



A collaborative approach to enhance resilience in teachers in full-service schools

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Dissertation accepted in fulfilment of the requirements for the
degree *Master Education* in *Special Needs Education* at the
North-West University

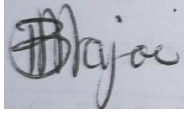
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Graduation: October 2025

DECLARATION

I, Boitumelo Yolanda Lerato Majoe declare that this dissertation, A collaborative approach to enhance resilience in teachers in full-service schools, submitted to obtain the M.Ed. degree at the North-West University, is the result of research I have done. I further declare that this research has never been submitted by me at any other faculty or university.



DEDICATION

I dedicate this study to my loving parents, King and Aus' Connie Majoe, for their endless support and guidance. Thank you for giving me strength and hope when I thought of giving up. This research would not have been possible without your love and support.

ACKNOWLEDGEMENTS

“Be still, and know that I am God” (Psalm 46:10).

I would like to thank God for always giving me strength, knowledge and wisdom in everything I do.

To my supervisor, Dr K.J Ramadie, and co-supervisor, Dr M.R Modiba - Thank you for your support, encouraging feedback, and patience.

To my late friend and sister, Mavis Matete, “My May,” thank you for encouraging me to embark on this journey.

Mrs B, your support has been notable, thank you for always being there, I would not have made it this far without your motivation. I thank God that we crossed paths when we did. I appreciate you.

To Amakha and my children Katleho and Kamo. Thank you guys for your support.

To my co-researchers, from the two Full-Service schools. Thank you for making time to participate in this research; without you this research would not be possible.

ABSTRACT

Full-service schools (FSS) are erstwhile ordinary public schools developed as part of the inclusive education model for South Africa. These schools are equipped to admit and cater to the learning needs of learners at risk of achieving poor academic outcomes. The EWP6 highlighted the importance of FSS as a tool for learner and teacher support. However, the functioning of FSS has been challenging for teachers due to a constellation of factors, such as limited facilities, lack of resources at schools, insufficient teacher training, larger class sizes, negative public perceptions towards teachers, as well as lack of training and support for teachers in FSS. These factors disable teachers from coping resiliently. Therefore, the resilience of teachers in FSS was explored so that interventions can be designed to enhance it. The purpose of this qualitative study was to enhance the resilience of teachers in full-service schools. A participatory action research (PAR) design and a transformative paradigm guided this study. This study comprises of a sample of eight (8) teachers as co-researchers. Thematic analysis was used to analyse data. The study highlighted how working with a collaborative team of teachers can enhance the resilience of teachers in full-service schools. The findings of the study pointed out teacher training, comprising attending the CPTDs and being a member of PLCs, as being crucial in enhancing resilience. In addition, teacher support, which the support by all the support structures in support services provision (School Management Teams, School-Based Support Teams, District-Based Support Teams), also plays a role in enhancing teacher resilience at FSS. Furthermore, factors that enhance teacher resilience, such as upholding a positive mindset, using inclusive teaching practices and collaborating with others, were identified. It is recommended that further research be conducted to investigate how the SMTs, SBSTs and DBSTs from different types of schools might collaborate to enhance teacher resilience. Other studies could investigate how the effective role of SMTs, SBSTs and DBSTs from different types of schools might collaborate to enhance teacher resilience. Other studies can also look at investigating the role of other entities at the district level that should support SBSTs and teachers at special and full-service schools to reduce barriers to learning. Finally, a research study could be conducted to explore ways to reduce teachers' workload at full-service schools to reduce burnout and promote resilience.

Key terms: Collaborative approach, Full Service School, inclusive education, resilience, teacher

Table of contents

1

DECLARATION	2
DEDICATION	3
ACKNOWLEDGEMENTS	4
ABSTRACT	5
CHAPTER 1: OVERVIEW OF THE STUDY.....	14
1.1 INTRODUCTION AND BACKGROUND OF THE STUDY	14
1.2 PROBLEM STATEMENT.....	16
1.3 PRIMARY RESEARCH QUESTION	16
1.3.1 RESEARCH SECONDARY QUESTIONS.....	16
1.3.2 AIM OF THE STUDY	17
1.3.2.1 RESEARCH OBJECTIVES	17
1.4 CONCEPT CLARIFICATION	17
1.4.1 Collaborative approach.....	17
1.4.2 Resilience	17
1.4.4 Full-Service School.....	18
1.5 THEORETICAL FRAMEWORK	19
1.5.1 Decentrality	20
1.5.2 Complexity.....	20
1.5.3 Atypicality	20
1.5.4 Cultural relativity	20
1.6 RESEARCH METHODOLOGY	20
1.6.1 Research Design	21
1.6.2 Research paradigm	22

1.6.3	Data analysis	27
1.7	QUALITY CRITERIA.....	27
1.7.1	Outcome Validity	28
1.7.2	Process Validity	28
1.7.3	Democratic validity	28
1.7.4	Catalytic Validity	28
1.7.5	Dialogic validity.....	29
1.8	ETHICAL CONSIDERATIONS	29
1.8.1	Respect	29
1.8.2	Justice	29
1.8.3	Beneficence and non-maleficence.....	30
1.9	SIGNIFICANCE AND POSSIBLE CONTRIBUTIONS OF THE STUDY	30
1.11	CONCLUSION	31
CHAPTER 2: LITERATURE REVIEW		32
2.1	INTRODUCTION	32
2.2	THEORETICAL FRAMEWORK	32
2.2.1	Four assumptions of the Social Ecology of Resilience Theory.	33
2.2.2	Tenets of the Social Ecology Resilience Theory (SERT).....	34
2.2.2.1	Decentrality	35
2.3	CONCEPTUALISING TEACHER RESILIENCE	37
2.3.1	Person-Focused Perspectives.....	38
2.3.2	Context-focused perspective	39
2.3.3	Process-focused approach.....	39
2.3.4	System-focused approach.....	42
2.4.	FULL-SERVICE SCHOOLS (FSS)	43
2.4.1	Factors that promote teacher resilience in full-service schools	45
2.5	THE ROLE OF SBST IN PROMOTING TEACHER RESILIENCE.....	49
2.6	CONCLUSION	51

3.1	INTRODUCTION	52
3.2	RESEARCH METHODOLOGY	52
3.2.1	Research approach	52
3.2.2	Research paradigm	53
3.2.3	Research design.....	55
3.2. 4	Co-researcher recruitment.....	56
3.2.6	Data generation tools	59
3.2.7	Data Analysis.....	64
3.2.8	The role of the researcher	67
3.3	Quality Criteria.....	68
3.3.1	Outcome validity	68
3.3.2	Process validity	69
3.3.3	Democratic validity	70
3.3.4	Catalytic validity.....	70
3.3.5	Dialogic validity	70
3.4	ETHICAL CONSIDERATIONS	70
3.4.1	Obtaining permission for the research.....	71
3.4.2	Informed consent	71
3.4.3	Anonymity and Confidentiality	72
3.4.4	Beneficence	72
3.4.6	Respect	72
3.4.8	Social benefit.....	73
3.5	CONCLUSION	73
CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF FINDINGS		74
4.1	INTRODUCTION	74
4.2	FINDINGS AND INTERPRETATION OF THE DATA	74
4.3	PRESENTATION AND DISCUSSION OF IDENTIFIED THEMES.....	75
4.3.1	THEME 1: TEACHER TRAINING.....	76
4.3.2	THEME 2: TEACHER SUPPORT BY SUPPORT STRUCTURES	80

4.3.3	THEME 3: FACTORS THAT ENHANCE TEACHER RESILIENCE AT FULL-SERVICE SCHOOLS	85
4.4	CONCLUSION	89
CHAPTER 5: SUMMARY AND RECOMMENDATIONS		90
5.1	INTRODUCTION	90
5.3	RESEARCH QUESTIONS REVISITED	90
5.3.1	Answers to the secondary research questions	91
5.4	GUIDELINES DEVELOPED FROM THE FINDINGS TO ENHANCE RESILIENCE IN TEACHERS AT A FULL-SERVICE SCHOOL	92
5.4.1	Teacher Training.....	92
5.4.2	TEACHER SUPPORT BY SUPPORT STRUCTURES	94
5.4.3	FACTORS THAT ENHANCE TEACHER RESILIENCE AT FULL-SERVICE SCHOOLS	96
5.5	CONTRIBUTION OF SOCIAL ECOLOGY RESILIENCE THEORY (SERT) THEORY IN THE STUDY	97
5.6	LIMITATIONS OF THE STUDY	98
5.7	RECOMMENDATIONS OF THE STUDY	98
5.8	CONCLUSION	98
REFERENCES		100

LIST OF ADDENDA

ADDENDUM A:	INFORMED CONSENT FORM FOR PARTICIPANTS
ADDENDUM B:	INFORMED CONSENT FORM FOR SGB CHAIRPERSON
ADDENDUM C:	INFORMED CONSENT FORM FOR THE PRINCIPAL
ADDENDUM D:	ETHICS COMMITTEE APPROVAL
ADDENDUM E:	GAUTENG DEPARTMENT OF EDUCATION CONSENT
ADDENDUM F:	COLLAGE
ADDENDUM G:	TRANSCRIPTIONS
ADDENDUM H:	MEMBER CHECKING
ADDENDUM I:	PICTURE OF PURPOSEFUL DISCUSSIONS
ADDENDUM J:	TURNITIN REPORT
ADDENDUM K:	LANGUAGE EDITOR LETTER

LIST OF ABBREVIATIONS

ALS	Action Learning Set
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DBST	District Based Support Team
DoE	Department of Education
EWP 6	Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System policy
FSS	Full-Service Schools
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
PAR	Participatory Action Research
PLCs	Professional Learning Communities
SACE	South African Council of Educators
SASA	South African Schools Act
SBST	School Based Support Team
SERT	Social Ecology Resilience Theory
SES	Socioeconomic Status
SIAS	Policy of Screening, Identification, Assessment and Support
SMT	School Management Team
SNA	Support Needs Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VVOB	Vlaamse Vereniging vir Ontwikkeling Bestuur

LIST OF TABLES

TABLE 3.1	BIOGRAPHICAL INFORMATION OF CO-RESEARCHERS	44
TABLE 3.2	THE PAR PROCESS	45
TABLE 3.3	THE PROCESS OF COLLAGE CONSTRUCTION	47
TABLE 4.1	CODES USED DURING THE PRESENTATION	59

LIST OF FIGURES

Figure 1 ACTION RESEARCH CYCLE	12
Figure 3.1 RECRUITMENT POSTER (AUTHOR'S COMPILATION)	43
Figure 4.1 THEMES AND SUB-THEMES AS IDENTIFIED DURING THE DATA ANALYSIS (AUTHOR COMPILATION).....	75

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

The South African education system comprised a racially segregated education system (Gallo et al., 2020; Motala, 2020) prior to 1994. After 1994, the education system was re-engineered entirely following the ideals of the South African Constitution, including freedom from prejudice, non-discrimination, equity, respect, and social justice (Motala, 2020; Swart & Pettipher, 2019). This move led to the development of the inclusive education system, and policies such as the South African Schools Act 84 (SASA, 1996), the Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System policy document (EWP 6) (Department of Education [DoE], 2001), and the Guidelines for Full-service/Inclusive Schools (Department of Basic Education [DBE], 2010) among others. These policies serve as the basis for the inclusive education system in the South African context. The EWP 6 calls for the establishment of Full-Service Schools (FSS), and Special Schools as resource centres, in addition to the ordinary public schools that were already in existence (DoE, 2001).

Full-service schools are meant to promote an inclusive practice and culture, benefiting the school holistically (Swart & Pettipher, 2019). The main feature of an ideal full-service school is that it should have a maximum of 3% of learners with disabilities and 30% of learners with learning barriers in its enrolment, mostly requiring only moderate support (DBE, 2010). DoE designated 30 primary schools to become full-service schools in 30 districts, to assist in developing an inclusive education and training system (DoE, 2005b). The number of FSS notably increased from 30 in 2002 to 75 in 2015, to about 715 in 2017 (Gina, 2017). About 12 full-service schools are in the Sedibeng West District in the Gauteng Province (Boshoff, 2016) where this research was conducted.

FSS aim to uncover and address barriers impeding the full participation of learners in education programmes (Swart & Pettipher, 2019). They are designed to be inclusive schools that incorporate principles of diversity and support all learners (DoE, 2001). All stakeholders in education welcomed this move, including teacher unions across the country (Mfuthwana & Dreyer, 2018). However, the implementation of the policies of inclusion has been challenging for teachers due to limited facilities, lack of resources at schools, and insufficient teacher training, larger class sizes, negative public perceptions towards teachers, as well as lack of training or support for dealing with learners with

barriers or special educational needs (Marais, 2016; Ramrathan & Mzimela, 2016). As a result, teachers experience stress that involves significant emotional challenges, decreased job satisfaction, a decrease in teacher morale, and teacher burnout (Bosso, 2017; Schussler et al., 2018).

Working at FSS exposes teachers to occupational stress that may challenge their resilience. The stress associated with teaching has been researched in other contexts. For example, Steiner and Woo (2021) indicate that due to job-related stress, many teachers leave the profession prematurely. Drew and Sosnowski (2019) reiterate that teachers who have left the profession have done so partly because of a lack of teacher resilience, which these writers define as the capacity of teachers to overcome everyday challenges and setbacks in the teaching profession. For the reason that resilient teachers are more likely to endure difficult situations, find it easier to adjust to expectations, pressures, and are more interested in their job (Baruani & Binghai, 2021), this study explored a collaborative approach to enhance teacher resilience in FSS.

While research on resilience has significantly increased in recent years (Lohbeck, 2018), researchers from a variety of fields have researched resilience in children (Ungar, 2011; 2015). Teacher resilience is a relatively new subject of research, prompted mostly by the growing need for enhancing teacher motivation and retention (Hascher et al., 2021; Wabule, 2020). Consequently, there has been little empirical work on teachers' resilience (Hascher et al., 2021; Naidoo & Wagner, 2020), although it has been identified as the key outstanding trait for effective teaching and learning in schools. Some studies conducted in regard to teacher resilience were on concepts such as the resilience of second language teachers (Hiver, 2018) as well as teachers' emotional competence (Lozano-Pena et al., 2021). Other studies focusing on teacher resilience were conducted in different countries such as Ireland (Varpio et al., 2019), Europe (Beltman & Mansfield, 2018; García-Crespo et al., 2021), Australia (Papatraianou et al., 2018), and South Africa (Ebersohn, 2020). There has been little research on how teachers' resilience is cultivated, perpetuated, or degraded over time when they encounter new conditions in their work and life (Boon, 2020), especially in full-service schools. In other words, there is a dearth of studies pertaining to the resilience of teachers working in FSS in South Africa. This study was conducted at the two Full Service Schools within the Sedibeng West district of the Gauteng province.

1.2 PROBLEM STATEMENT

Between 40% and 50% of teachers leave their employment during the first five years of teaching due to a number of issues, such as an excessive workload, a lack of assistance, a fear of problems, poor time management, and ignorance of how to control students' behaviour (Kelly et al., 2018). The current state of teacher training fails to adequately provide teachers with the necessary skills and knowledge to effectively handle their profession's demands, difficulties, and obstacles. This includes strategies to overcome challenges and maintain resilience (Smith & Ulvik, 2017). In many instances, teacher training focuses only on enhancing teachers' pedagogical abilities and learners' test performance, neglecting the social and emotional dimensions of teaching (Marimuthu, 2018). This is why a proficient teacher with technical expertise in their topic may struggle to effectively handle the emotional pressures of their vocation, leading to attrition and burnout. Literature indicates that teacher resilience generates different positive outcomes for teacher education at the macro level, and teachers and learners at the micro level (Wang, 2021). More specifically, it minimises teachers' stress and burnout and improves their commitment, job satisfaction, well-being, instructional quality, work enjoyment, motivation, professional identity, retention, agency, self-efficacy, and so forth (Richards et al., 2016). Correspondingly, teacher resilience also affects learners' engagement, motivation, and academic achievement (Li et al., 2019). For such reasons, this study was conducted to explore a collaborative approach to be used to enhance teacher resilience at full-service schools.

1.3 PRIMARY RESEARCH QUESTION

How can a collaborative approach be used to enhance the teacher's resilience in full-service schools?

1.3.1 RESEARCH SECONDARY QUESTIONS

- 1.3.1.1 Which factors influence teacher resilience in full-service schools?
- 1.3.1.2 To what extent does professional support for teachers in full-service schools promote teacher resilience?
- 1.3.1.3 What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

1.3.2 AIM OF THE STUDY

The aim of this study is to enhance teacher resilience in full-service schools through a collaborative approach.

1.3.2.1 RESEARCH OBJECTIVES

- 1.3.2.1.1 To explore factors that influence teacher resilience in full-service schools
- 1.3.2.1.2 To determine the extent that professional support for teachers in full-service schools promote teacher resilience.
- 1.3.2.1.3 To develop guidelines that can be developed from the findings to enhance resilience in teachers at a full-service school.

1.4 CONCEPT CLARIFICATION

Fundamental notions conceptualised throughout this study are:

1.4.1 Collaborative approach

A collaborative approach entails several individuals or teams coming together for a mutual goal and exchanging ideas, resources, and responsibilities. This leads to improved results more than working individually, as it revolves around teamwork and effective communication regarding mutual respect (Barker Scott & Manning, 2024). This study aligns itself with Aubrey's (2022) definition that the collaborative approach is a methodology wherein stakeholders cooperate towards a shared objective, communication, and mutual respect, promoting maturity and social engagement, and enabling co-researchers to develop their own teaching and learning methodologies. In this study, a group of teachers working at Full-Service Schools collaborated to identify factors that enhance resilience and eventually developed guidelines that can be used to enhance resilience at FSS.

1.4.2 Resilience

From a social-ecological perspective, resilience results from the dynamic interplay between risk factors that impede coping and protective variables that help coping (Claussen et al., 2022). Teacher resilience has a detrimental effect on depression, tension, anxiety, well-being, and temperament, as per Zhang and Luo (2023). It is

positively correlated with quality of life and well-being. Zhang et al. (2022) agree that teacher resilience positively correlates with job crafting, work engagement, and working environment, while job fatigue and attrition intention are negatively correlated. Li et al.'s (2019) definition of resilience is applicable in this study, as it indicates that resilience is a complex, dynamic process involving the interplay between environmental and personal resources that allow teachers to thrive in their profession.

1.4.3 Teacher

A teacher is a professional holding a South African Council of Educators (SACE) qualified to teach. Professional teachers provide academic support, administration tasks, educational and disciplinary aspects, and organise extra and co-curricular activities, to ensure that the education of the learners is promoted in a proper manner (DBE, 2022). The definition of a teacher, as provided by the National Education Policy Act 27 of 1996 and the SACE of 1996, describes a teacher as any individual who is appointed to educate or train other individuals, or provides professional educational services; this is preferred in this study. This definition does not include individuals who are appointed to perform extracurricular duties at the school.

1.4.4 Full-Service School

A FSS is an ordinary public primary school that can provide a full range of learning needs for learners (DoE, 2001). According to the policy of Screening, Identification, Assessment and Support (SIAS) (DBE, 2014), FSS were formed to accommodate all learners' needs, increase learners' participation, and ensure that all learners have the chance to achieve their full potential. Through FSS, exclusions are minimised regardless of learners' culture, race, abilities, or disabilities. In this study, the definition by DBE (2010), that full-service schools are primary schools adapted to meet various learning demands, is preferred. This is because FSS create a more inclusive atmosphere, increase the chances of breaking down barriers, and allow learners to reach their full learning potential.

1.4.5 Inclusive Education

Inclusive education is an educational approach that ensures that learners with barriers to learning are integrated into regular diverse classrooms (Jardinez & Natividad, 2024). In an inclusive education system, teachers and everyone in the education system should

embrace diversity and acceptance (DoE, 2001). The main objective of inclusive education is to ensure equal and inclusive educational opportunities.

1.5 THEORETICAL FRAMEWORK

A theoretical framework is a thorough analysis of known concepts that functions as a strategic blueprint for developing the arguments used in research (George, 2023). Kivunja (2018) posits that the theoretical framework tries to present and clarify the underlying theory that justifies the existence of the study issue being researched. According to Mansfield et al. (2016), a theoretical framework must include precise descriptions of the studied concepts and explore several hypotheses that explain the connections between the researched variables. Chukwuere (2021) and George (2023) define a theoretical framework as a selected theory that guides researchers in understanding and approaching a phenomenon, including elements from that theory. This study is based on the Social Ecology Resilience Theory (SERT). SERT is a multidisciplinary model incorporating social-ecological, systems theory, and resilience thinking (Van Rensburg et al., 2019). The term was coined by a Canadian researcher, Michael Ungar, to comprehend how human societies and ecosystems interact and how resilient they are to stimuli such as social settings, economic shocks, or environmental changes (Ungar, 2015; 2018).

The first assumption of SERT is that social ecologies are pivotal in the resilience process (Ungar, 2012; 2018). The second assumption is that multiple potential pathways may lead to resilience. This means that in the face of difficulties, individuals may select various paths that they consider meaningful for coping with challenges they face (Ebersöhn, 2020; Ungar, 2012). Thirdly, resilience is a dynamic process (Tasic et al., 2020; Ungar, 2012) that is inherently adaptable (Harris & Johns, 2021) and can be influenced by both external and internal conditions, as well as new connections (Drew & Sosnowski, 2019). The fourth assumption is that culture affects resilience and resource value (Panter-Brick, 2015). In addition to the four assumptions, SERT has four key primary principles, namely: decentrality, complexity, atypicality, and cultural relativity.

1.5.1 Decentrality

Decentrality highlights the significance of social-ecological elements while studying resilience, redirecting attention from individual characteristics to the interdependence of people, groups, and organisations (Ungar, 2011; 2015). Socio-ecological models emphasise the impact of many levels of influence and the role of the social environment in shaping behaviours (Gochhayat et al., 2020). Teachers' social ecology includes the school community, family, peer group, and workplace. These elements contribute to social capital and bolster resilience (Tebid, 2019).

1.5.2 Complexity

Complexity in resilience refers to the varying characteristics of elements that enhance and limit it, which vary over time and under different circumstances (Ungar, 2011). Mampane et al. (2021) and Mansfield et al. (2016) state that factors that help or hurt resilience change over time and in different situations.

1.5.3 Atypicality

Atypicality refers to teachers' unconventional problem-solving methods, often seen as a form of hidden resilience, influenced by societal norms, and not a predictor (Ungar, 2011; 2015).

