



UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



**Teacher resilience in Zimbabwe: Case study of Tasima Teachers'
Training College during 2007 to 2009 economic crisis**

**Mavis Mushonga
2012162414**

**Submitted for the partial fulfilment of Master's Degree in Development
Studies Programme (MDS)**

Centre for Development Support

**University of the Free State
South Africa
2015**

Supervised by:

**L.N. Venkataraman DPhil
Affiliated Lecturer,
Centre for Development Support,
University of the Free State,
South Africa**

AUTHOR'S DECLARATION

I, Mavis Mushonga, declare that the mini-dissertation hereby submitted for the Masters in Development Studies at the Centre for Development Support, University of the Free State, is my own original and independent work and I have not previously submitted this work for a qualification in another university or faculty.

Acknowledgements

This dissertation could not have been accomplished without the help and support of many people. First, my sincere gratitude goes to my supervisor, Dr. Lakshmi, N. Venkataraman, for his professional guidance, patience and encouragement that motivated me to complete this research. Secondly, special and sincere thanks also go to all the people who participated in this study, without whose cooperation and contribution this dissertation would have been possible.

Thirdly and most importantly, I am grateful for the love of my family. I would like to express my deepest love and thanks to my husband, Stephen Berry Mushonga whose unwavering support, understanding, sacrifice and encouragement were invaluable during my studies. You stayed up with me and kept me company while I burnt the mid-night candle. I would like also to thank my daughters Rudo, Vimbai (now late) and Rumbidzai for their support throughout my research. Thank you girls, you were a force to reckon with. You all helped me realise my goal.

I dedicate this work to my granddaughter Tasima. I hope one day you will be inspired by this dissertation and work hard and realise your dreams.

Last but not least, I would like to thank the Almighty God who makes everything possible.

Abstract

The study explores the competences or strategies used by teachers to remain resilient at the peak of the economic crisis in Zimbabwe during the period 2007 to 2009. The study used the Lecturers from Tasima Teachers' Training College to provide insights into the thinking, perceptions, interpretations and values of the Lecturers' working conditions in adverse circumstances.

A total of 12 Lecturers were purposively sampled for generating data; 6 individual interviewees and a 6 member focus group discussion. Hence the data generation was guided by the descriptive and interpretive reporting methods which were the centre of this study's methodology and research process.

The specific research questions guided the thematic presentation of the main findings. Consequently, the main findings are divided into two parts; (i) how Lecturers described their experiences during the economic crisis and (ii) Lecturers' descriptions of characteristics of resilience that emerged as themes that contributed to their resilience building process. The main findings of the research therefore, show that challenges that participants of the study faced, negatively affected their work and the ethics around which the work was conducted.

The participants devised varied survival strategies to maintain their positions at their work stations though some of the strategies were morally wrong thus Tasima Teachers' Training College was cheated of the engagement time that was supposed to be offered to the students. However, the unorthodox survival strategies merely emerged as ways of facilitating family and individual survival during the peak of the economic crisis.

The study also noted that past experiences help in preparing teachers to deal with recurrences of similar adverse situations. But since the study was limited to Tasima College only, it would be difficult to generalise the Lecturers' resilience factors at national level.

The participants made some recommendations which were directed to the leaders of institutions and the two ministries; Ministry of Primary and

Secondary Education and Ministry of Higher and Tertiary Education. The recommendations centred around factors that satisfy the needs of educators that are grounded on Maslow (1998)'s hierarchy of needs.

Table of Contents

Author's Declaration.....	i
Acknowledgements.....	ii
Abstract.....	iii
Table of Contents.....	v
List of Tables and figures.....	viii
List of Acronyms.....	ix
Chapter 1: Introduction.....	1
1.1 Introduction/background	1
1.1.1 The World Economic Crisis.....	1
1.1.2 Economic Issues: the Zimbabwean Context.....	2
1.1.3 Educational Problems.....	5
1.1.4 Towards a Better Understanding of Teacher Resilience.....	7
1.2 Context of the study.....	9
1.3 Statement of the problem.....	11
1.4 Purpose of the study.....	13
1.5 Research aim and objectives.....	13
1.6 Research questions	14
1.6.1 Broad Research question	14
1.6.2 Specific Research Questions.....	14
1.7 Conceptual framework.....	15
1.8 Assumptions of the study.....	16
1.9 Limitations of the study	17
1.10 Delimitations of the study.....	17
1.11 Ethical considerations.....	18
1.12 Definition of key terms	19
1.13 Structure of the dissertation.....	19
Chapter 2: Literature Review	21
2.1 Introduction.....	21

2.2 Resilience as a State	22
2.3 How is Teacher Resilience Operationalised?	24
2.3.1 What Risk Factors do Teachers Face	24
2.3.2 Protective Factors as Promoters of Teacher Resilience	28
2.3.2.1 Individual Protective Factors.....	28
2.3.2.1.1 Emotional Competences.....	29
2.3.2.1.2 Futures-Oriented.....	32
2.3.2.2. Contextual protective.....	32
2.4 The Relationship Between Risk and Protective Factors.....	34
2.4.1 Resilience as a Condition.....	36
2.5 Resilience as a Practice.....	37
2.6 Gaps Discovered in Related Literature.....	38
2.7 Chapter Summary.....	38
Chapter 3: Methodology.....	40
3.1 Introduction.....	40
3.2 The Research Philosophy Guiding the Study	41
3.2.1 Interpretive Research Paradigm	41
3.3 Research Design	43
3.3.1 Qualitative Research Design.....	43
3.3.2 Disadvantages of Using Qualitative Research Designs	45
3.4 The Researcher as the key Instrument.....	45
3.5 Description of the Teachers' Training Colleges Population	46
3.5.1 Description of Participants for the Study	48
3.5.2 The Sampling Procedure	48
3.5.2.1 The Selection of Participants	49
3.6 Gaining Entry	51
3.7 Data Generation Procedures	51
3.7.1 The Primary Study Interview	52
3.7.2 The Focus Group Discussions	53
3.7.2.1 The Focus Group Proceedings	54
3.7.2.2 Disadvantages of the Focus Group.....	55
3.8 Data Codification and Analysis	56
3.9 Chapter Summary.....	57

Chapter 4: Research Findings	58
4.1 Introduction.....	58
4.2 Experiences during the Economic Crisis	60
4A: Teachers/Lecturers Descriptions of Experiences	60
4A1: Economic Challenges Faced from 2007 to 2009.....	60
4.3 Impact of Challenges on Participants' Work	67
4A2: Effects of Risk Factors on the job.....	67
4.4 Characteristics of Resilience	74
4.4.1. Part B: Participants' Descriptions of Manifestations of Resilience.....	74
4.4.1.1 4B1: Descriptions of Survival Strategies.....	74
4.4.1.2 4B2: What Support Systems were used to Survive?.....	81
4.5 Recommendations from Participants.....	82
4.6 Chapter Summary.....	82
Chapter 5: Conclusions of the Study	83
5.1 Introduction.....	83
5.2 Conclusions	83
References	87
Appendices	98

List of tables and figures

Table 1.1.....	11
Table 1.2.....	16
Table 3.1.....	47
Table 3.2.....	50
Table 3.3.....	54
Table 4.1.....	59
Figure 2.1	35

List of Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
COLAZ	College Lecturer's Association of Zimbabwe
ED	Employee Data
EFA	Education for All
ESAP	Economic Structural Adjustment Programme
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
ILO	International Labour Organisation
IZA	Institute for the Study of Labour (Forschungsinstitut zur Zukunft der Arbeit)
NGO	Non Governmental Organisation
PTUZ	Progressive Teachers' Union of Zimbabwe
SDCs	Schools' Development Councils
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USA	United States of America
ZINTEC	Zimbabwe Integrated Teacher Education Course

CHAPTER 1: INTRODUCTION

1.1 Background

1.1.1 The World Economic Slowdown

During the second half of 2008, the world experienced a severe economic crisis with the strongest economies being greatly affected (International Labour Organisation (ILO), 2011). For example, the United States of America (USA) experienced its prime crisis in 2007 which was caused by the turbulence in the sub-prime of the USA housing market (Verick & Islam, 2010). The USA crisis later degenerated into a global financial crisis. A key feature of the crisis was a sharp deterioration in global financial conditions such as the collapse of financial and real asset prices and loss of consumer confidence (Treasury, 2009). These conditions affected all the economies of the world, because jobs were lost, incomes were cut and financial enterprises such as banks came under pressure and became bankrupt (ILO, 2011).

Sub-Sahara Africa was not spared by the global financial crisis. According to Arieff, Weiss and Jones (2010) the average economic growth in the region slowed. It should be noted that most Sub-Sahara African countries' economies depend on outside investors. Because of the global crisis the investors pulled out capital causing the contraction of the global trade, which caused values of stock and domestic currencies to fall (Arieff et al., 2010). For example South Africa, one of the strongest economies in the Sub-Sahara African region, saw its mining sector (one of its lifeblood) being affected by the squeeze on the banks and investors (Baxter, 2008).

As a result of the unfavourable trends of the world economies the big questions that may need answers are; *if the world economies were going through such stressful processes, to what extent were the weak economies like the Zimbabwean affected? How would states like Zimbabwe survive without any strong banking system that would afford stimulus packages to help the country to*

put money into the hands of the people so that they would survive? Answers to these questions would help to ensure that weak economies would have strategies to emerge victorious in times of economic recessions that may cause problems even to neighbouring countries.

1.1.2 Economic Issues: the Zimbabwean Context

Zimbabwe, a Southern African country with an estimated population of 13 million people became independent from British rule in 1980 (World Almanac, 2014). This population is considered an estimate because since 2000, there have been a number of factors affecting the stability of the national population including deaths and emigration to other countries. The new government inherited a thriving economy, which was based on agriculture, mining and tourism.

At independence the new government ensured that the state played a central role in the country's economic and social development. However, the government inherited macro-economic controls from the previous government whose economy benefited mostly the White minority community while at the same time disadvantaging the majority Blacks (Mapako & Mareva, 2013; UNDP, 2008). Since independence, the post-colonial government in Zimbabwe structured economic policies towards public expenditure that redressed prevailing inequalities by redistributing high levels of expenditure on education and other social services that favoured previously disadvantaged groups. Similarly, Kanyongo (2005) notes that the government adopted social welfarist programmes that allowed the government to control and intervene. At first the social services including education improved, but this was not sustainable because of heavy financial burden in the presence of inadequate funds and resources. The government was spending more while the revenue base was shrinking.

As a result, by 1998 Zimbabwe battled a serious economic crisis and the economy has been declining since 1997 (Makina, 2010). This was because the crisis saw the education sector and other social services being adversely

affected. The 2007 economic decline has been attributed to the failure of policies which started with the Economic Structural Adjustment Programme (ESAP) of 1991-1993 (Kapungu, 2008; Makina, 2010; UNDP, 2008). In Zimbabwe, ESAP was introduced due to the first economic downturn caused by the deployment of the Zimbabwean soldiers in the Democratic Republic of Congo (DRC)'s civil war (Makina, 2010) and the unplanned payment of Zimbabwean \$50,000 gratuities to each of the individuals who participated in the protracted war of Zimbabwe's independence (Makina, 2010; Masuko, 2003; UNDP, 2008). Similarly the argument was that the Zimbabwe involvement in the DRC was not budgeted for. Thus the expenditure caused the economy to turn down heavily. These two policy directives affected investment in Zimbabwe causing the continuous fall of the Zimbabwean dollar. ESAP was therefore introduced as an economic measure to spread the responsibility of reducing the impact to the general population of Zimbabwe. The program was a failure due to lack of effective communication skills of the individuals who had been assigned the task of informing the general population. In addition ESAP is often associated with the deindustrialization of the economy which led to the decline in the contribution of the economy to Gross Domestic Product (GDP) (Saunders, 1996).

ESAP was followed by the fast track land reform programme of 2000 that was characterized by the violent removal of White commercial farmers from the farms (Cox & Anderson, 2009; Kanyongo, 2005). The response of the economy to the violent land seizures culminated in a decline in commercial farming and related industries.

In addition, natural events such as the persistent floods and droughts between 1992 and 2002 (Kapungu, 2008; Makina, 2010; Masuko, 2003) also negatively impacted the economic development of Zimbabwe. These events further worsened the state of the Zimbabwean economy because of the decline in the volumes of the country's exports when compared to the imports. Hence these economic problems led to high inflation, affecting the earning power of workers, teachers included. The question is; *how did teachers in general respond to the*

general economic crisis? While Zimbabwe is not the only country that failed to achieve sustainable economic growth rate (Sindziger, 2004), there is need to understand the Zimbabweans' strategic thinking and actions that were used to cope by the ordinary citizens including teachers to survive the situation. This will help to ensure that Zimbabweans pick up lessons and models for survival.

For the purposes of this study, the Researcher concluded that these factors helped to plunge Zimbabwe and its people into a multi-faceted crisis of food shortages, job losses, unfavourable working conditions, dysfunctional social services like that of education. Though, one can observe in/visible consequence on the loss of pride, the current research does not discuss the adaptive and survival strategic actions that ordinary citizens could use during recession or economic decline. However, it highlights how they impact survival and livelihoods of teachers. Clearly, literature highlights the multifaceted nature of how citizens survive the rough economic environments during any recession but there is need to understand how teachers who did not leave the country for the opportunities outside the country survived the economic crises. Little research is available to connect teacher survival strategies and behaviours during recession in the post-recession context.

The majority of teachers in Zimbabwe are civil servants whose salaries are paid by the Government although a small percentage is employed by the private sector. Since the onset of the economic crisis the government has struggled to adequately fund the education sector. Resultantly, perceptions and the image of the teaching profession have diminished (Mareva, Gonye & Rubaya, 2013; Shizha and Kariwo, 2013). For example, while it takes an average of four years to train a teacher and six months to train a security guard, some security guards now earn more than teachers. Teaching is no longer a respected profession because of the low value, unattractive working conditions and status related to poor salaries. This has since been worsened by the recent economic conditions that left teachers earning salaries that failed to pay for a day's bus fare to work. In this context, teaching is now viewed as a calling that requires patience and

confidence despite the negative portrayal to the public. Because of the unattractive working conditions, low salaries, and demanding high student-teacher ratios, many teachers left the profession for greener pastures in the Diaspora (Gomba, 2012; Kapungu, 2008). Those that remained continued to confront a whole host of problems including bloated classes and low salaries until teachers went on a continued strike that led to the collapse of the education system by the end of 2008 (Coltart, 2012). There is need for Researchers and even policy makers to understand *how teacher motivation and job satisfaction* managed to sustain teacher persistence in the Zimbabwean education system (Chireshe & Shumba, 2011).

1.1.3 Educational Problems

At the inception of the ESAP due to the economic problem discussed above, the education system was affected in its own particular ways, and there were responsive actions that took place within the education context of Zimbabwe. First, Zimbabwe had been driven by the Socialistic policy programmes that the post-independent Zimbabwe government had introduced (Kanyongo, 2005). Under the new socialist policy programmes, children in primary schools were initially absolved from paying tuition. The government had introduced the free Education for All (EFA) Policy as early as 1984 (Kanyongo, 2005). The policy availed inclusive education to all citizens irrespective of age, race creed or colour. As a result both young and old responded by going back to school to start from where they had left during the capitalist pre-independence government economic policy. The implications of the introduction of the Education for All Policy of 1984 meant that the teacher-pupil ratios shot up. In 1984 alone the average ratios were estimated at 1:70 (Matabvu, 2014). This introduced the first era of problems that saw unreported numbers of Zimbabwean education professionals leaving country for neighbouring countries in search of affordable working conditions in terms of teacher-pupil ratios and salaries.

While the teacher-pupil ratios were recommended at 1:40 (Masuko, 2003) each primary and secondary school teacher in Zimbabwe was teaching classes that would call for two teachers. The Education for All Policy in the early years of the country saw the government introducing a new teachers' training programme that required teachers to be trained while they were on the job. Resultantly, the United Nations Children's Fund (UNICEF) sponsored the Zimbabwe Integrated Teacher Education Course (ZINTEC), a fast track training programme which was aimed at countering the large classes by producing teachers whose attitudes and skills were aimed to work under the difficult conditions (Chivore, 1990; Chivore, 1993; Zvobgo, 1999). The programme greatly impacted the education system of Zimbabwe as schools started operating under improved conditions.

However, this state was short-lived because between 2001 and 2007 the economy started to slow down and there was a big brain drain not only in education but in other critical areas (Gwaradzimba & Shumba, 2010). In Zimbabwe during the economic downturn, as teachers fled the country to seek better conditions elsewhere, the remaining teachers became overworked and it became evident that the quality of education was becoming poor. Fortunately schools started operating under improved conditions for teachers in 2009, with the introduction of a multi-currency system regime, but still teachers' salaries were and are still low when compared to the poverty datum line (Shizha & Kariwo, 2013). It is critical to identify and understand the determinants of the teacher persistence and resilience under such an adverse economic environment like the 2007 to 2009 period; and to describe how they leveraged living conditions to sustain service delivery including the provision of teacher education.

Recent literature, (Mareva, et al., 2013; Nyoni, Chinyani & Nyoni, 2013) reveals that, in Zimbabwe, lately teacher education colleges have introduced bridging courses especially in Mathematics to boost enrolments. The bridging course is a dual teaching of Ordinary-Level (a four year secondary school course) Mathematics and English subjects and the training of teachers. Thus the new

training of teachers saw some teachers who had not passed Mathematics and English at Ordinary Level (O-level) being invited and accepted to apply to Teachers' Training Colleges under the condition that by the time they commenced their teachers' training; they should have passed the O-level Mathematics and English with a minimum of a C grade. However, the big question that arises from this situation is, *bridging courses are not the core business of the colleges, how does their introduction impact the morale of lecturers and with what responses?* In this study, one observation was that the introduction of bridging courses introduced higher lecturer-student ratios. In the light of this question; the hypothesis that emerges from this study is that probably the leadership introduced this aspect to increase enrolment regardless of inadequate qualifications that student teachers had. This would compromise the mission and vision of teacher training and reduce the quality of college outputs in addition to reducing the quality of conditions under which lecturers are supposed to operate. Although bridging is viewed as a programme that assists prospective teachers to pass Mathematics and English, it does not answer the question; *what happens to those that fail the bridging courses?* Once the candidate passes, entry into teacher education is seen as much easier or automatic, depending on the college concerned. At Tasima Teachers' Training College (pseudonym) entry is automatic when a candidate passes the bridging course. For those who would have passed all the required subjects, they do not have to go through the dreaded interview process as prerequisite for selection and enrolment to train as teachers.

