

Utilising participatory action research to enhance teachers' sense of wellbeing in a semi-urban primary school

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DECLARATION

I Katlego Lidiya Mpondo, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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It was only by God's grace I was able to complete my dissertation

Psalm 34

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ABSTRACT

Teaching at a primary school is emotionally, physically, and mentally exhausting for most teachers. As a primary school teacher, I learned first-hand the importance of teachers doing well in the profession. At my school, my colleagues and I encounter extremely high levels of stress on a regular basis, stress that impacts our health on several levels. Numerous researchers highlight problems such as work pressures, insufficient resources, and other structural and organizational factors as having a detrimental impact on the wellbeing of teachers. The aim of this study was to determine how teachers can use participatory action research (PAR) to collaboratively enhance teachers' sense of wellbeing in a semi-urban primary school setting. To address this aim eight teachers from a semi-urban primary school in Ikageng, Kenneth Kaunda district, Potchefstroom in the North West Province were recruited to voluntarily take part in the study. Reasons for the importance of teachers being aware of their sense of wellbeing are discussed in this research study, including the importance of the school setting and the importance of having positive social connection to others, and finally the aim was to, by means of a collaborative approach, develop guidelines support self-care wellbeing practices amongst teachers teaching in semi urban primary school settings in order to promote wellness of teachers. The data for this study were collected by using a visual art method (collages) as well as future creative workshop to collaboratively recommend and develop practices to maintain a strong sense of wellbeing. Themes and sub-themes that emerged from the study are also discussed. The findings indicate the need for educational resources and mentorship for teachers, as well as a need for department of education programmes that foster a sense of wellbeing among teachers. The findings can also be used to develop a workshop to make primary school teachers aware of the significance of their own sense of wellbeing and provide them with self-care practices to improve their own wellbeing.

Keywords: Holistic wellbeing; participatory action research, sense of well-being; semi-urban primary school, teacher wellbeing.

OPSOMMING

Onderrig by 'n laerskool is emosioneel, fisies en geestelik uitputtend vir die meeste onderwysers. As laerskoolonderwyser het ek eerstehands geleer hoe belangrik dit is dat onderwysers goed in die beroep vaar. By my skool ervaar ek en my kollegas op 'n gereelde basis uiters hoë vlakke van stres, stres wat ons gesondheid op verskeie vlakke beïnvloed. Talle navorsers beklemtoon probleme soos werksdruk, onvoldoende hulpbronne en ander strukturele en organisatoriese faktore as 'n nadelige impak op die welstand van onderwysers. Die doel van hierdie studie was om te bepaal hoe onderwysers deelnemende aksienavorsing kan gebruik om onderwysers se gevoel van welstand in 'n semi-stedelike laerskoolomgewing saam te fasiliteer. Om hierdie doel te bereik is agt onderwysers van 'n semi-stedelike laerskool in Ikageng, Kenneth Kaunda distrik, Potchefstroom in die Noordwes Provinsie gewerf om vrywillig aan die studie deel te neem. Redes vir die belangrikheid vir onderwysers om bewus te wees van hul gevoel van welstand word in hierdie navorsingstudie bespreek, insluitend die belangrikheid van die skoolopset en die belangrikheid van positiewe sosiale verbintenisse met ander en uiteindelik was die doel om, deur middel van 'n samewerkende benadering, riglyne te ontwikkel om selfversorging-welstandpraktyke onder onderwysers te ondersteun wat in semi-stedelike laerskoolomgewing onderrig gee om die welstand van onderwysers te bevorder. Die data vir hierdie studie is ingesamel deur 'n visuele kunsmetode (d.w.s. collages) sowel as toekomstige kreatiewe werkswinkels te gebruik om praktyke saam aan te beveel en te ontwikkel om 'n sterk gevoel van welstand te handhaaf. Temas en sub-temas wat uit die studie na vore gekom het, word ook bespreek. Die bevindinge dui op die behoefte aan opvoedkundige hulpbronne en mentorskap vir onderwysers, sowel as 'n behoefte aan departemente van onderwysprogramme wat 'n gevoel van welstand onder onderwysers bevorder. Die bevindinge kan ook gebruik word om 'n werkswinkel te ontwikkel om laerskoolonderwysers bewus te maak van die belangrikheid van hul eie gevoel van welstand en om hulle van selfversorgingspraktyke te voorsien om hul eie welstand te verbeter.

Sleutelwoorde: Holistiese welstand; deelnemende aksienavorsing, gevoel van welstand; semi-stedelike laerskool, onderwyserwelstand.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Teaching in a primary school is identified as one of the top toughest jobs (Miya, 2017). Teaching challenges the teachers' professional ability (Daniels & Hassink, 2015), stretching them as individuals on an emotional, physical, and social level (Daniels & Strauss, 2010). They explicate that those teachers teaching in deprived socio- economic environments work in difficult circumstances that have the potential to affect their wellbeing negatively. Turner and Braine (2016, p. 67) pronounce that "teachers need to know how to look after themselves. This may seem a simple and easy task; however, when faced with a multitude of teaching tasks, one of the areas all teachers can miss, is taking care of themselves". Thus, teachers require support to function well in their profession (Daniels & Hassink, 2015). Furthermore, the development of a strong sense of wellbeing might positively affect their wellbeing (Keller, et al., 2016). To provide effective support to teachers to enhance their sense of wellbeing, participatory action research can be employed to collaboratively develop a self-care practice in the work context. A low sense of wellbeing has detrimental consequences for the teachers, the learners, and the school (Kok, 2013). Subsequently, to collaboratively develop guidelines to support a self-care wellbeing practice amongst teachers in a primary school environment, wellbeing was explored from two different approaches, and the aspects that relate to the sense of wellbeing of teachers are discussed.

1.2 CLARIFICATION OF KEY CONCEPTS

To elucidate the title of this research study, the emphasis is on participatory action research, primary school, primary school teachers, semi-urban schools, sense of wellbeing, and teacher wellbeing. These concepts were clarified and defined in various ways from the literature with the aim to provide working definitions that relate to this study.

1.2.1 Participatory action research

Participatory action research (PAR) according to Macartney & Morton (2013), is a collaborative approach to undertake research, to minimise the gap between research and practice. PAR is described as community-based analysis of social problems, shared ownership of the research process, and action towards community engagement (Kemmis & McTaggart, 2005). Swantz (2008) reveals that the PAR researcher must be impartial, learn from others and assume a learner's approach, even in situations which might lure the

researcher to become the teacher. PAR views that a research community (research site) is an essential component of the research study, with the participants as the specialists, related to their personal experiences (Grant et al., 2008). This research is not merely a methodology, it is “an orientation to inquiry” which “affirms people's right and ability to have a say in decisions which affect them” (Reason & Bradbury, 2008, p. 1). For Reason and Bradbury (2008, p. 2) research is defined as “a participatory, democratic process” by which practical knowing was developed to yield practical information that was for the use of individuals in their everyday lives. This is in line with the statement by Kindon, (2005, p. 208) that the PAR researcher “does not conduct research on a group but works with them to achieve change that they desire”.

1.2.2 Primary school

White paper on Education and Training (1995, p. 33) defines primary school as an “umbrella term which is applied to the process by which children from five years grow and thrive physically, mentally, emotionally, morally and socially”. Primary school in my study refers to the time between Grade 1 to Grade 7.

1.2.3 Primary school teachers

Primary school teachers in the South African context are teachers who teach learners from grade R through to grade 7 (DoE, 1995). The learners are typically between six and thirteen years old. Teaching very young learners, the primary school teachers are responsible for developing and fostering basic skills for reading, writing and mathematics and social studies (Anon, 2019). Therefore, like all teachers, primary school teachers have a demanding profession; a job that can be equally challenging and pressurised as it can be rewarding (Anon, 2019).

1.2.4 Semi-urban school

Department of Education (DoE:24) describes semi-urban schools as schools in metropolitan communities that are typically diverse, characterised by large enrolments and complexity, many struggling with growth; a school environment where most learners, faculty, and community face varying challenges (social-economic, educational, motivation, opportunity, advancement, quality instruction, technology, etc).

1.2.5 Sense of wellbeing

There was no consensus about a definition of wellbeing. Wellbeing was a concept that has been used in various psychology theories and models, usually in several different ways. However, authors agreed with the fact that wellbeing includes the presence of positive emotions and moods (e.g., pleasure, happiness, contentment), and the absence of negative emotions (e.g., anxiety, stress, depression), fulfilment, positive functioning, and satisfaction with life (e.g., Frey & Stutzer, 2002; Ryff & Keyes, 1995; Wissing, et al., 2014). This leads to individuals thinking that it is easy to proliferate their own wellbeing since there are various skills that can be developed and improved on, but they need to figure out what dimensions of wellbeing are important for a specific individual, and how to develop the skills is rather challenging and demanding. Thus, it is important to have a strong sense of your own wellbeing (Layous & Lyubomirsky, 2012). King (2016) believes that a strong sense of wellbeing refers to more than feeling happy, content, or without any illness, it is a combination of emotional, physical, and social factors. A sense of wellbeing is not merely thinking about the fleeting moments of pleasure, happiness or contentment experienced; it is more about an overall satisfaction with life. Biswas-Diener and Kashdan (2014) propose that a sense of wellbeing is reinforced when individuals who experience a diversity of emotions in response to life's rapid changing circumstances explore and comprehend the drive behind the feelings develop innovative methods to react to these changes. Translated to the school setting, a teacher with a good sense of wellbeing is connected to the workplace through commitment to their teaching and relationships with others, and derive meaning from teaching (Fridman, 2017; Lui, et al., 2018).

1.2.6 Teacher wellbeing

Dodge, et al. (2012, p 44) conceptualise wellbeing as including the ability to respond effectively to challenges by maintaining a balance “between changing intra- or interpersonal and external demands.” It can subsequently generally be agreed that wellbeing is not just a matter of being able to do things efficiently, but also to feel positive about what you do, and why and how you do it. Searching the literature for definitions of teacher wellbeing, the following definitions were revealed. Aelterman, et al. (2007, p. 286) define teacher wellbeing as “a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand”. Teacher wellbeing is outlined as “an individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students” (Acton & Glasgow, 2015, p. 101). For the purposes of this study, I focused on the most recent definition of McCallum and Price

(2016), a definition that avoids fixed inclusiveness, that might denigrate the wellbeing of teachers (McCallum, Price, Graham & Morrison, 2017). It explains the personal nature of wellbeing as esteemed at a personal level, the variable nature, as well as the positive nature of the concept: "Wellbeing is presented as "diverse and fluid, respecting the beliefs and values of individual, family, and community; and experiences, culture, opportunities, and contexts across time and change" (McCallum & Price, 2016, p 17). Wellbeing in education is not a "one size fits all" concept, it is something unique and personal, and is supported by optimistic philosophies that provide teachers with a sense of who they are (McCallum & Price, 2016). Globally teacher wellbeing is viewed as an imperative element for healthy school communities (Viac & Fraser, 2020).

In the following section the link between the research study and the research setting are explicated and the main purpose is conferred.

1.3 CONTEXTUALISATION AND PURPOSE OF THIS RESEARCH STUDY

This research study set out to explore teachers' sense of wellbeing in a semi-urban primary school. It attempted to explore the understanding amongst primary school teachers about their sense of wellbeing and explored ways that the school expectations and demands affected their wellbeing. Personal narratives of the teachers are reflected through a PAR approach. This approach empowered the teachers concerning their understanding of their own sense of wellbeing and assisted them to collaboratively develop guidelines for planning ways to address the wellbeing issues as experienced at their semi-urban primary school.

The proposed research study was conducted in a semi-urban primary school with 1350 learners and 35 teachers. The classes consist of about 45 learners each, with most of learners residing in very poor and unstable contexts. The surrounding community from which most of the educators and children hail, is poverty stricken due to a high amount of unemployment (cf.3.7). Because of many other socio-economic factors in the school setting and community, teachers experience problems and stress, trying to help children by trying to provide quality education

The purpose of this proposed research study was to engage teachers from the above-mentioned semi-urban primary school in the Kenneth Kaunda district in the North West Province to explore how teachers can use PAR to collaboratively enhance teachers' sense of well-being in a semi-urban primary school setting. The teachers individually indicated how they delineate their sense of wellbeing and joined hands during creative workshop (FCW) to create new knowledge in the form of collaborative development of guidelines to support a

self-care wellbeing practice amongst teachers. To justify this study, it is necessary to produce a brief background for the study as well as providing the reasons why this study is imperative.

1.4 BACKGROUND OF THE STUDY AND RATIONALE

A teacher not aware of their own wellbeing encounters high levels of stressors which results in health issues (Webb, et al., 2009). Van der Westhuizen (2018) opines that a teacher with a poor sense of wellbeing would not be able to perform to the best of their ability in and around their working environment. A good sense of wellbeing, which includes the presence of positive emotions (contentment) and the absence of negative emotions (stress), adds to the awareness, understanding and success of not only teachers but learners and other stakeholders involved (Frey & Stutzer, 2002; Ryff & Keyes, 1995; Wissing, et al., 2014). Understanding the prominence of teachers' wellbeing is important, as research indicates that if a teacher's wellbeing improves, a more empowering climate for teaching and learning can be created (Keyes, 2014).

In the South African context, the psychological health and wellbeing of most teachers is relatively unstable (e.g., Hakanen 2006; Montgomery and Rupp 2005; Van den Broeck 2008). The wellbeing of teachers is influenced by many interacting factors/stressors that can be presented both inside and outside the school environment. Fridman, (2017) and Lui, Song & Miao, (2018) are of the opinion that teachers' wellbeing is impacted by numerous factors through commitment to their teaching and relationships with others, and that they derive meaning of it (both positive and negative) and some of these factors are within teachers' control while others are not. Dodge, et al. (2012, p44) conceptualise wellbeing as including the ability to respond effectively to challenges by maintaining a balance "between changing intra- or interpersonal and external demands". As explained by Daniels and Strauss (2010) potential factors affecting teacher wellbeing could be results of internal and external stressors through the experiences of everyday related challenging on emotional, physical, and social level Therefore, according to Dakduki (2015) it is highly expedient to understand the effects associated with interpersonal teacher stressors, such as unpredictable and unforeseen events, community dynamics, educational reform policies, political and social transformation, global change and location. These are a few of the challenges associated with the internal and external stressors that affect the wellbeing of teachers.

Teacher stress and burnout in schools has received recognition as a widespread problem and global concern in recent years (Borg, 1990; Boyle, et al., 1995; Jackson & Rothmann,

2006). Comprehensive studies detailing national and provincial prevalence are not readily available. However, there are strong indications that stress, with its negative consequences, is quite prevalent amongst South African teachers (e.g., Van Bijl & Oosthuizen, 2007; Jackson & Rothmann, 2006). Primary school teachers are faced with numerous stressful challenges on daily basis and are required to cope with work overload, lack of resources and constant change (Jackson & Rothmann, 2006b). Gonzalez, et al., (2008) and Kallaway (2007) explain that primary school teachers in South Africa are experiencing increased stress levels because of the high demand for their services, a lack of resources in schools and overcrowded classrooms. Steyn et al., (2004) believe issues potentially affecting teacher wellbeing negatively in primary schools, include under-resourced contexts, stress, emotional demands, job satisfaction and facing numerous other challenges within their workplace. Peterson and Seligman (2004) contend that many teachers feel disadvantaged in their work context. These can stretch teachers as individuals on an emotional, physical, and social level (Daniels & Strauss, 2010), negatively unbalancing their experiences of a sense of wellbeing.

Quality education is dependent on the motivation, wellbeing, and preservation of teachers (Bakker, et al., 2010; Louw, et al., 2011). Vogt, et al., (2013) explicate that teachers are a nation's human capital and the role models for society. Learners learn through teachers, and every endeavour possible needs to be made to ensure they are functioning well at work (Wrzesniewski, et al., 2009). Maintaining a positive emotional state, which is the result of harmony between the sums of specific environmental factors, personal needs and expectations of teachers, needs to be investigated (Aelterman, et al., 2007). Teachers, specifically those who work in under-resourced contexts, face many challenges within their workplace that negatively affect their experiences of a sense of wellbeing.

In conclusion, teachers need to develop practices to look after themselves (Turner & Braine, 2016). Wrzesniewski, et al. (2009) explain that maintaining a good sense of wellbeing is a process which addresses many health issues. The aim of this research study was to contribute to a strong sense of wellbeing of teachers, exploring wellbeing challenges that teachers experience in semi-urban primary school; challenges that impede their sense of wellbeing and obstruct them from reaching their full potential with commitment to their teaching and relationships with others, and deriving meaning from their teaching experiences in a semi-urban school. Very little information is available on this, the facilitation of primary school teachers' sense of wellbeing in semi-urban primary schools. Therefore, the overarching goal of this study was for school teachers in a semi-urban primary school to teach productively, using their sense of wellbeing status and collaboratively identifying

research outcomes and recognising guidelines to provide self-care practices to enhance their sense of wellbeing.

1.5 PROBLEM STATEMENT

Research to enhance teachers' sense of wellbeing in a semi-urban primary school would expand the existing body of knowledge. Curry and O'Brien (2012, p. 179) are of the opinion that "we have too many teachers' wellbeing (stress and burnouts) issues". Keyes (2012) and Lopez (2002) elaborate on wellbeing, stating that if undetected, wellbeing issues result in too many rollback failures on emotional, physical, and social wellbeing. If we ignore this problem, resources will need to increase to handle the cascading problems in the South African education system and we may miss precarious learners' objectives (achievements) which could result in loss of healthy learning environment and further damage to our quality education.

1.6 FORMULATION OF THE RESEARCH QUESTIONS

In response to the problem statement, the study proposed to investigate the following research questions.

1.6.1 Primary research question

How can teachers use PAR to collaboratively enhance teachers' sense of wellbeing in a semi-urban primary school setting?

1.6.2 Subsidiary research questions

- How do teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing?
- How can a strong sense of wellbeing collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings?
- What guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings?

The following section provides a summary on the two theoretical frameworks that are used to guide this research study.

1.7 THEORETICAL FRAMEWORK GUIDING THIS STUDY

A theoretical framework was identified as a guide or a blueprint for this research (Grant & Osanloo, 2014). It is a guide that served as the foundation, from existing theory in the field of inquiry constructs a new research inquiry. The theoretical frameworks are specific theories about aspects of human endeavours. Grant and Osanloo (2014) state that it consists of various theoretical principles, constructs, concepts, and tenet of a theory. Two theoretical frameworks, namely strength based theoretical approach and transformative learning theoretical approach, guided this research study.

1.7.1 Strength-based approach

Positive psychologists, Seligman and Csikszentmihalyi (2000, p. 7) believe the focus on an individual's signature strengths as grounded in positive psychology should be not on be on "fixing what is broken" but rather fostering the strengths that are available to be able to "meet the highest challenge". Principles of strength-based approach focus on the following three facts; everybody has strengths, individuals are not the problem rather problems are problems and when individuals appreciate their own strengths, they will be able to develop and transform (Department of Education and Early Childhood Development, 2012). Most individuals bring with them strengths, capacities, and resources (Lerner, et al., 2005). The strength-based approach is a subfield within the field of positive psychology. The strength-based approach is an approach to individuals "that view[s] situations realistically and look[s] for opportunities to complement and support existing strengths and capacities as opposed to focusing on, and staying with, the problem or concern" (Department of education and early childhood development, 2012, p 6). Strength-based approach is an approach that is "collaborative and solutions-based, a philosophy for working with people to bring about change ... it acknowledges and addresses power imbalances between people working in human services" (McCashen, 2005, p. v). Furthermore, Stoerkel (2019) explains that the strengths-based approach is a collaborative process that addresses not only individuals' strengths but their strengths within a specific context. This refers to the way that systems function, especially where "power can be out of balance between the system and the people it was supposed to serve" (McCashen, 2005, p. 5). Coen and Jenkins (2000) opine that individuals should be allowed to work collaboratively to determine outcomes that draw on their signature strengths. It was my intention to stimulate discussion about the role of sense of wellbeing in developing and enhancing teachers' strengths and capacities for experiencing wellbeing within the school. I used reflective activities, collaborative discussions, and planning, to help elucidate the teachers' strengths. It necessitated

reframing and modification of their experiences regarding their sense of wellbeing to highlight their unique strengths to address their wellbeing.

1.7.2 Transformative learning approach

Transformative learning according to Mezirow (1996) and Cranton (1996) refers to the practice of realising modification in a set frame of reference. Transformative learning is “uniquely adult” (Zigler, 2019, p. 6), and encompasses a “deep structural shift in the basic premise of thoughts, feelings and, actions” (O’Sullivan, et al., 2002, p. xvii). O’Sullivan, et al., (2002, p. 42) report that ...”it was a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involved our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race, and gender; our body-awareness, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy”. According to Mezirow (1991, p. xii) transformative learning approach explains “how adults make sense or meaning of their experiences, the nature of the structures that influence the way they construe experience, the dynamics involved in modifying meanings, and the way the structures of meaning themselves undergo changes when they find them to be dysfunctional”. Cafarella and Merriam (2000) are of the opinion that transformative learning theory is about transformation that leads to a fundamental change in an individual. The four key elements, according to Wolff (2022) that a transformative learning approach builds upon are experience, critical reflection, reflective discourse, and action. Teachers are engaged in reflective activities about their sense of wellbeing that is vital to transformative learning; in this study this encouraged the teachers to challenge their perspectives on their sense of wellbeing and self-reflect on their lived experiences in a critical manner.

1.8 RESEARCH DESIGN AND METHODOLOGY

Van Wyk and Taole (2018:164) contend that a research design is “the blueprint which directs you in finding your way toward executing your plan for your research methodology”. Different research designs exist in qualitative research, but for the purpose of this study the research design that directed this research was participatory action research (PAR).

1.8.1 Research paradigm

Guba (1990, p. 17) explains that a paradigm refers to “a basic set of beliefs that guides action”. In educational research the word paradigm is used to describe a researcher’s “worldview” (Mackenzie & Knipe, 2006, p. 2). The worldview “is the perspective, or thinking,

or school of thought, or set of shared beliefs, which informs the meaning or interpretation of research data” (Kivunja & Kuyini, 2017, p. 26). Critical inquiry as a paradigm in educational research, aims to transform and critique the structures within society (Moyo, et al. 2018). In addition, the authors explained that “problems experience within a school setting can be seen to extend beyond the boundaries of a school” concentrating on societal issues with the view of finding solutions that results in improvement. Thus, for this study the focus is on critical inquiry (Ozanne & Baatcioglu, 2008:426). Critical inquiry influenced the choice of PAR and emphasis teachers’ sense of wellbeing within a specific context, identifying research outcomes, and developing guidelines for self-care practices. Wahyuni (2012) reports that a research paradigm consists of four components: Ontology, epistemology, axiology, and methodology.

1.8.1.1 Ontology

Ontology is the belief that “the social world exists independently of individual subjective understanding” (Snape & Spencer, 2011, p. 11). Reflection and methods of awareness-raising are imperative in aggregating individuals’ actions to challenge various structures (Gaventa & Cornwall, 2001). The researcher believes that individuals had the potential for agency but may not be conscious of the limits of their freedom. Therefore, the researcher and the participants worked collaboratively to find what there was available to know about the nature of teachers’ experience of sense of wellbeing in a semi-urban primary school. The key ontological questions concern whether there was a social reality that exists independently of teachers’ conceptions and interpretation of wellbeing; also, closely related to this, whether there was a shared social reality or only multiple, context-specific ones.

1.8.1.2 Epistemology

Epistemology is concerned with “ways of knowing and learning about the social world” (Snape & Spencer, 2011, p. 13). The relationship between the researcher and the participants, the similarities between the natural world and the social world and the way in which collected knowledge answers the research question underlie the different positions that the researcher and the participants take on the sense of wellbeing of semi-urban primary school teachers and their experience of wellbeing in their school setting. The study was epistemologically embedded in a participatory, non-positivist paradigm (Zuber-Skerritt, et al., 2015), following a PAR design and working in qualitative and inductive ways to generate and collect data. PAR is considered a subset of action research, which is the “systematic collection and analysis of data for the purpose of taking action and making change” by generating practical knowledge (Gillis & Jackson, 2002, p. 264). By a cyclic

process which alternates between action and critical reflection, and continuously refining methods and data, interpretation in the light of the developed phenomenon came about.

1.8.1.3 Axiology

Axiology applies to values and ethics in social research. As summarised by Prat-i-Pubill (2018), axiological knowledge provides us with the adequate knowledge to interpret and value the world according to the existing conditions. The axiological foundation of PAR, according to Wood (2020), includes values that foster qualities such as humanity, justice, democracy, equality, and diversity. During the research, the participants aimed to respect one another and uphold integrity and fairness.

Next the fourth component of research paradigm, namely the research methodology, is discussed. For this research study I opted for participatory action research.

1.8.2 Research methodology

Participatory action research (PAR) was considered a mode of systematic inquiry, an action research methodology that focuses on social change (Borda, et al., 2001; Gillis & Jackson, 2002; Reason & Bradbury, 2008). In this study PAR was based on a qualitative research methodology that focused on reflection, data generation and action with the objectives to enhance the sense of wellbeing of teachers and increase their wellbeing. The teachers involved took action to enhance their own statuses (Reason & Bradbury, 2008). Resulting action was explored and an interactive reflective cycle disseminates, data generation, reflection on action followed in a cyclic process. I drew on a cyclic plan as illustrated in Figure 1.1.

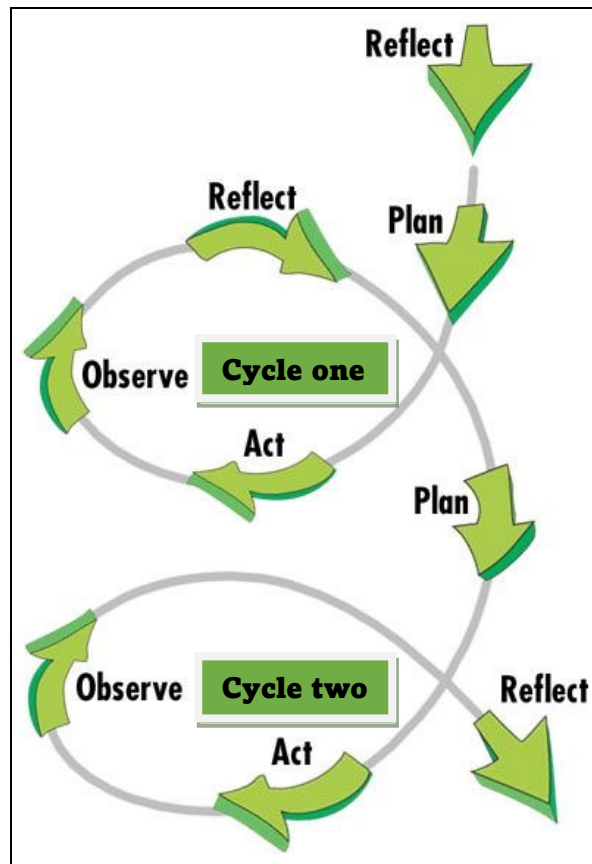


Figure 1-1: Participatory action research cycles (Ejbye & Jorring, 2017)

Cycle one was used to develop a strategic plan for the study; and to facilitate the construction of visual representations and field notes of the teachers' experiences of sense of wellbeing. Next, engaging the teachers in deciding collaboratively on data generation and analysis methods to answer the research question followed. Collaboratively the teachers developed achievable plans to address the identified challenges. Areas were identified for the improvement that teachers wish to focus on and are relevant to the research aims. During cycle two actions to address the needs of teachers to enhance their sense of wellbeing were discussed. This was a critical self-reflective process where the teachers evaluated what they know about wellbeing, with a view to enhance their sense of wellbeing through taking time to reflect honestly and critically on what they know, and to make transformational changes, if necessary. Reason and Bradshaw (2001) explain that this process continues in a sequence of recurrent cycles till the desired outcomes are attained.

1.8.3 Research approach

Participatory action research (PAR) is the "systematic collection and analysis of data for the purpose of taking action and making change" by generating practical knowledge" (Gill and Jackson, 2002, p. 264). PAR is an approach to research during which systematic inquiry was

done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their educational setting operates (Mills, 2000). It is seen as “multidisciplinary and multiform” (Swantz, 2008, p. 31). Thus, I needed to be “open to learn from others and adopt a learner’s attitude” and base the problems on everyday knowledge of the teachers (Swantz, 2008, p. 38). She (Swantz, 2008) believes participants and teachers are equal in sharing their knowledge, this shared knowledge must become part of the participants’ lives. Therefore, it can be deduced that PAR is emancipatory, including those (especially the powerless) affected by the issues under investigation as active participants. The study used the collaboration participatory research method to achieve the purpose of this study which describes and presents and the sense of wellbeing amongst the group of teachers (Angrosino & Mays de Pérez, 2000). PAR analyses the context of focused efforts to improve the quality of a practice. It was typically designed and conducted by professionals who resolved and analysed the data to improve their own practice. PAR can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry. PAR has the potential to generate genuine and sustained improvements in schools.

1.8.4 Research methods

1.8.4.1 Research site and participant selection

The research was conducted within a semi-urban primary school in the North West Province, Kenneth Kaunda district, South Africa. The school is set within a low socioeconomical area. The population included semi-urban primary school teachers from grade R to 7. The teachers all had teaching experience that ranged from 2 to 25 years of teaching experience. The participants were recruited by means of approved request permission and contacted by me to arrange a time, date, and venue for orientation (Addendum G). The participants were presented with appropriate documents that explained the context of the study and their role in it. Prior to the selection of the participants, a date and time were set to meet with the participants and have an opportunity to explain to the colleagues the purpose and nature of the research and the criteria for inclusion in the study.

1.8.4.2 Data generation and analysis

The study used qualitative data gathering methods to obtain a deeper understanding of the relational experiences of teachers’ sense of wellbeing in a primary school in the Kenneth Kaunda District in the North-West Province. Qualitative research data generation allowed me to obtain an understanding of the group of experienced teachers regarding their sense of wellbeing, while also considering their context (Creswell, 2013). Kelly (2005) suggests

various steps to employ to develop and implement a PAR research project. Hitchcock and Hughes (1995) posit that the principal features of an action research approach are change (action) or collaboration between researchers and researched.

The planning phase “involved a balance between presenting ideas developed from a formal community assessment and working with community groups on the creation of priorities or strategies” (Kelly, 2005, p. 65). The research study action started off and was facilitated with questions. The research study was facilitated by the first action research cycle which provided answers that led to questions, until later cycles could provide precise answers to specific questions. The data generation of action research was a self-reflective process where one was constantly evaluating what one was doing. This constant evaluation helped me to make sense of how other teachers perceive their wellbeing. Once an identification of an appropriate example occurred, it formed an action, and was implemented, and if the intervention was successful, a change in my practice (in this case my school) was necessary (Mills, 2000). This in turn might raise solutions or new problems which might need to be solved. If the answer did not work; then another way forward needed to be explored as these recursive processes make up what was known as the action-research cycle. Data generation for this studied involved two cycles. The first cycle participants started by charting the current situation about a sense of wellbeing and created shared understanding beyond individual boundaries (Tofteng & Husted, 2015). They were asked to reflect and use visual data, such as the collages to present their idea of sense of wellbeing. During the second phase I employed future-creating workshops to gather data (Tofteng & Husted, 2015). The participants first brainstormed the problems they encountered in the school regarding wellbeing, secondly, they created a new vision for future development and finally they started to plan new practices that would solve the identified sense of wellbeing issues. Integrating methods and techniques of observing, documenting, analysing, and interpreting characteristics, patterns, attributes, and meanings of human phenomena under study are among the practices that could be employed (Gillis & Jackson, 2002). Themes were derived from the data, interactively with the participants (Creswell, 2013).

1.9 TRUSTWORTHINESS

Lennie (2006) explains six strategies to improve the trustworthiness and rigor of PAR to increase credibility. Firstly, she proposes effective stakeholder analysis using engagement and communication methods that develop mutual trust and open communication. Secondly, she recommends the use of several theories, methodologies, multiple sources and methods of data generation and the triangulation of the methodologies and data sources to understand a multifaceted phenomenon. The third strategy, focuses on ongoing critical

reflections of the phenomena, including the outcomes of the research study. Next, employing relevant theoretical frameworks during the data analysis increases the trustworthiness and the rigor of the outcomes. The fifth strategy refers to the use of rigorous data analysis processes and lastly, she suggests that all stakeholders must review the report with rigorously selected quotations. This will be discussed in more detail in Chapter 3.

1.10 ETHICAL IMPLICATIONS

“A respect for people and the knowledge and experience they bring to the research process, a belief in the ability of democratic processes to achieve positive social change, and a commitment to action, these are the basic values that underlies our common practices as action researchers” (Brydon-Miller, et al., 2003, p. 15). PAR researchers should safeguard the basic ethical principles of “respect, beneficence, justice, democratic processes, improvement of human life, engagement in morally committed action” as the core of practice (Brydon-Miller, 2008, p. 208). These values guided the ethical considerations of this research study.

Ethics clearance (NWU-01223-20-A2) was obtained from the Education Research Ethics Committee (EduREC) of the North-West University (Addendum A). This research study involved teachers at a primary school and was identified as a low-risk research study, research in which the maximum probable risk was uneasiness. Working in a school setting, consideration to the ethical implications of our practice and procedures was vital (Hilsen, 2006). Therefore, permission was obtained from the relevant person at the North-West Provincial department of basic education (Addendum C). The principal of the primary school was informed of my research plans and objectives with this study in order to gain his permission to use the school as a research site (Addendum D). Furthermore, I sent a request to obtain permission from the school management team to make use of the school during the research (Addendum E). The teachers were informed about the research study by the principal, and face to face recruitment and voluntary participation was emphasised during the information session. A safe and conducive setting was organised to use during the PAR processes. PAR is seen as a “moral and ethical stance that recognises the improvement of human life” (Noffke & Stevenson 1995, p. 4), therefore it was clear that establishing trust and good relations was an important aspect during the research process. During the first meeting with the participants a copy of the ethics statements was discussed, and participants were provided with consent forms to be completed by them before taking part in the research study (Addendum F). The use and storage of information obtained during the PAR processes was elaborated on and the aspects of confidentiality and diminished autonomy were explained (Human & Fluss, 2001). Furthermore, teachers were

informed about the issues underlining beneficence, especially maximising benefits and minimising possible harm. It was imperative for the teachers to get an opportunity to ask questions and raise concerns about any issues related to the study and the research processes.

1.11 RESEARCHER'S ROLE IN THE RESEARCH

As the researcher I acted as a facilitator during this research study to initiate informative discussions, provide instruction or coach participants regarding the data generation techniques, ask participants' views on the collages, guide them to reflect on the collected data, ensure the trustworthiness of the research process, and keep the research impartial, objective, and real.

1.12 CONTRIBUTION OF THE STUDY

In undertaking this research, I believed it would bring about an improvement of teachers' sense of wellbeing in a specific educational setting. On theoretical level this study contributed toward the body of knowledge related to the concept sense of wellbeing of teachers, as there is not much research done in this area. On a methodological level new facts surfaced that informed the collaborative development of guidelines to implement a self-care wellbeing practice amongst teachers in a primary school in a sub-urban context. On a practical level the research study contributes to a greater awareness of the complexity of teachers' sense of wellbeing in school environment, to improve teachers' personal and professional life, and bring about change that needs to be implemented for self-care practices.

1.13 OUTLINE OF THE CHAPTERS

The following is the outline of this research study:

Chapter 1 presents the orientation of the study that includes the problem statement and discussion of the context of the study. Mention is made of the two theoretical frameworks as well as the research design and methodology. The chapter concludes with a summary of trustworthiness, and ethical considerations.

Chapter 2 introduces the strength-based and transformative learning theories as theoretical frameworks. A comprehensive literature review follows regarding the multidimensional character of wellbeing.

Chapter 3 comprises PAR methodology and methods that are followed in this study.

Chapter 4 explains the data generated during the reflection and two cycles of the PAR process are analysed and presented.

Chapter 5 focuses on a summary of the research and the presentation of operational guidelines and concluding remarks.

1.14 CONCLUSION

Chapter 1 dealt with the orientation to this study and provides an overview of the entire study. A short description of the theoretical frameworks was given as well. Operational concepts were also clarified. Trustworthiness and ethical considerations that were followed were briefly discussed, the role of the researcher and the contribution of the study were presented. The chapter concluded with an outline of the chapters. Chapter 2 presents an in-depth explanation of the two theoretical frameworks that this study builds upon. Next, a literature review regarding the complexity of wellbeing, the wellbeing of teachers, and the formulation of the concept sense of wellbeing are conferred.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 lays out the conceptual and theoretical basis of this research study. A theoretical framework offers the perspective from which a phenomenon is interpreted; in this case the strength-based approach as well as the transformative learning theory guided this participatory action research (PAR) study. The chapter also describes the origins and principles that underpin the theoretical frameworks. The conceptual framework investigated the need to develop and implement a practice to enhance a strong sense of wellbeing in a challenging school setting. The multidimensional concept of wellbeing is discussed. Consideration is given to elements that are globally employed to address the situation, as well as strategies used internationally and locally to address identified issues. Finally, a chapter summary is included.

