

Teachers' Perceptions on Effective Resilience Strategies to Challenging Teaching Space

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Abstract

This study investigates the perceptions of teachers regarding effective resilience strategies in challenging educational environments within secondary schools in Morogoro Municipality, Tanzania. Grounded in Pelidores' Resilience Theory and Conservation Resource Theory, the research highlights the importance of social interactions and resource management in fostering teacher resilience. Utilizing a mixed-methods approach, data were collected from 236 participants, including 234 teachers and 2 key informants, through simple random and purposive sampling techniques. Findings reveal a complex landscape of perceptions, with many teachers expressing skepticism about the effectiveness of various resilience strategies, particularly in creating positive school cultures and fostering supportive relationships. While some strategies, such as positive verbal reinforcement and interactive learning, received favorable evaluations, a majority of respondents rated these approaches as inadequately implemented. This suggests a significant gap between recognizing the value of resilience strategies and their practical applicability. The study underscores the need for targeted interventions, including professional development programs, mentorship networks, and policies that prioritize teacher well-being and resource allocation. By addressing these challenges and fostering a supportive educational environment, the resilience of teachers can be significantly enhanced, ultimately leading to improved educational outcomes for students.

Introduction

In our rapidly changing and interconnected world, knowledge and innovation are essential drivers of development. Quality education and effective learning are critical not just for individual well-being but also for national progress and the improvement of our shared future (Kozma, 2021). In Tanzania, teacher resilience emerges as a vital factor that significantly impacts both educators' professional longevity and the educational outcomes for their students (Mngumi, 2021). This study focuses on the perceptions of teachers regarding effective resilience strategies in challenging teaching environments, aiming to uncover the personal attributes and systemic challenges that influence their capacity to thrive. By examining these factors, we hope to address the pressing need for a conducive teaching and learning atmosphere, ensuring access to quality education for all, as highlighted by education policymakers.

The challenges facing teachers in Tanzania are multifaceted, ranging from personal stressors to systemic obstacles that inhibit their ability to perform optimally. Education policymakers emphasize the importance of a robust education system, which is heavily reliant on the quality and stability of its teachers and the learning environment (URT, 2010). Understanding these dynamics is critical; however, there remains a knowledge gap concerning the specific resilience strategies that teachers perceive as effective in overcoming the unique challenges they face. This study aims to fill that gap by exploring how personal traits, such as commitment and flexibility, interact with systemic issues to shape teachers' resilience.

Research has shown that the teaching profession is among the most stressful due to heavy workloads, overcrowded classrooms, and challenging student behaviors (Mashala, 2017; Carpenter, 2006). In an average African classroom, the student-teacher ratio can be as high as 120:1, far exceeding the accepted standards (Jensen, 2021). Such conditions make it difficult for teachers to implement effective teaching strategies, contributing to stress and a decline in job satisfaction. This study will investigate how teachers in Morogoro Municipality perceive the effectiveness of resilience strategies in managing these overwhelming circumstances, thereby contributing to the understanding of resilience in the Tanzanian context. Despite existing literature on teacher resilience, there is still a lack of empirical studies addressing the specific perceptions of Tanzanian teachers regarding effective strategies for building resilience in challenging environments. Many existing studies have focused on the general concept of resilience without delving into the contextual challenges that Tanzanian educators face daily. This research will address this gap by examining the unique factors that influence teachers' perceptions of resilience strategies and how these perceptions affect their ability to cope with stressors in their teaching environments.

Additionally, the role of inadequate resources, including teaching materials and infrastructure, often exacerbates the challenges faced by teachers in Tanzania (URT, 2010). Issues such as insufficient training in technology and teaching methods contribute to heightened stress levels among educators (Ndibalema, 2015). By investigating teachers' views on effective resilience strategies, this study aims to provide insights into how these strategies can be tailored to meet the specific needs of educators in Morogoro Municipality, thereby enhancing their job satisfaction and overall effectiveness.