1.1.4 Towards a Better Understanding of Teacher Resilience

In life no matter how well people do; they encounter unforeseen challenges and disappointments that test the extent of their resilience. Resilience can be mooted as an essential tool for managing contexts of adversity like natural disasters (floods, earthquakes, and droughts), political crises, health epidemics (HIV/AIDS), pervasive violence and armed conflicts (war). Resilience therefore is the ability to absorb such negative situations and adversity, integrate them in

meaningful ways and move on. In other words resilience is how people can respond to an environment where life patterns are unpredictable and manage to bounce back. Resilience can be likened to taking a raft trip in a river where one encounters rapids, twists and turns, shallow and deep waters, and slow and fast waters until the final destination is reached. The challenges faced along the way affect individuals differently. Consequently, resilience is a personal journey with twists and turns that are individually and differently navigated. However, resilience does not imply the end of distress but thriving in it.

Consequently, according to Reyes (2013: 9), "resilience is the ability to create meaning from adversity, define a positive future purpose, develop skills and competences, connect with others and manifest personal and social accountability". The interesting fact about resilience is that it is not age specific; both young and old encounter adversities and hence they need the capacity to navigate the difficult environments in which they live and work. In other words resilience is a process that needs to be developed from birth until death because it is not inborn. Resilience can also be associated with better adjustments in one's career.

Career resilience requires that one adapts to adversity in one's own career development and utilise one's experiences and relationships in decision making. It is about the use of and creating opportunities, taking risks, coping well with unplanned changes and working towards achieving set and desired goals (Masten & Reed, 2002). In the context of education, teacher resilience can be linked to sustained professional competence such as teamwork abilities, communication skills and problem solving in the presence of adversities.

Teacher resilience is therefore the ability to remain committed to the teaching profession by negotiating and overcoming education challenges in addition to developing protective strategies. This means that resilient teachers realistically acknowledge the adverse situation, learn what is possible and what is not from the challenges and difficulties and move on. In the context of the current

research, resilience may refer to the view that local teachers and lecturers in Zimbabwe accepted the economic situation and took the decision to persist regardless of how difficult the conditions were. They learned to separate issues hence moved on with work assignments under the conditions that prevailed. In Zimbabwe during the period under study, the economic slowdown was followed by persistent droughts that worsened the direction of the national economy. Because the financial conditions were stressed, workers in most sectors especially education looked to neighbouring countries for reprieve especially South Africa and Botswana and later to other regional countries and overseas (Shizha & Kariwo, 2013). On the other hand, neighbouring countries viewed Zimbabwe's economic situation as an opportunity window for recruiting the highly qualified labour from Zimbabwe (brain gain) and education was highly targeted (Gwaradzimba & Shumba, 2010).

However, there is need to understand a range of factors that may explain why certain members of the teaching profession were able to show high levels of resilience during 2007 to 2009. This study uses lived experiences of individuals who managed to persist at their stations under the different factors and paving way for the evaluation of the role that each member may have played (Morling & McDonald, 2011) while at Tasima Teachers' College.

1.2. Context of the Study: Tasima Teachers' Training College

In this research, Tasima Teachers' College is going to be used as the case study. Tasima Teachers' Training College was established in Harare, the capital city of Zimbabwe, in 1981 by the government of Zimbabwe in partnership with the United Nations International Children's Fund (UNICEF). It was established together with other three regional colleges to meet the country's critical shortages of primary school teachers caused by the expansion of the education system and the subsequent increase in enrolments (Chivore, 1990).

Tasima Teachers' College operates on semi-open and distance learning mode. The programme is structured on a 3-tier phase, termed 2-5-2 lasting 9 school

calendar terms or three years. This means that students are at college for two terms of lectures, assessments through assignments and short written tests, followed by five terms of attachment in schools. The last two terms are spent at college preparing for writing examinations before completing the programme.

The college, through the Public Service Commission, recruits university graduate Lecturers from primary and secondary schools because most experienced teachers are university graduates. According to the colleges' Employee Data form number 46 (ED46) of 2007 and 2009 there were 60 Lecturers out of an expected establishment of 96. The question is; *what is it that attracted the Lecturers to remain at the college?* Between 2007 and 2009 most schools were closed because teachers and Lecturers went on an extended strike, or did not have the means to get to and from their work stations since a month's salary could not suffice for a round trip to work and back home on a single day. Tasima College did not close and the Lecturers did not participate in the long strike. While some Lecturers left the college, lecturing establishment did not fall below half. This situation motivated this Researcher to understand the stayers' motivations to persist and find out what made them hang onto their jobs despite the adverse economic conditions.

Currently, (2015) the situation has improved and the ED46 data base for 2015 reveals that there are 82 Lecturers after four Lecturers retired at the beginning of 2015. However, there is still a deficit of 14 Lecturers to make a total establishment of 96. Table 1.1 below describes the staff enrolment at the institution under study.

Table 1.1: Lecturing staff by grade and gender

Grade	Male	Female	Total
Principal	0	0	0
Vice Principal	0	0	0
Principal Lecturer	12	7	19
Senior Lecturer	12	12	24
Lecturer	20	19	39
Other (specify)	0	0	0
Group Totals	44	38	82

Source: Employee Data form 46 for 2015

Out of the 82 Lecturers, 44 are males and 38 are females. Among the current crop of Lecturers, some have been with the institution since 2007 to current, and they also experienced the issues in the economic crisis period, hence some of these were purposively invited to participate in the study.

1.3 Statement of the Problem

Currently, (2015) the Zimbabwean economic system is also showing signs of declining into the economic depression of 2007 to 2009. Education performance and other social services reflect the state of the economy of the country since whenever teachers' salaries are paid; a lot of stories appear in the newspapers. Despite the more than a decade of economic reforms in Zimbabwe, the result has been further decline in the economy. During the recent economic decline, government continuously found it difficult to adequately fund the education sector requirements in addition to other public sectors (Clemence & Moses, 2005). In the schools, teaching professionals left their jobs as their salaries and other conditions of work were no longer helping them to survive. The economic crisis is still continuing and the issue of adequate staffing continues to be a challenge, hence Tasima Teachers' Training College is not spared, which has a deficit of 14 Lecturers.

However, since 2010, most schools and teachers colleges were functional because the schools and colleges made internal arrangements with different stakeholders who helped to augment the government salaries. School teachers

received incentives from parents through the Schools Development Councils (SDCs). By definition from the Zimbabwean context, SDCs are parent bodies which represent interests of the parents and ensure schools fees are paid, and infrastructure is developed.

At teacher training colleges, money spinning projects are used to boost the Lecturers' salaries. The bridging of courses is one such project which is outside the core business of teachers colleges in Zimbabwe. According to the public media, the failure by the government to pay civil servants and in particular teachers on designated pay dates since March 2014 is cause for concern (Newsday; 2014). In addition the scrapping of extra lessons for students and teachers' incentives by the Minister of Education has been viewed as repressive, vindictive and divisive by the Progressive Teachers' Union of Zimbabwe (PTUZ) secretary general and the College Lecturers' Association of Zimbabwe (COLAZ) president (Mbanje, 2014). The Minister's actions undid the efforts done by SDCs who acted on behalf of the parents' concern for the welfare of school children and their teachers who remain resilient despite the underfunding of the education sector. Interestingly, while conditions continue to deteriorate, one wonders why teachers especially those in teachers' training colleges continue to work and provide effective service.

In this study, effectiveness refers to the view that the quality of services provide the learners with the actual teacher training education standards that the programme is designed to achieve. As such, Stringfield (1994) defines educational effectiveness as the process of differentiating current ideas and methods along standards considered to be of value. Therefore, educational effectiveness tries to create and test theories that explain *why and how* certain schools and in particular teachers are more effective than others, or why others persist and continue to be more productive in environments that others abandon. Unfortunately, there is no current literature that provides sufficient evidence to validate the theories of effectiveness (Kyriakides, Campbell & Christofidou, 2002). However the question that still needs answers is; *what strategies and*

actions do lecturers use to survive under difficult economic conditions? The purpose of this study is to collect data that will help to answer this question.

The above cited developments in Zimbabwe and for the education sector in particular call for the need to understand the resilience of education practitioners in the teaching field. Although teachers play a pivotal role in all sectors of the country's economy, little research on how teachers override economic challenges is available (Chireshe & Shumba, 2011). In particular, literature on resilience during the peak of an economic crisis period is not readily available and the stressors, risk and protective factors cannot be enunciated with certainty. Given that little or no research on teacher resilience is available in Zimbabwe there is need to research on the competences teachers used during the crisis.

With the reflection of the problems indicated above, this study seeks to explore and understand the strengths or competences used by teachers or Lecturers who remained in the profession during Zimbabwe's economic crisis using the case of Tasima Teachers' Training College.

1.4 Purpose of the Study

The purpose of this study was to explore the competences used by Lecturers at Tasima Teachers' Training College to remain resilient at the peak of the economic crisis in Zimbabwe during the period 2007 to 2009. In this study, economic slowdown as a concept is used to refer to the financial "weakening that occurs when the rate of economic growth slows in an economy. Countries usually measure economic growth in terms of gross domestic product (GDP), which is the total value of goods and services produced in an economy during a specific period of time" (Grimsley, 2015).

1.5 Research Aim and Objectives

The following objectives guided this study;

- i) To describe how Lecturers viewed the economic **challenges** of 2007 to 2009 that affected them.
- ii) To determine how Lecturers perceive, interpret and value their **working conditions** in adverse circumstances.
- iii) To determine how Lecturers built **resilience** during the peak of the economic crisis.
- iv) To establish the **competences** that remaining Lecturers used to stay on when others left the profession.

1.6 Research Questions

1.6.1 Broad Research Question.

The research focuses on two constructs. Firstly the risk factors that contribute to psychological distress brought by the economic crisis and secondly, the protective factors that mediated the effects of the risk factors. The broad research question that guided this study was; *how do Lecturers in Tasima Teachers' Training College describe the strategies that they used to survive during the difficult economic times of the period 2007 to 2009?* To ensure a systematic data collection that would answer this research question, this Researcher broke down the question into smaller but specific research questions that were considered as sub-problems or specific research questions to the broad research question above. Additionally, breaking down the broad question into smaller questions allowed the Researcher to approach related literature review in a systematic approach by establishing to what extent current literature answers the research question or leaves gaps. The next section outlines the specific research questions.

1.6.2 Specific Research Questions.

The sub-problems or specific research questions that I focused on answering to ensure that the broad research question was answered included the following:

- i) How do teachers/Lecturers in Zimbabwe describe their experiences during the 2007-2009 economic crisis of Zimbabwe?
- ii) How do the participants describe their manifestations or characteristics of resilience that emerged as resilience themes that contributed to the Lecturers of Tasima Teachers' Training College's resilience?

1.7 Conceptual Framework

The conceptual framework in Table 1.2 illustrates that there are competencies those Lecturers could make use of in the context of adversity in order to remain resilient. Knight (2007) calls the three competences "Manifestations of Resilience", and believes that the three dimensional constructs of resilience can be applied in different contexts that deal with an individual's own resilience or the resilience of others. Knight (2007:543) developed the three-dimensional framework so that teachers could understand resilience and how teachers could promote resilience of their learners. The present study seeks to explore and understand the competences or adaptive and survival strategies used by the Lecturers from Tasima Teachers' Training College during the hostile economic conditions to remain at their workplace while others absconded.

Table 1.2: The three categories of the manifestations of resilience

Emotional Competence	Social Competence	Futures-oriented
✓ Positive self-efficacy	✓ Communication	✓ Optimism
✓ Internal locus of control	✓ Empathy	✓ Spiritual
✓ Autonomous	✓ Relationships	✓ Sense of purpose
✓ Sense of humour	✓ Benevolence	✓ Problem solving
		✓ Critical thinking
		✓ Flexible and adaptive
		✓ Proactive

Source: Knight (2007:547) A resilience framework: perspective for teachers. *Health Education Journal* 107(6): 543-555

1.8 Assumptions of the Study

The Researcher went into the field with the following assumptions; that the participants experienced economic problems during the period in question and that they were ready to share their experiences with this Researcher. Since this study was designed to shed light into important issues that would help extend knowledge regarding how to raise morale of employees through motivational strategies, there was not going to be any political interference with the study. In many countries, political influence impacts on many research operations and that may stifle development. Therefore, I hoped that participants would provide clear and honest answers to the interview questions and the demographic information questions.

1.9 Limitations of the Study

Time and material resources constraints were noted as the major limitations. The research involved different participants with different lifestyles and work agendas. Before entering the field I created a field journal or diary where I recorded all interview appointments and events that interfered with the study. Some appointments were postponed either by the Researcher or the participants due to work commitments and other unexpected issues in the field. The Researcher also had to conduct the study while on full-time employment, thus competing demands sometimes curtailed meeting the respondents. While I had assumed that the necessary organisational data in the form of reports and records would be readily available for use, these proved hard to access and some were even unavailable.

The research is a case study focused on one teachers' training college which limits the generalisation and representation of the research study results to other teachers' training colleges in Zimbabwe. Additionally the purposively selected small sample adds to the limit of the generalisation and representation of the study results. The non-reliability of the study is typically the nature of qualitative case study research (Bryman, 2012). However when selecting a purposeful sample, I selected the participants according to the requirements of the study.

1.10 Delimitation of the Study

This research focused on understanding the competences and strategies used by Lecturers to remain resilient at the peak of the economic crisis in Zimbabwe during the period 2007 to 2009 in a Teachers' Training College in Harare Metropolitan Province in Zimbabwe. Consequently, the research was conducted within one college only, Tasima Teachers' Training, in the Harare Metropolitan Province. Participants were sampled Lecturers who did not move to any other country or sector in search for employment. The principal of the college at which the Lecturers worked was informed about the study. The focus of the study was

delimited to identifying the Lecturers' collective views on issues relating to adaptive and survival strategies.

1.11 Ethical Considerations

This research deals with people, therefore it brings out the issue of ethical and legal considerations. The ethics of social research concern the rightness and wrongness of conducting a study. As I carried out the research, I interacted with people whose norms and values must be respected to avoid conflict of interest (Mouton, 2001). Therefore as a Researcher, I complied with the expected standards of social research regarding safety and protection of the participants to ensure that no human rights were violated during the research. Throughout this study, the published works and ideas of other scholars that were cited and or referred to were acknowledged according to The University of the Free State's 'Policy on the Prevention of Plagiarism and Dealing with Academic Writing Misconduct'.

Both the participants and the institution at which the study was carried out were all referred to by pseudonyms to ensure anonymity. The necessary permissions for carrying out this study within the higher education ministry, and the access permissions to important and confidential documents were requested from the necessary offices. Voluntary participation in this research was encouraged and the participants were protected through use of pseudonyms. Additionally, participants had the option to answer any questions that caused unnecessary pain or they had another option to withdraw from participating from the research altogether without any prejudice.

The Researcher had to articulate and explain how the research was going to be conducted before the participants participated in the study in order to ensure they made informed decisions regarding choices to participating in this study. Participants willingly gave their consent to participate in the study through signed consent forms as shown in the Appendix 2. All responses from the participants were kept in confidentiality. I requested for the participants' permission to record

their responses through a section in the signed consent form Appendix 2. Fortunately, no participant objected to their responses and or views being used in the study. Data collected and the findings thereof were managed, reported and disseminated to the case organization and research participants on request.

1.12 Definition of key terms

- a. Teacher/Lecturer: For the purpose of this study the terms teacher/lecturer will be used interchangeably. A teacher is an educator or instructor who cares for students at school or college by forming bonds and relationships with the students. As such teachers act in loco-parentis.
- b. Teacher resilience: is the ability to remain committed to the teaching profession by negotiating and overcoming challenges in addition to developing protective strategies (adaptive and survival strategies). This means that resilient teachers realistically acknowledge the adverse situation, learn what is possible and what is not from the challenges and difficulties and move on.
- c. Economic crisis management: In this study refers to the processes by which individuals strategise to overcome an unpredictable economic situation that exhibits threats to harm that individual and his or her family, and the general public. Three elements are common to most definitions of crisis (a) a threat to the individual, (b) that there is an element of surprise, and (c) a short decision time.

1.13 Structure of the Dissertation

This dissertation will consist of five chapters.

Chapter 1: Introduction; introduces the topic and provides the background of the study, statement of the problem, description of the context of the study and research questions/objectives. The aim and objectives of the study were highlighted including the questions the research seeks to answer.

Chapter 2: Literature Review; consists of an in-depth study of the concept of teacher resilience. To get a comprehensive understanding of teacher resilience, the literature covers the conceptualisation and operationalisation of resilience and the three-dimensional framework of resilience.

Chapter 3: Research Methodology; focuses on the methodology, which includes the research paradigm guiding the study, research design, selection of the participants and data collection. The data presentation, analysis and discussion were also discussed in an effort to illustrate how the research questions and the aims and objectives will be achieved.

Chapter 4: Research Findings; will dwell on the empirical findings of the research and will summarise the main results of the study.

