

# Enhancing teachers' resilience in Tanzania: Insights from selected secondary schools in Morogoro Municipality

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**Abstract.** This study investigated factors fostering teachers' resilience in selected secondary schools in Morogoro Municipality in Tanzania. The research utilized a mixed research approach with a convergent parallel design. Both probability and non-probability sampling techniques were employed to select participants. Data were collected through questionnaires and interviews, and analysis was conducted thematically for qualitative and statistical data using SPSS version 25 for quantitative data where binary logistic regression and chi-square test were used to examine the relationship and association of protective factors and the exhibited teachers' resilience. The results of the study unveiled a noteworthy connection between protective factors and the resilience of teachers. The analysis indicated that the degree of resilience exhibited by teachers was statistically significant in relation to certain protective factors, namely mentorship and guidance, as well as work-life balance. The statistical analysis revealed a  $p$ -value of 0.001 for both factors, indicating a high probability that these factors play a vital role in fostering resilience among teachers compared to other factors that were excluded in the model. Based on the findings, the study recommends that educational institutions and policymakers should prioritize the implementation of mentorship and guidance programs for teachers, as well as enhance initiatives that promote a healthy work-life balance. Therefore, investing in mentorship programs and promoting guidance support systems, as well as creating policies that promote work-life balance, can contribute to the overall well-being and resilience of teachers as a whole. The study concludes with the existence of a relationship between protective factors and resilience development among teachers.

**Keywords:** protective factors, enhancing, teachers' resilience, Tanzania

## 1. Introduction

Resilience is essential for educators, particularly in Tanzania, where teachers frequently confront significant challenges in their work environment. Understanding the protective factors that bolster resilience is crucial for enabling teachers to cope with the pressures of their profession [6]. This paper examines various protective factors that contribute to resilience among Tanzanian teachers, emphasizing their role in fostering well-being, job satisfaction, and professional growth, which in turn can lead to better educational outcomes for students [17].

The concept of resilience has evolved, with researchers viewing it as both a personal trait and a dynamic process that allows individuals to adapt to adversities [4, 39]. Earlier interpretations focused on resilience as an innate characteristic that emerges in response to challenges. At the same time, more contemporary views emphasize

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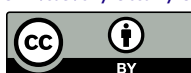
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*Educational  
Dimension*



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the importance of protective factors that facilitate positive outcomes in stressful environments [10, 33]. This paper highlights the fluid nature of resilience, which varies across contexts and over time, calling attention to the need for a nuanced understanding of how teachers interact with their environments [41].

Despite the increasing recognition of resilience's importance in education, particularly in Tanzania, there is a significant gap in empirical research regarding the specific protective factors that bolster teacher resilience in this context [2, 3, 12]. The challenges faced by Tanzanian teachers, such as overcrowded classrooms and inadequate pay, have been documented. However, there is insufficient evidence on the strategies and practices that effectively enhance resilience [28, 34].

Despite the wealth of research on protective factors that enhance resilience, a significant gap remains in understanding how these factors interact within Tanzania's specific socio-cultural and educational context. While existing studies have identified various protective factors, there is limited insight into how teachers in Morogoro Municipality perceive and utilize these factors. This gap highlights the need for further research to explore the contextual influences on teachers' resilience, ultimately aiming to enhance their ability to navigate challenges and sustain their essential roles in education.

## 2. Theoretical underpinning of the study

Resilience theory, as outlined by Zohuri [44], examines how individuals adapt to changes and challenges within their social environments, emphasizing the influence of specific factors on this adaptability. Polidores' resilience theory (PRT), developed in 2004 from studies of African American female teachers [37], integrates developmental and ecological perspectives to argue that resilience is cultivated through various processes over time rather than being a fixed trait [7, 9]. This theory underscores the significance of social interactions and external environments in shaping resilience, highlighting the ability to recover from adversity, take responsibility, embrace change, and foster relationships – qualities essential for effective teaching, especially in challenging contexts.

