is the case. The school therefore becomes a conducive place to learn and

teach. Professional related dimensions include possession of effective teaching skills. They do reflection on teaching and therefore are able to remedy where necessary and change strategies when need arises. Such teachers are committed to their student, they provide help and cares for their progression

There are different factors that impact negatively on teacher profession resilience. Conditions of service such as salaries, leaves and incentives when not satisfying, teachers may despair and sometimes resign from the job and seek for better job offers. Poor working conditions such as poor classrooms, lack of discipline, poor infrastructure, poor management and scarcity of teaching and learning materials, lack of administrative support and poor decision making in schools can impact negatively on teacher professional resilience (Sullivan, Pearce and Hunter, 2010). Johnsons, Down and Le Cornu, (2010) indicate that among many factors that have been identified as having an impact on teacher welfare and proficiency, include anticipation that teachers frequently adjust and keep up with various types of family roles, the pandemic of HIV/AIDS is the issue of concern on teachers' wellbeing globally (Louw, Shisana, Zungu and Peltzer, 2009).

Not much has been done globally, Lesotho included to find factors that impact negatively on teachers. Some of the studies undertaken either show several limitations or rather focus on learners' resilience than teacher resilience. Teachers are expected to instil positive behaviours and skills that can enhance resilience on learners. They are also expected to demonstrate such skills to other teachers and to the community at large. Whether they are resilient enough to do this effectively, is not much of a concern. Moreover, research has various personal and contextual materials essential for teacher resilience. There have been some suggestions made by people, schools and at system level. Unfortunately, there is little research addressing specific ways teacher education may make a positive contribution on the development of teacher resilience. (Day and Gu 2014; Johnsons et al 2014, cited by Mansfield et al 2016:3.) Day and Gu, (2014), indicate that many researchers concentrated on stress and burnout for teachers for several years. Little was said in relation to circumstances that allow teachers to carry on with their duties effectively in their professional life regardless of problems they face and challenges they encounter. Lesotho through the Ministry of Education together with World Bank tried to answer the issue for incentives and poor infrastructure as well as retaining teachers working in difficult area. This was done by offering teachers monetary incentive of M1000 monthly. M 500 for transport, M 250 for housing allowance and M250 for communication (MOET 2010: 13). Monetary incentives do not seem to address programs that can help these teachers to cope in difficult situations they are faced with.

Teachers encounter various problems in their teaching profession. The most vulnerable are the teachers working in the rural and remote schools of Lesotho. However, we still see the results in some of those schools pleasing, despite the problems they encounter. Existence of schools that do well is evident that there are still teachers who work hard for their existence and their normal functioning. Hence it is the aim of this study to explore teacher professional resilience in selected schools in Lesotho.

WHO IS DOING THE RESEARCH?

My name is Maphohleli Baptistinah Phohleli

I am a teacher and currently work for Lesotho Government at St. Kizito Primary School in Maseru Lesotho.

This project forms part requirement for fulfillment for Master's degree in Psychology of Education at the University of Free State which I am registered for.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: Not yet approved

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Why did you chose this particular person/group as participant(s)? Describe how (from whom?) you obtained the participants' contact details and why you chose this particular person / group of participants (description of the selection procedures). Indicate the approximate number of participants.

I have invited 6 participants from remote and hard to reach schools for this study.

In this study I opted to use purposeful sampling guided by Palinkas, Horwitz, Green, Jenifer, Dan, Priya and Dalal's claim that this form of sampling that assists in collection of information-rich case will help the comprehension of phenomenon under study (2015:45). I subjectively selected teachers that have worked consistently for over 10 years in rural schools of Lesotho because I believed their responses will allow me to reach the aim and objectives of the study and to respond well to the raised research questions (Laed, 2012). The researcher will work with participants from two primary schools and two high schools in one rural area of Lesotho. Two female and two male teachers will be requested to participate in the study as it is believed that their experiences, type of schools and their gender will assist in the exploration and enrich the quality of data that will be generated.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study. The study involves <audio/video taping / questionnaires / surveys / focus groups / semi-structured interviews, etc.>. Indicate what sort of questions will be asked or show the questions on this document. Describe the expected duration of participation and the time needed to complete specific research activities like questionnaires, focus

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The participants will be interviewed individually, I will request permission from the participants to audio record the sessions, each interview is expected to last for approximately 45 min. I will explain to the participants that they are free to stop the interview at any point where they feel uncomfortable.

They will also be interviewed by the following four main questions:

1. What do you think is meant by being resilient?
2. Which factors have a negative influence on your resilience?
3. What are the personal traits you believe can help a teacher to survive in adversity in this profession?
4. How do you survive under the unfavourable atmosphere you mentioned in your school?