Chapter 5: Conclusions; this chapter presents conclusions of the research findings

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The purpose of this study was to explore the competences used by Lecturers at Tasima Teachers' Training College to remain resilient at the peak of the economic meltdown in Zimbabwe during the period 2007 to 2009. This study was guided by the research questions which sought to ascertain the existence and extent of survival strategies during economic meltdown. Since the purpose of this study was to answer the broad research question that has been identified above, the review of related literature was guided by the specific research questions and the corresponding research objectives. The overarching research question that guided this study was; *how do Lecturers at teachers' training college describe their strategies for remaining resilient at the peak of the economic crisis in Zimbabwe during the period 2007 to 2009?* The first part of the review of related literature was relevant to the focus of the problem, trying to understand how literature answers the first sub-question. In this case, the key question that the review of related literature tried to answer was *what previous empirical evidence is there about the answers to the research question and what does it tell us about the answer to this question?*

This study reviews available related literature to (a) identifying the extent to which literature has answered the research questions in relation to how Lecturers overcame economic challenges and created opportunities that allowed them to continue operating under difficult economic conditions such as those experienced during the period 2007 to 2009. (b) The review also identifies survival strategies adopted by teachers that lived and experienced crippling workplace conditions (Unfortunately literature on crippling economic conditions affecting teachers was not found instead focus was on other adversities encountered by teachers in their assignments); and assesses the strategies that proved to be workable and those that did not provide solutions to respond dynamically to the challenges to allow them to survive and emerge stronger with responses as workplace survivors.

Thus, I review the related literature that illuminates the concept of teacher resilience as a state, as a condition and as a practice which are dimensions of Knight (2007)'s three- dimensional framework for resilience, all of which can be applied to determine teachers' own resilience building process.

2.2. Teacher Resilience as a State

According to Knight (2007), resilience as a state answers to the questions; *what is resilience, and what does a resilient person look like?* In answering the two questions the focus is on the personal characteristics which are associated with positive development in the face of adversity.

Interestingly, consensus on the definition of resilience has proved to be difficult to come by in the research field of teacher resilience (Beltman, Mansfield & Price 2011; Mansfield et al., 2012). The literature reviewed in this study tends to show diverse definitions of teacher resilience. In addition teacher resilience has mostly been studied internationally particularly in the developed countries like the United States of America and Australia with some dotted studies in the Asian and African countries. Therefore, this could indicate that the cultural context of the study can affect the meaning of teacher resilience (Beltman et al., 2011; Knight, 2007). *Is the cultural aspect going to affect the meaning of resilience in this study?*

The other reason for the different definitions could be attributed to the foci of the different studies. Thus some Researchers define resilience as a developmental process that is internal and external to an individual (Bobek, 2002; Doney, 2013; Estaji & Rahimi, 2014; Mastern, Best & Garnezy, 1990). If resilience is a process, it means it is a virtue or behaviour that must be acquired and persistently improved. On the other hand some define resilience as a teacher's mode of interacting with events in the environment or school to manage personal crisis or national crisis (Beltman et al., 2011; Bobek, 2002; Tait, 2008). Beltman et al., (2011), Doty (2010) and Howard & Johnson (2004) describe resilience as the teacher's capacity to overcome adversity or crisis or to function well rather

than resist. It seems logical to point that resilient teachers need to be able to recognise problems, view the problems as opportunities for personal and professional growth, and organise strategies for dealing with the problem through creativity, humour, optimism, self-reflection, flexibility and acting responsibly. It also becomes clear that resilience is a multidimensional concept that is activated and nurtured in times of crisis or stress (Tait, 2008: 58). It is interesting to note that Winiarski (2014: 218) describes crisis as something unexpected, surprising and undesired sudden change which requires to be managed through the individual teacher's proactive action, foresight and planning.

When the Lecturers of Tasima College describe their experiences it remains to be seen if their resilience or crisis response reveals that they were proactive and future oriented in line with Winiarski's (2014) manifestations of crisis management and management by crisis. Given these definitions there appears to be a need to acknowledge the presence of risks and protective factors, the individual and contextual factors that show resilience as a multi-dimensional concept; that can be synonymously considered as coping, stress resistant, persistence, adaptation, long-term success despite adverse circumstances and strengths (Doty, 2010; Kruger & Prinsloo, 2008; Masten & Reed, 2002).

For this study, I therefore choose to define teacher resilience as a process or outcome that is caused by interaction of the teacher, the school and the harsh economic environment. As such Knight (2007) asserts that the process of resilience focuses on what a teacher does in the event of encountering an adversity, threat or risk while Doty (2010) and Masten and Reed (2002) concur that the outcome looks at the effectiveness of protective factors sometimes called assets or resources as they militate against risk factors (which impede positive functioning) in the context of overwhelming adversity. However overwhelming adversity is managed by being able to bounce back, successfully adapt to the new situation, survive and maintain some personal well-being (Howard & Johnson, 2004). Given these attributes the result is that the resilient teacher functions well despite risks. *How then is resilience measured or manifested?* The

answer is through operationalisation of the concept which according to Knight (2007) addresses the dimension of resilience as a condition (interaction of risk and protective factors) associated with the teaching profession. So in the next section I review the operationalisation of resilience.

2.3. How is Teacher Resilience Operationalised?

Operationalisation pertains to how teacher resilience is manifested and this involves the factors or actions believed to impede positive functioning (risk factors or acute stressors) or promote positive functioning (protective factors) in the face of adversities teachers encounter (Doty, 2010; Masten & Reed 2002). In trying to establish how resilience can be measured or manifested the following questions will be answered; *what challenges or risk factors do teachers face? What actions do teachers take when they face adversities?*

2.3.1. What Risk Factors do Teachers Face?

The risk factors are adverse or negative situations which lie in the environment that can be experienced by a teacher and contribute to psychological distress (Doty, 2010; Howard & Johnson, 2004; Ee & Chang, 2010). From the literature reviewed, risk factors are described as adversities, threats, acute stressors or challenges. Significantly, risk factors have the potential for interfering with normal functioning that is why Mastern and Reed (2002) considered risk factors as very important stimulatory for resiliency. However it should be noted that risk factors alone are not enough, because they tend to be static, there is need to consider the processes involved, that is how the teacher perceives the risks and the effects of the risk factors on the teacher. Moreover Kumpfer (1999) observes that the degree of the risk varies from person to person because of differing perceptions, cognitive appraisals, interpretations of the risk factors and work environment. In support, Howard and Johnson (2004)'s qualitative study of ten teachers in highly disadvantaged area of South Australia demonstrated the differing strengths of learning from the adverse events and moving on, being prepared to work in the area and striving to make a difference in the

disadvantaged children's lives each teacher displayed in dealing with the adversities they faced.

Interestingly what one considers to be a risk cannot be a risk to the next person. Consequently risk factors differ depending on one's culture, geographical location and age (Beltman et al., 2011; Kumpfer, 1999; Lewis, 2000).

Studies carried out in Australia (Beltman et al., 2011; Howard & Johnson, 2004), Canada (Tait, 2008) and USA (Bobek, 2002; Doney, 2013; Taylor, 2013) on teacher resilience, found that teachers face numerous risks or stressors such as difficult subject combinations, challenging students, heavy workloads, lack of commitment to teaching, inadequate resources and inadequate mentoring and professional support. It seems these risk factors can be triggered by an individual or they can be beyond one's control. For example the economic crisis in this study was beyond the teachers' control. Consequently one might propose that understanding of risk factors and their sources is the first step towards understanding resilience. Thus Bobek (2002), Kumpfer (1999) and Tait (2008) are also of the opinion that stressors or challenges act as stimuli which activate the resilience process because their studies tend to focus on what is going right rather than what is going wrong. As such the teacher's resilience can be demonstrated when a teacher experiences some risk or challenge and be able to bounce back.

From the global literature reviewed common types of risk factors encountered by teachers were either individual or contextual. The risk factors such as defiant students, unsupportive leadership and heavy workloads come from the classroom, the school and professional work contexts (Beltman *et al.*, 2011; Doney, 2013; Ee & Chang, 2010; Howard & Johnson, 2004; Tait, 2008; Taylor, 2013). Apart from contextual risk factors the literature revealed that teachers face individual risk factors such as incompetence and lack of confidence (Beltman et al., 2011; Doney, 2013; Tait, 2008).

Just as there are risk factors that emanate from the education contexts, there are also general life challenges which are outside the school context (Bobek, 2002; Taylor, 2013). For example some aggressive parents can verbally abuse the teachers (Beltman et al., 2011; Howard & Johnson, 2004). Such abuse is disturbing since generally there are proper channels parents can use if they are disgruntled about a teacher. Although the risk factors range from individual to contextual, the reviewed literature highlighted that individual risk factors were minimal as compared to contextual ones. However, it seems resilience is not solely a personal attribute but some complex construct resulting from a dynamic relationship between risks and protective factors (Beltman, et al., 2011).

Although some research considered risks as threats, it was interesting to note that Bobek (2002), Howard & Johnson (2004) and Tait (2008) considered stressors as positives, in addition to focusing on what was going right instead of what was going wrong. Generally, when people encounter adversities the tendency is to highlight what goes wrong, without mentioning positives as well.

At regional level I could not find literature that point to stressors or risk factors as drivers of resilience. However in a study of critical issues in the recruitment, retention and retraining of secondary school teachers in selected six countries in Sub-Sahara Africa, Mulkeen et al., (2007) observed that the 57 teachers who were conveniently sampled and interviewed, particularly expressed dissatisfaction with their conditions of service which included perceived poor salaries and heavy workloads. Consequently, Mareva et al., (2013) also asserted that unattractive working conditions were some of the stressors and risk factors for teachers which made the teaching profession less attractive, even to school leavers. Unfortunately, the two studies do not link the factors to resilience.

In South Africa, HIV/AIDS pandemic was cited by Theron (2012) as an adversity that teachers face in their work. In support, Chireshe and Shumba (2011)'s study of Zimbabwean teachers facing motivational crisis, confirm HIV/AIDS as a challenge for teachers. Hence, literature shows that HIV/AIDS pandemic affects

teachers not only in South Africa but regionally and globally. Either the students or the teachers themselves suffer from the pandemic. Additionally, the teachers face a formidable challenge when their families and friends are infected. Consequently teachers grapple with how to be preventative and supportive agents.

In Zimbabwe studies carried out on problems experienced by teachers, the emphasis is instead on teachers leaving the profession for greener pastures, or leaving the rural areas to work in the urban areas where working and living conditions seem to be better rather than on resilience (Chireshe & Shumba, 2011; Mareva *et al.*, 2013; Zvavahera, 2013). For example Chireshe and Shumba (2011) used a self-administered questionnaire with a sample of 62 teachers who pointed out poor salaries, working conditions and accommodation, lack of respect, political harassment or victimization, overworking, insufficient training to cater for students with special needs and incompetencies in terms of modern technology as their major challenges. In a study of factors affecting stress levels among teachers in Zimbabwe, Mapfumo, Mukwidzwa and Chireshe (2014) also found that lack of perceived government support and political harassment were among the main stressors. Nonetheless, Mareva *et al.*, (2013) cited the unfair salary grading system (bunching) as fuelling teachers' problems. There appears to be little or no difference in the salaries of novice and seasoned teachers and such a scenario reflects unfair labour practices. Furthermore, teachers seem to be stressed by the same general factors. The big question is; *how do teachers or Lecturers perceive, interpret and view their working conditions under such adverse conditions?*

As already mentioned, from the regional and Zimbabwe's literature reviewed, there seems to be no link of teachers' problems and teacher resilience which makes it necessary for this study to find out the driving forces that enabled some teachers to hang on to their jobs while others were leaving.

While risk factors and processes are very important as stimulants for teacher resilience there is need to identify and examine the protective factors for teacher resilience as well. In other words, *what actions do teachers take when they face adversities or risk factors?*

2.3.2. Protective Factors as Promoters of Teacher Resilience

According to Doty (2010) protective factors are supports, resources or assets that can be available for teachers when disaster strikes. These according to Beltman et al., (2011), are qualities of teachers or contexts that predict better outcomes under high risk conditions; therefore they tend to matter most when risk or adversity is high. Thus the protective factors act as helpers that are available to foster resilience. In addition protective factors are learnable, simple to promote and can be located within (internal protective factors) and outside (external protective factors) a teacher. Doty (2010) Ee & Chang (2010) and Howard & Johnson (2004) therefore identify individual and community strengths (protective factors and processes) in locating teacher resilience as a psychological concept. However protective factors alone are not effective, they are assisted by protective processes that entail the way protective factors work. Therefore resilient teachers generally reduce work related stress through the utilisation of protective factors and processes. It remains to be seen what kind of protective factors and processes were utilised by the teachers during the economic crisis period of 2007 to 2009 since there are many individual (internal) protective factors that can be used by resilient teachers.

2.3.2.1 Individual Protective Factors

Drawing on Knight (2007)'s three dimensional framework, individual protective factors are located in the emotional competences and the futures-oriented categories. This was confirmed by the literature reviewed, whose most studies used qualitative research methods to identify the individual protective factors. The literature review at this stage focuses on the emotional competencies then it will move on to the futures-oriented.

2.3.2.1.1 Emotional Competencies

Bobek (2002), Howard and Johnson (2004) and Tait (2008)'s studies of resilient teachers found that learning from past experiences of adjusting to negative events or conditions feature as common protective factors. It is interesting to note that Bobek (2002) mentions the significance of prior experience but does not detail how the 12 interviewees learned from the prior experience. However Howard and Johnson (2004) and Tait (2008) make use of lived experiences by individual teachers to capture the importance of learning from past experience as a protective factor. For example one teacher decided to work in a disadvantaged school after her final teaching practice in another disadvantaged school in order to develop skills of strong commitment (Howard & Johnson, 2004). Another female teacher mentally revisited her past hardships at university which helped her to cope with the stresses of her present job (Tait, 2008). Incidentally, while the literature above consider past experiences as an individual protective factor Knight (2007) makes no mention of the attribute. However, past experiences could provide learned strategies for dealing with present and future adverse situations. This is possible as resilience is considered by Beltman et al., (2011) as a life-long process which requires working on continuously. *Could it be possible that Lecturers at Tasima Teachers' Training College had learned from past experience to remain resilient?*

Another key protective factor is self-efficacy which appears to have a strong bearing on resilience. From the literature reviewed, self-efficacy is described as a belief in a teacher's capabilities to manage whatever adverse situation is encountered; therefore tends to strengthen resilience (Bandura, 1993; Doney, 2013; Hong, 2012; Tait, 2008; Taylor, 2013). It may also be suggested that self-efficacy is a future directed human strength which is linked to actions hence Tait (2008) and Taylor's (2013) findings point to the fact that a self-efficacious teacher aspires to achieve set goals, perseveres, is self-confident, enthusiastic, proactive, and committed to teaching in the face of difficult situations. In their studies, Doney (2013) and Hong (2012), also confirm that self-efficacy

determines the level of effort, perseverance and resilience a teacher is prepared to expend. As such, teachers interviewed by Hong (2012) expressed their strong efficacy beliefs in having full control of their classes so that students do not go crazy while one of those interviewed by Taylor (2013) made use of her jovial personality and positive attitude to uplift her own and other teachers' morale. In reality, these findings seem to imply that self-efficacy can foster the resilience of both the individual teacher and work colleagues. In conjunction with Doney, Hong and Taylor's findings, Tait (2008) asserted that self-efficacious teachers view stressors as challenges that need overcoming rather than insurmountable threats.

Additionally, self-efficacy is a self-perception which plays a role in the way one approaches a problem or a crisis. Thus Bandura (1993) observed that teachers with a strong sense of self-perception can competently perform specific behavioural tasks and are most likely able to exercise control over stressors. In reality such teachers put their efforts where they can positively impact; thus feel empowered, have foresight, make action plans, think outside the box, motivate themselves and are confident to resolve problems (Bandura, 1993; Hong, 2012;). It would appear that a teacher's self-efficacy is "most easily impacted in the early years of teaching experience and somewhat resistant to change once established" (Tait, 2008:59), leading to choices of and commitment to career resilience. Additionally, self-efficacy seems to be enhanced as teachers encounter and overcome challenges in their teaching.

Reviewed literature also showed internal locus of control as an important protective factor. Doney (2013) observed that teachers who are resilient are able to influence their future destiny and their environments. In Taylor (2013)'s opinion, such teachers have strong beliefs in their ability to steer events in their favour and that of others. Thus the participants in Taylor (2013)'s study demonstrated their ability to endure adversities by working diligently and confidently. The participants were also hopeful and optimistic as they attributed success to themselves by adopting the '*can do*' attitude. In other words teachers

with internal locus of control can survive economic shocks and any crippling conditions by employing crisis management and management by crisis thus be able to take control of events that individually affect them (Winiarski, 2014).

Knight (2007) also views sense of humour as a significant individual protective factor. In support Bobek (2002) says sense of humour strengthens a teacher's resilience because it enables looking at the funny side of the problem in particular and life in general. That way a teacher who can use humour and be able to laugh at her own errors and those of her students can easily release frustrations and create rapport with significant others. When one is having fun teaching-learning tend to become enjoyable.

Autonomy which "is the ability and desire to accomplish tasks individually" (Kruger & Prinsloo, 2008: 245), although not clearly stated in most of the literature reviewed, can be inferred from the participants who indicated teaching assigned classes without supervision or a mentor's help (Tait, 2008). For example a participant in Tait (2008) had an unsupportive mentor; though she was stressed she managed to perform as expected. Generally, teachers do not share teaching a class especially at primary school level; instead teachers are individually expected to make adjustments where necessary through creativity and innovation. Thus Taylor (2013:15) confirmed that when an informant "was made to feel uncomfortable by an administrator from another race, she chose to stay away from him."

From the above exposition, there is a correlation between the internal (individual) protective factors and Knight (2007)'s emotional competence whose attributes are positive self-efficacy, internal locus of control, autonomous and sense of humour. Apart from emotional competences being considered as individual protective factors, literature revealed that futures-oriented also falls under individual protective factors that could lead to teacher resilience.

