STRATEGIES USED BY SCHOOL MANAGEMENT TEAM IN ENHANCING TEACHERS' RESILIENCE TO CHALLENGING SECONDARY EDUCATION IN TANZANIA: EXPERIENCE FROM MOROGORO MUNICIPALITY

(Research article)

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Abstract

The purpose of the study is to examine strategies used by school management team in enhancing teacher's resilience. This study is grounded in pragmatism; a mixed-methods research approach was utilized with a convergence parallel research design that allowed the gathering of both qualitative and quantitative data. A total of 359 participants, including 356 teachers and 3 school heads, were selected through simple random and purposive sampling techniques. Data were collected through questionnaire and interview, and analysis employed chi-square tests and binary logistic regression for quantitative data, whereas qualitative data was analyzed thematically. The results revealed significant trends regarding the impact of management support, professional development, and work environment on teacher resilience. Teachers who receive support from school management tend to feel more satisfied and empowered in their roles, indicating that a supportive leadership structure fosters a positive atmosphere. This support enhances both teachers' emotional well-being, as well as enabling them to address challenges more effectively. Moreover, continuous professional development plays a crucial role in equipping teachers with the necessary skills to adapt to their teaching environments. The work environment is also critical; a collaborative and supportive setting encourages open communication among staff, which is essential for sharing challenges and brainstorming solutions. However, while recognition and appreciation are important, their impact appears less direct compared to the other factors. Generally, merely recognizing teachers' contributions is inadequate for boosting their resilience without meaningful support and development opportunities. Overall, the findings highlight the importance of school leadership in cultivating a supportive environment that prioritizes the well-being of teachers.

Keywords: School Management, Teachers' Resilience, Challenging Education Environment

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1. Introduction

The education sector in Tanzania faces numerous challenges, including inadequate resources, high student-to-teacher ratios, and socio-economic barriers that hinder effective teaching and learning. These challenges place immense pressure on teachers, often leading to burnout and decreased job satisfaction (Mshana, 2020). Consequently, the resilience of teachers becomes crucial for maintaining educational quality and sustainability in the country. Resilience, defined as the ability to bounce back from adversity, is particularly important in the context of secondary education, where teachers are expected to navigate both academic and emotional demands (Xu, 2021;Luthar, Cicchetti, & Becker, 2000). However, there is limited understanding of how school management can actively foster this resilience among teachers in education context particularly in secondary schools.

The role of the School Management Team (SMT) is essential in enhancing teacher resilience within the context of challenging secondary education in Tanzania. As the country transitions from cost-sharing to a free education system, the SMT must effectively navigate these changes to ensure that educational quality and access improve, particularly for marginalized students (Makiya et al., 2022). By developing strategic plans and fostering a supportive environment, the SMT can empower teachers to adapt to new challenges and enhance their professional resilience(Costantine et al., 2025; Assey & Babyegeya, 2022;Costantine et al., 2025b). This involves not only managing resources efficiently but also creating networks that support continuous improvement and collaboration. Understanding the SMT's influence on these dynamics is crucial for promoting effective teaching practices and achieving sustainable educational outcomes amid ongoing reforms.

Research indicates that effective school management plays a pivotal role in shaping the school environment, impacting both teacher well-being and their resilience as whole (Leithwood, & Jantzi, 2000). In Tanzania, the role of school management teams (SMTs) is to create supportive frameworks that can mitigate stressors teachers face. However, empirical studies focusing on the specific strategies employed by SMTs to enhance teacher resilience are sparse. Studies available in the literature, such as (Cornelissen 2016; Venance, 2021; Leroux & Théorêt 2014; Stavrou & Piki (2024) to cite a few, have not adequately established an

association that exist between SMT and teachers' resilience. This gap in literature underscores the need for a focused investigation into how SMTs can implement practices that promote resilience among teachers, particularly in secondary schools where challenges are pronounced. In addition, the relationship between school management practices and teacher resilience has not been extensively explored within the Tanzanian context. While some studies have highlighted the importance of leadership styles in influencing teacher morale and effectiveness (Bush, 2011), there is a dearth of research specifically addressing how these practices can be designed to enhance resilience. This lack of targeted research limits the potential for developing effective interventions that could support teachers facing adversity in their professional roles.