2.2 THEORETICAL FRAMEWORKS

A theoretical framework is the guide that serves as the foundation from existing theories in the field of inquiry and constructs a new research inquiry (Osanloo & Grant, 2016). Thus, theoretical frameworks are specific theories or models about aspects of human endeavours. The strength-based and transformative learning theories are appropriate to conceptualise the enhancement of a strong sense of wellbeing of teachers, as the strength-based approach emphasises outcomes relating to the teachers' future set of strengths (Stoerker, 2020), and the transformative learning theory is about the transformation of the teachers that leads to a fundamental change in their thinking, actions, and feelings (Saleebey, 2013). The theories are clarified, the origins are discussed, and the perspectives of the approach and theory are elaborated on.

2.2.1 Strength-based approach

Strengths help individuals to cope with life, it is not a fixed personality quality and develops from a dynamic, contextual process deeply rooted in the person's values and principles (Smith, 2006). Strengths-based approach is holistic and multicomplex. A strength-based approach emphasizes an individual's autonomy and is acknowledged as a work practice theory (McCashen, 2010). Strength-based approach is holistic, providing individuals with the opportunity to attain their goals when they recognise and exploit their strengths, capabilities, and resources (Baron & Stanley, 2019). Saleebey (2006a, p. 10) defines strength-based

approach as an individual's "strengths based on three interrelated elements CPR where C stands for competence, capacities and courage, P means promise, possibilities and positive expectations, while R represents resilience, reserves and resources". Strength based practice as set out by Saleebey (2010, p. 1) is "everything you do as a helper will be based on facilitating the discovery and embellishment, exploration, and use of clients' strengths and resources in the service of helping them achieve their goals and realize their dreams".

One of the most pervasive approaches in both social work theory and practice emerged in the 1980s, and it is founded on the idea that people have latent abilities and qualities that may be developed with the right support. This method is relatively new, having its origins in the 1980s in the Department of Social Welfare at the Kansas University (Saleebey, 2008). The purpose of this method is to help people regain agency in their life by helping them identify and capitalize on their unique abilities (Hammond, 2010).

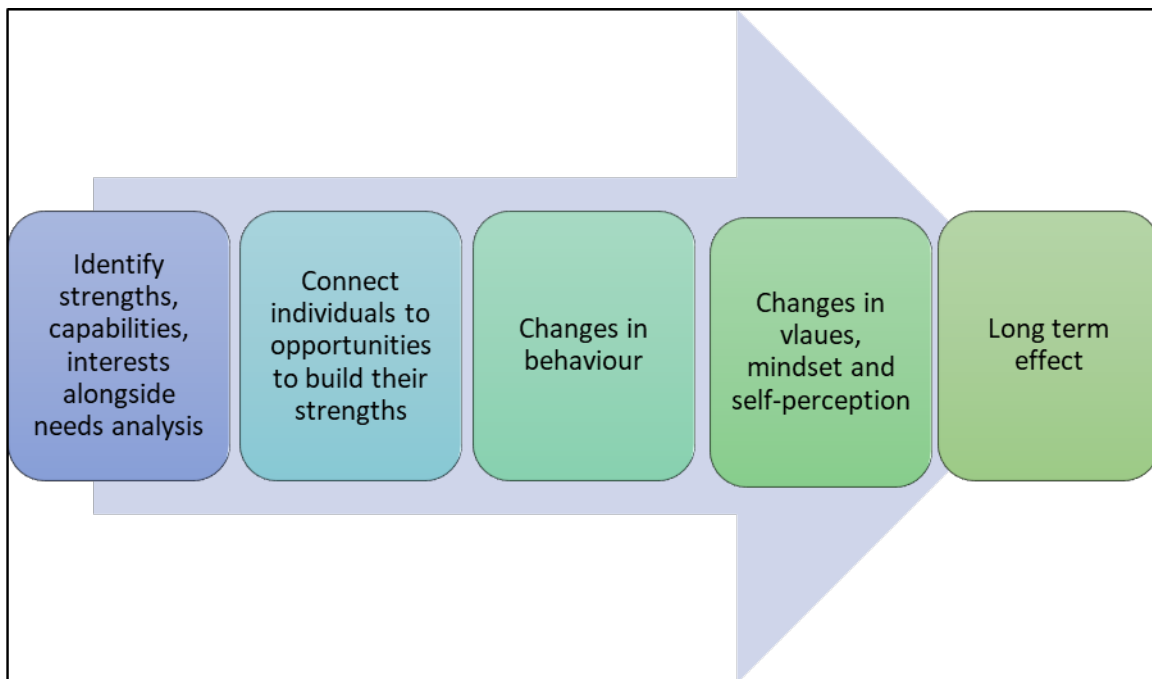


Figure 2-1: Components of the strength-based process

Figure 2-1 provides components related to the application of a strength-based approach. According to Cederbaum and Klusaritz, (2009) the attributes, qualities, interests, and goals of the individual are identified. The individual should be connected to various opportunities to reinforce or build the identified strengths. This will influence an individual's behaviour, values, mind-set, and self-perception to shift. These changes usually have a long-term effect on the life of the individual. Strengths-based approach directs how individuals are seen and focus on the way a normal day is approached (Hammond, 2010). Jordan et al. (2008) report

that strength-based approach is valuable in the enhancement of wellbeing. Researchers Rapp and Goscha (2006) and Sharry (2004) have developed perspectives that serve as underpinning for the strength-based approach. These are summarised by Hammond and Zimmerman (2010, p. 5):

- Everyone has attributes and qualities.
- Individuals have the potential to develop and grow. A person's potential for development and growth may be fostered and actualized in the correct setting and with the appropriate tools.
- Strengths and abilities drive personal development and transformation.
- Individuals know best about their own lives.
- The issue exists independently of the individual.
- As a result of being preoccupied with their difficulties, individuals may fail to recognize and value their own abilities and come up with effective solutions.
- Every person has a sincere desire to succeed.
- People are making the best decisions they can at this point considering what they know thus far.
- It is in every one of us to make a difference; that's our story.

Several perceptions are related to a strength-based approach such as empowerment, resilience, hope, partnership, ecological approach and meaning construction. These concepts are clarified in more detail below:

The phrase *empowerment* refers to both an action and a practice in which people use their own skills, abilities, and available resources. Achieving power of these means will help individuals take control of their own lives and resolve their difficulties (Pulla, 2017).

As a psychological term, *resilience* is defined as the ability to recover swiftly from adversity and adapt well to new environments (Stavraki & Karagianni, 2020). According to Gu and Day (2013) resilient teachers can adjust to changing situations and continue teaching.

That which is untested but feasible, is what *hope* is all about (Saleebey, 2000). But more specifically, it is about seeing oneself as an active participant in one's own life, capable of making positive changes and pursuing desirable goals. "There is no change without the dream, as there is no dream without hope" Paulo Freire argues in *Pedagogy of Hope* (1996, p. 91).

The term *partnership* is used to describe the collaborative nature of the strength-based approach, in which both the participant and the practitioner work together to identify, develop, and use the participant's unique set of strengths in pursuit of the participant's goals (Pulla, 2017).

The *ecological approach* combines individuals together with several surrounding contexts and provides a future research area. This approach identifies contextual factors and aspects, as well as the way those interact to influence an individual's actions (NASPA, 2004, p. 7). This approach defines the problems of individuals and study the behaviour of individuals in their environments (Adolph, 2019).

The term *meaning* is used to describe the significance that a person assigns to their work based on their own set of personal beliefs, views, values, and standards (Aksel et al., 2013). When employees appreciate the value of their work to both them and the organization, they are more invested in their work and its outcomes (Najafi et al., 2011). Giving employees a cause to care leads in enhanced job performance, a feeling of pride in one's work, and a deeper dedication to the organization's objectives (Najafi et al., 2011).

The strength-based approach as described above, is used in combination with a transformative learning theory as theoretical motivation to support this research study about facilitation of teachers' sense of wellbeing in a semi-urban primary school setting.

2.2.2 Transformative learning theory

In his definition of transformational learning, Mezirow (2003, p. 58) states: "learning that transforms problematic frames of reference - sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) - to assist individuals in being more accommodating, discerning, open, reflective, and adaptable to change on a personal level".

Transformative learning was introduced in 1978 in an article Perspective Transformation, published in Adult Education Quarterly (Mezirow, 2018). Mezirow (2018) developed a theory that emphasizes the transformation of our attitudes or beliefs. The transformative learning theory was based critical self-reflection and critical discourse (Kitchenham, 2008). Mezirow's early theory of transformative learning as seen in Figure 2-2 included influences form Kuhn's (1962) paradigm, Freire's (1970) conscientisation, and Habermas's (1971,1984) domains of learning.

Table 2-1: Influences on Mezirow’s transformative learning theory (Kitchenham, 2008 p. 106)

Influence	Transformative learning aspect
Kuhn (1962) paradigm	<ul style="list-style-type: none"> • Changing one's perspective • Reference point • Definition of perspective • Habit of mind.
Freire (1970) conscientisation	<ul style="list-style-type: none"> • Disorienting difficulties • Examining oneself with a careful perspective • Mental routine
Habermas (1971,1984) domains of learning	<ul style="list-style-type: none"> • Methods of Learning • Changing one's perspective • Principle of Importance • Sense of perspective

Mezirow (1981) identified significant features of transformative learning theory by stressing the transformative learning process, learning comes, and learning conditions.

2.2.2.1 Transformative learning process

Transformative learning can be slow or immediate, and it doesn't have to be huge learning experiences (Mills et al., 2019). The leaning process is identified by a change in perspective or shifting of the worldview of an individual (Mezirow & Taylor, 2009). The learning process is based on how individuals learn, built on evolutionary, recursive, and helix elements (Taylor, 1997). Prior learning is necessary in order to selectively create and describe one's intentions, perceptions, and emotions. Difficult situations are those in which one's established frameworks for making sense of the world are threatened to the point that they can no longer be used to make sense of one's experiences. These difficult situations may be the result of a personal crisis or an accumulation of external causes (Laros, 2017). Another action-focused element is used to critically analyse an individual's unexplored meaning structures and how these constructs are built when someone tries to express an idea, meaning from a disorienting dilemma (Mezirow, 1998). Its critical reflection can be distinguished according to its content object, process and antecedent (Lundgren and Poell, 2016); furthermore, it is also possible to distinguish a subject consisting solely of premises of the external world or of its own, the latter being an example of critical self-reflection (Mezirow, 1981, 1998). Communication occurs in a back-and-forth between at least two

people and is reinforced by self-reflection and criticism. Mezirow (2011, p.19) presents 10 phases of discourse, each of which corresponds to a form of the definition of meaning given below:

- During transformation, disorientating dilemma is the catalyst for perspective transformation.
- An introspection accompanied by feelings of guilt or shame.
- A critique of epistemic, social, or mental presumptions.
- Acknowledgement of one's discomfort and those participating in transformation planning, and that others have navigated a similar shift.
- Alternative roles, relationships, and actions to be taken are investigated.
- Formulating a plan of action.
- Getting the knowledge and skills needed to carry out a plan.
- Permission for venturing outside comfort zones.
- Development of expertise and self-assurance with different responsibilities and connections.
- Getting back into normal activities on the basis of criteria determined by one's perspective.

Next the learning outcomes associated with transformative learning are illuminated. The four classifications as set out by Mezirow (1991) are explained.

2.2.2.2 Learning outcomes

Learning outcomes relate to what individuals have learned during the learning process (Caspersen et al., 2014), it can also be described as the results of the learning process. Mezirow (1981) organises learning outcomes as influential, communicative, and transformative. Hoggan (2016) suggests that changes in individuals' worldview, behaviour and capacity are common learning outcomes that occur because of transformative learning processes. Mezirow (1991) explains that what gets transformed during transformative learning is the change in the individual's frame of reference or perspective of meaning. This learning outcome provides the context for making meaning and comprises cognitive, conative, and affective components (Goba, 2019).

Mezirow (1991) identifies four explicit desired outcomes during transformative learning. First, an appreciation and understanding for the diversity of people that can be achieved by fostering the engagement of real listening and respect within a group of people. Next, because individuals are confronted with both communities and differences, it is imperative

for them to feel a connection between one another that has the potential to increase empathy as an outcome. Thirdly, it is stated that the more individuals are involved in discourse, the more inclusive their perspective on different topics will become. Finally, opportunities are provided for reflection, time to process and engage with materials, time to critically and actively think about the new information, time to form new “deepened capacity for confidence, knowledge and gratitude” (GVI Africa, 2016).

Next the learning conditions that constitute learning conditions as associated with transformative learning (Mezirow, 1991) are explained.

2.2.2.3 Learning conditions

Learning conditions appear as perfect conditions of discourse and focus on how to best support learning (Mezirow, 1991). Mezirow (1994, p. 225) defines discourse as “a special kind of dialogue in which we focus on content and attempt to justify beliefs by giving and defending reason and by examining the evidence for and against competing viewpoints”. Achieving transformative learning conditions is challenging, because the discourse conditions overlap with various segments of transformative learning as well as latent learning outcomes. Franz (2005; 2010) identified additional, specific factors to best support transformative learning: conditions such as partner facilitation, purposeful work, and meaningful relationships are mentioned. The learning conditions are not easy to achieve (Rodriquez Aboytes & Bath, 2020). The authors define “learning conditions as the set of external and internal factors, such as the partner facilitation and openness to alternative perspectives, respectively, that influence the learner’s capacity to engage in a learning situation” (Rodriquez Aboytes & Bath, 2020, p. 995-996).

Figure 2-2 outlines experience, critical reflection, reflective discourse, and action as components of Mezirow’s transformative leaning theory. Experiences are the starting process of the transformation process. In this research the teachers experience a shift in their point of view. Their sense of wellbeing is a challenge that has to be resolved. They are permitted to maintain a record of their activities and then proceed with the procedure of transformation.

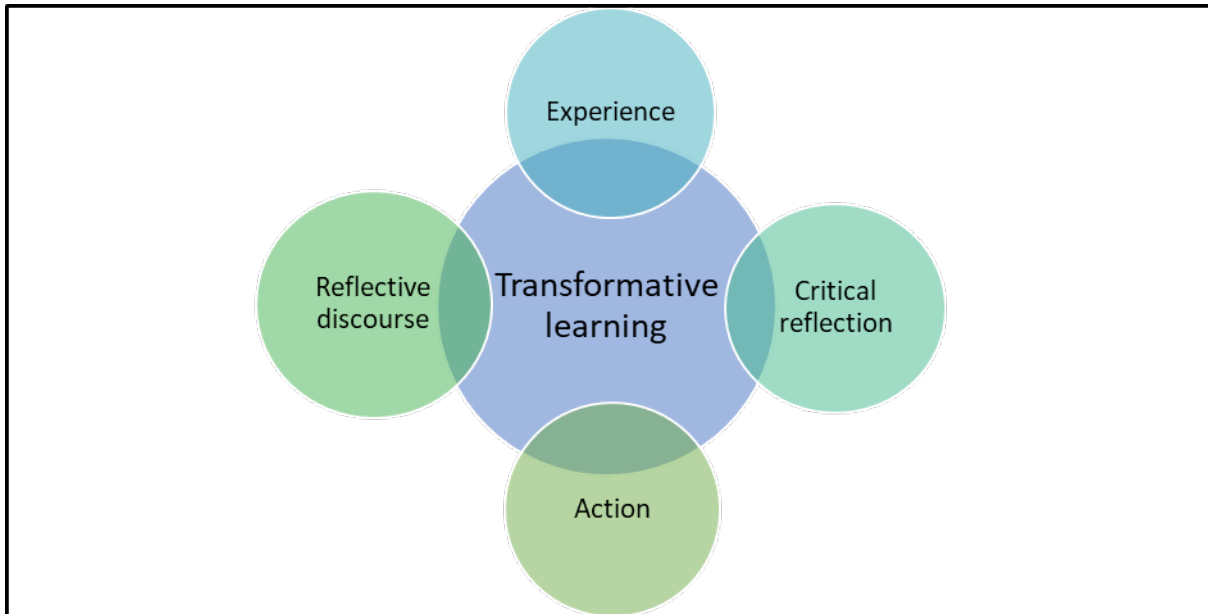


Figure 2-2: Four key components of transformative learning process.

The four key components as identified in figure 2-2 are expounded on next.

Experiences are the starting process of the transformation process, and an individual is provided with an opportunity to reflect on a topic that they are unaware of, and make purposeful choices (Valamis, 2021). In this research the teachers experience a shift in their point of view. Their sense of wellbeing is a challenge that needs to be addressed. They are allowed to track their experiences and then move through the process of transformation.

Critical reflection is a cognitive process to provide the individual with an opportunity to make meaning of the experiences (Bart, 2011). It helps them to understand themselves and have a better understanding of their own learning (Mezirow, 2018). Thinking critically about one's experiences is essential for perspective transformation. By going through this, one increases one's own sense of self-awareness and understanding (Valamis, 2021). The teacher reflects on what needs to be learned and why, and also identifies resources to self-reflect. Merriam (2017) states that critical reflection aims to teach the individuals to reconsider their beliefs and ideas and the impact thereof on their life and work.

Reflective discourse is seen as the dialogue devoted to the process of searching for shared understanding and evaluating an interpretation (Mezirow, 2001, p.10). This is the use of dialogue to find "a common understanding and assessment of the justification of an interpretation or belief" (Mezirow, 2001, p. 10). A person engages in discourse when they share their experience with others, such as friends, teachers and mentors in order to get clarity and maybe an informed solution (Cobb et al., 1997). This can happen through

participating in a knowledge process. The teachers deliberate their experience with the researcher and the co-researcher to develop clearer understanding and even knowledge solutions on facilitating their own wellbeing, applying reflective discourse process to deepen their understanding, and delivering solutions to their own problems. (Dumay, 2010; (Olubela & Oladimej, 2019).

Action reaches its end when the teachers implement what they have gained through experience of transformative learning path discourse, reflecting to a final learning stage, building confidence in their beliefs, and understanding, enabling them to make own decisions (Valamis, 2021). The action can be the construction of a learning article, a standardized operational procedure, or the use of many channels for learning. The key toward success in transformational learning is exploration as well as trying to understand all the changes (Mezirow, 2001).

Next the conceptual framework signifies the perceptions and concepts related to this research study and the relationships between these are correspondingly highlighted. Several relevant sources, such as theoretical literature and empirical investigations are applied in the conceptual framework that follows.

2.3 CONCEPTUAL FRAMEWORK

A conceptual framework refers to “the current version of the researcher’s map of the territory being investigated” (Miles & Huberman, 1984, p. 33). Merriam and Simpson, (2000, p. 10) discuss the review of the literature that has been done “to develop a conceptual framework or to explore a topical area for study” (Miles and Huberman, 1994, p. 22)

The goal for conceptual framework as a technique is for organizing and defining significant concepts and their relationships in a particular area of study. The literature review associated with this research focuses on wellbeing and specifically the wellbeing of teachers. Sense of wellbeing is clarified and needs to be designed and carried out to a practice to enhance wellbeing of teachers in a challenging school setting.

The conceptual framework serves as background for information to address the central research question that guides this PAR research study: *How can teachers use PAR to collaboratively develop and implement a practice to enhance a strong sense of well-being in a challenging semi-urban primary school setting?* In the context of this study, primary school teachers are experiencing challenges regarding their wellbeing, with high levels of stress and distress that can hinder their performance as teachers as well as their general functioning as human beings. Table 2-2 below shows empirical investigations that previously

were launched at national and international level in different contexts related to this research study.

Table 2-2: Research related to wellbeing within different contexts

Author(s) and title	Objective and methodology	Summary of findings
Cann, R. F., Riedel-Prabhakar, R., & Powell, D. (2020). A model of positive school leadership to improve teacher wellbeing.	<p>Aim: To examine teachers at an urban high school in New Zealand perceptions on certain leadership methods that had an influence on their wellbeing.</p> <p>Methodology: Qualitative research.</p>	<p>Findings: According to the findings, the study showed that teachers can only thrive when they have supportive connections with their leaders.</p>
Huan Song, H., Gu, Q., & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction.	<p>Aim: To explore the dynamic interaction between key aspects of teachers' subjective wellbeing: altruism and self-efficacy (psychological functioning) and work satisfaction and income satisfaction (cognitive dimension).</p> <p>Methodology: Mixed methods study</p>	<p>Findings: The study found that although teachers' judgement of the quality of life in their workplaces reflects the strengths of their altruistic values and their capacity to fulfil these values, such judgement is adversely moderated by their income satisfaction.</p>
Wessels, E. & Wood, L. (2019). Fostering teachers' experiences of well-being: A participatory action learning and action research approach.	<p>Aim: To work collaboratively with teachers to help them find ways to improve their experiences of well-being.</p> <p>Methodology: Participatory action learning and action research (PALAR) design.</p>	<p>Findings: Frequent, informal social contact with colleagues, coupled with explicit action to focus on positive emotions, could improve teachers' experiences of well-being.</p>
Turner, K, & Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning	<p>Aim: To explore teachers' perspectives on the effect of consciously using positive psychology strategies on their teaching practice and student learning.</p> <p>Methodology: Qualitative phenomenological approach.</p>	<p>Findings: The study found that when teachers intentionally use PERMA wellbeing strategies to support their wellbeing there were flow on effects in their teaching practice and student learning.</p>
Yoon-Suk Hwang, Y-S., Bartlett, B., Greben, M. & Hand, K. (2017). A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance.	<p>Aim: To report on developments in and implementations of mindfulness-based intervention research for in-service teachers, and the status of that research.</p> <p>Methodology: Systematic review.</p>	<p>Findings: (a) relatively few mindfulness-based intervention studies have been conducted, (b) interventions were provided primarily to enhance teacher wellbeing and teacher performance, (c) different definitions of mindfulness and components of practice were</p>

		incorporated into descriptions of mindfulness-based interventions, (d) intervention fidelity was rarely reported, and (e) researchers seldom used both direct and indirect measures of effects.
Jackson, L., Rothmann, S. & Van de Vijver, F. (2006). A model of work-related well-being for educators in South Africa.	<p>Aim: To assess the validity and internal consistency of constructs in a model of work-related well-being and to test a structural model of their relationships.</p> <p>Methodology: Quantitative survey.</p>	<p>Findings: A good fit was found for a model in which burnout (exhaustion and mental distance) mediated the relationship between job demands and ill-health, while work engagement (vigour and dedication) mediated the relationship between job resources and organizational commitment. Job resources contributed strongly to low burnout and high work engagement. These results suggest that both positive and negative aspects of work-related well-being (i.e., burnout and work engagement) can be integrated into one model.</p>

From Table 2.2 it is clear that there is no research which specifically addresses the sense of wellbeing which primary school teachers practise that enhances a strong sense of wellbeing in a challenging semi-urban primary school setting. Thus, a need was identified to conduct this investigation.

2.3.1 Wellbeing as concept

There is a plethora of research regarding teacher wellbeing in general (Flook et al., 2013), where despite an intensification in interest on wellbeing, most people find it hard to describe what it is (Soutter et al., 2014). Wellbeing is a term that is often used and applied widely but is rarely clearly defined. Regarding what defines wellbeing, there exists no general consensus upon a single definition, but researchers agree about the significance of the meaning and importance of the term, and that it is an ambiguous and controversial term without a unified definition (Clark & McGillivray, 2007; King et al., 2014). The researcher elaborates on various definitions and clarifications of wellbeing in the next section.

Oxford English Dictionary (2022) describes wellbeing as “the state of being comfortable, healthy or happy”. Wellbeing is described by Huppert (2017) as the conjunction of feeling well and doing well, including experiencing positive feelings such as happiness and satisfaction, as well as achieving one's potential, taking charge of one's life, having a purpose, and having positive connections. Oishi et al. (2007) and Diener (2012) agree that

wellbeing is linked to success at the professional, personal, and interpersonal levels, with people with high wellbeing exhibiting higher work productivity, more effective learning, increased creativity, more positive social behaviours, and relationships. Corbin and Pangrazi (2001, p.3) propose wellbeing to be “a multidimensional state of being describing the positive health of an individual”. The authors further explain that wellbeing amongst individuals involves an individual’s sense of wellbeing as beneficial in progressing them toward an improved quality of life.

The World Health Organization (2004 p. 12) broadly refers to wellbeing as a state "in which each individual realizes his or her own potential, is able to cope with normal stresses of life, is able to work productively and successfully, and is able to contribute to their communities". Wellbeing is a sense of overall experience of physical, mental, and social health and happiness. These characteristics, together with the ability to manage stress, may significantly enhance one's quality of life (Davis, 2019).

As a psychological construct, wellbeing has gone through many revisions and is still understood in multiple ways by different people (Banerjee & Ewing, 2004). Consensus can be reached that wellbeing at least includes satisfaction with life, fulfilment, and good functioning, as well as positive emotions such as contentment and happiness and the absence of negative ones such as sadness and anxiety (Ryff & Keyes, 1995; Diener, 2000; Frey & Stutzer, 2002).

Finally, the researcher adopts a definition created by the study group on wellbeing in underdeveloped nations, which states that “a state of being with others, which arises where human needs are met, where one can act meaningfully to pursue one’s goals and where one can enjoy a satisfactory quality of life” (Gough et al., 2007, p. 46).

In the next two sections wellbeing is scrutinised. First, wellbeing is explained with reference to the six dimensions of wellbeing (Strout, 2021) and secondly an alternative psychological conceptualisation of wellbeing is offered (Ryan & Deci, 2001; Waterman, 1993, 2008).

2.3.2 Dimensions of wellbeing

Unfortunately, wellbeing appears to be in decline globally, and improving your wellbeing may seem difficult if you do not have a strategy on what to do and how to do it (Davis, 2019). It is important to understand the major types of wellbeing before the sense of wellbeing of an individual can be identified. It is also a proactive process of being conscious and making decisions that will lead to a life that is more successful (Reyes, 2021). Numerous scholars from a vast array of disciplines have examined different dimensions of wellbeing. For this

research study the emphasis is on the following six major types of wellbeing (Myers et al., 2000; Strout & Howard, 2012; Strout et al., 2016). They are emotional, physical, vocational, intellectual, social, spiritual wellbeing as described Strout and Howard (2012) and below these different types of wellbeing will be discussed in more detail. Strout and Howard (2012) contend that the optimal wellbeing may be attained in six different ways. Maintaining and attaining wellbeing requires a harmony between the body, mind, and spirit, and each of these spheres plays an important role and is impacted by everyone (Wickramarathne, et al., 2020). Various wellbeing models that focus on dimensional features are currently offered, with each presenting an option to measure the different levels of wellbeing (Reyes, 2021). Dimensions are used to scrutinise wellbeing on various levels as presented in Figure 2-3.

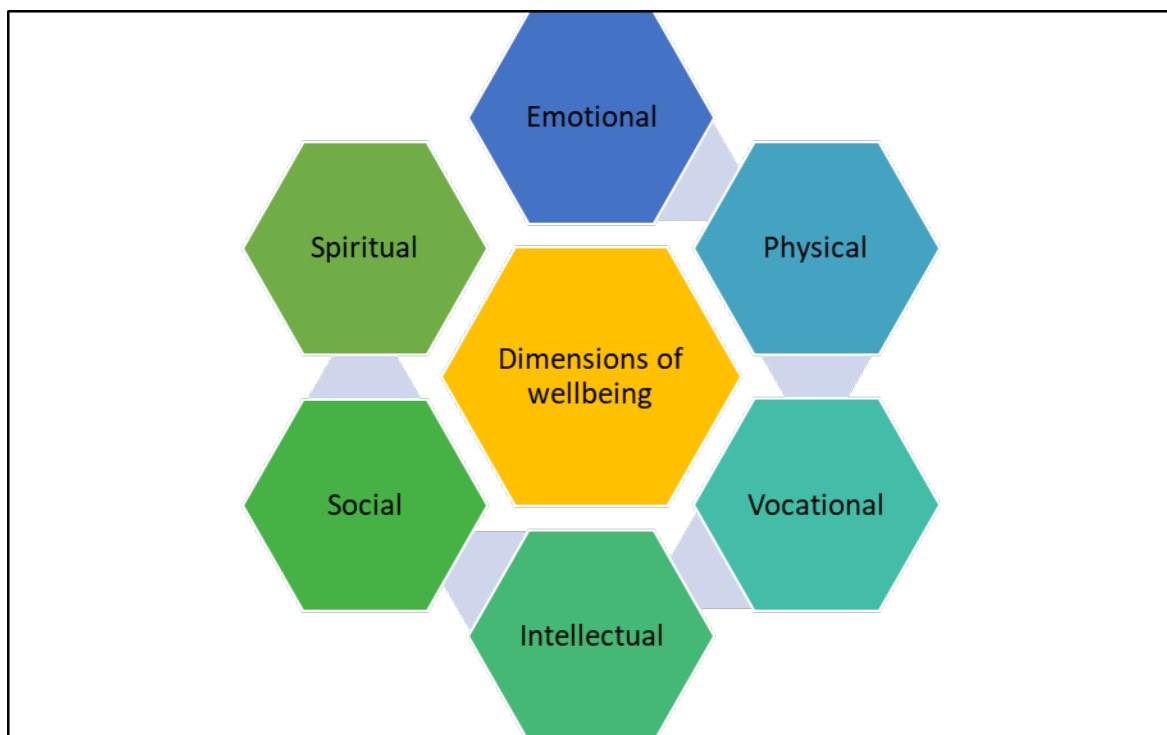


Figure 2-3: Dimensions of wellbeing (Strout & Howard, 2012)

An explanation and examples of application of the six dimensions of wellbeing are offered. Emotional, physical, vocational, intellectual, social, and spiritual wellbeing are discussed in more detail in the following sections.

2.3.2.1 Emotional wellbeing

Emotional wellbeing emphasises that an individual must be aware of positive experiences from the past, currently, and future views (Langeland, 2014). Emotional wellbeing is seen as the ability of an individual to be able to learn to cope with adversity, strengthen resistance, and cultivate happiness (Tugade & Fredrickson, 2007). It includes how effectively individuals

manage stressful situations, and is frequently revealed by the level of resilience, and mindfulness (Tugade & Fredrickson, 2007). To develop emotional wellbeing, emotional skills such as positivity, emotion regulation, and mindfulness need to be developed (Meyer & Turner, 2007). Emotional wellbeing can be founded jointly on the experience of feelings as well as the regulation of those feelings (Tamir et al., 2007). Learning and developing skills to cope with the diversity of circumstances that are encountered daily is imperative to deal with emotional facets of wellbeing (Strout et al., 2016). The capability to cope with stress, handle emotional challenges, and rapidly build up strength after disappointments diminish the level of emotional wellbeing (Reyes, 2021). Stoewen (2017) reports that emotional wellbeing emphasises the fact that an individual should understand and respect their own feelings, values, and attitudes. She explains the importance of dealing with one's own emotions in a positive manner to personally feel positive and passionate about life. Consequently, it is vital that teachers can recognise their individual "responsibility for life decisions and their outcomes with emotional stability and positively" (Strout et al., 2016).

2.3.2.2 Physical wellbeing

Physical wellbeing relates to a state of freedom of diseases and biological good health (MHM, 2015). It also can be described as the capability of a person to enhance their body's performance through adopting healthy lifestyle habits, now and in future (Bandura, 2004; Stoewen, 2017). Thus, to develop a personal physical wellbeing, it is important for us to have an individual understanding of what constitutes a healthy lifestyle and exercise regimen in order to put these ideas into practice (Story et al., 2009). Montoya and Summers (2021) opine that physical wellbeing is achieved by exercising, eating well, and sleeping well. The WHO (2001) acknowledges that an individual's physical wellbeing improves their standard of living. Other factors that can also influence physical wellbeing include character, quality of relationships with others, and the ability to maintain a good balance between family and work obligations. (WHO, 2001). The physical dimension of teachers' wellbeing involves doing something with your body and demonstrating enthusiasm (Kahn & Heaphy, 2013). Physical wellbeing is often overlooked by teachers who are too busy with their professional and personal lives (Montoya & Summers, 2021). Steward (1992) reports the correlation between emotional wellbeing and physical wellbeing, but also stated that it is that it is not the same as emotional health. Optimal wellbeing is met through a combination of regular exercise and healthy eating habits. Teachers with poor physical health are more likely to have mental health concerns (physical and mental illness), which affect attendance, relationships, and their capacity to serve learners (Johnson et al., 2005). Subsequently, teachers' performance is negatively affected, as well as their ability to teach learners. When teachers improve their

physical wellbeing, they feel better, and experience fewer diseases, and limit the number of health challenges experienced (Kwon, 2020).

2.3.2.3 Vocational wellbeing

Vocational wellbeing is the capacity to prepare and partake in one's work that provides personal gratification and improvement consistent with one's professional success, fulfilment, and satisfaction, by following one's passions and pursuing one's own unique set of interests and ideals (Stoewen, 2017). This type of wellbeing is concerned with an individual's daily work, and is measured by job satisfaction, job strain, and comparable factors (Reyes, 2021). Stoewen (2017) explains that individuals should use their unique skills and talents to work in such a manner that it leads to meaningful and rewarding outcomes. In agreement with this, Strout et al. (2016, p. 2) suggest that vocational wellbeing is "the ability to contribute unique skills to personally meaningful and rewarding paid or unpaid work". Individuals need to develop skills that can assist in the pursuit of values that matter to them (Rothmann, 2013). This is based on building professional skills of individual to reach their life goals, including living according to the individual principles and maintaining a balance in the working life (Myers, et al., 2000). High levels of vocational wellbeing support individuals to be focused, motivated and successful at work, if the high level of wellbeing is established the teachers' experience each day as meaningful, whether at work or personally (Fullen, 2019). Deci and Ryan (2011) and Rothmann (2013) report on the importance of the school setting to which teachers are rooted because of the vital function it plays in their vocational wellbeing. It is reported by Boshoff (2014) that overcrowded classrooms and limited resources are serious stressors faced by South African teachers, especially those in disadvantaged areas. Kinman et al. (2011) explain that teacher stress has a negative effect on their wellbeing, and such chronic stress is linked to anxiety disorder, depression, mood disorder or other mental health issues. It is unquestionably true that teachers play a significant and crucial role in their learners' lives, assisting them to achieve their educational goals. All of this can be achieved without any difficulty if the teacher experiences high levels of wellbeing (Colomeischi, 2017). It can be difficult for teachers to establish a healthy balance between professional and personal responsibilities due to evening athletic events, school community events, professional development, and lesson planning (Zee & Koomen, 2016). Colomeischi (2017) further indicates that the provision of quality education to all the children in a society is something teachers are held accountable for.

2.3.2.4 Intellectual wellbeing

Intellectual wellbeing refers to the “commitment to lifelong learning through continuous acquisition of skills and knowledge” (Strout et al., 2016, p. 2). Intellectual wellness means striving toward psychological wellbeing, sustained intellectual progress, and inventiveness in life. This can include intellectual wellbeing that means the pursuit of happiness, fulfilment, and success in all areas of one's life. There are several ways to do this, including continued learning, attending workshops, practising problem solving, improving verbal skills, keeping abreast of social and political issues, and reading records, magazines, and newspapers (Aquinas College, 2022). Stoewen (2017) opines that by enhancement of intellectual wellbeing, the individual sustains interest in gaining new knowledge and focuses positively on diverse academic challenges. In addition, she reports that an intellectually well teacher will cherish mental growth and participate in development of innovative views and understandings. Teachers with high levels of intellectual wellbeing usually have the capacity to solve problems, accept innovative ideas, think critically, explore unique situations, and pursue topics that are interesting (Stoewen, 2017). Accordingly, an intellectually well teacher will expand his or her knowledge and skills while realising the potential for sharing his or her talents and skills with learners (TCU Library, 2022).