2.3.2.1.2 Futures-oriented

Future-oriented entails having clear understanding of one's purpose and meaning in life. Knight (2007: 547) considers optimism, problem solving, spirituality, sense of purpose, critical thinking, proactive, flexibility and adaptation as qualities that a resilient teacher should also possess. Consequently, future orientation requires a purpose driven life which helps teachers to believe in themselves and to secure the ability to influence the future. Thus, Ee & Chang (2010), Kruger & Prinsloo (2008) and Winiarski (2014) concur that resilient teachers have beliefs and positive views of their personal future, a sense of purpose, goals and aspirations.

However, individual or internal protective factors alone are not adequate in fostering resilience. Teachers do not work in isolation; they require the support and influence of others as well. For example contextual supports can come in the form of the community protective factors (family, school, parents and colleagues).

2.3.2.2 Contextual Protective Factors

Community protective factors according to Knight (2007) are basically social competencies. These can be manifested through qualities of communication skills, forming and maintaining positive relationship with others, empathising and benevolence.

The reviewed literature (Ee & Chang, 2010; Howard & Johnson, 2004; Kruger & Prinsloo, 2008; Tait, 2008) revealed that fostering productive relationships with people who understand the trials and tribulations of teaching provided the teachers with the needed support. The participants in the studies relied on the support of either their work colleagues or school administrators (school heads) to reinforce the value of what teachers face and do. Particularly work colleagues who are seasoned in the profession are the best support systems because they offer insights into varied options available for dealing with various adverse teaching situations (Bobek, 2002). Besides offering advice, other teachers'

support can come in the form of sharing experiences and laughing off the problem. It is generally believed that having a bit of a joke about a problem can make someone feel better.

Furthermore, strong leadership (heads and deputy heads) in the school could also present major sources of personal support for teachers. This can be possible if the leadership provides professional development opportunities, high expectations and opportunities for shared decision-making and planning (Ee & Chang, 2010). In Howard & Johnson (2004)'s study, one of the participants revealed the principal's availability for support which tended to boost the subordinate teachers' confidence and sense of belonging; which are traits for resilience. However, some principals are not supportive of new teachers as they tend to give them difficult classes (Tait, 2008) thus, fail to nurture the teachers' resiliency skills (Ee & Chang, 2010). It is therefore possible that lack of administrative support can result in further stress which does not help in enhancing resilience and can influence weak resilient teachers to quit the profession or transfer to other schools. Besides the school community, reliance on people in and outside the family can be a significant protective factor (Doney, 2013).

From the literature reviewed resilient teachers had diverse caring networks of family members and friends (Doney, 2013; Howard & Johnson, 2004; Tait, 2008). Surprisingly, it would appear that most novice teachers' support came from their partners or spouses whom they would share with their concerns. However, all experienced resilient teachers interviewed in Howard and Johnson (2004)'s study heavily depended on family and friends for support. Ultimately, communication and strong networks become very important assets for enhancing the resilient teacher's connectedness, belonging and empathising with others who are in and outside the teaching field (Ee & Chang, 2010). But it is important to note that the availability of social support can only be useful if the affected teacher is willing to use the external supports that buffer stressors and foster more skills (Kumpfer,

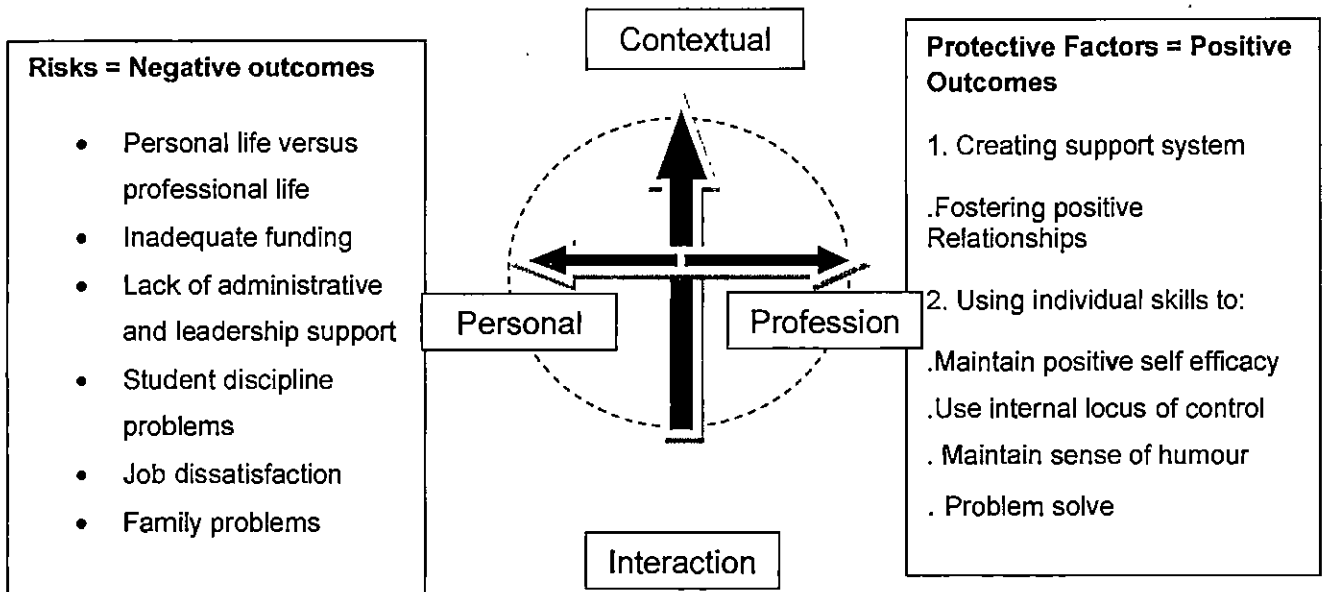
1999). Thus utilisation of Knight (2007)'s social competence can become handy in enhancing the teachers' resilience building process.

Given the teacher resilience literature above it is clear that risk factors and protective factors have a link. While there are other processes that take place besides risk and protective processes for resilience to occur, these are beyond the scope of this study.

2.4 The Relationship between Risk and Protective Factors

The related literature reviewed has confirmed that resilience cannot occur in the absence of stressors or risk factors and the countering protective factors. Consequently, teacher resilience is the result of the interaction between risk factors, protective factors and their processes. Figure 2.1 below illustrates the relationship between risks and protective factors.

Figure 2.1 Resilience as based on the interaction of stressors (risks) and protective factors.



Key

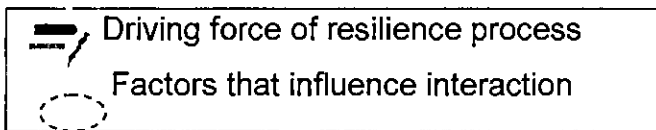


Figure 2.1: Process Framework. Adapted from Doney (2013:653)

I have adapted Doney (2013)'s resilience framework to be congruent with the literature review done in this study. Doney (2013:653) observed that the interaction between risk and protective factors occurred within the participant teachers' personal, professional and contextual lives which comprised the driving force behind their resilience building process. It is also interesting to note that the link between the risk and protective factors is premised within Knight (2007)'s concept of resilience as a condition.

2.4.1 Resilience as a Condition

Resilience as a condition is about being able to recognise risk factors and developing protective factors that mitigate them. Knight (2007:548) therefore says resilience as a condition focuses on the notion for opportunities that minimise risk factors and enhance protective factors. Therefore, in this case resilience as a condition defines the risk factors and protective factors or adaptive and survival actions associated with the teaching profession. Literature suggests that teachers can do well inspite of risk factors in the presence of protective factors (Bobek, 2002; Doney, 2013; Howard & Johnson, 2004; Knight, 2007; Tait, 2008; Taylor, 2013). This points to the fact that resilient teachers interact with their environment; hence Doty (2010) says that there is interplay between the teacher and the environment (person-environment interaction). Whatever the extent of the risk factors, the internal and external protective factors of teachers can mitigate or minimise the effects of the risk factors.

In this study the risk factors are associated with the economic crisis that Zimbabwe experienced during 2007 to 2009 and the protective factors if any, that were used by the teachers and in particular the Lecturers at Tasima Teachers' Training College to mitigate the economic crisis. There have been economic slowdowns in many countries and the people respond to those situations in diverse ways. For example, the current situation in Syria while it has political connotations has seen Europe getting into a difficult situation regarding how to deal with the economic issues related to people running away from their homelands (Brown, 2015). *The big question is what happens to those that do not react due to the changes around them?* These include the old and other vulnerable populations. In the same vein as a budding researcher, I have been asking myself; *how did the lectures and teachers who persisted and showed resilience succeed to get theirs and the institutions' goals achieved?* Zimbabwe's economic crisis was characterised by the collapse of the formal economy which led to massive retrenchments and hyperinflation of up to 231 million percent in July 2009 (Students Solidarity Trust (SST), 2010). As a result the education

services among other social services broke down. One wonders how the teachers practiced to be resilient, a dimension that Knight (2007) viewed as resilience as a practice.

2.5 Resilience as a Practice

According to Knight (2007:550), “resilience as a practice is concerned about what families, schools and communities can do to promote resilience” of school children and young people through practical activities. In the same vein resilience as a practice can be applied as a means for achieving better outcomes for teachers by emphasizing the role of protective factors that promote and enhance resilience. This can be done by developing programs for teachers in schools such as resilience education. Literature has identified Australia as leading in the development of programmes that focus on resilience as a practice such as Mindmatters, which is a health promotion programme (Knight, 2007). Not only such programmes can facilitate the promotion and enhancement of resilience, but teachers themselves can practice to be resilient by talking about resilience and learning skills to enhance resilience. Hence, Bobek (2002), Hong (2013) and Howard and Johnson (2004) concur that teachers can learn to adjust to negative conditions with the aid of their resources or competences so that the teachers are informed of their own perspectives and decision making. In support Tait (2008) suggests that resilience-building activities in pre-service and induction programmes should include teaching social skills, assertiveness, self-regulation and empathy. Incidentally, learning (socialization) is a lifelong process so I think experienced teachers also need resilience-building programmes to enhance their resilience. Ee and Chang (2010) and Howard and Johnson (2004) further noted that resilience can be trained and nurtured through external protective supports. It therefore seems important to develop an integrated professional culture that promotes active communication and interaction amongst all teachers at a school so that they become more resilient (Hong, 2013). However, no study has been carried out to understand why and how teachers and Lecturers in Zimbabwe displayed high-level characteristics of resilience despite the economic conditions

that they were operating under. Consequently, there is need to understand why certain Lecturers did not leave the country and they are still not making efforts to leave in the face of another impending economic slowdown. This study is a step towards understanding and describing that phenomenon.

2.6 Gaps Discovered in Related Literature

There are a number of gaps that have been identified in the reviewed literature. These gaps provide this Researcher with the license to carry out this study with the hope of filling in the gaps. Some of the key gaps included are that the literature does not discuss in detail, the adaptive and survival actions that ordinary citizens could use during recession or economic decline and how the actions impact survival and livelihoods of teachers. Although teachers play a significant role in all sectors of the economy of any country, little research on how teachers override economic challenges is available. In particular, literature on resilience during the peak of an economic crisis period is not readily available and the stressors or risk and protective factors cannot be enunciated with certainty. Given that little or no research on teacher resilience is available in Zimbabwe, there is need to research on Lecturers' competences at Tasima Teachers' Training College used during the economic crisis of 2007 to 2009. This study used individual interviews and focus group discussions to fill in the gaps.

2.7 Chapter Summary

Guided by the specific research questions, the related literature reviewed addressed issues related to how teacher resilience has been conceptualised, operationalised or measured, attributed to interaction between risk and protective factors or viewed as a condition, future-oriented and as a practice. The three-dimensional framework discussed during the review of related literature particularly focuses on the protective factors that teachers can utilize to mitigate the effects of risks. Although the literature reviewed partially answered some aspects of the research questions, a number of gaps were still left open and

these identified gaps therefore gave this Researcher the license to carry out this study with an aim to fill in those gaps as suggested in the significance of this study. The last section of the review of literature isolated and listed the gaps in the related literature. Next, the methodology used throughout the study is discussed.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The purpose of this study was to explore teacher resilience in Zimbabwe during the 2007 to 2009 economic crisis. This chapter discusses the research methodology which includes the research paradigm, the design, and selection of participants, research instruments and research site. The data collection techniques and analysis are also discussed together with the data presentation styles that were used to answer the research questions and objectives (Leedy, 1998). The chapter therefore focuses on the research procedures used throughout the study, including the plan for action used in the study. Throughout, the Researcher highlights reasons for opting for particular methods of enquiry. In research, approaches for conducting research studies are diverse and the choices depend on the Researcher's beliefs and research questions. While Researchers differ in the way they approach a research strategy, there are standards that direct Researcher actions and behaviours. The standards are referred to as paradigms.

The first part of this study discusses the preferred research paradigm that best ties into the focus and nature of the current study. This is because all research activities employed in any study are influenced by the research paradigm and this study is not an exception. The activities that were influenced by the paradigm included the research design, selection of the research instruments, selection of study sample and the population from which the sample was selected (Creswell, 2014). The major instruments used to gather information included the Researcher, face-to-face interviews and focus group discussion. Finally, the Researcher explains how the data was generated to facilitate the accomplishment of the research objectives and answering of the research questions. A summary of the points raised in each section of the chapter discussed concludes the chapter.

3.2 The Research Philosophy Guiding the Study

3.2.1 Interpretive Paradigm

The core idea of Interpretive is to work with subjective meanings that already exist in the social world; including acknowledging their existence, reconstructing them, understanding them, avoiding distorting them, but to use them as building blocks in theorizing. Interpretive is dependent on constructivist beliefs. Orlikowski and Baroudi (1991: 13-14) suggest that:

Interpretive information systems [in] research assumes that the social world (that is, social relationships, organisations, division of labour) are not '*given*'. Rather, the world is produced and reinforced by humans through action and interaction... The aim of all interpretive research is to understand how members of a social group, through their participation in social processes, enact their particular realities and endow them with meaning, and to show how these meanings, beliefs and intentions of the members help to constitute their actions.

According to this citation, Orlikowski and Baroudi (1991) explicitly refer to social relationships, organizations and division of labour as elements of the world that should let relations be the essential parts of research results. Similar to recommendations from recent literature on research methods, I found this study to be situated in the qualitative interpretive paradigm domain because the study intended to understand how educationists who did not leave the country during the peak of economic crisis survived and maintained their work places (Punch, 2009). The focus therefore, fits the interpretive approach to research. Conducting research and or "stating a knowledge claim" (Punch, 2009: 73) implies that a Researcher needs to start a project with some form of assumptions about how they will learn new knowledge, and what they will learn during the inquiry process. This implies that Researchers should be guided by some beliefs, or philosophy. This adds value to the claims, referred to by Creswell and Plano

Clark (2011) as worldviews that are commonly referred to as research paradigms by most research methods specialists (Goert, 1973; Huberman & Miles, 2002; Lincoln & Guba, 2000; Mertens, 2010). For example, Huberman and Miles (2002) say, research guided by interpretive theory or paradigm meet applicability criteria and facilitate application of study insights by providing experience or various experiences through the use of powerful metaphors and by stimulating re-examination and reconstruction of the participants' existing construction.

Similarly, this study was guided by the Interpretive/grounded theory or research philosophy. Interpretive paradigm approach was selected because it seamlessly fitted into the characteristics of the study that required the Researcher to generate qualitative data from a small but focused group sample, and as such this approach fits the topic under study (Weaver & Olson, 2006; Huberman & Miles 2002). The qualitative data was used to strongly activate the lived experiences of the participants which were captured in words. According to Creswell and Plano Clark (2011), all research should be guided by a philosophical foundation that fits the data collection procedures and the presentation style; and enquirers should be aware of the assumptions they intend to make about gaining knowledge during the study. In this context therefore, guided by research literature, I had to consider three framework elements that guided the entire research process including (a) philosophical assumptions about what constitutes knowledge claims; (b) general procedures of research also referred to as strategies of inquiry; and (c) detailed procedures of data collection, analysis and writing called methods (Creswell, 2014). This Researcher preferred this research philosophy as it was seen to be suitable for a qualitative approach to research, presentation and analysis of data.

3.3 Research Design

3.3.1 Qualitative Research Design

Qualitative studies involve exploring issues, understanding phenomena being studied, and answering research questions by analysing and making sense of unstructured qualitative data (Angen, 2000). In educational studies, qualitative research happens in nearly every workplace and teaching-learning environments almost on a daily basis, something that should be referred to as the social construction of reality. According to Eisenhardt, (2002), Researchers who use the qualitative research approach accept that:

Reality, as we know it is constructed inter-subjectively through the meanings and understandings developed socially and experientially. [In that context]... information and experienced are built in transactional or subjective contexts hence as qualitative researchers we assume that we cannot separate ourselves from what we know. The investigator and the object of investigation are linked such that who we are and how we understand the world is a central part of how we understand ourselves, others and the world. (Eisenhardt, 2002:11)

Borrowing from Cohen, Manion and Morrison (2006) a research is a systematic plan to study a scientific problem. In this context therefore, research design implies that the Researcher should state in creative terms, data collection and analysis design that show a clear strategy that the Researcher chooses to integrate into the different components of the study in a coherent manner (Creswell, 2014; Creswell & Plano Clark, 2011; Eisenhardt, 2002; Lincoln & Guba, 2000; Mertens, 2010). Therefore, a research design refers to the type of the study, and the structure of a scientific study that gives direction and systematises the operations of the research (Patton, 2002). In this case, a qualitative research design ensures that all the research evidence generated or

collected will adequately address the research problem, answer the research questions and achieve the identified objectives. In this case study, as a Researcher, I used the qualitative research design because the study itself, as guided by the Interpretive theories embraces the view that lived experiences can only be expressed through thick description of the phenomenon under study. Similarly, in this study I generated descriptive data through face-to-face interviews and persistent follow-up interviews.

Although the qualitative approach has its own weaknesses, it emerged as the most appropriate approach for this study. Qualitative research approach investigates the *why and how* questions that relate to the complex of a social nature (Bryman, 2012) and it address factors that impact the morale of teachers. The qualitative approach to research was selected on the strength that it allowed the Researcher to become part of the data collection instruments for this study. The other advantage of using the qualitative research design was that it allowed me as a Researcher to use a reduced study sample to generate rich and meaningful data through interviews.

