



Research Article

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Exploring Enabler Actions Influencing Basotho Teachers' Wellbeing to Cope with Schools' Adversities at a Rural School

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Abstract

Teachers at South African schools work under unfavourable conditions that manifest as burnout, fatigue, exhaustion and stress, violence, lack of infrastructures, lack of resources, poor working relationships, inflexible curriculum, etc. Despite these conditions, they still managed to do their jobs to uplift their community. Against this background, this study explored enabler actions that influence Basotho teachers to surmount schools' adversities at a rural school district. It adopted a qualitative multiple case study as a research design and semi-structured interviews as data collection instrument. Four participants ($n=4$; females, aged 25-35 years) were selected through purposive and convenience sampling techniques. All participants worked at a South African rural school in Free State province, South Africa. They are Basotho speakers and have at least three years of teaching experience. The thematic findings revealed that Basotho teachers developed enabler actions to cope with schools' adversities and adjust to social and cultural environments. These include the availability of supportive services, awareness of inadequate assets, awareness of teachers' strengths, developing of teacher resilience, self-efficacy, problem-solving skills, managing self-emotions, and self-confidence. This study concluded that the identified enabler initiatives contributed and stabilized the Basotho teacher wellbeing effectively regardless of challenges at a rural school.

Keywords: Basotho teachers, Problem-solving skills, Rural school, Schools' adversities, Self-emotion, Teacher resilience, Teacher self-efficacy, Teacher wellbeing

1. Introduction

In the past decade, witnessed an increase in teacher wellbeing using different approaches (Han & Yin, 2016; Roffey, 2012). In positive psychology, wellbeing refers to the expression of a positive emotional state, which results from the harmony between the sum of specific environmental factors and the personal needs and expectations of teachers (Aelterman, et al., 2007; Seligman, 2011; Wissing, et al., 2014). The understanding of teacher wellbeing in this study could be subjected to a multidimensional approach, which includes five components, such as positive emotions, engagement, relationships, meaning, and achievement (Seligman, 2011). The positive emotions dealt with the teachers' feeling and enjoyment of coming to work daily, such as comfort, pleasure, sense of belonging, and warmth. The engagement concerns the teachers' interest in being absorbed in their work to improve their teaching and achieve their goals. The relationships focus on the developmental teachers' relationships and

meaningful among their peers and learners at work. The meaning consists of teachers' purposes in their work. Finally, the achievement dealt with the teachers' experiences to accomplish their work. However, it is important to invest in the teacher's health and wellbeing teachers because it may improve positive teaching and learning results.

2. Enabler Actions Influencing Teacher Wellbeing at Schools

It is essential to note that there many actions that influenced teacher wellbeing at schools.

2.1 Conceptualising of teacher wellbeing at schools

Studies of teacher wellbeing have been explored from different standpoints in psychological, mental health, and educational contexts (Berryhill, Linney & Fromewick, 2009; Lever, Mathis & Mayworm, 2017; McCallum, Price, Graham & Morrison, 2017). McCallum et al. (2017) explored the importance of teacher wellbeing and its impact on teachers' work from the independent school sector. Zhu, Devos, and Li (2011) evaluated teacher organisational commitment to wellbeing outcomes of school culture. Some studies acknowledged that academic success and achievement of learners and teacher wellbeing are positively associated with the quality of their work at schools (CESE, 2014; Jefferis & Theron, 2017; McCallum & Price, 2010; McCallum et al. 2017). Yin, Huang, and Wang (2016) investigated teachers' emotional nature and how damaging their wellbeing. Yin, et al.'s (2016) findings showed that trust in colleagues was a major factor, which could benefit teacher wellbeing. Besides, it suggested that teachers who used more reappraisal were more likely to be psychologically healthier than those who adopted suppression (Yin et al., 2016).