2.3.2.5 Social wellbeing

Strout et al. (2016, p. 2) illuminate social wellbeing as the capacity to form and uphold positive relationships and connectedness to others. Social wellness is defined as the capacity to uphold a positive, productive community of people (MHMS, 2015). It also involves how individuals experience sense of social connectedness, competent, related, and liberated in circumstances that are important to them (Deci & Ryan, 2008). To develop social wellbeing in individuals, expressive abilities like appreciation, generosity, and communication need to be cultivated explicitly, making them feel interrelated to everything around them (Montoya & Summers, 2021). Social wellbeing is directly related to social abilities that make it simpler for people to develop good interactions with others, allowing them to feel least isolated, angry, or detached (Roffey, 2012). And by focusing on one another's strengths, we may learn to care more deeply about one another's experiences and grow in our own capacities for interpersonal connection, deep friendships, and resilience in the face of isolation (Roffey, 2012). Therefore, as set out by Montoya and Summers (2021), social wellbeing is the foundation for teachers, parents, and the community to interact and participate in ways that are based on mutual respect, interdependence, and cooperation. Teachers need to be conversant with ways for sustaining environments, strengthening communities, and fostering a culture of empathy, justice, and compassion. Having these

abilities makes individuals feel like they belong to a strong group of people who help each other and the world (Hofmeyer et al., 2020). When individuals cultivate societal wellbeing, they feel content because they feel like they contribute to something greater than themselves. Therefore, social wellness needs of teachers are best met by providing them with opportunities to socialize and interact outside of the workplace (Bauer et al., 2008)

2.3.2.6 *Spiritual wellbeing*

Spiritual wellbeing is based on purpose, value, and meaning in life with or without organised religion (Stoewen, 2017). Spiritual wellbeing gives individuals meaning and value in life to guide their life (Strout et al. (2016). Individuals with a high level of spiritual wellbeing will participate in spiritual activities that are in line with their beliefs and values (Stoewen, 2017). The authors Ward et al. (2022) explicate that spiritual wellbeing is a source of comfort, support and meaning. Jafari, et al. (2010) identify the value of a sense of belonging and factual interconnectedness, which leads to an enhancement of spiritual wellbeing. Thus, spiritual wellbeing should be understood against the contextual background of a “general, unstructured, personalised, and naturally occurring phenomenon, where a person seeks closeness and/or connectedness between him/herself and a higher power or purpose” (Joseph et al., 2017, p. 506). It assists teachers towards staying grounded as well as allowing them to keep their attention on what is significant in their lives (Adams et al., 2000).

In conclusion, for an individual to attain holistic wellbeing, they must make sure that all six dimensions of wellbeing are functioning to some extent. Wellbeing transpires when there is an equilibrium and stability between dimensions. It is crucial for teachers to maintain a good optimum health for a better quality of life; this can be enhanced by a good sense of one’s own wellbeing. The importance for teachers to have a good sense of wellbeing is associated with the dimensions of wellbeing. Sometimes it is challenging and demanding for an individual to understand how to develop the desirable wellbeing skills. Subsequently, everyone should improve their health to “subdue stress, lower the danger of illnesses, and assure pleasant relationships”. This can only be achieved when everyone takes care of their health (Reyes, 2021, p. 283).

Many researchers are assessing both the hedonic and eudaimonia approaches as an alternative theoretical foundation to explain wellbeing from a psychological stance.

2.2.3 An alternative conceptualisation of wellbeing

Positive conceptualisations of wellbeing have gained great interest over the years. Psychological research on wellbeing is derived from two distinct approaches, namely

hedonism (Ryan & Deci, 2001), and eudaimonism (Waterman, 1993, 2008). Various reasons are provided for these approaches. Anić and Tončić (2013) explain that those with both hedonia and eudaimonia present with higher levels of well-being, and as proposed by Huta (2017), those individuals with both hedonia and eudaimonia exhibit more accomplished well-being. Huta (2017) reports that individuals with only hedonic or only eudaimonic wellbeing demonstrate incomplete levels of wellbeing.

2.2.3.1 Hedonism

The hedonic conceptualisation of wellbeing emphasises pleasure and happiness (Ryan & Deci, 2001). Diener (2009) mentions that a hedonic approach suggests striving and feeling positive emotions such as enjoyment on the one side as well as the avoidance of negative effects on the other side. Hedonism is usually represented in tripartite model (Figure 2-4) of subjective wellbeing that comprises satisfaction of life, the absence of negative affect and the presence of positive affect (Diener et al., 1985). Diener (2022) explains that a person's subjective wellbeing is caused by internal factors (personality and outlook), a positive outlook on life, one's goals in harmony, and low neuroticism; and external factors (society in which they live), supportive friends, interest in work and extroverted personality. The hedonic approach emphasises a teacher's experience of work as enjoyable and fun (Turban & Wan, 2016).

Satisfaction with life is a cognitive, judgemental process, focusing on the individual's subjective assessment of attitude and feelings, from negative to positive of one's current outlook on life (Shahanz & Karim, 2014). Satisfaction with life can be determined by aspects like good income, high self-esteem and achieving one's goals (Diener, 2022), in other words, how optimistic one feels about the future as a whole based on one's current situation (Veenhoven, 2015, p. 6).

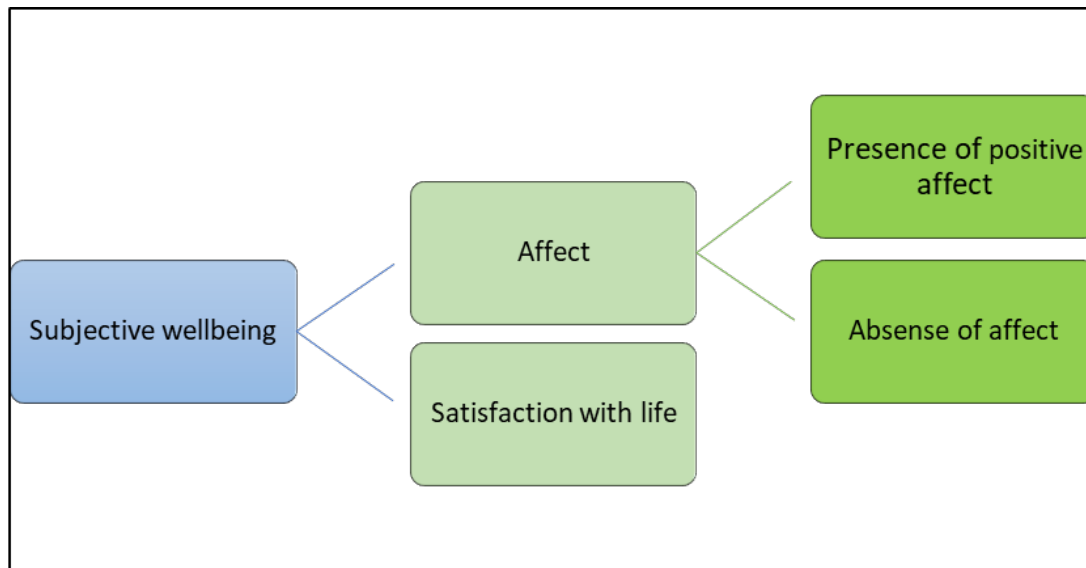


Figure 2-4: Subjective wellbeing (Diener, 1984).

One aspect of SWB that has been shown to have a positive correlation with life satisfaction in other areas of life is contentment with one's employment, or/and job satisfaction (Bowling et al., 2010). Presence of positive effect and absence of affect assess the affective component of subjective wellbeing and portray the variety of positive and negative emotions individuals experience in their lives (Busseri & Sadava, 2011; Tov & Diener, 2013). Presence of positive affect dimension indicates a person's pleasant emotional states, such as excitement, liveliness, and alertness (Medvedev & Landhuis, 2018). In contrast, absence of effect dimension signifies the extent to which negative emotions like hostility, hatred, fear, guilt, remorse, and worry are present in a person's life (Watson et al., 1988; Medvedev & Landhuis, 2018). Some psychological researchers focus on all three of these aspects when describing hedonic wellbeing with others only taking satisfaction with life into consideration.

2.2.3.2 Eudaimonism

Eudaimonism on the other hand is more concerned with maximum performance, reaching one's full potential (Lent, 2004). According to Waterman (2008, p. 42), eudaimonia is "a subjective state, refers to the sentiments present when one is progressing closer self-realization in terms of discovering one's different individual potentials and accomplishing one's aims in life." Furthermore, Ryan and Deci (2001) suggest that eudaimonia means making the most of one's abilities in all aspects of one's life. Delle Fave et al. (2011) on the other hand contemplate eudaimonia as current experiences and meaning making over time.

One of the most used eudaimonic wellbeing models by Ryff and Keyes (1995) is based on six elements: self-acceptance, positive relations with others, autonomy, environmental

mastery, purpose in life and personal growth. Alternatively, Ryan and Deci (2001) propose a model based on three basic psychological needs: autonomy, relatedness, and competence. It is noted that the satisfaction of the three basic needs fosters eudaimonic wellbeing rather than simply define wellbeing (Heintzelman, 2018). These two models overlap and emphasise the differences found within the approach regarding wellbeing. The six-element model is clarified in the next section.

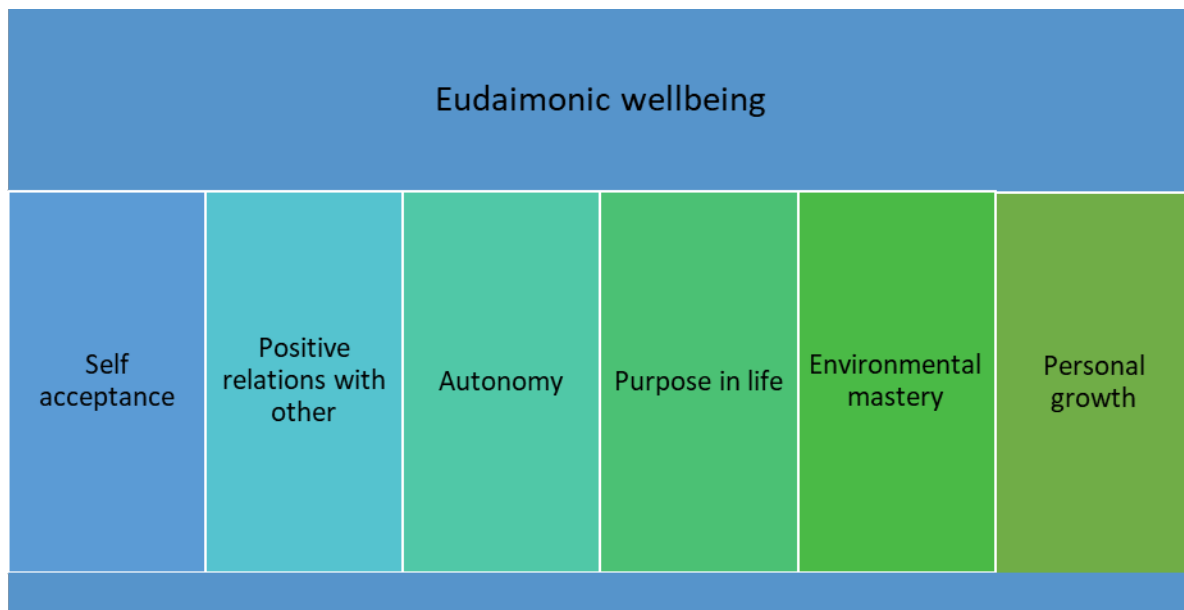


Figure 2-5: Ryff's model of eudaimonic wellbeing (Ryff, 1989)

Ryff and Singer (2008) explain that *self-acceptance* is a type of self-evaluation that involves awareness over time, including strengths and weaknesses. Self-acceptance as a dimension of the wellbeing model in figure 2-5 relates to a positive attitude toward oneself including good and bad capabilities and happy memories of the past (Bingöl & Batık, 2019). They furthermore state that self-acceptance does not necessary mean that you must “evaluate or judge yourself or others as a whole positively or negatively” (Bingöl & Batık, 2019, p.68). A realistic and subjective consciousness of an individual’s own strengths and weaknesses is seen as the foundation for self-acceptance (Hill et al., 2008).

Positive relations with others as defined by Ryff and Singer (2014) has the capacity for empathy and connectedness, trusting relationships, as well as having rewarded and trustworthy interactions with others: satisfying, trustworthy relationships; a genuine interest in the well-being of others; the capacity for high levels of empathy, tenderness, and closeness; an appreciation for the reciprocity inherent in human bonds (Sagone & De Caroli, 2014). WHO (2002) advocates for the value of social connections as an important social determinant of health throughout people’s lives. The concept is seen as part of a greater

system of variables that are stated as crucial elements of human wellbeing (Ryff et al., 2004). People who lack positive relations with others are believed to lack positive interpersonal connections which leads to relations of alienation and dissatisfaction in one's personal life. (Segrin & Rynes, 2009). On an individual and community level, social support networks, i.e., better support from families, friends, and communities, are one of the elements that influence health (WHO, 2002).

Autonomy is seen as a fundamental notion of wellbeing since it characterises the positive functioning of individuals based on their capacity to keep their identity in various settings and circumstances with resolve, determination, independence, and personal authority (De-Juanas et al., 2020). The concept of autonomy is conflated with that of independence, being an agent of one's own life, having confidence in one's own beliefs even if they are counter to the mainstream; having the ability to reject societal influences to think and behave in a specific manner; managing one's own behaviour internally; self-evaluation based on own criteria and the competence to make an educated, uncompelled choice (Ryan & Deci, 2011).

Purpose in life is the capacity to draw meaning from life's events and to have a feeling of intentionality and goal-directedness that motivates behaviour (Boyle et al., 2009). The term illustrates the trait-like inclination to take meaning from life events and to exhibit an intentionality and goal-directedness that governs behaviour: having life goals and a sense of perspective; having sentiments of significance for current and previous life; holding principles that give life meaning; having ambitions and purposes in life (Boyle et al., 2010).

Environmental mastery is defined by Ryff and Singer (2008) as the ability to successfully manage one's life and the surrounding environment and to monitor the living condition. This includes the ability to handle one's life and environment efficiently (Ryff & Keyes, 1995); a feeling of mastery and skill in controlling the environment; managing a diverse network of external activities; making efficient use of surrounding possibilities; being able to select or creating circumstances that are compatible with one's own wants and ideals (Fava & Tomba, 2009).

Personal growth is the pursuit of change, a greater understanding of oneself and the world, and improvement in one's chosen areas and dimensions of life (Smith & Diekmann, 2017). Boniwell (2012) contends that personal growth is related to self-awareness and having a feeling of accomplishment in attaining one's personal potentials; having new personal experiences that challenge how one thinks about themselves and the world-feeling of ongoing growth; seeing self as expanding and developing, being open to new experiences; observing improved performance in self and behaviour over time; modifying in ways that

reflect greater self-awareness and relevance (Boniwell, 2012). Teachers who have high levels of wellbeing function well (Nielsen et al., 2017).

2.2.4 Teacher wellbeing in schools

The teaching profession is completely different from other professions, with various typical characteristics. Butt and Retallick (2002) determine that a positive sense of wellbeing amongst teachers associates with sentiments of safety, worth, autonomy, and efficacy. Job satisfaction, self-efficacy, trust, and autonomy were identified by Aelterman et al. (2007) as important factors that determine teacher wellbeing in schools. Bakker and Oerlemans (2011) indicate that positive indicators of teacher wellbeing include job satisfaction, contentment in one's work, and work engagement. Negative indicators are work stressors and burnout. Furthermore, the wellbeing of teachers is directly related to the mastery of classroom management skills, their ability to control their emotions, and their ability to cope with stress (Iliško et al., 2020). The wellbeing of teachers who guide and develop learners seems to be significant. Thus, it is important for teachers to be happy and well-balanced at work, since it influences their performance at work as well as the wellbeing of their pupils (Paterson & Grantham, 2016). These typical characteristics of the teaching profession related to the teacher's wellbeing make it imperative to conceptualise teacher wellbeing.

2.2.4.1 Conceptualising teacher wellbeing

Dodge et al (2012) provide the most common framework for understanding factors involved in the transaction of teacher wellbeing. According to Dodge et al. (2012) teacher wellbeing is the ability to deal with difficult situations by balancing opposing internal and external pressures. They state that teaching is different from other professions and is frequently exposed to several government statutory mandates and revisions, making it a constantly shifting landscape. As a result, it is generally acknowledged that teacher wellbeing includes more than simply being able to execute tasks effectively, but also feeling great and enjoying what you're doing, why you're doing it, and how you're doing it (Dodge et al., 2012). Teacher wellbeing is a healthy emotional state that results from a balance of environmental circumstances on the one hand, and the requirements and expectations of teachers on the other (Yldrm, 2014). McCallum and Price (2016) suggest by avoiding fixed inclusiveness, the wellbeing of teachers might have negative consequences.

Teacher wellbeing is also characterised by a sense of personal professional satisfaction, pleasure, purposefulness, and delight that is developed through a collaborative effort with colleagues and students. (Acton & Glasgow, 2015). Aelterman et al. (2007, p. 286) outline

teacher wellbeing as a “positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand. “Wellbeing is reported as “diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change” (McCallum & Price, 2016, p. 17). It describes the personal aspect of wellbeing as valued on a personal level, as well as the concept's variable and positive aspects: personal, family, and societal perspectives; values, experiences, culture, possibilities, and environments are all respected and flexible as time and change pass. It is something we all strive towards, based on good ideas, but it is unique to each of us and gives us a feeling of who we are, which must be valued (McCallum & Price, 2016). Teacher wellbeing is transformed into teacher self-care but specified and controlled by the teaching context (Kruger, 2019). For this research study teacher wellbeing is conceptualised as a holistic concept that includes aspects related to a teachers' physical, social, cognitive, and emotional functioning.

2.2.4.2 Wellbeing of teachers globally

Globally teacher wellbeing is constantly under investigation. Wellbeing of teachers is a multidimensional concept; therefore, it can be discussed with reference to internal and external factors. A socio-cultural perspective proposes that a teacher exists within various, dynamic context levels, therefore it is imperative to focus on the individual, the interpersonal and the cultural when addressing the wellbeing of teachers (Tudge et al., 1994). Personal and school factors are identified by Aelterman et al. (2007). The authors explain that experience, gender, age, and employment status are possible personal factors; on the other hand, class sizes, workload, support from principal, mentoring and support for professional development are identified as school factors. Various studies (e.g., Kamil & Nor, 2014; Karakus et al., 2008; Munn et al., 1996; Briones & Touyz, 2010) have proposed that individual factors like age, gender, experiences and education level, professional factors such as teaching beliefs, practices and professional development and organisational factors related to workload, school resources, climate of the school, school management, and the environment of the classroom and collaboration between teachers are significant factors in relation to teacher wellbeing.

Skaalvik and Skaalvik (2016) propose that teachers who experience stress and burnout, will report a loss of satisfaction and a reduced sense of wellbeing. There are various other risk factors operating in dynamic ways. Beltman et al. (2011) identify various individual risk factors that affect teachers' wellbeing, for example negative self-beliefs and confidence, conflicts between personal beliefs and practice, and reluctance to seek help. Therefore,

Dakduki (2015) contends it is highly expedient to understand the effects associated with interpersonal teacher stressors as unpredictable and unforeseen events, community dynamics, educational reform policies, political and social transformation, global change, and location are a few of the challenges associated with the internal and external stressors that can affect the wellbeing of teachers.

Life satisfaction and personal happiness as well as healthy psychological functioning all impact on teacher wellbeing (Pietarinen et al., 2013). Teachers can display high psychological functioning when they have strong interpersonal interactions with other people, a feeling of autonomy and mastery, and prospects for professional and personal growth (Harding et al, 2019). The daily experiences of teachers in school are influenced by the school atmosphere. The senior management team develops and moulds the school's culture. Limiting teacher autonomy may have a detrimental impact on teacher wellbeing and performance (Gibbs & Miller, 2013). Glazzard and Rose (2019) opine that issues potentially affecting teacher wellbeing negatively in primary schools include under-resourced contexts, stress, emotional demands, job satisfaction and facing numerous other challenges within their workplace. Glazzard and Rose (2019) are of the opinion that many teachers feel disadvantaged in their work context.

Despite widespread agreement that teachers' wellbeing is in crisis, most studies on teacher wellness have concentrated on how to address individual instructors' needs for coping with stress and burnout rather than fostering overall health and happiness (Roffey 2012). Most international studies on educators' wellbeing have focused on deficiency models and the ailing educator, as opposed to what can be done to improve teachers' health and happiness (Waters & White, 2015). Teachers' resilience, health, and ability for growth are all negatively impacted by weariness as well as by the emotional and social strains of the profession (Parker et al., 2012). Seligman (2011) promotes the evolution of not only individual but collective wellbeing, extending into society. There is rising evidence that highlights key resources and requirements that affect educators' wellbeing on the job. Several nations throughout the world have been studied for their experiences with quantitative overload, student misbehaviour, time strain, role stress, and low student motivation (Bermejo-Toro et al., 2016; Dicke et al., 2018; Skaalvik & Skaalvik 2016; Van Tonder & Fourie, 2015). The wellbeing of teachers should be top priority for schools, districts, countries, and societies.

Street et al., (2018) express the opinion that one of the main challenges of developing teacher wellbeing is supporting the psychological complex system in schools. School systems can be full of contradictions by teaching individual wellbeing strategies

According to Street et al. (2018), enhancing the school's psychological complex system is a significant barrier to improving teachers' wellbeing. Contradictions abound in the educational system, which may instruct individuals on ways to improve their own wellbeing yet continue overcrowding the curriculum and placing excessive demands requiring too much from teachers. Grenville-Cleave and Boniwell (2012) report that teachers rate their own wellbeing much lower than those in other professions including medical, social work, finance, and human resources. High levels of stress are a major contributor to teacher turnover since they are associated with lower self-esteem, emotional tiredness, lack of enthusiasm, and dissatisfaction with one's work (McCarthy et al. 2014). Teachers may get burnout if their psychological, somatic, and mental depletion from extreme and persistent stress is not controlled (Hattie & Yates, 2014).

When teachers are overworked and stressed out, student learning suffers because they no longer have the energy to concentrate on the classroom (Hattie & Yates 2014). According to the phrase "well teachers promote well students" a teacher's happiness may have a positive impact on their students' happiness and academic success (McCallum & Price 2010, p. 20). To put it simply, teachers have a significant and favourable effect on their students' academic progress, motivation, feeling of community, and overall success (Hattie & Yates 2014). Wang et al. (2017) and Koenig et al. (2017) report that teacher burnout and lack of wellbeing has increased over the past decade in the United States. Burnout is caused by excessive job demands and a lack of resources to cope with these (Lauermann & Konig, 2016), Teacher retention rates have risen dramatically in North America over the past 40 years (Wang et al., 2017). Teachers in European countries such as the UK and USA have trust in their abilities, revealing higher levels of positive emotions such as pride in work and commitment to the profession, and lower levels of negative emotions including stress, individual exhaustion, social withdrawal, and burnout (Cansoy et al., 2020). Teacher retention due to wellbeing issues has been a difficult occurrence not only in many other education systems globally but also in the South African education system (Naseem & Salman, 2015).

2.2.4.3 Wellbeing of South African teachers

Teacher wellbeing is critical for accomplishing long-term social transformation, which is desperately needed in South African educational institutions and society (Van Tonder & Fourie, 2015). However, if teachers' wellbeing is marginalized, a situation may occur in which a critical agent for accomplishing long-term societal reform is ill-prepared to participate in such a process (Johnson & Down, 2013). A major issue that has to be addressed in most South African schools is the provision and safeguarding of teachers' wellbeing in schools

(Statistics South Africa, 2015). As the country's educational system evolves, so too are the demands placed on teachers evolving Johnson and Down (2013) opine that the demands on schools and teachers are growing increasingly complicated. Daniels and Strauss (2010) contend that possible variables influencing teacher wellbeing might be the consequence of internal and external pressures experienced through everyday associated challenges on emotional, physical, and social level. Based on recent research, employees who feel underpaid and mistreated may contemplate quitting their positions to pursue other opportunities (Calitz, et al., 2014). Teachers' work satisfaction is significant, especially at the secondary school level. The importance of secondary education cannot be overemphasized. It is critical to equip teachers with the resources they require for them to be content with the conditions of their jobs. Teachers' performance will improve only if they are happy in their work. The researchers witnessed multiple school inspections, on-site monitoring and support visits, evaluation of school papers, school records, attendance registers, and leave record books that at least three instructors turned in each week (Calitz et al., 2014). There were also red lines against the names of teachers in the attendance registers, signifying absences, or tardiness. Teachers frequently express concern that their job security is not assured these days. Many new teachers were hired on a contract basis. At the time of the investigation, some of them had been on the list of temporary teachers for as long as ten years.

Teacher wellbeing is a major priority in South Africa, with many challenges to conquer and mend (Statistics South Africa, 2020). Based on Statistics South Africa, 2020, South Africa is the second most stressed country in the world. South African educators are now dealing with the following stressors: uninvolved parents, inadequate learner discipline, a lack of learner motivation, learners' bad attitudes toward them, and various changes both within and outside the school (Hansen et al., 2015). As the demand on educators and schools increases, so does the incidence of stress in the teaching profession (Kidger et al. 2012).

The challenges that educators face in South Africa are increasing because of their working conditions, which in turn affect teachers' enthusiasm for their job (Taket et al., 2012). Most classrooms are overcrowded and under-resourced. Although policy suggests a teacher to learner ratio of 1:40 teachers, particularly rural areas, deal with ratios greater than 1:50 (Department of Education, 1998 DEB, 2011). Furthermore, overcrowded classrooms, teachers must cater for a wide-ranging variety of learners with various psychosocial needs, stemming from adversities that link to their socioeconomic environment (Taket et al, 2012). South Africa's rural student population is disproportionately disadvantaged compared to rural student populations in other countries (Mansfield et al., 2018). The state of education in

South Africa is hampered by a number of social and economic factors, including but not limited to poverty; high unemployment; criminality; and inadequate public health services (Mansfield et al., 2018). If teachers' wellbeing is not improved, then teachers will not be better prepared because teachers' wellbeing is directly related to their ability to do their jobs as supportive, caring educators and to overcome the challenges they face on the job (Schaumberg & Flynn, 2017). These can stretch teachers as individuals on an emotional, physical, and social level (Okeke & Dlamini, 2013), negatively unbalancing their experiences of sense of wellbeing.

It is important for teachers to be happy and well-balanced at work, since it influences their performance at work as well as the wellbeing of their pupils (Jackson & Rothmann, 2006). For example, in South African public schools, most teachers are highly stressed, have heavy workloads, have high expectations for students' academic achievements, and are under pressure to continue their education.

According to Theron (2018) teachers' wellbeing is to a large extent influenced by the environment of the schools in which they work. Overcrowded and congested classrooms and limited resources are serious stressors faced by South African teachers, especially those in disadvantaged areas. Such challenges affect the teacher's psychological and emotional wellbeing, including job satisfaction (Boshoff, 2014). It has often been found that teachers' stress has significant negative effects on wellbeing, and chronic stress is linked to mood disorders, anxiety disorders, and other mental health issues.

Aldridge and McChesney (2018) contend that teachers in South Africa are experiencing rising levels of stress due to factors including higher workloads and decreased job satisfaction. As reported by Vazi et al. (2013), increased amounts of job strain sentiments and low levels of wellbeing are associated with work pressure, role problems like lack of organizational support, and the occurrence of relationship conflict and ambiguity, particularly in the area of burnout syndrome, which in itself is closely related to stress.

Economic and financial wellbeing are directly correlated with satisfaction with one's financial position (Ferrer, 2017). Among African countries such as Zimbabwe and South Africa, public school teachers are confronted with black tax which refers to the tradition of supporting other relatives in an employed family member's absence (Taylor, 2019). There is also a demand for so-called luxury items as well, which suggests that the expectation for family support can exceed the family's capacity to provide, regardless of how much they earn. Thus, teachers earning moderate salaries cannot enjoy true financial freedom (Dehaloo, 2011). Therefore, many teachers face long-term financial stress. There is a strong link between low financial

wellbeing and psychological and physical health, reduced confidence and productivity at work, and an increase in absenteeism, delays, and inability to focus (Wessels & Woods, 2019).

2.2.5 Teachers' sense of wellbeing

Acton and Glasgow (2015, p. 101) describe teacher sense of wellbeing as "a feeling of personal and professional fulfilment, pleasure, purposefulness, and happiness, formed in a collaborative process with colleagues and learners,". Teachers that maintain a sense of wellbeing will be "able to live life and manage its challenges with a sense of joy, balance, stability, and satisfaction, regardless of external conditions" (Plisková, 2021, p. 1). Kamil and Nor (2014) report that a teacher's sense of wellbeing is mainly formed by organisational features, with the most dominant factors being school climate, feedback and assessment, collaboration with colleagues and the classroom climate. This is supported by Viac and Fraser (2020) as they summarise organisational factors as those elements that directly deal with a specific context (e.g., school and/or classrooms). It can be concluded that the school's culture, ethos, and setting have a significant impact on teachers' sense of wellbeing. Kamil and Nor (2014) found that teachers' professional features influencing the teacher sense of wellbeing with personal characteristics have a very small effect. It is suggested that teachers with a poor sense of wellbeing may have a lower belief in their ability to support learners' wellbeing and mental health (Gibbs & Miller, 2013), especially if they are battling with their own wellbeing. As proposed by Kinman et al. (2011), the main source of teachers' strong sense of wellbeing is their connections with learners. Teacher wellbeing and teacher-learner interactions are very closely linked. Teachers are crucial and play a key role in students' development since it is their responsibility to stimulate students' interests and encourage them to study (Viac & Fraser, 2020). Aldridge and McChesney (2018) have found that teacher-learner connection is significant for both primary and secondary school teachers, with primary school teachers having more emotionally intensive connections than secondary school teachers. Positive teacher-learner connections are the most gratifying and increase the teachers' sense of wellbeing (Glazzard & Rose, 2019). These connections support learners and teachers to feel more connected to their school and foster a strong sense of wellbeing among teachers (Harding et al., 2019). The level of the teacher-learners connections is imperative not only for the learners but also for teachers to foster a strong sense of wellbeing amongst teachers (Plisková, 2021). She furthermore reports that apart from teacher-learner connections and interactions, several other aspects impact teachers' sense of wellbeing such as the teacher's personality, gender, emotional characteristics, self-efficacy in classroom management and support systems available to teachers. A strong

sense of wellbeing is associated with professional, personal, and interpersonal success (Oishi et al., 2007). Huppert (2013) explains that individuals who have a strong sense of their own wellbeing display better efficiency in the workplace, more pro-social behaviours, and positive relationships.

To get a better understanding of an individual's sense of wellbeing, the model as set out by Dodge et al. (2012, p 230) is adapted and conferred for the purpose of this research study. As seen in Figure 2-6 the model focuses on three areas; the awareness of an established point for wellbeing; the certainty of a healthy balance and the continuous shifting between challenges and resources. All individuals aim to return to an established point for wellbeing in their day-to-day lives (Headey & Wearing, 1992). Getting to that point of balance (Cummins, 2010) necessitates a strong sense of wellbeing. The daily shifting between resources and challenges relates to the concept of Nakamura and Csikszentmihalyi's (2002, p. 90) that the flow that includes a perceived opportunity or challenge that "stretch[es] existing skills; a sense that one is engaging challenges at a level appropriate to one's capacities and clear aims on immediate feedback about the progress that is being made." During the process of flow, a strong sense of one's own wellbeing contribute to better control over one's actions, as well as the manner to deal with the circumstances since one "knows how to respond to whatever happens next" (Nakamura & Csikszentmihalyi (2002, p. 90).

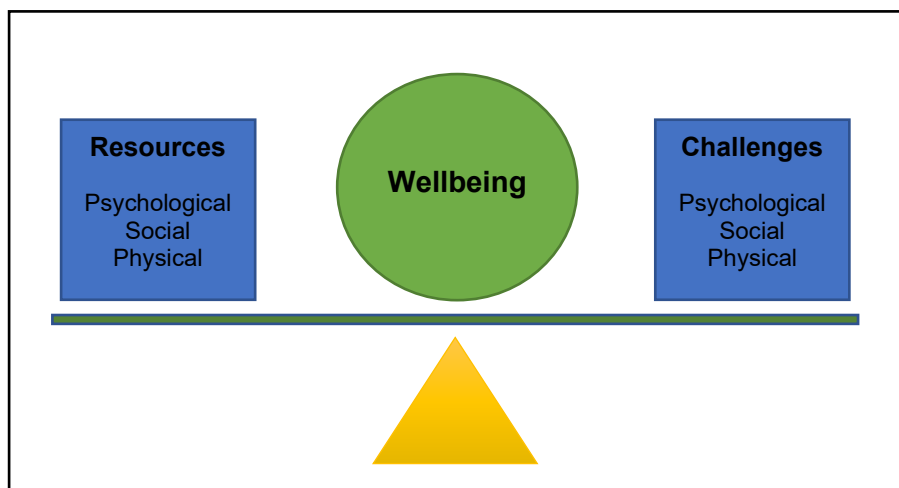


Figure 2-6: Wellbeing model (Dodge et al., 2012)

It can be concluded that this is a continuous shifting from one side to another, forcing the individual to continuously adapt their resources to meet the challenges (Kloep et al., 2009). A teacher with a strong sense of wellbeing is aware of their psychological, social, and physical resources to be to handle a specific psychological, social and/or physical challenge. High levels of wellbeing regulate the sense of wellbeing of the teachers, and it is reported

that it assists in stabilising the functioning and enhances commitment of the teacher (Creemers & Reezigt, 1996). It is often assumed that personal interactions with learners provide teachers with internal pleasures and give meaning to their profession (Van Veen & Slegers, 2006). It is evident that teachers' emotional investment is required for the development of caring relationships with their students. One of the main reasons and motivation of teaching is the personal ties and strong relationship that may be made with students (Spilt et al., 2011). From the explanation of diverse concepts that are related to wellbeing and sense of wellbeing it is possible to derive the assumption that teachers' sense of wellbeing is a dynamic component in maintaining teachers' wellbeing within a challenging school setting.

2.4 SUMMARY

In chapter 2 the theoretical frameworks and conceptual framework are presented. The strength-based theory is discussed in detail and includes the components of the strength-based process. The perspectives of a strength-based theory are presented, and relevant concepts associated with strength-based approach including empowerment, resilience, hope, partnership, ecological approach and meaning construction are explained. The transformative learning theory is outlined by focusing on the learning process, learning outcomes, and learning conditions. Experience, critical reflection, reflective discourse, and action are discussed as components of the transformative learning theory. The conceptual framework emphasises literature to address the central research question that guides this PAR research study: *How can teachers use PAR to collaboratively develop and implement a practice to enhance a strong sense of wellbeing in a challenging semi-urban primary school setting?* Wellbeing as multidimensional concept is clarified and defined, followed by an in-depth discussion of wellbeing concentrating on the six dimensions approach and the psychological conceptualisation of wellbeing. An overview is offered associated with teacher wellbeing in schools, and a working model of wellbeing is presented before the chapter is concluded with an explanation and discussion of teachers' sense of wellbeing. Chapter 3 focuses on PAR as a methodology and elaborates on the methods used to generate data for this research study.

CHAPTER 3

PAR methodology and methods

3.1 INTRODUCTION

With chapter three, the research design of the present research study is introduced. An outline is given of the particulars of the research design espoused for this study, the specifics of the research design and methodology that were followed are discussed to answer the main research questions. The objective of the research study is to utilise participatory action research to enhance teachers' sense of wellbeing in a semi-urban area. A participatory action research (PAR) design provided the setting for the participants (teachers) to contribute their knowledge about their sense of wellbeing in a school setting. This chapter summarise the paradigm, research design, quality criteria and trustworthiness and concluded with ethical considerations that relate to PAR.

3.2 HISTORICAL EVOLUTION OF PAR

The evolution of PAR was inspired by several actors globally and shaped by several social justice movements (Fals Borda, 1977; Freire, 1970; Hall 1975; Gaventa & Horton, 1981; Park, 1999; 2006). Mcguire (1987) describes three movements that shaped PAR which included the post-colonial re-conceptualization of international development assistance (Frank, 1973; Furtato, 1973); the reframing of adult education as an empowering alternative to banking education (Freire, 1970; Nyerere, 1969) and critiques of positivist social science research and its claim to supposedly value-free knowledge. Participatory action research (PAR) emerged from both social action research and emancipatory philosophy developed by northern and southern traditions (Macaulay, 2017). From the Northern traditions, Lewin (1946) conceptualizes PAR as a continuous cycle of inquiry, action, and evaluations, undertaken with or by those marginalized populations, and his work has been used by other researchers and scholars within a variety of action research practices (Hopper, 2006; Koch & Kralik, 2006; Noffke & Somekh, 2011; Sagor, 1992). This practice of inquiry promotes empowerment and social equity. The latter traditions interrogate the value of research and education in relation to political power and oppression. Freire (1970) contends that individuals are not empty vessels but rather objects of inquiry. Those individuals are full participants in inquiry with the ability to determine their own needs to improve their own livelihoods. By the 1980s, various agencies such as Centres for Disease Control and Prevention (CDC) and other health administration services adopted participatory research within the public health and health promotions. These various organisations adopted a

community-based participatory approach to research and evaluations of research. From early 1990s researchers have outlined eight key components of participatory research with communities (Israel et al., 1998). In the early 2000s participatory research was largely promoted by the US Institute of Medicine (also known as National Academy of Medicine) and has furthered an increasing acknowledgement in many countries. Participatory research has been utilized to strengthen relationship between academic and their study communities, enabling researchers to answer relevant questions (Macaulay, 2017).

3.3 CLARIFICATION OF THE CONCEPT PAR

There is multiplicity in the meaning of PAR; the literature uses descriptors like *participatory research*, *action research*, and *participatory action research* to identify this research approach (McTaggart, 1991, p. 169). Next, various definitions as presented over the past decades are presented.