1.5.4 Cultural relativity

According to Ungar (2011), cultural relativism is the view of how cultural, social, and political factors affect how well someone adjusts. In other words, cultural norms rather than our standards should serve as the foundation for assessing people's viewpoints and behaviours (Park, 2024).

1.6 RESEARCH METHODOLOGY

Research methodology refers to procedures used to conduct a study, including data collection, analysis, and interpretation (Creswell & Creswell, 2018). A research approach consists of three research approaches: qualitative, quantitative, and mixed methods approaches (Creswell & Creswell, 2018). Qualitative research is used to investigate and comprehend the meaning that individuals or groups attach to a human or social phenomenon (Creswell & Creswell, 2018). It is naturalistic and focuses on natural situations where interaction takes place rather than on static terminology (Nieuwenhuis,

2019). That is, qualitative researchers are concerned with how people construct meaning and make sense of their world and experiences in it (Teherani et al., 2015). This study was conducted within the qualitative research approach; specifically, this study aligned itself with the action research approach. Action research is a qualitative approach used to investigate and enhance the quality of actions or teaching in educational settings such as schools, classrooms, or teacher-learning situations (Johnson, 2019). The objective of action research is to establish a collective understanding of how to effectively tackle a problem by closing the gap between theory and practice (Bourner & Brook, 2019).

1.6.1 Research Design

Grover (2015) defines research design as to how a researcher plans to carry out the study. Research design serves as a blueprint for data collection, analysis, interpretation, and reporting findings (Grover, 2015). The researcher adopted participatory action research (PAR) as the design. PAR is an approach to qualitative action research and is a set of practices and principles for creating, conducting, analysing, and taking action in a community-based research (Cornish et al., 2023). PAR is a subset of action research, which systematically collects and analyses data to take action and effect change by generating knowledge that is transformative and practical (Keahey, 2021). According to Cornish et al. (2023), PAR is an action research-oriented way of doing research that emphasises the active involvement of communities affected by the research to be conducted. In essence, PAR attempts to comprehend the world by altering it reflectively and collaboratively, by emphasising collaborative inquiry and experimentation informed by personal experience and social history (Keahey, 2021). Guy et al. (2020) assert that PAR is an engaging research inquiry that directs the research facilitator to be reflective and action-centered in practice, concentrating on the collaboration with co-researchers, to achieve meaningful change in the form of social justice. More specifically, PAR may be characterised as a type of action research where researchers work actively with co-researchers in studying and transforming the researched organisation (Kidwai & Iyengar, 2017).

Keahey (2021) asserts that PAR, as an emergent paradigm of collaborative experimental inquiry, is in a constant state of evolution as a research method intended to be performed *with* and *for* people rather than *on* people. In collaboration with the co-researchers, the researcher employed PAR as the research orientation, the epistemological lens, and the

methodological framework, characterised by including teachers under study as part of the research team to facilitate a fairer examination of the phenomenon. Guy et al. (2020) emphasise that communities of inquiry and action emerge from a PAR process, collaboratively addressing questions and concerns that are important to all those participating as co-researchers (Sokhanvar & Salehi, 2018).

1.6.2 Research paradigm

A paradigm is a frame of the mental map or reference through which people see the world (Treagust & Won, 2023). Paradigms signify what individuals think about the world (Nieuwenhuis, 2019). Different paradigms exist within qualitative research, such as the interpretivist, positivist, critical, and transformative paradigms (Treagust & Won, 2023), which are used to explore people's perspectives, experiences, feelings, and behaviour as well as what lies at the centre of their lives (Mohajan, 2018). The researcher selected the transformative paradigm as the most relevant for this study (Thambinathan & Kinsella, 2021). According to Mertens (2007:12), the transformative paradigm “is an umbrella word that incorporates paradigmatic perspectives that are intended to be participatory, emancipatory, and inclusive”. The lives and experiences of marginalised groups, such as women, racial/ethnic minorities, people with disabilities, and the poor, are fundamental to the transformative paradigm (Mertens, 1999). The emancipatory paradigm grounds its study in social justice concerns, and aims to address the social, political, and economic factors that lead to struggle, social oppression, power systems, and conflict, at any level (Mohajan, 2018). That is, inquirers who embrace this paradigm make efforts to link the findings of social research to action and to larger issues of social justice and social unfairness (Thambinathan & Kinsella, 2021). While selecting acceptable research methodologies for this study, the researcher consulted with the co-researchers as much as possible, so that they could feel a sense of commitment (Thambinathan & Kinsella, 2021).

1.6.2.1 Co-researchers' recruitment

In research, the researcher should identify and recruit the population of interest for the study, which is made up of the groups, individuals, dyads, organizations, or other units that understand and are familiar with the phenomenon to be studied (Casteel & Bridier, 2021). Non-probability sampling technique was used to recruit co-researchers for this study. According to Lopez and Whitehead (2013), non-probability sampling is often used

in qualitative research. When conducting qualitative research, non-probability sampling is used to select only specific populations to examine a specific topic, or when the whole population is unknown or unavailable (Lopez & Whitehead, 2013). The non-probability sampling methodology draws the sample using non-randomised procedures, and the co-researchers are purposefully chosen for a specific reason (Maree & Pietersen, 2019). In this study, through the assistance of an independent person, eight (8) qualified teachers were recruited from two Full-Service Schools in the Sedibeng West District, of which four were female and four were males. The choice to recruit four females and four males was to ensure equal gender representation. As inclusion criteria, all co-researchers had to be fluent in English and willing to participate in the study voluntarily.

1.6.2.2 Data generation tools

PAR employs a variety of data collection methods (Kidwai & Iyengar, 2017) whereby the research facilitator and co-researchers work together to determine the best data generation strategies for each issue or situation (Kidwai & Iyengar, 2017). Some of the methods for data collection in PAR include co-researcher observation, group discussions, field notes, world café, questionnaires, surveys, diary and personal logs (Vaughn & Jacquez, 2020). It is recommended that more than one data collection tool be used for providing a more comprehensible picture of the research results than either tool on its own, otherwise referred to as triangulation (Maree, 2020). For this study, world cafe, collage, purposeful discussions, and reflective journals were used.

1.6.2.2.1 World Café

Löhr et al. (2020) describe the World Café as a process aimed at building personal relationships and fostering group collaboration through constructive dialogue around critical questioning. The World Café is radically participative and encourage the co-researchers to take ownership and make sense of the secondary question that should be answered through this method (Bradbury, 2015). Information was shared in a café-style social context with an equitable and non-threatening manner (Löhr et al., 2020). The World Café was conducted in four phases, consisting of the preparation phase, the phase that opens discussions, the implementation stage, and the stage for closing and wrap-ups.(Van Wyngaarden et al., 2018). In using the world café as a data generation strategy, humans talk together about the things that matter to them using collective power. Co-researchers are given an equal chance in responding, sharing ideas as well as attentively

listening to other co-researchers (Löhr et al., 2020; World Café, 2017). These were ensured through putting questions on each table for each group to address (Van Wyngaarden et al., 2018).

1.6.2.2.2 Collages

Collage is a method of making meaning by juxtaposing a range of images, words, sounds, natural things, artefacts, phrases, textiles, and stories (Given, 2008). According to Butler-Kisber (2010), collage is a creative process in which people combine pre-existing elements such as coloured paper, photographs, symbols, and words to produce an artistic composition on a certain theme or topic. In this study, the co-researchers created collages on a blank chart paper using images from newspaper cuttings or the internet to portray their stories and answer the research question. The collages allowed co-researchers to provide both visual and textual evidence, which is something that other approaches, such as interviews, typically lack (Khanare & De Lange, 2017). Although this research method has been used mostly in studies involving children (Roberts & Woods, 2018), it has worked successfully in studies involving teachers as co-researchers (Payne van Staden, 2015; Culshaw, 2019) and other adults (Gerstenblatt, 2013; Knowles-True, 2020; Mackworth-Young et al., 2020). The collages enabled the co-researchers in this study to access and share fundamental levels of experience that are not accessible through words alone while exploring the impact of collage's materiality on its ability to elicit these profound insights (Roberts & Woods, 2018).

1.6.2.2.3 Purposeful discussions

Purposeful discussion is an active, collaborative, and participatory data generation method that has been used successfully in various social science areas, either alone or in combination with other methodologies (Kumer & Urbanc, 2020). The purposeful discussion dynamics assist researchers in obtaining in-depth and richer data (Lune & Berg, 2017) bolstered by the fact that most purposeful discussions are conducted with ordinary individuals who are thought to be “ingenious co-researchers” (Farinosi et al., 2019). The researcher, as the facilitator, facilitated interactions to create a relaxed and comfortable setting for all co-researchers (Nyumba et al., 2018), by organising and securing an accessible and convenient venue for the purposeful discussions beforehand (Gundumogula, 2020). The co-researchers were informed beforehand about the venue, time, and date of the purposeful discussion sessions so they could plan accordingly

(Gundumogula, 2020). After every session, the research facilitator and co-researchers kept records and made notes in the reflective journals.

1.6.2.2.4 Reflective journals

Reflective journals are writing journals that give researchers and co-researchers a structure to organise their ideas and reflections (Wallin & Adawi, 2017). Bashan and Holsblat (2017) define reflective journals as journals kept by co-researchers in the field are a rich source of narrative research. The use of reflection is one strategy that has the capacity to obtain qualitative data; thus, reflective journals are essential for documenting the practice of several professions (Bashan & Holsblat, 2017). In this case, reflective journals summarise a recent event and deconstruct key components such as people, resources, and activities that influenced learning (Lutz & Paretti, 2019). In this study, the researcher and the co-researchers kept reflective journals in which they recorded the process and progress of the study. Co-researchers took into account the intricate links between epistemology (knowledge production), methodology, and the impact and involvement of the researcher (ontology) (Haynes, 2012). Reflective journals enabled the group to understand the co-researcher's voices, thus strengthening the relationship among co-researchers (Bashan & Holsblat, 2017).

1.6.2.3 Data generation process

While PAR has a clear beginning and finish, it is frequently used as a method of continual practice and reflection, hence in PAR, data generation is often done in cycles (Engagement, 2021) as shown in figure 1 below. Data generation for this study was carried out in stages as required by action research (Prinsloo, 2020). The data generation and analysis processes occurred in action learning sets (ALS) (Wood, 2019; Zuber-Skerritt, 2011). The co-researchers were co-researchers who regularly met to generate and interpret data collaboratively (Zuber-Skerritt, 2011). The data generation, reflection and analysis process was broken down into three cyclical and iterative cycles (Miglani, Subramanian & Agnihotri, 2017).

Each cycle of the research focused on answering a specific secondary research question. The first cycle, through the use of a collage answered the question: *Which factors influence resilience of teachers in full-service schools?*

The second cycle answered the question: *To what extent does professional support for teachers in full-service schools influence teacher resilience?*

The third cycle answered the last question: *What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?* The question in the third cycle was answered through the world café. The action research cycle shown below was followed in all three cycles of data generation in this study.

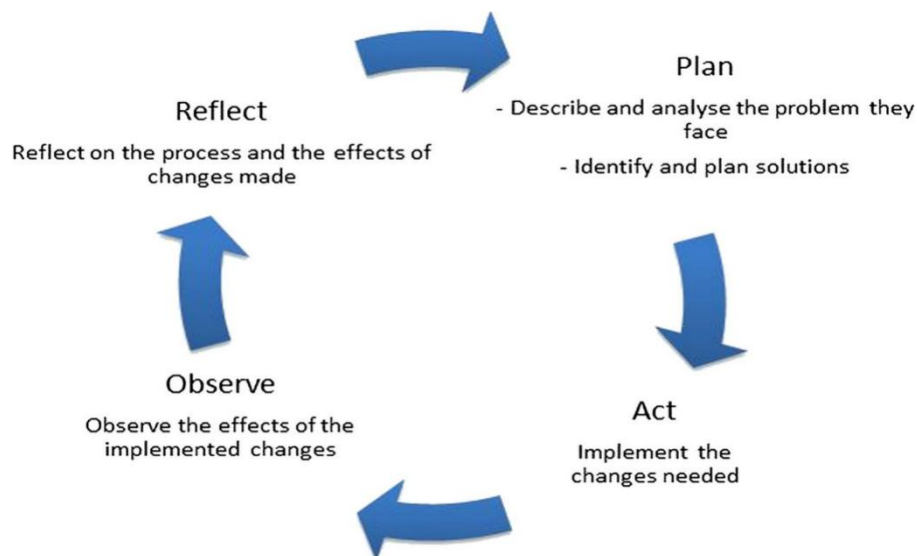


Figure 1 Action research cycle

Source: (Mshelia et al., 2013).

1.6.2.4 The role of the researcher

PAR is committed to the idea of the researcher transitioning from "expert" to "facilitator" roles, in which a researcher facilitates the research process by creating a non-hierarchical relationship with co-researchers (Glassman & Erdem, 2014). While using a PAR design, co-researchers are typically responsible for disseminating their knowledge of research methodologies, building data systems, and collecting and analysing data (Watters et al., 2010). The main aim of PAR is to bring researchers and co-researchers together in a shared living experience that dispels the myth of researcher or researched dichotomy (Glassman & Erdem, 2014). Furthermore, this being qualitative research, the goal as a research facilitator is to work collaboratively with the co-researchers to have access to

their ideas and feelings (Sutton & Austin, 2015). For the duration of the study, the role of the researcher mainly included facilitating discussions and working closely with co-researchers, including but not limited to developing research questions, data collecting and analysis, and disseminating findings (Guy et al., 2020). The research facilitator compiled and administered the data generation tools, prepared for and facilitated the purposeful discussions and collages, as well as analysing and triangulating data (Maree, 2019).

1.6.3 Data analysis

Creswell and Guetterman (2019) describe data analysis as segmenting the data into separate responses and then combining them to create a summary. Data analysis is crucial to knowledge building and a place for emancipation through participation and collaboration, as co-researchers benefit from a transformational experience through active engagement in understanding the world through research (Motha et al., 2019). There are several qualitative data gathering and interpretation approaches, each expressing a different theoretical, epistemological, and disciplinary viewpoint (Cropley, 2022). Good qualitative research must be able to draw conclusions and be consistent with the facts acquired (Alhojailan, 2012); hence, thematic analysis was used for this study.

According to Dawadi (2020), thematic analysis is a qualitative method of systematically discovering, organising, and analysing patterns of meaning (themes) in a dataset by making sense of communal or shared meanings. The six-step methodology by Braun and Clarke (2013) was followed, as it is likely to be the favourable inductive technique, at least in the social sciences, because it provides a simple and practical framework for conducting thematic analysis (Maguire & Delahunt, 2017). The use of thematic analysis informed a particular context with its bottom-up approach (Mertler, 2020) and thus contributed to the enhancement of the quality criteria of this study.

1.7 QUALITY CRITERIA

How the quality of an action research initiative might be assessed is a crucial question to address at the end of a study (Herr & Anderson, 2015). That question is addressed in the study's section on quality criteria. Validity in action research pertains to the calibre of the study, the execution of the utilised methodologies, and the accuracy of the findings

(Alshenqeeti, 2014; Noble & Smith, 2015). To maintain overall validity in this study, the five measures of validity: outcome, process, democratic, catalytic, and dialogic, were adhered to (Call-Cummings, 2017). Additionally, various methods such as prolonged engagement, member checking, and triangulation were used to establish this study's credibility, as Lincoln and Guba propose (2016).

1.7.1 Outcome Validity

Outcome validity pertains to assessing the point to which activities are undertaken to answer the research question and determine whether a resolution to the stated research question is achieved (Leuverink & Aarts, 2019; Coleman, 2022). Co-researchers were guided toward answering the research questions to meet the set project goals (Oolbekkink-Marchand et al., 2013).

1.7.2 Process Validity

Process validity is the level to which the research methods were chosen, used, and adequately solved the recognised problem. It also includes the argument for how long the results last (& Aarts, 2019; Coleman, 2022). The facilitator provided guidance to the co-researchers in the selection of various research methodologies, including collage, purposeful discussions, reflective journals, and the World Cafe, for data triangulation. According to Oolbekkink-Marchand et al. (2013), the use of recordings and reflective journals serve as a means to substantiate the results of this study, thus augmenting the credibility of the research process.

1.7.3 Democratic validity

Democratic validity is about how well participants who know the phenomenon being studied work together (Coleman, 2022) to ensure that the results are valuable and applicable in real life (Oolbekkink-Marchand et al., 2013). Throughout the study, the co-researchers collaborated on issues such as defining objectives, data generation and interpretation, and presenting the results (Oolbekkink-Marchand et al., 2013). Reflective journals were used as a means of documenting the experiences of the co-researchers.

1.7.4 Catalytic Validity

Catalytic validity pertains to the research process's ability to enhance co-researchers' understanding of reality, generate knowledge and skills, and motivate them to effect social

change (Leuverink & Aarts, 2019; Coleman, 2022). To guarantee catalytic validity, all co-researchers were provided with an equitable opportunity to express their perspectives without allowing others to dominate the conversations (Oolbekkink-Marchand et al., 2013).

1.7.5 Dialogic validity

According to Coleman (2022), dialogic validity refers to the critical and reflective dialogue between the researcher and the co-researchers to highlight the necessity of a rigorous critique of the study for it to be valued. A secure environment was provided where the group collaboratively engaged in the generation and analysis of data derived from collages, purposeful discussions, and the World Café, fostering inclusivity and active participation (Scarfe, 2021).

1.8 ETHICAL CONSIDERATIONS

Ethics involving human beings is guided by four ethical considerations based on the Helsinki Statement (World Health Organisation, 2001), which are respect, justice, beneficence, and non-maleficence (Bussu et al., 2021). Therefore, before beginning the empirical research, the researcher was granted ethics approval from the North-West University and sought permission from the Gauteng DBE, as this follows from the ethical clearance conditions. Then, consent was attained from co-researchers/ teachers who complied with the inclusion criteria, the school principals, and the school governing bodies.

1.8.1 Respect

The research facilitator respected all co-researchers' autonomy and decision-making abilities by allowing them to make reasoned, informed decisions (Bussu et al., 2021), and ensured that the safety and well-being of co-researchers were protected, their confidentiality was upheld, and all the possible benefits and risks were disclosed. All co-researchers were informed that they could withdraw from the study at any given time without repercussions (Maree, 2020).

1.8.2 Justice

Justice is defined as the treatment of people in a fair, equitable, and suitable manner (Varkey, 2021). It is about ensuring that research benefits are delivered evenly to all

members of society (Bussu et al., 2021). The researcher avoided injustice towards the co-researchers (Kemmis, McTaggart & Nixon, 2014), and applied and adhered to transparent research methodologies and ethical aspects. Most importantly, the researcher clarified and differentiated between the role of researcher and the roles of the co-researchers (Creswell & Creswell, 2018).

1.8.3 Beneficence and non-maleficence

Beneficence is weighing the advantages of participating in the study against the risks and the costs, while non-maleficence is about not causing harm or damage to others (Bussu et al., 2021). Steps were taken to protect the co-researchers' well-being and avoid deliberate harm (Scott, 2017; Tajir, 2018).

1.9 SIGNIFICANCE AND POSSIBLE CONTRIBUTIONS OF THE STUDY

This study has the potential to bring to the fore how a collaborative approach can enhance the resilience of teachers in full-service schools. The findings of this study assisted the co-researchers to develop collaborative guidelines to enhance teacher resilience and thus improve learner support in FSS.

1.10 CHAPTER DIVISION

Chapters of this study are presented as follows:

Chapter One: Overview of the study

Chapter One introduced the study, clarified concepts, and gave an overview of the study.

Chapter Two: Literature Review

This chapter contains discussions of the theories and how they related to my ontological and epistemological values. It also provides an overview of learner support in FSS and how it is influenced by teacher resilience. This chapter also examines the various factors that influence teacher resilience within the context of full-service schools.

Chapter Three: Research Methodology

In this chapter, the research methodology is discussed. The study was positioned in the transformative paradigm and the PAR research design. The researcher also clarified the values which shaped the epistemological and ontological stances.

Chapter Four: Presentation of the Research findings

This chapter presents the research findings, and then analyses and interprets them based on all the data sets.

Chapter Five: Summary and Recommendations

This final chapter presents the summary and recommendations of this study and highlights its significance and limitations.

1.11 CONCLUSION

In this chapter, the study's background was provided. The aims and the research questions detailed before outlining the relevant methodology, quality criteria as well as the ethical considerations. The chapter concluded by stating the significance and possible contributions of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In chapter one, the study was introduced, concepts were clarified, and an overview of the study was given. This chapter provides a review of the literature on teacher resilience. Initially, the Socio Ecological Resilience Theory (SERT) underpinning this study is discussed. Teacher resilience is conceptualised based on the theoretical framework underpinning this study. The chapter then examines the various factors that influence teacher resilience within the context of full-service schools. Furthermore, the role of continuing professional development programmes for enhancing teacher resilience is outlined and discussed. Finally, the chapter concludes by outlining the role and support provided by School-Based Support Teams as protective factors in enhancing teacher resilience.

2.2 THEORETICAL FRAMEWORK

The SERT by Michael Ungar, a pivotal framework in this study, underscores the importance of considering numerous social and environmental factors in resilience (Ungar, 2011). According to Ungar (2011; 2015), resilience is not primarily an inherent characteristic of a person but rather a characteristic of the individual's social and physical environment, which becomes a key insight that shapes the understanding of teacher resilience in full-service schools.

When exploring the concept of resilience, some authors consider an individual's attributes and the environmental factors surrounding them (Fleming & Ledogar, 2008). This perspective partially aligns with Ungar's (2015) view, that the environment significantly shapes resilience. Therefore, the researcher advocates for an approach that examines how individuals interact with their social milieu, including their family, community, and cultural contexts, to foster resilience. Furthermore, according to Ungar (2011; 2015), a comprehensive understanding of the ecological concept of resilience necessitates the understanding of interdependent relationships between individuals and their environment. Other scholars argue that resilience involves a series of processes and mechanisms that come into play when individuals utilise their internal and external resources in the face of adversity (Masten, 2021). According to Ungar (2015), SERT is based on four key assumptions. A detailed discussion about the four assumptions of SERT follows below.

2.2.1 Four assumptions of the Social Ecology of Resilience Theory.

The first assumption of SERT is that social ecologies are pivotal in the resilience process (Ungar, 2012; 2018). According to Drew and Sosnowski (2019), teachers leverage their connections with colleagues and the entire school community to overcome difficulties, prioritising collective strengths over individual ones. In line with this, Ebersöhn et al. (2020) argue that resilient teachers, when confronted with challenges, remain rooted in their school communities, draw strength from a shared goal to overcome problems, and seize opportunities embedded in challenges. This is a crucial attribute because, as highlighted by Preston and Van der Merwe (2021), in learner support, every barrier presents an opportunity to uncover embedded strength (Ungar, 2012) on which intervention can be built. Resilient teachers, therefore, diligently explore these strengths and persevere when faced with adversities in delivering support (Mansfield et al., 2016; Wabule, 2020), drawing strength from their social networks and support.