Moreover, the socio-cultural context of Tanzania introduces unique factors that may influence teacher resilience, including management support, work environment, professional development, and recognition to mention a few. For instance, cultural expectations regarding teacher roles and community support systems can either bolster or hinder resilience (Mhando, 2019). Understanding these dynamics is essential for school management to effectively address the nuances of resilience in the Tanzanian educational landscape(Costantine et al., 2025a). Despite the recognition of these cultural influences, current literature often overlooks the intersection of cultural context and school management strategies, further highlighting a significant knowledge gap.Therefore, addressing the role of school management team in enhancing teacher resilience to the challenges of secondary education in Tanzania is critical for improving educational outcomes. By focusing on this under-explored area, researchers can provide valuable insights into effective management practices that support teachers. This study aims to bridge the existing knowledge gap by investigating how SMTs can cultivate resilience among teachers, thereby contributing to a more sustainable and effective educational environment in Tanzania.

The education sector in Tanzania is hindered by various challenges, including inadequate resources, high student-to-teacher ratios, and socio-economic barriers, which significantly impact teachers' effectiveness and lead to burnout (Mshana, 2020). Despite the critical importance of teacher resilience as the ability to bounce back from stress, there is limited understanding of how School Management Teams (SMTs) can actively foster this resilience within secondary schools (Xu, 2021;Costantine et al., 2025b;Costantine et al., 2025). Existing literature highlights the role of effective school management in creating supportive environments that enhance teacher performance and student outcomes (Wabule, 2020), yet empirical studies specifically addressing the strategies employed by SMTs to promote teacher resilience are sparse. In addition, the relationship between school management practices and teacher resilience has given little attention in the Tanzanian context, leaving a significant knowledge gap regarding how cultural expectations and community support systems influence this dynamic (Mhando, 2019). This oversight prevents the development of targeted interventions that could effectively support teachers facing professional challenges (Costantine et al., 2025). Therefore, investigating the role of the School Management Team in enhancing teacher resilience to the challenges of secondary education in Tanzania is crucial for improving educational outcomes, as it addresses an under-researched area that holds the potential for meaningful insights into effective management practices.

The objective of the study is to investigate the strategies employed by School Management Teams to enhance teacher resilience in secondary education in Tanzania, identifying effective practices that support teachers in overcoming challenges and improving educational outcomes. This in turns respond to the research question; how can School Management Teams effectively foster teacher resilience in the face of challenges in secondary education within the Tanzanian context?

2.Methodology

2.1 Research Design

This study is grounded in the philosophy of pragmatism and employed a mixed-methods approach to simultaneously collect both qualitative and quantitative data(Maarouf, 2019). This approach is crucial for comprehensively understanding how school management teams contribute to enhancing teacher resilience and well-being in the demanding educational landscape of secondary schools in Morogoro Municipality, Tanzania. The philosophy of pragmatism influenced the researchers' views by emphasizing the importance of practical results and real-world relevance, particularly in the context of school management and teacher support. Following the guidelines of McMillan and Schumacher (2001), the mixed-methods strategy improved data accuracy through concurrent collection and analysis, which is vital for capturing the multifaceted nature of teachers' resilience.

As it is noted by Creswell and Clark (2018), mixed research approach enhances the reliability of field data and is particularly suited to addressing complex issues like the role of management teams in fostering resilience among teachers, and ultimately enhances their well-being. A convergent parallel research design was utilized to integrate both data types at various stages, allowing for a holistic understanding of the research question by justifying the inclusion of both qualitative insights and quantitative metrics (Creswell, & Clark, 2018). Convergent parallel design aligns with the theoretical framework of pragmatism and serves as the most effective research method for synthesizing diverse research methodologies (Cresswell, 2012). By facilitating simultaneous data collection and analysis, the convergent research design enables a detailed exploration of how school management teams enhance teacher well-being, ultimately improving the validity of results through triangulation and leveraging the strengths of both quantitative and qualitative approaches. This is particularly important in the educational context being studied, where understanding the dynamics of support from management teams is essential for fostering teachers' resilience.

2.2 Participants and Sampling

The study included 359respondents: 356 secondary school teachers chosen through simple random sampling and 3head of secondary schools selected through purposive sampling techniques. The simple random sampling approach ensured equal representation of both male and female teachers, allowing for a balanced sample(Cohen, Manion, & Morrison, 2017). The researcher obtained a complete list of teachers from school heads and randomly selected names to meet the required sample size. As noted by Boru (2018), this method adheres to the law of statistical regularity, indicating that a well-chosen random sample reflects the characteristics of the larger population. For the purposive sampling, informants in specific administrative roles were selected, focusing on school heads guided by the principle of saturation. Data collection tools were adapted from existing literature, refined, and piloted to address any discrepancies before commencing actual data collection.