Table 3-1: Definitions of PAR

Authors	Definition
Attwood (1997)	Explains that PAR’s philosophy embodies “the concept that people have a right to determine their own development and recognise the need for local people to participate meaningfully in the process of analysing their own solution, over which they have (or share, as some would state) power and control, in order to lead to a sustainable development” (p. 2)
Coghlan and Brydon-Miller (2014)	Action research is a term that is used to describe a family of related approaches that integrate theory and action with a goal of addressing important organizational, community, and social issues together with those who experience them. This approach focuses on the creation of areas for collaborative learning and the design, enactment, and evaluation of liberation actions through combining action and research, reflection, and action in an ongoing cycle of cogenerate knowledge.
Gillis and Jackson (2002)	PAR is considered a subset of action research, that entails a “systemic collection and analysis of data for the purpose of acting and making change” by generating practical knowledge (p. 264).
Maguire (1987)	PAR is described as a “method of social investigation of problems, involving the participation of oppressed and ordinary people in problem posing and solving” (p. 29).
McTaggart (1991)	PAR developed as a “means for improving and informing social, economic, and cultural practice” which “in principle is a group of activities” whereby individuals with differing power, status, and influence, collaborate in relation to a thematic concern (p. 169).
Reason and Bradbury (2008)	PAR is considered as a process focused on development of practical knowledge, mindful human values. Authors describe that action research seeks to bring together action and reflection, theory and

	practice, participation with others, to achieve practical solutions to issues that affect people and enabling communities to flourish.
Kneebone and Wadsworth (1998)	Further added to the definition of PAR by incorporating the reflection of historical, political, economic, and geographic contexts to make sense of issues and experiences requiring action for changing or improving a situation. PAR is not only research that is followed by action; it is action that is researched, changed, and re-researched within the research process by the participants.
Whyte (1989 &1991)	PAR defined as form of research whereby people of an organization and community within the study actively participate throughout the research process from initial design to the final presentation of results and discussion of their action implications

From the explanations above it is clear there are many authors who define PAR as a research concept, and in the end all definitions fundamentally present the same process. Taking the different definitions into consideration there are some key aspects and overlapping features and consistencies that can be derived pertaining to PAR. The most common feature of PAR approach is working with marginalised, oppressed, and vulnerable communities to bring change and social justice. PAR approach focuses on working collaboratively with organization, people and community being studied. This collaboration enables researchers to empower study communities and redistribute power between stakeholders and community members. The PAR approach allows communities to recommend appropriate and practical solutions to the identified problem, and thus enables a generation of knowledge from various stakeholders.

3.4 OPERATIONAL VALUES OF PAR

There are several implicit values that permeate the PAR process (McTaggart, 1991). In this research study the following emerged as operating values.

3.4.1 Power sharing

McTaggart (1991) posits that true participation refers to “sharing in the way research is conceptualised, practised, and brought to bear on the life-world” (p. 169) implying “shared power over resources, decisions, actions, events, and activities” (White et al., 2004, p. 8). Both researcher and co-researchers must work together during the entire study, from conceptualization to the execution of action steps. Researchers need to give up their old rights and privileges to achieve this properly.

3.4.2 Maximum involvement

Maximum involvement necessarily implies shared responsibility and relates to joint decision-making. Watters et al. (2010, p. 5) are of the opinion that PAR motivates the same contribution of the researcher and co-researchers. This helps them to attain a shared goal and to work in the direction of a joint vision, the co-researcher will be involved as much as possible in the design, management, execution, and conclusion of the study.

3.4.3 Informed decision-making

The key to successful PAR research process is an informed group of co-researchers (Danley & Ellison, 1999). An informed set of co-researchers is essential for an effective PAR outcome. When the decision makers (co-researchers) have insufficient information on which to base their informed discussions, it becomes unrealistic to expect collaboration when completing research study. The teachers in this study were made aware of the study goal and provided with bases of the research process.

3.4.4 Mutual respect for experience and expertise

Mutual respect is found between the two key stakeholders in the research process, the researcher and co-researcher, as each adds in a unique and substantial manner (McTaggart, 1991). The collaboration amongst the researcher and co-researchers should be identified by common respect among all stakeholders, regardless of their area of expertise. Co-researchers should be provided with opportunities to interact with other members and contribute about their experience on similar matters. Hill et al. (1997) report that shared perspectives among the participants are created through dialogue. Gender and race commonalities are not the producers of knowledge since knowledge is the product of interaction.

3.5 PHILOSOPHICAL UNDERPINNING OF PAR

The term paradigm is defined as a researcher's worldview (Mackenzie & Knipe, 2006). The "worldview is the perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data" (Khatri, 2020, p. 1435). Or, as Lather (1986) explains in Khatai (2020, p. 1436), a "research paradigm inherently reflects the researcher's beliefs about the world that they live in and want to live in. It constitutes the abstract beliefs and principles that shape how researchers see the world, and how they interpret and act within that world". This philosophical worldview concentrates on the needs of groups and individuals in our society that may be marginalized or disenfranchised (Wallace, 2007). The research paradigm underpinning this research study is critical transformative theory.

3.5.1 Critical transformative theory

A transformative paradigm considers the importance of the lives and experiences of marginalized groups, such as women, ethnic/racial minorities, people with disabilities, and those who are poor as proposed by Mertens (1999). Critical theory seeks to “create actual change from theoretical development, rather than seeking prediction and control, or explanation and understanding” (Gall et al., 1996, p. 592). Critical theory (Mumby, 1997) is a school of thought that focuses on the relationships between power, knowledge, and identity in society. It is a way of understanding the world and the ways in which people act, think, and feel to change society and improve the lives of others. The intent behind a critical theoretical perspective is to help empower those whose worldviews have not found equality in social contexts (Lakomski & Evers, 2010). Critical theory recognises the importance of localised context when examining social change (Kemmis et al., 2014). Through critical theory, one can better understand the ways in which power operates in society and the ways in which people act to change it (Kincheloe & McLaren, 2011). This has led to participatory action research, which is a way of conducting research that involves the people being studied in the research process.

In this research study the issue of concern is the sense of teachers’ wellbeing. This is an attempt to conduct research with and for the wellbeing of teachers involved in the study. From a critical theory methodology perspective (Rush et al., 2010; Bohman, 2012) this research study attempts to get a perspective of the sense of teachers’ wellbeing in a semi-urban area and question the notion of “stress” and the label of “burnouts” that the teachers are compelled to accept in their own setting. This research study therefore seeks to collaborate and address issues which are “traditionally marginalised, oppressed...” (Mooney & Nolan, 2006 p. 243) by attempting to provide guidelines to nurture and bring positive change, collaborating with participants.

Table 3-2: Philosophical orientation that relates to PAR

Orientation	Definition
Ontology	Ontology is regarded as the overarching nature of a phenomenon's existence (Ormston et al., 2014).
Epistemology	Epistemology is a description of the process of gathering knowledge about phenomena or reality (Grix, 2002).
Axiology	Axiology explains the study values (Spencer et al., 2014); for example, what values does an individual or group hold and why? How are values related to interest, desire, will, experience, and experience?
Methodology	Methodology is the umbrella term that refers “to how each of logic, reality, values and

	<p>what counts as knowledge informs research” (McGregor & Murnane, 2010, p.420). They also explain that it provides a study of methods and the ways in which knowledge is produced</p>
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The philosophical orientations, ontology, epistemology, axiology and methodology that relate to PAR (Figure 3-2) are discussed in the following sections.

3.5.1.1 Ontology

Ontology is an account of “reality, of what genuinely exists without redundancy” (Baker, 2019, p. 4). Realities are social constructed entities that are under constant internal influence (Al-Saadi, 2014). Ontology focuses on human nature and existence: the nature of reality; for example, what is real and what is not, what is fundamental and what is derivative is describe through ontology (Hatala & Richards, 2003). Ontology is concerned with determining the overarching nature of a phenomenon's actuality (Al-Saadi, 2014). The primary ontological problems in this research study were whether there is a social fact that operates independently on the beliefs and interpretations of teachers' sense of wellbeing, as well as whether there was a common social reality or merely many, context-specific ones (Scotland, 2012). The researcher seeks answers (reality) to research questions, referring to a certain form of knowledge that exists outside of the researcher (Rehman & Alharthi, 2016).

For this research study I worked collaboratively with the teachers to address the research questions that focus on the nature and existence of teachers' sense of wellbeing. I did not make assumptions about what will constitute a positive wellbeing for teachers in their working environment, nor make use of my existing knowledge only; I employed the use of PAR and collaboratively ensured that the overarching nature of a phenomenon's existence (teachers' experiences of their own sense of wellbeing) was observed, and different views were considered during data analysis and discussion. I shall assume that the participants had the capacity for action but might be unaware of the limits of their freedom (Denzin & Lincoln, 2011).

3.5.1.2 Epistemology

Epistemology is the general assumptions we make about the kind or the nature of knowledge (Rehman & Alharthi, 2016) or how it is possible to find out about the world (Snape & Spencer, 2014). According to Al-Saadi (2014), epistemology is a way of looking at the world and making sense of it. It involves knowledge and, necessarily, it embodies a certain understanding of what knowledge entails: it deals with the nature of knowledge, its possibility (what knowledge is possible and can be attempted and what is not), its scope and legitimacy. Bryman (2008, p. 13) explains that “epistemology is an issue concerned with the

question of what is or should be regarded as acceptable knowledge". Eikeland (2007) contends that epistemology is the understanding of the relationship between power and thought and power and truth. It explores the nature of knowledge; for example, what do knowledge and understanding depend upon and how can we be certain of what we know (Hofer, 2004).

With this PAR study the questions are raised on what the teachers know regarding their sense of wellbeing, and what is the knowledge when it comes to teachers being aware of their sense of wellbeing. There are two classical epistemological positions, and both are concerned about the relationship of one's mind in experience in generating knowledge: empirical and rational procedures (Feast & Melles, 2010) which are a combination of the PAR process. Epistemology of this research study signifies a philosophical view of what counts as knowledge. In this study, knowledge empowers teachers and all other stakeholders for social change, to advance democracy and equality as they advance their sense of wellbeing; it justifies what is possible to be known and what criteria distinguish knowledge from beliefs when it comes to better understanding teachers' sense of wellbeing (Ladyman, 2007).

3.5.1.3 Axiology

Axiology focuses on the nature of ethics or ethical conduct in the research process (Spencer et al., 2014). Kivunja and Kuyini (2017) describe axiology as the ethical issues that need to be considered when planning a research. It considers the philosophical approach to making decisions of value or the right decisions, it involves defining, evaluating, and understanding concepts of right and wrong behaviour relating to the research. It considers what values attribute to the different aspects of the research process, the participants, the data, and the audience to which the report of the results of the research will be directed.

In conducting a research, it is important to consider and look for human values of everyone who will be involved with or participate in your research. In this research study, this consideration is enhanced by the following questions. What values will the researcher live by or be guided by in conducting the research? What ought to be done to respect all participants' rights? What are the moral issues and characteristics that need to be considered? Which cultural, intercultural, and moral issues will arise and how will the researcher address them? How will the researcher secure the goodwill of participants? How will the researcher conduct the research in a socially just, respectful, and peaceful manner? How shall the researcher avoid or minimise risk or harm, whether it be physical, psychological, legal, social, economic, or other? (ARC. 2015).

In this research study, the researcher valued the participants as individual identities (Killam, 2013) as they all had their own personalities, own backgrounds, their own abilities and interests and own ways of teaching. The researcher respected each co-researcher in the study and valued what each individual held in abilities and experiences which each brought to the study (Chang, 2001).

3.5.1.4 Methodology

Methodology is an umbrella term referring to the organised way to answer research questions and focus on how the research is approached (Goundar, 2012). Goundar (2012) also explains that methodology presents the way the research described, explained, and predicted a phenomenon. In this research study I used qualitative research methods with the use of PAR techniques to collect, analyse, and present the data gained to accomplish the research goal. Research methods are techniques, strategies, or processes used to collect data or evidence for analysis to discover new information or better understand the topic (Thorne, 2000). When using qualitative methods, the researcher seeks to understand how the participants understand their world through their own experiences (Creswell & Poth, 2016; Denzin & Lincoln, 2008). The methodology adopted for this study therefore explicitly directs the researcher to be involved. In action research the researcher needs to be an active participant (Baldwin, 2012) to work on equal terms with participants, and to be immersed in the culture (Dobrin & Schwartz, 2016), as well as to be empathetic and recognise the oppressive forces that affect us all (Wadsworth, 1993).

In the next section PAR as a research methodology is elaborated on in more detail. The four phases in the PAR cycle are discussed, as well as the roles of the researcher and research participants (co-researchers) are illuminated.

3.6 PAR AS RESEARCH METHODOLOGY

The chosen methodology for this research study is PAR which can be used to gain a deeper understanding of, and improve conditions for, all involved (Zuber-Skerritt, 2001). PAR is different from other qualitative research methods (Gaventa & Cornwall, 2008). When used collaboratively, PAR allows individuals to bring their own knowledge, expertise, and backgrounds to bear on the research process (Chevalier & Buckles, 2019). It can be used to focus on the needs and interests of the group being studied and to involve them in the research process from the outset (Bergold & Thomas, 2012). This methodology is the most effective method to gain information about the awareness of teacher's sense of wellbeing (Smith & Bowers-Brown, 2010). The research methodology provides an in-depth technique

used for gathering research data based on a specific topic (James et al., 2008), with the use of PAR the researcher was able to explore how a group of teachers think or make suggestions based on their sense of wellbeing and share opinions and ideas.

PAR methods are also prevalent in education research, organisational change, and community, seeking to understand and bring change (Dick, 2015) and in this research study, targeting the needs of a specific teachers; seeking to enhance knowledge in the local semi urban school with the aim to improve and reduce inequities through involving the people who, in turn, will take actions to improve their own sense of wellbeing.

3.6.1 The nature of PAR

PAR has its roots in the work of Edmund Husserl, who is considered the founder of Action Research (Cogan, 2006; Creswell, 1998). Action research emerged from the social research studies of Kurt Lewin in the 1940s (Herr & Anderson, 2015). Noffke (in Feldman, 1994, p. 84) points out that in Lewin's formulation of action research, there is a clear focus on instituting change by taking action, carefully collecting information on efforts, and then evaluating them, rather than formulating hypotheses to be tested.

The nature of PAR is to have specific groups generate new knowledge about issues and problems they care about through discussions that promote personal and social change (Schneider, 2012). PAR is post-Positivist in nature with multiple realities which exist, and differences in these realities are welcomed (Jacobs, 2016). PAR nature offers a radical alternative to knowledge development in its mandate to remain a collective, self-reflective inquiry for the purpose of improving a situation (Koch et al., 2005; Maguire, 1987). PAR nature aims to promote participation of people whose voice has not been heard enough even though they are often targeted by policies, programmes, or researchers. It attempts to help individuals to reflect on the constraints of social structures that limit their self-development and self-determination (Kemmis & McTaggart, 2000). This research study is in essence action research because the researcher is not an outsider conducting an enquiry with participants also following the cyclic nature of action research which makes the researcher constantly consider "What will I be doing in this research study?" and "How can I improve?" The process is ongoing, as the researcher and participants are inherently co-workers concerned with improvement of their sense of wellbeing.

3.6.1.1 Four phases in a PAR cycle

This study followed the four phases of PAR using the action research model of Kemmis and McTaggart (1981) which is based on the cyclic principles of action research proposed by

Lewin in the 1940s. This model was simplified by Zuber-Skerritt (1995) and co-workers (Zuber-Skerritt, 1997, p. 12). The cycle primarily incorporates phases that relate to planning, acting, observing, and reflecting as illustrated in figure 3-1 below.

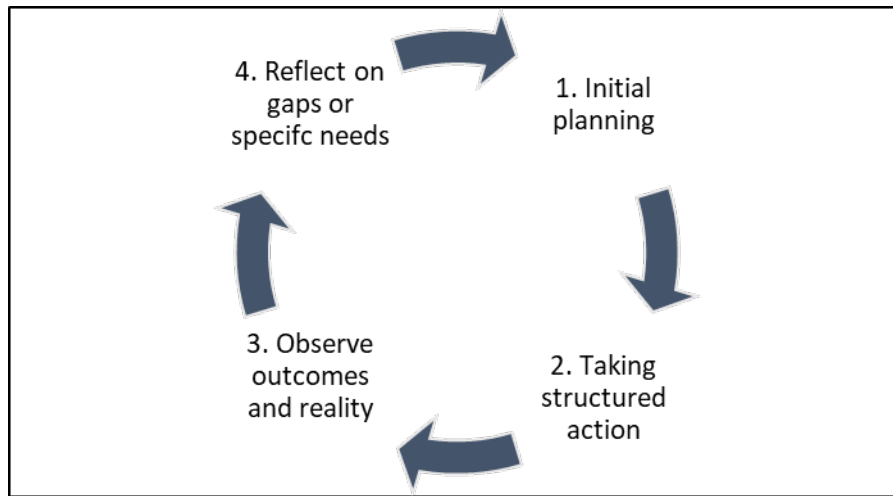


Figure 3-1: Model of cyclic nature of PAR (adapted from Mshelia et al., 2013)

It is clear that the first step is the initial planning of the study collaboratively with the co-researchers. This is where the co-researcher is introduced to each other, and the research methodology and methods are explained to them. The planning phase is explained in more detail in Table 3-3. Next structured action follows, co-researchers are involved in cooperatively gathering and analysis of the data (Table 3-3). The next phase comprises observation of outcomes and reality; it is suggested in Table 3-3, that the observation phase and the action phase can occur simultaneously. Phase four consists of reflection about the process, which comprises reflections on the specific needs or the identified gap (Table 3-3).

Table 3-3: Phases of a PAR cycle

Phase	Activities
Planning	The blend of actions comprises the development and implementation of a plan or approach towards solving of the research problem (Mertler, 2009). Kay (2022) states that during the planning phase the construction of knowledge takes place to consider an approach to address the effectiveness of the research study. The ideas and knowledge are shared between the co-researchers as they collaboratively strategize about the rest of the cycle (Tanner, 2019). Koshy et al. (2011) suggest that the researcher must explore and affirm the inherent strengths, skills, and weaknesses of the co-researchers to ensure an effective devised strategic plan for the cycle.
Acting	Acting, where the team determines strategies in planning that must be accomplished (Lykes, 2012). Action is seen when the plan is put into practice and expectations regarding improvement to the situation occur. This action will be deliberate and strategic (Grundy, 1997). The interventions selected and developed are implemented and carried out in the work situation. Teachers (o-researchers) were involved in cooperatively deciding on data gathering

	and analysis strategies to address the research topic, interventions.
Observing	Observing, this involves analysis of the generated data and replanning (Van Niekerk & Van Niekerk, 2009). Observation of action where the changes outlined in the plan are observed to determine their effects on the contexts of the situation (Kemmis & McTaggart, 2005). In this phase the data gathering instruments such as collages and observation methods can be utilised to ensure that proper scientific methods and triangulation of data were used and are implemented to provide meaningful results. Observation and action may occur simultaneously.
Reflecting	Reflection is the processing of the experience and re-evaluation of perceptions, which then become the basis of transformed or new knowledge, and decisions on further action (Boud & Walker, 1991). Denzin and Lincoln (2002) identify some of the steps involved in PAR namely: reflection, is where researchers and the participants come together to discuss and define the research problem by providing participants with the opportunity to raise concerns and share their issues. The reflection phase is intended to check the quality of the outcome of the actions involved. Reflection, though part of the phase follows up, and has a distinctive meaning as it involves a review of the actions taken to ensure that they were appropriate. The desired result of this reflection is to show that the problem or concern was resolved or reduced to a respectable position (Anderson, 2002). Where it is deemed that problems/concerns are resolved or reduced to an acceptable level, the outcome would be stated as satisfactory.

PAR phases occur as a dynamic, unfolding process of enquiry and action is depicted as a cycle of events occurs. The following took place with the teachers, a facilitation schedule was agreed (2 site-based meetings between July and September 2022). The first meeting between the participants and their researcher-facilitator set the scene for an in-depth discussion. The first planning meeting was scheduled (July 2022) and planning, building of trust, and signing of consent forms took place. The participants at the school site were in regular communication with the researcher throughout the research study. The last meeting in this final phase was in September 2022 where the participants finally designed an intervention plan.

First phase was a meeting between one to two hours which included a planning session with the participants that included the building of trust with the participants. Together the researcher and the group discussed main concern and approaches, as well as negotiation of ethics. The research plan, especially the roles of the individuals, the vision of the study and each group participant's duty and accountability, was discussed and set out. Participants set out to create collages that linked to the first research question.

During the first cycle (1.5 hour) participants started by charting the current situation about a sense of wellbeing and created shared understanding beyond individual boundaries. They were asked to reflect in writing on the visual data (collages) to present their idea of sense of wellbeing. Thereafter verbal reflection on the collages and group discussion followed.

During the second phase (5 hours) a future-creating workshop (FCW) was employed to gather data. The participants first brainstormed the problems they encounter in the school

regarding their own wellbeing going through the stages of the FCW; secondly, they created a new vision for future development self-care practices, and finally a new plan of practices was employed that would solve the identified sense of wellbeing-issues.

3.6.2 Role of the researcher and participants

The role of the researcher and research participant(s) or co-researchers is essential to the quality of the research output (Conder et al., 2011). The quality of the data is dependent upon the roles between the researcher and the participants. Identifying suitable participants and maintaining roles as part of the research study is one of the first steps in establishing a working relationship. In qualitative studies, the researcher's role is theoretically non-existent, and participants act independently of the researcher, and therefore the constant evaluation of roles needs to be established for both the researcher and participants to make sense of how to fully conduct the research study (Baskerville & Wood-Harper, 1996).

3.6.2.1 Researcher

A researcher conducts research in an organized and systematic manner (Drew et al., 2007). In PAR the researcher becomes part of the co-researchers in the form of a research facilitator. The research facilitator emerges and engages with the co-researchers to resolve the issues the setting faces or has identified (Darroch & Giles, 2014). The researcher's role is to identify an appropriate form of action in collaboration with the co-researcher, implement it, and if the intervention is successful, a change may be necessary (Hitchcock & Hughes, 2002). As researcher I facilitated and enacted key principles of the research goal, had a commitment to the participation of people involved as co-researchers and involved them in every aspect of the research process (Maree, 2016). The researcher has to be a sensitive observer who records phenomena as faithfully as possible at the same time, raises additional questions, follows instincts, and moves deeper into the analysis of the phenomenon being researched (McMillan & Schumacher, 2010). The researcher respects the knowledge of all participants and facilitates mutual learning among all participants and pays attention to the needs of the marginalised and disempowered participants and promotes action to promote social change for those involved (Schneider, 2012).

As a researcher in my own study, this study offered the role and opportunity to be involved in my own research, addressing issues of concern to me and co-researchers, with the intention to improve and change our sense of wellbeing. The research study offers description of and an explanation of my own professional know-how and the opportunity as a researcher to

enter into collaborative partnerships with other teachers, to address issues while drawing on our own experience and learning (Schneider, 2012).

3.6.2.2 Participants

Research participants are a diverse group of individuals who enter the research setting for a variety of reasons and play important roles in the research process (McIntyre, 2007). The role of the participants in this research study is to act as co-researchers (Schneider, 2012). To produce practical knowledge and experiences of their sense of wellbeing and take actions for making the knowledge available, McNiff and Whitehead (2006) opine that in the PAR process, those who are affected by a problem have roles in executing each stage of the research. PAR wants to make sure that the methods and conclusions reflect the perspectives, cultures, interests, and concerns of those involved (Kemmis, 2006). The participants practically collaborated with the researcher on all aspects of the research study (Schneider, 2012). Participating teachers (co-researchers) were involved in the initial identification of the research problem; the design of the research process and methods; the collection, documentation, and analysis of data; and the implementation of new approaches that resulted from the insights, lessons, and findings that emerged from the research (Jokela & Huhmarniemi, 2018). PAR is fundamentally inclusive and democratic, and the most effective research that involves a diverse and representative cross-section of stakeholders (Chandler & Torbert, 2003).

In the next section the research study is contextualised by offering the physical context of this PAR study by means of a detailed map of the Kenneth Kaunda District, and additionally the details of the co-researchers in the PAR study are presented.

3.7 CONTEXTUALISATION OF THE STUDY

The research study was conducted within a semi-urban primary school in Ikageng, consisting of 1350 learners and 35 teachers, in the North West Province, South Africa. Ikageng is a township bordering Potchefstroom with a population of 87,701 (4, 9250.50 per km²) and it is situated within Dr Kenneth Kaunda district (Census, 2011). This community is divided according to various sections also known as “extensions areas” with variations of developed and underdeveloped sections. The majority of areas in Ikageng have limited resources and are low socio-economic areas. The racial makeup of this community is occupied by predominately Black African (98, 0%), Coloured (1.2%), Indian/Asian (0.2%), White (0.2%) and other (0.3%). Major spoken languages include Setswana, Sotho,

Afrikaans, and English. Figure 3-2 below shows the map of the North West Province with the four districts, highlighting the Kenneth Kaunda District.

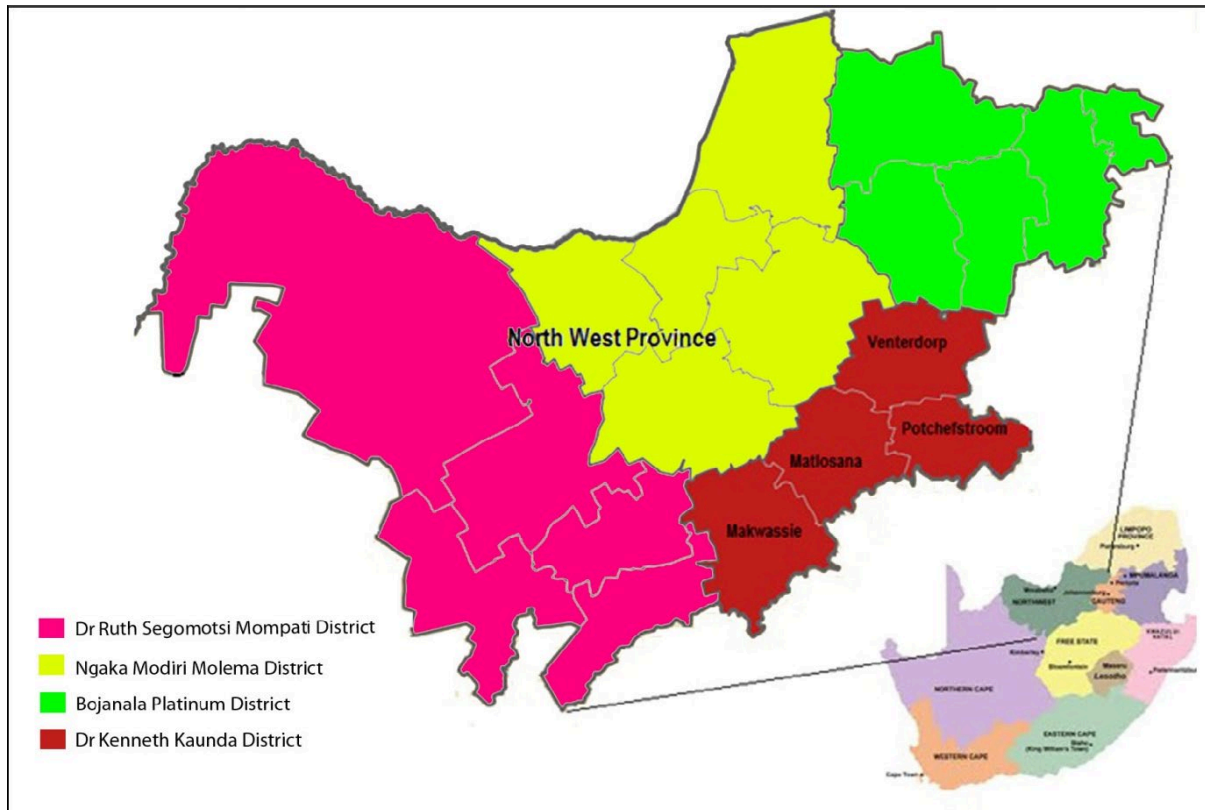


Figure 3-2: Map of North West Province including Dr Kenneth Kaunda District (Bezuidenhout, 2011)

The school in which the research study was conducted is in a poor socio-economic neighbourhood within Ikageng, Potchefstroom in the Dr Kenneth Kaunda District. Semi-urban primary school teachers from grades one to seven make up the population sample of the study. The sample size included a total of seven teachers.

Table 3-4 reflects an overview of the co-researchers' detail. For confidentiality reasons, the co-researchers in this research study are referred to as CR-A to CR-H (co-researcher one to co-researcher eight).

Table 3-4: Details of the co-researchers in the PAR study

Participant	Sex	Age	Qualification	Years of experience	Teaching responsibility
CR-A	Male	46	PTD + ACE	14	Grade 6 & 7

					Geography & Creative Arts
CR-B	Male	28	B.Ed Degree + Honours	5	Grade 7 & 5 Maths and Setswana
CR-C	Female	36	B.Sc Degree + PGCE	9	Grade 4 Maths & Grade 7 Natural Science
CR-D	Female	30	B.Ed Degree	7	Grade 6 & 7 Maths and Natural science
CR-E	Female	27	B.Ed Degree + Honours	4	Grade 4 Maths & Natural Science
CR-F	Female	26	B.Ed Degree + Honours	3	Grade 2
CR-G	Female	26	B.Ed Degree	3	Grade 1

Table 3-4 indicates that the teachers that formed part of the study have teaching experience that ranges from three to fourteen years. Semi-urban primary school teachers from grades 1 to 7 make up the population sample of the study. The sample size included a total of seven (n=7) teachers. The teachers were recruited by means of approved request permission and contacted by the researcher to set up date, time, and location for orientation. Participants were given relevant documentation that explains the context of the study and their involvement in it. Seven co-researchers took part in cycle one of the study, two co-researchers opted to withdrawn from the study before cycle two. Thus, five co-researchers took part in cycle two of the study.

3.8 PAR METHODS

The research study used qualitative research methods with the use of PAR techniques to collect, analyse, and present the data gained to accomplish the research goal. PAR is a form of in-depth technique used for gathering research data based on the topic (James et al., 2008). PAR methods are techniques, strategies, or processes used to collect data or evidence for analysis to discover new information or better understand the topic (Thorne, 2000). When using qualitative methods, the researcher seeks to understand how the participants understand their world through their own experiences (Creswell & Poth, 2016; Denzin & Lincoln, 2008). I selected PAR as the most effective method in recruiting

participants to gain information about the sense of teachers' wellbeing in my school (Smith & Bowers-Brown, 2010). P

3.8.1 Participant recruitment

Study population refers to the “subset of the target population from which the sample is actually selected” (Hu, 2014, p. 1). The population for this study were the teachers at a semi-urban primary school in Ikageng, Potchefstroom in the Dr Kenneth Kaunda District in North West Province. This study employed a PAR study collaboratively with primary school teachers at a specific school on their sense of wellbeing but only participants who were both eligible for the study and available were recruited (Kumar, 2011).

Participant recruitment is referred to as the act of defining, finding, and inviting representatives of the target audience into the research or usability study (Lunenfeld, 2003). White et al. (2004, p. 3) explain that there are certain actions suggested for applying the recruitment process in PAR. These include (1) identifying potential team members, (2) advertising PAR opportunities, (3) entering a setting or a group, (4) developing participatory relationships, (5) orienting potential team members, (6) recruiting team members, and (7) retaining team members.

In this research study participants recruited were people who have a professional teaching background, and they were targeted because of their knowledge and experience in a specific teaching environment (Buehl & Fives, 2009). The participants were recruited “face to face” (Casler et al., 2013) using purposive sampling. I used my own judgement to create criteria that each teacher must meet to be part of the study. The following criteria (Figure 3-5) were met by the participant.

Table 3-5: Inclusion criterion

Criteria for participants	
1	Teach at the identified semi-urban primary school
2	Resident of North-West province at Kenneth Kaunda district
3	Hold a teaching qualification
4	Registered qualified teacher (SACE)
5	Minimum of two years of teaching experience
6	Aged between 21 and 55 years

Permission was requested to recruit the participants at the school (Munford & Sanders, 2004) and the researcher constantly met and interacted with the targeted group at the school, observing qualified candidates and developing significant interest with them, as recruitment is about people and relationships (Taylor & Collins, 2000). I contacted the teachers individually to set up a time, date, and site for orientation. Participants were given relevant documentation that explained the context of the study and their involvement in it.

3.8.2 Data generation

Polit and Hungler (1999, p. 267) define data as information obtained in a course of a study. In this study data were generated by using various PAR data generation approaches. The data generation methods used were relevant to the primary and subsidiary research questions of this study.

Primary research question: *How can teachers use PAR to collaboratively enhance teachers' sense of wellbeing in a semi-urban primary school setting?*

Subsidiary research questions:

- *How do teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing?*
- *How can a strong sense of wellbeing collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings?*
- *What guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings?*

The main methods used in this research study to capture data were informative discussions, collages and FCW. The methods used during the data generation process are discussed below in Table 3-6.

Table 3-6: Summary of the research process used to collect data

Technique	Data generation method	Aim
Preflection Team building	Informed discussions Two activities: Marshmallow tower Forming a web Audio-recording	Participants were introduced to each other as co-researchers and took part in the activity as groups. The researcher explained the study and topic. The co-researchers' expectations were established. The planning of the session was set out. Informed consent forms were signed.

Cycle one Art-based method: Collages	Each co-researcher created a collage using materials that were provided	The co-researchers used the collages to explain their understanding of their own sense of wellbeing and provided feedback on their individual creations. The feedback was audio recorded
Cycle two	Future creative workshop	<p>The aim of the FCW workshop was two-fold: To create a common utopia (direction) for the research project (maintaining a strong sense of wellbeing). To create a community with whom experiences could be shared and lessons learned (collaboratively develop guidelines to facilitate a self-care wellbeing practice).</p> <p>The workshop was divided into three phases: a phase of critique, a phase of utopias (fantasy) and a phase of realization (Drewes Nielsen, 2006).</p> <p><i>The preparation phase:</i> A recap on previous session. and Action plan for the day was discussed with co-researchers</p> <p><i>The critique phase:</i> Co-researchers identify challenges they encounter in trying to address a common problem or to create a new process for creating positive change.</p> <p><i>The fantasy phase:</i> Co-researchers to work a utopia, to draw an exaggerated picture of the future, Brainstorming creative technique that might be used to support and maintain strong sense of wellbeing</p> <p><i>The implementation phase:</i> Realistic action plan simplified on how to maintain strong sense of wellbeing and justified by the co-researchers.</p> <p><i>The follow-up phase:</i> Realistic action plan is proposed on approaches and guidelines teacher will follow in their school to support self-care wellbeing practices and changes will be shared with other colleagues in the school</p>

The methods and techniques that were used in the research process to generate the data are elaborated on in the following sections.

3.8.2.1 Informative discussion

Informative discussion occurred in every meeting taking place between the researcher and the co-researchers. Informative discussions are explained by Moretti (2011) as a technique in which a selected group of people discuss a given topic or issue in-depth, facilitated by the researcher. An informative discussion fosters an enriched environment for co-researchers to share information and resources to support their ideas and produce active dialogue and negotiations (Reznitskaya et al., 2009). McNiff (2016) added to this by suggesting that these discussions are seen as a process of analysis by which the researcher and co-researchers reflect on and identify problematic issues and unpack the issues for hidden meanings. Thus,

the informative discussions will support relationships, reflection, and recognition (Moretti, 2011). The informative discussions that take place during the pre-reflection, relationship building activities, cycle one and cycle two activities will be audio-recorded and transcribed.

Next in Figure 3-3 the cyclic nature of the two cycles that were employed to generate the data to answer the research questions are presented.