According to Stainton et al. (2019), social support is a protective factor that fosters resilience. Supportive social relationships with other people that are based on trust and care are an essential part of social support (Kinman & Grant, 2023). Research by Holt-Lunstad (2021) indicates that individuals with supportive social support networks experience reduced stress levels, improved physical and psychological health, and the ability to effectively manage daily challenges and bounce back from complex life events. Therefore, social support is one of the protective elements, and the magnitude and frequency of social contact play a role in determining its importance (Southwick et al., 2016). Additionally, there are a variety of people from whom one might obtain social support, including but not limited to friends, colleagues, family, and peers (Cherry, 2023). Social support can also be obtained through participation in groups such as professional learning communities (PLCs) and clubs at a broader community level (Li et al., 2021). It can be inferred, therefore, that teachers who collaborate with colleagues and the greater school community have a better chance of acquiring the capacity to be more resilient (Greenfield, 2015). Therefore, conversations on resilience should consider the social structures that teachers are a part of rather than just emphasising the skills or behaviours of teachers (Ungar, 2012).

The second assumption is that several possible routes might result in resilience. When faced with difficulties, individuals may choose many different paths that they perceive as meaningful in managing them. What one teacher chooses may differ from the next, even though they face the same challenge (Ebersöhn, 2020). Since SERT is based on the principle of 'atypicality' (Ungar, 2012), instead of trying to predict or dictate how individuals will be resilient, teachers should concentrate on the practicality of the actions they choose when faced with adversity (Drew & Sosnowski, 2019).

The third assumption is that resilience is characterised by its dynamic nature (Tasic et al., 2020; Ungar, 2012). As a result, resilience is inherently adaptable (Harris & Johns, 2021). The resilience process can sometimes be influenced by conditions such as exposure to novel environments, significant resource availability, or new connections (Drew & Sosnowski, 2019). Instances such as the addition of a new colleague, engagement with diverse peers, the change resulting from a promotion, or moving to a new school or town may impact how teachers interact with their social environments, and vice versa (Ebersöhn, 2020; Harris & Johns, 2021). Drew and Sosnowski (2019) suggest that, in light of this, resilience should not be based on static forecasts and elementary connections.

Fourth and last, culture influences resilience processes and changes people's perception of the significance of resources (Panter-Brick, 2015). The basic mechanisms of resilience help people grow and develop in ways that may be different from one culture to the next (Theron et al., 2015). So, how teachers at full-service schools build resilience may depend on the society in which they live and the culture they practice.

2.2.2 Tenets of the Social Ecology Resilience Theory (SERT)

Based on the assumptions of SERT, discussing principles that influence teacher resilience in full-service schools is necessary. These principles invalidate a simplistic, linear interpretation of resilience as only focused on individuals and culturally unbiased (Southwick et al., 2016). Instead, they demonstrate the culturally dependent, intricate, and sometimes unforeseen aspects of person-context interactions that promote resilience (Masten, 2014). The principles are decentralism, complexity, atypicality, and cultural relativity. These four principles are discussed in detail below.

2.2.2.1 Decentrality

Decentrality means different components and characteristics are at play (Giri et al., 2017; Gochhayat et al., 2020). There is, therefore, a need to shift the emphasis from human attributes to social-ecological factors when examining resilience (Ungar, 2011; 2015). In addition, decentralisation necessitates that attention should not just be directed towards an individual's capabilities as proof of resilience (Ungar 2011; 2015). In human behavioural studies, resilience is strongly related to social-ecological factors followed by individual traits, not vice versa. The social ecology approach examines how individuals and institutions interact with and depend on one another (Ungar, 2015). Socio-ecological models emphasise multiple levels of influence and the idea that behaviours shape and are shaped by the social environment (Gochhayat et al., 2020). Tebid (2019) states that the school community, family, peer group, and co-workers, including the District Support Teams, are essential elements of teachers' social ecology. These microsystemic strongholds offer the social capital necessary for teachers' well-being, thereby enhancing resilience.

2.2.2.2 Complexity

Complexity as an element of resilience is about the resilience consisting of complex processes, which differ in various contexts and cultural groups, and at different stages of one's life (Masten, 2014; 2021; Ungar, 2011). Complexity as an element of resilience pertains to the dynamic and mutable character of factors that enhance resilience and of those that limit it, both across time and in various circumstances (Mampane et al., 2021). According to Mampane et al. (2021), resilience enablers and restraints are not static but undergo change over time and across situations (Mansfield et al., 2016). For example, in cultivating relationships with learners, parents might be resilience enablers at the beginning (Beltman et al., 2021). Still, as time progresses, parents might use their parent-teacher meetings to complain and vent about peripheral issues (Mkwanazi, 2023), which might be demotivating and become a barrier to resilience for teachers. The study by Botha and Hugo (2021) revealed that teacher support interventions, such as mentoring, might foster resilience among in-service teachers who previously felt overwhelmed by the challenges of the profession. In this instance, mentoring is an example of a resilience enabler.

2.2.2.3 Atypicality

Atypicality means that teachers may not conform to prevailing coping norms when confronted with risks and challenges, and such behaviours may not necessarily be accepted by society (Cornelissen, 2016). Atypicality denotes employing extraordinary coping mechanisms (Mampane et al., 2021). The notion of atypicality highlights the potential for people to deal with risk and adversity in unconventional or non-standard ways, which is referred to as 'hidden resilience' (Ungar, 2011; 2015). Frequently, when there are no available social and physical support structures, people resort to other means of survival to care for themselves independently from their families. It can therefore be inferred that atypicality cannot be predicted or known beforehand (Goldberg et al., 2016).

2.2.2.4 Cultural relativity

Cultural relativity posits that an appreciation of the culture and background of individuals is contingent upon the cultural milieu from which they originate (Cherry, 2023). Cultural relativism posits that societies are fundamentally distinct and characterised by variations in social and ethical standards (Park, 2024). Ungar (2011) defines cultural relativity as the perspective of cultural, social, and historical factors that influence successful adjustment. Put differently, evaluating individuals' perspectives and conduct should be grounded in their cultural norms rather than our standards (Park, 2024). For instance, the ethical correctness of actions differs throughout different societies, and there are no inherent universal moral principles that apply to all individuals at all times (Eshetu, 2017; Wang, 2011).

As defined by Eshetu (2017), culture is a system of information and meaning transmitted across generations and shared by a group. Its purpose is to facilitate the group's fulfilment of fundamental survival needs by coordinating social behaviour that ensures a sustainable existence, transmitting successful social behaviours, pursuing happiness and well-being, and deriving meaning from life. Highly regarded resilience scholars such as Ungar (2011; 2012; 2015; 2018) and Theron et al. (2015) have maintained that researchers must consider the role of culture in understanding and studying resilience. Therefore, culture should be considered when studying teachers' strengths as a construct for resilience in FSS.

2.3 CONCEPTUALISING TEACHER RESILIENCE

Socio-ecologically, resilience can be understood as an individual's ability to use various culturally appropriate resources for coping positively when faced with challenges (Giordano et al., 2020). Luthar et al. (2015) define resilience as adjusting positively in adversity or trauma. It also refers to the capacity to negotiate for culturally appropriate resources to be provided meaningfully (Ungar, 2011). Resilience does not prevent problems but comprises positive progress and does not inhibit dysfunctional outcomes (Moeller-Saxone et al., 2015). In life sciences, resilience is defined as an attribute that manifests when risk and disease are temporarily derailed by protective factors in one's environment, social network, and internal resources (Masten, 2021). It is important to note that the term "resilience" is preferred over "resiliency" in this study, though they are used interchangeably in the literature. In Luthar et al. (2015), resiliency carries the connotation of a personal attribute even more than does resilience.

Likewise, resilience helps teachers stay dedicated to teaching, regardless of obstacles (Brackenreed, 2011; Gu & Day, 2013). The scholars Beltman (2021), Theron (2013) and Ungar (2015) describe teacher resilience as the teacher's ability to thrive despite challenging circumstances, and being able to maintain their dedication to teaching, and grow professionally. In agreement with this, Odiña and Semjonova (2022) describe teacher resilience by adding that teacher resilience is the ability of teachers to confront adversities and ensure that their learners achieve required educational outcomes. According to Theron (2013), resilience is not an innate attribute; rather, it is developed (Boon, 2020) relative to an individual's context, and constantly evolves. Therefore, Ungar (2011) argues that when studying resilience, researchers should simultaneously consider the change within the person and the nature of the protective factors assisting in mitigating the impact of challenges, because resilience denotes both positive results and the all the procedures leading to the results.

Ungar (2015) recommends that academics avoid suggesting that resilience is a personal quality, since this might lead to victim-blaming viewpoints. Bertsia and Poulou (2023) concur that resilience is not an isolated personal characteristic but a comprehensive and dynamic system encompassing a complex interaction between those elements that provide protection and those that provide risks. According to

Luthar et al. (2015), all reports must explicitly define resilience, emphasising that resilience is both a process, a phenomenon, and an attribute. Giordano et al. (2020) agree that the concept of resilience is used in three distinct manners: resilience as an individual's inherent ability or aptitude; resilience as a flexible way to deal with stress, trauma or change; and resilience referring to the ability to retain healthy functioning and subjective well-being even when faced with hardship.

Further to understanding teacher resilience, Beltman (2021) proposed four perspectives, which include the person-focused perspective, the process-focused approach, the context-focused approach, and the system-focused perspective. The four perspectives are discussed in detail below.

2.3.1 Person-Focused Perspectives

The person-focused perspective answers the question: What makes people resilient? This approach is focused on individual qualities and traits that enhance resilience. When considering teacher resilience, researchers with a person-focused perspective are concerned about how negative factors such as stress, burnout, and others impact teachers' performance and well-being (Beltman, 2021). The justification for focusing on factors such as stress and burnout, among others, is that when teachers are stressed and experience burnout, it can lead to dissatisfaction within their careers or a reduced mental well-being in their occupation (Skaalvik & Skaalvik, 2016). According to scholars aligning with this view, resilience is an individual resource that vigorously promotes well-being (Gómez-Marí et al., 2023). Other definitions, by focusing on personal capacity, suggest that resilience is an individual's ability to recover strength or spirit quickly and efficiently in the face of adversity, which is strongly related to a feeling of purpose, self-efficacy, and the desire to educate (Moore, 2019). One example of interventions based on a person-focused view aims to build the psychological capacity of individuals in areas such as self-efficacy, motivation, and emotional awareness, among other factors (Schussler et al., 2018). Platforms such as PLCs where teachers can come together and share expertise to improve their learners' teaching skills and academic achievement are favoured by proponents of a person-focused approach.

Nevertheless, Boatsi and Van Der Merwe (2024) contend that while resilience may be advantageous for teachers, it is crucial to acknowledge that an excessive focus on

individual teacher resilience may result in disregarding systemic concerns and undervaluing the need for institutional assistance. Under such circumstances, this viewpoint may unintentionally divert attention from essential modifications in the educational setting that effectively mitigate stress and burnout. The presence of teacher resilience, while advantageous, is different from the need for supporting policies, attainable workloads, chances for professional growth, and a harmonious equilibrium between work and personal life. These factors are essential for teachers' overall well-being and enduring retention (Luthar & Mendes, 2020).

2.3.2 Context-focused perspective

The context-focused conceptualisation of resilience argues that the context is also paramount, apart from individual capacities and strategies. Here, resilience is about adapting and maintaining one's coping ability in a challenging socio-cultural context (Johnson et al., 2014). According to Mansfield et al. (2014), the context-focused dimension of teacher resilience involves different aspects of teaching practice. Challenging factors that influence teacher resilience in full-service schools are: inadequate training to address barriers to learning (Nkambule & Amsterdam, 2018), systemic barriers to learning such as insufficient resources to meet various learning needs of learners (Engelbrecht et al., 2016), limited support from the District Based Support Team (DBST) (Makhalemele & Nel, 2016), poor infrastructure (Conway, 2017), inflexible curriculum (De Jager, 2013), and overcrowded classrooms (Meier & West, 2020) to name a few. Resilient teachers are committed to their learners and profession, and develop teaching skills adapted to assist them in overcoming the challenges mentioned above. According to Zhang and Luo (2023), resilient teachers have reflective qualities (Zhang & Luo, 2023). However, as noted by Mansfield et al. (2014), teachers may find this problematic when confronted with a shortage of specialist professionals at the district level, insufficient support from the school-based support teams, and challenging learner behaviour, as some of the hurdles they must overcome.

2.3.3 Process-focused approach

The process-focused approach entails developing ideas and actions intended to deal with a problem or situation by creating a resolution model consisting of procedures, steps, or tasks that represent the existence of the problem/situation and determine

possible solutions (Reich, 2023). Regarding teacher resilience, the process-focused approach entails developing strategies that teachers can employ to overcome challenges and sustain their commitment and well-being (Beltman, 2021). Proponents of the process-focused approach study how teachers create and use coping strategies where the person and the context approaches interact. Mansfield et al. (2014) suggested four dimensions of teacher resilience within the process-focused approach. The first dimension is the profession-related aspect of teacher resilience.

2.3.3.1 Profession-related aspect of teacher resilience

The profession-related aspect of teacher resilience concerns itself with the support and context teachers receive from education stakeholders (Seaworyeh, 2021). Research shows that teachers receive minimum support from the School-Based Support Team and the District Based Support Team (Makhalemele & Nel, 2016; Van Staden-Payne & Nel, 2023). Additionally, the curriculum is not flexible enough to allow the teacher to implement different teaching and assessing methods creatively, due to the time-bound annual teaching plan (Booyesen, 2018). One of the functions of the DBST, according to DoE (2005b), is to develop an environment that effectively supports teaching and learning. The development of such an environment depends on identifying the learner's and teacher's strengths and weaknesses so that appropriate interventions may be implemented.

2.3.3.2 Emotional dimension of teacher resilience

Teachers must develop strategies to enhance their resilience and lower their stress levels. Elevated stress levels lower resilience (Mansfield et al., 2012), which leads to difficulties in managing other aspects of their profession. It is essential to ascertain the many emotional components that can enhance teacher resilience, and thus mitigate burnout and stress (Mansfield et al., 2012). Mansfield et al. (2014) believe that some attributes, such as effective career decision-making, self-awareness, and the ability to exercise professional autonomy, can augment an individual's resilience. According to Liu and Duan (2023), these attributes protect the individual against stress, help to foster resilience, and positively impact the school environment.

Another strategy for enhancing resilience is for teachers to be aware of and prioritise their well-being (Johnson et al., 2014). Resilient teachers engage in practices

conducive to their well-being, such as consuming nutritious meals, allocating quality time for familial interactions, engaging in physical exercises, fostering social connections, prioritising enough rest, managing their workload by setting boundaries, and carving out personal time for self-care (Cornelissen, 2016). Self-esteem also contributes to enhanced resilience (Liu & Duan, 2023). According to Cornelissen (2016), self-esteem is a product of an individual's sense of worthiness, self-efficacy and competence. Well-being and self-esteem can contribute to successfully managing professional assignments (Steyn, 2017).

2.3.3.3. Motivational aspects of teacher resilience

Self-efficacy, self-education, tenacity, embracing optimism and cultivating self-assurance, directing attention towards ongoing progress, adopting a constructive attitude when faced with obstacles, and showing enthusiasm, as well as setting realistic, attainable objectives, are regarded as aspects of motivation that enhance teacher resilience (Mansfield et al., 2016). Self-efficacy pertains to the conviction held by the teacher about their competencies, as well as their capacity to effectively impact the learning process and subsequent achievements of learners (Van Staden-Payne & Nel, 2023). To effectively accomplish their objectives or duties, teachers must integrate a feeling of efficacy with adequate knowledge and abilities (OECD, 2014). Self-efficacy influences teachers' actions, including their efforts to effect change in the lives of their learners (Payne van Staden, 2015). As with resilience, many factors influence self-efficacy and eventually enhance teacher resilience. Providing consistent support and encouragement and demonstrating confidence in an individual's capacity to interact with their surroundings and make choices can improve their self-efficacy and resilience (Shengyao, 2024). Teachers' conviction in their learners' capabilities influences their approach to educating them (Mkwanazi, 2023). Not only can teachers' views of the talents of their learners influence their self-efficacy, but their cultural origins, as well as their own negative opinions, seem to play a part. Teachers in full-service schools must have high self-efficacy to provide their learners with the best development opportunities (Van Staden-Payne & Nel, 2023).

Factors enhancing teachers' self-efficacy include positive colleague feedback (Steyn, 2017) and recognition and rewards for accomplishing their tasks. According to the findings of research conducted by Gómez-Marí et al. (2023), teachers who possess a

strong sense of self-efficacy while supporting learners with learning challenges had a more remarkable ability to propose more effective alternative preventative techniques, compared to their counterparts with lower levels of efficacy. Teachers who possess high efficacy in such circumstances demonstrate confidence in their abilities, whilst those with poor efficacy tend to harbour self-doubt. Consequently, the latter group may be less inclined to explore different approaches to support their learners (Gómez-Marí et al., 2023). The studies above highlight how crucial it is for teachers to have good health, high self-esteem, and a sense of self-efficacy. Teachers with solid self-efficacy tend to create constructive learning environments, foster optimistic expectations, and establish meaningful connections with learners (Gómez-Marí et al., 2023). The value of establishing and maintaining self-efficacy among South African teachers is a much-needed trait. The importance of cultivating and sustaining a solid self-efficacy among South African teachers cannot be overstated. Examining the importance of connections and collaboration within teachers' educational settings is essential to achieve a good mindset.

2.3.3.4 Socially-related aspects of teacher resilience

The social aspect of teachers' resilience encompasses the interpersonal relationships within the professional setting (Wabule, 2020), which includes several elements, such as establishing a support system or network. Networking and collaboration are guiding principles of full-service schools (DBE, 2011a). Seeking assistance from others and the willingness to accept guidance within the professional setting enhance teacher resilience (Mansfield et al., 2012). PLCs, mentoring and professional development are some modalities that can foster individual growth and collaborative learning within professional settings.

2.3.4 System-focused approach

The system-focused approach views resilience as a multi-layered, entailing both internal and external factors to the person, which dynamically interact with one another (Masten, 2014). Chbeir and Carrión (2023) argue that resilience is an ecological process involving the interaction of several dynamic aspects of human existence; therefore, research should take a comprehensive approach to address the many components that foster resilience. So, resilience involves individual characteristics, strategies or processes, multiple systems and contexts. In a full-service school,

resilience would affect teachers' resources such as optimism, efficacy, motivation, a sense of purpose, etc. (Beltman, 2021). Contextual factors such as school leadership, the support given to teachers, and the school's capacity to support learners with barriers enhance teacher resilience. An inclusive education system should be adequately resourced and adapted to support all learners and teachers (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994). Teacher resilience should, therefore, be looked at holistically.

2.4. FULL-SERVICE SCHOOLS (FSS)

A FSS is a regular public primary school that has been resourced and supported to assist in alleviating the range of learning needs of all learners (DoE, 2001; DBE, 2010). These schools promote an inclusive education practice, benefiting the school holistically (Engelbrecht et al., 2016; Swart & Pettipher, 2019). The main objectives for the establishment of the FSS are to facilitate the inclusion of all children of school age in the education system so they can attain education and reach their full potential (DBE, 2010), particularly the underprivileged, those with disabilities, social, emotional, and behavioural challenges, chronic illnesses, and learning difficulties. FSS are also expected to lead in practising a flexible and all-inclusive educational strategy in a cooperative environment, where everyone shares responsibility for learners' education. In keeping with the country's objective to make the education system inclusive, 715 full-service schools were established in 2017 (Gina, 2017) and 848 should be established by 2018 (DBE, 2010).

As per the provisions of DBE (2010), an FSS is responsible for devising strategies to support curricular and institutional reform to address various challenges and learners' needs. Furthermore, a well-run full-service school may offer curriculum and inclusive teaching practice as a key resource for neighbouring schools and teachers teaching in inclusive schools (DoE, 2005b). A FSS is supposed to work closely with the DBST, connect with special schools as resource centres for knowledge and skill exchange, and support neighbouring schools as they transition to inclusive education (Engelbrecht et al., 2016; DoE, 2005a). Demonstrating adaptability in response to diverse learner populations and effectively addressing various learning problems is another responsibility of the FSS (DBE, 2010). Therefore, a FSS must provide comprehensive instruction and resources that effectively address the individual needs

of all learners, irrespective of any obstacles they may face (DoE, 2005a; DBE, 2010; UNESCO, 1994).

However, the Auditor General SA's 2018 report revealed that most FSS around the country do not function effectively or at full capacity (DBE, 2019a). The full potential of FSS is hampered by a lack of infrastructure that complies with the universal accessibility specifications (DBE, 2018), limited support from the DBST, and unfavourable attitudes among teachers, which underscores the need for proper learner support systems (Conway, 2017). Since the prevalence of barriers to learning necessitates learner support, these barriers would be overcome or adequately addressed, and their impact would lessen if FSS functioned correctly (Deghaye & Hanass-Hancock, 2023).

Even though it is reported that the system has met its target quantitatively, in terms of transforming selected primary schools to become FSS, it is asserted that the DoE did not provide sufficient transition assistance (Parliamentary Monitoring Group (PMG), 2017). Examples of inadequate transition assistance include the FSS not having the potential to be exemplary in terms of being inclusive schools, even though they are crucial for the effective implementation of inclusive education (DEB, 2010). If FSS were running at total capacity, they would accommodate all learners from the surrounding communities and be able to meet their learning needs effectively (DBE, 2018), making inclusivity a reality. However, it is accepted that in the interim, priority should be given to learners with moderate learning barriers while progressively moving towards full inclusion (DBE, 2018).

Despite challenges faced by FSS, teachers are expected to keep supporting learners with learning barriers in their classrooms as the primary drivers of inclusion (DoE, 2001). Teachers, therefore, must develop and enhance their resilience to sustain their well-being irrespective of the challenges they experience in FSS. Therefore, there needs to be more clarity between the theoretical underpinnings of FSS development and the practical conditions prevalent within these schools (Makofane et al., 2023). Full-service schools should be adequately resourced for inclusion to be successfully implemented (Rosa, 2017). According to DBE (2014), 'adequately resourced' indicates that a FSS should be able to handle the complete spectrum of obstacles in an inclusive education context, where all learners are welcomed and included,

regardless of their culture, policy, and practices (Deghaye & Hanass-Hancock, 2023). FSS have the potential to become centres where collaborative concepts and practices are upheld and implemented.