There is a substantial amount of existing literature on the negative factors influences related to teachers' work. Many studies focused on teachers' ethical and moral purposes in the educational context (Bullough, 2011; Kleinsasser, 2014). Scholars have investigated the nature of adversities that affect teachers at workplaces (Maughan, Teeman & Wilson, 2012; Tshiredo, 2013), others described the critical problems that teachers encountered daily at schools and explored its causes and suggested constructive recommendations (Kimathi & Rusznyak, 2018; Sahan, 2016; Sarıçoban, 2010). Consequently, some urban schools implemented successfully and sustained the lifestyle needs of teacher wellbeing, while rural schools failed to address it. Findings have shown that negative emotions such as stress, burnout, fatigue, and exhaustion influenced teacher wellbeing and affected teacher performance at schools (Blase & Blase, 2007; De Wet, 2010; Wong & Zhang, 2014). Other scholars highlighted that learners' misbehaviours, disruptive behaviours of learners, and learners' disrespect towards teachers, peers, and principals nowadays could affect the teacher's wellbeing (Marais & Meier, 2010; Mestry & Khumalo, 2012; Sun & Shek, 2013). Similarly, Gangsterism, drug abuse, and violence in the school community are other factors that can affect the mental health of the teacher and reduce their performance (Mncube & Madikizela-Madiya, 2014). Scholars have found that heavy workload, inflexible curriculum, high school drop rate and low school attendance, school absenteeism, and disinterest in their work affected teacher wellbeing at schools (Ayaz, 2015; Pretorius, 2016; Weiden, 2007). Lack of parental involvement in their children's education could also affect the wellbeing of teachers (Pena, 2000; Wilson, Teacher & Elementary, 2006). Growing demand and expectations of teachers, reform of curriculum, and rapid changes of technology in the wide world have been a had been found as influential elements of teacher wellbeing at schools (Education Committee, House of Commons [ECHC], 2017; Gu, 2014). The professional teachers' duties are complex and varied and require expert knowledge, advanced specialised skills, and professionalization from teachers (DBE & DHET, 2011).

It is relevant to note that working conditions have influenced teacher wellbeing and may foster schools' effectiveness and productiveness. Thus, the teacher wellbeing needs to be valued by considering multidimensional factors such as teachers' physical health, socioemotional, cognitive, and emotional states. Reviews on positive approaches have shown that enabling initiatives and actions

might influence teachers to adapt, sustain, and enhance their wellbeing against challenges. It further turned positively influence the quality of teaching and the good life experiences of teachers. Similarly, previous studies revealed that teachers who reported risky psychological diseases due to their professional experiences performed well (Hiver, 2018; Leahy, 2012). Scholars have also indicated that teachers' wellbeing and mental health generally responded positively to schools' adversities when receiving support from principals, colleagues, and professional networks (Aelterman, et al., 2007; McCallum, et al., 2017).

Cook, Miller, Fiat, Reshaw, Frye, Joseph, and Decano (2017) evaluated the Achiever Resilience Curriculum to promote teacher wellbeing at schools. Their findings suggested that teachers could better cope with stress. It further indicated that teachers improved their teaching, developed self-efficacy, and could better cope with stress (Cook, et al., 2017). There was also a relatively positive correlation between teachers' wellbeing, teacher self-efficacy, and demographic factors (Mehdinezhad, 2012). Furthermore, Daniels and Strauss (2010) explored teachers' emotional wellness at South African schools, who experienced professional challenges, including unsafe work milieu, unreasonable expectations of school communities, and socio-economic challenges. The findings revealed that these challenges could cause potential emotional illness among teachers (Daniels & Strauss, 2010).

2.2 *Developing teacher resilience as an enabler factor*

It is now relevant to situate the discourse of developing teacher resilience in an educational, environmental context. Resilience referred to the capacity that recovers from individual experiences of psychological adversity, functions effectively, and grows adaptively (Masten, 2009; Sisto et al., 2019; Windle, 2011). Furthermore, it is a positive adaptation despite adversity (Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter, 2014). Similarly, Neenan (2009) argues that it is not the absence of emotions or the presence of positive emotion, but it is generally about managing emotions and not suppressing them. Other scholars reported that resilience is not exclusively a personal attribute but is rather a complex construct (Benard, 2004; Mansfield, Beltman, Price & McConney, 2012), which is based on the dynamic quality relationship between risky and protective factors that help teachers to maintain a sense of moral purpose and commitment to achieve their teaching responsibilities and learning outcomes (Gu, 2014).

Regarding its complexity, emotional management depended on individual thinking flexibility when responding to adverse events (Neenan, 2009). Neenan (2009) opined that resilience tends to influence our feelings and actions by identifying, challenging, and changing our thinking and behaviours. Resilience is a major factor in daily teachers' professional careers and their active process of growth. It helps individuals to move towards their goals and to pursue what is important to them (Mirea, 2013; Neenan, 2009).