Generally, this study seeks to illuminate the factors influencing teachers' perceptions of effective resilience strategies within the context of secondary education in Tanzania. By focusing on the specific challenges faced by teachers in Morogoro Municipality, the research aims to fill a critical knowledge gap and provide actionable insights that can inform education policy and practice. Understanding these perceptions is essential for developing resilience-building initiatives that not only enhance teachers' well-being but also improve educational outcomes for students in Tanzania.

Theoretical Underpinning of the Study

Pelidores' Resilience theory

Resilience theory, as discussed by Zohuri (2015), explores how individuals navigate changes and challenges in

their social contexts, highlighting the role of various influencing factors in this adaptability. Pelidores' Resilience Theory (PRT), which emerged in 2004 from research on African American female educators, combines developmental and ecological viewpoints to suggest that resilience develops through a series of processes over time rather than being an inherent quality (Collins, 2022; Carlson et al., 2012). This framework emphasizes the importance of social interactions and external environments in fostering resilience, showcasing key attributes such as the capacity to rebound from setbacks, assume responsibility, adapt to change, and cultivate relationships traits that are particularly vital for effective teaching in difficult circumstances. Furthermore, Conservation Resource Theory (CRT) complements this understanding by addressing the sustainable management of limited resources in educational environments, asserting that effective resource use is essential; poor management or loss of these resources can diminish teachers' resilience, thereby impacting their ability to succeed in demanding teaching settings, such as those observed in Morogoro Municipality, Tanzania. This theoretical foundation is relevant to the research title "Perceptions of Teachers on Effective Resilience Strategies to Challenging Teaching Space in Tanzania: A Study of Selected Secondary Schools in Morogoro Municipality," as it seeks to investigate how teachers perceive and implement resilience strategies in response to the specific challenges they face in their teaching environments.

Conservation Resource Theory

The Conservation Resource Theory (CRT), developed by Holmgreen, Tirone, and Gerhart (2017), emphasizes the critical role of resource management in enhancing individual well-being, alleviating stress, and promoting resilience, particularly within human resource management. This theory asserts that individuals actively pursue and strive to maintain vital resources, encompassing personal, familial, social, and material aspects—to effectively navigate stress and challenges. In the educational sphere, CRT is especially relevant for teachers, as it offers a structured approach to managing limited resources in high-pressure environments, thereby fostering resilience. Within the context of secondary schools in Morogoro Municipality, Tanzania, CRT can help identify essential resources that bolster teachers' resilience, such as self-efficacy, optimism, social support, and effective coping mechanisms. By cultivating these resources, teachers are better equipped to adapt to their challenges, ultimately leading to enhanced educational outcomes. Thus, CRT provides crucial insights into the relationship between resource management and teachers' resilience, which is particularly pertinent to the research title "Perceptions of Teachers on Effective Resilience Strategies to Challenging Teaching Space in Tanzania: A Study of Selected Secondary Schools in Morogoro Municipality," as it underscores how effectively managing resources can empower teachers to navigate the complexities of their roles in challenging educational settings.

Methodology

Philosophy, Approach and Design

The study was guided by the philosophy of pragmatism and utilized a mixed-methods approach to concurrently gather both qualitative and quantitative data, which is essential for understanding teachers' resilience within the challenging educational contexts of secondary schools in Morogoro Municipality, Tanzania. The pragmatism philosophy reshaped the researchers' perspectives by stressing the significance of practical outcomes and real-

world applications relevant to the study. Following the recommendations of McMillan and Schumacher (2001), the mixed-methods approach enhanced data accuracy through simultaneous collection and analysis. As outlined by Creswell and Clark (2018), this approach improves the reliability of field data and is particularly effective for addressing complex research problems like teachers' resilience. A convergent parallel research design was employed to integrate both data types at various stages, facilitating a comprehensive understanding of the research issue by justifying the use of both quantitative and qualitative data (Creswell, 2019). This design not only aligns with the theoretical underpinnings of pragmatism but also serves as an efficient method for merging diverse research methodologies (Creswell & Clark, 2018). By allowing for simultaneous data collection and analysis, the convergent research design enables a detailed and nuanced exploration of teachers' resilience, ultimately enhancing the validity of the findings through triangulation and leveraging the strengths of both quantitative and qualitative approaches, which is particularly critical in the educational setting being studied.