2.4.1 Factors that promote teacher resilience in full-service schools

Patterson (2002) identified six resilience resources or factors, which are outlined below. These resources or factors include being positive despite adversity, focusing on accomplishment, collaborating with others, being part of the community that offers social support, creating a climate of personal and professional support, and making well-being the goal.

2.4.1.1 Being positive despite adversity

Resilience cannot be measured explicitly since it is a superordinate concept that encompasses two separate dimensions, namely, adversity and positive adaptation (Luthar et al., 2015; Luthar & Mendes, 2020). Brunetti (2006) suggests that teachers with a positive mindset can rebound from challenges consistently, and swiftly regain their vigour and resilience. This enables them to sustain their dedication to teaching, and professional well-being. The capacity to maintain a favourable mindset is a crucial attribute for teachers to develop continually, and it has been extensively acknowledged in the formulation of teacher resilience (Gómez-Marí et al., 2023; Moore, 2019). According to SERT, teachers may use helpful resources in the school environment to efficiently accomplish their aims and adapt to challenging circumstances (Zhang, 2023). While the resilience literature does not provide particular details on how individuals adapt to maintain a positive mindset in the face of adversity, Li et al. (2019) argue that this skill may be developed and enhanced by ongoing training and support. According to Liu and Duan (2023), providing training and support to teachers enables them to acquire the essential skills and knowledge needed to overcome challenges and adapt to evolving educational settings.

2.4.1.2 Focusing on accomplishment

According to Seligman (2012), accomplishment is derived from actively pursuing and successfully finishing a task, possessing the motivation to do the job at hand, and achieving specific goals. Accomplishing set goals improves resilience by fostering a feeling of capability and confidence (Sides & Cuevas, 2020). One way to accomplish set tasks and goals is by staying focused on what one cares about (Auld, 2024).

Likewise, an effective way to increase resilience for teachers would be to remain focused on what they care about (Wabule, 2020) since staying focused on what individuals care about nurtures a sense of meaning and fulfilment (Seligman, 2012). Furthermore, it fosters resilience by instilling a feeling of purpose that extends beyond present barriers (Auld, 2024). This focus is a guiding light, steering individuals concerned through difficulties and setbacks. Additionally, it enables those individuals to prioritise tasks and decisions based on their alignment with their core beliefs. This strategic approach prevents them from being swayed by external pressures, but profoundly connects them to their goals and values, leading to an increased reservoir of inner strength to withstand difficult situations (resilience) (Auld, 2024; Wabule, 2020).

2.4.1.3 Collaborating with others

Collaboration is the coordinated participation of a group in all essential activities to achieve a shared objective (Castañer & Oliveira, 2020). Collaboration differs from cooperation because it involves co-researchers working together to combine their separate efforts and achieve the outcome (Gazley, 2017). It also differs from collegiality since it extends beyond interpersonal interactions among co-workers (Castañer & Oliveira, 2020; Shah & Leeder, 2016). Collaboration is a powerful method for improving resilience by encouraging the collective settlement of problems, sharing resources and accommodating other perspectives. As already stated, individuals or groups bring together a variety of capabilities and knowledge during collaborative projects; therefore, those resources provide a broader and more versatile foundation to address challenges (Ostovar-Nameghi & Sheikahmadi, 2016). Moreover, a collaborative method facilitates a thorough comprehension of difficulties and novel solutions that may not have been evident from an individual viewpoint (Granziera et al., 2021). This diversity of thought enhances the adaptability and resilience of the collective (Decuyper et al., 2023).

Collaboration facilitates efficient communication and coordination between people or organisations, and establishes unambiguous communication channels, leading to a smoother and more efficient reaction to interruptions (Gazley, 2017; Shah & Leeder, 2016). The interconnectivity ensures that decision-making, resource allocation, and recovery plan implementation are carried out more efficiently, allowing teachers and

other co-researchers to address concerns more thoroughly while avoiding redundant efforts (Decuyper et al., 2023). Moreover, collaboration builds a sense of community and a mutual support network, which enhances emotional resilience and fosters a collective determination to overcome challenges (Castañer & Oliveira, 2020). Furthermore, through collaborative efforts, teachers and the school community can more effectively navigate adversity, adapt to changing circumstances, and emerge more robust in the face of challenges (Dreyer, 2017). The SBST has a duty to make the school a collaborative environment in order for collaboration to be realised.

The value of a collaborative environment in inclusive education cannot be overstated (Fodo, 2020). Within a collaborative environment, teachers can foster good working relationships with parents and the school community to promote effective learning and inclusion (Adams et al., 2018). The SBST, therefore, must make the school a collaborative environment (Antinluoma et al., 2018), where teachers can benefit therapeutically by lowering stress and boosting confidence and, by default, enhancing their resilience by receiving support from peers, administration, and the community. Other stakeholders would also benefit from a collaborative school setting, because it would be easy for co-workers to develop new ideas and solve problems, get excited about changing practices, and share their knowledge, which would improve learner performance (Fodo, 2020). In addition, Weddle et al. (2020) argue that a collaborative atmosphere might be beneficial for teachers.

2.4.1.4 Being part of PLCs

PLCs are described in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (DBE, 2011b) as methods for enhancing teachers' inclusive teaching practices and addressing pedagogical challenges. PLCs provide teachers, administrators, and subject specialists the assistance they need to work together to choose their development paths and create activities to propel their career evolution (DBE, 2011b). PLCs may also refer to schools or universities facilitating professional development through close collaboration in small groups (DBE, 2015). PLCs aim to improve teaching techniques through collaboration exchange and sharing of information and expertise (VVOB, 2016). Participating in PLCs benefits co-workers by helping them better comprehend the challenges, benefits, and rewards of teaching, and reaffirming the importance of their jobs

(Serviss, 2022). Most importantly, PLCs save time and increase efficiency by facilitating better communication and teamwork among teachers, and promoting speedy generation and distribution of resources, lesson plans, and other materials (García-Martínez et al., 2019).

Workload reduction, streamlined processes, and assistance with problem-solving are some of the ways that PLCs save time and build teacher resilience (Auld, 2024). Efficient collaboration and resource sharing within PLCs can help distribute the workload among teachers. Having a helpful PLC is an invaluable tool for navigating difficulties emanating from overwhelming workloads and responsibilities. Teachers can quickly identify practical answers by exchanging ideas, tactics, and experiences with their colleagues (Reich, 2021). This may lower their stress and increase resilience in the face of adversities.

2.4.1.5 Mentoring

Mentoring has been described in several ways to explain its aim, including induction, supervision, employee retention, instilling corporate culture, and personal and professional growth (Gordon, 2019). The absence of a unique definition of mentoring is evident since the notion encompasses various levels of meaning, application, and purpose (Hussey & Campbell-Meier, 2021). Although researchers cannot agree on a universal definition of mentorship, they agree on its benefit to the schooling community. According to Ndebele and Legg-Jack (2022), mentoring promotes stability in teacher retention, which is a challenge in the South African education system. Additionally, mentorship fosters teacher leadership, promotes job satisfaction, and improves learner participation (Kutsyuruba, 2020). Also, when mentoring programmes are implemented successfully, it is easy for mentees, mentors, and mentors' networks to collaborate on learner support activities (Hussey & Campbell-Meier, 2021).

The importance of teacher resilience cannot be overstated in the context of a successful education system (Ali, 2015), and mentorship programmes provide a valuable means to strengthen resilience. Mentors play a crucial role in fostering teachers' resilience by providing emotional support, professional development opportunities, role modelling, constructive criticism, and problem-solving skills (Botha & Hugo, 2021). Furthermore, mentoring fosters self-reflection, facilitates goal

planning, and cultivates a feeling of community, all of which are vital elements contributing to the development of teacher resilience.

Mentoring offers teachers a significant means of emotional support, fosters ongoing growth and development and facilitates the development of proficient problem-solving abilities. According to Smit and Du Toit (2016), providing emotional support is crucial in helping teachers manage the emotional challenges associated with their occupation. Consequently, this support contributes to the development of their resilience. Resilient teachers often actively engage in continuous learning and personal development throughout their careers. Mentors provide guidance and counsel to their mentees, assisting them in identifying areas that need improvement and establishing objectives for their professional growth (Tahir et al., 2014). Teachers develop the necessary skills and knowledge to overcome obstacles and adjust to changing educational environments via this continuous process (Gordon, 2019). Teachers who possess resilience demonstrate proficiency in recognising and resolving challenges that emerge within the educational setting. According to Mundia and Iravo (2014), mentors play a crucial role in assisting their mentees in developing problem-solving methods, navigating difficult circumstances, and surmounting barriers. The possession of this particular set of skills is of the utmost importance to sustain resilience when confronted with challenging circumstances.

2.5 THE ROLE OF SBST IN PROMOTING TEACHER RESILIENCE

The EWP6 identified the School-Based Support Team as the first responders in assisting teachers and learners at an institutional level (Agulhas, 2021; Nel et al., 2016). According to DoE (2001), the SBST is mandated to recognise and assist in reducing barriers that affect learners, teachers, and the entire school community. This support structure provides the learner and teacher education support services to make teaching and learning effective and responsive. This may entail sourcing support personnel and other management structures within and outside the school community. The SBST should collaborate to develop strategies to overcome the challenges identified (Dreyer, 2017). It has been almost two decades since the establishment of FSS, and some teachers working at FSS still grapple with effectively supporting learners with learning difficulties. The challenge of not knowing how to support learners with learning barriers triggers stressful moments. According to Tebele and

Chaka (2024), Mansfield et al. (2014) observed that despite teachers' willingness to assist learners, they see themselves inadequately prepared to support learners who exhibit diverse issues within the same classroom. The feeling of inadequacy makes them stressed and overwhelmed (Zhao & Ye, 2019), which might be alleviated through teacher support by the SBST (Agulhas, 2021; DBE, 2014). Teacher support encompasses all resources provided and actions taken to ensure that teachers can support learners, including those who experience barriers to learning (Mpaza & Govender, 2022).

In light of the discussion above, Mpanza and Govender (2022) believe that School-Based Support Teams should provide multifaceted support to improve teacher resilience. In addition, the support to be provided should focus on curriculum, pedagogical issues and emotional support, including well-being and stress management. However, the SBST has limited resources (Maphumulo, 2019) and might not adequately provide all the resources that are needed by teachers to overcome the challenges they experience while working at FSS. In Naimish's (2020) view, resilient teachers are capacitated to overcome challenges and adversity in their profession. Cornelissen (2016) also posits that if teacher support were adequately provided, teachers would be resilient and committed to their learners and profession, and adapt their teaching skills to assist learners in overcoming learning difficulties. Consequently, the ideal approach for the SBST is to enhance the resilience of teachers at the FSS rather than attempting to devise solutions independently (Mosia, 2019). While certain writers, such as Hascher et al. (2021) and Higgins (2021), support Mosia's (2019) assertion, research is limited on how that should be done.

The DBE (2010) proposes that SBST can promote teachers' resilience in FSS by ensuring that teachers play an active role in district support networks. Support networks facilitate the transmission of best practices, augment teachers' professional development, boost capacity building inside schools, mediate between centralised and decentralised frameworks, and aid in the restructuring and reculturing of educational institutions and systems (DBE, 2015). Thus, involving FSS teachers in district support networks would significantly improve their resilience (Boatsi & Van Der Merwe, 2024). However, according to Hugo and Mobara (2024), teachers at FSS have to support learners experiencing different barriers and demographics; therefore, their

individualised and rigorous teaching approaches might demand a lot of concentration and effort, so they may find that being members of district support networks increases their burden (Du Plessis & Letshwene, 2020).

However, Mamaile and Omodan (2023) believe that SBST support can positively influence teacher resilience through early intervention and emotional support, collaborative problem solving, and creating opportunities for professional development. It is believed that implementing early intervention strategies can effectively assist in alleviating teachers' stress and burden. Providing support promptly adds to creating a pleasant teaching environment and actively improves teacher resilience by addressing issues (Wardany, 2024). Through collaborative problem-solving teachers can utilise their combined knowledge and resources to meet the comprehensive needs of learners, and foster a more inclusive educational environment (Adams et al., 2018). Targeted professional development opportunities equip teachers with the skills and knowledge to navigate complex situations, contributing to their confidence and resilience in managing diverse learner needs (DBE, 2019b; Robinson, 2016).

2.6 CONCLUSION

Social Ecology Resilient Theory (SERT) by Michael Ungar, which emphasises the importance of social and environmental factors in promoting teacher resilience, was explored. The theory identifies four key assumptions: social ecologies, social support, dynamic nature, and cultural influences. In addition to the theoretical framework, literature on teacher resilience was conceptualised, features of full-service schools were discussed, and the role of the SBST in promoting teacher resilience was discussed.

In the next Chapter, the research methodology relevant to the study is discussed.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter two, the literature about teacher resilience was extensively reviewed. This chapter is about outlining the research methodology, including the research paradigm, approach, design, data generation, method of analysing data, and the compliance mechanisms with regard to the ethical considerations. The research methodology is essential because it ensures that the results are accurate and reliable, that the objectives are achieved, and that the primary question is answered (Jansen & Warren, 2020; Khan et al., 2023). This chapter further details the co-researchers' selection process, and quality criteria.

3.2 RESEARCH METHODOLOGY

The research methodology includes the approach taken in conducting the study, research paradigm, design, data generation instruments, recruitment of participants, and other methods that a researcher could use in a study. It is a series of logical steps, from developing a research problem to analysing and interpreting the study findings (Tan, 2018).

3.2.1 Research approach

According to Grover (2015), a research approach provides a thorough plan that explains the research procedures and incorporates the steps and techniques for collecting and analysing data. The decision on which research approach is based usually arises from the researchers' personal experiences, the study's objective, and the co-researchers' input (Mohajan, 2017). The qualitative research approach is a nuanced and insightful method showing how co-researchers understand a particular phenomenon (Lim, 2024). It does this by analysing co-researchers' views, understanding, perceptions, knowledge, experiences, and feelings to comprehend their knowledge in terms of a phenomenon under study (Winkler et al., 2023). According to Maree and Pietersen (2019), a qualitative research approach focuses on a phenomenon in the co-researchers' natural settings. In addition, it studies the phenomenon in all its complexities.

This study used action research, which is a genre of qualitative research. According to Burns (2017), action research is a research approach that prioritises participation

between co-researchers to identify problems and develop solutions in a collaborative approach. Action research is suitable in this study because the co-researchers collaboratively explored the factors that enhance resilience at full-service schools. In addition, guidelines were developed that could enhance resilience among teachers working at full-service schools.

3.2.2 Research paradigm

According to Belgrano (2021), a paradigm is a set of fundamental theoretical assumptions through which researchers see the world. A paradigm is more than just theoretical assumptions; it also incorporates the standard views and values that bind a scientific community together. Therefore, a paradigm is like a worldview that guides researchers' studies (Ulz, 2023; Creswell & Creswell, 2018). Furthermore, research paradigms establish the framework and underpinnings of an investigation (Belgrano, 2021). This study is embedded in the transformative paradigm, which is a unique approach advocated by Mertens (2012; 2015; 2016). This paradigm integrates a commitment to social justice with an eye for the perspectives of marginalised communities, making it a compelling and viable research framework (Jackson et al., 2018). The transformative paradigm is a paradigm designed for active engagement among members of culturally diverse communities, focusing on social justice. It emerged in response to individuals who have historically been marginalised and are now attempting to reclaim their voices in the field of research. A transformational paradigm strongly focuses on employing mixed and qualitative techniques to access the perspectives of historically marginalised individuals. By building trustworthy relationships with co-researchers, unique information can be obtained that might not be accessed in any other way (Stahl & King, 2020).

Unlike other paradigms, such as the constructivist or the post-positivist, the transformative paradigm implies that, while different cultural norms can guide ethical actions, research should aim to explore aspects of privilege and power to promote social justice (Mertens, 2016). The transformative paradigm consists of four philosophical assumptions, which are axiology, ontology, epistemology, and methodology (Kivunja & Kuyini, 2017), are discussed hereafter.

3.2.2.1 Axiology

The term “axiology”, meaning the doctrine of value, was introduced by Paul Lapi in 1902 in France, and in Germany by Eduard von Hartmann in 1906 (Shokhin, 2020). Axiology is the concept of value, which characterises the social and cultural significance of the phenomenon of reality included in value relationships (Antoniuk et al., 2021). A transformative paradigm assumes an axiology that respects cultural norms (Kivunja & Kuyini, 2017). Mertens (2012) emphasises that to conduct research that has the potential to enhance social justice, the transformational axiological premise includes the importance of respecting cultural histories and conventions in interactions (Mertens, 2016).

3.2.2.2 Ontology

The transformative paradigm centres within the experiences of marginalised communities, and it aims to promote social justice-related issues (Kivunja & Kuyini, 2017). Adherence to the transformational axiological assumption's beliefs leads to framing the ontological assumption in words that reflect knowledge of power issues; therefore, while rejecting cultural relativism, the transformative ontological premise recognises that diverse interpretations of what is considered real exist (Mertens, 2012). Ontologically speaking, while believing that there are multiple socially-constructed realities, the researcher was cognisant of the societal privileges and values when determining the reality which increased social justice and held the potential for social transformation (Mertens, 2010). The ontological premise encompasses recognising the characteristics of diversity that are relevant in the school setting as factors of access to power and the perceived validity of different versions of reality (Mertens, 2012) and also that the co-researcher teachers are capable of improving their circumstances (Hall & Tandon, 2020).

3.2.2.3 Epistemology

The transformative paradigm adopts a transactional epistemology where the researcher and the co-researchers interact with each other (Kivunja & Kuyini, 2017). Thambinathan and Kinsella (2021) claim that within a transformative paradigm, the nature of knowledge is an analytic understanding aimed at critical praxis. The researcher adopted the epistemological assumption, on the ontological and axiological assumptions that transformative researchers ought to be aware of a community's

cultural and diversity dimensions to enable the identification and valuing of the cultural knowledge essential for building trusting relationships with the co-researchers and other stakeholders (Mertens, 2016).

3.2.2.4 Methodology

The transformative paradigm assumes a dialogic methodology (Kivunja & Kuyini, 2017), a mixture of quantitative and qualitative or participatory research (Thambinathan & Kinsella, 2021). Mertens (2012) and Ulz (2023) denote that the methodological assumption of a transformative nature is derived from the axiological, epistemological, and ontological assumptions. According to Mertens (2016), in transformational research and evaluation, including a qualitative component is crucial for developing a conversation between researchers, evaluators, and community members. Moreover, the transformative paradigm focuses on experiences of the marginalised groups, analyses of power imbalances that have contributed to injustices, and connects research findings to efforts to reduce inequalities (Jackson et al., 2018). The use of PAR as a research design is a collaborative emancipatory act of transforming the lives of these participating teachers, which aligns with the transformative paradigm (Mertens, 2015). Thus, the co-researchers helped to identify the problem, define the problem, gather and analyse data, disseminate findings, and use the findings to inform practice (Madiba, 2021).

3.2.3 Research design

The research design directs how data was generated and interpreted to facilitate answering the research question (Creswell & Guetterman, 2019). Akhtar (2016) describes research design as a plan for data collection and analysis in a way that is relevant to the research question, is cost-effective, and follows the right steps. Ansari et al. (2022) define research design as a plan for the research endeavour, which may be considered the research structure, the glue that ties the project's components together. According to Khanday (2023), a research design is the arrangement of conditions for data generation and analysis in a manner that combines relevance to the research purpose with the data presentation procedure. PAR is a suitable research design for this qualitative study. This study is research grounded in a transformative paradigm to understand holistically how co-researchers collaborate to enhance resilience in teachers in full-service schools (Creswell, 2014).

PAR, a unique subgenre of action research, stands out for its emphasis on organisational change, co-learning, and involvement to foster continuous learning (Sparre, 2020). It is a liberating and iterative process that emphasise collaboration for individual or group transformation. Furthermore, it is context-specific and concentrates on change (Phori, 2016). Through this PAR study, co-researchers collaborated to identify the factors, analyse and gain a more profound knowledge of the phenomenon under study (Creswell & Guetterman, 2019). Plan-act-observe-and-reflect cycles of iterative action research methodology were used in this study. (see Figure 3.1).

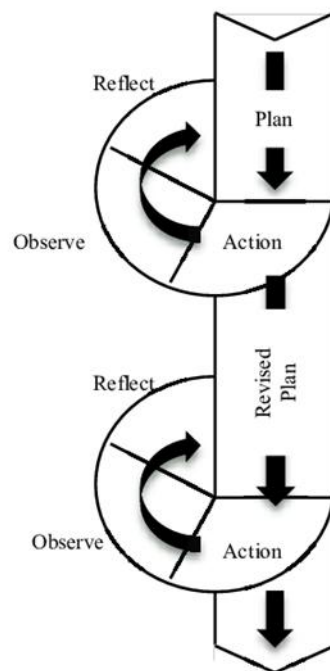


Figure 3.1 Kemmis and McTaggart's Action Research Spiral (Kemmis et al., 2019)

3.2. 4 Co-researcher recruitment

Co-researchers are human subjects who willingly participate in experiments, trials, or studies as subjects of investigation, study, or observation by the researcher (Creswell & Guetterman, 2019). The recruitment of co-researchers is a critical step in any research, as they bring their unique experiences and characteristics (Creswell & Creswell, 2018). Co-researchers in this study were recruited using the purposive sampling technique. In purposeful sampling, the research facilitator, guided by the co-researchers' expertise, developed a recruitment poster. The recruitment poster was based on co-researchers' convictions that helped to achieve the study's objectives (Obilor, 2023). Independent persons (the administration staff of the two schools) assisted in recruiting the co-researchers. A poster (see figure 3.1 below)

was distributed in the educators' WhatsApp groups for the interested teachers to respond to. It was also displayed at the school entrance, where the logbook and attendance registers are placed so that all educators could see it.



PARTICIPANTS NEEDED FOR A PARTICIPATORY RESEARCH

RESEARCH AIM?
The aim of this study is to collaborately develop strategies to enhance teacher resilience in full – service schools

WHO DO WE NEED?