Two complementary components of resilience in the literature on teacher resilience are essential to discuss in this study. These include sustainability and recovery. The first is the capacity for individuals to maintain positive results, although negative experiences, while the second concerns individuals' ability to bounce back from these adversities (Zautra, Hall & Murray, 2008). Studies have explored sustainability's relevance in fostering teachers to thrive rather than survive in their professional careers (Beltman, Mansfield & Price, 2011; Kitching, Morgan & O'Leary, 2009; Mansfield, et al., 2012). Scholars have also examined the concept of resilience in early career teachers (Johnson, et al., 2014; Papatraianou & Le Cornu, 2014). Margolis, Hodge, and Alexandrou (2014:395) highlighted that resilience "frequently masquerades as a set of coping mechanisms to promote teacher wellbeing, when it primarily benefits educational institutions at the expense of individual teacher, leading to unsustainable professional circumstances". All their findings have supported that resilience contributed to teaching career preparation, effectiveness, and persistence in the profession.

This study assumes that teacher resilience can mean more than bouncing back efficiently from difficulties. It is the capacity that helps the teachers to maintain their equilibrium and sense of commitment and agency in their daily responsibilities and roles in which teachers teach. Hong (2012)

investigated strategies teachers use to manage and sustain their motivations and commitment in classrooms to identify how they respond to adversities and increase their self-efficacy through consistent achievement. The results demonstrated that resilience is a success and perseverance model, promoting teacher retention and effectiveness at schools (Hong, 2012). Previous studies have been conducted on the role of relationship in building early career teacher resilience (Eldridge, 2013; Johnson et al., 2014; Le Cornu, 2013). Their results revealed that the learning communities of individual engagement in mutually empathic and responses oriented on teacher resilience could understand what promotes the teacher wellbeing. Teacher resilience capacity is a dynamic process that results from the interaction over time between an individual and the environment (Beltman et al., 2011). However, it is a driven part of their expert knowledge, advance specialised skills, and professionalism requirements in which they worked and lived. Teacher resilience should be understood as a teacher's responses to any adversity that involves the students' emotional pain.

2.3 *Teacher self-efficacy as enabler action*

Teacher self-efficacy involves teachers' self-judgments about their ability to affect students' outcomes, especially for those who appear unmotivated or difficult to teach (Bandura, 2010; Ross, Romer & Horner, 2012). Teachers with high self-efficacy feel that they can be effective with students even in the face of challenging contexts (Fayer, Lacey & Watson, 2017). Teacher efficacy involves personal skills and competencies and how contextual factors, such as resources, affect effective teaching and student support. Researchers had shown that a strong teacher self-efficacy is positively related to learners' teaching behaviour and academic performance (Mosoge, Challens & Xaba, 2018; Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuk & Pavlushin, 2018). Staden (2015) explored factors that influence full-service school teacher self-efficacy within an inclusive education system and enable them to implement a successful inclusive education. The results show that adequate professional development and sufficient support help teachers feel more equipped to address and consequently experience positive self-efficacy beliefs (Starden, 2015). This study aimed to explore the enabler actions that influence Basotho teachers' wellbeing to cope with adversities at a rural school.

3. Methodology

3.1 *Research approach and design*

This study adopted a qualitative research design to address the research questions. Its focus was to understand, explain, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people (Kumar, 2019). The interpretivism research paradigm guided this study. According to Kumar (2019), interpretivism is underpinned by the philosophical doctrines of idealism and humanism. Kumar (2019) highlighted that the idea of interpretivism does not mean that the world is not real, but we can only experience it personally through our perceptions, which influenced our preconceptions, beliefs, and values; we are not neutral, disembodied observers but part of society. Its choice was useful because it helps to subscribe to the researcher's ideas, which encounter a world already interpreted and reveal to humans' meanings rather than discover universal laws (Kumar, 2019). This is relevant to the study because it explores enabler factors such as teacher resilience and self-efficacy, self-emotions, which are already being interpreted in some other parts of the world.

Multiple case studies were adopted as a research design in this study. According to (Maree, 2016), the research design is a strategic plan that moves from an underlying philosophical assumption to specifying the selection of participant processes, data gathering techniques to be used, and data analysis to be performed in research. Case study research referred to an imperial inquiry about a contemporary phenomenon that is a case, which is set within its real-world context (Maree, 2016). The case can be usually set from an individual, group, community, instance, episode, event, a subgroup of

a population, a town, or a city (Kumar, 2019). This design is based on the assumption that the case being studied is typical of cases of a certain type. Therefore, a single case can provide insight into the events and situations prevalent in a group from where the case has been drawn (Kumar, 2019). The researcher was able to gather information about enabler actions influence teacher wellbeing. Basotho's use as a native language of the participants helped to understand the participant's worldview regarding coping with schools' adversities.

