

# Navigating Adversity: Assessing Teacher Resilience to Challenging Secondary School Environments in Morogoro, Tanzania

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## Abstract

The study explored teachers' resilience in challenging environments in Morogoro Municipality using a mixed-methods approach. It combined quantitative data from a resilience scale with qualitative insights from interviews with nine teachers. Findings indicated that many teachers reported low resilience, correlating with issues like high turnover and job dissatisfaction. Teachers expressed a lack of confidence and competence, influenced by socio-economic factors and difficult work conditions. Thematic analysis revealed varied individual experiences of resilience, highlighting the need for supportive school cultures and targeted strategies to enhance teachers' coping abilities. The study advocates for tailored professional development programs addressing teachers' specific needs, particularly those with low resilience. Recommendations include fostering positive school environments, promoting social support, and improving time management and coping strategies. By focusing on these areas, educational institutions can build a more resilient teaching workforce, benefiting both educators and students. The findings contribute to the broader discourse on teacher resilience, suggesting that systematic support can improve educational outcomes and retention in Morogoro Municipality and beyond.

## INTRODUCTION

In an increasingly interconnected world, the necessity for creating effective teaching and learning environments has been more critical. Education policymakers for example, emphasize much on the importance of providing quality education to all, underscoring that a robust education system hinges on the quality, stability, and efficiency of its teachers, as well as the nature of the learning environment (URT, 2010). This is particularly relevant in Tanzania, where education is enshrined as a fundamental pillar for socio-economic and political development as stipulated by the 1977 Constitution (Article 11). Despite this recognition, the teaching profession in Tanzania faces significant challenges that contribute to high levels of stress among educators.

Research across countries indicates that the inherent stressors of teaching can severely impact educators' effectiveness and authenticity, highlighting the urgent need for resilience in the teaching profession (Xu 2021; Mansfield 2020; Reyneke 2020; Wabule 2020). Resilience is crucial for teachers, as it not only protects them from stress but also positively influences the learning experiences of their students in schools (Cornelissen, 2016; Sims et al. 2021; Leahy 2012; Min et al. 2024; One of the primary sources of stress for teachers in Tanzania includes overcrowded classrooms, where the student-to-teacher ratio for secondary schools often exceeds acceptable standards of 35:1, creating an environment that hampers effective teaching and learning process to occur (Mashala, 2017; Carpenter, 2006; Jensen 2021).

The challenges faced by secondary school teachers extend beyond classroom size; they also include the difficulty of implementing effective teaching and learning strategies, increasing heavy workloads and time pressures for content coverage (Lucumay & Matete 2024). Students' challenging behaviors further exacerbate the situation, instilling anxiety in teachers and hindering their ability to deliver quality education services in schools (Cornelissen, 2016). The 2014 Education and Training Policy further outlined numerous obstacles that educators encounter daily, such as inadequate infrastructure, lack of teaching and learning materials, and insufficient numbers of qualified teachers, particularly in critical subjects like science and mathematics (URT, 2010). Those challenges followed from reforms made in education policy, that made drastic shift from cost sharing to official implementing fee free education policy in the country.

Additionally, the inadequate integration of technology into teaching and learning processes contributes to teacher stress, particularly in the context of large classes where effective learning is compromised (Ndibalema 2015; Ndibalema 2019). The low level of ICT competence among teachers, combined with a shortage of resources, creates further challenges for educators attempting to adapt to the modern teaching demands (Xu 2021). Other factors, such as low salaries, lack of motivation and promotions, bureaucratic impediments, and students' disruptive behaviors, create an environment fraught with stress and can threaten the well-being of both teachers and students (Balanga & Cabuquin 2024; Lucumay & Matete 2024; County, Silyvier, & Nyandusi 2015) County et al., 2015. This called for the need to access the resilience level of teachers, as well as how do they adopt to such challenging teaching environment in Tanzania.