Conservation of resources theory (CRT), introduced by Holmgreen et al. [19], highlights the importance of managing resources to improve individual well-being, reduce stress, and foster resilience, particularly in human resources management. It posits that individuals actively seek to acquire and maintain essential resources – personal, familial, social, and material to cope with stress and challenges. In education, CRT is particularly applicable to teachers, as it offers a framework for managing limited resources in demanding environments, enhancing resilience. In the context of secondary schools in Morogoro Municipality, Tanzania, CRT helps identify key resources that support teachers, such as self-efficacy, optimism, social support, and effective coping strategies.

Protective factors are essential in bolstering teachers' resilience globally, acting as buffers against risk factors that can weaken their capacity to cope with challenges [16]. Research has identified a range of protective factors that support teachers in their daily roles, including self-regulation, self-determination, commitment, critical thinking, problem-solving skills, executive functioning, and a supportive school environment. Cultural and religious beliefs also play a significant role in fostering resilience [30]. In Tanzania, additional protective factors have emerged, including self-efficacy, mentorship, reciprocal relationships, empowerment, motivation, and emotional management [5, 10, 25, 27]. Moreover, intrinsic motivation, optimism, emotional intelligence, adaptability, and risk-taking are crucial for enhancing resilience [1, 18, 32]. Mansfield [29] further emphasizes the importance of effective career

decision-making, self-awareness, and professional autonomy as key elements that shape resilience in various educational settings.

Emotional intelligence is vital for teachers, as it enables them to recognize and manage their emotions when faced with workplace challenges [27]. Acknowledging that they are not alone in their struggles and actively working to maintain their resilience is crucial for educators [41]. Additionally, achieving a healthy work-life balance is vital for reducing stress and positively influencing resilience levels [11, 42]. Therefore, in this context, the contributions of Kallou, Kikilia and Kalogiannakis [20, 21], Kallou et al. [22, 23] significantly augment the theoretical framework surrounding emotional intelligence and transformative learning within tourism education can contextualize to education space. Kallou et al. [23] provide empirical evidence on the effectiveness of emotional intelligence training programs, highlighting their role in enhancing students' socio-emotional skills critical for navigating ethical dilemmas. Their earlier work [20] further explores how digital technologies can facilitate emotional intelligence development, reinforcing the idea that modern educational tools can foster ethical awareness among tourism students. In their 2024 publication, they delve into the transformative learning processes enabled by digital environments, arguing that such frameworks promote critical reflection and dialogue, essential for ethical engagement in tourism practices. Finally, the 2023 study protocol outlines a systematic approach to integrating transformative learning with emotional intelligence in tourism education, proposing a model that addresses the ethical challenges illuminated by Petousi and Sifaki [36].

### **3. Methodology**

#### **3.1. Philosophy, approach and design**

The study was influenced by the philosophy of pragmatism and employed a mixed research approach to concomitantly gather both qualitative and quantitative data. Pragmatism philosophy helped to reshape the researchers' thinking about the resilience of teachers by emphasizing the importance of practical outcomes and real-world applications of the current research study. The mixed research approach involved collecting and analyzing data concurrently, as recommended by McMillan and Schumacher [31], to enhance the accuracy of the data. A mixed method research approach was used simultaneously, whereby the collecting and analyzing of data are conducted concurrently [31]. The use of mixed research approaches, according to Creswell and Plano Clark [15], increases the accuracy of the data collected in the field. In this study, a convergent parallel research design was used, which involved integrating both quantitative and qualitative data at different stages of the research process, such as during data collection and analysis.

The convergent research design was used for the purpose of providing a comprehensive understanding of the research problem (teachers' resilience) by combining and justifying the use of the two sets of data [14]. This approach aligns well with the theoretical assumption of pragmatism and is considered an efficient and popular approach for combining different research methods [15]. Convergent research design helped the researcher to collect and merge or converge both quantitative and qualitative data for the purpose of providing a more detailed and comprehensive analysis process of a particular research problem that the researcher is investigating (that is, teachers' resilience) [14]. Convergent parallel research design is valuable as it enables simultaneous collection and analysis of quantitative and qualitative data, resulting in a more comprehensive finding. This method allows for triangulation, enhancing the validity of results by leveraging the strengths of both approaches, which is particularly useful in complex fields like education and in particular, teachers' resilience.