- ✚ Qualified educators working full time at a Full-Service Schools at Sedibeng West District
- ✚ Be willing to participate voluntarily in this study

WHAT IS EXPECTED FROM PARTICIPANTS

- Give consent to participate in the study by signing the informed consent form
- Give consent to be recorded
- Be present and fully engaged in every meeting
- To document and submit their reflections after every meeting

CONTACT US FOR MORE INFORMATION
0 81 375 6566
mamponomore@gmail.com



Figure 3.1 Recruitment poster (Author's compilation)

In this study, eight (8) qualified teachers from two Full-Service Schools in the Sedibeng West District were recruited, of which four (4) were female and the other four (4) were male. This ensured equal gender representation. Co-researchers were fluent in English and participated in the study voluntarily. According to Obilor (2023), precise inclusion criteria and justification are essential. Therefore, the recruited teachers are qualified, fully SACE-registered teachers employed at a full-service school, and are also willing to participate in this study. All eight teachers signed the consent form after receiving full information about the study, as reflected in the informed consent letter. An example of a consent form is attached as Addendum A.

The required number of co-researchers was successfully recruited, and their demographics are recorded in Table 3.1 below.

Table 3.1. Biographical information of co-researchers

Co-researcher	Gender	Years at a FSS	Years as a teacher	Qualifications
CR1	Male	8	20	BEd Hons
CR2	Female	1	6	BEd Hons
CR3	Female	5	7	PGCE
CR4	Male	12	12	MEd
CR5	Female	2	2	BEd
CR6	Male	5	15	BEd
CR7	Female	9	9	BEd Hons
CR8	Male	7	12	BEd

3.2.4.1. The orientation workshop

The orientation workshop was held after the recruited co-researchers agreed to participate in the study. The workshop was held as part of the data generation process.

Co-researchers met for the first time to build rapport during the workshop, beginning with the introductions. This meeting focused on relationships and team building to establish authentic, open, trusting and supportive interactions (Luthuli & Wood, 2020). After the introductions, the project's purpose was defined and the concept of PAR was introduced to the co-researchers (Zuber-Skerritt, 2011), as was the establishment of the project's vision, the promotion of team building, the planning of the study (Zuber-Skerritt, 2011), and the setting of the outline of the project schedule (Kearney, 2014). In addition, the group also reflected on the identified roles, goals, and norms that would be adhered to within this project (Wessels & Wood, 2019), as agreed upon during the orientation workshop. During the orientation workshop, the informed consent form was read, and all the issues raised by the co-researchers were clarified.

3.2.6 Data generation tools

Collages, purposeful discussions, reflective journals and the world café were used as data-generating instruments. The PAR cyclical process unfolded as described in Table 3.2. Each cycle of the research was focused on answering a specific secondary question of the research. Through a collage, the first cycle answered the question: *Which factors influence teacher resilience in full-service schools?* The question was broken down further for ease of discussion; four sub-questions were derived from that secondary question. In the second cycle, purposeful discussion was used to answer the secondary research question: *To what extent does professional support for teachers in full-service schools promote teacher resilience?* In the last cycle, which is the third cycle, World café sessions were used to discuss and develop guidelines. *What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?* This was answered through the World café in the third cycle.

3.2.6.1 Collages

Collage inquiry is a way of doing research that uses the arts and promotes non-linear thinking among researchers and co-researchers (Li, 2023). Ramadhaniar and Lukito (2020) agree that the collage method as a data collection tool encourages co-

researchers to exercise non-linear and subconscious forms of cognition, which might reveal co-researchers' implicit knowledge of the study subject. To create a collage, one cuts and pastes images of both representational and non-representational things, including photographs and paper, and both man-made and natural elements, onto a sizable piece of paper to convey some significant message (Roberts & Woods, 2018). This method is becoming more popular in qualitative research because it differs from the usual way of doing things, which could be described as logical, straight, and reasonable (Roberts & Woods, 2018). What makes the collage construction unique is the view that people are generally assumed to know more than they can verbalise, and sometimes words are not enough to describe what someone knows, feels, or believes (Main, 2022). Therefore, the collage becomes beneficial in assisting co-researchers to express their implicit views (Ramadhaniar & Lukito, 2020).

The process of collage construction in this study unfolded as outlined hereafter. The process was adapted from Gerstenblatt (2013); however, the group reviewed the plan and made necessary changes.

TABLE 3.3 The process of collage construction

STEP	ACTIVITY
STEP 1:	The researcher and co-researchers led the discussions and reached a consensus on key terms accurately reflecting ideas and responses to the predetermined ideas.
STEP 2:	A preliminary version was created using the written language of what would eventually be transformed into the collage
STEP 3:	Images were extracted depicting the preliminary version from print media and the internet.
STEP 4:	Pictures were glued on a chart.
STEP 5:	The collage was narrated and discussed.

In the first cycle, the group found pictures from newspapers, magazines, and online to answer the secondary question: Which factors influence teacher resilience in full-service schools?

Resources that were required for the collage construction were an A3 chart for the brainstorming session, A4 paper for the draft in words, marking pens, and pictures from magazines, newspapers, a colour printer, a laptop, scissors and glue. To drive the discussion, a collage prompt was used to provide instructions and guidelines to the co-researchers. Co-researchers were provided with magazines, newspapers, and pictures from the internet to develop their collages. The ones felt to be relevant to the story were cut out and pasted on paper to create a collage (See Addendum B). Each co-researcher shared their collage in a narrative way, then indicated how the collage related to the factors that enhance resilience. Mayaba and Wood (2015) indicate that collage creation entails selecting and arranging pre-made images, which may be less scary than creating an original drawing. The narratives and discussions were audio-recorded using a cell phone. An example of transcriptions of narratives from the collages is attached as Addendum C. For the conversations and reflections about which factors influence teacher resilience in full-service schools, reflections were held as a separate session in one venue, where the discussions were recorded phone and later transcribed verbatim. At the end of the group reflection discussions, the members individually filled in the member checking tool attached. Findings of this cycle were then carried over to cycle 2, which are discussed next.

3.2.6.2 Purposeful discussions

Purposeful discussions, a unique method of data generation in qualitative research, involve a researcher intentionally gathering information by forming teams of about six to eight co-researchers who share specific characteristics (in this case, educators employed at full-service schools). In this study, purposeful discussions were aimed at eliciting the members' experiences, attitudes, beliefs, and perceptions through controlled interactions (Johnson, 2016; Nyumba et al., 2018). The secondary question: *To what extent does professional support for teachers in full-service schools promote teacher resilience?* was responded to through the use of purposeful discussion. All co-researchers participated in the purposeful discussions. At the planning stage of purposeful discussions, the group agreed to break down the question into: 1. What type of support do FSS teachers receive from SMT, SBST and DBST? and 2. How adequate is the support for teachers to enhance teacher resilience in FSS? The findings under this cycle were that the support that teachers at FSS receive from SMT includes new teacher induction and advice, guidance, and mentoring. From the SBST,

teachers benefit from the workshops and PLCS that the SBST organise for them. Also, the SBST makes follow-ups on the referral process, which reduces teachers' workload. The DBST provides specialist intervention, albeit at a slow pace. They also coordinate the teacher-parent relations to the benefit of all parties involved. A total of three sessions of 60 minutes were held during this cycle. The discussions were recorded and transcribed verbatim to ensure accurate capture of collective insights.

3.2.6.3 World Café

According to The World Café (2017), it is ordinarily based on these principles: establishing an accommodating environment, setting the context, promoting active engagement from all individuals while simultaneously permitting passive involvement, connecting diverse perspectives, and observing trends and insights together. To carry out this World Café, the group split into two. Five (5) steps of the World Café were followed as indicated below:

Steps 1 - Setting the Context

The World Café (2017) asserts that for a World Café framework to be effective, group facilitators should create a conducive environment that encourages dialogue and conversations. The context was set by arranging the setting in a café form; tables were arranged accordingly, and tablecloths covered each table, and A3-size papers were provided for notetaking. Three chairs per table were provided, together with all the stationery required, such as pens, coloured board markers, A3-size charts for taking notes, and an adhesive.

Step - 2 Welcome and Introduction

After finishing the setup, all the co-researchers were welcomed and were allocated their tables. When everyone was seated, the session began by an explanation of the World Café process, and the co-researchers were invited to plan how to conduct the discussion. The world café process was based on the findings of the first and the second cycles, so these were read to ensure that all members had the same understanding of where the process was.

Step - 3 Small Group Round

All groups were given 20 minutes to answer the question. A timer was set to be alerted when 20 minutes had lapsed. Then, co-researchers switched tables after twenty minutes, leaving only the table host (the chairperson stationed at that particular table throughout the discussions). The table host spent 3-5 minutes summarising critical ideas and preparing for the next group. The table hosts were allowed another 3-5 minutes to welcome co-researchers and provide the 'travellers' (co-researchers rotating from one table to another during discussions) with a brief report of ideas already shared. The same process was repeated until data saturation was reached. Each table host shared a summary of the discussion points from his/her table (Silva & Guenther, 2018). All the discussions were recorded, transcribed, and attached. The next step will be the "harvesting" step.

Steps 4 - Harvest

To finalise the discussions, all table hosts presented answers or suggestions discussed at their respective tables. Then, discussions were consolidated to answer the question that was answered through the discussions (Ropes *et al.*, 2020).

Guidelines were produced during the harvesting step in this phase, forming part of Chapter Five's research report.

Step 5 - Reflect

At the end of this step, the group collaboratively reflected to generalise what had been learned and accomplished from the activities (Zuber-Skerritt, 2009). The group's reflections on the world café process were also recorded and transcribed verbatim. Co-researchers reflected individually on the identified intervention strategies and deliberated on their relevance, practicability, and success, noting their reflections on the reflective journals, which were later submitted as part of the data set.

3.2.6.4 Reflective journals

Reflective journals are comprehensive field notes kept by co-researchers during data generation process, thereby enabling co-researchers to grasp their particular and unique experiences (Sudirman *et al.*, 2021). Creswell and Guetterman (2019) assert that researchers utilise reflective journals to document significant events and insights deemed noteworthy at each stage of the research process. According to Kallarackar

and Thomas (2020), reflective journaling is a strategy of documenting and assessing events in a structured manner in order to encourage reflective thinking and development. In this study, it was decided that co-researchers would record their thoughts in their reflective journals and email them, allowing me to assemble one document covering the reflections from the collage building to the global café debates to form part of the data set.

We documented our progress through the PAR cycles using reflective journals. According to Creswell & Guetterman, 2019, researchers use reflective journals to record significant occurrences and learning what is worth noting at every stage. Reflective journals, also known as learning journals, research journals, or logbooks, are detailed field notes kept by researchers during the study and utilised by co-researchers for clarification, allowing them to comprehend better their unique and personal experiences (Hojeij, Meda & Kaviani, 2021). Reflective journaling is a method of recording and evaluating experiences in a specified manner to promote reflective thinking and learning (Kallarackar & Thomas, 2020). The use of reflective journals allows for the precise documentation of the co-researchers' expressions. The co-researchers could complete the journals whenever convenient (Cook et al., 2018). One potential drawback is that individuals may vary in their ability to articulate thoughts effectively through writing. This limitation was overcome through regular encouragement of co-researchers to complete the journals and collect data until data saturation was reached.

3.2.7 Data Analysis

Data generated in this study was analysed through a thematic inductive analysis method. Inductive thematic analysis is an approach for systematically discovering, organising, and analysing patterns of meaning (themes) in a dataset that allows the researcher to make sense of the shared meanings and experiences by focusing on meaning across that dataset (Braun & Clarke, 2013). A thematic data analysis endeavours to analyse qualitative data's symbolic and meaningful content by utilising the concepts that truth and reality are created, not discovered, and that there exist socially constructed multiple realities (Naeem et al., 2023). Although there are set steps of thematic analysis (Mashau, 2019), PAR data analysis is ongoing and iterative throughout the entire research process, and it is not necessarily straightforward.

Throughout the cycles, emerging themes and sub-themes were organised according to the thematic approach (Mauldin, 2020). Each cycle was analysed before moving to the next, which made the process less complicated. The themes that emerged during cycles one and two were combined to avoid repetition.

There are varied approaches to thematic analysis (Alholjailan, 2012; Javadi & Zarea, 2016). However, because of this diversity, there are some misunderstandings about the thematic analysis, including how it differs from qualitative content analysis (Vaismoradi, Turunen & Bonda, 2013). Therefore, researchers might use either inductive or deductive approaches (Braun & Clarke 2006, 2012). An inductive approach is a "bottom-up" method to data coding and analysis guided by the data, whereby the codes and themes are derived from the transcriptions, notes, videos, and photographs, ensuring that what the researcher maps during analysis corresponds with the data's substance (Braun & Clarke, 2012). A deductive method of data analysis is a "top-down" technique, where the researcher brings a set of preconceived concepts and ideas to code and understand the data. The ideas about the data and what is interpreted by the researcher during data analysis might be linked to the semantic data content (Braun & Clarke, 2012). The inductive method was used in this study.

The co-researchers were involved in the initial stages when data were analysed, interpreted, and findings recorded. The finalisation in terms of data interpretation was done by the research facilitator. The next section explains the steps followed in analysing the data step by step.

Step 1 – Data familiarisation

In this initial phase in analysing data, the co-researchers familiarised themselves with all the data sets, which required regular, continuous and active reading. All data sets were read, and during the reading, interesting and common phrases and words were identified, as is required at this step, according to Braun and Clarke (2013).

Step 2 – Code generation

Coding is the first analytical phase, and aids in the organisation of data at a granular, detailed level (Kiger & Varpio, 2020). After completing step 1's familiarisation work, items of interest, and questions and relationships between different data items were

noted (Kiger & Varpio, 2020). In this phase, codes were generated (Kiger & Varpio, 2020), ensuring that the codes were well-defined, so one code does not overlap with other codes, and fits logically within a larger coding framework.

Step 3 - Theme search

According to Neuendorf (2019), the researcher at this step combines codes created in stage 2 into potential themes and then puts together all data for each possible theme. This step entails looking for the coded and compiled data extracts to check potential themes of greater significance (Braun & Clarke, 2006). The co-researchers analysed and categorised the coded data into probable themes, then data was selected based on the relationships between themes and sub-themes identified (Salleha et al., 2017). Themes identified from the data (Varpio, Ajjawi, Monrouxe, O'Brien & Rees, 2017) were constructed by the co-researchers through analysing, combining, comparing, and showcasing how codes relate to one another (Kiger & Varpio, 2020). Braun and Clarke (2019) argue that even though themes should be important on their own, they should also function together to build a cohesive whole picture of what they intend to communicate and depict.

Step 4 – Themes revision

At this stage, the themes were reviewed, removing and merging some themes when it was discovered that possible themes at stage 3 do not have enough data to support them and are therefore not suitable (Braun & Clarke, 2019). According to Braun and Clarke (2019), this step entails the researchers looking at the identified themes at the first level of analysis to guarantee an adequate fit between themes and supporting data or quotations. In this step, questions such as the following are asked: does each theme have sufficient supporting data? Is the evidence consistent with the support of that theme? Is it possible that some themes are excessively broad or diverse? are asked (Kiger & Varpio, 2020). The group reviewed the themes and agreed on the final list of themes.

Step 5 – Theme definition

Then it was time to write the description of each theme, which was performed by the researcher. Co-researchers checked and agreed that the themes were concise and

informative enough. The goal was to ensure the thematic analysis has themes that ideally have a focus; are not repetitive, but they may build on previous themes; they are related but do not overlap with each other. The key in this step was to ensure that all themes are fitted to answer the research questions directly (Braun & Clarke, 2019).

Stage 6 – The write-up

In the previous steps, note-taking, describing themes, and selecting sample data extracts and elements of the writing process began (Kiger & Varpio, 2020), thus this final step entailed presentation and the description of findings. This was the stage for the production of the report, where the co-researchers referred to the research question and the literature and presented a comprehensive summary of themes. The research facilitator compiled and put together information from the transcriptions of co-researchers' verbal discussions to support the identified themes (Zuber-Skerritt, 2018). The analysis of data became a collaborative effort, and it was verified theoretically to check that it achieved the set objectives; then the report was compiled afterwards.

3.2.8 The role of the researcher

The primary researcher and facilitator worked closely with the co-researchers and emphasised participation and collaboration (Wessels & Wood, 2019; Zuber-Skerritt, 2015). According to Khan et al. (2023), as the research practitioner, the primary researcher facilitates most of the research process. Therefore, the facilitator's main responsibility was to form and maintain the ALS, creating an environment that encouraged open and honest discussions (Zuber-Skerritt, 2018). Kearney (2014) denotes that effective facilitation allows co-researchers to actively participate in ALS meetings, resolves power relations concerns, and ensure that all co-researchers, regardless of their authority level, have the opportunity and motivation to participate. Thus, the researcher assumed a non-expert position but attempted to understand the co-researchers lived experiences (Zuber-Skerritt, 2015; Zuber-Skerritt et al., 2020). Wood (2019) emphasises that the facilitator must be sensitive to the ALS members' social context, providing opportunities for skill development and/or strengthening co-researchers' confidence. Members of the group supported one another, as had been agreed in the code of conduct. Part of the roles of the facilitator was ensuring that clear

and detailed meeting invitations were sent out to the co-researchers on time so that the meetings did not inconvenience them, preparing in advance for meetings, and securing an accessible and accommodative meeting venue. Another was being responsible for collecting and recording data after meetings and providing information to co-researchers before meetings.

3.3 Quality Criteria

At its core, validity is a question of dependability-related ethics; it refers to making reasonable and well-founded assertions about information (Quintão et al., 2020). Validity means the study results are correct and useful (Pandey & Pandey, 2021). Action researchers place validity checks to ensure that unconscious bias and influence do not compromise their investigations' integrity, worth, and integrity (Hecker, 2023). The following standards are applied for the validity of action research in terms of credibility and dependability of the study: outcome validity, process validity, democratic validity, catalytic validity, and dialogic validity.

3.3.1 Outcome validity

In action research, outcome validity refers to the degree to which the results obtained are accurate, as stated by Korstjens and Moser (2018). The researcher must convince the audience that the study methodology led to correct and reliable results (Nieuwenhuis, 2019; Taherdoost, 2021). Lincoln and Guba (2016) suggested several ways to build credibility in qualitative research, similar to result validity in action research. This study ensured outcome validity through member checking, triangulation, and long-term engagement tools (Stahl & King, 2020), as detailed below.

3.3.1.1 Member checking

Member checking, also known as respondent validation, is verifying the alignment of research findings with the perspectives of study co-researchers (Slettebø, 2021). This might occur after data gathering, during the analysis process, or when the initial results become accessible (Coleman, 2022). For example, co-researchers were given summaries of their transcripts and were asked if they believe these summaries adequately represented their thoughts or if they would like to provide additional explanation or clarification on their replies. The input provided by the co-researchers during member checking was then included as part of data generation and analysis

data (Busetto et al., 2020). Member checking tools are attached to this document as Addendum D.

3.3.1.2 Triangulation

Triangulation is another method of ensuring the validity of research (Bans-Akutey & Tiimub, 2021). Triangulation uses several techniques or data sources to gain full knowledge of the phenomena under investigation (Noble & Heale, 2019). Triangulation has also been viewed as a qualitative research strategy to enhance credibility through converging information from different methods (Creswell & Creswell, 2018). Mertler (2009; 2020) describes triangulation as connecting several data sources to demonstrate their reliability, or verify the facts' consistency while attempting to account for their inherent biases. Researchers employ triangulation to achieve validity and credibility in their study. This study implemented data triangulation by employing various data generation methods such as collage construction, purposeful discussions, world café, and reflective journals.

3.3.1.3 Prolonged engagement

Long-term co-researcher involvement provided sufficient information to help them comprehend the research's findings and give them time to express and consider their experiences, perceptions, beliefs, and feelings (Johnson et al., 2020). The facilitator ensured that the duration of the sessions was long enough to have co-researchers deliberate on their experiences until data saturation was reached (Creswell & Creswell, 2018).

3.3.2 Process validity

A relevant question about process validity is whether proper procedures were followed to produce the desired result (Scarfe, 2021). Suppose the desired outcome, such as collaboratively developing guidelines to enhance the resilience of teachers in FSS, is required; the appropriate processes have to be tested for validity. Process validity was achieved in this study since the PAR process described above led to the development of guidelines.

3.3.3 Democratic validity

Democratic validity, as defined by Anderson (2017), refers to the extent to which research involves collaboration among all stakeholders interested in the phenomenon under investigation. Democratic validity refers to the documented evidence that research involved teachers as co-researchers rather than merely participants (Nguyen & Nguyen, 2024). A comprehensive record of discussions and transcriptions from all meetings, including applicable virtual meetings, is accessible.

3.3.4 Catalytic validity

The individual's input to the study is used to judge the catalytic validity. Herr and Anderson (2015) say that catalytic validity is how well the research process guides, refocuses and empowers both scholars and subjects to explore reality, and learn more about it. Herr and Anderson (2015) say that action research studies are most valuable when the researchers and subjects both acknowledge a slow change in how they understand things, shown by their thoughts on what they were meant to learn from the empirical research and their readiness to follow the rules (Mills, 2011). The use of reflective journals necessitated the co-researchers to reflect on their ways of thinking and taking action.

3.3.5 Dialogic validity

Dialogic validity can be reached by working together or conversing with others (Schulte, 2008). During the consideration stage of a PAR study, co-researchers can think about the action and its effects and possible choices for what to do next. Everyone had a chance to look at the processes closely and talk about important things at this time. After thinking about it, they changed the original plan in any way needed. Taking into account extra questions, this was not planned, but took place as it was believed it would help the group (Bourbonnais et al., 2020). Discussions that took place and recorded are a proof of dialogic validity of this study.

3.4 ETHICAL CONSIDERATIONS

Because action research is carried out in real-world circumstances and involves close and open communication among the co-researchers, close attention to ethical

considerations in the research process must be paid (Aluwihare-Samaranayake, 2012). Maree (2020) lists several principles to which the study adhered:

3.4.1 Obtaining permission for the research

As a prerequisite set by North-West University, researchers need to receive ethics approval from the relevant ethics committee. In full compliance with this requirement, the application was submitted to the Education Research Ethics Committee (Edu-Rec) at North-West University for approval to conduct the study (See attached Ethics Approval letter). Edu – REC approved the ethics application with reference number NWU-00295-24-S2. Furthermore, permission was requested to conduct the study from the Gauteng DoE (see attached Addendum), underscoring the importance of this research to both institutions. After obtaining the approval of both institutions, permission was obtained from the principal and the school governing body (see attached Addendum).