These adverse conditions leave teachers struggling to manage and organize their teaching and learning activities effectively, which subsequently impacts the overall quality of education delivered in schools (Wabule 2020; (Marais 2016). Moreover, the implementation of systems like the Public Employees' Performance Management Information System (PEPMIS) has added stress by complicating promotion criteria and performance evaluations of teachers in their daily undertakings (Kabarata, 2023). Given all these stressors, the development of resilience among teachers is essential for coping with the daily challenges they face (Xu, 2021). Resilience equips teachers with the necessary personal traits that help them to manage stress, maintain a positive outlook, and remain committed to their teaching roles despite the adversities they encounter in their daily undertakings (Gu & Day 2013). The global discourse on teacher resilience underscores its significance in fostering a supportive educational environment, where both teachers and students can thrive effectively and sustainably (Cornelissen 2016).

In Tanzania, exploring the resilience level of teachers is crucial, especially in light of ongoing educational reforms that are characterized by numerous challenges. Resilience is not merely an individual trait; rather is shaped by various external factors, including school climate and the support systems available to teachers (Xu 2021). Understanding how resilience can be cultivated within the

Tanzanian educational context is vital for enhancing both teacher retention and student outcomes. Despite the recognized importance of resilience in enhancing teacher effectiveness and student achievement, there is a significant gap in understanding the level of teachers' resilience particularly in challenging teaching environment in the Tanzanian context. The existing research has largely overlooked the specific challenges faced by secondary school teachers in Morogoro, leaving a void in the literature regarding the resilience level of teachers particularly in challenging teaching context. This study aims to fill this gap by assessing the resilience level of teachers in Morogoro's secondary schools and identifying the key factors that contribute to their ability to adapt and thrive. Understanding these dynamics is vital for informing policy and practices, aimed at enhancing teacher support and improving educational outcomes in Tanzania.

### **Objectives**

The study is guided by two objectives, namely;

1. To examine the level of teachers' resilience through resilience scale in selected schools in Tanzania.
2. To explore strategies for strengthening teachers' resilience in selected schools in Tanzania.

### **The Role of Pelidores' Resilience Theory**

Resilience theory offers valuable insights into understanding teachers' resilience by examining how individuals adapt to challenges within their social environments (Zohuri 2015). Pelidores' Resilience Theory (PRT), based on the experiences of three African American female teachers, highlights two key perspectives: the developmental perspective, which emphasizes that resilience is cultivated through adaptive processes rather than fixed traits (Kaushik & Walsh 2019), and the ecological perspective, which focuses on the influence of external environments and social interactions on resilience development. Moore (2020), posits that the crucial aspect of resilience lies not in the challenges themselves but in how individuals respond to adversity, allowing them to recover and thrive despite difficult circumstances. Resilient individuals take responsibility for their actions, embrace change positively, foster relationships, and maintain optimism and flexibility (Taylor 2013). These traits are essential for effective teaching, particularly in challenging environments, as they influence the teaching-learning process (Collins 2022). The primary aim of applying resilience theory in education is to assess the current state of teachers amidst evolving policies and to determine their capacity to cope with these challenges (Zohuri 2015). Therefore, resilience theory determines the level of resilience to be high or low depending on the nature of the environment where teaching and learning process occur. Resilience theory entail how a particular individual teacher manage to work sustainably in a particular environment regardless the challenges characterize in that place. It usually determines the level of individual determination in performing work regardless the challenges in that particular place.

### **Measurement of Teachers' Resilience**

Measuring teachers' resilience is crucial for understanding its role in the teaching and learning process, as the term "resilience" is frequently used in everyday language (Mansfield et al., 2016). Building resilience within the teaching profession is an essential developmental goal that enables schools and educators to achieve their objectives. Resilience is a complex, multi-faceted phenomenon, with various scholars and organizations developing their own methods for measuring resilience (Schmink et al. 2009). In this context, teachers' resilience refers to their ability to adapt and respond to diverse situations, enhancing their competence even in the face of significant stressors in their work environment (Le Cornu 2009). Researchers recognize that resilience varies among individuals based on how they cope with stressful conditions. While some teachers effectively navigate adverse situations, others may struggle to respond positively to the challenges inherent in their profession (Brighouse

2011). Despite these challenges, many teachers create their own strategies to manage stress, with factors such as competence, determination, self-motivation, commitment, and innovation playing key roles in their resilience development (Schmink et al., 2009). The measurement of teachers' resilience often employs validated self-report scales (SRS), such as the Teachers Resilience Scale (TRS), developed by Daniilidou and Platsidou (2018) and later modified by Fernandes, Amaral, and Varajão (2018), of which the current study utilized to determine the resilience level of teachers. Such resilience scale utilizes a five-point Likert scale to assess resilience levels.