### 3.2. Participants of the study

The study involved two hundred forty-one (241) participants who were selected through simple random sampling (234 teachers) and purposive sampling techniques (7 key informants, thus 6 heads of secondary schools and the Municipal Education Officer). Those participants were selected from eight secondary schools in Morogoro Municipality. In the process of conducting simple random sampling techniques, both male and female teachers had an equal chance of being included in the sample. The researcher enquired the names of all teachers from the heads of schools at the time of data collection and picked the names randomly for those who were to be included in the study depending on the number that the researcher wanted to involve from the entire school. According to Lelissa [26], simple random sampling ensures the law of statistical regularity, which states that if, on average, the sample chosen is a random one, it will have the same composition and characteristics as that of the universe. The purposive sampling technique was applied on the basis that the informants occupy a certain administrative position in a school, and in that case, it was the head of schools and District Education Officer that was purposively sampled. Kanaki and Kalogiannakis [24] discuss the critical challenges of sample design in educational research, stressing the importance of careful sample selection for ensuring data validity and reliability. They highlight the need to consider diversity and context in sampling strategies, which enhances the relevance and rigour of research findings. This approach is especially valuable for evaluating innovative educational interventions, as it ensures that samples accurately represent the target population.

However, the principle of saturation was considered in the selection process. The data collection tools were adopted through the reviewed literature and further modified and tested through a pilot study, and any anomalies noted were well-reviewed before the actual data collection process. The data were analyzed both qualitatively (thematic analysis) and quantitatively (regression and chi-squared test). However, the thematic analysis helped further interpret and support the quantitative findings since the study was a quantitatively demonstrated qualitative one.

### 3.3. Ethical issues

In this study, ethical issues were adhered strictly to ethical guidelines to ensure participant confidentiality, informed consent, and research integrity. Necessary research clearances were obtained from the University of Dodoma, and relevant local authorities were contacted before engaging with teachers and school administrators for data collection. Participants were fully informed about the study's purpose, assured of voluntary participation, and given the right to withdraw at any time. To maintain anonymity, the pseudonym principle was used, and data was handled with strict confidentiality. Ethical principles such as honesty and integrity were upheld, ensuring an accurate representation of teachers' experiences without distortion. The study also prioritized participants' well-being by avoiding any psychological distress or professional harm.

Additionally, the researcher adhered to professional ethics, preventing data falsification, duplication, or plagiarism. The research conducted by Petousi and Sifaki [36] critically examines the concept of harm within the framework of research misconduct, offering a nuanced discourse analysis of scientific publications that contextualizes ethical breaches in academic work. Their findings illuminate the complexities of harm, suggesting that it extends beyond mere data falsification to encompass broader ethical implications in scholarly communication. This perspective is vital for understanding the integrity of research, particularly in fields like tourism education, where ethical considerations are paramount.

By following these ethical measures, the study ensured that participants' rights and

dignity were protected while contributing valuable insights into their resilience in an evolving educational landscape.

## 4. The findings of the study

### 4.1. Descriptive analysis of protective factors fostering teachers' resilience

**Table 1**

Protective factors fostering the resilience of teachers.

| Variable                               | Response              | Frequency | Percent |
|----------------------------------------|-----------------------|-----------|---------|
| Supportive school environment          | Not supportive        | 140       | 59.83   |
|                                        | Adequately supportive | 94        | 40.17   |
| Professional development opportunities | Not satisfied         | 167       | 71.37   |
|                                        | Satisfied             | 67        | 28.63   |
| Mentorship and guidance                | Poor                  | 127       | 54.27   |
|                                        | Good                  | 107       | 45.73   |
| Personal well-being practices          | Inadequately managed  | 165       | 70.51   |
|                                        | Adequate managed      | 69        | 29.49   |
| Emotional intelligence                 | Active managed        | 168       | 71.79   |
|                                        | Lower managed         | 66        | 28.21   |
| Motivation and promotion               | Inadequate            | 74        | 31.62   |
|                                        | Adequate              | 160       | 68.38   |
| Work-life balance                      | Not well maintained   | 106       | 45.3    |
|                                        | Well maintained       | 128       | 54.7    |
| Self-efficacy                          | Low                   | 53        | 22.65   |
|                                        | High                  | 181       | 77.35   |