Participants of the Study

The study involved a total of 236 participants, consisting of 234 teachers selected through simple random sampling and 2 key informants chosen via purposive sampling, which included 6 heads of secondary schools and the Municipal Education Officer, all from eight secondary schools in Morogoro Municipality. The simple random sampling method ensured that both male and female teachers had an equal opportunity to be included in the sample. During data collection, the researcher obtained a complete list of teachers from the school heads and randomly selected names based on the desired sample size. According to Boru (2018), this method of simple random sampling adheres to the law of statistical regularity, indicating that a well-chosen random sample will reflect the same characteristics as the larger population. The purposive sampling technique was utilized to select informants in specific administrative roles, focusing on the heads of schools and the District Education Officer, with the principle of saturation guiding the selection process. Data collection tools were adapted from existing literature, refined, and tested in a pilot study, addressing any discrepancies before actual data collection commenced. Data analysis was conducted using both qualitative (thematic analysis) and quantitative methods (regression and chi-square tests). The thematic analysis provided additional insights and context to the quantitative findings, enriching the overall understanding of teachers' resilience in the study titled "Perceptions of Teachers on Effective Resilience Strategies to Challenging Teaching Space in Tanzania: A Study of Selected Secondary Schools in Morogoro Municipality."

Enhancing Teachers' Resilience

The distribution of items presented through a Likert scale in Table 1 highlights several strategies aimed at enhancing teachers' resilience within the teaching profession. These strategies were derived from an extensive literature review and subsequently tested in the field to gather responses from the participants. The primary objective was to ascertain whether the respondents believed that these strategies could effectively bolster teachers' resilience if properly implemented. To facilitate this analysis, responses were categorized into two distinct statuses: "adequately," which encompassed ratings of 4 and 5, indicating strong agreement with the effectiveness of the strategies, and "inadequately," which included ratings between 1 and 3, reflecting

skepticism or disagreement. By manipulating these two statuses, the researchers were able to calculate their percentage compositions, which are visually represented in Pie Chart 4.1. This analysis not only provides insight into the perceived effectiveness of the proposed resilience-enhancing strategies but also underscores the importance of teachers' feedback in shaping interventions that aim to improve their professional well-being and coping mechanisms in the classroom.

Table 1 Strategies for Enhancing Teachers' Resilience

Variable	Rating the strategies that can 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

The findings on strategies for enhancing teachers' resilience reveal a complex landscape of perceptions among educators. A significant portion of respondents expressed neutrality or disagreement regarding the effectiveness of various strategies, particularly in creating a positive school culture and fostering positive relationships among teachers, with 30.77% and 20.51% disagreeing, respectively. This suggests that while many recognize the importance of these strategies, a substantial number do not feel they are adequately implemented or impactful in their environments. Time management strategies and fostering a growth mindset also garnered mixed responses, indicating that while some teachers see value in these approaches, others remain unconvinced of their effectiveness. The lower rates of strong agreement across most categories highlight a potential gap between the recognition of these resilience-enhancing strategies and their practical application in schools. Notably, the provision of coaching and mentoring skills, along with professional development opportunities, received relatively more positive feedback, suggesting that targeted support and development may be more readily accepted as beneficial. Overall, these findings imply that for resilience-building initiatives to be effective, there needs to be a concerted effort to enhance the implementation of these strategies, ensuring that teachers not only

recognize their value but also experience tangible support in their professional settings.

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 Chart 4.1. 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.

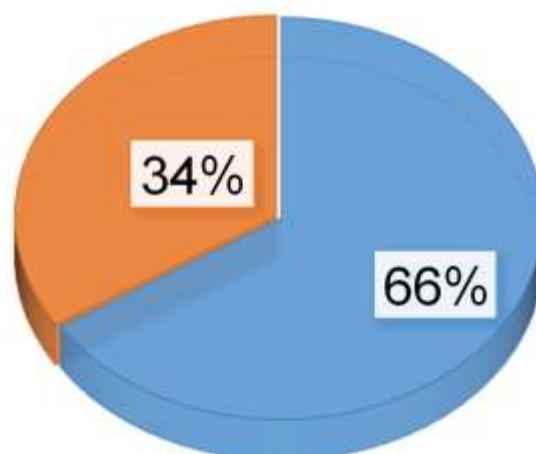


Figure 1. Strategies for Enhancing Teachers' Resilience (*Source; Survey data 2023*)