### ***Teachers' Resilience Scale***

Teachers' Resilience Scale (TRS) developed by Daniilidou and Platsidou (2018), which was subsequently refined by Fernandes, Amaral, and Varajão (2018) was used to determine the resilience of teachers. This scale includes 26 statements formatted as a Likert scale, allowing participants to indicate their level of resilience from "never" to "always." The statements are designed to reflect the intrinsic mindset of individual teachers in relation to their personal experiences. According to Daniilidou and Platsidou (2018), the TRS assesses the presence of nine key protective factors of teachers' resilience, including personal competence and self-confidence, positive outlook and adaptability, emotional regulation and coping, social support and collegiality, work-life balance and time management, professional growth and development, sense of purpose and meaning, self-care and physical well-being, as well as job satisfaction and fulfillment. Specifically, items 1-3 measure personal competence, 4-6 assess positive outlook, 7-9 evaluate emotional regulation, 10-12 focus on social support, 13-15 gauge work-life balance, 16-18 consider professional growth, 19-21 reflect sense of purpose, 22-24 address self-care, and 25-26 measure job satisfaction. The scale is noted for its high reliability in capturing critical aspects of teachers' resilience (Makiya 2022). Its primary aim is to evaluate individual teachers' resilience, particularly their ability to adapt and recover from stressful and challenging circumstances (Daniilidou & Platsidou, 2018). This helps researchers understand how teachers persist and manage adversity in their work environments while identifying protective factors that support resilience. The scale, detailed on table 4.1 establishes specific cutoff points to classify resilience levels: those scoring between 4 and 5 are deemed highly resilient, while those scoring between 1 and 3 are categorized as having low resilience. The categorization process involves calculating the percentage of responses to determine overall resilience levels among teachers.

## **METHODOLOGY**

### ***Research Approach and design***

The study adopted mixed method research approach, with convergent parallel design, whereby the collecting and analyzing of data are conducted concurrently (McMillan & Schumacher 2001). It also involved the use of concurrent parallel method, that involved the collection of qualitative and quantitative data simultaneously. The use of mixed research approaches according to Boru (2018), increases the accuracy of the data collected on the field. The mixed methods research approach effectively combines the philosophical foundations of both post-positivism and interpretivism (Fetters, 2016), blending qualitative and quantitative data to provide a deeper understanding of resilience of teachers within specific contexts (Cresswell, 2012). This approach offered a sound rationale, methodological adaptability, and rich insights into smaller cases (Dawadi & Giri 2021). Its significance lies in the ability to utilize various data collection methods, thereby mitigating the limitations associated with relying solely on qualitative or quantitative approaches (Cresswell, 2012).

### **Participants**

The study involved two hundred forty-three (243) participants, who were selected both purposively and simple random sampling technique from eight selected secondary schools in Morogoro Municipality. Simple random sampling technique was used to select two hundred thirty-four (234) participants responded through questionnaire, whereas purposive sampling was used to select nine (9) key informants (HoS and MSEO), who responded through an interview.

### **Research Instruments**

Teachers were given a resilience scale, that consisted five Likert scale responses to rate their resilience level. The cut off point of the scale was high and low, where the rating of 1 to 3 meant low, whereas 4 to 5 are considered as high resilient. While HoS and MSEO were interviewed individually in order to get their deep insights, teachers were given a resilience scale for seeking their general views related to their resilience level in the context of teaching profession in Morogoro Municipality.