The findings above revealed that a supportive school environment yielded 40.17%, professional development 28.63%, mentorship and guidance 45.73%, personal well-being practice 29.49%, emotional intelligence 71.79%, motivation and promotion 68.38%, work-life balance 54.7% and self-efficacy 77.35%. From these findings, emotional intelligence, motivation and promotion, and self-efficacy can significantly foster the resilience of teachers in challenging teaching spaces because they yield the most significant percentage. These findings are also supported by scholars like Abdullah, Husin and Haider [1], who viewed emotional intelligence as the most significant attribute that can foster the resilience of teachers in varied teaching contexts. Linkov, Trump and Hynes [27], has also supported emotional intelligence to have a significant impact in fostering the resilience of teachers in challenging teaching spaces.

Likewise, the motivation and promotion of teachers are fundamental in fostering resilience and resilience development among teachers. Scholars like Cornelissen [10] supported that motivation brings a sense of self-determination among teachers and that they are able to work sustainably regardless of the challenging teaching space. Lucumay and Matete [28] and Sumra [40] reported that motivation and promotion of teachers could help them to continue working hard in any teaching and learning environment. This was further sensitized by a close interview with a key informant, who is quoted as:

The government is making significant efforts to support and inspire teachers, aiming to motivate them to work diligently in the field of education. These efforts include providing fair compensation to teachers. By implementing

these measures, the government hopes to minimize, if not entirely eliminate, the various difficulties that teachers encounter in their profession. (R3 on 21 August 2023)

On the same ground, other participants reported that:

Motivation plays an important role in enhancing teachers' resilience because it makes them feel a sense of ownership of their own activities. Hence, they continue working tirelessly in any teaching and learning environment. (R10 on 26 August 2023)

Motivation plays a crucial role in fostering teachers' professional growth, job satisfaction, and dedication, even under challenging circumstances. It also encourages adaptability and embracing change in a dynamic teaching environment. Gu and Day [18] and Moore [32] have reported that strong personal intrinsic motivation has a positive impact on teachers' resilience in any challenging teaching environment.

On the other hand, self-efficacy involves the ability of teachers to influence the academic achievements of the students. Scholars viewed it as a fundamental attribute in fostering the resilience of teachers [41]. According to Reyneke [38], who added valuable support to the aforementioned findings by emphasizing the importance of teachers' self-efficacy in relation to their resilience. Self-efficacy refers to an individual's belief in their abilities to successfully perform specific tasks and overcome challenges [30]. In the context of the teaching process, teachers with high levels of self-efficacy are confident in their instructional strategies, classroom management skills, and ability to impact their students' learning outcomes positively. One informant also illustrated:

Efficacy determines the ability of individual determination and commitment to achieve his or her intended goal in school. (R9 on 24 August 2023)

When teachers possess a strong sense of self-efficacy, they approach their work with a proactive mindset and a belief that they can make a difference in their students' lives [8]. This confidence not only enhances their motivation and commitment to their profession but also enables them to navigate through challenging situations more effectively. They are more likely to persist in the face of setbacks, seek innovative solutions to problems, and maintain a positive outlook.

#### **4.2. Association between protective factors and resilience of teachers**

A chi-squared test was employed to assess the association between protective factors and teachers' resilience. The purpose was to determine the statistical significance of the variables described in terms of their association with resilience. The variables examined through statistical analysis included a supportive school environment, professional development opportunities, mentorship and guidance, personal well-being practices, emotional intelligence, motivation, work-life balance, and self-efficacy.