The narrative reports and the audio recording will be kept safe in a lock and key cabinet. The information contained in the narrative report and the audio recordings will only be used for the purpose of this study.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation in this study is voluntary and there is no penalty or loss of benefit for non-participation. By being in this study, participants are under no obligation to consent to participation. If participants decide to take part, they will be given this information sheet to keep and be asked to sign a written consent form. They are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study will contribute to the growing field of teacher professional resilience. Policy makers and curriculum developers are also expected to use it for reference sake. Newly recruited and experienced teachers are going to benefit from the study as it will address issues concerning both parties. They can apply the strategies applied by participating teachers to survive through teacher professional hardships. The suggested and recommended strategies will benefit principals and the school proprietors as they can apply them in their schools to enhance teacher professional resilience. This study is expected to give that satisfaction to parents because the teachers who have got in contact with the study have the potential to produce excelling learners. Similarly, learners are expected to benefit from the study because the teachers who have used strategies suggested can adapt to resilience. Participants' identities will be kept confidential. Pseudonyms will be used to hide their identities.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

Potential discomfort is that participants will give personal information in the biographies that they may not want other people to know. Other risks may include talking or putting the school in a bad light when talking about challenges that occur in their school that they may not want authorities to know about. I will also be courteous to teachers and throughout avoiding harm and risks when undertaking my study. I will also ensure self-worth and the independence of the participants. I will interview and treat with discrete, the data they will give me. Participants' names and identities will not be disclosed and the participation in the study will be voluntary. They will also be informed that they are free to withdraw at any time during the study when they feel uncomfortable. Data and other materials such as details of procedures and instruments collected shall be well taken care of and kept safely to protect it from landing into the hands of other people who may use it for wrong purposes.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

I will interview and treat with discrete, the data they will give me. Participants' names and identities will not be disclosed and the participation in the study will be voluntary. They will also be informed that they are free to withdraw at any time during the study when they feel uncomfortable. Data and other materials such as details of procedures and instruments collected shall be well taken care of and kept safely. Records of this study will only be available to me and my study leader. In cases where this research data is disseminated in the form of conference presentation or published articles, pseudonyms/codes will be used to hide the identity of the participants.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Electronic information will be kept on a personal computer which is password protected. Hardcopy answers will be kept in a locked cabinet in my office. I am the only person who possess keys to the cabinet. At the end of the research, all electronic files will be deleted and recycle bin emptied to ensure permanent removal and hardcopies will be shredded.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment or reward to participants for their taking part in this study.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Maphohleli Baptistina Phohleli on +26662700845 or maphohleli@gmail.com

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Maphohleli Baptistina Phohleli on +26662700845 or maphohleli@gmail.com.

Should you have concerns about the way the research has been conducted you may contact my supervisor Dr. Boitumelo Moreeng on the following contacts: 0732691760 or Boitumelo.moreeng@spu.ac.za.

Potential level of inconvenience and/or discomfort to the participant may include talking or putting the school in a bad light when talking about challenges that occur in their school that they may not want authorities to know about. If the authorities or the community can identify the persons that have participated in the research, and they are not pleased with information shared, then that could lead to disciplinary measures being taken against the participants, possibly leading to dismissal.

Attached is an indemnity agreement which will be signed between the Principal/Director and the participants in their school, as a measure to mitigate against occurrence of injury or harm attributable to the study.

Thank you for taking time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

Indemnity Agreement

THIS INDEMNITY AGREEMENT (the “Agreement” or this “Indemnity Agreement”), is made and entered into as of this ___/_____/2019 by and between:

PRINCIPAL/DIRECTOR’S NAMES: _____

SCHOOL’S NAME: _____

ADDRESS: _____

(the “Indemnifying Party”), and

PARTICIPANT’S NAMES: _____

SCHOOL’S NAME: _____

ADDRESS: _____

WHEREAS:

a. The Indemnifying Party wishes to engage a number of teachers in your school or department to conduct research on exploring teacher professional resilience in selected schools in Lesotho, and

b. As a condition of such, the Indemnified Party wishes to be indemnified and held harmless, as more fully set forth in this Indemnity Agreement below.

In consideration of foregoing, and of the mutual covenants contained herein, the receipt and sufficiency of which are hereby acknowledged, the parties to this Agreement hereby agree as follows:

1. The Indemnifying Party agrees to indemnify and save the Indemnified Party, harmless from and against any and all claims, liability, loss, expenses, suits, damages, judgments, demands, and costs (including reasonable legal fees and expenses) arising out of (i) the acts or omissions of Indemnifying Party, in connection with agreeing to participate in this research activity; or (ii) any accident, injury or death to persons, or loss of or damage to property, or fines and penalties which may result, in whole or in

LIST OF INTERVIEW QUESTIONS AND NARRATIVES ON EXPLORING TEACHER PROFESSIONAL RESILIENCE: A CASE OF SELECTED RURAL AND REMOTE SCHOOLS IN LESOTHO

Interview questions

- 1.What is teacher professional resilience?
- 2.What are the factors that impact negatively on your resilience?
- 3.What coping strategies do you apply in order to survive through the challenges you encounter in your teaching profession?

Narratives

Tell the story on your teaching experience under these adverse conditions of the rural or remote school you are working within in Lesotho. First tell how you can explain teacher professional resilience. Explain it basing yourself on how you became resilient in your teaching career in this rural or remote school you are teaching in. Please note the following in your story: different factors that impact negatively on your teacher professional resilience. How do you cope or survive through teacher professional hardships that affect your resilience in this remote or rural school you work in. suggest and recommend strategies that can be used to improve your teacher professional resilience in your remote or rural school in Lesotho.