### **Validity and reliability**

To ensure validity, items in the resilience scale, and the interview guides were evaluated in terms of the language used, quality and clearness for checking any contradictions or duplications. To maintain validity, the items from the resilience scale were modified and shared with four other experts (two from University of Dodoma and two from The University of Dar-es-salaam (UDSM) to measure contents before going to the field. Their constructive comments that focused to improve validity of the tools before administered the participants, were all considered. In order to maintain reliability, the instruments were pre-tested (piloted) to three secondary schools. Also, the researcher ensured the adherence to research ethical principles throughout the process including getting clearance from the responsible authorities, respectful treatment to the participants, ensured their rights, freedom of participation/withdrawal, and confidentiality, as well as truth reporting of data collected from the field were all ensured.

### **Data analysis procedure**

The study employed thematic approach to analyze the data collected through interviews, where five key stages: transcription, coding, categorization into themes in a detailed description, and interpretation in relation to the research questions were utilized. In order to further elaborate the findings, the researchers utilized tables, frequencies, and percentages where Likert scale responses of the resilience scale were tabulated into frequency and percentage using SPSS version 25 software, and the cumulative scores were summarized into a pie chart to determine high or low resilience. This comprehensive data analysis procedure allowed the researchers to thoroughly examine the collected information, identify salient themes, and draw meaningful conclusions that addressed the research objectives.

## **RESULTS AND DISCUSSION**

### **Teachers' resilience level**

The response distribution from the resilience scale, as detailed in Table 1 and based on the work of Daniilidou and Platsidou (2018), with modifications by Fernandes, Amaral, and Varajão (2018), reflects the resilience levels of teachers in the studied schools. This scale employs a five-point Likert system, allowing ratings from 1 (never) to 5 (always) to assess teachers' resilience. With 26 items designed to capture the real-life experiences of educators. The scale provided great insights into the daily teaching and learning conditions that teachers face. Teachers rated their resilience by selecting

options that best described their experiences, indicating a spectrum of responses that highlight individual differences in resilience across various schools.

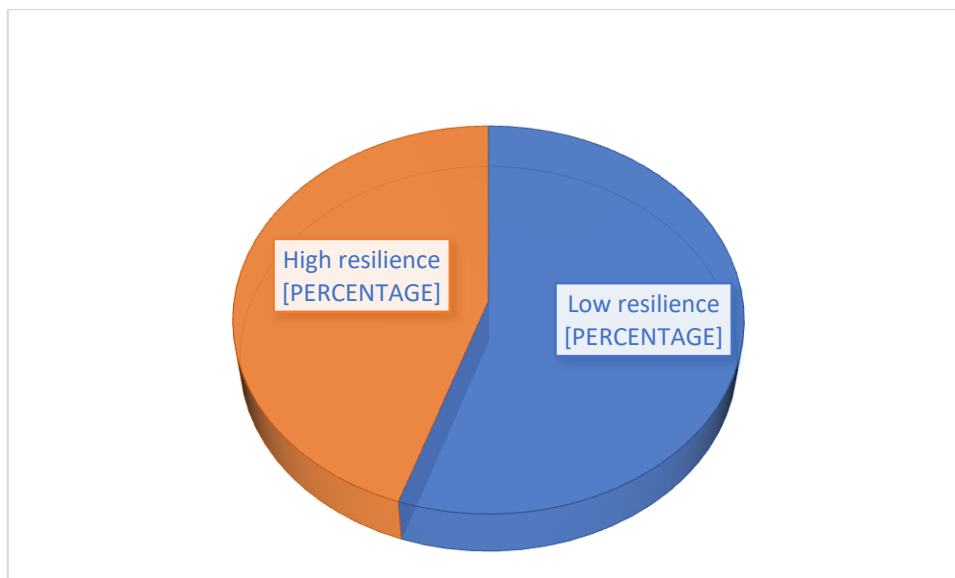
The findings reveal significant variability in resilience levels among the teachers, with many respondents scoring between 1 and 3 on the scale, suggesting a predominantly low resilience level overall. According to the established cut-off points, those scoring 3 or below are classified as having low resilience, while scores of 4 or 5 indicate high resilience. This diversity can be influenced by individual experiences, backgrounds, and socio-economic factors, which shape teachers' abilities to develop effective resilience strategies. Notably, the low resilience levels identified may correlate with increasing dropout and turnover rates among teachers, particularly within the early career demographic, a group noted as vulnerability age group (Xu 2021). Supporting this conclusion, data from Morogoro Municipality indicates a significant teacher turnover, reinforcing the notion that low resilience hampers teachers' capacity to adapt to challenging educational environments.