Basing on the findings from the given Figure 1, responses indicate low status regarding to strategies for enhancing teachers' resilience in teaching profession. These strategies were tested by the researcher to examine responses of teachers, whether they think those strategies can enhance the resilience of teachers if they well embraced in the context of teaching profession. The findings have reported that 1543 (66%) rated between 1 to 3 in the given Likert scale meaning low status, whereas 796 (34%) rated between 4 and 5 meaning high status. Basing on the findings, it shows that the tested strategies have no great influence in the resilience development among teachers. This imply that resilience development is a function of interplay factor and it varies environmentally over time and space. These responses are possibly due to their in adequate knowledge and understanding about the concept of resilience, and its implication in the context of teaching profession, and teaching and learning process in particular.

However, scholars like Leroux and Théorêt, (2014), suggested a number of interventions that can be embraced for the purpose of strengthening the resilience level of teachers. To enhance teachers' resilience in Tanzanian context, several targeted interventions can be implemented at the national and policy level. Firstly, launching numerous training programs focusing on stress management practices and self-care, providing teachers with practical skills and strategies that are geared towards managing stress, such as mindfulness techniques, time management skills, and self-reflection exercises (Hipolite, 2019). Secondly, establishing support groups and peer mentorship programs that focus on creating a mutual supportive network for teachers, by allowing them to share personal experiences, seek advice, and build a sense of oneness as community. These platforms can also

facilitate the exchange of ideas and coping strategies that aimed at promoting positive emotional, as well as enhancing personal well-being.

On the other hand, Leroux and Théorêt, (2014), argued that offering professional development opportunities that focus on effective classroom management, the use of effective pedagogical approaches, and student engagement that can all help to empower teachers with the required skills and confidence towards navigating challenges in the classroom, thereby increasing their resilience level. Providing well-being programs and resource allocations, such as access to wellness resources, physical activity initiatives, and access to guidance and counseling services, can promote teachers' overall well-being, mental health, and work-life balance in their daily undertakings. Lastly, encouraging effective and transparent leadership opportunities and professional growth through career advancement pathways, recognition programs, and participation in professional networks can contribute to teachers' resilience by fostering a sense of purpose and growth in their careers (Xu, 2021). By implementing these interventions, the resilience of teachers in Tanzanian context can be strengthened, leading to improved job satisfaction, teachers' well-being, and ultimately enhancing the overall quality of education delivery for students in school regardless the prevailing working environment.

Furthermore, to enhance further the resilience of teachers particularly in Tanzanian context, is essential for the purpose of developing a comprehensive support system that address both individual and systemic factors affecting education provision. One effective strategy is the implementation of targeted professional development programs that focus on building emotional intelligence, coping strategies, and stress management skills among teachers (Stavrou & Piki, 2024). Such programs can equip teachers with the tools necessary to navigate the challenges of their profession, thereby fostering resilience. Research indicates that teachers who engage in continuous professional development are better able to manage stress and maintain job satisfaction, which are critical components of resilience (Mansfield et al., 2016). Also, these programs should be tailored to the unique challenges faced by Tanzanian teachers, such as large class sizes and limited resources, ensuring that they are relevant and practical in the local context.

Another crucial strategy involves enhancing the support networks available to teachers. This can be achieved by fostering collaborative environments within schools where teachers can share experiences, resources, and coping strategies (Ciddi, 2025; Eldridge, 2013). Establishing mentorship programs that connect novice teachers with experienced educators can also provide essential guidance and emotional support. Such initiatives have been shown to improve teacher retention and job satisfaction, which are vital for building resilience (Gratacós et al., 2021). Also, school leadership should prioritize creating a positive school climate that promotes well-being and inclusivity, as supportive relationships with colleagues and administrators significantly contribute to teachers' resilience (Gu & Day, 2013). However, there remains a policy gap in recognizing and institutionalizing these support systems within the Tanzanian education framework, which often overlooks the importance of teacher well-being in educational reforms.