2.3 Data Analysis and Ethical Concern

Data analysis was conducted using both qualitative and quantitative techniques. Quantitative data was analyzed through inferential statistics such as chi-square and binary logistic regression. (thematic analysis) and quantitative methods (regression and chi-square tests) and descriptive analysis as well using frequency and percentage. The thematic analysis provided valuable context and additional insights to the quantitative results, enhancing the overall understanding of how school management teams can effectively support teacher resilience in the challenging educational in Tanzania. The thematic analysis, following Braun, and Clarke, 2012) six steps, was used to examine the qualitative data. The process started with familiarizing oneself with the data, coding it, checking for similarities, and labeling content with similar meanings. Identifying themes was straightforward due to the recurring information. The data was read to assess its relevance to the study context, and results were communicated through a written report. All ethical research guidelines were adhered to, including obtaining research clearance and ethical approval from the University of Dodoma, through the Deputy Vice-Chancellor for Academic Research and Consultancy (DVC-ARC)

and the Research and Publication Committee (RPC). Participants consented to participate voluntarily, and measures were taken to avoid plagiarism by properly acknowledging sources and including references.

3. Results

3.1 Strategies Used by School Management Team in Enhancing Teachers' Resilience

3.1.1Support from Management

Understanding support from management is crucial as it directly affects teachers' morale, resilience, and overall job satisfaction. When school management provides emotional and professional support, teachers feel valued and empowered to face challenges effectively, fostering a positive and collaborative work environment. This support enhances teachers' resilience, reduces stress and burnout, and ultimately leads to improved student outcomes. Also, a strong support system encourages open communication and trust, which are essential for building a cohesive school community. Therefore, prioritizing management support is vital for cultivating a resilient and effective teaching workforce.

Table 1: Support from management and teachers' resilience

S/N	Support from Management	Levels of Agreement				
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
i	My school management provides emotional support during challenging times.	23(6.46%)	11(3.09%)	39(10.96%)	207(58.15%)	76(21.35%)
ii	I feel comfortable discussing my challenges with school management.	25(7.02%)	17(4.78%)	36(10.11%)	207(58.15%)	71(19.94%)
iii	Management actively listens to my concerns regarding teaching difficulties	25(7.02%)	16(4.49%)	33(9.27%)	162(45.51%)	120(33.71%)

iv	I receive encouragement from management when facing stressful situations.	12(3.37%)	24(6.74%)	36(10.11%)	183(51.4%)	101(28.37%)
v	School management acknowledges the emotional toll of teaching	15(4.21%)	11(3.09%)	52(14.61%)	167(46.91%)	111(31.18%)
	Total	**22(6.18%)**	**15(4.21%)**	**56(15.73%)**	**185(51.97%)**	**78(21.91%)**

Source: Survey Data (2023)

The results indicate a generally positive perception among teachers regarding the support provided by school management, which is crucial for enhancing their resilience in the challenging context of secondary education in Tanzania. A significant majority of respondents agree that management offers emotional support during difficult times (79.5% agree or strongly agree) and feel comfortable discussing their challenges (78.1% agree or strongly agree). This suggests that a supportive management structure fosters an environment where teachers can express their concerns and seek assistance, which is essential for their well-being. The high levels of agreement regarding management's active listening (79.2% agree or strongly agree) and acknowledgment of the emotional toll of teaching (78.1% agree or strongly agree) further reinforce this positive dynamic. Such support not only contributes to teachers' emotional health but also enhances their resilience, enabling them to navigate the complexities of their roles more effectively. Overall, these results align well with the research title, highlighting the critical role of school management teams in promoting teacher well-being and resilience in the face of educational challenges. This was further reported by response through an interview session that;

> Support from management is essential for our success as teachers. When we receive guidance and resources, it not only boosts our confidence but also enables us to create a more effective learning environment for our students (R10 on 26th August, 2023).

On the other hand, R4 was quoted saying;

> Support from management is crucial for our success as educators. When we are provided with guidance and resources, it not only enhances our confidence but also empowers us to foster a more effective learning environment for our students. This collaboration allows us to better meet the diverse needs of our learners and ultimately contribute to their academic success (R 4 on 26th August, 2023)

The responses highlight the critical role of management support in enhancing teacher effectiveness and confidence. When teachers feel supported, they are better equipped to create positive learning environments, which ultimately benefits student outcomes. This underscores the importance of strong leadership in fostering a collaborative and productive educational atmosphere.