The selection of the qualitative research design agrees with the research paradigm that guided the methodology of this study since the design has the advantage that it is not only suitable for use with small samples, but the approach seamlessly suits the research problem under investigation.

This Researcher employed a qualitative descriptive case study design using a qualitative approach because of its ability to probe deeply, analyse intensively and collect in-depth and detailed understanding of the phenomenon under study (Denscombe, 2010). Additionally, the qualitative case study approach as a design simplified the complex issues regarding relationships and cultures and it went straight to adding value to the participants through motivating discussions. Case studies create real life situations that involve decision making by participants regarding how to answer a set of questions through open-ended discussions (McLeod, 2011; Patton, 2002; Punch, 2009; Thomas, 2011).

According to research literature, a qualitative case study design is carried out in a naturalistic context where the Researcher visits the participants in their natural settings and then documents events as they occur naturally (Bryman, 2012; Lichtman, 2010; Patton, 2002). This allowed me as a Researcher to read deeper into other related issues of communication that indicate relationships with the research objectives, research questions and the problem under study. For this study, qualitative research design was concerned with what actually happened on the ground. The use of the qualitative research design allowed me to retain the holistic and meaningful characteristics of the real life situations of the teachers. During data collection, I used the triangulation method which involved using various instruments for collecting data. This data collection approach helped to reduce bias while helping to generate acceptable data for answering the research questions and describing the phenomenon under research.

3.3.2 Disadvantages of Using Qualitative Research Designs.

Since qualitative research case study is suitable for small sampled research, it does not score high in terms of generalisability to wider populations. Therefore, it is not possible that findings from this small scale research may be used to generalise to other contexts (Borg & Gall, 1996; Bryman, 2012; Lichtman, 2010).

3.4 The Researcher as the key Research Instrument

The study was centered on the Researcher for data generation/collection because in qualitative research the Researcher is the main instrument. The main reason for this is that a human instrument has sufficient adaptability to encompass and adjust to the variety of realities that will be encountered (Marshall & Rossman, 2011; Patton, 2002) as a human instrument can sense and respond to all personal and environmental cues that can exist. The human instrument has direct contact with participants, can also interact with them and in the process get feedback which the Researcher can seek clarification for on the spot (Marshall & Rossman, 2011). This also helps the Researcher to have a better understanding of the phenomenon under study. It is for these reasons that

the Researcher gathered data using interviews, and focus group discussion. These data collecting tools require the human as an instrument and the process makes it easier to manage data analysis.

The main character of Interpretive Studies research knowledge is an understanding through processes of collaborative interpretation. As a Researcher, I was supposed to interpret the "existing meaning systems shared by the actors" (Orlikowski & Baroudi, 1991: 15) and describe a set of principles for interpretive field studies (Klein & Myers, 1999). These principles are derived from hermeneutics, phenomenology and anthropology and are intended to support the creation of a hermeneutically based understanding or interpretive understanding.

The primary principle according to Klein and Myers (1999:79) is "the fundamental principle of the hermeneutic circle". This principle suggests that there exist other interpretations in other people and in literature which require Researchers to move back and forth between the data and data sources, unlike in quantitative research studies which seem to work with a fixed set of variables. In a qualitative interpretive study, it is essential to create a holistic understanding of the studied phenomenon; not only an understanding of its different parts but how the participants make sense of their context (Klein & Myers, 1999). This study intended to understand how participants viewed those factors that enabled them to persist under the difficult contexts. The understanding should emerge through dialectical movements between the holistic understanding and the understandings of singular parts. According to literature (Klein & Myers, 1999; Orlikowski & Baroudi, 1991), this principle is foundational for all interpretive work.

3.5 Description of the Teachers' Training Colleges Population

There are 14 teachers' training colleges in Zimbabwe with a total complement of 1190 Lecturers. For the purpose of protecting the colleges, pseudonyms were used to label the colleges. Harare metropolitan has 3 colleges with a total complement of 332 Lecturers. This study was carried out in the Harare

Metropolitan Province and one college, Tasima Teachers' Training College was purposefully selected. Table 3.1 shows the colleges and their lecturer populations.

Table 3.1 Teachers' Colleges and their lecturer populations

Name of College	No. of Female Lecturers	No. of Male Lecturers	Total Population
Hoko Teachers' College	31	42	73
Bango Teachers' College	51	92	143
Unyetu Teachers' College	67	50	117
Jongwe Teachers' College	50	55	105
Soserai Teachers' College	47	54	101
Gomo Teachers' College	30	45	75
Tasima Teachers' College	38	44	82
Musasa Teachers' College	10	30	40
Bongani Teachers' College	27	31	58
Mhanza Teachers' College	52	39	91
Mombe Teachers' College	33	37	70
Nyanga Teachers' College	22	36	58
Uta Teachers' College	30	65	95
Mkombe Teachers' College	33	49	82
Totals	521	699	1190

Source: H/R Department: Ministry of Higher & Tertiary Education: March 2014

3.5.1 Description of Participants for the Study

The Tasima Teachers' Training College population comprises of 82 lecturing staff, 15 administrative staff and 30 ancillary staff who include grounds men, drivers, security personnel and cleaners.

The population was exposed to two qualitative methods of collecting data, but it was not possible to carry out the study on the whole population of lecturing staff because some present members were not yet at the college. The Researcher was guided by the research objectives in chapter one to target those who were at the college between 2007 and 2009. The Researcher got the names of the target population from the college human resources department's Education Data (ED) 46 forms which showed that 60 Lecturers were present. Of the 60 that were present in 2007 to 2009, 48 are still at the college. They could not all participate because the qualitative case study requires that a small sample be selected in order to provide detailed data. In this case the Researcher settled on purposive sampling.

3.5.2 The Sampling Procedure

A sample as defined by Bryman (2012) is a segment or subset of a population that a Researcher selects for participation in the research. The study required that people who had been employed as Lecturers during the economic crisis period, especially between 2007 and 2009 be interviewed. Secondly, those Lecturers must have stayed in the teaching field or left after that same period. Purposive sampling was considered suitable since it gave the Researcher the ability to select the stayers from the accessible population of 60 Lecturers. The Researcher wished to place the research questions at the heart of the purposive sampling when using qualitative tools (Bryman, 2012) hence; the advantages of purposive sampling are that the technique has a bearing on the objectives of the study. In addition, to select quitters who left after the crisis period of 2007 to 2009, the Researcher also used convenience sampling. She looked for those who were reachable and could be located and were willing to participate in the

research without inducement. The Researcher found the sampling procedures easy to use.

3.5.2.1 The Selection of Participants

Because the study is a qualitative one, Patton (2002) and Thomas (2011) advise that data yielding participants should be used in qualitative research. Bryman (2012), Punch (2009) and Strauss & Corbin (1998) also hold the same view when they discuss of information rich sights in qualitative research. In the same vein the Researcher purposively and conveniently chose the participants, and focused on a sample of 12 Lecturers comprising 4 males and 8 females (one is a quitter, the participant endured the 2007 to 2009 crisis period but decided to leave the profession in 2010 because she was still traumatised by the crisis period) between 30 years and 65 years. The maximum retiring age for Lecturers in Zimbabwe is 65 years. The gender dimension was not used because participation depended on the voluntary choice of individuals. Table 3.2 shows the demographic information of each chosen lecturer with their fictitious names used in order to hide their actual identity. Lichtman (2010) concurs that participants are usually identified by fictitious names. The demographic information which the Researcher got during informal talks with each participant is necessary for contextualizing the participants' answers during the interviews and the focus group discussion. The participants are primary school and secondary school trained teachers. As mentioned earlier in the context of the study, teachers' colleges draw Lecturers from secondary and primary school teachers, who have university degrees.

Table 3.2: Demographic information of the study participants

Name	Gender	Age range (yrs)	Teaching Qualification	Academic Qualification	Teaching Experience	Lecturing Experience (yrs)	Current Lecturing Designation
Ella	F	50 - 59	Graduate Certificate in Education	Masters in Curriculum Studies	14	11	Principal Lecturer
Lance	M	50 - 59	Diploma in Secondary Education	Masters in Sociology	8	20	Principal Lecturer
Sam	M	50 - 59	Certificate in Primary Education	Masters in Educational Psychology	9	19	Principal Lecturer
Anna	F	40 - 49	Diploma in Education Diploma in Music Education	Bachelor of Education, in Music	13	11	Principal Lecturer
Lilly	F	40 - 49	Diploma in Education	Masters in Curriculum Studies	9	10	Senior Lecturer
Winnie	F	40 - 49	Graduate Certificate in Education	PHD in African Languages	10	13	Principal Lecturer
Beauty	F	30 - 39	Diploma in Education	Bachelor of Science in Special Education	8	9	Senior Lecturer
Tariro	F	50 - 59	Diploma in Education	Master's degree	3	20	Principal Lecturer
Thandeka	F	50 - 59	Certificate in Education	Masters in Curriculum and Arts	18	8	Senior Lecturer
Pamhi	F	50 - 59	Diploma in Education(Primary)	Bachelor of Education	15	9	Senior Lecturer
Solo	M	60- 69	T3 Junior Certificate	BA General	10	26	Principal Lecturer
Amon	M	60- 69	Diploma in Primary Education	Bachelor's degree	31	9	Senior Lecturer

3.6 Gaining Entry

Before undertaking the study, the Researcher had to gain access into the field. I sought permission from the Ministry of Higher and Tertiary Education and was advised to approach the principal of Tasima Teachers' Training College. I approached the acting principal with my request letter (Appendix 1) who gave me a verbal nod. Having been given permission, the Researcher then approached the human resources department of the college for a list of Lecturers who were present during the period under study. Next the Researcher approached several Lecturers to invite them to participate in the study. At first, some Lecturers requested for time to think over their participation while some volunteered immediately. However, the Researcher also allowed those who had requested for time to consider their participation to submit their decisions. Finally when all responses were in, this Researcher had a larger number of volunteers than planned for and this made the study more interesting. Instead of sticking to the originally planned number, I opted to work with the higher number of Lecturers who had agreed to participate.

The first part of the study involved the Researcher explaining fully the purpose of the study and the data collection strategies that were going to be used in the study related to resilience. This allowed each of the prospective participants to fully consider their participation in relation to their work schedules and times of availability. Additionally this Researcher assured each of the participants their anonymity and confidentiality and that the information gathered was going to be used only for the study's purpose. Taking advice from experienced Researchers, I realized that the visits also helped to create rapport with the participants and to grow their confidence so that meaningful and useful data could be generated (Creswell, 2014; Denzin & Lincoln, 2011; Lichtman, 2010).

3.7 Data Generation Procedures

In qualitative studies, the process of amassing data or putting together data related to a phenomenon under research is considered as data generation as

opposed to data collection in quantitative research terms. Data generation is the process of gathering data from the interviewees, in order to answer the research questions (Bryman, 2012; Punch, 2009). The data is generated because individuals have diverse ways of viewing the same phenomenon. This agrees perfectly with the interpretive research paradigm guiding this study's methodology section and the whole research process.

3.7.1 The Primary Study Interview

An interview is defined by Flick (2009) as a face-to-face interaction between the Researcher and the participants. The interview therefore involves direct conversation between the interviewer (Researcher) and the interviewees. The Researcher conducted semi-structured interviews with the participants in order to gain insight into their behaviours, feelings, opinions, attitudes and competences towards the difficulties they encountered from 2007 to 2009. The Researcher used probes as a way to seek further clarification and elaboration of information obtained using the interview guides. Each interview lasted about 30 minutes where the Researcher made attempts to maintain a cordial and open atmosphere. Emotions and hopes raised during the interviews were all respected. The interviewees were given the chance to ask further questions or to comment on anything concerning the interview if they felt they had burning issues. At the end of each interview the interviewee was thanked for voluntarily participating. As a token of appreciation each participant got a notebook and a parker ball-point pen.

The semi-structured interviews were chosen for this study because they have the following advantages. The Researcher had an interview guide which helped the interview to remain focused. Though all the questions on the guide were asked, the interview guide could not be slavishly followed. It was possible that an interviewee could answer the second question while answering the first question. Additional questions in the form of probes or minimal encouragers prompted by the interviewee's answers were also asked. The interviewees were given the

interview guide (Appendix 3 or Appendix 4) in advance in order to gain insight into the type of questions that would be asked. This also allowed each interviewee time to think about the questions to be asked. It should be noted that the interview guides allow for flexibility to ask follow up questions when the need arises. Since an interview is a face-to-face interaction, it allows for data to be collected quickly and for clarification for both the interviewer and the interviewee in case of misinterpretation or misunderstanding of a question or answer. As Bryman (2012) put it, the interview process is flexible because it gives the interviewee leeway in answering questions due to the open ended nature of the questions.

In this study the major advantage was that the interviewees were interviewed at their place of work which is the context of the study and chances of feeling threatened resulting in data collected biased was minimised. The Researcher acknowledges that in this study the quitter who was interviewed at her home had a disadvantage of being interviewed away from the context of the study.

3.7.2 The Focus Group Discussion

Bryman (2012), Denscombe (2010) and Patton (2002) describe a focus group discussion as an interview with a small group of individuals in which the Researcher facilitates the discussion in order to extract the members' thoughts and feelings about a topic. One focus group discussion was held with six Lecturers who stayed (stayers). Invitation to participate was done by the Researcher after obtaining a go ahead from the acting principal of the college.

The focus group discussion was done in one of the Lecturers' office which was big enough to comfortably accommodate all the seven members including the Researcher. It was necessary for the Researcher to organize a non-threatening and relaxed environment for the focus group discussion. The chairs were comfortable and arranged in a manner that allowed eye contact for the people involved. The office was generally quiet and ideal for audio recording using a voice recorder.

3.7.2.1 The Focus Group Proceedings

The Researcher welcomed the group and thanked each of them for agreeing to participate in the discussion. The Researcher clarified the purpose of the discussion and explained that she was going to record the proceedings. The participants confirmed their agreement to be audio recorded. Prior to the discussion, the Researcher talked to each participant and disclosed all the information about the study and that they had a free choice in giving consent. The participants therefore signed the consent forms (Appendix 2).

In order to operate at the same level the Researcher suggested that there be some ground rules shown in Table 3.3 below. The participants and the Researcher discussed and agreed on the ground rules. These included:

Table 3.3: Suggested ground rules or etiquette

✓ Use of both English and Shona	✓ Cell phones off or on silent
✓ Let's be open	✓ One meeting at a time
✓ Let's respect each other's ideas	✓ We should maintain group confidentiality
✓ Try to be objective, no one is right or wrong	✓ We are a team, let's give talking space to everyone
✓ Feel free to express feelings of anger, sadness, excitement, crying, etc.,	✓ Let's adhere to time of 45 minutes to 1 hour long session.

The Researcher explained that her role was to facilitate and control the proceedings of the discussion. The participants were encouraged to bounce off ideas of one another rather than address all the discussion to the Researcher. The approach was to encourage the Lecturers to share their experiences during the peak of Zimbabwe's economic crisis (2007 to 2009) and the reasons they had to hang on despite the unfavourable working conditions (Appendix 4)

The group discussion was held for an hour as per the time the Researcher had stipulated during the informal talks she had with the individual group members a few days before the interview. This was done to gain the participants' trust.

After the discussion each participant was given a notebook and a pen as tokens of appreciation for their participation. The Lecturers were very happy to receive these as they did not expect something in return for participation.

3.7.2.2 Disadvantages of the Focus Group

While conducting the focus group discussion the Researcher noted that one of the group members wanted to control the proceedings and this Researcher tried to avoid the problem by encouraging other members to continue with the discussion or to express their viewpoints. There was potential for the loss of control of the proceedings by the Researcher leading to loss of time and focus. The Researcher allowed for deeper discussions of issues and remained in control of the proceedings to remain within the duration of the discussion and focused on the topic.

Bryman (2012) notes that the focus group discussion data are usually difficult to transcribe and analyse that is why the Researcher settled for one group discussion in which she listened to the discussion over and over again and then extracted themes (Huberman & Miles, 2002; Lichtman, 2010) The other reason for having one focus group discussion was that the Researcher wanted to see how the participants would express their views like the particular language that they would employ. For example participants could get angrier and angrier or very excited hence it was proper for the Researcher to capture the nuances of the language. However, while it is recommended to have many groups (Bryman, 2012), for this study the Researcher felt one group was enough for gleaning the required perspectives of the six participants.

3.8 Data Codification and Analysis

The Researcher started coding the data during the data collection period where the emerging themes were identified and followed up in the course of the study as more interviews were carried out. Before the actual data collection, the Researcher commenced by deriving pre-set codes or **a prior** codes in the form of words or phrases such as economic challenges, motivations, perceptions, personal capabilities and so forth from the research topic, objectives of the study, and research questions. Coding is very important as it facilitates organisation of data for categorising thematically. Thus this study uses the descriptive or interpretative and inductive processes and creative synthesis approach in order to look for the general patterns, categories and themes (Cohen *et al.*, 2006; Mertens, 2010; Patton, 2002).

Data analysis is an integral part of the qualitative research process so that the results of the study can be obtained. The data analysis was guided by the objectives of the study as well as the emerging themes or issues from the data itself. This approach is supported by Lichtman (2010) and Bryman (2012) who concur that it is important to pay attention to the research topic, objectives of the study and sample size in order to come up with a data analysis plan. The analysis of data was ongoing until all the interviews were done.