In order to analyze the level of resilience among participants, the study divided them into two groups: those with a high level of resilience and those with a low level. Out of the total of 234 participants, approximately 45% demonstrated a high level of resilience in their teaching profession. The level of resilience was found to be statistically significantly associated with several factors: mentorship and guidance ( $\chi^2 = 14.8332$ ,  $p = 0.001$ ), work-life balance ( $\chi^2 = 17.2969$ ,  $p = 0.001$ ), and personal well-being practices ( $\chi^2 = 3.6889$ ,  $p = 0.055$ ). These associations were considered statistically significant based on a  $p$ -value of 0.05 or lower, following the rule of thumb as indicated in table 2.

**Table 2**

Association between protective factors and level of resilience among teachers in selected secondary schools in Tanzania.

| Variable                               | Response          | Level of resilience |              | $\chi^2$ | p     |
|----------------------------------------|-------------------|---------------------|--------------|----------|-------|
|                                        |                   | High                | Low          |          |       |
| Supportive school environment          | Not supportive    | 43 (30.71%)         | 97 (69.29%)  | 0.7583   | 0.384 |
|                                        | Supportive        | 34 (36.17%)         | 60 (63.83%)  |          |       |
| Professional development opportunities | Not satisfied     | 53 (31.74%)         | 114 (68.26%) | 0.3613   | 0.548 |
|                                        | Satisfied         | 24 (35.82%)         | 43 (64.18%)  |          |       |
| Mentorship and guidance                | Poor              | 28 (22.05%)         | 99 (77.95%)  | 14.8332  | 0.001 |
|                                        | Good              | 49 (45.79%)         | 58 (54.21%)  |          |       |
| Personal well-being-practices          | Not practiced     | 48 (29.09%)         | 117 (70.91%) | 3.6889   | 0.055 |
|                                        | Active practiced  | 29 (42.03%)         | 40 (57.97%)  |          |       |
| Emotional intelligence                 | Active managed    | 52 (30.95%)         | 116 (69.05%) | 1.0297   | 0.31  |
|                                        | Lower managed     | 25 (37.88%)         | 41 (62.12%)  |          |       |
| Motivation and promotion               | Inadequate        | 22 (29.73%)         | 52 (70.27%)  | 0.4945   | 0.482 |
|                                        | Adequate          | 55 (34.38%)         | 105 (65.63%) |          |       |
| Work-life balance                      | Not well balanced | 20 (18.87%)         | 86 (81.13%)  | 17.2969  | 0.001 |
|                                        | Well balanced     | 57 (44.53%)         | 71 (55.47%)  |          |       |
| Self-efficacy                          | Low               | 16 (30.19%)         | 37 (69.81%)  | 0.2298   | 0.632 |
|                                        | High              | 61 (33.70%)         | 120 (66.30%) |          |       |

The statistical findings in table 2 further indicate that certain factors significantly influence resilience levels among respondents. Specifically, mentorship and guidance, personal well-being practices, and work-life balance are closely associated with resilience, as evidenced by their low *p*-values (0.001 for mentorship and work-life balance, and close to significance at 0.055 for personal well-being). A low *p*-value according to the rule of thumb (thus, any statistical value of 0.05 and below is said to be statistically significant) suggests a strong likelihood that the observed differences in resilience levels between groups, including those receiving good mentorship versus poor mentorship, are not due to chance. For example, individuals with good mentorship are more likely to exhibit high resilience compared to those with poor mentorship, as their mentors act as their role models. Similarly, those who actively practice personal well-being and maintain a balanced work-life are also more resilient as they can easily mitigate challenges associated with their personal life that have an impact on resilience development. These results emphasize the importance of supportive environments and practices in fostering resilience, highlighting that improvements in mentorship, well-being, and work-life balance could lead to better outcomes for individual teachers facing challenges in their daily undertakings.

#### 4.3. Relationship between protective factors and resilience level of teachers

The study utilized a binary logistic regression model, presented in table 3, to examine the relationship between protective factors and the resilience level of teachers in selected schools. Variables that had *p*-values of 0.05 or less in chi-squared tests were included in the multivariable logistic regression model to identify the protective factors associated with resilience among teachers in the teaching profession.