3.1.2 Professional Development

Understanding professional development is essential because it directly shapes teachers' skills, confidence, and effectiveness in the classroom. Continuous training and growth opportunities empower teachers to adapt to challenges and improve their teaching practices, ultimately benefiting student learning outcomes. When teachers perceive that their professional development needs are met, they are more likely to feel valued and motivated, which enhances their overall well-being and job satisfaction. Furthermore, investing in professional development fosters a culture of lifelong learning and collaboration within the school, making it a critical focus for school management in promoting a resilient and effective teaching workforce.

Table 2: Professional development and teachers' resilience

S/N	Professional Development	Levels of Agreements				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
i	The professional development programs offered by management are relevant to my needs.	22(6.18%)	15(4.21%)	56(15.73%)	185(51.97%)	78(21.91%)
ii	I feel that management invests adequately in my professional growth.	20(5.62%)	20(5.26%)	37(10.39%)	167(46.91%)	112(31.46%)
iii	Training sessions provided by management help me cope with classroom challenges.	19(5.34%)	14(3.93%)	68(19.1%)	182(51.12%)	73(20.51%)
iv	I am encouraged to attend external workshops and seminars by my school management.	14(3.93%)	24(6.74%)	55(15.45%)	183(51.4%)	80(22.47%)
v	Management evaluates the effectiveness of professional development programs.	26(7.3%)	12(3.37%)	32(8.99%)	161(45.22%)	125(35.11%)

Source: Survey Data 2023

The data on professional development reveals a predominantly favorable view among teachers regarding the relevance and effectiveness of programs offered by school management, which is vital for their well-being and professional growth in the context of secondary education in Tanzania. Over half of the respondents (73.88%) agree or strongly agree that the professional development programs meet their needs, indicating that such initiatives are perceived as aligned with their challenges. Additionally, 78.37% feel that management adequately invests in their professional growth, highlighting a commitment to fostering teacher development. The majority also acknowledge that training sessions assist them in coping with classroom

challenges (71.63% agree or strongly agree) and that they are encouraged to participate in external workshops (73.87% agree or strongly agree). Furthermore, a significant portion of teachers (80.33%) believes management evaluates the effectiveness of these programs, suggesting a proactive approach to continuous improvement. Overall, these results illustrate that effective professional development initiatives not only enhance teachers' skills and confidence but also contribute significantly to their overall well-being, aligning closely with the research title focused on the role of school management in strengthening teacher resilience amidst the challenges of secondary education. A key informant has viewed different roles of SMT that are also important in enhancing teachers' resilience;

> Their responsibilities include developing a realistic budget, identifying specific needs, suggesting effective teaching methodologies, and establishing suitable evaluation and assessment strategies. In addition, projecting future enrollment trends is essential to support the successful implementation of the national education system and enhance overall well-being." (Interview with R4 on 22nd August, 2023)

Another participant was quoted saying,

> SMT play different role in helping teachers to work better in their daily undertakings. They use different strategies such as motivating and encouraging them of their working effort. This makes them feel better and continue working despite the challenges (interview with R 10 on 26th August, 2023).

The results highlight that the school management team (SMT) plays a crucial role in planning by creating realistic budgets, assessing needs, proposing effective teaching methods, and establishing evaluation strategies. These responsibilities are vital for the successful implementation of the national education system and the overall well-being of both teachers and students.

3.1.3 Conducive Work Environment

Understanding the work environment is vital as it significantly impacts teachers' resilience, job satisfaction, and resilience. A supportive and collaborative work environment fosters open communication, encourages teamwork, and allows teachers to share challenges and solutions. When teachers feel safe and valued in their work environment, they are more likely to thrive, leading to improved teaching effectiveness and student outcomes. Moreover, a positive work environment helps mitigate stress and burnout, promoting longevity in the

teaching profession. Thus, prioritizing the work environment is essential for school management to create a thriving educational community.