The data from the interviews and focus group discussion was recorded in order to gain insight into the interviewees' responses, experiences and meanings they attached to their perspectives and lived experiences during the economic crisis. In this case study, the qualitative raw data was transcribed manually, paying special attention to the participants' emphasis of words, pauses, pitched up and skewed down speeches in order to fully understand some salient communication or meanings (Lichtman, 2010; Patton, 2002). The various transcriptions therefore entailed a lot of careful reading and writing. The Researcher derived more codes that emerged from the transcriptions and these replaced the pre-set codes. The reason the Researcher started coding data early was to reduce and avoid the

piling up of information which would have confused her. When I personally transcribed and continuously analysed the data I remained aware of the emerging themes in addition to being in control and ownership of the research (Bryman, 2012). Flick (2009) suggests that once the emerging codes are completed they should be revisited, modified and organized into categories. Codes can be in number form but the Researcher preferred to use words which were not confusing. The categories were also revisited, modified and organised into themes or concepts and then the meanings, attitudes, interpretations, adaptive and survival strategies found from the data were thus determined.

3.9 Chapter Summary

In chapter three, the research identified the Interpretivist's grounded research philosophy that fits seamlessly into the research design and the overall methods used to collect, organize and analyse data for this study. The advantages and limitations for using each method were described, in addition to how the Researcher intended to override the limitations of the approaches that were selected to ensure the success of the current study. In the process, the researcher described the population selection and the study sample while at the same time justifying how the selected sample was qualified to answer the research questions. Both the data codification and analysis approaches were briefly explained and justified. The next chapter presents the findings and discussions of the findings.

There are a number of challenges that participants identified during the data generation processes including (a) conflicting controls on when to access and how much of their salaries they could access; (b) permissions were not clearly stated and at times created confusions; (c) family pressure to provide food on the table; (d) salaries earned were not sufficient to pay one round trip to and from work and (e) it was illegal to access foreign currency from the Diaspora. When money was available, the rate of depreciation was expressed on an hourly basis and this created problems for Lecturers regarding budgeting for things that needed to be done an hour later.

It is clear from these responses that participants experienced cash flow problems. Evidently, participants were in a dilemma trying to knit together an answer of how they managed to sustain their families' needs and at the same time going to work. These hosts of challenges or risk factors were initiated by the economic crisis. Most of the challenges were beyond the control of the individuals. Usually contextual risk factors or challenges are beyond the control of those whom they affect (Bobek, 2002; Howard & Johnson; 2004) therefore, alternatives had to be devised. For example, similar to the responses of the many participants, Ella acknowledges that she had to be innovative in order to access the local currency that allowed her to buy food for her family.

Ella would always keep the US dollars well concealed even in the garden to make sure the money was safe in case one day the police decided on making house raids,

Ella: I would not have that money confiscated. Meanwhile, I also approached those business people who had the commodities that I wanted for the minimum standards of survival. This way I would phone and request to have something reserved at an agreed price in the US dollars. This was however costly since this allowed me to jump the queues, the dealer would then charge a fee for skipping the queue. As you can see from the problem, the dealer was saying

two things to me. You can join the queue or access what you want at an extra cost. So, I could avoid the queue for a fee. **That made life so difficult for us... we were being robbed, to get access to things that we wanted.** It appeared as if people were doing us a favour yet they wanted our foreign currency.

Back in 2007 to 2009 the US dollar was not the official currency, but now Zimbabwe uses the multi-currency regime of US dollars, South African rand and Botswana pula amongst a number of other currencies. The participants' financial problems were commonly shared by the five individual interviewees. Literature agrees with findings of this study, that national economies fluctuate upwards and downwards. Findings of this study show that economic slowdowns play a critical role in the way employees respond to the economy. For example, during the focus group discussion, responses confirmed cash flow problems among participants.

Winnie: To be creative, you need to be under immense pressure. I will give one example that I went through. I was studying with an external university and each time I was expected to pay fees once a new semester started. I could not afford to make a one-off payment of the fees so I made a deal with a friend who was in Diaspora. He would pay the tuition fee on my behalf, and then back home I would give his family the agreed equivalent of the money in bits and pieces. **It was not possible to ask someone to send money to my bank account. Some of that money would just disappear, *yaingova mai votsva kumusana mwana wotsva dumbu...*** (It was a tight situation with us placed tightly in a corner with nowhere to escape to)

One participant in the focus group discussion added a dimension of a challenge that shows that only those with power could access the commodities. This left the weak and vulnerable to survive at the mercy of luck;

Thandeka: One day I had been in a queue for three and a half hours and suddenly a group of soldiers and police appeared. At that point I was 11th in the front of the line and was almost getting into the shop to buy just one packet of sugar. The uniformed officers started beating everyone who was in the queue. Once there was commotion, they stood in the line and they got to buy the things they wanted and they went into the alleys to resale the commodities. **It made me sad... very sad. From that moment I realized the need to have someone with power.** I asked one soldier to give me his phone number and my husband phoned requesting the soldier to help me jump queues in future for a fee. It was an agreement out rightly. It was wrong but that is how we accessed basic commodities.

From these findings, I inferred from the individual interviewees' responses and focus group discussion that 2007 to 2009 was a very difficult period that caused people to be creative. Participants were stressed, angry and confused. Things did not operate normally and it was worse for those who were none uniformed like teachers. Interestingly, only the uniformed civil servants accessed their salaries on time and they would even force the banks to give them their money on time as was evidenced by the few incidences of soldiers holding up the banks to get their salaries. Incidentally, another participant had the following to say:

Sam: Oh, yes as I said we suffered a lot but we could not report uniformed civil servants at any place... ***who do you report to when the same office that you want to report to is the one that is harassing you?*** It was not easy. Because we could not afford salaries to put food on the table, we had to do part-time teaching. We offered private lessons even for subjects that were not our specialty. I could not afford to let money pass-by when I could at least do something... We ended up being employed by those who

had relatives in the Diaspora so we taught their children privately at home.

The period was characterised by hyper-inflation, concentration on securing basic commodities especially food items and walking long distances to and from work. The power struggles emerged as a result of the situation and the teachers always lost the battles to those with more power. In addition to having cash problems, a new type of relationship emerged based on who had the money and who did not have the money. For example, Ella's relationships with extended family members and neighbours became strained hence she said the following;

Ella: Sometimes the little money that I got wasn't enough, worse still with a mother-in-law in the rural areas and a widowed mother in town to look after. It was really difficult to divide the money amongst these three families. **This strained my relationships with my mother-in-law and aunt.** The general belief was that I did not want to share my earnings with them yet I would have put a lot of effort. Hence I think they were not appreciative. On the other hand, from my own family, my sisters were also selfish and uncooperative. Because I am a lecturer they felt I was receiving a hefty salary and that I had everything. Even in the neighbourhood certain neighbours could see that I had a decent meal when sometimes they did not. They commented that I was corrupt, how could I get some scarce commodities. As a result, **relationships also became strained.**

Strained relationships during hardships are also confirmed by the reviewed literature (Taylor, 2013). Participants, whose relationships were strained, observed that it was due to a lack of understanding that under a depressed economy, the situations redefine the contexts of the people. People who are expecting something from an individual value the income of that individual, which is not commensurate with the economic goings on. For example, Pamhi, a

female lecturer aged between 50-59 years who had fifteen years of primary school teaching experience and nine years of lecturing experience added the following life experience:

Pamhi: One notable challenge I faced was the **failure to attend extended family gatherings**. You know what, family members thought I did not care or I wasn't interested. For example, one day I failed to attend the funeral of my uncle, my father's young brother in Bulawayo [Zimbabwe's second largest city]. I could not go to lengths explaining what really happened although I know that on the day in question, I had made efforts to raise funds for my trip to the funeral, but failed. The burial went on without me. Thereafter, I did not even worry myself to go there. **Relationships strained under these conditions are not easily repairable**. The extended family members could not understand what was happening in my life. It also hurt me so much because I spent those crisis years without seeing my mother out there in the rural areas. All I could afford was sent her the little money that I could get. *Mai vangu vaitondiona semwana asina hanya navo, mwana anofunga kuti mari yakakosha kudarika kuonana* (My mother thought I valued money more than seeing her).

Besides strained relationships, both Ella and Pamhi were still very bitter about the situation they found themselves in. This was also confirmed by the focus group discussion when the main ideas of being reduced to nothing, nameless profession, worthless pay cheque, tired and hungry at work, failure to dress as expected, decreased student enrolments and being ashamed to mention their profession in public came up. Also from the responses, I inferred that the individual Zimbabweans who experienced hardships during the 2007 to 2009 economic meltdown placed a lot of importance in the welfare of the immediate family especially at the expense of extended family. Hence it was very intimidating for the Lecturers to fail to cater for their extended families. For each

participant, the experienced risk factors impacted negatively on their work including reducing them to lesser positional value. One male participant summarized these findings this way:

Sam: Each time I met with the general society in social gatherings, I **received very de-humanizing comments**. One day I was at a social gathering when we suddenly heard of the available mealie-meal. We all rushed there but as we walked with other people one person, a complete stranger said to me, *“where do you work?”* I told him that I was a lecturer at this college. His comment made me feel less accepted. *You do the same profession like my wife... yes it is a women’s profession, you have no money at all... I have to supplement her earnings these days so she that can go to work.* It was so **dehumanizing** to me but I could not change anything although that hurts me up to now. It was just a security officer in a certain organization out there in the city. Just imagine it takes at least three years to train and form a teacher and a few weeks or months to train and form other professions. So what does it pay me to study so hard only to be laughed at by someone who did not need *O-Levels* to get trained? What has really happened to our need for different jobs—I don’t know.

4.3 The Impact of Challenges on the Participants’ Work

4A2: Effects of Risk Factors on the job. (How did the challenges affect your work?)

In trying to establish how the Lecturers’ work was affected by economic challenges, I wanted them to describe how they got to work, how they carried out their work and how they felt about their work. Tariro, a female lecturer between 50 and 59 years who has three years of teaching experience and 20 years of lecturing experience quitted the profession in 2010 after having endured the crisis period, had the following to say:

Tariro: I know for sure that during the years in question, **lecturing suffered in many ways.** Most of our time was spent in those queues especially in the bank to get whatever the bank offered on a particular day. It was a difficult time and each of us had to work hard not only at college but at getting food or ways to raise extra cash to supplement our reduced salaries. Whenever we went to work **we short changed the students.** I can tell you that **students who graduated during those periods went away without sufficient skills development.** The efforts were focused on **generation of money not fully on teaching.** But when we were in the classrooms we really did our best. Another reason for the negligence of duty was due to demanding issues related to the energy that we spent walking to get to work.... Yes that's correct we usually went to work on foot, and **we were tired** before the first lessons started. I was lucky I could drive to work, but transport yese, yese, yese (whichever type)... because of his good job, my husband met all my fuel costs. Surprisingly the college administration expected me at work, regardless of the situation; we were supposed to be there. **What we used to do was to decide whether to go to work or not.** I can say **2007- 2009 was hell in our profession and it reduced our profession to nothing.** We became beggars and a laughing stalk of the nation. **Street vendors chided us** and they would say, "*Nhasi ndabata yakadarika yaticha*" (today I got more money than a teacher's salary). **It was so demotivating, we lost respect as Lecturers.**

Cheating the Profession; Participants experienced dehumanizing experiences, and their situations affected lecturing processes. Besides, when Lecturers are at work, it is not about lecturing only. As you all know, Lecturers are expected to do research, supervise student teachers on teaching practice, mentoring students including marking students' assignments. These variables of their job suffered depending on how students responded. By absconding some days and spending

time in queues it meant the work was suffering as participants commonly agreed. One can also infer that there was a lot of *cheating* instead of teaching going on at the college. Marking of students' assignments was haphazardly done, as one lecturer mentioned,

Solo: We used to do what is called today, '**moonlight marking**' meaning we just threw in a few ticks that covered each page to indicate I had read. We would at times read the introduction, the middle and the conclusion. That was really not fair both to the Ministry and the students.

From Solo's reflection, it was clear that **students suffered** or they were not fully provided with sufficient feedback to mould them fully. From the reflection by Tariro, transport was one major focus of their ability to secure their jobs. For some, they had their transport costs catered for by their spouses who happened to be employed outside the teaching profession.

College Expectations; The college administration expected all Lecturers to continuously be present at work despite the other demands that could not be sidelined. The college leadership was blind to the plight of the Lecturers. At least they could have provided time for Lecturers to attend college only on days when they had lectures. Participants used a variety of vocabulary to describe their situation as **shameful, dishonorable, disreputable, disgraceful, reprehensible, brutalized, humiliating, demeaning, dehumanized, undignified, degrading, distressing, embarrassing and awkward.** Through the public's comments about teachers' salaries and working conditions they were also **humiliatingly published in the newspapers.**

Another Lecturer agreed with Tariro's views that lecturing was suffering and getting to work was a nightmare, but he had a somewhat different dimension of how he felt about working at the college during the crisis period. Lance is a male Lecturer aged between 50 and 59, with the same lecturing experience of 20 years like Tariro. Lance had returned to the college after leaving for four years to

work in a Non-Governmental Organisation (NGO). The following is how Lance answered the question:

Lance: My performance at work was not up to scratch. You know... think of walking that long distance to and from work, you arrive at work sleepy and tired. You have spent the night working on the issues of queues, and then think of food shortages. At the same time, I had to think of the inflation... and then look at the students in front of me. **It was tough to put work ahead of these other hierarchy of needs.** Hyper-inflation...when you think of days when we received salaries in amounts of worthless billions and you could hardly use that to do anything, which makes you fear another return of 2007 to 2009. I tell you, **you couldn't perform well at work,** when you would be thinking of rushing to the shops, so you could not do well when you would think there was nothing at home. Ah... (Silence) there was no way I could do well on my job. Despite the difficulties, I was happy to be back at work. Tasima Teachers' College was a greener pasture for me. It was home, a home providing warmth from the cold, a tree providing shelter for me.

Participants agreed that they were highly frustrated by failing to perform as was expected at work but they could not change things. Although they had their related frustrations, participants enjoyed their ability to shuttle between employment assignments. Some had found extra jobs and they would go in and out of their classrooms to work and get any salary that was available for that day. For example one participant who took his leave days to work in a NGO returned to work after his leave and was happy to share experiences with others. He was retrenched at the NGO before his leave was over. It is therefore, my interpretation that while the economic situation impacted negatively on Lecturers' performance, some Lecturers were happy to be at the workplace. Just the idea of being there was enough for two participants because they expressed that it was a new experience out there. In the case of one participant, Tasima Teachers'

College provided the comfort that he required, although the salaries were meaningless.

One Lecturer who writes primary school textbooks expressed sentiments similar to the other interviewees, of how his work performance was negatively affected by the economic situation. Instead he took advantage of the situation and had more time to write books because not much activity was taking place at college. After having said how his work performance was affected he added:

Solo: *Haiwa nguva yaive yakandinakira iyi. Ndakatowana mukana wekunyora mabhuku zvangu* (**Oh, it was a good time for me. I got the chance to concentrate on writing books**). Instead of joining the queues my wife would do that while I was busy at Tasima researching. That way I was never absent from college so I did not clash with the authorities.

Absenteeism from Work; One participant, Lilly, a female Lecturer aged between 40 and 49 years who attended work for different reasons altogether, added this dimension:

Lilly: Coming to work became a secondary thing. **We did not fully concentrate on our job demands**, but what I got at some of these private colleges. The colleges paid cash in hard foreign currency compared to this college. In short I feel my efforts were divided. The private colleges where we gave private lessons provided lunch and sourced basic commodities for us. At least that helped me make my family more dignified than others. I for one was motivated by those extra goodies because it all helped bring food to the table. This is why I made sure I **went to that private college for more hours every day than I did at this place of work**. But it does not mean I did not love my actual job. I loved it; only that I was giving attention to the place where they paid well for the services. It was a question of who paid well for the services. We all know that human

nature tells us to protect what we love... I have family that I love and I try to protect them.

From these contributions, I concluded that while the situation was similar to everyone, there existed other conditions that made some staff members to cherish the context in which things were happening. This is because individuals differ in the way they see and handle challenging situations. Similar to the reviewed related literature, participants whose views were similar to Lilly's agreed that they concentrated on what was going right for them more than what was going wrong (Bobek, 2002; Howard & Johnson, 2004; Tait, 2008). The same views were endorsed by other participants who viewed the situation as one that presented itself with the power to make them prosper and make some positive moves in life.

Thandeka: I was struggling with fees for my two children who were attending school in expensive schools. This is where my children were also going to get their future. So it was critical that I sourced money for their fees. However there were other problems that made me extend my duties to the private schools where I taught apart from the formal employment that I had. There was this new vocabulary that emerged with the issue of hyperinflation; top-up. When my children came home, it was now normal that they brought with them something called *top-up this or top-up that?* It meant I had to have some money to give them for the top-ups... to me **there was no big deal if I did not teach on campus.** The main deal was *have I paid the fees required for my children?*

For Thandeka it was a chance to secure fees from the private schools and also raise money for the top-ups required in her children's school. Similar to these reflections from Lilly and Thandeka, other participants, Beauty, Anna, Lance, Winnie, Tariro and Ella also confirmed that they engaged in diverse activities at the expense of the college's core business. Participants expressed that they had

to take advantage of the situation to travel outside of the country to look for other jobs whenever opportunities presented themselves. For example Beauty and Tariro mentioned that they absconded work and went to neighbouring countries to buy commodities for re-sale in Zimbabwe. Apart from cross border shopping trips, Ella and Winnie also taught at a private college to raise extra cash. Additionally, Lance and Anna were and are still small-holder farmers who twinned lecturing with farming.

I asked the participants if they felt guilty of short-changing their institution during working hours, the general response was that it was not a bad practice to do so. They generally felt that they shortchanged the institution but they were also being shortchanged including the students who they failed to teach:

Lilly: (Laughing).... Let me add something here. Teaching had been turned into a **valueless profession** and during those years or the period. I could do anything because even the employer understood. That is why government allowed a bus from each province to take Zimbabweans across the borders to shop at the end of the month... To me that was a way of saying *endererayi mberi nezvamuri kuita* (Carry on with what you are all doing). If it meant selling a human head, I would do it. It was **survival of the fittest**. In fact there was nothing to gain from the college for resale. You see, it was **deals, deals, deals and deals** alone. What would you do in that scenario? Teaching became my secondary job.