The results revealed significant predictors: teachers who had access to good mentorship and guidance (AOR=2.37, *p*=0.015, 95%CI: 1.18–4.75) were more likely to exhibit high resilience, while teachers who maintained a well-balanced work-life balance

**Table 3**

The relationship between protective factors and level of resilience among teachers in selected secondary schools in Tanzania.

| Variable                      | Response          | Level of resilience |                 | COR<br>(95%CI)        | p     | AOR<br>(95%CI)        | p     |
|-------------------------------|-------------------|---------------------|-----------------|-----------------------|-------|-----------------------|-------|
|                               |                   | High                | Low             |                       |       |                       |       |
| Mentorship and guidance       | Poor              | 28<br>(22.05%)      | 99<br>(77.95%)  | Ref                   | Ref   | Ref                   | Ref   |
|                               | Good              | 49<br>(45.79%)      | 58<br>(54.21%)  | 2.98<br>(1.69, 5.262) | 0.001 | 2.37<br>(1.18, 4.75)  | 0.015 |
| Personal well-being practices | Not practiced     | 48<br>(29.09%)      | 117<br>(70.91%) | Ref                   | Ref   | Ref                   | Ref   |
|                               | Active practiced  | 29<br>(42.03%)      | 40<br>(57.97%)  | 1.76<br>(0.98, 3.16)  | 0.056 | 0.69<br>(0.33, 1.44)  | 0.334 |
| Work-life balance             | Not well balanced | 20<br>(18.87%)      | 86<br>(81.13%)  | Ref                   | Ref   | Ref                   | Ref   |
|                               | Well balanced     | 57<br>(44.53%)      | 71<br>(55.47%)  | 3.45<br>(1.89, 6.28)  | 0.001 | 2.752<br>(1.39, 5.41) | 0.003 |

(AOR=2.752,  $p=0.003$ , 95%CI: 1.39–5.41) had a higher probability of demonstrating strong resilience compared to those who did not have a well-balanced work-life balance. In summary, the study found that teachers who received effective mentorship and had a balanced work-life were more likely to demonstrate a high level of resilience compared to their counterparts.

Generally, the study analyzed the factors influencing teachers' resilience using a statistical method called binary logistic regression. This approach allowed the researchers to identify which specific protective factors most significantly correlated with high levels of resilience among teachers. The findings indicated that good mentorship and guidance were crucial predictors of resilience, with teachers who had access to supportive mentors being 2.37 times more likely to exhibit high resilience compared to those who did not. Additionally, maintaining a well-balanced work-life was also a strong indicator of resilience, with those who managed to balance their professional and personal lives being 2.75 times more likely to show high levels of resilience. These results highlight the importance of both mentorship and work-life balance in helping teachers cope with the challenges they face in their profession.

Furthermore, the study's findings emphasize that having effective mentorship can significantly enhance teachers' ability to thrive in their roles, suggesting that schools should prioritize the establishment of mentorship programs. Similarly, the importance of work-life balance cannot be overstated; teachers who successfully manage their time between work and personal responsibilities tend to feel more resilient and better equipped to handle stress. Interviews conducted during the study reinforced this idea, as many teachers noted that a healthy work-life balance not only improved their well-being but also positively impacted their performance in the classroom. Overall, these insights stress the need for educational policies that support mentorship initiatives and promote work-life balance, ultimately fostering a more resilient teaching workforce. An interview session has further reported that work-life balance significantly impacts the resilience of teachers in the teaching profession, as quoted:

Having a healthy work-life balance means I can enjoy my family and hobbies and perform other economic activities. This balance keeps me motivated and passionate about teaching, which helps me face challenges and mitigate them with a more positive mindset. (R8 on 26 June 2023)

Another informant further altered:

When I manage my time well between work and personal life, I feel more energized and focused in classroom activities. I can handle stress better because I've given myself a chance to recharge my mind with other activities. (R6 on 23 August 2023)