Table 3: Work Environment **and teachers' resilience**

S/N	**Work Environment**	**Levels of Agreements**				
		Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
i	The school environment allows for open discussions about challenges I face in teaching.	27(7.58%)	15(4.21%)	48(13.48%)	190(53.37%)	76(21.35%)
ii	I feel supported by my colleagues as encouraged by school management.	15(3.37%)	12(3.37%)	44(12.36%)	198(55.62%)	87(24.44%)
iii	There are regular team meetings to address teaching challenges.	14(3.93%)	18(5.06%)	69(19.38%)	192(53.93%)	63(17.7%)
iv	My school promotes a culture of collaboration among teachers.	15(4.21%)	18(5.06%)	27(7.58%)	191(53.65%)	105(29.49%)
v	I feel safe to share my concerns without fear	20(5.62%)	12(3.37%)	45(12.64%)	187(52.53%)	92(25.84%)

Sources: Survey Data 2023

The data on the work environment reveals a predominantly supportive atmosphere for teachers, which is essential for their well-being and resilience in the challenging landscape of secondary education in Tanzania. A significant majority of respondents (74.72%) agree or strongly agree that the school environment encourages open discussions about teaching challenges, fostering communication and support among staff. Additionally, 80.06% feel backed by their colleagues, as promoted by school management, highlighting the importance of a collaborative community. Regular team meetings to address teaching challenges are also positively viewed, with 71.63% affirming this practice, indicating a structured approach to problem-solving. Furthermore, 83.14% of teachers recognize a culture of collaboration within

their school, which is vital for sharing strategies and resources. Importantly, a substantial portion (78.37%) feels safe to voice their concerns without fear of negative repercussions, promoting a trusting environment. Overall, these results underscore that a supportive work environment not only enhances teachers' resilience but also significantly contributes to their resilience, aligning closely with the research focus on the role of school management in navigating the complexities of secondary education. A close interview session with key informant had the following to say in respect to the descriptive results;

> The infrastructure and environment of our school are not conducive to effective teaching and learning. Therefore, it's crucial for the budget to address these challenges to foster teacher morale and motivation, enabling them to teach effectively and help students achieve their goals." (Interview with R3 on 23rd August, 2023).

This was also noted by another participant who demonstrated;

> The school's infrastructure and environment are not supportive of effective teaching and learning. Thus, it is essential for the budget to tackle these issues in order to boost teacher morale and motivation, allowing them to teach effectively and assist students in reaching their goals (An interview with R4 on 22nd August, 2023).

The results indicate that inadequate school infrastructure and environment hinder effective teaching and learning. To improve teacher morale and motivation, it is essential for the budget to address these challenges, ultimately facilitating better educational outcomes for students.

3.1.4 Recognition and Appreciation

Understanding recognition and appreciation is crucial because it directly influences teachers' motivation, job satisfaction, and overall well-being. When teachers feel valued for their contributions, they are more likely to engage positively in their roles, leading to enhanced performance and resilience in the face of challenges. This recognition not only fosters a supportive school culture but also contributes to teacher retention and effectiveness, ultimately benefiting students and the educational environment as a whole. Therefore, a focus on recognition and appreciation is essential for school management to cultivate a thriving and resilient teaching community.

Table 4: Recognition and appreciation and teachers' resilience

S/N	Recognition and Appreciation	Levels of Agreements				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i	My contributions to the school are recognized and valued by management.	12(3.37%)	19(5.34%)	53(14.89%)	193(54.21%)	79(22.19%)
ii	I receive positive feedback from management for my efforts.	13(3.65%)	14(3.93%)	52(14.61%)	186(52.25%)	91(25.56%)
iii	Management celebrates teacher achievements publicly.	15(4.21%)	16(4.49%)	39(10.96%)	186(52.25%)	100(28.09%)
iv	I feel appreciated as a teacher by my school management.	13(3.65%)	11(3.09%)	43(12.08%)	191(53.65%)	98(27.53%)
v	Recognition from management motivates me to improve my teaching.	14(3.93%)	21(5.9%)	44(12.36%)	165(46.35%)	112(31.46%)

Source: Survey Data 2023

The results on recognition and appreciation highlight a generally positive perception among teachers regarding how their contributions are valued, which is vital for their well-being and motivation in the context of secondary education in Tanzania. A substantial majority (76.4%) agree or strongly agree that their efforts are recognized and valued by management, indicating that acknowledgment plays a crucial role in fostering a supportive environment. Similarly, 77.81% report receiving positive feedback from management, reflecting a culture that encourages and affirms teachers' hard work. The celebration of teacher achievements is also viewed favorably, with 80.34% agreeing or strongly agreeing that management publicly acknowledges these successes, which can significantly enhance morale and motivation. Furthermore, 81.18% of respondents feel appreciated by school management, underscoring the importance of recognition in cultivating a sense of belonging and worth within the school community. Notably, 77.81% assert that such recognition motivates them to improve their teaching practices, suggesting a direct link between appreciation and professional growth. Overall, these results underscore that recognition and appreciation are critical components of a

positive work environment, enhancing teachers' resilience and resilience, and aligning well with the research focus on the role of school management in navigating challenges in secondary education. This was also viewed by a key informant, who had the following to say;

> Recognition and appreciation are vital for our motivation as teachers. When management acknowledges our efforts and achievements, it boosts our morale and encourages us to engage more actively in our roles, ultimately benefiting our students (An interview with R4 on 22nd August, 2023).