**Table 1.** Responses from teachers' resilience scale

Variables	Rating Resilience Level				
	Never	Rarely	Sometimes	often	Always
I feel confidence of my ability	30(12.82%)	49(20.94%)	61(26.07%)	54(23.08%)	40(17.09%)
I have positive influence to my students	52(22.22%)	59(25.21%)	63(26.92%)	22(9.40%)	38(16.24%)
I feel competence in my classroom	10(4.27%)	76(32.48%)	77(32.91%)	43(18.38%)	28(11.97%)
I am optimistic about the future	15(6.41%)	38(16.24%)	49(20.94%)	69(29.49%)	63(26.92%)
I am able to adopt to change	12(5.13%)	63(26.92%)	77(32.91%)	30(12.82%)	52(22.22%)
I am able to find solution to problems	4(1.71%)	45(19.23%)	62(26.5%)	66(28.21%)	57(24.36%)
I am able to manage my emotion in class	40(17.09%)	31(13.25%)	81(34.62%)	73(31.2%)	9(3.85%)
I am able to handle stressful situations	3(1.28%)	77(32.91%)	63(26.92%)	46(19.66%)	45(19.23%)
I am able to bounce back from setbacks	4(1.71%)	33(14.1%)	79(33.76%)	63(26.92%)	55(23.5%)
I receive support from my colleague	2(0.85%)	3(1.28%)	212(90.6%)	13(5.56%)	4(1.71%)
I feel connected to other teachers	6(2.56%)	39(16.67%)	62(26.5%)	71(30.34%)	56(23.93%)
I have someone to help if needed	8(3.42%)	32(13.68%)	61(26.07%)	71(30.34%)	62(26.5%)
I am able to balance my work and personal life	7(2.99%)	32(13.68%)	76(32.48%)	59(25.21%)	60(25.64%)
I am able to manage my time effectively	8(3.42%)	35(14.96%)	63(26.92%)	60(25.64%)	68(29.06%)
I am able to prioritize my tasks	6(2.56%)	77(32.91%)	63(26.92%)	27(11.54%)	61(26.07%)
I am motivated to learn and grow as a teacher	10(4.27%)	39(16.67%)	55(23.5%)	64(27.35%)	66(28.21%)
I feel that I have developed professionally	8(3.42%)	46(19.66%)	55(23.5%)	62(26.5%)	63(26.92%)
I am able to integrate new teaching strategies	12(5.13%)	35(14.96%)	60(25.64%)	59(25.21%)	68(29.06%)
I find teaching to be a meaningful profession	9(3.85%)	41(17.52%)	60(25.64%)	68(29.06%)	56(23.93%)
I contribute to the development to the life of my students	13(5.56%)	36(15.38%)	63(26.92%)	53(22.65%)	69(29.49%)
I am committed to the success of my students	9(3.85%)	38(16.24%)	62(26.5%)	67(28.63%)	58(24.79%)
I take care of myself physically	14(5.98%)	34(14.53%)	64(27.35%)	62(26.5%)	60(25.64%)
I am able to maintain a health work in life	12(5.13%)	75(32.05%)	66(28.21%)	34(14.53%)	47(20.09%)
I am able to manage my stress	17(7.26%)	74(31.62%)	56(23.93%)	25(10.68%)	62(26.5%)
I am satisfied with my job as a teacher	9(3.85%)	37(15.81%)	62(26.5%)	75(32.05%)	51(21.79%)
I feel fulfilled in my role as a teacher	13(5.56%)	67(28.63%)	66(28.21%)	63(26.92%)	25(10.68%)

**Source:** Survey data 2023

The synthesized responses categorize teachers into distinct low and high resilience groups, as illustrated in figure 1, highlighting a clear divide in their perceived ability to cope with challenges. This delineation emphasizes the urgent need for targeted support aimed at fostering resilience among educators, particularly for those in the low resilience group. By identifying and addressing the specific needs of these teachers, schools can develop tailored interventions and professional development programs that not only enhance individual resilience but also contribute to a more supportive and effective educational environment. Such efforts are crucial for improving teacher well-being, retention, and ultimately, student outcomes.