In that case addressing the broader systemic issues that impact teacher resilience is imperative in education profession. Policymakers should focus on improving working conditions, such as reducing class sizes and

providing adequate teaching resources, which can alleviate some of the stressors that teachers face in their daily undertakings (Marais, 2016). Moreover, integrating mental health support services within schools can provide teachers with immediate access to professional help when needed (Linkov, Trump, & Hynes, 2019). The World Bank emphasizes the importance of investing in teacher support systems as a means to enhance their well-being, as well as educational outcomes (World Bank, 2022). Likewise, the world health organization (WHO) emphasizes the importance of integrating mental health support and resilience-building strategies into educational frameworks to enhance teachers' capacity to cope with stressors and maintain their well-being (UNESCO, 2018). Therefore, by aligning educational policies with the needs of teachers, Tanzania can create a more resilient teaching workforce capable of delivering quality education despite the challenges they encounter. Bridging this policy gap is essential for fostering an educational environment that values and supports teacher resilience, ultimately benefiting students and the education system as a whole.

Resilience Mechanism to Challenging Environment

There is no single strategy that is mostly acceptable for teachers to use in teaching challenging environment. Literature has identified many strategies that teachers can use to teach in any challenging environment, and they were tested on the field through a Likert scale question with a rating of five scales (thus, 1 as SD, 2 as D, 3 as N, 4 as A, and 5 as SD). However, the respondents had different response regarding the strategies that can be used to enhance the resilience of teachers in their daily undertakings. The distribution of responses by the respondents is seen in Table 2 with varied responses in frequency and percentages. Then, responses from the table were categorized in two parts as adequate and inadequate strategies. Thus, those who rated between one to three (1-3) were considered inadequate, whereas those rated between four and five (4-5) were considered as rating adequate strategy. This is indicated through the given pie chart (see Figure 2).

The findings regarding resilience strategies that teachers employ in challenging environments indicate a generally positive attitude toward various techniques, though with notable reservations. The use of remedial programs to accomplish the syllabus received strong agreement from 37.61% of respondents, suggesting that teachers see value in this approach for addressing learning gaps. Similarly, positive verbal reinforcement was supported by 40.6% of participants, highlighting its importance in fostering an encouraging classroom atmosphere. Interactive learning processes and group work were also recognized, with 40.17% and 33.33% agreeing on their effectiveness, respectively, indicating a preference for collaborative and engaging teaching methods. However, there are significant portions of educators who remain neutral or disagree with several strategies, particularly in assigning tasks through class monitors and using feedback from students, where a lack of strong agreement suggests a need for more effective implementation or training. The notion of creating a conducive teaching and learning environment was similarly endorsed, with 34.19% agreeing that it is crucial, yet the presence of disagreement points to variability in actual classroom conditions. Overall, while many teachers acknowledge the importance of these resilience strategies, the mixed responses indicate that further support and professional development may be necessary to enhance their application and effectiveness in diverse teaching contexts.

Table 2. Resilience Strategies that Teachers Can Use

Variable	Rating resilience strategies that teachers use in challenging environment				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
The use of remedial program to accomplish the syllabus	5(2.14%)	34(14.53%)	71(30.34%)	88(37.61%)	36(15.38%)
The use of positive verbal reinforcement mechanism	1(0.43%)	25(10.68%)	71(30.34%)	95(40.6%)	42(17.95%)
Encourage interactive learning process	4(1.71%)	30(12.82%)	56(23.93%)	94(40.17%)	50(21.37%)
Assigning group works to students	15(6.41%)	23(9.83%)	61(26.07%)	78(33.33%)	57(24.36%)
Assigning tasks to students through class monitors	32(13.68%)	25(10.68%)	50(21.37%)	83(35.47%)	44(18.8%)
Provision of skills that encourage individual learning	11(4.7%)	22(9.4%)	60(25.64%)	82(35.04%)	59(25.21%)
Creating conducive teaching and learning environment	19(8.12%)	25(10.68%)	55(23.5%)	80(34.19%)	55(23.5%)
Handling classroom with great care during teaching process	19(8.12%)	26(11.11%)	59(25.21%)	77(32.91%)	53(22.69%)
The use of feedback from students on the teaching instructions	29(12.39%)	28(11.97%)	54(23.08%)	80(34.19%)	43(18.38%)
The use of pared share discussion and gallery work	29(12.39%)	32(13.68%)	54(23.08%)	70(29.91%)	49(20.94%)
The use of lecture method sometimes in teaching and process	6(2.56%)	23(9.83%)	52(22.22%)	88(37.61%)	65(27.78%)