3.2 Population, sampling, and participants

The population referred to a large collection of individuals or objects that focused on a scientific query (Bernard & Bernard, 2012). This study involved all the Basotho teachers selected from rural schools in the Free State province. Non-probability purposive and convenience sampling techniques were employed for the selection of participants. These techniques were suitable for the study due to its less expensive, less time consuming, and most convenient (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). Sample referred to a small group of cases from a large group (Walliman, 2017). The sample size was composed of four participants (N = 4), females and Basotho speakers selected from a rural school in the Free state province, South Africa.

Furthermore, the use of home language was important because participants are fluent in their native language and use the language to usually expressed their opinions and views at length, in detail, and in a way that might be personal and unique (Babbie, 2011). It helped the researcher better understand enabler factors that influence teacher wellbeing in a rural school setting and bring strength to what already existed through previous related studies. All participants have at least three years of teaching experience.

3.3 Instrument

Semi-structured interviews were used as data collection instruments to explore the enabler factors that influence Basotho teacher's wellbeing to cope with school challenges. It involves a two-way conversation in which the interviewer questions interviewees about ideas, beliefs, points of view, opinions and behaviours, and feelings. The use of in-depth interviews was beneficial and adequate for the various objectives of this study. First, it helped gather in-depth information, and the interviewees had a wider application in complex situations (Ranjit, 2011). It allowed the interviewer to investigate and pursue an idea or response in more detail (Ranjit, 2011). However, interviews had some disadvantages as they are time-consuming and expensive. The semi-structured interviews consisted of asking the participants questions about the factors that enabled them to cope with rural schools' adversities. Furthermore, the interviewers were requested to recount their experiences or their point of view related to the study's objectives.

3.4 Data Analysis

This study employed a thematic analytical technique to analyse the data collected. Thematic analysis is preferred to systematically identify, organise, and offer insight into meaning (themes) across a dataset (Braun & Clarke, 2013; Mostafa & Koroush, 2016). This technique useful to the study because it allows the researcher to see and make sense of collective or shared meanings and experiences (Braun & Clarke, 2013). For example, it identifies what is common to the way a topic and talked or written about and making sense of those commonalities (Braun & Clarke, 2013). Rubin and Rubin (2011) suggested that the approach is important because it helps to discover themes and concepts from interviews. Braun and Clarke (2012) further noted that thematic analysis allows the researcher to focus on the data in numerous ways. Thematic analysis is a clear, uncomplicated, and straightforward qualitative study that does not need theoretical details and technical knowledge such as discourse analysis or conversational analysis (Mostafa & Koroush, 2016). Mostafa and Koroush (2016) observed

that the thematic technique has potential pitfalls, resulting in weak analysis. For example, if a person is a bias, unprofessional, and simplistic in doing thematic analysis, this sometimes destroys thematic analysis's value and validity. The result becomes desired and positive and thus leads to serious damage. In this study, the thematic approach followed different stages, including data organisation, familiarization with the data, data coding, identifying themes and sub-themes, and examining the themes.

3.5 Procedure

The Research and Ethics Committee of the University of Free State approved the research protocol, and the Department of Education granted authorisation to access the selected high schools in Thabo Mofutsanyane District to conduct the research, and so did all school principals. The selected schools assisted in identifying the Basotho teachers. Thereafter, all needed information regarding the study were contained in an ethical consideration form provided to participants where their right to participate in the study was indicated. They were also free to withdraw from the study anytime they felt uncomfortable during the research process without penalty. After they had read and understood the study's essence and how it was to be conducted, teenage fathers' parents or guardians authorised them, through written and signed consent forms, to participate in this study. All the interviews were conducted in Basotho, the participants' home language. The interviews were conducted in the head of department's office after school. Each interview was audio-recorded under the participants' permission and lasted approximately twenty minutes.