**Figure 1.** Teachers' resilience (N=234).

**Source:** Survey data 2023

The findings from the pie chart (Figure 1) illustrate a concerning trend regarding the resilience levels perceived by respondents, indicating an overall low level of resilience among teachers in the selected schools. Specifically, while a notable 45% of the responses, totaling around 2,722, reflect a moderate to high perception of resilience with ratings of four and five, a larger majority, approximately 55% or 3,352 responses report lower resilience levels, indicated by ratings below three.

Likewise, a close interview session with key respondents has also viewed resilience diversity among teachers in different context as it is quoted;

*"generally, teachers are resilience, though their resilience level varies from one person and another. You know resilience is something from within, and sometime a psychological issue that may capture different aspects of life. So even social economic status of a person can determine variation in resilience level among teachers (a close interview session with R9 on 24<sup>th</sup> August, 2023)"*

In other ground R10 on 26<sup>th</sup> June 2023 and R8 on 28<sup>th</sup> June 2023 reported that;

*"the level of teachers resilience is not similar in all schools due to environmental diversity that characterize schools in Tanzania. Also, resilience depends on how individual teacher struggle to deal with challenging teaching space in their daily undertakings"*

The responses above underscore that resilience among teachers is not uniform because of variation in the ability to deal with challenges. This disparity underscores a significant challenge within

the educational environment, suggesting that many teachers may struggle to cope with the demands of their roles. Scholars like Masten and Powell (2003) highlight the critical nature of resilience in the teaching profession, arguing that it plays a vital role in achieving educational goals and in the retention of educators. Likewise, Cornelissen (2016), in South Africa has also viewed low ability of teachers to cope to teaching in classes with learners challenging behavior. In other ground, Marais (2016), in South Africa has also viewed that teachers were not ready to copy sustainably with the on-going reforms made in education system, that marked their low resilience level in dealing with challenges associate with education reforms. Their work emphasizes the necessity of not only recognizing but also actively fostering resilience among teachers, as this could lead to improved outcomes in both the implementation of educational policies and practices, ultimately benefiting the broader educational landscape.

### **Enhancing Teachers' Resilience**

Table 2 presents the distribution of responses collected through a Likert scale, illustrating a range of strategies designed to bolster teachers' resilience within the profession. These strategies, developed from a comprehensive literature review, were subsequently tested in real-world settings to gather valuable feedback from respondents. The primary aim was to evaluate participants' perceptions of the effectiveness of these strategies in enhancing resilience among teachers when implemented correctly. By assessing these opinions, the study seeks to identify practical approaches that can be adopted to support educators, thereby fostering a more resilient teaching workforce capable of navigating the challenges of the profession.