Source: Survey data 2023

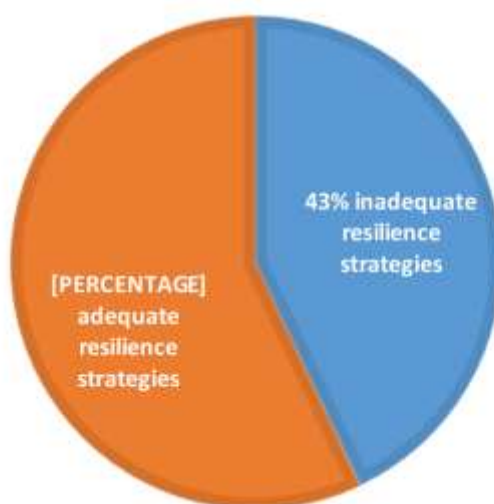


Figure 2. Resilience Strategies

Basing on the findings from the pie chart 4.4, it indicated that there is a good response of respondents rating between four and five (4-5) from the Likert scale questions. That means, such responses indicated adequate strategy, with 1468 (57%) scores, over its counterpart that scored 1106 (43%). Basing on those findings, it implies that most of the strategies that were identified through the literature review, and tested in the field can adequately help teachers in teaching and learning process to any challenging environment that characterize in their daily undertakings. Here, the findings entail that, the use of numerous strategies facilitates the teaching and learning process in any challenging environment. Establishing a positive classroom climate for example help to create a more supportive and inclusive classroom environment where students feel safe, respected, and valued in the course of their learning activities. This can also encourage a more collaboration, and active participation of students in the teaching and learning process. A detailed interview session has also reported;

In short, teachers can reduce their stress through establishing a strong support network that includes colleagues, mentors, and administrators. Collaborating in professional learning communities allows them to share experiences and resources, fostering a sense of community that reduces feelings of isolation. Regular professional development also equips teachers with new skills and strategies, boosting their confidence and effectiveness in navigating challenges. (R8 on 26th June 2023).

In other ground, another respondent demonstrated;

You know, involving self-care practices into daily routines is essential for reducing stress. Teachers can prioritize their psychological well-being through mindfulness techniques, exercise, and setting boundaries between work and personal life. By allocating time for hobbies and relaxation, they can recharge and prevent stress development. Recognizing importance of self-care can models healthy coping mechanisms for their students, creating a more positive classroom environment that support effective learning to occur. (R4 on 22nd August 2023).

These findings are also supported by recommendations made by Cornelissen, (2016) in South Africa, who reported that effective use of various techniques by teachers can facilitate in teaching students with challenging behavior instead of using a single technique. This can include teaching social and emotional skills, promoting mindset, building relationship for both teachers and students, building supportive network, teaching stress management skills, and encouraging self-reflections. Also, Wabule, (2020) in Uganda had a similar views that teachers' successful and sustainable long standing career development in their varied context depends on their ability to use various teaching and learning strategies in any challenging teaching and learning environment that characterize their daily undertakings. Therefore, using multiple resilience technique facilitate effective delivery of the teaching and learning activities in any adverse environment that may characterize a particular institution. The findings from the survey data further indicate that teachers employ a variety of resilience strategies to navigate the challenges they face in their educational environments as illustrated by Castro et al., (2010). The responses reveal a significant reliance on methods such as positive verbal reinforcement, interactive learning processes, and the creation of conducive teaching environments. Notably, a majority of respondents rated these strategies positively, suggesting that they are perceived as effective in enhancing the teaching and learning

experience. This aligns with the literature that emphasizes the importance of a supportive classroom climate, which fosters collaboration and active participation among students, ultimately contributing to better educational outcomes (Gates, 2018; Habibu et al., 2023). However, despite the apparent effectiveness of these strategies, there remains a critical policy gap in the formal recognition and support of these resilience-building practices within the Tanzanian education system.