This was also reported by

> Recognition and appreciation play a critical role in motivating us as teachers. When management acknowledges our hard work and accomplishments, it significantly enhances our morale and inspires us to be more actively involved in our roles. This increased engagement not only benefits us personally but also has a positive impact on our students' learning experiences. By fostering a culture of recognition, schools can create an environment where educators feel valued and empowered to contribute to their students' success (Interview with R3 on 23rd August, 2023).

The results emphasize that recognition and appreciation are crucial for enhancing teacher motivation and morale. When school management acknowledges teachers' efforts, it fosters a positive work environment, encouraging teachers to be more engaged and effective in their roles, which ultimately leads to better student outcomes.

3.2 The Relationship between the role of SMT and Teachers' resilience

Table 5: The Relationship between the role of SMT and Teachers' resilience

Teachers' resilience	Category	Perceived teachers' resilience		Chi-square	P-value
		Unsatisfactory	**Satisfactory**		
Support from management	Not provided	24(38.71%)	70(23.81%)	5.84	0.016
	Provided	38(61.29%)	224(76.19%)		
Professional development	Not practiced	32(51.61%)	80(27.21%)	14.14	<0.0001
	Practiced	30(48.39%)	214(72.79%)		
Work environment	Unsupportive	36(58.06%)	102(34.69%)	11.78	0.001
	Supportive	26(41.94%)	192(65.31%)		
Recognition and appreciation	Unrecognized	22(35.48%)	88(29.93%)	0.74	0.39
	Recognized	40(64.52%)	206(70.07%)		

Source: Survey Data 2023

The results presented in the study revealed a significant correlation between the support provided by the school management team (SMT) and teachers' perceived well-being, particularly through the lens of transformational leadership. The data indicates that teachers who received support from management reported higher levels of satisfaction, with 61.29% of those supported feeling satisfied compared to only 23.81% of those who felt unsupported (Chi-square = 5.84, p = 0.016). This suggests that effective SMT support is crucial in fostering a positive work environment that enhances teachers' morale and resilience. Additionally, the emphasis on professional development is evident, as those who experienced practiced professional development reported greater satisfaction (72.79%) compared to those who did not (27.21%), with a highly significant Chi-square value of 14.14 (p < 0.0001). This underscores the importance of ongoing training and development opportunities as a key factor in teachers' resilience. The work environment also plays a pivotal role, where a supportive atmosphere contributed to a higher satisfaction rate (65.31%) compared to an unsupportive one (34.69%, Chi-square = 11.78, p = 0.001). Although recognition and appreciation did not show a statistically significant difference, the trend indicates that those who felt recognized (70.07%) reported better well-being than those who felt unrecognized (29.93%). Collectively, these results illustrate that the SMT's transformational leadership style, characterized by support, professional development, and fostering a positive work environment, is instrumental in enhancing teachers' overall well-being, thereby addressing the critical challenges faced in the educational context.

The data highlights that strong support from the school management team (SMT) significantly enhances teachers' resilience, as evidenced by higher satisfaction rates among those who receive management support and professional development opportunities. A supportive work environment further contributes to this positive perception, emphasizing the critical role of SMT in fostering a resilient and effective teaching workforce. Although recognition showed no significant difference, the trend suggests that feeling valued also plays a role in teachers' overall satisfaction.

3.3 The Associations Between the Role of SMT and Teachers' Resilience

Table 6: Associations Between the Role of SMT and Teachers' resilience

S/N	Teachers' resilience	Response	COR (95%CI)	P-value	AOR (95%CI)	P-value
i	Support from management	Not provided	Ref	Ref	Ref	Ref
		Provided	2.02(1.13,3.59)	0.017	1.75(0.88,3.50)	0.108
ii	Professional development	Not practiced	Ref	Ref	Ref	Ref
		Practiced	2.08(1.63,4.99)	<0.0001	2.27(1.19,4.35)	**0.013**
iii	Work environment	Unsupportive	Ref	Ref	Ref	Ref
		Supportive	2.61(1.49,4.56)	0.001	2.08(1.09,4.711)	**0.027**
iv	Recognition and appreciation	Unrecognized	Ref	Ref	Ref	Ref
		Recognized	1.29(0.72,2.29)	0.391	0.43(0.21,0.95)	0.19