Lilly's opinion which summarized the general feelings of the other participants, demonstrated that it did not matter what they did as long as they earned some money. The morals behind what they did to earn the money were irrelevant; means of survival was the Lecturers' main concern. From these reflections, lecturing became a compromised profession. Indeed the Lecturers' work suffered but they soldiered on, providing lectures fully whenever the opportunity arose. The next section focuses on strategies for reducing the impact of the economic

challenges on households of teachers and or Lecturers. From the responses, I intended to synthesize the responses to get the processes Lecturers used to counter the risks and challenges they encountered.

4.4 Characteristics of Resilience

4.4.1 Part 4B: Participants' descriptions of Manifestations of Resilience

In this section I explored the characteristics of resilience or adaptive and coping strategies that emerged as themes that influenced the retention of some Lecturers of Tasima Teachers' Training College during the economic crisis period when some Lecturers in the college and in other colleges were known to leave. Similar to literature, Knight (2007)'s competences were used in this study to guide the determination of themes of resilience through the Lecturers' lived realities. The verbatim descriptive quotes provided a deep understanding of the participants' adaptive and coping strategies and their support systems.

4.4.1.1 4B1: Descriptions of Survival Strategies

In order to describe the survival strategies I wanted the participants to address the following question; *Describe to me the strategies you used to survive the difficult economic period of 2007 to 2009, and how these strategies helped you to remain at Tasima?* In this question I looked at the adaptive and coping strategies used by the Lecturers. Responding to this question, an array of adaptive and coping strategies was revealed though some of them were unorthodox. Most Lecturers walked long distances to and from work and this was confirmed by Lecturers who engaged in the focus group discussion. Only one Lecturer drove to and from work due to the help that she received from her husband. Another Lecturer, Solo was lucky because he was constantly assisted by neighbours.

Solo: I managed to arrange for free transport to go to work with my neighbour who worked somewhere near the college. I want to thank the Lord I managed to survive this situation before my neighbour gave up. However, sometimes I had to walk all the way to work

from home. It sometimes took me 1 ½ hours to get to work and the coping strategy made me see the whole period through. I feel that those who did not have **good negotiating skills** gave up the whole struggle...

The idea of arranging for free transport portrays someone as a beggar and having a low self-esteem, because of walking when one is supposed to drive or use public transport. On the other hand, overwhelming hardships were managed by adapting to the new situation hence surviving and maintaining some personal well-being helped the participants to maintain their job appearances (Howard & Johnson, 2004).

Presenting Themselves Briefly at Work; in some situations, participants used a strategy that they called place-holding to ensure that they were head counted at work. By place holding, in this study it refers to the practice that employees took turns to go to work and then while they were present at work they would answer for the absence of their colleagues. After a show of their faces they would then disappear from work and go about their private businesses. That way the authorities were deceived into believing that college business was being done. The Lecturers also mentioned that they went to college only when they had lectures. Others only attended during the time when they had a timetabled activity.

The Strategy of Working from Home; Participants developed a strategy of working from home especially when they had assignments to mark. This innovative approach guaranteed them opportunities for attending to possible chances to work in private institutions whenever they were invited to do so.

Winnie: I would work from my house if I was doing easier tasks like marking. Once I had the chance, I would **go for private teaching activities** elsewhere. That allowed me to earn survival money to maintain my family.

Multiple Jobs; Some Lecturers had secured multiple employment opportunities. For example, Ella engaged herself in selling dried fish and conducted extra teaching lessons at a private college in addition to those she organized at home. Another Lecturer **Winnie** said, “I engaged myself in money laundering activities and I also engaged in teaching extra lessons in people's homes. Those that I taught in the homes I fully demanded that they pay in foreign currency. At this time, many schools somehow stopped operating or *closed* in 2008. While it was school children who suffered because of the situation, an opportunity naturally presented itself to us.”

On the other hand participants like Lance, Anna and Sam worked to produce food from their small scale farms which they benefited from the land reform programme. They called themselves the patriotic few and would stand by the country and its situation while the others were considered unpatriotic because they went into the Diaspora for greener pastures. For example, Anna, a female participant shared her views that added to those of other participants:

Anna: Personally, I benefited from the land reform programme. From my piece of land, I **grew beans, maize and vegetables to supplement my meager salary.** I consider myself a patriotic Zimbabwean, and that is why I got the farm. Truly, **I love my country and my job and I managed to keep both...** *Takaifira nyika iyi; pamberi nekurima* (We sacrificed for this country; forward with farming).

Cross-Border Trading; An innovative approach that was used by some of the participants to cope with the situation involved cross-border trading. This was common among female Lecturers who bought some wares from South Africa for resale in Zimbabwe. When they travelled from South Africa, they also brought food items to feed their families.

Pamhi: It was an issue of the stomach madam. We were using the stomach to think in place of our brains. When I brought food from

South Africa, one problem that I encountered was that at every road block police demanded something from us. **We paid our way through by donating these foodstuffs to them** and we would arrive home with something.

Beside Pamhi, other participants who engaged cross-border trading included Tariro, Beauty, Thandeka and Lilly. The goods that they purchased were also resold to supplement their salaries, and some fraction was for consumption with family. Thandeka's response was as follows:

Thandeka: I dodged work and went to Botswana or Musina in South Africa for shopping. The items that I brought were those that I knew were on demand here in Zimbabwe and they were quickly taken. I cheated at the border to bring in more goods by deflating prices. Honesty meant you brought fewer items. **We survived by cheating.** After all everyone was doing it.

Participants dedicated themselves to other activities that fully confirmed the demeaning factor discovered under the first major theme. According to the findings, female teachers worked as house maids outside the country. For example, towards the end of 2008, Pamhi worked as a maid in Botswana during the school holidays.

Pamhi: During the holidays I was out in Botswana trying to sale some things. One day I came across a family that **needed a maid and I negotiated a good salary which they agreed to. Immediately, I took up the job for a full month then I got my full month's earnings and brought home a huge amount of groceries.** All the time I worked, I wished and hoped no one would see me... that was a **humiliating experience.** But, today I do not regret this coping strategy that I used. I was able to pay my child's fees and brought groceries that lasted for a full month...

These extra income earning strategies helped the participants to cope with the deteriorating economic situation because they were able to bring home some extra cash for fees and transport to and from work, including for the family upkeep. I concluded that the Lecturers used very innovative and proactive approaches (Knight, 2007) to sustain themselves. This ensured effective means for sustaining themselves at individual level. Similar to other findings in literature, crisis management is achieved by being proactive, having foresight and forward planning (Winiarski, 2014). However, some of the innovations were unprofessional and dishonest regardless of the earnings that government was paying them. I concluded that in a crisis situation, or under economic crises people purposely lose their ethical employment practices.

Commitment to Work; Despite all the challenges, some Lecturers remained committed and hopeful that one day the economic situation would improve. Although this year 2015, the economic situation is threatening the country, the participants generally agreed that they would keep their jobs better than they did in the past economic crisis. One participant summarized this observation this way:

Ella: I feel teaching is a calling which is rooted deep inside me as an individual. Currently I am so much concerned with the plight of the students that I am teaching. Sometimes when I looked at students, I felt sorry for them so **I had to endure**. During the last economic crisis, I wanted to help them but honestly speaking the situation was so demanding both at family level and at work. I was and am still committed to work no matter what. Something that will not make me an easy candidate for giving up regardless of the situation, is *I am nearing retirement, where will I get a retirement package if I leave this job that I have already sacrificed for?* I had a feeling the crisis was a passing phase and I now look to a better future. Sometimes it was better to be here than be alone at home. (Laughter).

Participants who agreed with Ella in their positions and current dedication to work emphasised their commitment to work no matter what the situation in future has for them. I interpreted and concluded that they now see their abilities as a stage in human life where they now rely on self-efficacy (Bandura, 1993). For example, Amon from the focus group discussion felt the phase the country was going through was a temporary one. As suggested earlier, all participants felt they would rather keep their current jobs and look forward to a good retirement package in the context of the powerful US dollar:

Amon: The last context was a political era that was trying to find its own frequency among us. The government of Zimbabwe was at loggerheads with the British Prime Minister, sanctions were tightened but *chisingaperi chinoshura* (tough times are temporary in nature, they come to an end). *Chimwezve* (additionally) **I am at the point of retiring. I cannot leave because I need my pension.** So, during that time I was just waiting there. For me **there was no better place than Tasima College...**

Chasing for Free Food; Some situations demanded that Lecturers attend funerals in their neighbourhoods to be able to access free food. Traditionally in Zimbabwe, attending funerals is important as a relationships building strategy. However, in their situations, they found themselves hunting down funerals in order to access free food. Other Lecturers were forced to enjoy only one meal a day particularly during weekends. Eventually the Lecturers and teachers devised ambushing funerals and other public gatherings as ways of survival so that they could get some energy. The one meal a day, as one participant described it was called the “0-0-1 survival formula” meaning that they survived by having nil breakfast, nil lunch but supper only. “I remember I lost weight but I am back to my normal size now. Thanks to the coping strategies that worked for us” (Sam a male participant shared).

Despite the challenges that the Lecturers encountered they devised effective means for survival. The Lecturers as individuals became innovative, optimistic, hopeful, and autonomous and displayed great endurance, patriotism, commitment to their work and believed in themselves (internal locus of control). While they depended on their individual competences mentioned above they also relied on different support systems.

4.4.1.2 4B2: What Support Systems Were Used?

In Zimbabwe there are still strong ties between extended families. People believe there is more power in numbers. Hence there is a Shona adage which goes, '*Chara chimwe hachitswanyi inda*' (collaborative efforts are better than individual work). So the Lecturers relied on a variety of support systems particularly their relatives who were in the Diaspora. Reliance on people in and outside the family is accepted by Doney (2012) as a strong coping strategy. Ella and Amon as alluded in section 4A1 are examples that got remittances from outside the country. Amon had the following to say;

Yes, we survived those hard times but we had other people to support us. Personally, I was **supported by my wife's sister** who is in the United Kingdom. She used to send us money in British Pounds. At times she would order groceries from South Africa and sent us. We would have perished had she not supported us. She was a blessing to us.

Among the extended family members, husbands seemed to be the female Lecturers' support systems which confirmed Doney (2012)'s study findings. Such sentiments were echoed by Ella, Tariro and Beauty. **Ella's husband's workplace** would provide her with transport to work whenever possible. Tariro drove to work because **the husband provided her with fuel**. Beauty's husband is not a lecturer and his earnings went a long way in sustaining the family. In her own words Beauty said, "Because of **my husband's hard work, I managed to cope. It was my husband who had to look after me and the children. My**

husband was better placed.” Surprisingly, no male Lecturers mentioned depending on their wives. This could be attributed to the social norm that men as the heads of families should be the bread winners.

Another support system that seemed very important for the Lecturers was the college itself. It seems when the economic crisis was at its peak the college provided Lecturers with meals three times a day. Tasima Teachers’ College offers boarding facilities to students so Lecturers would eat at the college and this made life a little easier at work. In addition the college provided Lecturers with some food hampers of basic commodities. All the participants were grateful that the college gave them support when they really needed it. It is interesting to note that Lecturers like Lilly went to college daily primarily for the meals and handouts. As a result Lilly said, “**I was motivated by the extras** not the work as such. I did not prioritise my job.”

From Lilly’s response, she seemed to appreciate very much that the college was there for her. On the other hand, while Tariro appreciated the college’s provision of meals on a daily basis, her worry was her family which could not get the meals from the college. I should hasten to say it was good for Lecturers to eat at college so that the little food they had at home would be for their children and spouses.

Furthermore, the Lecturers worked as a team. They encouraged and supported each other. Sam had the following to say “**Tasima was like home. No one could solve our problems except ourselves. We therefore worked as a team. We shared information and ideas of sourcing resources. We gave each other support in times of need and despair.**” The above quotation seems to confirm (Ee & Chang, 2010; Kruger & Prinsloo, 2008; Tait, 2008)’s assertions that fostering productive relationships with people who understand the trials and tribulations of teaching are significant protective factors.

Last but not least, prayer and faith in the Lord’s provision, for most of the participants was their source of support. They believed God was watching and listening and that one day He would hear their prayers.

4.5 Recommendations from Participants

Participants made recommendations that clustered around factors and satisfiers that satisfy the general needs of the participants. The main recommendation regarded the need to improve the salaries and transport benefits of the Lecturers and teachers in general. The parent ministry (Ministry of Higher and Tertiary Education) and the college leadership were recommended to prioritise the importance of maintaining the Lecturers' dignity needs along the recommendations of Maslow (1998)'s hierarchy of needs. The fact that participants worked extra loads showed that students' numbers were not an issue but the need for increased review of working conditions.

4.6 Chapter Summary

The challenges that were identified by participants revealed that they impacted negatively on the quality of college teaching and the ethics around which the work was conducted. All challenges were discussed by the participants in the light of how they demotivate the way the participants worked. Participants developed and employed some survival strategies as means of countering the risk factors they experienced in order to maintain their positions as established Lecturers of Tasima Teachers' Training College. However, participants did not inform the management, in relation to their extra employment during their official working hours. Tasima College was cheated of the engagement time that was supposed to be offered to the students. The survival strategies used at Tasima College were not morally correct but the participants did not initially have the intention to cheat or sabotage the college, hence they emerged simply as ways of facilitating family and individual survival during the 2007 to 2009 economic crisis.

CHAPTER 5: Conclusions of the Study

5.1 Introduction

This chapter presents the conclusions of the study.

5.2 Conclusions

The purpose of this study was to explore the competences or strategies used by teachers at Tasima Teachers' Training College to remain resilient at the peak of the economic crisis in Zimbabwe during the period 2007 to 2009. The competences and strategies of the Lecturers altered their attitudes and practices of their lecturing. As a result, the study has provided the Researcher with insights into the thinking, perceptions, interpretations and values of Lecturers' working conditions in adverse circumstances. These insights maybe of interest to those teachers who are still teaching, those who intend joining the profession and those who quitted the profession. For example those who quitted could learn that the risk factors they faced resulted in burnout because the economic crisis negatively impacted all the people including teachers. In reality, teacher resilience does not merely mean working in a school, but it involves actively responding to, negotiating and interpreting one's general environment thus knowing how to function despite the adversity (Hong, 2012).

In order to obtain the insights data generated laid it all bare. The individual interviews and focus group discussion were the main data gathering methods used in this study in answering the research questions in section 1.6. The data generation was guided by the descriptive and interpretive reporting methods (Cohen et al., 2006; Mertens, 2010) which were the centre of this study's methodology and research process.

The research question and its specific concerns guided the thematic presentation of the findings which were divided into two parts namely: (i) How teachers or Lecturers described their experiences during the economic crisis and (ii) how the participants described the manifestations and characteristics of resilience that

emerged as themes that contributed to the Lecturers of Tasima College's resilience building process. There were multiple risk and protective factors and "the relationship between the two seemed to play out in complex ways over time for the different individuals" (Beltman et al., 2011:32-33).

Based on the analysis of individual interviews and focus group discussions, the study revealed that indeed Lecturers' personal lives and working practices changed in unpredictable ways depending on individuals' perceived competences and innovations in managing the emerging conditions and use of available support systems. The emerging conditions (risk factors) ranged from failure to access their meager salaries from the banks, hyper-inflation, food and transport problems, and strained family relationships to reducing Lecturers to lesser positional value in society. Thus the negative effects on the Lecturers' work or jobs resulted in cheating the profession, by failing to adequately attend to students' concerns and hoodwinking the college administration into believing that Lecturers were always present and fully operating at their workplace. Instead most of the Lecturers were double dipping (getting multiple incomes) because besides their college jobs, they were involved in extra jobs and diverse activities. Consequently, Lecturers took advantage of the prevailing situation and concentrated on what was going right more than what was going wrong confirming reviewed related literature (Bobek, 2002; Howard & Johnson 2004; Tait, 2008) when challenges are considered as positives. As a result the core business of the college was compromised.

Although the core business of the college was compromised, lectures received full attention when the Lecturers devised various means of getting to their workplaces. In practice, Lecturers went to college when they had lectures neglecting other aspects of their work of mentoring students and supervising students on teaching practice. However, from the ethical point of view, while individual Lecturers were able to utilise different resources this does not exonerate employers (the two Education Ministries) from their responsibility of improving working conditions and daily working practices of teachers.

Furthermore, resilience was evidenced by how individual Lecturers responded to challenges or adverse situations and the contexts in which they worked, have been shown to provide both risk and protective factors. Among the adaptive and coping strategies were; walking long distances to and from work, going to college when it was really necessary, working from home, engaging in multiple jobs, getting assistance from work colleagues, school administration and family members and place-holding at the workplace. The workplace friends therefore provided diverse forms of supports for their friends. Similarly, reviewed related literature confirms that seeking and getting social support from friends, relatives and work colleagues (Ee & Chang, 2010; Howard & Johnson, 2004; Knight, 2007; Kruger & Prinsloo, 2008, Tait, 2008) are significant protective factors. In addition, the Lecturers worked as a team.

Furthermore, the reviewed related literature mostly from Western cultures revealed that risk factors differ depending on culture and geographical location (Kumpfer, 1999; Lewis, 2000). As such resilient teachers in the various studies did not seek alternative employment and activities outside their work station in order to keep their jobs as what was done by the Lecturers of Tasima College. Also most of the participants in the present study were worried about their lack of support of extended families residing in rural areas; reflecting their strong cultural ties with kinship members. It would therefore appear that the cultural aspect affected how resilience was manifested.

From the study, the Researcher has learned that resilient teachers have a variety of protective factors at their disposal. Firstly, they can reduce work related stress through utilization of various protective factors and processes. Lecturers at Tasima made use of diverse protective factors and this enabled them to remain resolute while others deserted their jobs.