One of the key implications of these findings is the need for educational policies that explicitly incorporate and promote resilience strategies among teachers. Currently, many teachers report feeling isolated and unsupported in their efforts to implement these strategies, which can lead to increased stress and burnout (Inmaculada et al., 2019). The lack of structured mentorship programs and professional development opportunities further exacerbates this issue, as teachers are not provided with the necessary resources to enhance their skills and resilience (Msuya, 2016). Global frameworks, such as the United Nations Sustainable Development Goal 4, advocate for quality education and the need for trained teachers who can adapt to various challenges. By aligning Tanzanian educational policies with these global standards, there is an opportunity to create a more supportive environment that recognizes and nurtures the resilience of teachers, thereby improving overall educational quality.

Moreover, the findings highlight the importance of integrating self-care practices into the professional lives of teachers. Respondents emphasized the need for mindfulness techniques and personal well-being practices as essential components of their resilience strategies (Wabule, 2020). This reflects a growing recognition of the role that mental health plays in educational effectiveness. Regional frameworks, such as the East African Community Education Strategy, also stress the importance of teacher well-being as a means to enhance educational outcomes (UNESCO, 2019; Masalu, 2020; Stoloff et al., 2019). Therefore, policymakers must prioritize the development of comprehensive support systems that include mental health resources, professional development focused on resilience strategies, and a culture that values work-life balance. By addressing these policy gaps, Tanzania can foster a more resilient teaching workforce capable of meeting the demands of modern education.

Therefore, while the survey findings indicate that Tanzanian teachers are employing various resilience strategies, there is a pressing need for policy interventions that formally support these practices to enhance their capacity building. By recognizing the importance of mentorship, professional development, and self-care, educational authorities can create an environment that not only enhances teacher resilience but also improves student academic performance. Aligning local policies with global and regional frameworks can help to address the challenges faced by teachers and ensuring a sustainable and effective education system in Tanzania.

Conclusion

Generally, the study reveals a critical need for enhanced support systems that foster teachers' resilience in challenging educational environments. The findings indicate that while a majority of teachers recognize the potential benefits of various resilience strategies, such as positive verbal reinforcement and interactive learning,

many express skepticisms regarding their effective implementation. Notably, a significant portion of respondents rated the available strategies as inadequate, highlighting a gap between the acknowledgment of these approaches and their practical application in schools. This underscores the necessity for targeted interventions at both the national and policy levels, such as comprehensive training programs focused on stress management and self-care, the establishment of mentorship networks, and the promotion of a positive school culture. Furthermore, integrating mental health resources and professional development opportunities can empower teachers to navigate their professional challenges more effectively. By aligning educational policies with global standards that prioritize teacher well-being and resilience, Tanzania can cultivate a more robust teaching workforce, ultimately improving educational outcomes for students in the face of ongoing challenges.

Recommendation of the Study

Based on the findings and conclusions of the study, it is recommended that educational authorities in Tanzania implement a comprehensive framework aimed at enhancing teachers' resilience in challenging teaching environments. This should include the development of targeted professional development programs focused on stress management, mindfulness techniques, and self-care practices, equipping teachers with the skills necessary to cope with the demands of their profession. Additionally, establishing structured mentorship and peer support networks will facilitate collaborative environments where educators can share experiences and coping strategies, thereby reducing feelings of isolation. It is also crucial to create policies that promote a positive school culture, emphasizing the importance of supportive relationships among staff and leadership that values teacher well-being. Furthermore, integrating mental health resources and wellness initiatives within schools will provide teachers with immediate access to professional support when needed. By aligning these recommendations with global educational standards and frameworks, Tanzania can foster a resilient teaching workforce, leading to improved job satisfaction and ultimately enhancing the quality of education for students across secondary schools in Morogoro Municipality and beyond.

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