Generally, these findings highlight that a healthy work-life balance significantly enhances teachers' motivation and effectiveness. One respondent noted that managing personal time alongside work enriches their life and fuels their passion for the teaching process, allowing them to face challenges with a positive mindset. The findings emphasize that effective time management leads to increased energy and focus in classroom activities. Together, these insights reveal that when teachers prioritize personal work-life balance, with the support of mentorship programs, they can better manage stress and engage more fully in their roles. These findings underscore the need for institutional support for work-life balance to foster resilience and create a more effective learning environment.

The findings in table 3 further indicate that mentorship and guidance, personal well-being practices, and work-life balance are important factors affecting resilience levels among teachers. Specifically, those who receive good mentorship are nearly three times more likely to have high resilience compared to those with poor mentorship, as shown by a significant  $p$ -value of 0.001. This suggests that strong mentorship can significantly enhance an individual's ability to cope with challenges sustainably in their daily undertakings. In addition, having a well-balanced work-life significantly contributes to the resilience of teachers, with those in a well-balanced situation being over three times more likely to exhibit high resilience compared to those who struggle much with work-life balance, as supported by a  $p$ -value of 0.001. Although personal well-being practices showed a trend toward significance ( $p$ -value of 0.056), the results were not strong enough to confirm a clear impact on its influence on teachers' resilience as it is excluded from the model. This was further illustrated:

My mentor has been a game-changer in my teaching profession. You know, having someone who understands the struggles of teaching and provides support has made me more resilient. I feel like I can overcome obstacles because I'm not alone as I learn a lot from other teachers who stayed longer in the teaching profession. They give us knowledge of what we don't understand in the teaching profession. (R1 on 19 June 2023)

Also, another informant commented:

As you know, having a good mentor is important in our profession. It's not just about sharing teaching strategies; it's about building confidence, commitment, and determination. If you have someone to advise you on any challenge, you feel cared for, and you get a chance to look for solutions to your challenges. (R4 on 22 August 2023)

Generally, the evidence emphasizes that good mentorship and a well-balanced life are crucial for building resilience among teachers, suggesting that schools and individual teachers should focus on these areas to foster better-coping strategies in challenging teaching contexts.

## 5. Critical policy gap with respect to the findings

The findings from the study highlight critical gaps in educational policies regarding the support structures necessary for fostering teacher resilience. Despite the evident significance of protective factors such as mentorship, work-life balance, and emotional intelligence, a substantial portion of teachers report inadequate support in these areas. For instance, 59.83% of respondents indicated that their school environment was not supportive, and 71.37% expressed dissatisfaction with professional development opportunities. These statistics underscore a systemic failure to create conducive working conditions that not only empower teachers but also enhance their resilience. The evidence suggests that policies must prioritize the establishment of robust mentorship programs and emotional intelligence training, which are shown to correlate positively with resilience levels. Furthermore, the lack of adequate personal well-being practices among teachers, with 70.51% reporting inadequate management, indicates that existing policies may overlook the holistic well-being of educators, essential for their professional effectiveness.

Moreover, the study reveals that while some protective factors, such as self-efficacy and motivation, scored relatively high, the overall dissatisfaction with mentorship and work-life balance presents a pressing need for policy intervention. The significant associations identified, particularly the strong link between good mentorship (AOR=2.37,  $p=0.015$ ) and a balanced work-life (AOR=2.752,  $p=0.003$ ) with high resilience, call for a reevaluation of current educational policies. Policymakers must recognize the integral role that a supportive environment plays in teacher resilience and prioritize initiatives that foster such environments. This includes not only institutional support for mentorship programs but also strategies to enhance teachers' work-life balance, thereby addressing the psychological and emotional facets of teaching. Failure to act on these insights risks perpetuating a cycle of teacher burnout and dissatisfaction, ultimately jeopardizing the quality of education that students receive.