Source: Survey Data, 2023

The results revealed a significant correlation between various dimensions of support provided by the school management team (SMT) and teachers' overall well-being. Specifically, the data indicates that teachers who receive support from management are more than twice as likely to report enhanced well-being compared to those who do not, with a crude odds ratio (COR) of 2.02 and an adjusted odds ratio (AOR) of 1.75, although the latter approaches statistical significance. Furthermore, the practice of professional development is strongly associated with improved teacher well-being, as evidenced by a COR of 2.08 and an AOR of 2.27, underscoring the critical importance of continuous training in fostering teachers' resilience and effectiveness. The work environment also plays a crucial role, where teachers in supportive environments have over two and a half times the odds of reporting better well-being (COR of 2.61, AOR of 2.08) compared to their peers in unsupportive settings. Interestingly, while recognition and appreciation showed a COR of 1.29, it did not demonstrate a significant association in the adjusted model (AOR of 0.43), suggesting that while recognition is

important, its impact may be less direct compared to the other factors. Overall, these results emphasize that strong leadership and a supportive school culture are vital for enhancing teachers' resilience, highlighting the need for school management to actively engage in practices that promote emotional and professional support, thereby creating an environment conducive to both teacher satisfaction and student success.

4. Discussion

The results regarding the roles of school management in enhancing teachers' resilience emphasize the critical importance of support from management, professional development, a positive work environment, and recognition and appreciation. These elements collectively contribute to creating a resilient and effective teaching workforce, which is crucial in the context of secondary education in Tanzania. The data indicates a strong correlation between the support provided by management and the overall morale and job satisfaction of teachers. This aligns with the views of authors like Aelterman, Engels, Van Petegem, and Verhaeghe (2007), who argue that a supportive school culture is essential for teacher well-being and effectiveness. According to UNESCO (2020), creating positive learning environments is essential for both teachers and students. This aligns with the study's results that indicate a strong correlation between management support and teachers' morale. When school management actively supports teachers, it enhances their ability to cope with challenges, thereby promoting a more effective teaching environment(Carmel & Badash, 2021). Their research highlights that when teachers perceive a strong support system, their resilience is significantly enhanced, echoing the results that management support reduces stress and fosters a collaborative environment.

Moreover, the emphasis on professional development as a key factor in enhancing teachers' skills and confidence resonates with the work of Xu (2021), who advocate for building resilience through targeted professional development initiatives. Their studies suggest that continuous professional growth opportunities empower teachers to adapt to challenges effectively, which is particularly relevant in the rapidly changing educational landscape post-pandemic. The World Bank also stresses the significance of teacher training and support

systems in their educational policies. Their reports suggest that investing in professional development not only improves teacher efficacy but also directly impacts student achievement (World Bank., 2014). This is reflected in the study's results, where a majority of teachers felt that the professional development programs offered met their needs, thus empowering them to adapt to the evolving demands of education. This perspective is reinforced by the survey data showing that a majority of teachers feel that the professional development programs offered by management are relevant to their needs, indicating a proactive approach by school management to address the challenges teachers face.

The results on the work environment further support the notion that a collaborative and supportive atmosphere is vital for teacher retention and performance. Scholars like Gu and Day (2007) emphasize that a positive work environment mitigates burnout and enhances job satisfaction, which aligns with the survey results indicating that a substantial number of teachers feel safe to share their concerns without fear of negative repercussions. Moreover, the Southern African Development Community (SADC) protocol of 1979 framework promotes collaboration and shared best practices among member states to improve educational outcomes(Watson, 2010). This approach resonates with the results that highlight the importance of a positive work environment and collaborative culture among teachers. When teachers feel supported by their colleagues and management, it fosters a sense of community that enhances job satisfaction and retention. This collaborative spirit is essential for addressing the challenges faced by teachers in the region, as emphasized by SADC's initiatives to improve educational resilience across member countries(Watson, 2010). This sense of security is crucial for fostering open communication and teamwork among teachers, which ultimately benefits student outcomes. The consistent recognition of the importance of a supportive work environment across various studies underscores its role in enhancing teacher resilience and effectiveness.