3.4.2 Informed consent

A co-researcher's informed consent is a testament to their autonomy and is suitable for deciding whether the person wishes to participate in a research study (Leedy & Ormrod, 2014; Maree, 2020). Addendum B contains a copy of the informed consent form for this research. It describes the research and explains the activities and co-researchers' right to withdraw at any time (Maree, 2020), respecting their autonomy and decision-making power. It also discusses the potential risks and benefits for co-researchers (Leedy & Ormrod, 2014). Informed consent was adhered to in this study. No co-researchers withdrew from the study.

This study had no physical risks. The only acknowledged disadvantage of participating in the research is the time commitment required for discussions and meetings. Co-researchers in this study faced the psychological risk of being dissatisfied with the time they had to give up for data generation meetings. Co-researchers did not travel or pay for any activities; thus, there were no economic consequences.

3.4.3 Anonymity and Confidentiality

Boruch and Cecil (2016) assert that the removal or alteration of any personally identifiable information provided by co-researchers and included in the data pertains to the principle of confidentiality. Anonymity refers to collecting data without obtaining any personally identifiable information (Coffelt, 2017). In this study, care was taken to ensure that anonymity and confidentiality standards were maintained by ensuring that co-researchers' answers were kept confidential and only accessible to approved individuals (Creswell & Creswell, 2018; Maree, 2020). Co-researchers were assigned codes known only to the researcher.

3.4.4 Beneficence

Beneficence is an action undertaken for the benefit of others in a respectful and mutual relationship (Biely, 2019). Maree (2020) maintains that research should never be carried out to harm someone or gather information at the expense of others. This implies that the study should benefit co-researchers, prevent them from any harm, and enhance their well-being (Scott, 2017; Varkey, 2021). Co-researchers were alerted that the research does not aim to harm them in any way. Therefore, the research facilitator ensured that data was not generated at the expense of co-researchers. The concept also suggests that any adverse effects or inconveniences should be outweighed by the benefits to co-researchers or their larger community (Tajir, 2018). To guarantee beneficence, continuous reflection on methods and practices used was carried out, to ensure alignment to action research principles (Shaw, 2023).

3.4.6 Respect

Maree (2020) asserts that scientific research usually requires cooperation and coordination among many people and institutions; so, ethical standards help to promote traits such trust, accountability, mutual respect, and fairness. Researchers have two fundamental ethical responsibilities, according to Mirza et al. (2023), which are to respect the people engaged and impacted as well as to prevent any harm. Acknowledging the integrity and humanity of people engaged in and impacted by research means honouring their humanity as persons whose rights and integrity have to be preserved and not compromised during the research process (Mirza et al., 2023). Thus, the research facilitator kept individual respect based on the realisation that the autonomy of every co-researcher and their right to self-determination is based on their

capacity to make and choose their own decisions, which includes withdrawing from the study at any moment without consequences (Tajir, 2018).

3.4.7 Justice

In regard to research, a basic tenet of justice is equitable treatment (Fernández-Sánchez, 2023). According to Kemmis et al. (2014), to ensure justice in this research, every co-researcher contributed equally, and no one felt pressured to perform better than others, or beyond their capacity.

3.4.8 Social benefit

Action research is designed to facilitate social change through targeted, planned interventions (Maree & Pieterse, 2019). Consequently, the interests of all stakeholders are taken into account during the study. A collaborative approach was employed to enhance resilience among teachers in full-service schools. Measures were to socially benefit the co-researchers, ensure continuous relationship building, while demonstrating the highest level of respect and consideration (Maree & Pieterse, 2019).

3.5 CONCLUSION

This chapter elaborated on the research design and methodology used in the study. The research process includes the PAR process, data generation strategies, and data generation tools. Furthermore, the chapter offered insight into the data analysis approach, detailing the procedures to interpret and validate the data. Moreover, quality criteria measures were elaborated, indicating the researcher's role. Ethical considerations were outlined, highlighting the researcher's strategy of complying with the ethical principles. The next chapter presents the findings, interpretation, and discussion of the study.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The preceding chapter, chapter three, delineated the chosen methodology per the PAR practices and transformative paradigm. This chapter analysed and interpreted the qualitative data collected through collages, purposeful discussions, reflective journals, and the world café, with eight co-researchers. During the first cycle, the first secondary question: *Which factors influence teacher resilience in full-service schools?* was answered through collages. In the second cycle, the second secondary research question: *To what extent does professional support for teachers in full-service schools promote teacher resilience?* was answered during purposeful discussions. Thereafter, based on the findings from the first two cycles, the third secondary research question is: *What guidelines can be developed to enhance resilience in teachers at a full-service school?* was answered through the world café. Co-researchers reflected on the PAR process and analysed data generated throughout the data analysis process.

Data generated from the cycles assisted in identifying the themes, which are later discussed in this chapter. Diverse data-generating instruments were used to generate data in accordance with this study's research questions. Transcriptions of the discussions were compiled verbatim, after which emerging themes and sub-themes were organised according to the thematic approach (Mauldin, 2020). While the researcher recognises the presence of grammatical errors in the quotes provided, a decision was made chosen not to correct them, to maintain the integrity of the data reported, given that none of the co-researchers were native English speakers. The inductive thematic method outlined by Braun and Clarke (2013) was used to analyse the data sets.

4.2 FINDINGS AND INTERPRETATION OF THE DATA

This section and the succeeding sub-sections present the study's discoveries and the discussions. The discoveries are summarised into the subsequent broad themes: Theme 1: teacher training, Theme 2: teacher support, and Theme 3: factors that enhance resilience at full-service schools. These themes are discussed in detail with their sub-themes, including explanations. The discussion of every theme with the literature review is also included. Table 4.1 below shows the codes used during the presentation of data.

Table 4.1 Codes used during the presentation of data

NUMBER OF CO-RESEARCHERS	DISCUSSIONS		
All = eight co-researchers Majority = seven to eight co-researchers Most = four to six co-researchers Some = one to three co-researchers and; Few = one to two co-researchers	<i>From the purposeful discussions</i> Example: (CR1: 3) CR1: = Co-researcher and number 3= Page number	<i>From the reflective journals</i> Example: (CR3: RJ) CR3: = Co-researcher and number RJ = Reflective journal	<i>From the world café discussions</i> Example: (CR6: A1) CR6: = Co-researcher and number A1 = Table A 1= page number

4.3 PRESENTATION AND DISCUSSION OF IDENTIFIED THEMES

The themes that emerged from the data analysis are discussed below.

THEME 1

TEACHER TRAINING

- Sub-theme 1.1: Participation in Continuous Teacher Professional Development
- Sub-theme 1.2: Joining Professional Learning Communities

THEME 2

TEACHER SUPPORT BY SUPPORT STRUCTURES

- Sub-theme 2.1: Support by School Management Team
- Sub-theme 2.2: Support by School-Based Support Team
- Sub-theme 2.3: Support by District Support Team

THEME 3

FACTORS THAT ENHANCE RESILIENCE AT FULL-SERVICE SCHOOLS

- Sub-theme 3.1: Upholding a Positive mindset
- Sub-theme 3.2: Collaboration with Stakeholders
- Sub-theme 3.3: Building a Rapport with Parents
- Sub-theme 3.4: Use of Inclusive Practices

Figure 4.1 Themes and sub-themes as identified during the data analysis (author compilation).

4.3.1 THEME 1: TEACHER TRAINING

One of the themes that emerged is teacher training. Teacher training equips individuals with the necessary skills to become effective by addressing pedagogical methods and practices, subject knowledge, and the ability to meet the diverse needs of learners, thereby fostering a positive learning environment (Darling-Hammond et al., 2024). This theme has two sub-themes: 1.1 Participation in Continuous Professional Teacher development (CPTD) and 1.2 Professional Learning Communities (PLCs).

4.3.1.1 Sub-theme 1.1: Participation in Continuous Teacher Professional Development

CPTD may be characterised as a compilation of actions designed to aid teachers in adapting to an ever-evolving educational landscape (Adu et al., 2023). According to Sunker (2021), a significant portion of the emphasis of continuous professional development is on enhancing the teacher and managing the difficulties that teachers encounter. Most co-researchers mentioned that they believe they can enhance their resilience through enrolling for courses relevant to resilience during the CPTD programme.

Co-researcher 4 stated that:

“...I personally think that we should not use CPDT just for compliance purposes but we should also enrol for courses that are about improving resilience and...in that way we can benefit from them...” (CR4: 7).

Co-researcher 8 agrees with co-researcher 4 but adds:

“...Enrolling and part taking in courses that will er... enhance teacher resilience will be helpful for us. We will know how to cope with matters when we feel overwhelmed.”

In contradiction but partially echoing the same sentiments with other co-researchers, co-researcher 1 added by saying:

“I hear what my colleagues are saying but er... in all honesty I personally have not seen any workshop or training that addresses teacher resilience, be it for FSS or ordinary schools. So, I think more courses that address teacher resilience should be uploaded on the CPTD database, because now they are not there...” (CR1: B2).

Co-researcher 3 further mentioned the following:

“...As teachers we cannot always wait for DBST to offer us training based on what they think we need. When completing our QMS documents, which is done twice in a year er... we can request or indicate the training or courses aiding teacher resilience by stating it on our personal growth plan...” (CR3: A1).

In agreement with co-researcher 3, co-researcher 6 stated the following:

“...Yes, we always request training on curriculum based strategies er... hope that those strategies will help us with our frustrations and they don’t. We need to be more specific and request training that will help us with our well-being holistically...” (CR6: A1).

In this sub-theme, the findings indicate that there is CPTD training; however, the observations made by the co-researchers are that there are no courses specifically tailored to enhance teacher resilience. The findings also indicate that the teachers can suggest the relevant courses that may support their well-being holistically. Co-researchers believe that participating in the relevant CPTD training interventions can enhance teachers’ resilience. CPTD, focused on resilience and related aspects, can help keep teachers motivated and engaged in their work (Adu et al., 2023). This can lead to increased job satisfaction and greater commitment to their work (Polat & İskender, 2018), which Mooen (2024) theorises that they form and enhance resilience.

The reported findings echo the same views as the literature, namely that teachers employed in FSS are not specifically trained for that environment, making it somewhat more difficult for them to perform their duties effectively (Zondo, 2019). This means that teachers do need to participate in the appropriate CPTD activities that focus on resilience, since FSS are challenging working environments. Therefore, it is believed that participation in relevant CPTD has a beneficial effect on teacher productivity, which can subsequently result in enhanced learner outcomes and, by extension, enhance teacher resilience.

4.3.1.2 Sub-theme 1.2: Joining Professional Learning Communities

The DBE (2011b) describes PLCs as tools for strengthening teachers’ inclusive teaching practices and overcoming pedagogical hurdles. All co-researchers think

participating in PLCs might be a useful platform that can promote the resilience of teachers in full-service schools.

Co-researcher 1 articulated that:

“...You know colleagues... so PLCs are our best bet because there we talk directly and get advice on matters that affect us ...” (CR1: 11).

Co-researcher 5 contributed by saying:

“...Colleagues, I think teacher support is good and well, but we shouldn't eh...rely too much on others to provide us with that support that we think we need. Let's try other means like networking like my colleague said, and other ways to increase our resilience...” (CR4: 6).

Co-researcher 8 fully agreed and suggested that:

“...Instead of waiting for DBST to provide courses on teacher resilience on CPTD database we can be pro-active by empowering ourselves through the use of PLCs where we get to learn from one another...” (CR8: A1).

This view was also articulated by Co-researcher 7:

“You know colleagues through collaborating...er... initiating PLC meetings with other teachers, other suggestions as to how we as teacher can be resilient might be discussed and er... and with this we get to build strong relationships amongst ourselves because we will be expressing our frustrations in the process and we all know that sometimes talking can be a good thing.” (CR7: B2).

Co-researcher 3 further added by saying:

“...I hear what my colleague is saying and I fully agree... talking can be the best medicine. Er... we need to implement some changes without changing what's expected from us... because most workshops and meeting are curriculum based, we can add some spice to when having our PLC meetings by solely focus on us, where we get to have conversations about things that troubles us at work and how we can cope with those things...” (CR3: B2).

Co-researcher 4 further mentioned the following:

“...I have realised the referral process bothers most teachers, so I think we can use PLC session to develop ourselves on the referral process, which I strongly believe will

reduce the stress levels of teachers and result in them being more resilient, like being able to do referral without being overwhelmed...” (CR4: RJ).

Co-researcher 4 expressed her view in this way:

“...Colleagues, I think teacher support is good and well but we shouldn’t eh...rely too much on others to provide us with that support that we think we need. Let’s try other means like networking like my colleague said and other ways to increase our resilience...” (CR4: 6).

Co-researcher 6:

“...Because of what I am going to say... already this process of data collection is feels Like PLC... (giggles from co-researcher 6) ...Okay, most educators do not refer learners because of filing of SNA1 Form. Personally, I enjoy filing SNA 1 because I made the process easy, er... I have an electronic SNA1 with 25% of the form already filled in and this makes it easy for me when completing one, so such ideas can be shard in PLC meetings...” (CR6: RJ).

In this sub-theme, the findings indicate that it is beneficial to be part of PLCs as they act as protective factors that enhance resilience. This assertion aligns with SERT. One of the assumptions of SERT is that social ecology is essential in the resilience process (Ungar 2012; 2018). PLCs are support structures for teachers. In a PLC, teachers get together often to work on projects and share expertise to improve teaching skills and academic achievement (DBE, 2015). According to this finding, participating in PLCs is an effective way of collaborating among teachers. This view echoes Khasawneh et al.’s (2023) views, that teachers’ collaborative efforts fostered by participating in PLCs have a positive influence on learners’ academic outputs (Prenger et al., 2017). These authors argue that PLCs are a buffer for teachers during difficulties (Drew & Sosnowski, 2019), creating a supportive environment (Ebersohn et al., 2020). This finding further agrees with the sentiments of the Social Ecology Resilience Theory (SERT), which indicates that when confronted with challenges, resilient teachers remain rooted in their school communities, draw strength from their supportive environments to overcome problems, and seize opportunities embedded in challenges (Ungar, 2012). Therefore, PLCs promote resilience by providing a platform where supportive social relationships can be cultivated (Kinman & Grant, 2023) and where strengths and weaknesses among colleagues may be shared.

4.3.2 THEME 2: TEACHER SUPPORT BY SUPPORT STRUCTURES

SERT postulates that individuals with appropriate support networks, are more effectively equipped to manage stress levels and, consequently, burnout, leading to enhanced physical health and overall wellbeing (Kinman & Grant, 2023; Dobešová Cakirpaloglu et al., 2024). The study by Botha and Hugo (2021) revealed that teacher support interventions might foster resilience in teachers who previously felt overwhelmed by the challenges of the teaching profession. Furthermore, Allen and McIntyre (2019) highlighted the importance of teacher support, especially for schools serving disadvantaged communities similar to our chosen research sites. It is therefore not surprising that co-researchers reported that teacher support is essential to enhance and foster resilience. This theme comprises of three sub-themes: sub-theme 2.1 Support provided by the School Management Team, sub-theme 2.2 Support provided by the School-Based Support Team and sub-theme 2.3 Support provided by the District-Based Support Team.

4.3.2.1 Sub-theme 2.1: Support provided by the School Management Team (SMT)

Support from the School Management Team (SMT) is essential for a successful and productive school environment because it boosts teacher morale, makes curriculum delivery easier, improves student performance through support and mentoring, and encourages school-wide growth by empowering staff and making sure all necessary resources and functions are managed well (Neluheni, 2023)

In Co-researcher 2's words:

"...I think more should be done by our head of department and SMT eh...to give us...to support us to be more resilient..." (CR2: 4).

Co-researcher 7 mentioned the following:

"I agree especially because we teach children from a disadvantaged neighbourhood, we need more support because disadvantaged learners have a lot of things going on in their homes...eh... there is a lot of stress" (CR7: 4).

This statement by co-researcher 7 is in line with Allen and McIntyre's (2019) assertion, that teachers at schools situated in low socioeconomic status (SES) communities usually experience more stress due to the circumstances. However, some co-

researchers believe teachers must be supported irrespective of the SES of the community where the school is situated.

Co-researcher 5:

“It’s not even about disadvantages; teacher support is important because it helps teachers do a better job. Disadvantaged or not...” (CR5: 5).

Co-researcher 2:

“...Yes, hence I say the SMT must make sure that they support teachers...” (CR2: 5).

In this sub-theme, co-researchers agree that the SMT must support teachers. According to the co-researchers, the support from the SMT can enhance their resilience within the FSS irrespective of the school context. According to the literature, Allen and McIntyre (2019) asserted that teachers at schools situated in low socioeconomic status (SES) communities usually experience more stress due to the circumstances. However, in this study, co-researchers believe teachers must be supported irrespective of the SES of the community where the school is situated. This finding is supported by Xuan et al. (2019), who reported that support by the school leadership is beneficial regardless of the school context. Schlebusch et al. (2023) and Ntseto (2015) agree with this view, positing that many obstacles that South African township primary school teachers encounter can affect their resilience and functioning, making it an imperative task of the SMT to support teachers in those schools.

Answering the first sub-question: What type of support do FSS teachers receive from SMT? Co-researcher 7 stated that:

“When I first started at the school my HOD was the one that showed me how to fill-in the SNA form...besides, I often went to her for advice and something like mentoring ...” (CR7:5).

According to Co-researcher 1:

“...They try, I agree, it’s just that they themselves need mentoring – but they are helpful sometimes to answer any questions, especially the principal...” (CR1:5)

Co-researcher 2:

"I still maintain that er..., more should be done, even with mentoring – SMT has to be deliberate with it." (CR2:6).

The findings above indicate the significance of mentoring as provided by the SMT. Nkambule and Amsterdam (2018) concur with the findings that mentoring, which is described in DoE (2008) as a continuous professional relationship between an experienced teacher and a newly qualified teacher, is a key component of teacher support. A mentor who serves as a role model for the mentee provides guidance and assistance in a number of areas, including attitudes, experience, values, and abilities (Borello, 2019).

4.3.2.2 Sub-theme 2.2: Support provided by the School-Based Support Teams (SBST)

The SBST addresses school learning and teacher development barriers (DBE, 2014). Agulhas (2021) posits that SBSTs could enhance participation among all learners and potentially improve educational opportunities for those facing barriers to learning. SBST serve as a support structure for teachers as they (teachers) support learners with barriers (DoE, 2005a). Teachers in this study reported that they benefit from having SBST at their schools. In Co-researcher 6's words:

"... I am a member of the SBST, although I am unaware of all my responsibilities, and uhm... I am able to support other teachers where I can. ...so yes, we are not doing enough as the SBST, but we do support teachers. I think we can do better than what we are currently doing, because you can see after intervening in a particular case that the teacher become relieved..." (CR6: 8).

Co-researcher 8, in her reflective journal, stated that:

"I don't think we utilise the SBST enough, they are there to help us but we don't use their services. Sometimes we do not even refer cases to them, we try to do things on our own most of the time and fail, then we go to them as a last resort. I think we should utilise them effectively. I believe that if we refer cases or seek intervention from SBST directly, our challenges can be lessened or they can give us tips on supporting our learners with barriers" (CR8: RJ).

According to co-researcher 3:

“...I fully agree with what my colleague is saying. Ever since I joined the school, I have attended more than two trainings arranged by the SBST. It is just that the training is not about resilience, but they are sometimes about the SIAS policy and concession, which I believe that they are also necessary because if one is capacitated on how to support and refer learners, their stress level can be lessened. Look at me now I am able to perform my tasks better. So, you see these trainings by the SBST are assisting in enhancing resilience. ...” (CR3: 6).

On the support received from SBST? Co-researcher 3 stated that:

“I feel like it’s not enough what they are doing... workshops and these PLCs they organise are useful...” (CR3:12)

In co-researcher 6’s words:

“I feel they concentrate more on social issues more than supporting teachers with resilience...” (CR6:13).

According to Co-researcher 7:

“...yes, but at least they do follow up on referrals and do counselling...which makes our lives easier...” (CR1).

In agreement, Co-researcher 4 stated;

“...ours also do follow-ups even though they are slow...”

Even though teachers feel that the support they receive from the SBST is inadequate, most of them agree that the SBST organises training, workshops, and PLCs that are helpful.

SBST are mandated by policy (DoE, 2005) to liaise with the DBST regarding the SIAS process, and as far as a few co-researchers can attest, they do follow up on referrals despite the challenges they face.

4.3.2.3 Sub-theme 2.3: Support by the District based support team's (DBST)

The DoE (2005b) states that the DBST evaluates the assistance teachers require to enhance their performance. Most co-researchers commented that the DBST is playing a role in enhancing teacher resilience.

Co-researcher 1 put this way:

"...You know DBST is helpful, especially with training and linking our learners with professional staff such as Educational Psychologists. Even though sometimes it takes a lot of time like three months but their support intervention are helpful. ..." (CR8: 5).

Co-researcher 2:

"...Yoh, I remember one day one DBST member came for support and monitoring visit, the lady asked me how I am doing. I was happy because I managed to share some struggles that I have and she recommended a few strategies I can use. ..." (CR2: 5).

Co-researcher 6:

"... DBST do support us, and we need their support. Especially in cases where parents lodged a complaint against us. I remember one of my colleague was once in that situation, and DBST assisted and intervened in the case. The thing is sometimes they are directly accessible, but their support makes a difference in our roles as teachers at full-service schools." (CR8: 6).

Co-researcher 8 shared the same sentiments:

"...Because I want support and intervention as a teacher to make sure that every learner succeeds and makes progress, and because I want to know that my techniques are working, we depend on DBST to become involved...DBST should continue supporting us" (CR1: 6).

According to Makhalemele and Payne-van Staden (2018), the primary responsibilities of the DBST include organising, coaching, and supporting teachers to operate effectively in inclusive schools, particularly when teachers experience powerlessness and ineffectiveness. The DBST is mandated by policy (DoE, 2005a) to empower teachers and schools to deliver on the ideals of inclusive education (DoE, 2001). The findings under this section are that the DBST assists the schools and the teachers by

providing specialist interventions and coordinating parent-teacher relations. However, these findings contradict the literature, which reported that most teachers have experienced that the DBST does not support them or their efforts (Makhalemele & Payne-van Staden, 2018).

4.3.3 THEME 3: FACTORS THAT ENHANCE TEACHER RESILIENCE AT FULL-SERVICE SCHOOLS

Enhancing teacher resilience in full-service schools is essential for sustaining well-being, facilitating effective teaching and learning, and cultivating a pleasant educational atmosphere (Boatsi & Van Der Merwe, 2024). From the discussions and reflections, as co-researchers, we developed guidelines that we believe can foster teacher resilience. Therefore, three sub-themes emerged from the discussions, namely:

Sub-theme 3.1 Upholding a positive mindset, sub-theme 3.2 Collaborating with stakeholders, sub-theme 3.3 Using inclusive practices.