## 6. Discussion of the findings

The variables of mentorship and work-life balance are crucial for enhancing teachers' resilience amidst the challenges of the education landscape. Mentorship offers a structured support system where experienced mentors and supportive colleagues provide invaluable guidance to novice teachers, allowing them to discuss challenges and seek advice without fear of judgment [30]. This relationship fosters the sharing of effective teaching strategies and encourages reflective practice, which is vital for professional growth [13]. Mentors serve as role models, inspiring resilience by demonstrating ways to navigate obstacles and maintain a positive attitude in the face of setbacks. Consequently, mentorship not only strengthens individual teacher resilience but also promotes a collaborative culture that enhances overall school performance [35].

In tandem with mentorship, achieving a healthy work-life balance is essential for sustaining resilience over time. The demanding nature of teaching often leads to chronic stress, which can impede a teacher's effectiveness and well-being [42]. Teachers who set boundaries between their professional responsibilities and personal lives, establish realistic goals, and allocate time for leisure and relationships are better equipped to manage classroom challenges [43]. This balance allows teachers to recharge and engage in fulfilling activities outside of work, enhancing their resilience and positively influencing their students' well-being. By modelling a balanced lifestyle, teachers not only improve their resilience but also instil healthy coping strategies in their students, fostering a supportive learning environment.

Beyond mentorship and work-life balance, the school environment and leadership style significantly affect teachers' resilience. A positive school climate that promotes

collaboration and trust enhances teachers' sense of belonging and commitment, while effective leadership prioritizing inclusivity and support empowers teachers to tackle their challenges more comprehensively. In contrast, negative school climates or autocratic leadership can increase stress and hinder resilience. This underscores the need for a holistic approach that addresses these contextual elements to support teachers and foster their resilience effectively.

Overall, mentorship and work-life balance are vital protective factors that contribute positively to teachers' resilience in challenging environments. By recognizing the importance of these factors and implementing supportive strategies, educational institutions and policymakers can enhance teacher resilience and overall well-being, benefiting both educators and students. The findings align with theoretical frameworks, which emphasize the role of supportive structures and resource management in fostering resilience. However, critical policy gaps exist in the implementation of mentorship programs and work-life balance initiatives, as many schools lack structured mentorship schemes and policies addressing the chronic stress faced by teachers. Addressing these gaps is essential for creating a supportive environment that bolsters teacher resilience and improves educational quality and student outcomes.

## 7. Conclusion

The findings indicate that mentorship and work-life balance are crucial factors that significantly enhance the resilience of teachers within the Tanzanian education system. Mentorship, particularly from experienced colleagues, offers essential guidance and emotional support, helping teachers develop coping strategies and maintain a positive outlook amidst challenges. This relationship fosters collegiality and professional growth, making it vital for educational environments to value and embrace mentorship as part of the teaching and learning process.

Moreover, achieving a healthy work-life balance is critical for sustaining teachers' resilience. By effectively balancing their professional responsibilities with personal life and leisure activities, teachers can mitigate chronic stress and promote overall well-being. Setting boundaries and realistic expectations, along with dedicating time to personal activities, equips teachers to handle classroom challenges better. Furthermore, teachers who model this balanced lifestyle can positively influence their students' academic performance. Overall, recognizing and implementing strategies to support mentorship and work-life balance will not only enhance teacher resilience but also benefit students and contribute to the improvement of the education system in Tanzania.

## 8. Recommendation

To enhance teacher resilience in the Tanzanian education system, it is recommended that robust mentorship programs that connect novice teachers with experienced educators be established, promoting collaboration and professional growth. A hybrid approach that combines formal mentorship with peer mentorship would be particularly effective, as formal programs provide structured guidance while peer mentorship fosters a collaborative environment for sharing experiences and practical advice. Additionally, improving work-life balance can be achieved through flexible scheduling, resources for time management, and a culture that encourages breaks and vacation use. Schools should implement policies to reinforce boundaries between work and personal life and offer workshops on stress management and self-care. Ongoing professional development should also include training on emotional intelligence and motivation, equipping teachers to navigate classroom challenges more effectively.

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