4. Thematic Results

4.1 Enabler actions influence Basotho teachers to cope with schools' adversities

4.1.1 Availability of supportive services

Results showed that supportive services' availability was an enabler action that helps Basotho teachers cope with rural schools' challenges. Participants stated that supportive services consisted of helping each other have a positive attitude and feeling good about their wellbeing against school adversities. All of them mentioned a designed program of support for helping teachers overcome adversities encountered at schools. Most of them declared having wellbeing support services integrated with SBST but that it is more focused on learners support rather than on teachers' support. Basotho teachers seemed to have little knowledge about the availability of support wellbeing programs around the school and the department. On the question of whether the counselling unit assisted respondents on how to cope with challenges that they daily faced at schools, two participants stated the following:

"...as for wellbeing programs are programs that are designed to help people about their wellbeing"
(Participant 1).

"... wellbeing programs that I know of is SBST, which focuses more on learners, not educators" (Participant 2).

From the preceding, Basotho teachers seek support from their colleagues to balance their wellbeing. The results suggest a supportive culture among teachers, which helps colleagues have a sense of belonging, involvement, enjoy a good climate, collaborate, and trust one another at schools. They further stated that colleagues always display positive attitudes when there are initiatives of innovations but that they encounter challenges related to lack of parenting and abolishing corporal punishment's authoritative leadership style.

"...I engage a lot with my peers who we still have almost the same experience...I come to school and do my work..." (Participant 2).

"...As corporal punishment prohibited at schools support helped them a lot, especially when they had to deal with undisciplined learners" (Participant 3).

The participants' responses showed that Basotho teachers recognised the availability and knowledge of counselling around rural schools. Most of them explained that counselling could be a way of helping an individual to overcome personal or any issue they come across.

"Counselling I think its way of assisting people about their problem or the way of assisting people to overcome their problem..." (Participant 3).

4.1.2 Awareness of inadequate assets

The thematic analysis results further revealed that awareness of inadequate assets could help Basotho teachers be flexible and cope with schools' adversities. Teachers acknowledged facing unsafe environments in their daily lives. They are aware of schools' poor conditions, such as insufficient furniture in classes and classroom settings conducive to learning. They recognised working in a complex environment where overcrowdedness is prevalent, high workload and lack of undisciplined learners. They also stated that the inflexible exam timetable, which does not accommodate the pacesetters. They claim that they were aware that it is sometimes unable to complete teaching as per pacesetter. Furthermore, they recognised that the physical and materials work conditions are inadequate. For example, textbooks are not enough for all learners in school, and that classrooms accommodate too many learners at some schools. They are aware of role ambiguity in the School Management Team (SMT), and that school climate is influenced by poor interpersonal relationships among the SMT and teachers, and teachers themselves. The excerpts below are most illuminating:

"I know there are many challenges in our schools ..., the first challenge that I am facing is the overcrowdedness in class (ke ruta bana ba bangata haholo ka furniture e nyenyane). I teach too many learners with a not enough furniture, so the over-crowdedness (e sukudisa haholo ha bana ba tlemeha ho ngola). is a disturbing factor when learners have to write things like di tests and exams" (Participant 1).

"The children's behaviour as well, it sometimes very difficult to deal with some of the children and even when it comes to disciplining them, you will give the child this rules and the other teacher will come to change the rules" (Participant 4).

"Nna (my is) challenge yaka, ke qeta hoba le haka (I just got myself a house) and kena (I have) le husband. Mosebetsing ke na (at work I have too much) le workload e ngata" (Participant 3).

"Starting with the admin, the admin stuff somehow hinders our normal functioning because sometimes you will go there ask for copies, and they will take their time. Sometimes they will tell you that there is no paper or there are no markers. When it comes to the SMT they do not treat us as colleagues because they think they are more superior to us" (Participant 4).

Therefore, the participants acknowledged having overcrowded classrooms but managed to reach all learners in a given time, as there are too many learners in classes. Overcrowding sometimes allows learners to cheat in tests and examinations, as teachers cannot supervise effectively or move freely between desks. This, in turn, affects the test's validity as some learners might have copied. Furthermore, the respondents stated that their self-efficacy also allow them to deal with all these issues.

"...the factor that can help overcome the lack of textbook challenge is if the school could get textbooks and more furniture, more classes so that bana bao ha ba le fifty ka classing (when the learners are fifty in the class) at least two classes can accommodate 20 or 30 kapa (or) 25 to 25 so that the teacher can manoeuvre in the side of the class because a teacher needs to manoeuvre inside of the class o kgone ho bona hore bana ntse ba etsang (you can't see what learners are doing" (Participant 1).