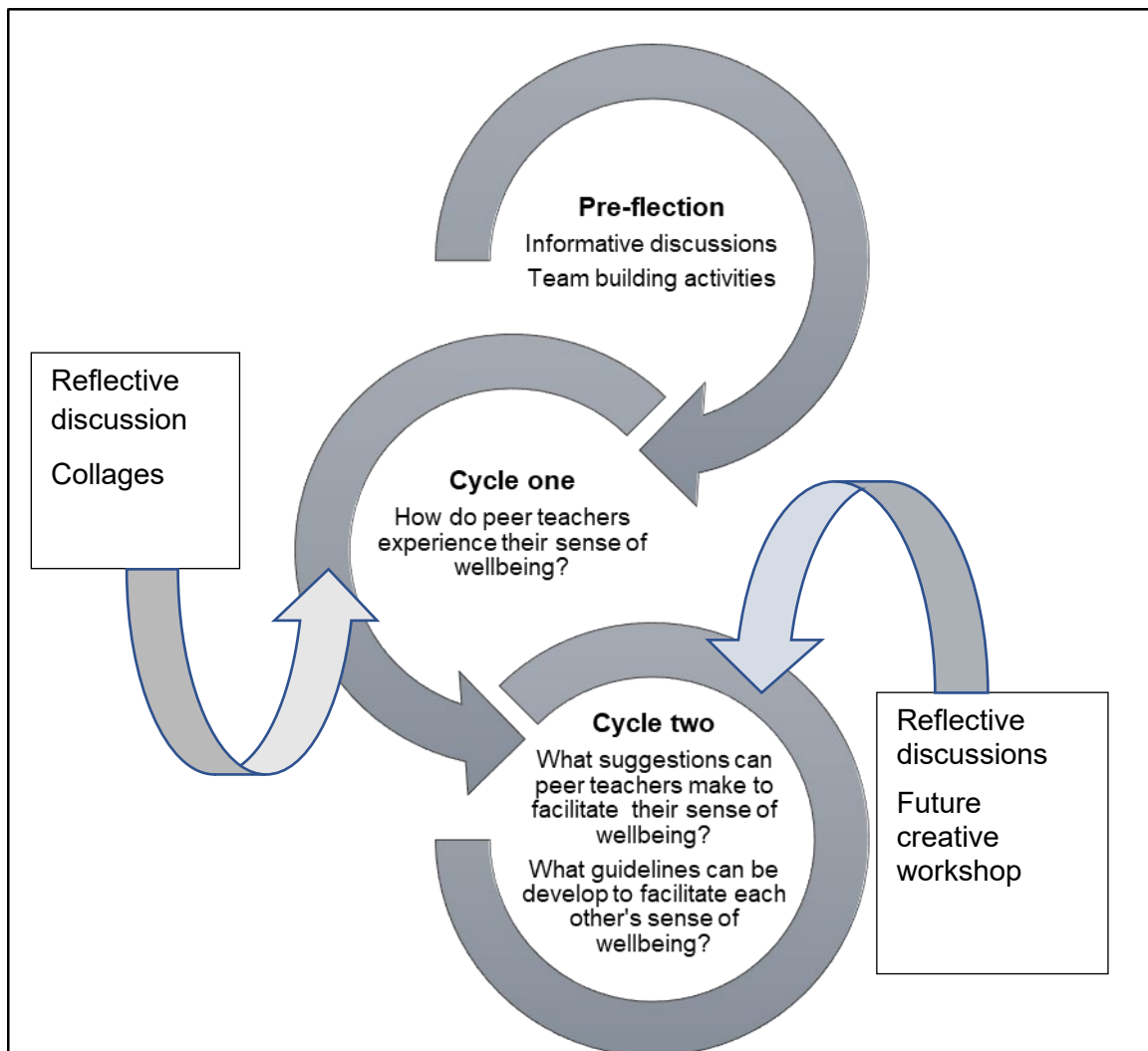


Figure 3-3: Cyclic model of data generation

3.8.2.2 Preflection

The researcher aims to emphasise the building of relationships, elaborate on the objectives of the research, discuss the two cycles as well as negotiate the roles of the participants. A relationship building activity will give participants the opportunity to present themselves and identify what and how they think can contribute towards the aim of this study (Smith, 2019). Co-researchers completed a self-reporting teacher wellbeing questionnaire about their own

sense of wellbeing (Addendum I). This questionnaire was scored by the co-researchers themselves to form a baseline idea about their own wellbeing. It was not compulsory for the co-researchers to disclose the results.

The marshmallow challenge is a simple team building activity for small groups. Teams must compete to build the tallest free-standing structure out of spaghetti, tape, string, and marshmallows. This activity focuses on group communication, leadership dynamics, collaboration, innovation, and problem-solving strategy (Brown, 2019). The objective with this activity was to build a common sense of purpose and identity and create a sense of belonging. The co-researcher provided spontaneous feedback linking the activity to wellbeing. After a tea break, a final activity to discuss interdependence on one another, picking up the slack for another person, uplifting others, and teamwork, followed. A large web of interconnected yarn was created, each person reflected on their interdependence when they receive the ball of yarn.

3.8.2.3 Cycle one

Chilton and Scotti (2014, p. 163) posit that “collages are art-based visual artworks that are created by selecting magazine images and textured papers; cutting or altering these elements; and arranging and attaching them to a support such as paper or cardboard”. The process of collage creation presents different visual elements and materials by permanently reflecting a commitment to relationships, making the ordinary into something special and bringing diversity into unity (Chilton & Scotti, 2014).

To start off this cycle a short explanation was offered to the co-researchers on the creation of collages. The use of collages as PAR data generation method was also explained. Co-researchers had an opportunity to reflect and ask questions about the activity. Materials that could be used for this activity were arranged on a table, providing the co-researchers with continuous access. The collage materials consisted of magazines, wax crayons, colouring pencils, markers, different pieces of blank paper, yarn, ribbon, staplers, glue, or various kinds of tape to stick. After a short planning session, the co-researchers each went to a different area and started creating the individual collages. The co-researchers were very eager to present their collages to the rest of the co-researchers. The session was characterised by detailed presentations and informative discussions that were audio-recorded.

3.8.2.4 Cycle two

Future creating workshop is based on critical utopian action research (Nielsen & Nielsen, 2006). FCW is a data generation technique where a group of co-researchers share a “common problematic situation, generate a vision for the future and address how that vision can be realised” (Biskjaer et al., 2017). FCW provides the co-researchers with an opportunity to collectively address issues, generate innovative ideas to move forward and finally move forward by realising their dreams for the future (Raider-Roth et al., 2021). The facilitator needs to get the co-researchers to be present, mentally and physically, to deliberate on the topic under investigation (Lauttamäki, 2014). Positioning co-researchers as “experts in their own lives and providing them with legitimacy and agency in respect to which vision to pursue and how, designers are ideally balancing power relations” among co-researchers (Hansen et al., 2019, p. 5).

During this FWC the first goal was to involve the teachers and give voice to their experiences very early on in the research process, to ensure that their perspectives shaped the future direction of the study. The second goal was to allow the teachers’ experiences and perspectives to inform the development of new guidelines. To reach these goals, the workshop was divided into three phases: a phase of critique, a phase of utopias (fantasy) and a phase of realization (Drewes & Nielsen, 2006). The preparatory phase started with reflection on the previous session, followed a relationship building activity (Answer a Question). Then the critique phase: participants had to identify real problems and frustrations rooted in a common problem experienced in relation to their working environment in which they struggle to maintain their sense of wellbeing and to release energy for creative thinking in the ensuing utopia phase. The participants were given a sticker note and a pen to write short statements identifying specific issues they see impacting their school. Statements were then pasted on a board; participants then worked together to identify which of the ideas identified in the process are most important and to organize the contributions into themes. The critique phase was guided by specific rules. The rules were to provide a negative: short statements; no discussion; everything was relevant. All statements from the participants were written on sticker notes and hung on the board, visible throughout the phase. The participants were then each given three to four votes and asked to mark the critiques they found the most important.

A short comfort break was taken before moving on to the next phase which encouraged the teachers to put aside reality and brainstorm over “managing a strong sense of wellbeing”. The utopia phase (fantasy) then followed: the participants worked on utopian ideas about the best possible way to solve the negative problems they had in writing. In this phase. Reality was suspended, which supports creative and imaginative thinking by making way for the

participants' hopes and dreams. The utopian phase proceeded in the same way as the critique phase, but with a different set of rules. The rules in the utopian phase were that reality was out of function; teachers were now situated in a perfect world, everything was possible. Only short statements were allowed; no discussions; everything was relevant. In this phase four to five short statements were written on a sticker note and, once again, the participants got three to four votes each to mark the utopias they found most important in relation to the study. The co-researchers were once again very eager to present their statements to the rest of the co-researchers. The session was characterised by detailed informative discussions that were audio-recorded.

During the last phase, the realisation phase, the co-researchers were asked to integrate the findings of the first two processes to generate concrete recommendations for moving forward with plans to implement positive change. Thus, they had to develop guidelines for self-care practices, bearing their utopias in mind. The co-researchers worked on their visionary, utopian ideas to explore and plan how to transform these into wholly or partially realisable changes during the realisation phase. The teachers explored and planned how to transform their visionary ideas into realisable changes; hence self-care practices were developed. The session was audio recorded as well.

3.8.3 Data analysis

Data analysis is one of the most important steps in the qualitative research process (Leech & Onwuegbuzie, 2007) because it assists researchers to make sense of their qualitative data. Qualitative data analysis is concerned with transforming raw data by searching, evaluating, recognising, coding, mapping, exploring, and describing patterns, trends, themes, and categories the raw data; to interpret them and provide their underlying meanings (Patton, 2002, p. 41). There are various approaches to analysing data in qualitative research studies. For this research study a thematic analysis method of analysing qualitative data was used, Thematic analysis is “possibly the most widely used method of data analysis but was not “branded” as a specific method until recently” (Braun & Clarke, 2013, p. 175). Thematic analysis is “a method for identifying themes and patterns of meaning across a dataset in relation to a research question...” (Braun & Clarke, 2013, p. 175). Thematic analysis is usually applied to a set of texts, such as audio transcripts, observations, questionnaires, physical traces, document review and audio-visual materials (Patton, 2002; Ngulube, 2015). The researcher closely examined the data to identify common themes, topics, ideas, and patterns of meaning that came up repeatedly. An inductive approach is also involved in allowing the data to determine themes (Creswell & Creswell, 2013). This research study followed a thematic approach of analysing data which included familiarising, coding,

generating themes, reviewing themes, defining and naming themes, and writing up (Braun & Clarke, 2013).

3.8.4 Validity and quality criteria

To ensure validity and quality in this research study, the study elaborated on the work of Herr and Anderson (2005) who have put forth “quality criteria that are ‘broad enough to encompass different traditions of practitioner/ teacher research” (Zeichner & Noffke, 2001, p. 320). Anderson et al. (2007) suggest that practitioner/teacher researcher can use these criteria depending on the motivation for their research and the circumstances of the studies. The quality criteria are as follows: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Each of the validity and quality criteria measures is explained below.

3.8.4.1 Democratic validity

Herr and Anderson (2005) state that the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation to guarantee results is relevant to the settings. PAR’s democratic nature (MacDonald, 2012, p. 38), enables the equal involvement of people, acknowledging equality and liberty, as it provides freedom from the oppressive and debilitating conditions. Democratic validity was operationalized in terms of collaboration with the co-researchers (the teachers) involved in this research study, involved in active roles in at least part of the research process, for example in defining the specific research problem and gathering of data base of their sense of wellbeing. Herr and Anderson (2005) contend that democratic validity in action research is also attained by maintaining relationships with the research participants well after the study has ended. The researcher plans to have a future creative workshop with teachers at the entire school a year after the study has ended and remain in contact with all the teachers involved in this study at the school.

3.8.4.2 Outcomes validity

As explained by Herr and Anderson (2005), validity involves the extent to which actions will occur that lead to a resolution of the problem that led to the study. The co-researchers and I can measure outcome validity by simply asking if the initial problem of the research was solved. Did the action research study reach its desired goal? Outcome validity will be operationalized, based on the condition that the study finds a solution for the problem studied as it moves through the steps of the action research cycle or as it generates new questions that can possibly lead to a solution of the problem being addressed.

3.8.4.3 Process validity

This is the extent to which problems are framed and solved in a manner that permits ongoing learning of the individual; also, the extent to which a sound and appropriate research method is used in the study. Anderson and Herr (1999) see this as the extent to which problems are solved in a way that permits ongoing learning. They also emphasize that process validity is about providing evidence for the conclusions the researcher and co-researchers draw. Process validity therefore was operationalized in terms of the coherence of the different steps the research cycle presented, and the extent to which the research instruments and data were used, and the decisions made, and steps taken during the research process, were transparent and traceable.

3.8.4.4 Catalytic validity

The degree to which the research process reorients, focuses, and energizes both researchers and participants toward knowing reality to change their understanding, or their view of their own role, is called catalytic validity (Lather, 1991). Herr and Anderson (2005) also state “The most powerful action research studies are those in which the researchers recount a spiralling change in their own and in their participants’ understandings” (p. 56). Catalytic validity therefore will be operationalized as the extent to which the research leads to transformations of knowledge about teachers’ sense of wellbeing, skills and attitudes within individuals and practices of both individuals and as a team.

3.8.4.5 Dialogic validity

The dialogic validity is essentially a process of peer review of the data and findings to ensure the efficacy of the researcher’s claims (Herr & Anderson, 2005; Gall et al., 2003). This is one of the most critical means of reducing bias and is needed because of the unique situation in which action researchers conduct their research (Mertler, 2009). Dialogic validity was operationalized as the goodness of the research judged by peer review. Within the context of the research study, both formal and informal dialogue were held within the school regarding the teachers’ inquiry to the research study was coded.

3.8.5 Ethical considerations

Ethical considerations include “informed consent, anonymity, confidentiality, and the managing of relation holds within the research group” (MacDonald, 2012, p. 43). Ethical consideration is also about having respect for the participants and the establishment of a relationship of trust. For this study, the researcher is guided to act ethically, based on the

values of ethics of PAR, which points to safeguarding the dignity of the individual participants, their rights to choose not to continue with the research at any time, being truly informed about the purpose, who will be using the findings, and how they will be used (Baumfield et al., 2012). To ensure ethical practices the following was done:

Approval and permission to conduct the research study was granted by the ethics committee of the North West University. The ethical clearance number is: NWU-00060-12-A and permission was granted by the North West Department of Education (DoE) as well as the school principal and the SGB.

The participants voluntarily participated in the research study by responding to an invitation that was done face-to-face. (Nolen & Putten, 2007). The participants were informed about what to expect from the research and what would be expected of them, so that the participants would take part in the research voluntarily rather than feel coerced or obliged to be involved simply because they are co-workers working in the same school environment as the researcher (Brinkmann & Kvale, 2008; Creswell, 2012).

The consent (Brinkmann & Kvale, 2008; Creswell, 2012) the consent form provided information to participants about the purpose of the research, its procedures, benefits, and alternatives. The participants were informed that they could withdraw from the research should they wish to do so at any given time (Sagor, 2000), and that their safety of privacy and wellbeing would be looked after, protecting them from any harm. They were assured that they would not be misled about the nature and aim of the research study, and that they would be informed about the findings of the research. and all findings would be shared with them when the research was completed (Mertler, 2009).

3.9 SUMMARY

In Chapter 3 the focus on PAR as a methodology underpinning the research approach was discussed and elaborated on. The methods used to generate data, the paradigm, and research design of the study were presented with reference to ethical considerations, the quality criteria and trustworthiness of the research, the participants of the study, the data generation strategies, and the data processing procedures. The choice of the instruments used was motivated and their scope, validity and reliability were considered, concluding with ethical considerations that relate to PAR. In Chapter 4 the data analysis is presented.

CHAPTER 4

Discussions of findings

4.1 INTRODUCTION

In Chapter 3 the PAR research methodology and methods used for the purpose of this study were illuminated. The chapter expanded on the appropriate research methodology and methods that the study employed and gave motivation for the methods chosen, their suitability for the study and how each method aided and was appropriate for the study. The research design, research paradigm, research approach, data generation, research site and participant selection and lastly the data generation and analysis were discussed. In chapter 4 of this study the objective is to present the findings. This chapter starts with an explanation of the process of data analysis. The findings are summarised, and new knowledge is generated from the co-researcher. The co-researchers were engaged in a collaborative process throughout the data generation to explain their delineation of their own sense of wellbeing, their perceptions on maintaining a strong sense of wellbeing and the development of guidelines to facilitate a self-care practice amongst teachers. The two cycles of the PAR data analysis, including the perspectives of the co-researchers, will be discussed separately.

4.2 CYCLE ONE OF THE PAR PROCESS

This section focuses on the first cycle of the data generation process. This cycle starts with a prelection phase. Méndez et al. (2017, p. 2) claim that prelection refers to “a period of preparation and planning that is critical for building trust, establishing expectations, and refining the research questions”. Wood (2020) explains that the co-researchers should during this first meeting focus on teambuilding and explanation of the research procedures. A teambuilding activity that is not intimidating was introduced to the participants with the objective to foster a collaborative co-researchers’ group that can negotiate the way forward (Zuber-Skerritt, 2011). With this meeting with the teachers, I had the opportunity to introduce my study to the participants. The concept of the collaborative partnership between me and the teachers was explained, and the teachers were introduced to the notion of co-researchers. The co-researcher’s data generation journey to answer the first subsidiary research question was explained and the roles of the participants were negotiated whereafter the informed consent forms were signed. The co-researchers together decided on the logistics of the next meeting.

With Table 4-1 I present a short explanation of the prelection, planning, acting, evaluation, and reflection phases as used during cycle one of this study.

Table 4-1 Phases of cycle one

Cycle one	<p>Art-based technique: Collages</p> <p>Subsidiary question 1: <i>How do teachers from a challenging semi-urban primary school setting delineate their own sense of wellbeing?</i></p>
Preflection	<p>Participants were introduced as co-researchers and got familiar with each other through informed discussions. They took part in two team building activities as groups.</p> <p>The researcher explained the study and topic for cycle one. The co-researchers' expectations were established. The planning of the session was set out collaboratively with the co-researchers.</p> <p>Informed consent forms were signed.</p>
Planning	<p>As co-researchers we collaboratively decided that a collage activity would be used as a data generation technique because it was a technique known to the co-researchers. The co-researchers decided that each person would delineate their understanding of their own sense of wellbeing individually and not as a group or in smaller groups. The co-researchers collaboratively decided on an hour as a timeline for this activity, enough time for them to plan and creatively think about their presentation.</p>
Action	<p>At first the seven co-researchers were unsure to start the activity but after a while they enthusiastically created their collages using the provided material.</p> <p>As research facilitator I issued each co-researcher with an A3 blank page, and they could choose any materials as set out on a table. The collage materials consisted of magazines and various pieces of coloured paper, different coloured pens, colouring pencils and crayons, ribbon, as well as a variety of adhesive materials.</p>
Observation/action	<p>After an hour the co-researchers gathered as a group. They decided to first view each other's collages before they individually presented their collage during an informative discussion. The co-researchers collaboratively built up new knowledge from these collage narratives.</p>
Reflection	<p>During the presentations keywords were written on sticky notes, stuck to the board and discussed. The informed discussion served as reflection on the individual collages. In conclusion the keywords were organised on the board by the co-researchers into possible groupings.</p>

The phases of cycle one are elaborated on in the following sections.

4.2.1 Preflection

As indicated, seven teachers voluntarily took part in cycle one. The teachers are teaching at a local primary school in semi-rural environment in Ikageng, Potchefstroom, Kenneth Kaunda District in the North West Province. The school in which the teachers work accommodates learners from areas where poverty and violence are evident, in the immediate surroundings of the school. Each class has about 40-49 learners in the

classroom. Most learners come from low socioeconomic groups and the unemployment rate is comparatively high. The school has limited infrastructural resources. Classrooms are not well equipped and overcrowded, there is no access to a school library or computer labs, and school sports grounds are not effectively developed. The lack of resources in the school and the infrastructural problems cannot be addressed by the school (Quintile one) as they cannot charge additional school fees to supplement the basic government funding the schools receives. Many parents cannot afford the school fees because of their low socioeconomic background and the unemployment rate. The school is therefore only able to provide very basic school resources to promote effective teaching and learning.

As co-researchers everyone brought an individual understanding regarding their sense of wellbeing to cycle one. During the teambuilding activity co-researchers' reflections about the value of teamwork, support from school, the teaching profession and happiness were recorded. The following are some of the remarks from the co-researchers:

CR-B shared the following regarding teamwork ... *what I experience while working in a group is that it requires people to think in a certain way or to think alike.* This was supported by CR-E when she said ... *when I look back again, I think what I was hoping was not going to work, which is why it is important when you are in a group to accommodate everyone's opinion.*

CR-E shared the following regarding the support she receives from the school... *sometimes I don't get the help that I need because currently we don't have DH for English and I'm supposed to do half of the work which I don't understand even when I go to them to show me how to moderate some of the teachers' files, we don't receive the help we need.*

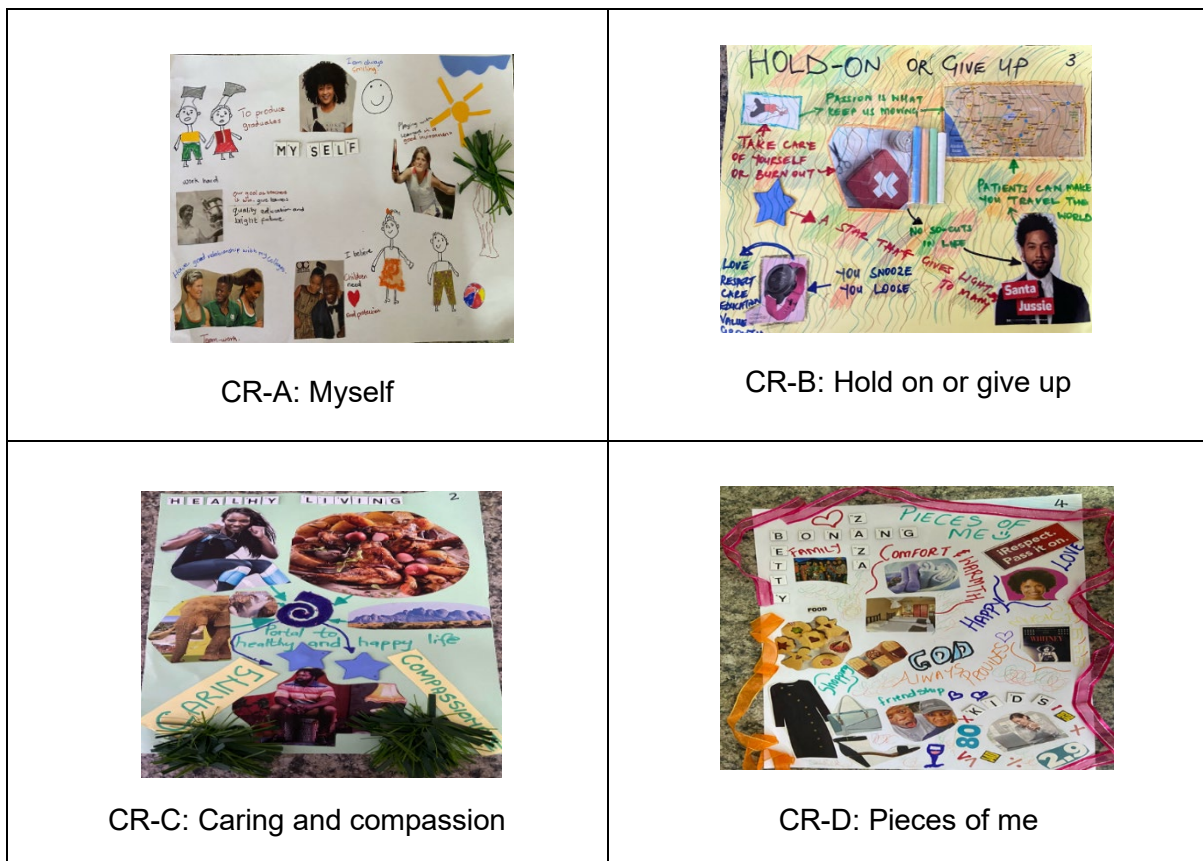
CR-F shared the following regarding teaching as a profession ... *yes, it is a very, very stressful profession. But the stress is getting lesser when teacher like these help you whenever they can.*

CR-G shared the following about what make her happy about teaching at the school ... *my learners make me happy, they're the reason why I get up in the morning and do what I do.*

The co-researchers' impromptu remarks gave the co-researchers time to reflect on their own ideas. As stated by Wood (2020), the first meeting should create a relaxed environment for collaboration, as well as professional- and self-development. The co-researchers complete a self-reporting questionnaire regarding their own sense of wellbeing (Addendum B). Five of the co-researchers reported that they have a good sense of wellbeing. The co-researchers were enthusiastic and eager to continue with cycle one.

4.2.2 Findings that relate to subsidiary question one

The first data generation interaction with the co-researchers during cycle one is conferred in the section below. The objective with this cycle was to explore the co-researchers' understanding of their own sense of wellbeing. A collage activity (cf. 3.8.2.3) was chosen to provoke the co-researchers' individual thoughts and ideas regarding their understanding of their own sense of wellbeing. Collages are a research data generation instrument that allows for rich understanding into the teachers' consideration of their own sense of wellbeing (Culshaw, 2019). Collage making assisted the co-researchers in conceptualising their understanding of their own sense of wellbeing by extracting various facets and getting clear understanding (Butler-Kisber & Poldma 2010). Figure 4-1 presents the collages of the seven co-researchers aimed at delineating their own sense of wellbeing from a challenging semi-urban primary school setting. These collages formed the basis for informative discussions about the co-researchers' own sense of wellbeing.



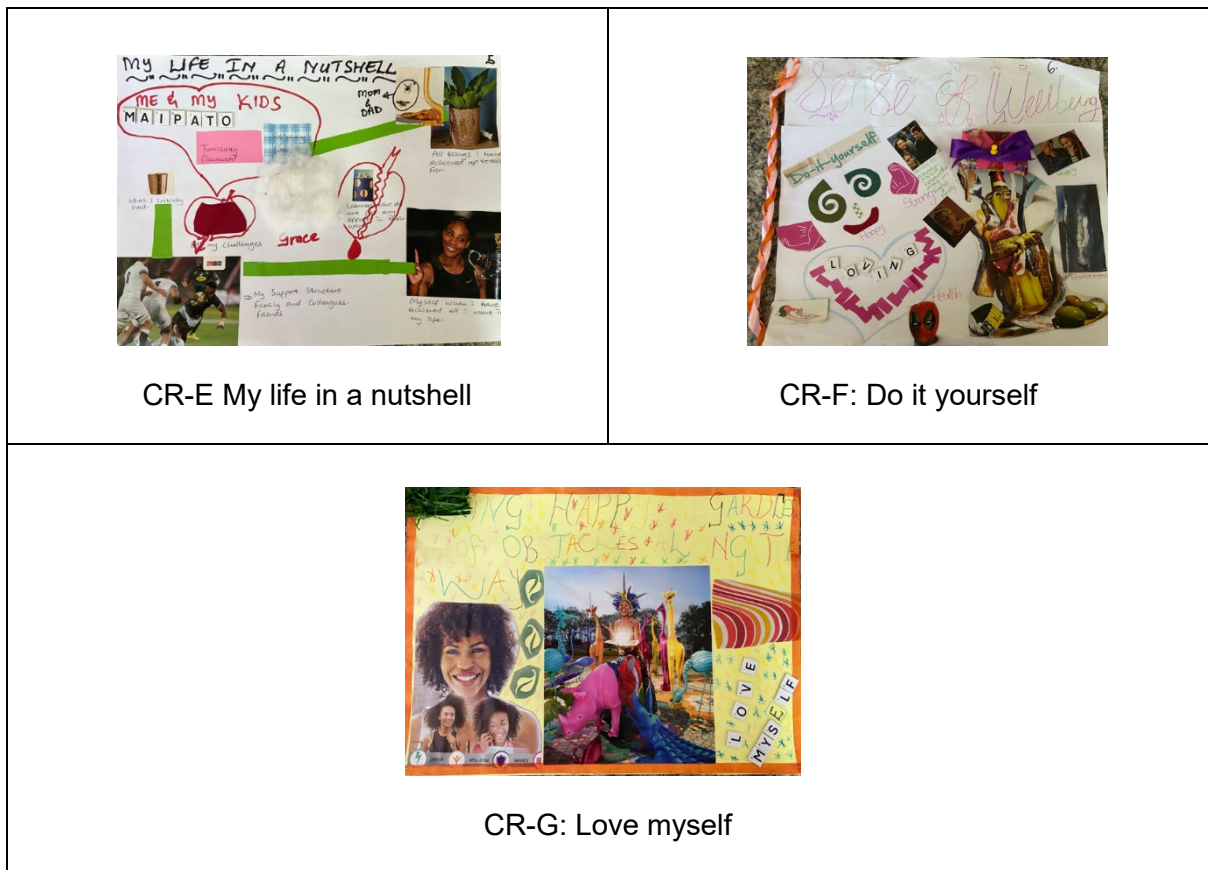


Figure 4-1: Individual collages as created by co-researchers

As the researcher facilitator I guided the collage data generation activity and provided the collage supplies. As seen in Figure 4-2 the supplies consisted of a variety of materials.



Figure 4-2: The material used for creating collages

The co-researchers individually created a collage to gather, analyse, and present their thoughts, feelings, and ideas about the topic. The co-researchers as teachers are used to talking and writing, therefore the collage offered them time to hesitate and think deeply, consider, or falter, instead of providing well-known conclusions (Culshaw, 2019). After an hour the co-researchers were invited to attach their collages to the blackboard. The collages were studied for a short period to identify apparent themes and content. Co-researchers spontaneously expressed themselves by focusing on the ideas and concepts within their collages. These informative discussions were audio-recorded. The co-researchers reflected on their initial groupings of keywords or statements directed by subsidiary research question one. The transcriptions of the informed discussion were analysed, and I now discuss the data according to the four themes that emerged from the co-researchers' explanations of their collages and my thematic analysis of their verbatim discussions. The four themes that emerged from the dataset are: (i) Mindfulness aspects related to the wellbeing of teachers (ii) Personal aspects that form part of the teachers' wellbeing (iii) Teaching aspects as part of the teachers' wellbeing (iv) Multidimensional aspects that form part of the teachers' wellbeing.

The following section presents the first theme, namely, mindfulness aspects as part of teacher's wellbeing. Each code will be individually discussed, direct quotations from co-researchers' responses are presented in Table 4-2. Relevant literature will be referred to as a control.

4.2.3 Theme one: Mindfulness as part of teacher's wellbeing

From a positive psychological stance mindfulness is clarified as "...a moment-to-moment awareness of one's experience without judgment. In this sense, mindfulness is a state and not a trait" (APA.org, 2012). I clarify mindfulness as "the awareness that arises through intentionally attending in an open, caring, and discerning way" (Shapiro & Carlson 2017, p. 8). Mindful awareness is thus grounded in our capability to see the world as basic as it seems for us to respond competently and significantly in challenging conditions.

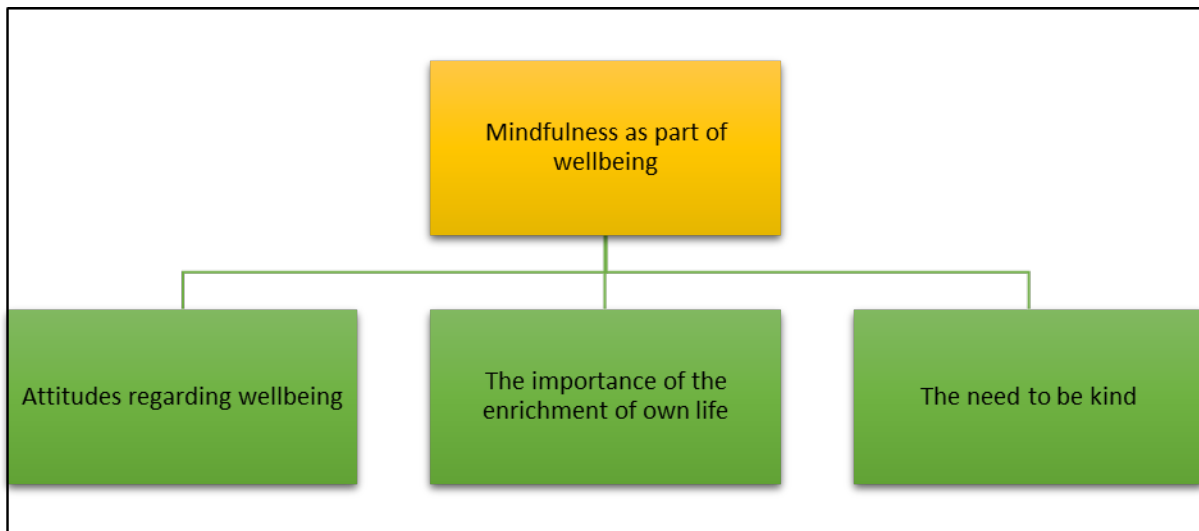


Figure 4-3: Aspects related to the theme mindfulness as part of wellbeing

Table 4-2 provides an outline of the evidence of the cycle one dataset for the theme mindfulness as part of wellbeing. Each code is presented with relevant quotes from the co-researchers.

Table 4-2 Typical codes and quotes for the theme mindfulness as part of wellbeing

Codes	Quotes
Attitudes regarding wellbeing	<ul style="list-style-type: none"> • ... A map basically represents that we can do anything we want. There's no limit, it's only us who end up limiting ourselves. He also continued to mention that ... we can do everything in this world (CR 3). • ... This here represents my wellbeing as even like if you cut the tree, it grows back and became life again. He ended up by saying ... for now I can say I see there's light at the end of the tunnel (CR-G).
The importance of the enrichment of own life	<ul style="list-style-type: none"> • ... I just believe in one thing that is you either hold on or you improve you situation, or you leave (CR-C). • ... The emotions that each and every one of us carried, which other were able to express it, others they suppressed it, but they all said is that it's not all about happiness (CR-D).
The need to be kind	<ul style="list-style-type: none"> • ... What literally come to mind is the emotion of caring, because I care a lot about other people sometimes, I even feel like I care more about others than myself. He continues by justifying that ... As teachers we consume ourselves to death while lighting the way for others (CR-B).

	<ul style="list-style-type: none"> • ... <i>This heart represent that I am very loving, and I always try to maintain a loving and positive relationship (CR-F).</i>
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The following sections provides evidence of each of the aspects listed in Figure 4-3.

4.2.3.1 Attitudes regarding wellbeing (cf. 2.3.2.3)

Teachers are daily involved in challenging situations like high demands of responsibility, school culture and climates and the continuous implementation of new initiatives in school environment, impact on teacher attitudes and effect on their wellbeing (McCallum & Price, 2012). Teachers with a positive attitude towards their profession in general will also have a positive perception of their sense of wellbeing in challenging settings (Yıldırım et al., 2016). Naheed et al. (2000) report that teachers’ attitude relates to their own wellbeing and are linked to teachers’ commitment to teaching, mind-set towards learning, and attitude towards learners. One co-researcher mentioned “... *I myself am always as mindful as possible and I believe one should have some goals in life*” (CR-A). Another mentioned “*we are not limited; we can do everything in this world*” (CR-C).

4.2.3.2 The importance of the enrichment of own life (cf. 2.2.3.2. 2.3.2.4)

Enrichment of own life is in connection with having a sense of success and recognition of own success (Seligman, 2011). The meaning for enrich is to improve the quality or value of something (Greenhaus & Powell, 2006). Life enrichment is about improving the quality of one’s life on an on-going basis and then to share those qualities with others so that they may also pay it forward for the benefit of others (Qamari & Tjahjono, 2021). Teachers can't do much about many of the factors that have a huge influence on learner’s success, such as parental involvement, health care, and funding (Mercer & Gregersen, 2020). But there are a few steps they can make in improving and protecting their own quality of life and professional reputation on an ongoing basis such as making day to day lives a little less challenging (Thanasoulas, 2000). One co-researcher mentioned “... *I like to eat healthy food, because eating healthy means you actually develop a healthy body and healthy mind*” (CR-B).

4.2.3.2 The need to be kind (cf. 2.2.3.2; 2.3.2.6)

The level of teachers’ care and compassion toward the learners influences their own sense of wellbeing (Naheed et al., 2000). Thus, teachers who present with a positive attitude towards learners and their job will experience their sense of wellbeing differently than those without a positive attitude. One co-researcher mentioned “... *I feel it’s my duty to help make*

sure that my learners are happy in the class and with that I have developed the value of being kind and compassionate” (CR-C).

The following section presents the second theme, namely, personal issues that form part of teachers’ wellbeing. Each code will be individually discussed; direct quotations from co-researchers’ responses are presented in Table 4-3. Relevant literature will be referred to as a control.

4.2.4 Theme two: Personal issues that form part of the teachers’ wellbeing

Teachers have a certain degree of responsibility for their own wellbeing (McCallum & Price, 2016; Price & McCallum, 2015). However, a myriad of factors and personal stressors daily can have a deleterious impact on one’s wellbeing. The work of teachers is such that they face several unique challenges compared to many other professions, some within one’s control and some not (MacIntyre et al., 2019). McCallum and Price (2010) suggest that teachers need a wellbeing strategy in place for their wellbeing and effectiveness in the classroom and mention that for learners to be well, teachers must also be well.