4.3.3.1 Sub-theme 3.1: Upholding a positive mindset

Co-researchers mentioned that upholding a positive mindset is a great asset and protective factor that can assist teachers in being resilient.

Co-researcher 5 believes it is important to change the teachers' and community's mindset to be positive. She put her response in the following way:

"Parents should be provided with workshops that allow them to know the difference between full-service and special schools. I believe that if they can know what each type of school does, they can start to be fully involved, their attitude may also change to be positive. If parents have positive attitude, then we can have a good working relationship and working environment" (CR5: RJ).

In agreement, co-researcher 6 said:

"I fully concur with what my colleague, DBST and NGO's need to work together in educating the school community and the parents about Full-Service Schools as it affects our resilience as teachers when collaborating with a parent who is reluctant for his or her child to be referred to relevant stakeholders for additional support. The parents should have a positive mindset about our schools and believe that we are doing our best in supporting our learners." (CR6: A1).

Co-researcher 7 further stated that:

“The learners’ negative perception of full-service schools affects their confidence, er... in the sense that learners do not want to attend Pull-Out Class¹ because of the labelling that is attached to these classes. So, it ends up being your responsibility as the teacher to talk to the learner. But you see if we as teachers encourage our learners to be optimistic, we can also thrive, as a result, our learners can develop positive mentality and know that they are capable in different ways.” (CR7: 13).

In support of the literature, this sub-theme depicts that upholding a positive mindset in teachers can build resilience (Salvo-Garrido et al., 2025). Even though daily challenges arise for teachers (Wingerden & Poell, 2019) especially those in FSS, upholding a positive mindset has been beneficial for many, according to research by Vergara et al. (2024).

4.3.3.2 Sub-theme 3.2: Collaborating with stakeholders

The most important form of collaborating with stakeholders is between the school, the parents, and the learners, especially in providing support and referral services. Some co-researchers in this study stated that the involvement of parents is important in the education of their children.

Co-researcher 8:

“I involve their parents like in their school work coz’ of sometimes they get motivated if their parents are involved in their school work... When both parents and teachers collaborate, it ensures that understanding. So even me as a teacher my challenges are reduced simply because parents are involved and learners are motivated.” (CR 8: 13)

Co-researcher 1:

“...In my opinion, we must make sure that we establish a relationship with parents, like we should build rapport with parents because, eventually, as a parent you will discover that your child is not that incapable of doing things; rather, there is a background that

¹ A pull-out class is a separate class where learners are temporarily removed from their regular classroom to receive specialised instruction, interventions, or support.

is influencing the relationship between the child and the parent, which is becoming a barrier to the child's ability to learn....” (CR1: 14).

Co-researcher 2:

“I fully agree with my colleague here, er... having a positive relationship with parents enhances teacher resilience, in the sense that you get to have a clear picture and understanding of the learners’ background and this makes it easier for us to support learners effectively.” (CR2: 15).

Co-researcher 5:

“...Okay creating a strong relationship, yes... a teacher can benefit on that strategy because emmm...you’ll know your learners emmm... and then again, you’ll be able to know their er, struggles like, by communicating with like parents or whoever guardian if I may put it in that way...in this way you are not stresses alone because a parent is involved” (CR5: B2).

Co-researcher 3:

“...And then, the other benefit of maybe having the... good rapport with the parents and the learners, is that it creates a more neutral environment whereby kids trust you... the parents trust you and this creates a positive environment and teachers can produce positive results er... which will reduce stress and boost resilience...” (CR3: B2).

Also mentioned in the SIAS policy is that parents' primary responsibility is to work with teachers as early as possible during the identification stage to help their children overcome the obstacles they face in the educational process (DBE, 2014; Pillay & Tlale, 2024). Therefore, involvement of parents in their children’s education would enhance the resilience of teachers in full-service schools (Schlebusch et al., 2024). Parental involvement and building rapport with parents is crucial in learning support process. Co-researchers' perspectives on the significance of creating a relationship with parents align with Spreeuwenberg (2020), who argues that effective collaboration between parents and teachers enhances the learning experience for learners. Zheng (2022) posits that family engagement is essential in the educational process, as collaboration between parents and teachers more effectively supports learners facing barriers than isolated efforts. Based on SERT, parental engagement, the favourable

modification of parents' attitudes towards FSS, and establishing rapport with parents are contingent upon acknowledging the community's ideas and lifestyle (Ungar, 2012).

4.3.3.3 Sub-theme 3.3: Use of inclusive practices

All co-researchers agree that inclusive practices should be implemented more in FSS. Educational psychology has praised using inclusive practices as an important way to promote the healthy development of children's bodies and minds (Sutapa et al., 2021). According to Houseman (2020), using inclusive practices promotes resilience in children, which in turn promotes teacher resilience, per The United Nations Children's Fund (UNICEF) (2018) report.

Co-researcher 1 believes that using inclusive practices might yield the most positive results:

"...inclusive practices for example, learning through play will reduce anxiety in children and er... when children are playing they have no fear or stress, uhm...so...they are in a relaxed state...this may in turn enhance resilience in teachers. I believe that happy children make happy teachers" (CR1: A1).

Sharing the same sentiments, Co-researcher 4:

"...playing makes learners happy and happy learners produce happy teachers... so you see, the classroom becomes positive and conducive" (CR4: A1).

In agreement with this statement, Co-researcher 7 said:

"...I use learner-centred learning strategies such as small group work activities in my classroom, in this way, learners become engaged. So, if learners are engaged in their learners, teachers do not have to do a lot. In doing this even if you are stressed, through learner engagement, your stress level becomes low" (CR7: B2).

The findings above indicate that inclusive teaching practices enhance resilience in teachers. Co-researchers in this study recognise inclusive teaching and learning as an important tool that should be developed at FSS to promote teachers' resilience. Furthermore, according to Vlaamse Vereniging vir Ontwikkeling Bestuur (VVOB) (2018), inclusive practices promote holistic development and are a natural learning method (Zosh et al., 2022). This finding is in agreement with the literature, that inclusive practices improve wellness and participation by allowing learners to explore

and engage with adults who are teachers, their peers, and the environment (Yogman et al., 2018).

4.4 CONCLUSION

This chapter presents the findings of the study. Three themes emerged: teacher training, teacher support by support structures, and factors that enhance teacher resilience at full-service schools. All the themes had subthemes that assisted in explaining and interpreting the findings of the study. The themes and subthemes were discussed against the existing and relevant literature. In a nutshell, the study's findings are that the teachers at FSS receive support from the SMT which enhances the resilience. From the SBST, teachers benefit from the workshops and PLCS that the SBST organises for them. Also, the SBST makes follow-ups on the referral process, which reduces teachers' workload. The DBST provides specialist intervention, albeit at a slow pace. They also coordinate the teacher-parent relations to the benefit of all parties involved. The next chapter delineates the conclusions and suggestions from the study's findings.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter, chapter four, presented and discussed findings. This chapter presents the summary and conclusions drawn from the findings. All the study chapters from chapter one until chapter five are summarised here before revisiting the research questions. Both primary and secondary research questions are guidelines for a consistent response to them. Study recommendations, the relevance of the SERT theory, and the limitations are shared.

5.2 SUMMARY OF THE STUDY

Chapter one introduces the problem statement and study context, outlines the primary and secondary research questions, and summarises the study's theoretical foundation, research design and methods, and the metrics used to assess the findings' validity.

Chapter two was dominated by discussion of SERT theory and conceptualisation of teacher resilience. It also provided an overview of FSS and how SBST supports in enhancing teacher resilience. This chapter also examined the various factors that influence teacher resilience within the context of full-service schools.

Chapter three discussed the research methodology. The study was positioned in the transformative paradigm and the PAR research design. The researcher also clarified the values which shaped the epistemological and ontological stances.

Chapter four presented themes and sub-themes, and discussed the findings of the study. Three themes with corresponding sub-themes were presented. The findings of the study were presented in relation to the existing literature.

Chapter five presents the summary and recommendations of this study and highlights its significance and limitations. Guidelines enhancing resilience in teachers at a full-service school are included.

5.3 RESEARCH QUESTIONS REVISITED

The main question for this study was: How can a collaborative approach be used to enhance the teacher's resilience in full-service schools?

Secondary research questions were as follows:

- I. Which factors influence teacher resilience in full-service schools?
- II. To what extent does professional support for teachers in full-service schools promote teacher resilience?
- III. What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

In line with participatory action research characteristics, this study was conducted in a collaborator manner. All participants took part as co-researchers and not as subjects of the study. (Galletta & Torre, 2019).

5.3.1 Answers to the secondary research questions

5.3.1.1 First secondary research question

Which factors influence teacher resilience in full-service schools?

5.3.1.1.1 Findings responding to the first secondary research question

The following findings answered the first secondary question: *Which factors influence teacher resilience in full-service schools?*

The findings in this study highlighted that the support that teachers at FSS receive from SMT, which includes new teacher induction and advice, guidance, and mentoring, influences teacher resilience in full-service schools. From the SBST, teachers benefit from the workshops and PLCs that the SBST organises for them. Also, the SBST makes follow-ups on the referral process, which reduces teachers' workload. The DBST provides specialist intervention, albeit at a slow pace. They also coordinate the teacher-parent relations to the benefit of all parties involved. Other factors that influence the resilience of teachers at full-service schools include teacher training, i.e., participation in CPTPs, joining PLCs, and other factors such as collaborating with others, using inclusive practices, and upholding a positive mindset.

5.3.1.2 The second secondary research question

To what extent does professional support for teachers in full-service schools promote teacher resilience?

From the findings of this study, attending CPTDs and participating PLCs were mentioned as professional support strategies that can promote teacher resilience in full-service schools. Professional support for teachers promotes teacher resilience by empowering them to better implement inclusive practices (Schwab, 2020). Professional support may strengthen teachers' inclusive teaching practices and help them overcome pedagogical hurdles. Professional support, such as PLCs, is believed to create a platform for teachers in FSS to network, collaborate, and share expertise to improve teaching skills and, therefore, promote resilience. However, the findings highlight that there is a scarcity of courses in the CPTD schedule that directly address the resilience of teachers at full-service schools.

5.3.1.3 The third secondary research question

What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

5.3.1.3.1 Findings responding to the third secondary research question

Based on the findings, the following guidelines in 5.4 were developed.

5.4 GUIDELINES DEVELOPED FROM THE FINDINGS TO ENHANCE RESILIENCE IN TEACHERS AT A FULL-SERVICE SCHOOL

5.4.1 Teacher Training

One key guideline that can be used is teacher training. Teacher training equips teachers with the necessary skills to become effective by addressing challenges related to pedagogical methods and practices, subject knowledge, and the ability to meet the diverse needs of learners, thereby fostering a positive learning environment (Darling-Hammond et al., 2024). In terms of teacher training, teachers could participate in the Continuous Professional Teacher Development activities and become members of Professional Learning Communities (PLCs).

5.4.1.1 Participation in Continuous Teacher Professional Development

CPTD may be characterised as a compilation of actions designed to aid teachers in adapting to an ever-evolving educational landscape (Adu et al., 2023). According to Sunker (2021), a significant portion of the emphasis of continuous professional development is on enhancing the teacher and managing the difficulties that teachers

encounter. Most co-researchers mentioned that they believe they can enhance their resilience through enrolling for courses relevant to resilience during the CPTD programme.

The findings implies that there is CPTD training; however, the observations made by the co-researchers are that there are no courses specifically tailored to enhance teacher resilience. The findings also indicate that the teachers can suggest the relevant courses that may support their well-being holistically. Co-researchers believe that participating in the relevant CPTD training interventions can enhance teachers' resilience. CPTD, focused on resilience and related aspects, can help keep teachers motivated and engaged in their work (Adu et al., 2023). This can lead to increased job satisfaction and greater commitment to work (Polat & Iskender, 2018), which Moonen (2024) theorises that these form and enhance resilience.

The reported findings echo the same views as the literature, namely that teachers employed in FSS are not specifically trained for that environment, making it somewhat more difficult for them to perform their duties effectively (Zondo, 2019). This means that teachers do need to participate in the appropriate CPTD activities that focus on resilience, since FSS are challenging working environments. Therefore, it is believed that participation in relevant CPTD has a beneficial effect on teacher productivity, which can subsequently result in enhanced learner outcomes and, by extension, enhance teacher resilience.

5.4.1.2 Joining Professional Learning Communities

The DBE (2011b) describes PLCs as tools for strengthening teachers' inclusive teaching practices and overcoming pedagogical hurdles. All co-researchers think participating in PLCs might be a useful platform that can promote the resilience of teachers in full-service schools.

In this sub-theme, the findings indicate that it is beneficial to be part of PLCs, as they act as protective factors that enhance resilience. PLCs are support structures for teachers. In a PLC, teachers get together often to work on projects and share expertise to improve teaching skills and academic achievement (DBE, 2015). According to this finding, participating in PLCs is an effective way of collaborating among teachers. This view echoes Khasawneh et al.'s (2023) views that teachers' collaborative efforts

fostered by participating in PLCs have a positive influence on learners' academic outputs (Prenger et al., 2017). These authors argue that PLCs are a buffer for teachers during difficulties (Drew & Sosnowski, 2019), creating a supportive environment (Ebersohn et al., 2020). This finding further agrees with the sentiments of the Social Ecology Resilience Theory (SERT), which indicates that when confronted with challenges, resilient teachers remain rooted in their school communities, draw strength from their supportive environments to overcome problems, and seize opportunities embedded in challenges (Ungar, 2012). Therefore, PLCs promote resilience by providing a platform where supportive social relationships can be cultivated (Kinman & Grant, 2023) and where strengths and weaknesses among colleagues may be shared.

5.4.2 TEACHER SUPPORT BY SUPPORT STRUCTURES

The study by Botha and Hugo (2021) revealed that teacher support interventions might foster resilience in teachers who previously felt overwhelmed by the challenges of the teaching profession. Furthermore, Allen and McIntyre (2019) highlighted the importance of teacher support, especially for schools serving disadvantaged communities similar to our chosen research sites. It is therefore not surprising that co-researchers reported that teacher support is essential to enhance and foster resilience. This theme comprises of three sub-themes: sub-theme 2.1 Support provided by the School Management Team, sub-theme 2.2 Support provided by the School-Based Support Team, and sub-theme 2.3 Support provided by the District-Based Support Team, which should form part of the guidelines.

5.4.2.1 Support provided by the School Management Team (SMT)

This statement by co-researcher 7 is in line with Allen and McIntyre's (2019) assertion, that teachers at schools situated in low socioeconomic status (SES) communities usually experience more stress due to the circumstances. However, some co-researchers believe teachers must be supported irrespective of the SES of the community where the school is situated.

This finding implies that co-researchers agree that the SMT support teachers and should continuously support teachers. According to the co-researchers, the support from the SMT can enhance their resilience within the FSS irrespective of the school

context. This finding is supported by Xuan et al. (2019), who reported that support by the school leadership is beneficial regardless of the school context. Schlebusch et al. (2023) and Ntseto (2015) agree with this view, positing that many obstacles that South African township primary school teachers encounter can affect their resilience and functioning, making it an imperative task of the SMT to support teachers in those schools.

Nkambule and Amsterdam (2018) concur that mentoring, which is described in DoE (2008) as a continuing professional relationship between an experienced person or teacher and a newly qualified teacher, is a significant component of teacher support. A mentor who serves as a role model for the mentee provides guidance and assistance in a number of areas, including attitudes, experience, values, and abilities (Borello, 2019).

5.4.2.2 Support provided by the School-Based Support Teams (SBST)

The SBST intervenes when the learners and teachers require support intervention in response to their specific needs (DBE, 2014). Agulhas (2021) posits that SBSTs could enhance participation among teachers and learners, thereby potentially improving educational opportunities for those facing barriers to learning. SBST serves as a support structure for teachers, as teachers are responsible for supporting learners with barriers to learning (DoE, 2005a). Teachers in this study reported that they benefit from having an SBST at their schools.

5.4.2.3 Support by the District Based Support Team (DBST)

The DoE (2005b) states that the DBST evaluates the assistance teachers require to enhance their performance. Most co-researchers commented that the DBST is playing a role in enhancing teacher resilience. According to Makhalemele and Payne-van Staden (2018), the primary responsibilities of the DBST include organising, coaching, and supporting teachers to operate effectively in inclusive schools, particularly when teachers experience powerlessness and ineffectiveness. The DBST is mandated by policy (DoE, 2005a) to empower teachers and schools to deliver on the ideals of inclusive education (DoE, 2001). The findings under this section are that the DBST assists the schools and the teachers by providing specialist interventions and coordinating parent-teacher relations. However, these findings contradict the

literature, which reported that most teachers have experienced that the DBST does not support them or their efforts (Makhalemele & Payne-van Staden, 2018).

5.4.3 FACTORS THAT ENHANCE TEACHER RESILIENCE AT FULL-SERVICE SCHOOLS

Enhancing teacher resilience in full-service schools is essential for sustaining well-being, facilitating effective teaching and learning, and cultivating a pleasant educational atmosphere (Boatsi & Van Der Merwe, 2024). From the discussions and reflections, as co-researchers, the three sub-themes emerged from the discussions, namely: Sub-theme 3.1 Upholding a positive mindset, sub-theme 3.2 Collaborating with stakeholders, and sub-theme 3.3 Using inclusive practices which are proposed to form part of the guidelines.

5.4.3.1 Upholding a positive mindset

Co-researchers mentioned that upholding a positive mindset is a great asset and protective factor that can assist teachers in being resilient. In support of the literature, this sub-theme depicts that upholding a positive mindset in teachers can build resilience (Salvo-Garrido et al., 2025). Even though daily challenges arise for teachers, especially those in FSS, upholding a positive mindset has been beneficial for many, according to research by Vergara et al. (2024).

5.4.3.2 Collaborating with stakeholders

The most important form of collaborating with stakeholders is between the school, the parents and the learners, especially in providing support and referral services. Some co-researchers in this study stated that the involvement of parents is important in the education of their children. Also mentioned in the SIAS policy is that parents' primary responsibility is to work with teachers as early as possible during the identification stage, to help their children overcome the obstacles they face in the educational process (DBE, 2014; Pillay & Tlale, 2024). Therefore, involvement of parents in their children's education would enhance the resilience of teachers in full-service schools (Schlebusch et al., 2024). Parental involvement and building rapport with parents is crucial in learning support process. Co-researchers' perspectives on the significance of creating a relationship with parents align with Spreeuwenberg (2020), who argues that effective collaboration between parents and teachers enhances the learning

experience for learners. Zheng (2022) posits that family engagement is essential in the educational process, as collaboration between parents and teachers more effectively supports learners facing barriers than isolated efforts. Based on SERT, parental engagement, the favourable modification of parents' attitudes towards FSS, and establishing rapport with parents are contingent upon acknowledging the community's ideas and lifestyle (Ungar, 2012).

5.4.3.3 Use of inclusive practices

All co-researchers agree that inclusive practices should be implemented more in FSS. Educational psychology has praised using inclusive practices as an important way to promote the healthy development of children's bodies and minds (Sutapa et al., 2021). According to Houseman (2020), using inclusive practices promotes resilience in children, which in turn promotes teacher resilience, as per The United Nations Children's Fund (UNICEF) (2018) report.

The findings above indicate that inclusive teaching practices enhance resilience in teachers. Co-researchers in this study recognise inclusive teaching and learning as an important tool that should be developed at FSS to promote teachers' resilience. Furthermore, according to Vlaamse Vereeniging vir Ontwikkeling Bestuur (VVOB) (2018), inclusive practices promote holistic development and are a natural learning method (Zosh et al., 2022). This finding is in agreement with the literature, that inclusive practices improve wellness and participation by allowing learners to explore and engage with adults who are teachers, their peers, and the environment (Yogman et al., 2018).

5.5 CONTRIBUTION OF SOCIAL ECOLOGY RESILIENCE THEORY (SERT) THEORY IN THE STUDY

SERT offered a thorough theoretical framework for comprehending how teachers in full-service schools might strengthen resilience through their interactions with other teachers and stakeholders within the FSS. SERT comprises four key principles which make it practical to understand how teachers can enhance their resilience through the assistance of support structures, their colleagues' continuous training, and participation in PLCs. Through understanding decentrality, we were led to take action to influence our environment and therefore change personal characteristics to promote

resilience in line with the transformative paradigm. Understanding and recognising complexity as one of the constructs of SERT facilitated our acceptance and co-operation when the processes did not unfold as anticipated, even though there was nothing atypical throughout the empirical process. In theory, we anticipate that cultural values and practices would influence the implementation and the practice of the guidelines developed to promote the resilience of teachers in FSS.

5.6 LIMITATIONS OF THE STUDY

Like any other qualitative study, this study also has limitations, such as subjectivity in interpreting findings. A qualitative researcher can't disregard their bias towards a phenomenon and remain completely objective (Bumbuc, 2016). Personal experience and knowledge influence data generation, interpretation, and analysis to some extent (Choy, 2014). This study was conducted at two full-service schools in the Sedibeng West District in the Gauteng province. The district in which this study was conducted has twelve full-service schools (Boshoff, 2016). Therefore, the findings of the study should not be generalised for other full-service schools since the study was conducted in only two FSS schools.

5.7 RECOMMENDATIONS OF THE STUDY

It may be significant and fascinating to conduct research into the following:

- To investigate how the SMTs, SBSTs and DBSTs from different types of schools might collaborate to enhance teacher resilience.
- To investigate the effective role of SMTs, SBSTs and DBSTs from different types of schools might collaborate to enhance teacher resilience.
- To investigate the role of other entities at the district level that should support SBSTs and teachers at special and full-service schools to reduce barriers to learning.
- To explore ways to reduce teachers' workload at full-service schools to reduce burnout and promote resilience.

5.8 CONCLUSION

The study used a PAR approach in two FSS in the Sedibeng West District in Gauteng. Through the use of qualitative action research data generation instruments such as

collage construction, purposeful discussions, world café, and reflective journals, the researcher was able to propose guidelines that could assist in enhancing teacher resilience from the findings. Three themes with corresponding sub-themes emerged: teacher training, teacher support by support structures, and factors that enhance teacher resilience at full-service schools.

This study's key findings are that to collaboratively enhance teacher resilience at full-service schools, teachers should participate in CPTD and join PLCs so that they can build networks and enhance that collaboration skills. Additionally, teacher support through support structures such as SMT, SBST, and the DBST should be ensured so that teachers feel valued and thrive in their work. This would ensure multi-disciplinary and transdisciplinary collaboration. Lastly, guidelines aimed at enhancing teacher resilience at FSS were developed which is believed can assist teachers at full-service schools with some strategies that can enhance resilience.