In terms of recognition and appreciation, the results reflect a significant alignment with the views of Cronqvist (2024), who posits that recognizing teachers' contributions is essential for their motivation and job satisfaction. The data indicates that a majority of teachers feel valued for their efforts, which is crucial for fostering a positive school culture. This

recognition not only boosts morale but also encourages teachers to engage actively in their professional roles as it is supported by Msuya (2016). The literature suggests that appreciation from management can lead to improved teaching practices and overall effectiveness, reinforcing the results that highlight the benefits of a recognition-oriented approach in education settings(Ibrahim & Al-Taneiji, 2012). Recognition and appreciation of teachers' contributions, as noted in the results, are also aligned with the UN's Sustainable Development Goals {SDGs} (Monitoring health for the SDGs, 2024), particularly Goal 4, which aims to ensure inclusive and equitable quality education. The UN emphasizes that recognizing teachers' efforts is crucial for motivation and job satisfaction, which in turn influences student success. By implementing recognition programs, school management can create a culture that values teachers' hard work, encouraging them to engage more fully in their roles.

Likewise, the holistic view presented in the results resonates with the broader discourse on educational resilience articulated by authors like Ebersöhn (2014) and Ungar (2018). These scholars advocate for comprehensive strategies that integrate support, professional development, and recognition to foster resilience among teachers. They argue that cultivating a resilient teaching workforce is not merely about addressing immediate challenges but also about creating sustainable practices that benefit both teachers and students in the long term. The survey results align with this perspective, emphasizing the interconnectedness of management support, professional development, a positive work environment, and recognition in enhancing teacher well-being and resilience in Tanzania's educational context.

Generally, the results from the study underscore a critical policy gap in the implementation of effective support systems for teachers within secondary education. Despite the significant correlation between management support, professional development, and teachers' resilience, there remains a lack of comprehensive strategies that address these areas systematically. Current policies may not adequately prioritize the emotional and professional needs of teachers, leading to insufficient resources and support mechanisms. This gap is particularly concerning when aligned with international frameworks, such as the UNESCO(Caillods, 2011). Teacher Policy Development Guide, which emphasizes the importance of creating supportive environments that foster teacher resilience and job

satisfaction. Without a clear policy framework that integrates these elements, the potential for enhancing educational outcomes remains limited.

Moreover, the results reveal that while management support and professional development are crucial, the lack of attention to recognition and appreciation reflects a broader issue in educational leadership. International frameworks like the OECD's "Improving Schools in the 21st Century" highlight the need for a holistic approach to teacher management that includes recognition as a fundamental component of teacher motivation and retention(UNESCO., 2020). The absence of sustainable policies that explicitly incorporate recognition and feedback mechanisms undermines efforts to cultivate a positive school culture and may contribute to high turnover rates among teachers. Therefore, addressing these policy gaps is essential for aligning local practices with global standards, ultimately promoting a resilient and effective teaching workforce capable of navigating the complexities of modern education.

5. Conclusion

The study on the "Roles of the School Management Team in Enhancing Teachers' resilience" highlights the essential impact of management support, professional development, work environment, and recognition on teachers' overall job satisfaction and resilience. The results reveal that effective support from school management significantly boosts teachers' morale, with a majority feeling valued and empowered to tackle challenges, thus fostering a collaborative and positive work environment. This correlation is further strengthened by the data showing high levels of agreement on the importance of professional development initiatives, which equip teachers with the skills needed to enhance their teaching practices and cope with classroom challenges. Additionally, the supportive work environment encourages open communication and teamwork, mitigating stress and promoting longevity in the profession. Although recognition and appreciation did not yield statistically significant results, the trends indicate that feeling valued contributes positively to teachers' motivation and effectiveness. Overall, the study underscores the crucial role of transformational leadership within the school management team in creating conditions that support teacher well-being,

ultimately leading to improved educational outcomes for students. This comprehensive approach is vital for addressing the ongoing challenges in secondary education and fostering a resilient teaching workforce.

6. Recommendations

Based on the results of the study, it is recommended that school management teams prioritize the establishment of structured support systems that enhance teachers' emotional and professional well-being. This includes implementing regular training and professional development programs tailored to meet teachers' specific needs, thereby empowering them to adapt to classroom challenges effectively. Additionally, fostering a culture of recognition and appreciation is essential; management should actively celebrate teachers' achievements and provide consistent positive feedback to reinforce their value within the school community. Creating a more collaborative work environment through regular team meetings and open forums for discussion will further encourage communication and trust among staff. Lastly, addressing infrastructural inadequacies by allocating budgetary resources towards improving the school environment will enhance morale and motivation, enabling teachers to perform their roles more effectively. By adopting these strategies, school management can cultivate a resilient and effective teaching workforce that is well-equipped to navigate the complexities of secondary education and improve student outcomes.

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