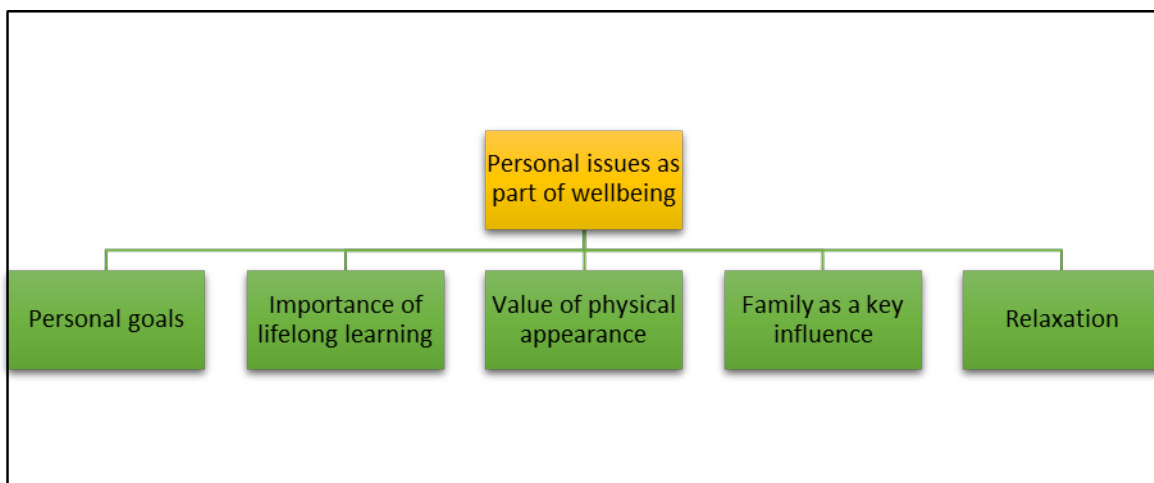


Figure 4-4: Aspects related to the theme personal issues as part of wellbeing

Table 4-3 provides an outline of the evidence of the cycle one dataset for the theme personal issues as part of wellbeing. Each code is presented with relevant quotes from the co-researchers.

Table 4-3 Typical codes and quotes for the theme personal issues as parts of teachers' wellbeing

Codes	Quotes
Personal goals	<ul style="list-style-type: none"> • ... I believe that there should be some goals in life (CR-A). • ... I think having exercising daily, eating health foods daily would actually make me happy and that will actually translate into what it will actually take me to another dimension in life (CR-B). • ... So, meaning tomorrow I can wake up and be in China because we are not limited (CR-C).
Importance of lifelong learning	<ul style="list-style-type: none"> • ... I am trying to acquire, because the acquisition of knowledge really never reaches the ceiling, one never stop learning (CR-B). • ... We can do anything, there is nothing stopping us to achieve everything we want in this world (CR-C).
Value of physical appearance	<ul style="list-style-type: none"> • ... When I am stressed, what I do is I make sure that the following day I dress up and forget about everything (CR-C). • ... And with that comes shopping, when you look good, you feel good and yeah shoes are very important (CR-D).
Importance of family	<ul style="list-style-type: none"> • ... I have managed to have my own kids; I don't have everything I want in life but I'm slowly getting there (CR-E). • ... This ribbon it's me and my grandmother, she's always there for me, she's the reason why I am where I'm today (CR-C). • ... There was no one at home who went to university. I was the first one to break the chain of going to university and becoming a teacher, now my fellow sisters and family members also want to go to university (CR-G).
Significance of relaxation	<ul style="list-style-type: none"> • ... It's very important to take rest, when you feel tired and frustrated, you need to rest just to try and forget about everything because if you don't take rest you're going to burn out, if you don't burn out, you are going to get admitted (CR-C). • ... And that glass of wine at the end of the day, you just take a sip and you relax and go back to your bed (CR-D). • ... It's hard for me to just do everything because I don't like leaving things out. I can't sleep, I always make sure that it should get done (CR-F).

The following sections provides evidence of each of the aspects listed in Figure 4-4.

4.2.4.1 Personal goals (cf. 2.2.3.2)

Personal goals in this study were closely aligned to the nature of teachers' work and reflect having the ability to develop emotional intelligence. Chan (2008) suggests that enhancing

emotional intelligence should be used in a preventive way in teacher education programmes. Teacher's moods, emotions, and motivation are highly contagious for their learners (Beacker *et al.*, 2014). For instance, one co-researcher pointed to the value of developing “... *emotional intelligence in order to control emotions and level of empathy at work as a personal goal in order to work with the learners*” (CR-B).

4.2.4.2 Importance of lifelong learning (cf. 2.2.3.2; 2.3.2.1)

Delpit (2003) educators never stop learning and growing. Lifelong learning based on what the co-researcher said is related to having independence over one's work and commitment to learning new things as a key aspect for personal development. Personal development is best framed as continual growth, teacher development that has been equated with additional training and meant to improving skills and instil better practices (Mercer & Gregersen, 2020). For instance, one co-researcher pointed that “... *having adequate time to attend to all the work and to be able to learn new things in order to acquire new knowledge, for acquisition of acquiring new knowledge is a never-ending journey*” (CR-B).

4.2.4.3 Value of physical appearance (cf. 2.3.2.2)

Physical appearance for the co-researchers of this study included dressing well and looking good and starting afresh after a stressful day which does affect one's overall personality and sense of wellbeing. For instance, one co-researcher mentioned “... *when I was frustrated about what happened the previous day at school, what I do is I make sure that the following day I dress up and forget everything*” (CR-B). Simple changes can lead to significant improvement in the experience of wellbeing (Wessels & Wood 2019). Hence this quote boosted self-confidence and self-esteem: according to co-researcher, one feels very reassured when one is dressed well and presentable, which makes significant changes in professional and personal life.

4.2.4.4 Importance of family (cf. 2.2.3.1; 2.2.3.2)

Family relationships like parents, marital partners and siblings played a central role in shaping and influencing co-researchers' wellbeing across their life course. Family connections provided a greater sense of meaning and purpose as well as social and tangible resources (Feeney & Collins, 2015) which benefited co-researchers' wellbeing, for instance, one co-researcher mentioned “... *my mum and dad are very important in my life, if it wasn't for them and God, I wouldn't be where I am today*” (CR-E) and supported by another co-researcher who said “*I don't know where will I be if it wasn't for my grandmother and I thank God I recently got married; now I have a husband, I now have someone I can talk to*” (CR-F).

4.2.4.5 Significance of relaxation (cf. 2.3.2.2)

Stress and psychological risk at work can be conceptualised through the balance of job demands (e.g., workload, time pressures, physical environment, and emotional labour) and job resources (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Based on data collected for this study many of the co-researchers were caught in the grind of work, family responsibilities and ongoing stress, often not allowing themselves to truly rest. However, through the discussion they realized the important to prioritize adequate rest and quality sleep in their everyday lives. One co-researcher mentioned “... *it’s very important to take rest when you feel tired or when you’re frustrated, because if you don’t take rest, you’re going to burn-out or if you don’t burn-out, you’re going to be admitted*” (CR-B).

The following section presents the third theme, namely, the teaching aspect that forms part of teachers’ wellbeing. Each code will be individually discussed, direct quotations from co-researchers’ responses are presented in Table 4-4. Relevant literature will be referred to as a control.

4.2.5 Theme three: Teaching aspect that form part of the teachers’ wellbeing

Teaching aspects refer to qualities of a good teacher; these include skills in communication, listening, collaboration, adaptability, empathy, and patience (Weinberger & Shonfeld, 2020). Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning (Wells, 2015).

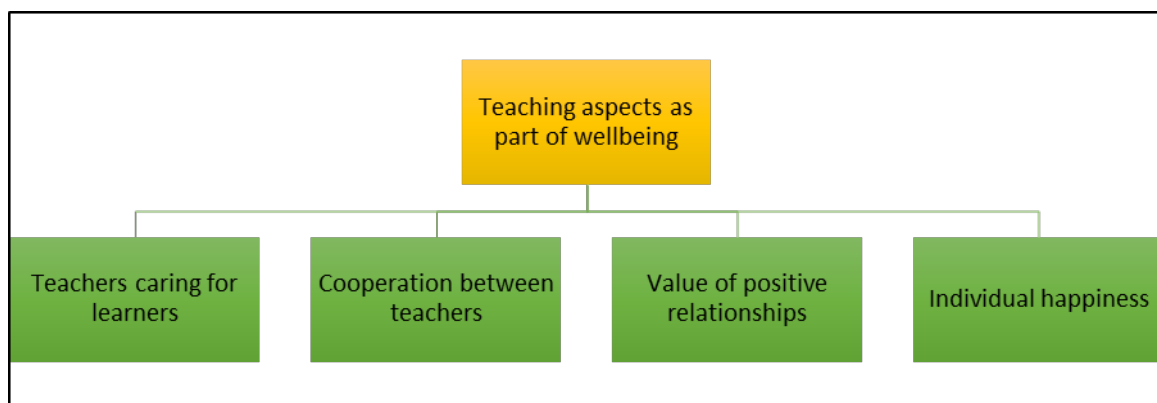


Figure 4-5: Aspects related to the theme teaching aspects as part of wellbeing

Table 4-4 provides an outline of the evidence of the cycle one dataset for the theme personal issues as part of wellbeing. Each code is presented with relevant quotes from the co-researchers.

Table 4-4: Typical codes and quotes for the theme teaching aspects as part of wellbeing

Codes	Quotes
Teachers caring for learners	<ul style="list-style-type: none"> • ... We are in a group, we actually help needy learners by actually making sure that they get school uniform, shoes and that they are given food and so forth (CR-B). • ... When you think wellbeing of teachers, you think about learners. And put forward that ... if the children are happy, we as teachers can also be happy (CR-A).
Cooperation between teachers	<ul style="list-style-type: none"> • ... We should be a team that work together to produce quality education for the learners. (CR-A). • ... I like doing things by myself, I always try to maintain a good relationship with my friends and family and colleagues (CR-D). • ... We will always have differences in life, especially if we work as a collective, we will always have differences and different views (CR-C).
Value of positive relationships	<ul style="list-style-type: none"> • ... I believe in having a good relationship with my colleagues. (CR-A). • ... Friendship where I can be goofy (CR-D). • ... This is my personality over here; I am a person that is really outspoken. It's hard for people to get to talk to me because they think I don't like talking to people (CR-F).
Individual happiness	<ul style="list-style-type: none"> • ... It makes me feel happy because the most important thing it's the children, if the children are happy, we as teachers can also be happy. This brings me happiness because of my work (CR-A). • ... I feel it's my duty to help make sure that my learners are happy in the class (CR-B). • ... This plant in a vas represents all the learners I once had in my care but couldn't help, some of them are doing well but some of them are not doing well and so I have a broken heart because I know that there are those who dropped out of school (CR-E).

The following section provides evidence of each of the aspects listed in Figure 4-5.

4.2.5.1 Teachers caring for learners (cf. 2.2.3.2)

The notion of teacher as self-sacrificing for the good of learners and putting their need and wellbeing behind those learners must be challenged (Gregersen & Mercer, 2021). The teachers in this study mostly gave many different reasons for why they love teaching, with the main reason being wanting to serve children. They want to teach them and help them learn achieve, and progress. While in the process, they, as one co-researcher mentioned “consume themselves to death while lighting the way for learners” (CR-B).

4.2.5.2 Co-operation between teachers (cf. 2.2.3.2; 2.3.2.3)

An essential and effective way of generating a sense of belonging in the workplace is fostering work relationship. Teaching can be an isolating profession, but research has shown that colleagues who work together by sharing materials and by collaborating on projects are generally happier at work and more satisfied with their workplace (Maslach & Leiter, 2008). One co-researcher mentioned “... *we should work together because if we are going to work together, we are going to produce good quality education*” (CR-A).

4.2.5.3 Value of positive relationship (cf. 2.2.3.2; 2.3.2.5)

Relationships in this study are defined in terms of feeling connected to, supporting, and being supported by others (Taylor, 2011). Relationship highlights the importance of having positive social connections to others (Seligman, 2011). Most co-researchers mentioned the need for good relationship with others (Kinman et al., 2011). A positive relationship is characterised by psychological safety and indicates trust and honesty in the workplace (Edmondson, 2019) one co-researcher mentioned “... *I believe in having a good relationship with my colleagues and the children are happy because we provide them with a good place and have relationship with them*” (CR-A), and was supported by another co-researcher when she mentioned “... *I always try to maintain a positive relationship with my colleagues and learners, and this represents the environment I always want to work in, a peaceful environment*” (CR-F).

4.2.5.4 Individual happiness (cf. 2.2.3.1)

Life satisfaction and personal happiness (hedonic perspective), as well as healthy psychological functioning, all have an impact on teacher wellbeing (Pietarinen et al., 2013). Teachers can display high psychological functioning when they have strong interpersonal interactions with others, a sense of autonomy and competence, and possibilities for personal growth (Harding et al, 2019). One co-researcher stated “... *it makes me feel happy because the most important thing there it's the children, so if the children are happy, we as teachers can be happy*” (CR-A).

The following section presents the fourth theme, namely, multidimensional aspects that form part of teachers' wellbeing. Each code will be individually discussed, direct quotations from co-researchers' responses are presented in Table 4-5. Relevant literature will be referred to as a control.

4.2.6 Theme four: Multidimensional aspects that form part of the teachers' wellbeing

Huppert and So (2013) suggest both theoretical and practical reasons for approaching wellbeing as a multidimensional aspect across valued life domains. On the theoretical side, wellbeing is an abstract aspect that includes both feeling good and functioning well and on the practical side, multidimensional wellbeing metrics can identify groups with specific strengths and weaknesses (Huppert, 2014; Seligman, 2011). Wellbeing cannot be defined by a single measure but comprises various aspects that are more readily measured. Banerjee (2016) refers to wellbeing as more than feeling happy, content, or without any illness; it is a combination of emotional, physical, and social factors. A sense of wellbeing is not just thinking about the fleeting moments of pleasure, happiness or contentment experience, it is more about an overall satisfaction with life. Glazzard and Rose (2019) propose that a sense of wellbeing is reinforced when individuals who experience a diversity of emotions in response to life's rapid changing circumstances explore and comprehend the drive behind the feelings to develop innovative methods to react to these changes. Translated to the school setting, a teacher with a good sense of wellbeing is connected to the workplace through commitment to their teaching and relationships with others, and derive meaning from teaching (Fridman, 2017, Lui, Song & Miao, 2018).

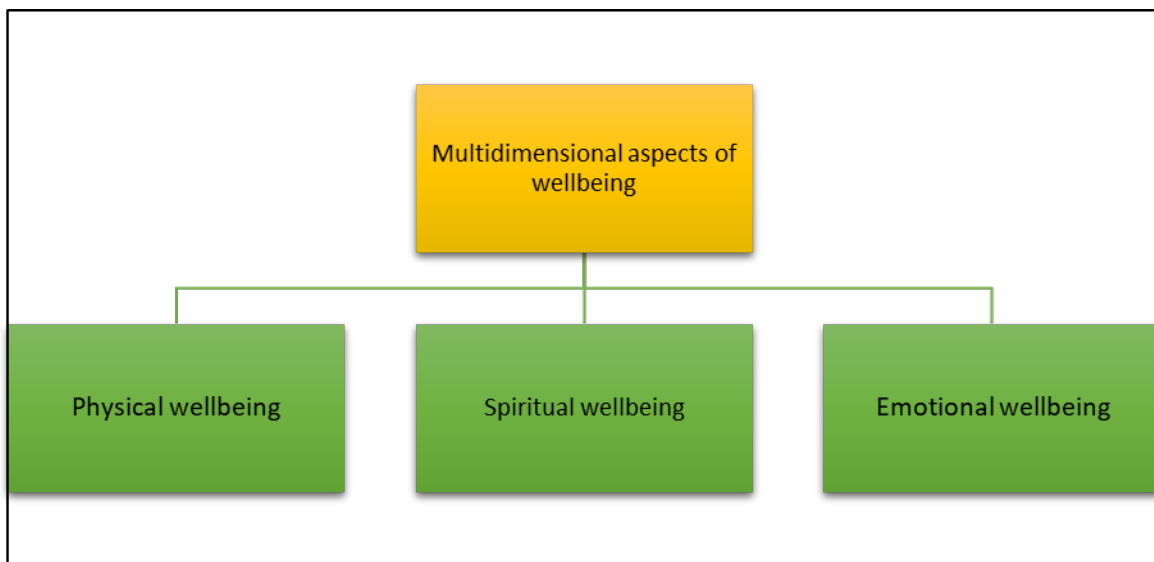


Figure 4-6: Aspects related to the theme multidimensional aspects as part of wellbeing

Table 4-5 provides an outline of the evidence of the cycle one dataset for the theme multidimensional aspects as part of wellbeing. Each code is presented with relevant quotes from the co-researchers.

Table 4-5 Typical codes and quotes for the theme multidimensional aspects of wellbeing

Codes	Quotes
Physical wellbeing	<ul style="list-style-type: none"> • ... <i>I like to exercise, I think exercising complete me if I don't exercise, I don't feel like myself. I also like to eat healthy foods, because eating healthy means you actually develop a healthy body and a healthy mind (CR-C).</i> • ... <i>If you talk about exercising you are talking about other aspect of wellbeing, there is a whole lot of things because if you are not healthy, it affects your wellbeing, being healthy and eating healthy, if you are not well it will affect your wellbeing (CR-B).</i>
Spirituality wellbeing	<ul style="list-style-type: none"> • ... <i>The centre represent God and God always provides, so God is at the centre provides for my wellbeing (CR-D).</i> • ... <i>By the grace of God, which is represented by this. I have managed (CR-F).</i> • ... <i>We are actually part and parcel of one universe. And the same things to God as the mountain so to me as a human being, when God looks at the mountain, he actually sees part of the universe which complete one (CR-C).</i>
Emotional wellbeing	<ul style="list-style-type: none"> • ... <i>The emotions I had while doing this was that I am on my own (CR-B).</i> • ... <i>I experienced a lot of emotion, its sadness that represent the saddest part of me (CR-D).</i> • ... <i>I had mixed emotions; I realised a part of me is not happy. A part of me is not well at all (CR-E).</i> • ... <i>The first pattern is that all of the speakers, they don't have someone to talk to, they are dealing with things on their own. I've never had someone mentioning that I met this person apart from people who are very close who sometimes cheers you up and makes jokes with you. But none of us have met professionals whereby you can say this is what I'm going through, how do I deal with it, this is what I'm experiencing now, how to how to deal with such things, how do I get help? None of us have had that, we are all alone. We deal with things on our own (CR-B).</i>

The following sections provides evidence of each of the aspects listed in Figure 4-6.

4.2.6.1 Physical wellbeing (cf. 2.3.2.2)

Physical activity has the capacity to prevent mental illness, to foster positive emotions and to defend individuals against the stresses of life (Hefferon & Mutrie, 2012). According to Daniels and Strauss (2010), possible variables influencing teacher wellness might be the

consequence of internal and external pressures experienced through every day associated challenges on an emotional, physical, and social level. One co-researcher mentioned that *“... I am one person who likes exercising, I think exercising complete me, if don't exercise I don't feel like myself”* and continued to mention that *“... exercising actually makes my physical body well, so I can face the learners from morning till 2 o'clock”* (CR-C).

4.2.6.2 Spiritual wellbeing (cf. 2.3.2.6)

Pong (2022): Teachers' spiritual wellbeing is directly and extensively correlated to learners' learning, personal growth, and psychological wellbeing. The essence of human experience of spirituality is one's search for and expression of the meaning of life (Zamaniyan et al. 2016). The World Health Organisation (WHO) marks spirituality as the fourth dimension of health. As such, spiritual health is an essential dimension of one's overall wellbeing (Fisher, 2011). One co-researcher mentioned *“... At the centre it says God provided me, and he always provides, he provided me with the kids which are my learners and with the kids comes my work”* (CR-D).

4.2.6.3 Emotional wellbeing (cf. 2.3.2.1)

When a teacher is in a positive state, their mind widens (Fredrickson, 2012) and they open to think more creatively, seeing more options, and connecting with others, all of which helps them become better, more effective, and innovative teachers. However, the challenges teachers face are emotionally demanding (Hynds & McDonald, 2010). Most teachers learn how to deal with the demanding emotional aspects of their roles from experience, rather than through systematic preparation (Kayuni & Tambulasi, 2007). In other emotional demanding professions, such as psychology and social work, high levels of professional support and debriefing are standard procedure, this is not so in education (Riley & Langan-Fox, 2013). One co-researcher mentioned *“... the emotion is very simple, I am on my own and the pattern in all the speakers is that they don't have someone to talk to, they are own their own and dealing with things on their own. I have never heard someone mentioning that they have met with professionals whereby you can say this is what I am going through, how do I deal with it”* (CR-B).

4.2.7 Brief summary of cycle one

Cycle one of this PAR research study presented the process of data analysis used to analyse data, including the perspectives of the co-researchers during the reflection phase, school background, and a report of the themes and quotes analysed through the thematic analysis, and relevant literature based on the co-researchers data to address the primary

research question of this PAR research study explaining their delineation of their own sense of wellbeing in a challenging semi-urban primary school setting. Four themes emerged from the co-researchers' explanations of their understanding of their own sense of wellbeing, (1) Mindfulness aspects related to the wellbeing of teachers (2) Personal aspect that form part of the teachers' wellbeing (3) Teaching aspect as part of the teachers' wellbeing (4) Multidimensional aspect that form part of the teachers' sense of wellbeing, with each presented in different code are individually discussed with use of direct quotations from co-researchers' responses.

4.3 CYCLE TWO OF THE PAR PROCESS

The following section emphasizes cycle two of the data generation process. This cycle also started with a prefection phase. Preflection according to Brand et al. (2016, p.290) is employed to promote an awareness amongst the co-researchers to "consider possible outcomes and anticipate experience" in advance. During this meeting I introduced the co-researchers to the next phase of their data generation journey. During this cycle the co-researchers had to answer the next two subsidiary research questions.

With Table 4-6 I present a short explanation of the prefection, planning, acting, evaluation, and reflection phases as used during cycle one of this study.

Table 4-6 Phases used for cycle two

Cycle two	<p>Technique: Future creating workshop</p> <p>Subsidiary research question 2: <i>How can a strong sense of wellbeing collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings?</i></p> <p>Subsidiary research question 3: <i>What guidelines can emerge to implement a collaborative approach to facilitate a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings?</i></p>
Preflection	Participants were reintroduced and got familiar with each other again through informed discussions and took part in team building activities as groups. The researcher explained the study and topic for cycle two. The co-researchers' expectations were established. The planning of the session was set out collaboratively with the co-researchers.
Preparation	As research facilitator I facilitated a relationship building activity in collaboration with the co-researchers. I explained the phases of FCW as a research generation technique to co-researchers. The two questions were introduced to the co-researchers.
Critique	The aim was to establish the problems in question. During a brainstorm session the co-researchers generate information and collect critique issues related to their contexts. The ideas were collaboratively clustered using mind mapping to visualise the whole situation. Lastly, we evaluated and prioritised our ideas by

	means of informative discussions, and finally voting.
Utopia	The co-researchers started to turn the critiques into opposites by analysing and elaborating on various ideas during an informative discussion session and the use of mind mapping to visualise the options.
Realisation	Collaboratively the co-researchers discussed the relevant utopia and attempted modifying these as practicable ideas. The co-researchers utilise an informative discussion to evaluate the ideas and formulate concrete self-care guideline.

Below the phases used for cycle two are discussed.

4.3.1 Preflection

The focus of cycle two was on the co-researcher's data generation journey to answer the second subsidiary research question. This cycle started with a preflection, that provided me and the co-researchers with the opportunity to reflect on cycle one of the data generation process. Next, the co-researchers that voluntarily took part in this cycle took part in another relationship building activity to assist the co-researcher to reinforce the bond that they had already formed during the first cycle two months before. The aim with this activity was to highlight some of the individual co-researchers' traits to strengthen the sense of camaraderie among them.

During cycle two, five co-researchers teaching at a in a semi-rural environment within Ikageng, Potchefstroom in the Kenneth Kaunda District voluntarily and collaboratively formed a future creative workshop (FCW) to answer the second and third subsidiary questions. Two of the co-researcher opted to withdraw from the study. This data generation approach mostly identified aspects that were not apparent to either the research facilitator or the co-researchers prior to commencing the FCW (Ørngreen & Levinsen, 2017).

Next, as research facilitator I presented the nature of a FCW to the co-researchers as well as expanded on the four phases of the FCW. The preparation phase formed part of the preflection. During the critique phase of the workshop the current situation was deliberated on by means of a brainstorming session, developing keywords and organising them into categories. During the utopia phase, the co-researcher explored possible solutions to the problem. Lastly, during the realisation phase general ideas were analysed. This provided the co-researchers the opportunity to envisage future guidelines that could facilitate a self-care wellbeing practice amongst teachers at a local primary school in a semi-rural setting in Potchefstroom within the Kenneth Kaunda District (see Jansson & Mörtberg, 2011).

4.3.2 Critique phase

The critique phase provided co-researchers with an understanding of strong sense of wellbeing, and a mutual point of departure. The co-researchers thus began from a joint personal interest to an awareness of the challenging current issues related to their sense of wellbeing (Reyes, 2012). During the critique phase the co-researchers attempted to identify real problems and frustrations rooted in their lived experiences. These critiques showed the relationship between the co-researchers' personal and professional lives. During the brainstorming session both the co-researchers' everyday experiences and those related to their working environment in which they must struggle to maintain their sense of wellbeing were illuminated.

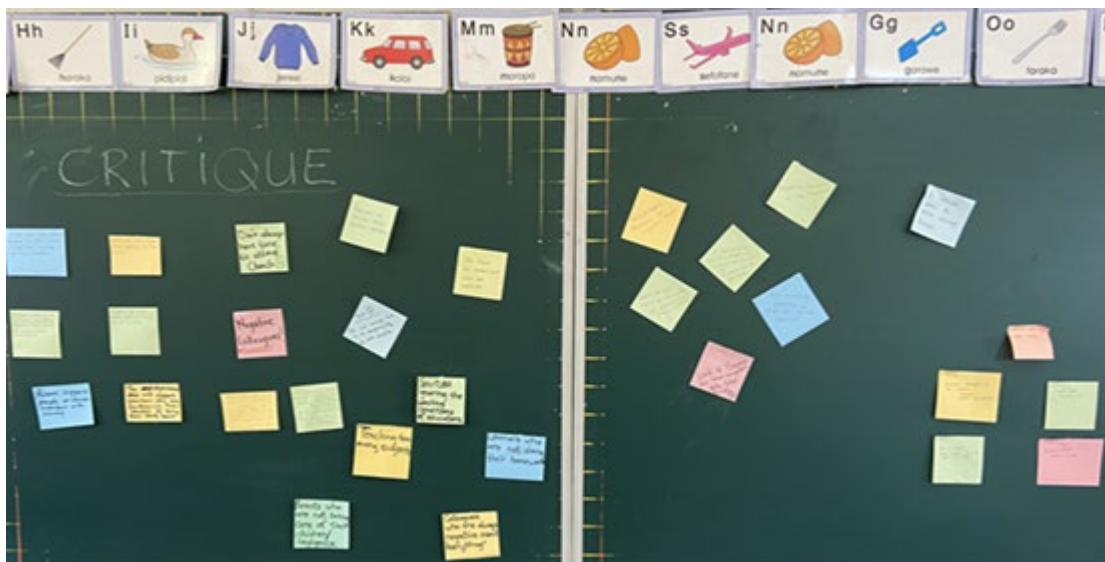


Figure 4-7: Critique phase

The phase started with a brief brainstorming session among the co-researchers before they each formulised short statements to account for their experiences related to their complex work setting that present challenges that hamper them to sustain their own sense of wellbeing. The co-researchers also worked together to identify how the statements were connected and which were of highest significance. They organised the contributions into themes. The critique phase was guided by specific rules, where each co-researcher was required to write short critical statements; no arguments, and everything was applicable. All statements from the co-researchers were written on sticky-note paper and stuck to the board to be visible throughout the phase (Figure 4-3). This redounded in 30 short critical statements. Each co-researcher was given the opportunity to use four votes to mark the critiques they identified as the most important.

The co-researchers engaged in a reflective discussion, and through a critical dialogue grouped the critical statements into 12 sub-themes as presented in Figure 4-4. From the sub-themes identified by the co-researchers, they highlighted five as most significant.

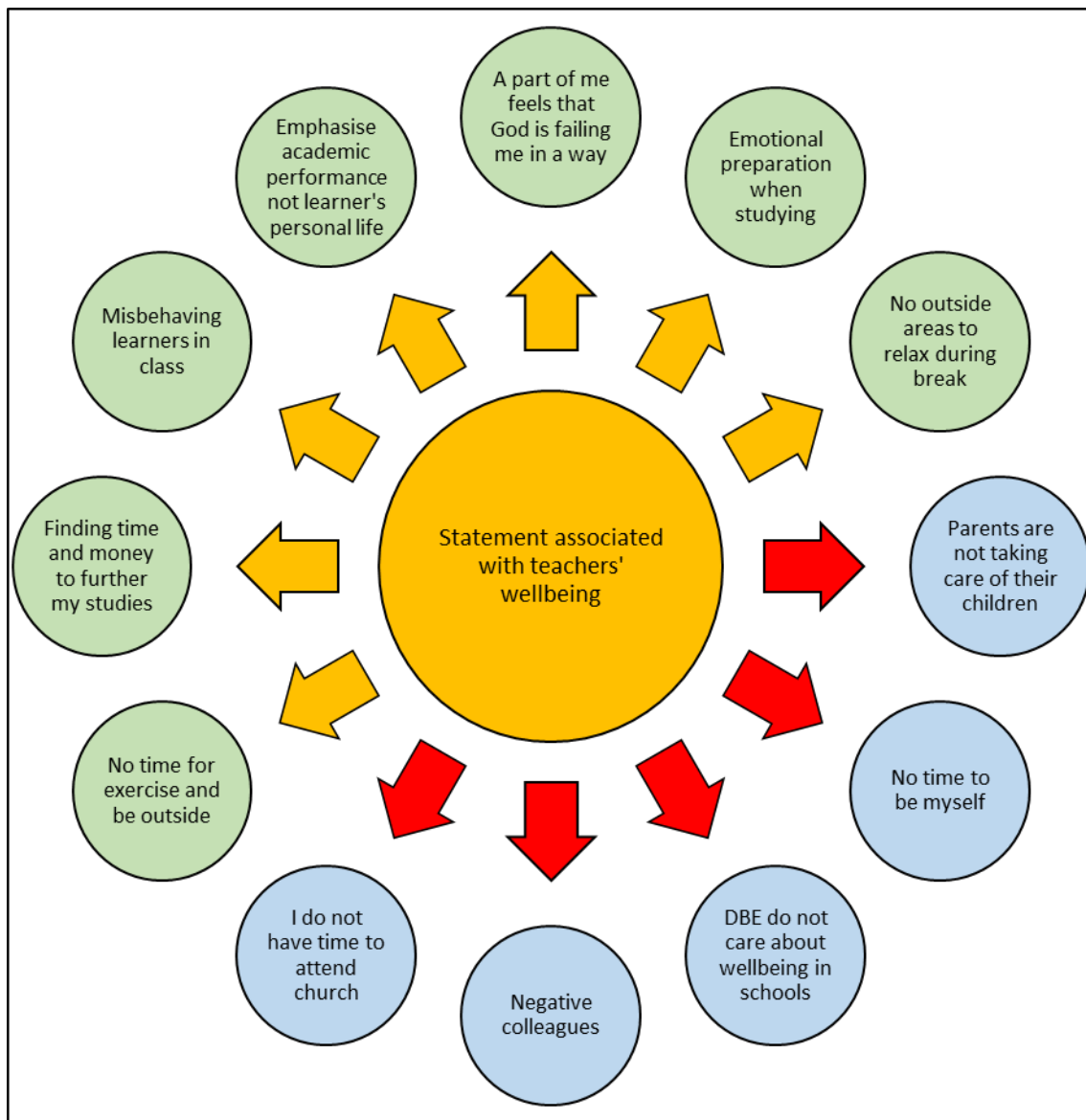


Figure 4-8: Sub-themes that emerged from the critique phase

Next the five sub-themes that were identified as priorities by the co-researchers will be offered.

4.3.2.1 Sub-theme one: Poor parental care (cf. 2.2.3.2)

Many of the issues that have a significant impact on learners' achievement, including such as parental involvement, care services, and finances, are outside the control of educators, but have a huge influence on the wellbeing of many teachers (Mercer & Gregersen, 2020).

Given the literature cited above, it is supported by the following comments from co-researchers:

“... But there are parents who do not even care about their kids. And us as teachers we don't sleep at night because of those kids who are struggling. It seems like we're the only people who worry about those kids but the parents they don't really care” (CR-B).

“... What I wrote is parents who are not taking care of their children and negligence. Throughout my career, I've always observed that they're parents who are actually ignoring their children, they're parents who God gave them children who can actually be, you know, people in life, but because they come from families where there is no care, that is actually what is actually causing or giving us a society-problems” (CR-A).

4.3.2.2 Sub-theme two: Self-care of teachers (cf. 2.2.3.1; 2.3.2.3)

Teacher wellbeing is translated into teacher self-care but is governed by the educational situation. Teacher self-care practices allow teachers to avoid burnout, communicate with learners more successfully, and create learning-friendly school environments (Kruger, 2019). Given the literature, it is supported by the following co-researcher comment:

“... That's what I'm talking about the self-care when she said that I remember when I'm sorry that I'm mentioning this a lot, it really affected me. I don't wanna cry. But yes, I'm strong. I used to, like, avoid feeling certain ways. Like maybe when I miss my mom, or when I used to avoid a lot of things. And I got admitted. And now on depression pills. So, the one thing that the doctor mentioned to me is that when I have problems, I must confront them, you must find a solution to them” (CR-E).

4.3.2.3 Sub-theme three: Role of the DBE (cf. 2.3.2.3)

The challenges that educators face in South Africa are increasing because of their working conditions, which in turn affect teacher enthusiasm for their job (Taket et al., 2012). Most classrooms are overcrowded and under resourced. Although policy suggests a teacher to learner ratio of 1:40 teachers, particularly in rural areas, deal with ratios greater than 1:50 (DoE, 1998; DEB, 2011). Based on the above literature, it is supported by the following co-researcher comments:

“... The Department of Education do not care about our wellbeing and wellbeing of the learners. Because they do not even now have social worker or psychologist at schools, teachers must do all this, yet they do not have any formal training” (CR-D).

“The Department of Education seem to be ignoring the working conditions of educators. For instance, like one colleague mentioned the type of salaries that we get as educators” (CR-C).

4.3.2.4 Sub-theme four: Teachers’ attitude (cf. 2.3.2.3)

Naheed et al. (2000) report that teachers’ attitudes relate to their own wellbeing and are linked to teachers’ commitment to teaching, mind-set towards learning, and attitude towards learners. Based on the above-mentioned literature, it is supported by the following co-researcher comments:

“... Colleagues who are always negative and you ask yourself, how is this person a teacher when his or her attitude is like this” (CR-C).

“... I wrote about colleagues who are always negative about everything. Guys they’re colleagues who, I don’t know some people are actually misplaced in education, just to put it bluntly, because you will have a teacher who will tease a learner because a learner does not have one, two or three. You will have a teacher who will be against another teacher because that teacher is helping children who are coming from poor backgrounds. So, you ask yourself, is this person really cut out to be a teacher? Or is he here just to collect a cheque? That also depresses me because it contributes a lot to my stress because some of them are so negative towards the kids” (CR-B).

4.3.2.5 Sub-theme five: Religion (cf. 2.3.2.6)

Spiritual wellbeing is based on purpose, value, and meaning in life with or without organised religion (Stoewen, 2017). Spiritual wellbeing gives individuals meaning and value in life to guide their life (Strout et al. (2016). Individuals with a high level of spiritual wellbeing will participate in spiritual activities that are in line with their beliefs and values (Stoewen, 2017). Based on the above-mentioned literature, it is supported by the following co-researcher comments:

“... A part of me feels that God is failing me in a way” (CR-D).

“... I don’t always have time to attend church” (CR-E).

During the critique phase of the FCW the co-researchers deliberated on their current awareness of the challenging issues related to their sense of wellbeing by means of informative discussions and brainstorming sessions. They developed keyword/phrases and collaboratively organised these into categories. Next in the utopia phase, the co-researchers explored possible solutions to the challenging issues related to their sense of wellbeing.

4.3.3 Utopia phase

Utopian thinking refers to the capacity of individuals to imagine a future that is radically different from what we know to be the prevailing order of things; it is a way of breaking through the barriers of convention into a sphere of the imagination where many things beyond our everyday experience become possible (Vieira, 2010). During this phase the co-researchers were asked to suspend reality and focus on their hopes and dreams that are related to a strong sense of wellbeing to address the wellbeing issues in semi-urban primary school settings. The objective was to facilitate the participants' reflexivity by making room for thinking in new ways and avoiding some of the readymade answers or clichés that are sometimes presented in the field (Alminde & Warming, 2020).

The ideas and visions of the co-researchers were presented by means of mind mapping and they observed on these key aspects. As in the previous phase, the themes are prioritised through voting, to find out which ideals about a strong sense of wellbeing can be used to maintain the wellbeing and should be developed. The co-researchers progressed in the same way as in the previous session, but with a different set of rules. The rules in the utopian phase where reality is out of function: we're positioned in a perfect world, everything is possible; only short statements are allowed; no conversations; everything is applicable. In this phase as much as 30 short statements were written and posted on the board and, just as previously, again the co-researchers got four votes each to mark the statements they set up as most important in relation to their wellbeing. These were listed on the board and reflected upon. After the reflective discussions six themes emerged and were prioritised through coding as seen in Table 4-7.