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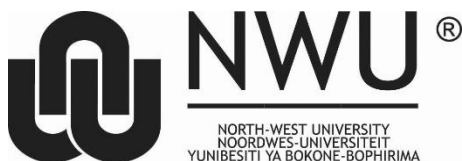
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Addendum A
CONSENT FORM



Private Bag X6001,
Potchefstroom
South Africa 2520

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

Faculty of Education

Dr KJ Ramadie

Tel: 018 3892128
Email:
Khido.Ramadie@nwu.ac.za

Date: 30 May 2024

Co-researcher information and consent form
Dear Teacher

I herewith wish to request your consent to participate in this research, with the title: A collaborative approach in enhancing resilience in teachers in full-service schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

Title of the research project:

A collaborative approach to enhance resilience in teachers in full-service schools

Ethics application number

NWU-00295-24-S2

Study supervisor: Dr KJ Ramadie (Khido.Ramadie@nwu.ac.za)

Co-supervisor: Ms MR Modiba (Rosa.Modiba@nwu.ac.za)

Address: North West University – Mafikeng Campus

Contact number: 018 3892128

MEd-Student: Ms BYL Majoe

Address: 9236 Mesuwe Street, Zone 7, Sebokeng

Contact number: 0725437768

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 Gauteng Provincial Department of Basic Education, the SGB Chairpersons of two schools selected as well as the school principal.

What is this research about?

This research aims to develop strategies to enhance teacher resilience in full-service schools through a collaborative approach.

The objectives are as follows:

- Explore factors that influence teacher resilience in full-service schools
- Determine the extent to which professional support for teachers in full-service schools promote teacher resilience
- Develop guidelines from the findings to enhance resilience in teachers at a full-service school

Co-researchers

- Co-researchers must be a qualified teacher
- Employed full-time at a full-service school
- Be willing to participate voluntarily in this study

What is expected of you as co-researcher?

It's expected of every co-researcher to:

- Give consent to participate in the study by signing the informed consent form.
- Be present and fully engaged in every meeting.
- Give consent to be audio recorded.
- To document and submit their reflections after every meeting.

Data will be generated through three cycles, which are:

- 1) Building a collage which will guide in answering the secondary question: Which factors influence teacher resilience in full-service schools?
- 2) Purposeful discussions which will be used to answer the question: To what extent does professional support for teachers in full-service schools promote teacher resilience?
- 3) World café which will be used to answer the question; What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

Each session will take between 45 minutes to 60 minutes.

Benefits to you as co-researcher

Teachers will have an opportunity to collectively develop guidelines that will enhance resilience in teachers at a full-service school and therefore contribute to the body knowledge regarding the study of resilience. Additional benefits for participating in this study are as follows: as a teacher co-researcher, you will learn the skill of building a collage, a skill which you may also use as a learning method in the classroom. You will learn from one another the strategies that enhance resilience to improve teaching skills in FSS.

Risks involved for co-researchers

Mild discomfort that might be experienced by the co-researchers include stress to some, since they will have to talk about their experiences, and they might be scared that others may think that their strategies are inappropriate or insufficient. Psychological risks some co-researchers might feel could overpowered and intimidated by those who have been in the profession for a long time. Other than the two risks mentioned above, I do not foresee any possible physical, social, legal and economic risks since meetings will be held at co-researchers' workplace and familiar environment. In order to alleviate slight discomfort and psychological hazards, I will promote co-researchers to display thoughtfulness, courtesy, and adaptability towards each other. They should actively listen to and appreciate the opinions of other co-researchers, refrain from causing disruptions, intimidation, or dismissal of others, and act as team players. It is important to remember that in this study, all co-researchers are considered equal regardless of age or professional experience.

Confidentiality and protection of identity

Co-researchers' identity will be kept anonymous unless the co-researchers want to be acknowledged for their inputs. Co-researchers' answers would be kept confidential and only made accessible to approved individuals, pseudonyms names will be assigned to each co-researcher. Furthermore, co-researchers will be informed that they can withdrawal from the study at any time without repercussions.

Dissemination of findings

Participatory and data analysis will be done within the project groups and co-researchers will be alerted to publications flowing from research.

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

Yours sincerely
B.Y.L Majoe

DECLARATION BY CO-RESEARCHER:

By signing below, I agree to take part in a research study titled: **A collaborative approach in enhancing resilience in teachers in full-service schools**

I declare that:

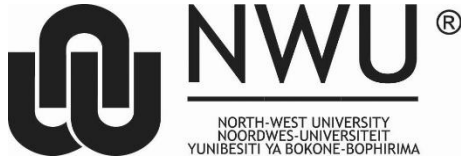
- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised 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 (place) _____ on (date) ____/____/20____

Signature of co-researcher

Researcher

Addendum B



Private Bag X6001,
Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

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

Faculty of Education

Dr KJ Ramadie

Tel: 018 3892128

Email:
Khido.Ramadie@nwu.ac.za

School Governing Body Chairperson
Emfuleni Full-Service School
Extension 17
Bophelong
Vanderbijlpark
1913

Date: 30 May 2024

Goodwill permission: School Governing Body (SGB)

Dear Sir/Madam

I herewith wish to request your permission for four teachers at Emfuleni Full-Service School to participate in this research, which involves working collaboratively to develop guidelines to enhance resilience in teachers at full-service schools. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

Title of the research project:

A collaborative approach to enhance resilience in teachers in full-service schools

Ethics application number

NWU-00295-24-S2

Study Supervisor: Dr KJ Ramadie (Khido.Ramadie@nwu.ac.za)

Co-Supervisor: Ms MR Modiba (Rosa.Modiba@nwu.ac.za)

Address: North West University – Mafikeng Campus

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FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

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

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What is this research about?

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The objectives are as follows:

- Explore factors that influence teacher resilience in full-service schools
- Determine the extent to which professional support for teachers in full-service schools promote teacher resilience
- Develop guidelines from the findings to enhance resilience in teachers in full-service schools

Co-researchers

- Co-researchers must be a qualified teacher,
- Employed full-time at a full-service school
- Willing to participate voluntarily in this study

What is expected of the co-researchers?

It's expected of every co-researcher to:

- Give consent to participate in the study by signing the informed consent form.
- Be present and fully engaged in every meeting.
- Give consent to be audio recorded.
- To document and submit their reflections after every meeting.

Data will be generated through three cycles, which are:

- 4) Building a collage to answer the secondary question: Which factors influence teacher resilience in full-service schools?

- 5) Purposeful discussions will be used to answer the question: To what extent does professional support for teachers in full-service schools promote teacher resilience?
- 6) World café will be used to answer the question; What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

Each session will take 45 to 60 minutes. Each cycle is envisaged to comprise two sessions, so we will have six sessions of 45 to 60 minutes each.

Benefits to you as a co-researcher

Teachers will have an opportunity to collectively develop guidelines that will enhance resilience in teachers at a full-service school and therefore contribute to the body knowledge regarding the study of resilience. Additional benefits for participating in this study are as follows: as a teacher co-researcher, you will learn the skill of building a collage, a skill which you may also use as a learning method in the classroom. You will learn from one another the strategies that enhance resilience to improve teaching skills in Full-Service School.

Risks involved for co-researchers

Mild discomfort that might be experienced by the co-researchers include stress to some, since they will have to talk about their experiences, and they might be scared that others may think that their strategies are inappropriate or insufficient. Psychological risks some co-researchers might feel could overpowered and intimidated by those who have been in the profession for a long time. Other than the two risks mentioned above, I do not foresee any possible physical, social, legal and economic risks since meetings will be held at co-researchers' workplace and familiar environment. In order to alleviate slight discomfort and psychological hazards, I will promote co-researchers to display thoughtfulness, courtesy, and adaptability towards each other. They should actively listen to and appreciate the opinions of other co-researchers, refrain from causing disruptions, intimidation, or dismissal of others, and act as team players. It is important to remember that in this study, all co-researchers are considered equal regardless of age or professional experience.

Confidentiality and protection of identity

Co-researchers' identity will be kept anonymous unless the co-researchers want to be acknowledged for their inputs. Co-researchers' answers would be kept confidential and only made accessible to approved individuals, pseudonyms names will be assigned to each co-researcher. Furthermore, co-researchers will be informed that they can withdrawal from the study at any time without repercussions.

Dissemination of findings

Participatory and data analysis will be done within the project groups and co-researchers will be alerted to publications flowing from research.

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

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I agree to give permission for the research to take place with the identified co-researchers in the study entitled: **A collaborative approach to enhance resilience in teachers in full-service schools**

I declare that:

- I have read this information and consent form and understand what is expected of the co-researchers 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 co-researchers will not be pressurised to take part.
- Co-researchers may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Co-researchers 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 (place) _____ on (date) ____/____/20____

Signature of SGB Chairperson/Relevant responsible person

Addendum C



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

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

Faculty of Education

Boitumelo Yolanda Lerato Majoe

Tel: 072 543 7768

Email: boitumeloleratomajoe@gmail.com

Date: 30 May 2024

School Principal
Mqiniswa Full-Service School
Stand no. 77 Xuma Street
Bophelong
Vanderbijlpark
1913

Permission letter: School principal

Dear Principal

I herewith wish to request your permission for four teachers to participate in this research, which involves developing guidelines that may assist in enhancing resilience of teachers in full-service schools. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

A collaborative approach to enhance resilience in teachers in full-service schools

ETHICS APPLICATION NUMBER

NWU-00295-24-S2

Study Supervisor: Dr KJ Ramadie (Khido.Ramadie@nwu.ac.za)

Co-Supervisor: Ms MR Modiba (Rosa.Modiba@nwu.ac.za)

Address: North West University – Mafikeng Campus

Contact number: 018 3892128

MEd-Student: Ms BYL Majoe
Address: 9236 Mesuwe Street, Zone 7, Sebokeng
Contact number: 0725437768

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/other relevant body.

What is this research about?

This research aims to develop strategies to enhance teacher resilience in full-service schools through the collaborative approach.

The objectives are as follows:

- Explore factors that influence teacher resilience in full-service schools
- Determine the extent to which professional support for teachers in full-service schools promote teacher resilience
- Develop guidelines from the findings to enhance resilience in teachers in full-service schools

Co-researchers

- Co-researchers must be a qualified teacher,
- Employed full-time at a full-service school
- Willing to participate voluntarily in this study

What is expected of the co-researchers?

It's expected of every co-researcher to:

- Give consent to participate in the study by signing the informed consent form.
- Be present and fully engaged in every meeting.
- Give consent to be audio recorded.
- To document and submit their reflections after every meeting.

Data will be generated through three cycles, which are:

- 7) Building a collage to answer the secondary question: Which factors influence teacher resilience in full-service schools?

- 8) Purposeful discussions will be used to answer the question: To what extent does professional support for teachers in full-service schools promote teacher resilience?
- 9) World café will be used to answer the question; What guidelines can be developed from the findings to enhance resilience in teachers at a full-service school?

Each session will take 45 to 60 minutes. Each cycle is envisaged to comprise two sessions, so we will have six sessions of 45 to 60 minutes each.

Benefits to you as a co-researcher

Teachers will have an opportunity to collectively develop guidelines that will enhance resilience in teachers at a full-service school and therefore contribute to the body knowledge regarding the study of resilience. Additional benefits for participating in this study are as follows: as a teacher co-researcher, you will learn the skill of building a collage, a skill which you may also use as a learning method in the classroom. You will learn from one another the strategies that enhance resilience to improve teaching skills in Full-Service School.

Risks involved for co-researchers

Mild discomfort that might be experienced by the co-researchers include stress to some, since they will have to talk about their experiences, and they might be scared that others may think that their strategies are inappropriate or insufficient. Psychological risks some co-researchers might feel could overpowered and intimidated by those who have been in the profession for a long time. Other than the two risks mentioned above, I do not foresee any possible physical, social, legal and economic risks since meetings will be held at co-researchers' workplace and familiar environment. In order to alleviate slight discomfort and psychological hazards, I will promote co-researchers to display thoughtfulness, courtesy, and adaptability towards each other. They should actively listen to and appreciate the opinions of other co-researchers, refrain from causing disruptions, intimidation, or dismissal of others, and act as team players. It is important to remember that in this study, all co-researchers are considered equal regardless of age or professional experience.

Confidentiality and protection of identity

Co-researchers' identity will be kept anonymous unless the co-researchers want to be acknowledged for their inputs. Co-researchers' answers would be kept confidential and only made accessible to approved individuals, pseudonyms names will be assigned to each co-researcher. Furthermore, co-researchers will be informed that they can withdrawal from the study at any time without repercussions.

Dissemination of findings

Participatory and data analysis will be done within the project groups and co-researchers will be alerted to publications flowing from research.

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

DECLARATION BY PRINCIPAL/OTHER RELEVANT PERSON:

By signing below, I agree to give permission for the research to take place with the identified co-researchers in the study entitled:

I declare that:

- I have read this information and consent form and understand what is expected of the co-researchers 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 co-researchers will not be pressurised to take part.
- Co-researchers may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Co-researchers 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 (place)_____on (date) ____/____/20____

Signature of School Principal/Relevant person

ADDENDUM D



® South Africa 2520

Private Bag X1290,
Potchefstroom

Tel: 018 299-1111/2222

Fax: 018 299-4910

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

Senate Committee for Research Ethics

Tel: 016 103 4440

Email:

Feziwe.Mseleni@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Education Sciences Research Ethics Committee (EduREC)** on 13 June 2024, the Education Sciences Research Ethics Committee hereby **approves** your application 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: A collaborative approach to enhance resilience in teachers in full-service schools

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr K

Ramadie Student / Team: Ms

BLY Majoe (MEd student –

N	W	U	-	0	0	2	9	5	-	2	4	-	A	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

21468869), Ms MR Modiba Ethics number:

Institution Study Number Year Status

Status: S = Submission; R = Re-Submission; P = Provisional

Authorisation; A = Authorisation

Application Type: Single study

Commencement date: 13/06/2024

Risk:

Low Risk

Expiry date: 13/06/2025

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 CP van der Vyver

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 E

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8141411/2

GDE RESEARCH APPROVAL LETTER

Date:	25 July 2024
Validity of Research Approval:	08 February 2024— 30 September 2024 2024/220
Name of Researcher:	Majoe BYL
Address of Researcher:	9236 Mesuwe Street
	Sebokeng
Telephone Number:	072 5437768
Email address:	boitumeloleratomaioe@gmail.com
Research Topic:	A collaborative approach to enhance resilience in teachers in full-service schools
Name of University:	North-West University
Type of qualification	Masters
Number and type of schools:	2 Primary Schools
Districts/HO	Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to DE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg. 2001

Te (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

2 The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project

3. Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.

4. The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.

5 A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study

6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned respectively,

7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

8 Research may only be conducted after school hours so that the normal school programme is not interrupted The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations,
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr. G. Gumani Mukatuni

DCES: Education Research and Knowledge Management

DATE: 25/07/2024

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg. 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

ADDENDUM G: EXAMPLE OF TRANSCRIPTION

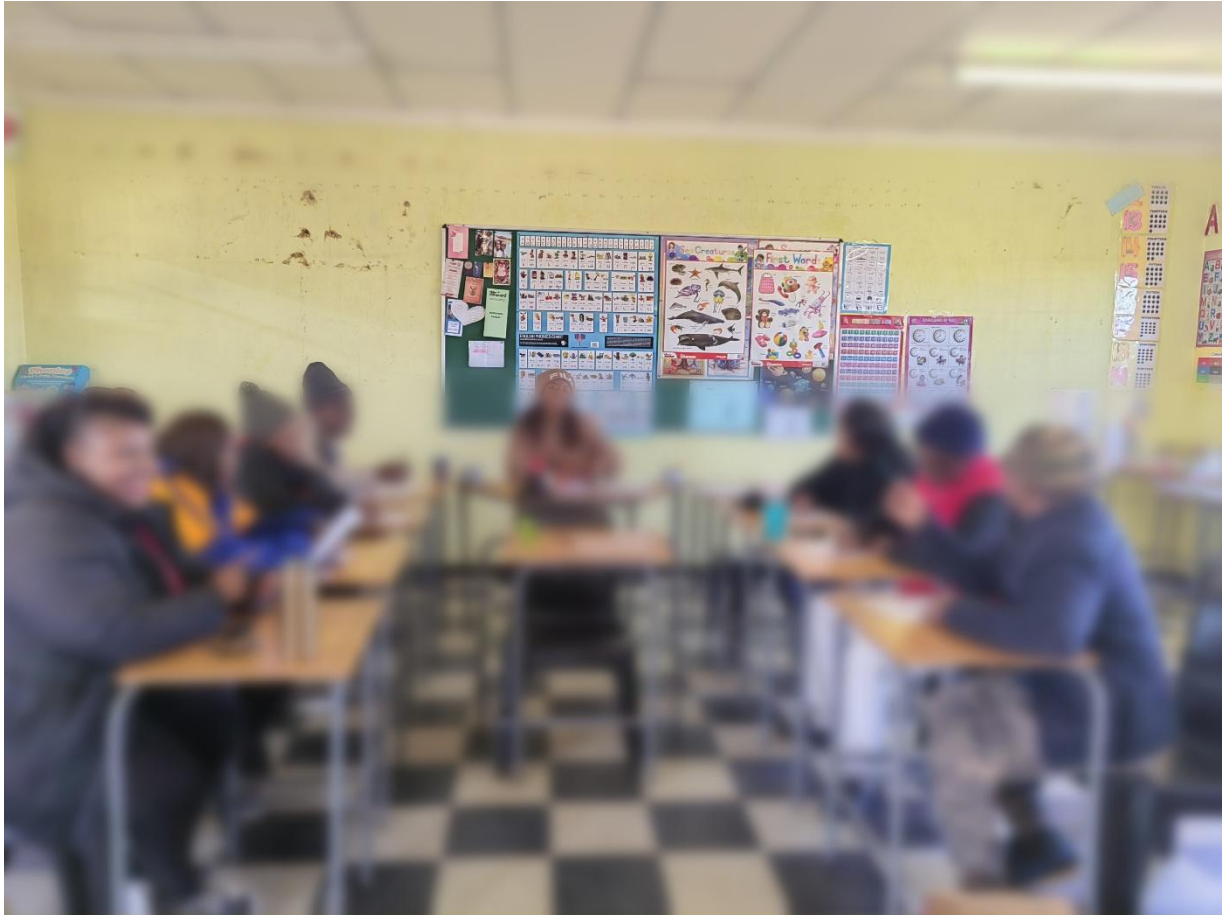
1. CR1: "Okay... welcome back colleagues. I hope we are all refreshed from the five
2. minute break. Err... Colleague may you please read our code of conduct.
3. CR2: Okay so, the code of conduct as agreed upon by all co-researchers err... reads
4. as follows: Administration and logistics as the first sub-heading, err... every co-
5. researcher is expected to attend all the meetings and be punctual. Err... if co-
6. researchers will not be able to attend, they are expected to notify the researcher
7. twenty-four hours' prior the meeting. Should there be a need for withdrawal from the
8. study, co-researcher should notify the researcher err... within two days before the next
9. meeting. Err... it is not necessary however to state your reason for withdrawal.
10. Second sub-heading err...is the... is during the discussions. Co-researchers are
11. expected to be considerate, respectful and accommodating towards one another. List
12. and value, listen and value err... other parti...other co-researchers' opinions. Not to
13. disrupt, intimidate and/ or dismiss other err... co-researchers. Be a team player and
14. always bear in mind that in this study we are equal irrespective of age and experience
15. in the profession. In order to uphold the wellbeing, all co-researchers will engage in a
16. reflective err... process which will be done in, in the form of a reflective diary. The last
17. sub-heading, confidentiality. Co-researchers should, at all times ensure that
18. confidentiality is upheld and that all the... all the possible benefits and risk are
19. disclosed. Addit... additionally, the wellbeing of co-researchers should be err...
20. promoted by avoiding bringing deliberate harm on other participants. Co-researchers
21. are also expected to maximise the benefits of err... other co-researchers in this study
22. and minimise the research risk. Err... I believe now open for the adoption of this code
23. of conduct.
24. CR3: I move for adoption.
25. CR4: I D.P Co-researcher 4 move for the adoption of the code of conduct for the co
26. researchers.
27. CR1: Okay colleagues, Thank you. Now we can... proceed to... our data collection. Or
28. data collection or data generation is going to be comprised by three cycles and we are
29. going to use a collage, we gonna build one... to answer our first question, and then in
30. the se... second cycle we are going to use focus group discussions, to answer the
31. second question and then, lastly, we are gonna have a world café where we answer
32. the third question, the third cycle and at the end of each cycle we are going to reflect
33. on what we have discussed, okay. Session one, which is cycle one, were we build a
34. collage to answer the following question. Which factors influence teacher resilience in
35. full-service schools? And I think for us to get CR2 from this question, we can we sub
36. questions around that question. I do not know if we all agree tom that... or we should
37. just stick to the main question?
38. CR2: I think we can have other questions.
39. CR5: Yes.
40. CR1: Okay, two colleagues are saying that we should have other questions, would
41. be... our sub question. Okay... then what can we have as our first sub-question?
42. CR6: I think we... the first question err...we need to understand what resilience means,
43. so that we can have a broader understanding so that we can answer other questions.

Addendum H: MEMBER CHECKING

I declare
that I have read the transcribed the audio material, the analysis and the findings of this
study. I can confirm that various aspects of the research process adequately and
accurately represent my beliefs, perspectives and experiences and is therefore
representation of the discussions we have had.

_____ Date: _____

Addendum I: PICTURE OF PURPOSEFUL DISCUSSIONS



ADDENDUM J: TURNITIN REPORT

40482472:Majoe_28.05.2025_for_turnitin_report.docx

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6%
PUBLICATIONS

3%
STUDENT PAPERS

ADDENDUM K: LANGUAGE EDITOR LETTER

House 367

Hex River Lifestyle Estate

Waterkloof East Ext 12

Rustenburg 0299

19/05/2025

This is to certify that the dissertation entitled

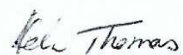
A COLLABORATIVE APPROACH TO ENHANCE RESILIENCE IN TEACHERS IN FULL-SERVICE SCHOOLS

B.L.Y MAJOE

orcid.org/0000-0002-7708-6266

For the degree of **MASTERS IN EDUCATION**
At the **NORTH-WEST UNIVERSITY**
Has been edited for language by

Mary Helen Thomas (B.Sc. Hons. PGCE)



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