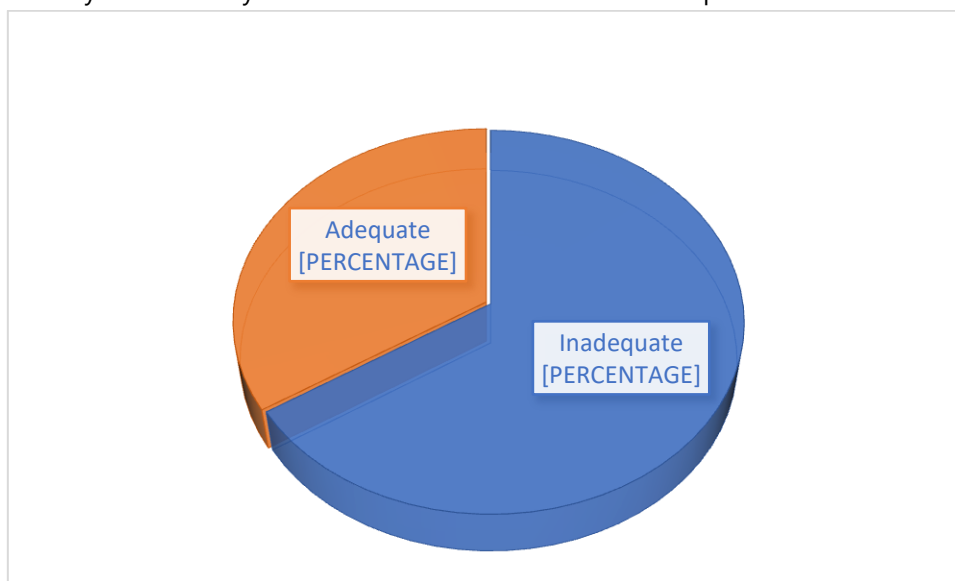
**Table 2.** Strategies for enhancing teachers' resilience

Variable	Strategies that enhance teachers' resilience				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Creating positive school culture	22(9.4%)	72(30.77%)	68(29.06%)	50(21.37%)	22(9.4%)
Fostering positive relationship among teachers	17(7.26%)	48(20.51%)	95(40.6%)	65(27.78%)	9(3.85%)
Encouraging time management strategy	11(4.7%)	61(26.07%)	90(38.46%)	50(21.37%)	22(9.4%)
Fostering the growth of mindset	5(2.14%)	52(22.22%)	89(38.03%)	75(32.05%)	13(5.56%)
Providing coaching and mentoring skills	18(7.69%)	52(22.22%)	92(39.32%)	53(22.65%)	19(8.12%)
setting boundary between work and personal	9(3.85%)	52(22.22%)	86(36.75%)	81(34.62%)	6(2.56%)
Flexibility and adaptability	11(4.7%)	55(23.5%)	89(38.03%)	58(24.79%)	21(8.97%)
Providing social support	9(3.85%)	45(19.23%)	89(38.03%)	85(36.32%)	6(2.56%)
Providing room for professional development	22(9.4%)	36(15.38%)	94(40.17%)	57(24.36%)	25(10.68%)
Promotion and motivation	5(2.14%)	67(28.63%)	83(35.47%)	70(29.91%)	9(3.85%)

**Source:** Survey data 2023

Based on the Likert scale responses, ratings of 4 and 5 were categorized as "adequate," indicating a positive perception of the strategies, while ratings between 1 and 3 were deemed "inadequate," reflecting a more critical view. This classification allowed for a clearer analysis of the data, leading to a focused assessment of the perceived effectiveness of the resilience strategies. The subsequent analysis of these two categories, adequate and inadequate, facilitated a percentage distribution evaluation, which is visually represented in figure 2. This representation not only highlights

the overall sentiment among respondents but also provides insights into areas where further improvement may be necessary to enhance teachers' resilience in the profession.



**Figure 2.** Strategies for enhancing teachers' resilience

The findings from figure 2 indicate a low perception of strategies designed to enhance teachers' resilience in the teaching profession, with 1543 (66%) of respondents rating these strategies between 1 and 3, suggesting minimal impact, whereas 795 (34%) rated 4 and 5. This low status may be attributed to a lack of understanding of resilience and its relevance in education. Scholars like Leroux and Théorêt (2014) recommend several interventions to improve resilience among teachers in Tanzania, including targeted training programs focused on stress management, the establishment of support groups for sharing experiences, and professional development opportunities that enhance classroom management skills. A close interview session with key informants has also reported different ways that can enhance the resilience of teacher as it is reported;

*"resilience among teachers can be strengthened in different ways including promotion and motivation, enhancing collaboration among staffs, as well as effective school administrative structure that encourage team working spirit. All these help teachers to solve different challenges facing them in their daily activities (R1 on 19<sup>th</sup> June 2023 and R3 on 21<sup>st</sup> August, 2023".*