Table 4.7 Key aspects and themes that emerged from utopia phase

Theme identified by co-researchers	Key aspects mentioned by co-researchers
The school environment should support teachers' wellbeing	<ul style="list-style-type: none"> • Assistant teachers for marking and administrative purposes. • Having a class size that is manageable (e.g., 30 learners per class). • Provision of free healthy lunch during break time. • Starting time of school to be later. • To get promoted to a principal at a young age. • Having schools where technology teaching is the cornerstone
Learners influence the experience of teacher wellbeing	<ul style="list-style-type: none"> • Having all children of school-going age at school receiving free education. • Having learners who can listen, understand, and always carry

	<p>out teaching instruction.</p> <ul style="list-style-type: none"> • A shelter with an adequate supply of food and toiletries for needy learners
Wellbeing is associated with healthy living	<ul style="list-style-type: none"> • I want to exercise regularly. • I need the courage to go to gym, then I will be living a healthy life. • I would like a personal trainer and free gym membership.
School needs psycho-social support.	<ul style="list-style-type: none"> • Proper support from DBE by providing a school based social worker. • Professional therapist at school for both learners and teachers. • Consult health professional on a regular basis. • Being able to provide social assistance to needy learners • To have full time social workers working with school.
Contextual factors that affect teachers' financial wellbeing	<ul style="list-style-type: none"> • Increase in salary to be able to afford a car, a house and to take care of my family. • I want to be able to transfer or relocate easily. • Have enough money to help those around me as well as my needy learners. • Knowledge to be able to invest in property to get a second income. • Learn and master Forex trading.
Personal aspects can impact wellbeing	<ul style="list-style-type: none"> • I wish that God could speak to me directly then I will do everything according to His will. • Start a new job in a new environment. • I would like to further my studies to be able to have my own teaching and learning program.

In the sections below the six themes that emerged and were prioritised by means of coding are elaborated on in more detail.

4.3.3.1 Theme one: The school environment should support teachers' wellbeing (cf. 2.3.2.2)

A positive workplace is one where individuals flourish, and organizations thrive (Davis, 2016). Peterson and Park (2006) contend a good organization is one that enables a good life for its members. As Kelchtermans (2017) explains, deliberation about the learning environment of learners should be as ample as the working conditions of teachers. In other words, educational institutions need to be designed and structured not only for the wellbeing of the learners but also for that of the teachers (Rae *et al.*, 2017). For instance, as literature shows above, co-researchers commended:

“... Having an assistant educator to deal with the admin work so that my focus can only be on teaching the learners. Maybe this will assist me to produce 100%. Because I think due to the admin that we have as educators we can't really work to our full potential” (CR-D).

“... Having a class size that is manageable. We're actually struggling with number of kids in classrooms, especially in township schools, where would you actually find a classroom that does not have more than 40 learners. In most cases, learners range between 45 and 56. So as an educator, you are actually unable to give your outmost to every learner that individual attention light each learner needs. So, I would actually be happy if we can actually have company building schools and hiring more teachers so that we can actually reduce the size of our classrooms, especially in township schools, because that is where this problem is endemic” (CR-B).

“...Getting free healthy lunch at school I mean like once every Monday we get something healthy from the school, that will work for me” (CR-E).

“... And or starting time of school to be later, I struggle to wake up and would love for school to only start after 9” (CR-D).

“... I must just be a principal. And one thing I've realized is that the environment has changed, the teachers that are coming to the system, are very decisive. If they decide on something, they do it or not, so I think is time maybe the department should consider hiring someone on their early thirties unlike waiting for someone to get old, they should consider someone young and active, then everything will just be smooth and running” (CR-C).

“... Having schools where technology teaching is the cornerstone, we actually as Africa, we're actually behind in terms of technology. And we are actually seeing things that we cannot even explain because we are so technologically behind, we don't actually understand some of the things and the world now is actually ruled by technology. So, if we cannot actually produce kids who are good at technology, we are still going to be lacking behind countries like China, countries like the Western countries, your Western European countries and the USA” (CR-B).

4.3.3.2 Theme two: Learners influence the experience of teacher wellbeing (cf. 2.3.2.2)

Learning and teaching involves two stakeholders; the learner and teacher (Chatti *et al.*, 2012). Mercer and Gregersen (2020) advocate it is high time due that attention is paid to both. Ultimately, attending to teacher wellbeing will be beneficial not only for teachers

themselves but also for the learners. As Darling-Hammond *et al.* (2017) explain, school with high-performing and healthy teachers constitute the best guarantee for positive and lasting learners' results. Given the literature cited above, it is supported by the following comments from co-researchers:

"... Having all children of school going age at school receiving education for free. You know, in our townships, we do have kids who are not actually attending school, even though the government is saying, it is the law that each and every school going age must be at school. But that is not the case. We do have nine-year-old and ten-year-old children not attending school, only attended school for one year because some come from dysfunctional families, no one cares about whether those children attend school or not" (CR-B).

"... Having learners who are able to listen and understand all the time and carry out the teachings and instructions very well. The reason why I wrote this is because, you know, sometimes you get impatient with learners who don't understand, and others are doing it deliberately just to interrupt the classroom. So, if you're having learners, all the time who are listening and who understand and carry everything out like they are learning, that will be good" (CR-A).

"... A big room that has a never-ending supply of food and toiletries for needy kids and learners. Like sir has said we are working under psychosocial support. So, we have those learners who really need the food and the needy came to us and you just feel like you weren't doing enough, you can just adopt them and take care of them" (CR-A).

4.3.3.3 Theme three: Wellbeing is associated with healthy living (cf. 2.3.2.2; 2.2.3.3)

Many different interpretations of the concept of wellbeing abound in definition and even experts in the field often have difficulty agreeing on exactly what it means, Pinto *et al.* (2017) define wellbeing as the state of living comfortably, healthy, or happy. Happy and healthy teachers are more likely to bloom in all aspect of their lives, including relationships in work and beyond. This means less risk of burnout and of teachers quitting the profession (Bullough, 2011). As much literature is concerned with the association between wellbeing and healthy living, recognitions of such associations are in in comments from co-researchers:

"... I must exercise regularly" (CR-C).

"... I need courage to go to gym or live a healthy lifestyle. It's my wish. I even bought the gym wear, to motivate me to go to gym". (CR-D).

“... Personal trainer and free gym membership, someone that I can get to train with me and do things that I like to do but at the same time you know exercising and putting in the work” (CR-5).

4.3.3.4 Theme four: School needs psycho-social support (cf. 2.2.3.2; 2.3.2.5; 2.3.2.1)

The wellbeing of teachers is a shared responsibility with those involved (Franklin, 2012). Therefore, it requires systemic levels of intervention and support alongside any steps that an individual can take (Mercer & Gregersen, 2020). Teacher wellbeing needs to be a genuine priority in every aspect of all educational systems, and not merely the focus of superficial Insincerity (Fullan, 2001). Below are examples of psycho-social support needed for schools, according to co-researchers:

“... A proper support from the department by providing a school based social worker to help those learners who are having problems. Others can't talk to us. Because sometimes when you came into class, today you are this monster, tomorrow they love you, other days they don't love you, so they don't know where they stand with you, actually are you carrying or what they just don't understand. So, if we have a school based social worker, then they know they can go there and find the proper support” (CR-A).

“... The department of education is not, does not care about the wellbeing of learners and teachers. Because if it did care, we were supposed to have professional therapist at school for both learners and teachers, because we are going through a lot as teachers and these learners are going through a lot, they bring their burden to us. And we don't have any formal training, on how to assist them. And we also have our own things. So, I feel like if we do have those professionals in around our premises, it will be easy because our job will be just to teach” (CR-C).

“... Consult health professionals whenever I'm having problems” (CR-D).

“... Being able to provide social assistance to all needy learners. Like I said, psychosocial part is actually one of the things that I actually love, mostly because I do love to give assistance to learners but the type of assistance that we give is not actually enough. For instance, we may actually have 40 learners who need food parcels. But when we are given donations, usually we given donation just to provide for 10 learners. What about that other 30, who actually needed those food parcels at that time, so it actually doesn't actually sit well with me” (CR-B).

“... To have a full-time social worker working with a school because we do have learners, you know, with different psychosocial problems that need to be attended here. So, if we have to wait for a social worker to come after two weeks, and sometimes he does not, he says he has transport problems and so on. So, our children actually are suffering because of those small problems” (CR-E).

4.3.3.5 Theme five: Contextual factors that affect teachers’ financial wellbeing (cf. 2.2.3.2; 2.3.2.3)

Whitebook (2013) contends that teachers’ salaries influence teachers’ sensitivity and instructional practices in classrooms. (Li-Grining *et al.* 2010; Pakarinen *et al.*2010). Teachers’ beliefs that they do not receive adequate salaries may have an impact in increased feelings of stress, which negatively impact both classroom quality and learners’ outcomes (Johnson *et al.*, 2020). Teachers’ financial wellbeing has been associated with teacher turnover, teacher burnout, less sensitivity to children, and less developmentally appropriate practices and quality instruction in classrooms (Whitebook & Sakai 2003; Whitebook 2013). Teachers’ salary has been identified as the most important factor in teachers’ decisions to stay in the field of education (Hahs-Vaughn and Scherff, 2008). These factors above from literature are consistent with commands from co-researchers about their financial wellbeing:

“... Double salary, to be able to afford, a house for me and my family and to be able to take care of my family, especially my extended family from the village. And then being able to help everyone. We try to do that. And at the end of the day, it consumes you as a person and you feel sometimes like you are not doing enough. And it ends up stressing you out. Because you know sometimes you can and sometimes you can’t. And you don’t know how to tell them as an educator, you end up finding yourself trying to help everyone, while you don’t have the power to help everyone” (CR-B).

“... More salary and I so wish that it was easy for us to relocate as educators I wish to get a transfer, is very difficult to obtain one” (CR-A).

“... Being able to help all the people around me financially, including my learners. Most of us educators we are always worried about our kids. If I eat at home, I worry about that one kid, if they eat at home because I have notice maybe he’s going to bed without eating anything” (CR-C).

“... I’d like to invest in land and property. So yeah, that’s also one of my dreams. I as a teacher, I think the only solution a lot of you guys mentioned “double salary” a solution to

that is to have more than one income just invest in something else or start a business, because we are not going to get the double salary. So yeah, I look for things to invest in” (CR-E).

“... And also, learning and mastering forex trading. So, guys like sir have already mentioned technology is taken a big role now because we're in the fourth industrial revolution. So learning and mastering forex would also you know, be another income stream” (CR-E).

4.3.3.6 Theme six: Personal aspects that impact wellbeing (cf. 2.2.3.1; 2.2.3.2)

Personal characteristics of an individual (personal aspects) affect how the individual feels, thinks, and can work (Cameron & Spreitzer, 2013). Holmes (2005) suggests that individuals have four different kinds of wellbeing that demand care (i) physical (ii) emotional (iii) mental or intellectual, and (iv) spiritual wellbeing in teaching as a profession play a key role in a teachers' overall sense of wellbeing. Below are examples from co-researchers:

“... I wish that God could speak to me directly. In that way it will assist us, we wouldn't be able to hurt one another, and then I wouldn't be making so many mistakes” (CR-A)

“... Start a new job in a new environment that will really assist my sense of wellbeing. Just to meet new people in a new environment” (CR-C-D).

“... I have an honours in curriculum studies. So, my dream was always to change our curriculum. CAPS has a lot of problems. We all know that. So, I'd like to have my own learning and teaching program. Just to get away from the CAPS. And this is my dream because I also want to work from home. Because waking up every day nine to five is a struggle for me. I love kids. I love working with kids. I'm just a lazy person but I'm not lazy in class” (CR-5).

Subsequently, the data that resulted from in-depth informative discussions are presented in below.

4.3.4 Realisation phase

The realisation phase focuses on the ideas that the co-researchers mostly favoured during the utopia phase; these can therefore usually be used during the informative discussion on how this vision or dream could be realised (Reyes, 2012). Reyes (2012) explicates that the objective of the realisation phase is stripping the vision and dreams “from the unrealistic features and replacing them with functions that are realisable”. The co-researchers were organised into one working group with the task of developing the utopian ideas gained from

the utopia phase and making them into guidelines for self-care practices. The co-researchers were eager to offer their suggestions, which resulted in a list of innovative suggestions.

During this phase, the co-researchers' dreams and visions from the previous phase were further discussed to assess the probability of that utopia; of being implementable. They were seen with more realistic eyes and must be adapted into reality. This was done by discussing each dream and vision and eventually modifying them to make them more probable to be implemented to achieve the research goal for developing guidelines for self-care practices that the co-researchers can implement for the future in relation to their wellbeing and environment.

4.3.4.1 Recommendations identified collaboratively to facilitate a self-care wellbeing practice as put forward by the co-researchers

The co-researcher grouped and kept their dream and visions and deliberated on how each can become reality by suggesting topics that are used to create guidelines to implement a collaborative approach to facilitate a self-care wellbeing practice

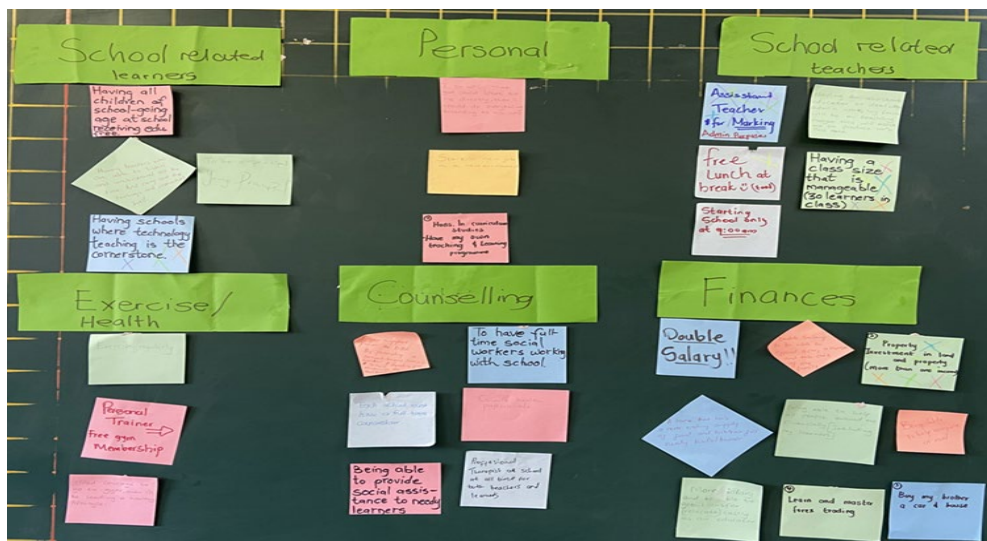


Figure 4-9: Realisation phase

The co-researchers sat around a table, discussing and working collaboratively on each theme to recommend certain aspects related to the theme that can be applied to create operational guidelines for self-care practices to implement at the specific school in order to enhance teachers' sense of wellbeing, and in so doing increase their levels of wellbeing.

Table 4-8: Recommendations to facilitate a self-care wellbeing practice

Themes as identified in utopia phase	Recommendation to facilitate a self-care wellbeing practice
The school environment should support teachers' wellbeing	Support structure for teachers at the school <ul style="list-style-type: none"> • Peer teacher support WhatsApp group • Teacher assistance
Learners influence the experience of teacher wellbeing	Support services for learners at the school <ul style="list-style-type: none"> • Use of services of QLTC • Community based projects
Wellbeing is associated with healthy living	Starting small <ul style="list-style-type: none"> • Eating healthy (Fruit and vegetable a day) • Drinking lots of water • Walking
School needs psycho-social support.	Involvement of available personal to assist with learners related personal issues <ul style="list-style-type: none"> • Invite of social worker • QLTC personal
Contextual factors that affect teachers' financial wellbeing	Financial education as a group <ul style="list-style-type: none"> • Get educated on financial management • Learn about investments • Workshop on savings • Get financial advice
Personal aspects that impact wellbeing	Getting out of comfort zone <ul style="list-style-type: none"> • Read bible to get affirmation • Count blessings • Affirm self by being positive

Recommendation to facilitate a self-care wellbeing practice is presented in the sections that follow.

- **Support structure for teachers at the school**

Johnson *et al* (2015) Teaching is a tough and demanding job; it is a constant learning curve. It is rewarding, frustrating, exciting, and challenging, depending on the day and even the moment. Gu and Day (2013) suggest teachers need recognition, appreciation, and encouragement as contributing key factors for teachers to feel supported in their work. Co-researchers in this study reported the establishment of peer teacher support WhatsApp group as a guideline to facilitate their self-care wellbeing to have a voice, share struggles, get motivated and feel valued every day. Also, employing one teacher assistant per phase to assist with all the administration related workload three hours, twice i a week.

“...let's start a support group per phase, or per grade amongst the peer teachers to give us the strength to be able to handle the fact that there's no support for the learners” (CR-E).

“... So, with the school related teachers, I think the majority of the notes, they are about teacher assistant. So, I was thinking that we start a school shop that will help us raise money. And then from the money that we get from the school shop or school garden or we can just sell vegetables to the community, with that money we can hire new people and give them a stipend per month just to help us, and eventually that garden or that shop will grow and grow and accumulate more income and we can get more people because with the SGB we all know that with money we don't even know what it does” (CR-C).

- **Support services for learners**

Dreyer (2017) believes in working towards a country where every disadvantaged child can access quality education regardless of their background or location. Most of the co-researcher's wellbeing is affected by many of the circumstances learners in the school face. The co-researchers reported on using the services of the QLTC and Community based projects as a means of guideline to facilitate their self-care wellbeing to support learners.

“... Something about school related learners, that one of having more school going children or having children of school going age at school, we can also actually use services of the QLTC. Because remember, that committee consists of different stakeholders. And the problem of learners who are dropping out of school and those who are not attending school. Those people like pastors can actually be asked to actually pass their messages every Sunday at church, just to encourage parents to send their children to school. Because children who did not actually attend school, they actually become problems to their society, even though not all of them, your pastors, your businessman can also even donate money or whatever form of donation, but at least the native to donate something to the school, another group of people in the QLTC Other than pastors and businessman, may we also have involve the mayor, people from the council and those one are even more, they are actually better placed to understand the social problems of our learners” (CR-E).

“... And we got the university close by. And they have a lot of community-based projects. Maybe we can get somebody from that project, even if it's only a social worker doesn't have to be a psychologist or somebody, or a counsellor that can come to the school” (CR-B).

- **Starting small**

A teacher who is not aware of their own wellbeing encounters high levels of stressors which result in health issues (Webb et al., 2009). Van der Westhuizen (2018) expounds that a teacher with a poor sense of wellbeing will not be able to perform to the best of their ability in

and around their working environment. Co-researchers established that wellbeing is associated with healthy living and a need for them to start small as a means of a guideline to facilitate their self-care wellbeing practice in living a healthy life.

“... Start by eating healthy, vegetable a day, a fruit a day. It helps and drinking lots of water. That's what I think and walking, you know, when you have a car, walking becomes a problem. So that can also help, walking instead of always driving to the Tuck Shop” (CR-B).

- **Involvement of available person to assist with learners related personal issues**

The challenges that educators face in South Africa are increasing because of their working conditions, which in turn affect teacher enthusiasm for their job (Taket, Stagnitti, Nolan, & Casey, 2012). The school setting the co-researchers work in, children are growing up in an environment affected by many socio-economic factors, including unemployment, violence, child neglect and abuse, and as a result, there is a growing need for psycho-social support in the school. The co-researcher resorted to involvement of trained personnel, such as inviting the social worker and roping in the services of the QLTC personnel to assist with such issues as a guideline for self-care practices, for them to reduce the level of stress and challenges they face, related to learner personal issues.

“... We do have this program that was initiated by the department that QLTC, so that structure includes a whole lot of stakeholders, your social worker is there, your SAPS, religious people and the likes, business people and so on. Why not we use that, that social worker, we can use that person for both the learners and us. Every time now when again, we contact him or her when we have problems. Obviously, he or she wouldn't be available. But whenever he or she is available they must come, everybody must come that need assistance” (CR-C).

- **Financial education**

Researchers (Whitebook & Sakai 2003; Whitebook 2013) show the associations about teachers' financial wellbeing, including teachers' incomes and their perception of their ability to pay for their basic expenses continue to be an issue for teachers' financial wellbeing, as contextual factors that affect teachers' financial wellbeing may also influence learners' experiences and behaviours in classrooms (Burchinal et al. 2002; Hamre & Pianta 2001). Teachers' incomes influence teachers' sensitivity and instructional practices in classrooms (Whitebook & Sakai 2003; Whitebook 2013). Literature in the field of education also suggests that teacher's dissatisfaction with their incomes is associated with higher teacher attrition (Guarino et al. 2006). The co-researcher resorted to educating themselves financially as a means of a guideline to practice self-care wellbeing.

“... I think we need to start as a group, we can share ways what can you do, I think we can share some ideas, which business you can start. And secondly, maybe have some workshops, we can get those guys to motivate us on business and learner about investments” (CR-E).

- **Getting out of comfort zone**

Based on research, schools can encourage teacher wellbeing by assisting teachers with their professional growth (Aldridge and McChesney, 2018). This may include supervision sessions to help individuals reflect and re-evaluate personal values and professional identities (Parker et al., 2012), these may also provide opportunities for teachers to share practical coping skills and learn new ways to manage emotions, such as depersonalizing from difficult events and keeping emotional diaries (Kinman et al., 2011). School management teams may also implement systemic changes, such as implementing behaviour management tactics, and build efforts to foster a pleasant, supportive working environment that encourages group cohesion, peer support, and a healthy work-life balance.

4.3.4 Brief summary of cycle two

Cycle two of this PAR research study presented the process of data analysis used to analyse data, including the perspectives of the co-researchers during the reflection phase, and a report of the themes and quotes analysed through the thematic analysis, and relevant literature based on the co-researchers' data to address the subsidiary research question 2: How can a strong sense of wellbeing collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings? And subsidiary research question 3: What guidelines can emerge to implement a collaborative approach to facilitate a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings? For this research study, the critique phase emerged with twelve sub-themes from the co-researchers' subsidiary research question 2. Through the Utopia phase six themes emerged and were prioritised through coding, with each presented in different code and individually discussed with use of direct quotations from co-researchers' responses. The realisation phase provides the researcher with recommendations that serves as the foundation for the operational guidelines created to facilitate a self-care wellbeing practice amongst primary school teachers in semi-urban primary school settings. The guidelines are presented in Chapter 6.

4.4 SUMMARY

Chapter 4 presented a discussion of the findings of the PAR study. Cycle one focused on subsidiary question one, while cycle two focused on subsidiary questions two and three. The

two cycles of the PAR data analysis, including the views, ideas, challenges and lived experiences of the co-researchers, were discussed. Chapter 5 concludes this PAR study with a summary of the study and conclusions that emerged.

CHAPTER 5

Summary and conclusions

5.1 INTRODUCTION

With chapter five, a summary of this research study content is presented, followed by the four chapters which encompass the research study. An outline of the details of the research questions that were addressed is given, and new knowledge generated from the co-researcher is offered. The objective of the research study has been to contribute towards utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban area. The co-researchers engaged in a collaborative process to explain their delineation of their own sense of wellbeing, their perceptions on maintaining a strong sense of wellbeing and the development of guidelines to facilitate a self-care practice amongst teachers. The study findings are summarised with a brief overview of the research process, followed by the conclusions drawn from the findings of the study. Thereafter the limitations are also indicated, and recommendations are made with reference to research and practice applied in this study.

In conclusion, I present a summary to address the three sub-research questions as well as the primary research question of this PAR research study by indicating how the co-researchers can use PAR to collaboratively develop and implement a practice to enhance a strong sense of wellbeing in a challenging semi-urban primary school setting.

5.2 SUMMARY OF THIS RESEARCH STUDY

The following is the summary of this research study: In the following section the four chapters that encompass the research study are presented.

Chapter 1 offered the orientation of the research study. The problem under investigation and motivation for the study were discussed and the context in which the problem exists was explained and research questions were developed; the goals for this PAR study were given. The theoretical frameworks that guided this study were highlighted as well as research design and methodology adopted and why these seemed appropriate for the study. Then trustworthiness, and ethical considerations were summarised.

In **Chapter 2** the literature review emphasised what was already known which was pertinent to the issue under investigation and guided the research study. The strength-based theory and transformative learning theory were presented as the theoretical frameworks to guide

this study; the literature review emphasised the multidimensional nature of wellbeing, explaining it from two different approaches. The wellbeing of teachers was presented from a global and internal perspective to conclude with an explanation of sense of wellbeing and the importance thereof for teachers.

Participatory action research as methodology was discussed in detail in **Chapter 3**, and the research study questions and the reasoning behind the various data generation methods and techniques used for this research study were elaborated on. The two cycles used during the study were discussed in detail.

The discussion of the findings of this PAR study was offered in **Chapter 4**. The findings were discussed, supported by verbatim quotes, and integrated with relevant literature. The two cycles were discussed separately, according to the course of the research. Four themes emerged from cycle one that related to the co-researchers' explanations of their understanding of their own sense of wellbeing. Next, during the second meeting (cycle two) a FCW was employed to address the second and third subsidiary questions. During the utopia phase twelve sub-themes emerged that related to the way in which a strong sense of wellbeing can collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings. In the realisation phase six sub-themes were prioritised through collaborative coding and in-depth informative discussions and were presented with the use of direct quotations from co-researchers' responses. In conclusion, a summary of the emergent themes that represent the recommendations of the co-researchers for the creation of operational guidelines to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings was offered. These guidelines were presented in **Chapter 5**.

In the following section the three subsidiary research questions are addressed to contribute to the body of knowledge aimed at an understanding of how teachers can use PAR to collaboratively facilitate teachers' sense of wellbeing in a semi-urban primary school setting.

5.3 ADDRESSING THE RESEARCH QUESTIONS

The three subsidiary research questions that guided the research are addressed below.

5.3.1 Subsidiary research question one: How do teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing?

To answer the first subsidiary research question, a qualitative research design was applied to explore the meaning that teachers in a semi-urban area contribute to their experiences of

wellbeing. The data were collected during cycle one. Firstly, a pre-reflection phase for building trust, establishing expectations, and refining the research questions started off the research study. Secondly, the teachers based their responses into representing their explanation with the use of collages. The co-researchers collaborated voluntarily, sharing perceptions, understandings as well as personal information regarding their own sense of wellbeing. During cycle one the discussion between the co-researchers about their delineation of their own sense of wellbeing it was revealed that these teachers had insight into their own wellbeing. From the discussion between the co-researchers, it could be concluded that wellbeing is a complex concept and need to be seen from various perspectives. Four themes emerged from the data set. Consequently, the teachers delineated their own sense of wellbeing as associated with mindfulness aspects, personal aspects, teaching aspects and multidimensional aspects that form part of the teachers' wellbeing

5.3.2 Subsidiary research question two: How can a strong sense of wellbeing collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings?

In answering the second subsidiary research question I moved forward to greater understanding of how this study contributes to the field of teacher wellbeing and a community of practice of teachers enabled through participation to support change. This second question was addressed during the utopia phase of FCW. During the workshop the current situation was deliberated on by means of a brainstorming session, developing keywords and organising these into categories. The co-researchers explored possible results related to how a strong sense of wellbeing can collaboratively be maintained to address the wellbeing issues amongst teachers. After in-depth reflective discussions amongst the co-researchers, six authentic themes emerged. The co-researchers explained that a strong sense of wellbeing amongst teachers in semi-urban primary school settings would originate from a supportive school environment, the learners, an individual's healthy living, available psycho-social support, financial wellbeing, and a variety of personal aspects (i.e., religion, job opportunities and further academic achievement).

5.3.3 Subsidiary research question three: What guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings?

During the last phase of the FCW, the subsidiary research question three provided the co-researchers the opportunity to envision and recommend future guidelines that could facilitate a self-care wellbeing practice amongst teachers at a local primary school in a semi-rural

environment in Ikageng, Potchefstroom within the Kenneth Kaunda District, North West Province.

Theoretical guidelines developed from the findings are presented in Table 5-1.

Table 5-1: Guidelines for a self-care wellbeing practice

Findings guided by the FCW	Operational guidelines for a collaborative approach to support a self-care wellbeing practice
The school environment should support teachers' wellbeing	<p>Teachers spend many hours at their workplace. Their work setting is the school environment with studies that suggest a strong relationship between the school and classroom environment and teacher wellbeing as well as the way teachers behave. Not all schools are the same, therefore their needs will be different. The research site of this study suggested that a peer teacher WhatsApp support group be identified as an important starting point for them. As a virtual community of practice such a group could provide a school environment that supports teachers in an informal manner.</p> <p>Guideline one: <i>Create a WhatsApp support group for all teachers at semi-urban school and include a professional health service worker that adds additional support on a regular basis on the group to create a wellbeing support network amongst teachers in the primary school.</i></p>
Learners influence the experience of teacher wellbeing	<p>Various research studies indicate that the wellbeing of teachers affect the wellbeing of learners. With this research study the teachers indicated that the experience of their wellbeing is founded in the wellbeing of the learners in the poor socioeconomical setting of the primary school. Positive teacher-learner connections are the most gratifying and increase the teachers' sense of wellbeing. This is in line with research findings that a positive school climate will influence the teaching and learning situation of learners.</p> <p>Guideline two: <i>Develop the primary school into a health prompting school, making use of academics and other professionals from the community of the Kenneth Kaunda District to provide a safe space for every learner to learn and develop away from their poor socio-economic situation.</i></p>
Wellbeing is associated with healthy living	<p>Teachers need to build up their personal resources to have a positive influence on their own wellbeing. With an increased awareness, teachers would practice more self-care and build up both personal and work-related resources. The school principal should be the vanguard of teacher wellbeing.</p> <p>Guideline three: <i>The co-researchers should create an ongoing health campaign for teachers at the school to build an increased awareness of healthy living by highlighting different aspects of health, involving various community members to contribute by presentation of workshops, short learning programmes and other skill and strategy-based programmes.</i></p>
School needs psycho-social support.	Teachers are at the frontline to raise awareness about learners' psycho-social needs. The school is responsible for the psycho-social support to

	<p>learners and needs to understand the value of such support to learners. In line with this it is imperative to acknowledge the teachers' need to receive direction and support regarding management of their own psycho-social needs to be able to support the psycho-social needs of the school (learners). There are psycho-social support services accessible that offer capacity building interventions to teachers and learners to enhance wellness awareness and self-care practices.</p> <p>Guideline four:</p> <p><i>Development of interventions for primary school teachers to receive guidance and support regarding the management of their own psycho-social needs. These interventions should address the psychological wellbeing by focusing on the various dimensions of wellbeing to provide the teacher with problem-solving skills as well as creative ways to manage their stress and its impact, and can be presented by professionals from the DBE, NGOs or community.</i></p>
Contextual factors that affect teachers' financial wellbeing	<p>Globally there is a lack of financial literacy skills among many populations. It is no different in South Africa. It is imperative to have basic financial literacy skills, but it is still underdeveloped among many people in the country. The co-researchers from this research study indicated that they experience a need for financial literacy support programmes to develop skills and become more confident about handling their own salary.</p> <p>Guideline five:</p> <p><i>The co-researchers can organise offerings of teacher professional development programmes developed by NGOs at the primary school to improve the teachers' understanding of financial administration, management, and products, and assist them to develop the relevant skills to make knowledgeable choices to enhance their own financial wellbeing.</i></p>
Personal aspects can impact wellbeing	<p>Teachers are confronted daily with various situations that affect their self-worth and levels of stress. They struggle to adjust to these daunting conditions that can affect their self-esteem. Every person has a need to maintain a perception of themselves as decent and righteous. The co-researchers from this research setting indicated affirmation of self as an important aspect of their own sense of wellbeing. This is in line with the fact that self-affirmations can help to decrease psychological stress.</p> <p>Guideline six:</p> <p><i>The co-researchers should form a group that collaboratively creates ongoing opportunities and finds resources to reflect on their own values so as to get a broader view of themselves; to become self-affirmed teachers by discovering relevant knowledge to recognise not only their own responsibilities but also those of the group (school).</i></p>

As presented in Table 5-1 the co-researchers assisted in developing six operational guidelines to support a self-care wellbeing practice amongst themselves. The co-researchers were able to recommend these guidelines due to the transformation regarding their own sense of wellbeing. By means of critique of their own beliefs and discovering that others have steered into a similar change, the co-researchers transformed their thinking.

5.3 FINAL CONCLUSION

This research study was guided by the following primary research question: *How can teachers use PAR to collaboratively facilitate teachers' sense of wellbeing in a semi-urban primary school setting?* Teachers in the Kenneth Kaunda District in the North West Province identified an ominous need associated with their wellbeing in a semi-urban school setting. During informal discussions with my colleagues, I concluded that the teachers have a challenge regarding their own sense of wellbeing. Research indicated that if an individual has a good sense of their own wellbeing it is possible for them to focus on the six dimensions of wellbeing and/or hedonic and eudaimonic approaches. Therefore, it is significant that teachers be equipped with skills and strategies that focus on their sense of wellbeing. During this PAR study the teachers could discuss their frustrations, observations, thoughts, and other burdens in a safe space. The teachers had the opportunity to advise, make recommendations to and support each other during this transformative PAR journey. During the FCW the co-researchers became aware of authentic codes, subthemes and themes that will become part of their future set of strengths and the opportunities to enhance these strengths (cf. 2.2.1). The co-researchers realised the structural changes that occur in their thinking and actions (cf. 2.2.2) because of this PAR study. The themes for the guidelines that were collaboratively developed are based on the findings from research questions 2 and 3. The teachers all agreed that they will continue to be able to empower and support one another regarding their sense of wellbeing by means of the operational guidelines that were created during this PAR study.

5.4 CONTRIBUTIONS OF THE RESEARCH STUDY

This PAR study took place because teachers in the Dr Kaunda District in the North West identified a need regarding their sense of wellbeing in a semi-urban primary school. The teachers were provided with an opportunity to discuss their views, problems, and challenges that they are exposed to during their day-to-day teaching. This PAR study contributed on methodological, theoretical, and practical level.

5.5.1 Methodological contribution

The methodological contribution is experience gained through the application of PAR strategy and an interpretive approach and techniques applied for data generation. This experience may be useful for other studies on the adoption of PAR and use of teacher wellbeing related initiatives in organisations and communities in the context of developing school settings. New facts surfaced that informed the collaborative development of guidelines to implement a self-care wellbeing practice amongst teachers in a primary school in a sub-urban context. Another a methodological contribution relates to the appropriateness

of applying theoretical concepts and theories developed in other contexts. The applicability of some research theories and models developed in other developed countries to studies in the context of a developing country has been questioned, owing to the differences that exist in social and cultural settings. The successful use of these theories in this study contributes towards providing examples of the interpretation of semi-urban areas like Kenneth Kaunda District.

5.4.2.1 Theoretical contribution

Both theory and empirical findings contribute to the understanding of the importance of teachers being aware of their sense of wellbeing. On theoretical level this study contributed toward the body of knowledge related to the concept sense of wellbeing of teachers, as there is not much research available in this specific area. Secondly, through empirical indications of the impact of teacher wellbeing, this study also contributes to the understanding of the question of how teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing.

5.4.3 Practical contribution

One of the practical contributions of this research is the detailed insight provided by FCW applied in cycle two. The teachers at the primary school in a semi-urban setting were familiarised with PAR data generation processes like FCW which enabled the teachers to come up with ideas and solutions in relation to their specific challenge. The teachers may use this technique for any further problem-solving or strategic discussion sessions at the school. The creative work also provided the teachers at the school with the opportunity to freely engage with their different individual concerns, which can result in them creating much differentiated work. As a result, the teachers exercised greater control over the production of the data. Furthermore, on a practical level the creative work seemed to be fun and engaging for the teachers, which contributed to the energetic atmosphere and offered a greater awareness of the complexity of teachers' sense of wellbeing in school environment to improve teachers' personal and professional life and bring about change that need to be implemented for self-care practices.

5.5 CHALLENGES AND LIMITATIONS OF THE RESEARCH STUDY

The challenges and limitations of this research study identified shortcomings. This PAR study does have some limitations. Challenges and limitations occur because of the sample size, the limited time to collect data, PAR collaborative data generation methods, and the lack of prior studies about the sense of wellbeing of teachers.

5.6.1 Sample sizes

The sample size of a study is usually dictated by the research methodology or design. With the small number of participants used for this PAR study, it became a challenge when not all the participants that voluntarily committed for the first cycle, returned for the second cycle of data generation. The sample of teachers chosen for this study represented one community, within one primary school within one semi-urban setting in the North West Province, in South Africa. Because of the in-depth nature of this study and the small sample it represents, the data generated may not be generalised to another context and has poor external validity.