Secondly, internal locus of control plays an important role in resilience of teachers since the Lecturers believed and steered events in their favour and that of others because they attributed success to remain at the workplace to

- Bryman, A. 2012. *Social Research Methods*. 4th ed. New York: Oxford University Press Inc.
- Chireshe, R. & Shumba, A. 2011. Teaching as a profession in Zimbabwe: are teachers facing a motivation crisis? *Journal of Social Sciences*, 28(2): 113-118.
- Chivore, B. R. S. 1990. Teacher education in post independent Zimbabwe. Harare: Zimfep Publishers.
- Chivore, B. R. S. 1993. At a distance: Zimbabwe's experience in the training of teachers through distance education. Harare: Books for Africa Publishing House.
- Clemence, M. & Moses, T. 2005. Causes of Zimbabwe's crisis. Centre for global Development. [online]. Retrieved from: http://www.cgdev.org/files/2918_file_Zimbabwe_crisis.pdf [Accessed 26 February 2015].
- Cohen, L., Manion, L. & Morrison, K. 2006. *Research methods in education*. London: Routledge.
- Coltart, D. 2012. How is Zimbabwe improving its national education system and what are the results? Speech was given at the Education World Forum, London, on 11 January 2012. [online]. Retrieved from: <http://davidcoltart.com/2012/01/how-is-zimbabwe-improving-its-national-education-system> [Accessed 20 February 2014].
- Cox, L. & Anderson, D. A. 2009. Dealing with the crisis in Zimbabwe: the role of economics, diplomacy and regionalism. [online]. Retrieved from: <http://www.smallwarsjournal.com/blog/journal/docs-temp/285-cox.pdf> [Accessed 10 December 2015].

- Creswell, J. W. 2014. *Research design: qualitative, quantitative and mixed methods approach*. 4th ed. Thousand Oaks, Ca: Sage.
- Creswell, J. W. & Plano Clark, L. V. 2011. *Designing and conducting mixed methods in research*. Los Angeles: Sage publications, Inc.
- Denscombe, M. 2010. *The good research: guide for small-scale research projects*. 4th ed. Maidenhead: Open University Press.
- Denzin, N. K. & Lincoln, Y.S. 2011. *The Sage handbook of qualitative research (Sage Handbooks)*. 4th ed. Thousand Oaks Ca: Sage.
- Doney, P.A. 2013. Fostering resilience: a necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4): 645-664.
- Doty, B. 2010. The construct of resilience and its application to the context of political violence. *The Journal of Undergraduate Research at the University of Tennessee*, 1(1): 137-154.
- Ee, J. & Chang, A. 2010. How resilient are our graduate trainee teachers in Singapore? *The Asian-Pacific Education Research*, 19 (2): 321-331.
- Eisenhardt, K. M. 2002. *Building theory from case study research*. London: Sage Publications.
- Estaji, M. & Rahimi, A. 2014. Examining the ESP Teachers perceptions of resilience. *Procedia-Social and Behavioural Sciences* 98 (2014): 453-457.
- Flick, U. 2009. *An Introduction to Research*. 4th ed. Thousand Oaks: Sage.
- Goertz, C. 1973. *Thick descriptions: towards an interpretive theory of culture*. New York: Basic Books.

- Gomba, C. 2012. Brain drain: a case of retention of teachers at two rural schools in Zimbabwe. *Journal of Society & Communication* 2012: 306-328.
- Grimsley, S., 2015. Economic Slowdown: definition & Overview. [online]. Retrieved from: <http://study.com/academy/lesson/economic-slowdown-definition-lesson-quiz.html> [Accessed 11 December 2015].
- Gwaradzimba, E. & Shumba, A. 2010. The nature, extent and impact of the brain drain in Zimbabwe and South Africa. *Acta Academica*, 42(1):209-241.
- Hong, J. Y. 2012. Why do some beginning teacher leave schools and others stay? Understanding teacher resilience through psychological lens, *teachers and teaching: Theory and Practice*, 18.4, 417-440. DOI: 10.1080/13540602.2012.696044.
- Howard, S. & Johnson, B., 2004. Resilient teachers: resisting stress and burnout. *Social Psychology of Education*, 7(4): 399-420.
- Huberman, H. M. & Miles, M. B. 2002. *The qualitative research companion*. Thousand Oaks: Sage Publications.
- ILO, 2011. The global crisis: causes, responses and challenges. Geneva: International Labour Organisation.
- Kanyenze, O. 2004. "The Zimbabwean Economy 1980-2003: A ZCTU Perspective" in D. Harold- Barry (ed) *Zimbabwe: The Past is The Future pp. 107-146, Harare: Weaver Press*.
- Kanyongo, G. Y. 2005. Zimbabwe's public education system reforms: successes and challenges. *Journal of International Education*. 6(1): 65-74.

- Kapungu, R.S. 2008. "The Pursuit of Higher Education in Zimbabwe: A futile effort?" This article is 2007 CIPE international essay competition third place winner in the category of education. *Washington Centre for International Private Enterprise*.
- Klein, H. & Myers, M. 1999. A set of principles for evaluating and conducting interpretive field studies in information systems. *MIS Quarterly*, 23(1): 67-94.
- Knight, C. 2007. A resilience framework: perspective for teachers. *Health Education Journal*, 107 (6): 543-555.
- Kruger, L. & Prinsloo, H. 2008. The appraisal and enhancement of resilience modalities in middle adolescents within the school context. *South African Journal of Education*, 28: 241-259.
- Kumpfer, K. L., 1999. Factors and Processes Contributing to Resilience: The Resilience Framework. In: M. D. Glantz & J. L. Johnson, eds. *Resilience and Development : Positive Life Adaptations (pp179-223)*. New York: Kluwer Academic/Plenum Publishers.
- Kyriakides, L., Campbell, R. J. & Christofidou, E. 2002. Generating criteria for measuring teacher effectiveness through a self evaluation approach: a complementary way of measuring teacher effectiveness. *School Effectiveness and School Improvement* 13(3): 291-325.
- Leedy, P. D. 1998. *Practical research: planning and design* 6th ed. Englewood Cliffs N. J.: Prentice Hall.
- Lewis, J. 2000. The concept of resilience as an overarching aim and organising principle for special education and as a prerequisite for Inclusive Education. University of Manchester: International Special Education Congress Publication.

- Lichtman, M. 2010. *Qualitative research in education: a user's guide*. 2nd ed. Thousand Oaks: Sage.
- Lincoln, Y. S. & Guba, E.G. 2000. *Naturalistic inquiry*. Newbury Ca: Sage.
- Makina, D. 2010. Historical perspectives on Zimbabwe's economic performance: a tale of five lost decades. *Journal of Development Societies*, 26(1): 99-123.
- Mansfield, C.F., Beltman, S., Price, A. & McConney, A. 2012. Don't sweat the small stuff: understanding teacher resilience at the chalk face. *Teaching and Teacher Education*, 28(3): 357-367.
- Mapako, F.P. & Mareva, R. 2013. The concept of free primary school education in Zimbabwe: myth or reality. *Educational Research International* 1(1): 135-145.
- Mapfumo J., Mukwidzwa, F. & Chireshe R. 2014: Sources and levels of stress among mainstream and special Needs Education Teachers in Mutare Urban in Zimbabwe. *International Journal of Science*, 6(2): 187-195.
- Mareva, R., Gonye, J. & Rubaya, C. 2013. Wither teaching in Zimbabwe? Teachers' and secondary school pupils' views on the teaching profession *International Journal of English and Education*. 11(3): 501-516.
- Marshall, C. & Rossman, G. P. 2011. *Designing Qualitative Research*. 5th ed. Thousand Oaks: Sage Publications Inc.
- Maslow, A. H. 1998. *Towards a psychology of being* 3rd ed. New York: Wiley
- Masten, A., Best, K. & Garmezy, N. 1990. Resilience and development: contributions from the study of children who overcome adversity. *Development and Psychopathology, Volume 2*, pp 425-444.

- Masten, A. S. & Reed, M. G. J 2002. Resilience in development. In C.R. Snyder & S. J. Lopez (eds): *Handbook of positive psychology*. (pp 74-88) London: Oxford University.
- Masuko, L. 2003. *Current Performance of the Education Sector in Zimbabwe: Key Policy Challenges Facing the Sector. Paper presented at a workshop on Pectoral Economic Development, Policy Challenges and the Way Forward, held at Harare International Conference Centre, Harare, Zimbabwe.*
- Matabvu, D. 2014 Government recruits additional educators. [online]. Retrieved from: <http://www.sundaymail.co.zw/gvt-recruits-additional-educators> [Accessed 15 December 2015].
- Mbanje, P. 2004. Scrapping incentives could fuel corruption. *The Standard*, 7 July 2014.
- Mcleod, L. 2011. *Qualitative research in counseling and psychotherapy*. London: Sage.
- Mertens, D. M. 2010. *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. 4th ed. Thousand Oaks Ca: Sage.
- Morling, S. & McDonald, T. 2011. The Australian Economy and the global downturn, Part 1: reasons for resilience. Economic Roundup, the Treasury. Australian Government, issue 2: 1-31.
- Mouton, J. 2001. *How to succeed in your Master's and Doctoral Studies: a South African guide and resource book*. Pretoria: Van Schaik.

- Mulkeen, A., Chapman, D. W., DeJaeghere, J.G. & Leu, E. 2007. *Recruiting, Retaining and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa*. World Bank Working Paper No. 99: African Human Development Series. World Bank: Washington DC.
- Newsday, 2014. Government fails to maintain civil servants pay day [online]. Retrieved from: <http://www.newsday.co.zw/2014/05/29/govt-fails-maintain-civil-servants-payday/> [Accessed 20 July 2015].
- Nyoni, M., Chinyani, H. & Nyoni T. 2013. Bridging courses: The doctor's prescription for dwindling student teacher enrolments, at teacher Education colleges in Zimbabwe. *Greener Journal of Educational Research*: 3 (4): 168-174.
- Orlikowski, W.J. & Baroudi, J. J. 1991. The duality of technology: rethinking the concept of technology in organizations. *Organisation Science*, 3(3): 398-429.
- Patton, M. 2002. *Qualitative research evaluation methods*. 3rd ed. Thousand Oaks: Sage Publications Inc.
- Punch, K. 2009. *Introduction to research methods in education*. London: Sage Publications.
- Reyes, J., 2013. What Matters Most for Education Resilience: A Framework Paper. *Systems Approach for Better Education Results (SABER) Working Paper Series*, May, 78811(7): 5-62.
- Saunders, R. 1996. Economic Structural Adjustment Programme (ESAP)'s Fable 11. Southern African Report. 11(4): 8 [online]. Retrieved from: <http://www.africafile.org/articles.asp?ID=3876> [Accessed 15 December 2015].

- Shizha, E. & Kariwo, M. T. 2013. Restoring the education dream: rethinking educational transformation in Zimbabwe. Pretoria: Africa Institute of South Africa.
- Shoko, B. 2010. *Education Transition Fund revives hope for Zimbabwe's children*. UNICEF Zimbabwe Country Office.
- Sindzinger, A. 2004. *'Bringing the Development State Back In: Contrasting Development Trajectories in Sub-Saharan Africa and East Asia' Paper prepared for Society for the Advancement of Socio-Economic (SASE) 16th Annual Meeting*. George Washington University, Washington D.C. 9- 11 July 2004.
- Strauss, A. L. & Corbin, J. 1998. *Grounded theory in practice*. Thousand Oaks: Sage.
- Stringfield, S. 1994. A Model of Elementary School Effects. In Reynolds, D., Creemers, B.P.M., Nesselrodt, P.S., Schaffer, S., Stringfield, S. & Teddie, C. (eds) *Advances in School Effectiveness Research and Practice*, pp153-187. Oxford: Pergamon Press.
- Student Solidarity Trust (SST), 2010. *Inside the Pandora's Box: state of the Education Sector Report in Zimbabwe*. Harare: SST.
- Tait, M. 2008. Resilience as a contributor to novice success, commitment and retention. *Teacher Education Quarterly*, 35(4): 57-76.
- Taylor, J. L. 2013. The power of resilience: a theoretical model to empower, encourage and retain teachers. *The Qualitative Report*, 18(70): 1-25.

- Theron, L. 2012. Does visual participation research have resilience – promoting value? Teacher experiences of generating and interpreting drawing. *South African Journal of Education*, 32(4): 381-392.
- Thomas, G. 2011. *How to do your research project: a guide for students in education and applied social sciences*. London: Sage Publications Ltd.
- Treasury, 2009. Treasury Briefing Paper for the Senate Inquiry into the Economic Stimulus Package. [online] Retrieved from: www.aph.gov.au/senate/committee/economics_ctte/eco_stimulus_09 [Accessed 25 November 2015].
- UNDP, 2008. *Comprehensive Economic Recovery in Zimbabwe: A discussion document*. UNDP Country Office: Harare.
- Verick, S. & Islam, I. 2010. The great recession of 2008-2009: causes, consequences policy response. IZA Discussion Paper No. 4934.
- Weaver, K. & Olson, J. K. 2006. Understanding paradigms used for nursing research. *A Journal of Advanced Nursing*, 53(4): 459-469.
- Winiarski, M. 2014. Surviving strategies in marketing management. [online]. Retrieved from: www.bibliotekacyfrowa.pl/content/35513/010.pdf [Accessed 10 June 2015].
- World Almanac, 2014. *The World Almanac and Book of Facts 2014*. New York: World Almanac Books.
- Zvavahera, P. 2013. Human capital problems in Zimbabwean rural schools: a case of Mazowe District. *Journal of Case Studies in Education*, Volume 5 pp 1-8.

Zvobgo, R. J. 1999. *The post-colonial state and educational reform*. Harare: Zimbabwe Publishing House.

Appendix I

Letter to Tasima Teachers' Training College Principal

6 Ellers Avenue
Ashdown Park
Mabelreign
Harare

The Principal
Tasima Teachers' Training College
P.O. Box 1955
Harare

21 March 2015

Dear Madam:

Re: Request for Tasima Teachers' Training College Lecturers' Participation in Research

My name is Mavis Mushonga. I am a student with the University of the Free State, South Africa. I am carrying out a research as part of my dissertation entitled, Teacher resilience in Zimbabwe: Case of Tasima Teachers' Training College during 2007 to 2009 economic crisis.

I am requesting for your approval for Lecturers from your college to participate in the research interviews and focus group discussions. I am interested in Lecturers who were at the college during the peak of the economic crisis (2007 to 2009).

Please be assured that all the information availed to me will be used only for the purposes of this research. The names of the Lecturers will not be used.

Thank you in advance for allowing this research to take place.

Yours sincerely,

Mavis Mushonga

Appendix 2

Consent Form

Research Title

Teacher Resilience in Zimbabwe: Case study of Tasima Teachers' Training College Lecturers during 2007 to 2009 economic crisis

Purpose of the study

This research is being carried out by Mavis Mushonga, under the supervision of DPhil, Affiliated Lecturer L.N. Venkataraman of the University of Free State (UFS). I am inviting you to participate in this research because you are/were a lecturer at Tasima Teachers' Training College between 2007 and 2009 when Zimbabwe experienced a peak in its economic problems. The purpose of this study is to find out from you what your experiences were and what really made you to continue lecturing at Tasima Teachers' Training College.

Potential benefits

There are no direct benefits to you but just a small token of appreciation from the Researcher for participating. You may also enjoy reflecting on teacher career resilience issues raised by this study.

Confidentiality

The Researcher will try by all means to keep whatever information gained from you as confidential as possible. Your name will not be used.

Right to withdraw

Your participation in this study is completely voluntary. You may withdraw from participation at any time without being prejudiced. The Researcher will capture the interview proceedings on a voice recorder. If you do not wish to be recorded you are free to decline.

Participation rights

If you wish to ask any questions concerning your rights as a participant you can direct them to this Researcher.

N.B.: I voluntarily agree to participate in this research. I have read and understood the above consent issues.

If you agree to participate, please sign your name:

Name: _____

Signature: _____

Date: _____

Appendix 3

Primary Interview Guide

Research Title

Teacher Resilience in Zimbabwe: Case study of Tasima Teachers' Training College during 2007 to 2009 economic crisis

- 1 Describe to me the economic challenges that you faced during 2007 to 2009 when Zimbabwe experienced crippling economic conditions?
- 2 How did the challenges affect your work?
- 3 How did you perceive, interpret and view your working conditions under such an adverse situation?
- 4 Describe to me the strategies that you used to survive the difficult economic period of 2007 to 2009?
- 5 How did the strategies help you to remain at Tasima Teacher's Training College?
- 6 What support systems did you utilize in order to survive the economic challenges and remain at work?

NB: The following interpretive data analysis questions were used as some of the probes

- (a) *Do I interpret you correctly if I say ... in relation to what you said?*
- (b) *I saw you acting like ... during the interview, may you explain to me what that would mean in your women/men context?*
- (c) *And I read ... from what related literature says, to what extent does this apply to your strategies for surviving and persisting during the economic downturn?*

Thank you for your cooperation

Appendix 4

Focus Group Discussion – Interview Guide

Research Title

Teacher Resilience in Zimbabwe: Case study of Tasima Teachers' Training College during 2007 to 2009 economic crisis.

1. Zimbabwe experienced some economic problems which reached their peak between 2007 and 2009. Discuss and share your views and experiences concerning the economic crisis between 2007 and 2009 while lecturing at Tasima Teachers' Training College.
2. How did you perceive, interpret and value your working conditions in the adverse circumstances?
3. Socially how were you affected by the economic crisis?
4. What were your support systems and how did they help you?
5. I understand Tasima Teachers' Training College did not close during the peak of the crisis while some schools and colleges closed. Can you describe the strategies that you used to survive the difficult economic times of the period 2007-2009 when others could not stand the heat?

N.B. More questions will be generated from the discussion including the following interpretive data analysis questions;

(a) Do I interpret you correctly if I say ... in relation to what you said?

(b) I saw you acting like ... during the discussion, may you explain to me what that would mean in your women/men context?

(c) And I read ... from what related literature says, to what extent does this apply to your strategies for surviving and persisting during the economic downturn?

Thank you for your participation.