Also, R10 on 26<sup>th</sup> August 2023 reported that;

*"resilience among teachers can be strengthened in different ways including motivation and promotion as well as good administrative structure"*

Other scholars reported motivation as among the fundamental driver in enhancing teachers' resilience. For them motivation, as a fundamental driver of human behavior, plays a significant role in shaping the resilience and the performance of teachers in their respective schools. Highly motivated teachers possess a clear sense of purpose and a strong commitment to their professional goals, whether it's to facilitate their students' academic and personal growth, contribute to the betterment of the school community, or continuously improve their own teaching practice (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016; Le Cornu, 2009). Teachers who are intrinsically motivated, finding inherent satisfaction in their job performance and service delivery. Additionally, providing access to wellness resources and promoting transparent leadership can foster a supportive school environment

in strengthening resilience of teachers in different context. Implementing these strategies could strengthen teachers' resilience, leading to greater job satisfaction and improved educational quality for students.

## CONCLUSION

The study on teachers' resilience levels, as measured by the resilience scale based on the work of Daniilidou and Platsidou (2018) and modified by Fernandes, Amaral, and Varajão (2018), provides a nuanced understanding of the challenges faced by educators in various schools. The findings indicate a concerning trend of low resilience among the majority of teachers surveyed, with significant variability in responses highlighting individual differences influenced by personal and socio-economic factors. The data reveal that a substantial portion of respondents scored below the cutoff for adequate resilience, suggesting a pressing need for interventions that address the specific challenges these teachers encounter in their daily undertakings. The correlation between low resilience levels and increasing teacher turnover rates, particularly among early-career educators, underscores the urgency of this issue.

Furthermore, the qualitative insights gained from interviews with key respondents reinforce the quantitative data, suggesting that resilience is not a uniform trait among teachers. Respondents noted that factors such as environmental diversity and individual coping strategies significantly affect resilience levels. These findings align with existing literature that emphasizes the importance of resilience in the teaching profession, as it plays a critical role in achieving educational goals and retaining teachers in the teaching profession. The emphasis on targeted support for those in the low resilience group highlights the potential for school systems to implement tailored professional development programs aimed at fostering resilience, ultimately improving teacher well-being and student academic achievements.

The study also explored various strategies for enhancing teachers' resilience through a comprehensive analysis of perceived effectiveness. The results reveal a low perception of existing strategies, signaling a disconnect between the intended interventions and their actual impact on teachers' resilience. While a minority of respondents acknowledged the adequacy of these strategies, the majority expressed skepticism regarding their effectiveness strengthening the resilience of teachers. Recommendations from both the survey and interviews emphasize the need for focused professional development, stress management training, and a supportive school culture that can have a positive impact in enhancing teachers' resilience. By prioritizing motivation, collaboration, and effective school leadership, educational institutions can create an environment that not only bolsters teachers' resilience but also fosters a sustainable and thriving teaching workforce. Implementing these strategies may lead to improved job satisfaction and, ultimately, a higher quality of education for students.

### ***Recommendation of the study***

Based on the findings of the study regarding teachers' resilience, several recommendations emerge to enhance the support systems within educational institutions. First, schools should prioritize the development and implementation of comprehensive professional development programs focused on resilience training. These programs could include workshops on stress management, emotional intelligence, and coping strategies tailored to the unique challenges faced by educators. Additionally, fostering a positive school culture that emphasizes collaboration and peer support system as fundamental pillar in resilience development. Schools can establish mentorship programs where experienced teachers guide newcomers, facilitating knowledge sharing and emotional support.

Furthermore, it is important to promote a culture of recognition and motivation, where achievements, both big and small are celebrated, thereby reinforcing teachers' sense of purpose and commitment in their daily performance. Lastly, educational leaders should actively seek feedback from teachers regarding the effectiveness of resilience-building strategies, ensuring that interventions remain relevant and responsive to their needs in different context. By adopting a holistic approach that combines professional growth, emotional support, and a positive work environment, schools can significantly enhance teachers' resilience, leading to improved retention rates and better educational outcomes for students.

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