5.6.2 Limited time to collect data

As a researcher I am restricted by the time limit set for completing my study. The time available to study a research problem, collect data and measure change over time was constrained by the co-researchers who were only available during a certain period. These constraints impacted the collection of the data; therefore, a future study might be needed.

5.6.3 PAR collaborative data generation methods

I came into the PAR study as a novice researcher, with no experience in the collaborative generation of data. Being faced with this limitation, I educated myself in the PAR data generation methods, but the risk that there are errors in the execution and application of the PAR methodology and methods cannot be ruled out. It was evident that through active participation, learning was enabled. For this to occur, self-actualisation was nurtured by using reflection among the co-researchers which enabled knowing self and the world around us in a better way.

5.6.4 Lack of prior studies

The lack of prior studies on the sense of wellbeing of teachers challenged me to form the basis of my literature review. Citing and referencing prior research studies constituted the basis of the literature review for this study; absence of these prior studies couldn't provide the theoretical foundations for the research question investigated in this study

5.7 RECOMMENDATIONS

In this section I suggest possible interventions and strategies to the department of basic education, primary school teachers and future research.

5.7.1 Department of Basic Education

Grounded in the identified need of this PAR study, it is recommended that institutions have departments for teacher training including skills and strategies training, with emphasis on dealing with wellbeing in the multifaceted teaching settings in South Africa.

5.7.2 Primary school teachers

Different teacher wellbeing issues exist for different reasons and may therefore need different strategies to deal with them. There are different strategies that should be taken into consideration to promote a positive sense of wellbeing for teachers in school.

5.7.3 Future research

This study is limited in scope, as only one school was recruited. It may be helpful to determine if the experiences of teachers' sense of wellbeing in primary schools are like those responding to the same issues in other similar schools in the semi-urban area. The researcher recommends that for future research on this topic and/or relevant topics, the sample size should be bigger. It might also be helpful to conduct a study on different primary schools in different provinces. As there is little research addressing the issues of teacher sense of wellbeing and the effectiveness of positive strategies for prevention of serious wellbeing challenges of teachers in primary schools it is suggested that this area is researched soon. It is crucial to determine the prevention or as suggested by these research study guidelines for these teachers' wellbeing issues.

5.8 MY JOURNEY AS A PAR RESEARCHER

In undertaking this research, I believed it would bring about an improvement of teachers' sense of wellbeing in a specific educational setting. As a novice PAR researcher, the methodology and methods were initially unknown to me. I was unsure about how to approach this research study. However, after the first meeting with the co-researchers, their attitude, spontaneity and enthusiasm made me feel at ease to proceed with the research project. The PAR session too provided the co-researchers with a safe space to air their views, frustration, and ideas. I acted as a research facilitator during the various sessions to initiate informative discussions, provide instruction or coach participants regarding the data generation techniques, ask participants' views on the collages, guide them to reflect on the collected data, ensure the trustworthiness of the research process, and keep the research impartial, objective, and real.

Within this study, the participants were actively involved in the research process, they had co-ownership of the research process and into the investigation of teacher wellbeing, built on

what was already known, as well as supporting self-actualisation of all participants. This showed that value was starting to emerge for some participants, acknowledging their worth and ability to share good ideas with one another. This research helped me face challenges in my teaching profession; this showed that I was not alone and was supported by other teachers in overcoming challenges we are faced with on daily basis. It also has aided me and my colleagues to improve our wellbeing as well as our teaching. At the end of my journey, I can affirm that this study has supported active participation towards bettering consequent action.

5.9 SUMMARY

Teachers in socioeconomically challenging contexts are working in difficult circumstances and need support to maintain their sense of wellbeing. The findings of this study were concentrated with reference to how teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing. Perceptions of teachers' relational experiences on various levels of teaching experiences were maintained. The study was based on the teacher's understanding with regard to their involvement, being aware of their sense of wellbeing. Based on these findings it is evident that PAR, through using collages and the FCW, has supported all participants in working towards change and development for self and for/with others through actively participating in this study. Each participant has acknowledged learning in some way, and each is on their own individual path towards change, but together, through reflection sessions, this growth was enabled. The findings in this study reveal that support for teacher wellbeing is needed, highly in demand for experiences during teaching and learning. The positive experiences shed light on the possible strategies that can be used to develop functional and effective classroom environment. The positive experiences suggest the assumption that educators can play a role of teaching in their classrooms as well as maintain a good level of their own wellbeing.

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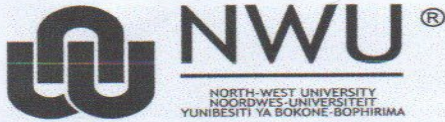
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ADDENDA

ADDENDUM A: Ethical clearance certificate (EduREC)



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Education Sciences Research Ethics Committee (EduREC)** on 24 February 2022, the Education Sciences Research Ethics Committee hereby **approves** your request for extension as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr I Kok

Student / Team: KL Mpondo (MEd student - 25177494)

Ethics number:

N	W	U	-	0	1	2	2	3	-	2	0	-	A	2
Institution				Study Number				Year			Status			

Status: S = Submission, R = Re-Submission, P = Provisional Authorisation, A = Authorisation

Application Type: Single study

Commencement date: 24/02/2022

Risk:

Low

Expiry date: 24/02/2023

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

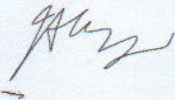
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC:
 - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and
 - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for an external audit.
- The date of approval indicates the first date that the study may be started.
- In the interest of ethical responsibility, the NWU-SCRC and ES-REC reserves the right to:

- request access to any information or data at any time during the course or after completion of the study;
- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



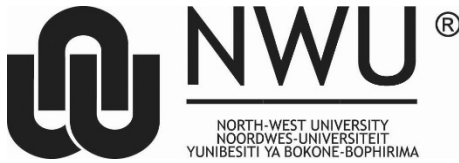
Prof Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

ADDENDUM B: Indemnity form (EduREC)



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

**Ethics Committee of the Faculty of
Education (EduREC)**

The Faculty of Health Sciences Ethics Office and Education, Management, Humanities and Social Sciences Research Ethics Committee (EMHS-REC) of the North-West University are acknowledged for the use of their document with minor adjustments made by the Ethics Committee of the Faculty of Education (EduREC) of the North-West University.

INDEMNITY FORM (EduREC)

I, the undersigned

Katlego Lidiya Mpondo

hereby indemnify the North-West University ("NWU") and/or any of its office-bearers and staff (temporary or permanent) against any liability in respect of personal losses and/or damages suffered by me or any other person arising from or resulting as a consequence of my participation in the research entitled

Utilising participatory action research to enhance teachers' sense of wellbeing in a semi-urban primary school

(Ethics number) NWU-01223-20-A2

(the "Research"), and hereby hold harmless the NWU against above-mentioned liability.

I confirm that I voluntarily consent to participate in the Research, and that I was in no way forced or coerced by the NWU to participate in the Research, and that the waiver and release shall apply to any claims that may arise during and/or after the Research.

I declare that I am aware of the risks involved in the Research, as explained to me, and of the implications of this waiver and release, and agree that this document will also be binding upon my executor, curator, or other assigns.

Ms KL Mpondo *24.02.2022*

ADDENDUM C: Permission from the Department of Basic Education



education

Lefapha la Thuto la Bokone Bophirima
Noord-Wes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Teemane Building, 8 O.R. Tambo Street, Potchefstroom
Private Bag X1256, Potchefstroom 2520
Tel: (018) 299-8216 / Fax: 294-8234
e-mail: bmonale@nwpg.gov.za
Office Manager: Linda Nelson - Tel: (018) 299-8264
e-mail: Lnelson@nwpg.gov.za

OFFICE OF THE DISTRICT DIRECTOR Dr KENNETH KAUNDA DISTRICT

Enquiry: P Tyatya; 018 299 8264

Tel:(018) 299 8264 / e-mail : ptyatya@nwpg.gov.za

06 June 2022

To: North West University
Faculty of Education

Attention: Ms KL Mpondo (076 989 7552)

From: Mr. B. Monale
District Director

PERMISSION TO CONDUCT RESEARCH:

RESEARCH TOPIC: "UTILISING PARTICIPATORY ACTION RESEARCH TO FACILITIES TEACHERS SENSE OF WELLBEING IN A SEMI-URBAN PRIMARY SCHOOL".

Reference is made to your emailed correspondence to the District Department of Education regarding the foregoing matter. The content is noted and accordingly, approval is hereby granted to you to conduct research under the topic "utilising participatory action research to facilities teachers sense of wellbeing in a semi-urban primary school".

Your research is intended to target the teachers at [REDACTED] Primary School in the district to complete the questionnaire at their most convenient time.

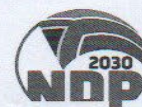
Please take note that the research process must conform to the following provisions:

- That the onus to contact your target schools and to identify relevant persons for purposes of the research remains with you.
- That participation in the project will remain voluntary for its entire duration.
- That should the general functionality of schools should not be compromised by research itself, considering interviews will in instances be conducted with Teachers.
- That the outcomes of your research will be shared with the NW Department of Education, or its proxy, upon request.
- That the principle of confidentiality will be observed in its strictest terms in relation to information sourced from the research.
- That you take reasonable steps to comply with COVID 19 safety and preventative measures in the course of you undertaking the research project.

With our Best Wishes

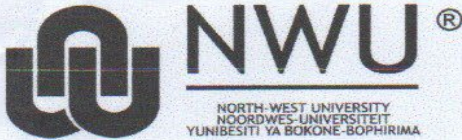
Mr. B. Monale
District Director: Dr. Kenneth Kaunda District

CC: Mr. M. Mogaki : Acting Sub-district Manager JB Marks



"Towards Excellence in Education and Sport Development"

ADDENDUM D: Permission from the principal of the school



Mrs M.E Mothibedi
2984 Cnr. Tsabo & Bathoeng Str,
Ikageng, 2531

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

COMBER

Tel: 018 299 2143
Email: 10317724@gmail.com

Date: 06/06/2022

PERMISSION LETTER: SCHOOL PRINCIPAL

I herewith wish to request your permission for teachers to participate in this research, which involves teachers from [REDACTED] Primary School in the, Kenneth Kaunda district, Potchefstroom. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school

ETHICS APPLICATION NUMBER NWU-01223-20-S2

PROJECT SUPERVISOR: Dr I Kok
ADDRESS: Private Bag X6001, North-West University Potchefstroom campus
CONTACT NUMBER: 018 299 2143

MEMBER OF PROJECT TEAM MEd-Student: Ms KL Mpondo
ADDRESS: 49 President Street, Potchefstroom
CONTACT NUMBER: 076 9897 552

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee.

Permission will also be obtained from the [REDACTED] Primary School Governing Body and the Principal of the Keagile Primary School.

What is this research about?

The main aim of this research is:

To explore how teachers can collaboratively develop and implement a practice to maintain a strong sense of wellbeing in a challenging semi-urban primary school setting.

Subsidiary aims are:

To determine how teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing.

To determine how a strong sense of wellbeing can collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings.

To explore what guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings.

Participants

The research will be conducted within a semi-urban primary school in the North-West Province, Kenneth Kaunda district, South Africa. The school is set within a low socio-economical area. An open invitation will be sent to teachers in these schools to participate in the participant action research initiative utilised for this research study.

Furthermore, the participants will be selected using clear inclusion criterion. The criteria will include the following:

- Teachers should have between 2 – 10 years of teaching experience at the identified semi-urban primary school.
- Teachers should all be proficient in English.
- Teachers that are voluntarily available to share their views, perspectives and feelings of their own sense of wellbeing.

What is expected of the participants?

This research study will focus on three phases that will take place during three different sessions.

First meeting (1-2 hours) will involve a planning session with the participants that includes the building of trust with the participants. Together the researcher and the group will discuss main concern and approaches, as well as negotiation of ethics. The research plan especially the roles of the individuals, the vision of the project and each group participant's duty and accountability will be discussed and set out. Participants will be sent out to collect 3 photographs of items that link to the first research question.

During the first cycle (1.5 hours) participants will start by charting the current situation about a sense of wellbeing and create shared understanding beyond individual boundaries. They will be asked to reflect in writing on the visual data (photographs of items that present their idea of sense of wellbeing). Thereafter they will verbally reflect on the photographs and group discussion will follow. During the second phase (2 hours) I will employ future-creating workshops to gather data. The participants will first brainstorm the problems they encounter in the school regarding their own wellbeing, secondly they will create a new vision for future development and finally they will start to plan new practices that would solve the identified sense of wellbeing issues.

Benefits to the participants

Direct benefits to the participants:

Participants will become aware of their knowledge about their own sense of wellbeing.

They will collaboratively create a new vision for future development and finally they will start to plan new practices that could solve their identified sense of wellbeing issues.

Indirect benefits of the research:

The research can assist in the improvement of the whole school health program. The teachers will be more aware of their own wellbeing.

This awareness might improve the educational settings, because it will improve teachers' personal and professional life.

Risks involved for participants

Low risk study

No precautions are applicable as a low risk study indicate that the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life.

Confidentiality and protection of identity

Confidentiality in this study encompasses the relationship of trust between the participants during the sessions where information is shared with the expectation that I will not be divulge information without consent.

All the participants will be involved as a group in the data generation process. The privacy of the group will be respected as all signed an informed consent with certain pre-requisites regarding confidentiality and privacy.

Participants will be informed about open discussions and respect for the perspectives of other participants, as well as on specific PAR processes.

Dissemination of findings

The findings will be available to the participants and the School Management team during a scheduled session within three months after the student graduated.

The findings will be presented using a PowerPoint presentation

The supervisor will be available to assist the student during the presentation.

If you have any further questions or enquiries regarding your participation in this research, please contact the researcher or the supervisor for more information.

DECLARATION BY PRINCIPAL:

By signing below, I (Esther M. Mollisodi) agree to give permission for the research to take place with the identified participants in the study entitled:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school

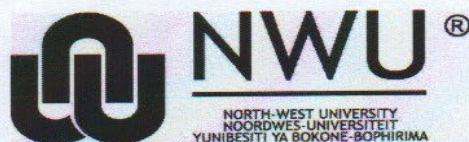
I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at [School name and address]  Primary School - on {date signed} 06/06/2022

Esther M. Mollisodi (Acting)
Signature of School Principal

ADDENDUM E: Permission from school governing body



Mr Nkokwane
2984 Cnr. Tsabo&Bathoeng Str,
Ikageng, 2531

PrivateBagX6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

COMBER

Tel: 018 299 2143
Email: 10317724@nwu.ac.za

Date: 06/06/2022

PERMISSION LETTER: CHAIRPERSON OF SCHOOL GOVERNING BODY

I herewith wish to request your permission for teachers to participate in this research, which involves Teachers from [REDACTED] School in the Kenneth Kaunda district, North-West Province. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school

ETHICS APPLICATION NUMBER NWU-01223-20-S2

PROJECT SUPERVISOR: Dr I Kok
ADDRESS: Private Bag X6001, North-West University Potchefstroom campus
CONTACT NUMBER: 018 299 2143

MEMBER OF PROJECT TEAM MEd-Student: Ms KL Mpondo
ADDRESS: 49 President Street, Potchefstroom
CONTACT NUMBER: 076 9897 552

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The main aim of this research is:

To explore how teachers can collaboratively develop and implement a practice to maintain a strong sense of wellbeing in a challenging semi urban primary school setting.

Subsidiary aims are:

To determine how teachers working in a challenging semi urban primary school setting delineate their own sense of wellbeing.

To determine how a strong sense of wellbeing can collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi urban primary school settings.
To explore what guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi urban primary school settings.

Participant

The research will be conducted within a semi urban primary school in the North-West Province, Kenneth Kaunda district, South Africa. The school is set within a low socio-economical area. An open invitation will be sent to teachers in these schools to participate in the participant action research initiative utilised for this research study.

Furthermore, the participants will be selected using clear inclusion criterion. The criteria will include the following:

Teachers should have between 2 – 10 years of teaching experience at the identified semi urban primary school.

Teachers should all be proficient in English.

Teachers that are voluntarily available to share their views, perspectives and feelings of their own sense of wellbeing.

What is expected of the participants?

This research study will focus on three phases that will take place during three different sessions.

First meeting (1-2 hours) will involve planning session with the participants that includes the building of trust with the participants. Together the researcher and the group will discuss main concern and approaches, as well as negotiation of ethics. The research plan especially the roles of the individuals, the vision of the project and each group participant's duty and accountability will be discussed and set out. Participants will be sent out to collect 3 photographs of items that link to the first research question.

During the first cycle (1.5 hour) participants will start by charting the current situation about a sense of wellbeing and create shared understanding beyond individual boundaries. They will be asked to reflect in writing on the visual data (photographs of items that present their idea of sense of wellbeing). Thereafter they will verbally reflect on the photographs and group discussion will follow. During the second phase (2 hours) I will employ future-creating workshops to gather data. The participants will first brainstorm the problems they encounter in the school regarding their own wellbeing, secondly, they will create a new vision for future development and finally they will start to plan new practices that would solve the identified sense of wellbeing issues.

Benefits to the participants

Direct benefits to the participants:

Participants will become aware of their knowledge about their own sense of wellbeing.

They will collaboratively create a new vision for future development and finally they will start to plan new practices that could solve their identified sense of wellbeing issues.

Indirect benefits of the research:

The research can assist in the improvement of the whole school health program. The teachers will be more aware of their own wellbeing.

This awareness might improvement the educational settings because it will improve teachers' personal and professional life.

Risks involved for participants

Low risk study

No precautions are applicable as a low-risk study indicate that the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life.

Confidentiality and protection of identity

Confidentiality in this study encompasses the relationship of trust between the participants during the sessions where information is shared with the expectation that I will not be divulge information without consent.

All the participants will be involved as a group in the data generation process. The privacy of the group will be respected as all signed an informed consent with certain pre-requisites regarding confidentiality and privacy.

Participants will be informed about open discussions and respect for the perspectives of other participants, as well as on specific PAR processes.

Dissemination of findings

The findings will be available to the participants and the School Management team during a scheduled session within three months after the student graduated.

The findings will be presented using a PowerPoint presentation

The supervisor will be available to assist the student during the presentation.

If you have any further questions or enquiries regarding your participation in this research, please contact the researcher or the supervisor for more information.

DECLARATION BY SGB:

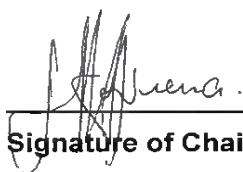
By signing below, I (Molefi Joseph Nkokwana) agree to give permission for the research to take place with the identified participants in the study entitled:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school.

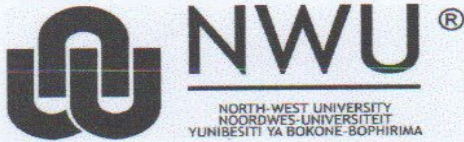
I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at [name and address of school]  Primary School on
[date] 06/06/2022


Signature of Chairperson of Governing body (Keagile Primary School)

ADDENDUM F: Blank permission from participants



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

COMBER

Tel: 018 299 2143
Email: 10317724@nwu.ac.za

Date: 16/06/2020

TO WHOM IT MAY CONCERN

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves teachers from [REDACTED] Primary School in the, Kenneth Kaunda district, Potchefstroom. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school

ETHICS APPLICATION NUMBER

NWU-01223-20-S2

PROJECT SUPERVISOR: Dr.I Kok

ADDRESS: Private Bag X6001, Building B11 G23, North-West University, Potchefstroom campus

CONTACT NUMBER: 018 299 2143

MEMBER OF PROJECT TEAM MEd-Student: Ms KL Mpondo

ADDRESS: 49 President Street, Potchefstroom

CONTACT NUMBER: 076 9897 552

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the North-West Province of Department of Basic Education, Keagile Primary School Governing Body, as well as the principal of Keagile.

What is this research about?

The main aim of this research is:

To explore how teachers can collaboratively develop and implement a practice to maintain a strong sense of wellbeing in a challenging semi-urban primary school setting.

Subsidiary aims are:

To determine how teachers working in a challenging semi-urban primary school setting delineate their own sense of wellbeing.

To determine how a strong sense of wellbeing can collaboratively be maintained to address the wellbeing issues amongst teachers teaching in semi-urban primary school settings.

To explore what guidelines can emerge to implement a collaborative approach to support a self-care wellbeing practice amongst teachers teaching in semi-urban primary school settings.

Participants

The research will be conducted within a semi-urban primary school in the North-West Province, Kenneth Kaunda district, South Africa. The school is set within a low socio-economical area. An open invitation will be sent to teachers in these schools to participate in the participant action research initiative utilised for this research study.

Furthermore, the participants will be selected using clear inclusion criterion. The criteria will include the following:

- Teachers should have between 2 – 10 years of teaching experience at the identified semi-urban primary school.
- Teachers should all be proficient in English.
- Teachers that are voluntarily available to share their views, perspectives and feelings of their own sense of wellbeing.

What is expected of you as participant?

This research study will focus on three phases that will take place during three different sessions.

First meeting (1-2 hours) will involve a planning session with the participants that includes the building of trust with the participants. Together the researcher and the group will discuss main concern and approaches, as well as negotiation of ethics. The research plan especially the roles of the individuals, the vision of the project and each group participant's duty and accountability will be discussed and set out. Participants will be sent out to collect 3 photographs of items that link to the first research question.

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Benefits to you as participant

Direct benefits to the participants:

Participants will become aware of their knowledge about their own sense of wellbeing.

They will collaboratively create a new vision for future development and finally they will start to plan new practices that could solve their identified sense of wellbeing issues.

Indirect benefits of the research:

The research can assist in the improvement of the whole school health program. The teachers will be more aware of their own wellbeing.

This awareness might improvement the educational settings, because it will improve teachers' personal and professional life.

Risks involved for participants

Low risk study

No precautions are applicable as a low risk study indicate that the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life.

Confidentiality and protection of identity

Confidentiality in this study encompasses the relationship of trust between the participants during the sessions where information is shared with the expectation that I will not be divulge information without consent.

All the participants will be involved as a group in the data generation process. The privacy of the group will be respected as all signed an informed consent with certain pre-requisites regarding confidentiality and privacy.

Participants will be informed about open discussions and respect for the perspectives of other participants, as well as on specific PAR processes.

Dissemination of findings

The findings will be available to the participants and the School Management team during a scheduled session within three months after the student graduated.

The findings will be presented using a PowerPoint presentation

The supervisor will be available to assist the student during the presentation.

If you have any further questions or enquiries regarding your participation in this research, please contact the researcher or the supervisor for more information.

Yours sincerely



Ms Katlego Mpondo

DECLARATION BY PARTICIPANT:

By signing below, I.....(Teacher) agree to take part in a research study entitled:

I declare that:

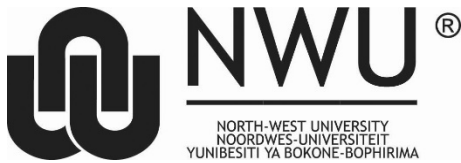
- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at [school name and address] _____
on [date of signing consent] _____

Signature of participant

Researcher

ADDENDUM G: Recruitment letter



Private Bag X6001,
Potchefstroom
South Africa 2520
Tel: 018 299-1111

Web:
<http://www.nwu.ac.za>

Faculty of Education

COMBER
Tel: 018 299 2143
Email:
10317724@nwu.ac.za

06/05/2022

Dear colleague,

My name is Katlego Mpondo, and I am a primary school teacher with the North-West Province Department of Basic Education and a MEd candidate at North-West University, Potchefstroom Campus.

As part of my MEd dissertation, I am conducting a research study utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school. I am a teacher at [REDACTED] Primary School and are recruiting teachers from [REDACTED] Primary School to partake in this study.

Participation is voluntary and there are no consequences for choosing not to participate or withdrawing from the study. Confidentiality of all participants will be maintained. The data will be kept secure, and password protected.

Any additional questions regarding the project can be directed to me, Ms Katlego Mpondo at 076 9897 552 or katlegompondo@gmail.com or to my supervisor, Dr Illasha Kok at 018 299 2143 or Illasha.Kok@nwu.ac.za.

TITLE OF THE RESEARCH PROJECT:

Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school.

What is this research about?

The main aim of this research is:

To explore how teachers can collaboratively develop and implement a practice to maintain a strong sense of wellbeing in a challenging semi urban primary school setting.

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- Teachers that are voluntarily available to share their views, perspectives, and feelings of their own sense of wellbeing.

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During the *first cycle* (1.5 hour) participants will start by charting the current situation about a sense of wellbeing and create shared understanding beyond individual boundaries. participants will be asked to reflect in writing on the visual data (photographs of items that present their idea of sense of wellbeing). Thereafter participants will verbally reflect on the photographs and group discussion will follow.

During the *second cycle* (2 hours) I will employ future-creating workshops to gather data. The participants will first brainstorm the problems they encounter in the school regarding their own wellbeing, secondly, they will create a new vision for future development and finally participants will start to plan new practices that would solve the identified sense of wellbeing issues.

Benefits to the participants

Direct benefits to the participants:

- Participants will become aware of their knowledge about their own sense of wellbeing.
- They will collaboratively create a new vision for future development and finally they will start to plan new practices that could solve their identified sense of wellbeing issues.

Indirect benefits of the research:

- The research can assist in the improvement of the whole school health program. The teachers will be more aware of their own wellbeing.
- This awareness might improvement the educational settings because it will improve teachers' personal and professional life.

Risks involved for participants

Low-risk study

- No precautions are applicable as a low-risk study indicate that the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life.

Confidentiality and protection of identity

Confidentiality in this study encompasses the relationship of trust between the participants during the sessions where information is shared with the expectation that I will not be divulge information without consent.

All the participants will be involved as a group in the data generation process. The privacy of the group will be respected as all signed an informed consent with certain pre-requisites regarding confidentiality and privacy.

Participants will be informed about open discussions and respect for the perspectives of other participants, as well as on specific PAR processes.



Ms KL Mpondo

Student number: 25177494

ADDENDUM H: Confidentiality undertaking KL Mpondo



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

CONFIDENTIALITY UNDERTAKING

entered between:

I, the undersigned

Miss: KL Mpondo

Identity Number: 950310 0367 089

Address: 49 President Street, Potchefstroom

Hereby undertake in favor of the **NORTH-WEST UNIVERSITY**, a public higher education institution established in terms of the Higher Education Act No. 101 of 1997

Address: Office of the Institutional Registrar, Building C1, 53 Borchard Street, Potchefstroom, 2520

(hereinafter the "NWU")

Title of study/project: *Utilising participatory action research to facilitate teachers' sense of wellbeing in a semi-urban primary school*

Ethics number: NWU-01223-20-A2

1 Interpretation and definitions

1.1 In this undertaking, unless inconsistent with, or otherwise indicated by the context:

1.1.1 "Confidential Information" shall include all information that is confidential in its nature or marked as confidential and shall include any existing and new information obtained by me after the Commencement Date, including but not be limited in its interpretation to, research data, information concerning research participants, all secret knowledge, technical information and specifications, manufacturing techniques, designs, diagrams, instruction manuals, blueprints, electronic artwork, samples, devices, demonstrations, formulae, know-how, intellectual property, information concerning materials, marketing and business information generally, financial information that may include remuneration detail, pay slips, information relating to human capital and employment contract,

employment conditions, ledgers, income and expenditures and other materials of whatever description in which the NWU has an interest in being kept confidential; and

1.1.2 “Commencement Date” means the date of signature of this undertaking by myself.

1.2 The headings of clauses are intended for convenience only and shall not affect the interpretation of this undertaking.

2 Preamble

2.1 In performing certain duties requested by the NWU, I will have access to certain Confidential Information provided by the NWU in order to perform the said duties and I agree that it must be kept confidential.

2.2 The NWU has agreed to disclose certain of this Confidential Information and other information to me subject to me agreeing to the terms of confidentiality set out herein.

3 Title to the Confidential Information

I hereby acknowledge that all right, title and interest in and to the Confidential Information vests in the NWU and that I will have no claim of any nature in and to the Confidential Information.

4 Period of confidentiality

The provisions of this undertaking shall begin on the Commencement Date and remain in force indefinitely.

5 Non-disclosure and undertakings

I undertake:

5.1 to maintain the confidentiality of any Confidential Information to which I shall be allowed access by the NWU, whether before or after the Commencement Date of this undertaking. I will not divulge or permit to be divulged to any person any aspect of such Confidential Information otherwise than may be allowed in terms of this undertaking;

5.2 to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;

5.3 not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;

5.4 not to use any research data for publication purposes.

5.5 not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;

5.6 not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant or the NWU; and

5.7 that all documentation furnished to me by the NWU pursuant to this undertaking will remain the property of the NWU and upon the request of the NWU will be returned to the NWU. I shall not make copies of any such documentation without the prior written consent of the NWU.

6 Exception

The above undertakings by myself shall not apply to Confidential Information which I am compelled to disclose in terms of a court order.

7 Jurisdiction

This undertaking shall be governed by South African law be subject to the jurisdiction of South African courts in respect of any dispute flowing from this undertaking.

8 Whole agreement

8.1 This document constitutes the whole of this undertaking to the exclusion of all else.

8.2 No amendment, alteration, addition, variation or consensual cancellation of this undertaking will be valid unless in writing and signed by me and the NWU.

Dated at Potchefstroom this 07/05/2020

Witnesses:

1 

2 

(Signatures of witnesses)



(Signature)

ADDENDUM I: Blank wellbeing questionnaire (Cycle one)

TEACHER WELLBEING

Utilising participator action research to enhance teacher's sense of wellbeing in a semi-urban primary school

How well do you support your wellbeing at work?... (circle your response)	Always	Some-times	Rarely
1. I often experience positive emotions at work such as joy, excitement, and happiness	3	2	1
2. I can manage my emotions in times of stress using specific strategies that do not impact negatively on others	3	2	1
3. I am aware and have identified my top character strengths	3	2	1
4. I feel in the 'flow' in my classroom various times throughout the week	3	2	1
5. I feel strongly supported by at least 2 other staff members at school	3	2	1
6. I feel supported by the school management with a strong sense of belonging	3	2	1
7. I am able to connect well with learners and their parents to form great relationships	3	2	1
8. I offer frequent support to others with care, concern, and compassion	3	2	1
9. I can ask for help or support when I need it most	3	2	1
10. I feel as my job has meaning and purpose on daily bases	3	2	1
11. I often remind myself of why I entered teaching and what I love about it to stay motivated and not get caught up in the small stuff	3	2	1
12. I am mindful of my own actions and behaviour to be the best role model I can be for fellow staff and students	3	2	1
13. I am aware of my core values as a teacher and live these every day	3	2	1
14. I have a clear vision of the type of teacher I want to be and how to be it	3	2	1
15. I recognize I am working as part of a larger team and strive to support the school vision	3	2	1
16. Overall, I love my job and love coming to work	3	2	1
17. Overall, I know I am good at my job and do it well	3	2	1
18. Overall, I feel supported by my school community	3	2	1
19. Overall, I know I am making some valuable contributions to others	3	2	1
20. Overall, I have contributed to some great achievements in my role	3	2	1

ADDENDUM J: Declaration of language editing

H C Sieberhagen
SATI no 1001489
hettiesieb@gmail.com

Translator and Editor
082 3359846
018 264 2309

**CERTIFICATE
OF LANGUAGE EDITING**

ISSUED ON 28 NOVEMBER 2022

This serves to certify that I have edited the language of the
dissertation

**Utilising participatory action research to facilitate teachers' sense
of wellbeing in a semi-urban primary school**

by

KL Mpondo

Dissertation submitted in fulfilment of the requirements for the degree
Masters of Education in Special Needs Education at the
North-West University

The responsibility to effect the recommended changes remains with the student



H C Sieberhagen

**SATI no
1001489**

28 November 2022

ADDENDUM K: Turnitin report

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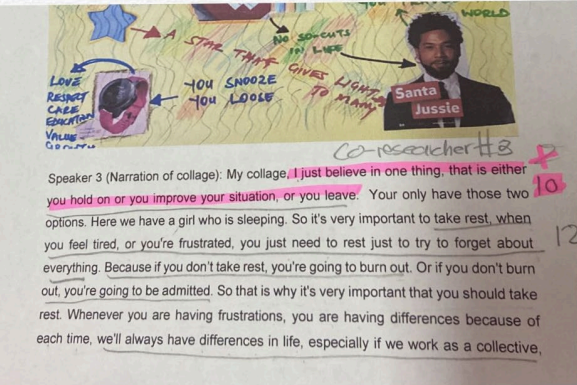
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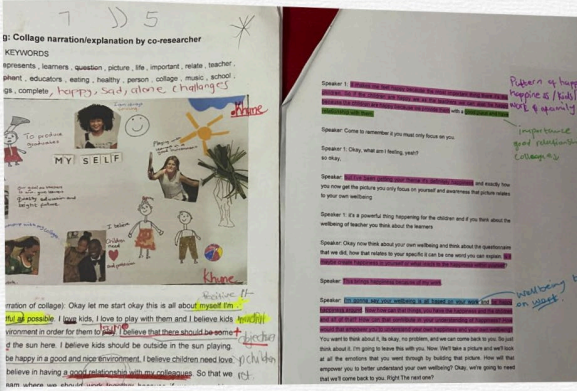
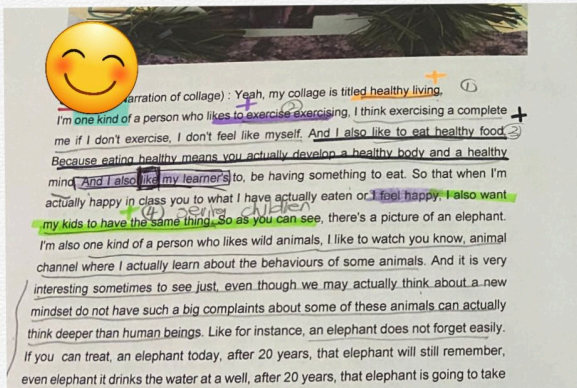
ADDENDUM L: Examples of collaborative data analysis

Speaker 3 (Answer): This picture relates to my wellbeing because of with lots of points. For example, if you talk about exercise you are other aspect of wellbeing so basically it is just an umbrella term, but a lot of things there because if you're not healthy, it affects your wellbeing do things. Still not only being healthy, eating healthy, as well, even you're not well that it will affect your wellbeing. I think everything else point whether it's health, exercise, feeling good, looking good, everything, it brings us to one point because if we take care of one point our wellbeing will not be taken care of for example, so you focus on your social aspects? What about psychosocial aspects? What about So basically this summarises my wellbeing that health is very important, we can do everything there is nothing that is stopping everything we want in this world. So meaning that tomorrow I can China. Because we are not limited, we can do everything in this world.

Speaker: That's right! I'm going to send you back to your seat now that last question. How can you be empowered by your understanding of wellbeing that came from that picture of power make you faith in us



Speaker 3 (Narration of collage): My collage, I just believe in one thing, that is either you hold on or you improve your situation, or you leave. Your only have those two options. Here we have a girl who is sleeping. So it's very important to take rest, when you feel tired, or you're frustrated, you just need to rest just to try to forget about everything. Because if you don't take rest, you're going to burn out. Or if you don't burn out, you're going to be admitted. So that is why it's very important that you should take rest. Whenever you are having frustrations, you are having differences because of each time, we'll always have differences in life, especially if we work as a collective,



Relationships & community & happiness

* Co-researcher # 2 Quotes great.

1. healthy living 2. physical exercise = healthy eating

3. supporting children 5. Nature important

6. Spiritual? 7. caring person (kind hearted)

3 relationships- 8. living a better life 11. Mindful.

9. lifelong learning 5 happiness

* Co-researcher # 3 Nice quotes

10. Self improvement 12. Rest/Relax/Time

4. Appearance 11. Mindfulness 12. Appearance handling own stress

16 Background

16 Background (fam)

15 Multi 5 Happiness 4. Seeing 12 Relax

13 Appearance 16. Backg. 11 Mindful

• b Spiritual 15 Complexity

Co-researcher # 5

14 Mindfull 16 Backgr. 6 Spirituality

4 seeing learners 411. Mindfull

• Co-researcher # 6

11 Mindfull 4 teamwork 7 Caring 3. Rel

12 last etc 15 Complexity 16 Background

17. Mindful 11 Mindful.

CO-CODING

2 self imp (20)

(8) 3 living a better life Enrichment of own life. Relationships (19)

(7) 4 caring person/kind hearted Happiness (21)

How can Teacher from a challenging semi Urban Primary setting delineate their sense of w/b

Theme	Personal aspects	Multidimensional	w/b
1	Goals (18)	1. Being healthy (3)	P w/b.
2	Life long learning (9)	2. Physical wellbeing (exercise) (1)	
3	Appearance (13)	3. Healthy living (1)	
4	Background (16)	4. Spirituality w/b (6)	
5	Relaxation (12)		