"The challenges contribute in a negative way to my wellbeing as a person, for example over-crowdedness, as a teacher ha o kgone ho bona hore bana ba hao ba (you cannot see the learners who are struggling) struggle. Le ha o tlofa bana (even when you going to give learners) feedback it is difficult because ha ba dutsi ba le bangata ka (they are too many in class) classing ha ba ngola test (when they write a test), its

evident hore bana bao ba qopitsane (that those learners are copying from each other)” (Participant 1). “ke nahana (I think) what can affect my self-efficacy, is when people superior to me do not believe in what I do, because I won’t be able to move forward, because that person who supposed to support me turn me down, and what can enhance it, I feel like my superior can be serithi saka (my image), like sometimes if they can go with me in class when I am teaching, guiding me. Not just professionally, but sometimes emotionally.” (Participant, 2).

4.1.3 Developing self-efficacy

Results on the development of teachers' self-efficacy suggest that self-efficacy could be an enabler action for Basotho teachers to cope with schools' challenges and improve their wellbeing at rural schools. They indicated that they are efficient in their core mandate. They recognized being instrumental to the good results produced by learners, vital to effective management control of the class, critical to the comprehension of lessons by learners, responsible for the good relationship learners have with teachers, and making learners successful and independent. Basotho teachers sampled believed that they contribute to their learners' development despite working under schools' unfavourable situations. Their responses revealed that they have fruitfully contributed to developing their learners' cognitive, affective, and social skills.

“Personally, the strategy that I am using is to dissocialise myself from everybody. I think that is the only way that makes me feel better and my learners. I come in the morning I sign, attend meetings if any, and go to class to teach them. I do not sit in the stuff I sit in my office, sometimes my car. After school, I sign out and go home. I do not normally socialise; I prefer my own space” (Participant 4).

The competence of Basotho teachers helps them build their confidence and foster their problem-solving skills, which are vital for making a decision and developing resilience against adversities at the workplace.

4.1.4 Developing problem-solving skills

Results revealed that developing problem-solving skills could be an enabler factor assisting Basotho teachers in dealing with rural schools' adversities. The participants stated that they combined a wide range of competencies and knowledge to comprehend the current situation effectively and effectively solve problems and proffer solutions. They claim they can resolve teaching and learning issues over the years. They acknowledged that they applied numerous tactics and built these skills relevant to daily life challenges. They often were active on suggesting ideas to the management to foster effective teaching and learning. Basotho teachers said that they were flexible and always considered issues from diverse perspectives. They further claim that they resolve issues amicably and provide adequate solutions to the current pedagogic or content situations. They believed to address adversities by analysing issues objectively and are creative and optimistic all the time. They believe in taking practical actions to improve their situations, hoping that contentious issues will be addressed. The below statement can illustrate these.

“I think, when I want to instill something to my learners, I need someone (a tlo mfang) going to give me courage, for example, I came up with a plan (hore ke batla bana ba se ke ba qopitsana), I want learners to not copy from each other, my power comes in when I suggested something and my HOD take and acknowledge my ideas” (Participant 1).

“This problem (ha e tlo) is going to be solved only by) solver fela ke department of education (this problem is not only going to be solved by the department of education alone” (Participant 2).

4.1.5 Awareness of Basotho teachers' strengths

The analysis further indicated that awareness of their strengths could help Basotho teachers manage

adversities at a rural school. Based on this variable, a participant suggested that teachers should be given the subjects they majored in to teach to make teaching and learning more effective.

"I teach maths lit and even if I attend that class ha ke na (I do not have) energy for class tseo (those classes) because ke etsa ntho eo ke sa e rateng (I do what I do not like). So it is like I can specialise, for example, I also teach physics and I go the extra mile for physic. Another thing my principal does not like extramural activities, so that makes me all down because I am a sports person" (Participant 3).

4.1.6 Managing self-emotions

Results on Basotho teachers' emotional intelligence revealed that managing self-emotions could be an enabler action that assists Basotho teachers in handling adversities at a rural school. When ambiguous roles, lack of time, time pressure, and workload are considered, teaching and learning become cumbersome. Basotho teachers acknowledged that they have carefully controlled and regulated themselves by adopting, pleasant emotions, goodwill measures, and behaviours to promote teachers' wellbeing to achieve effective teaching and learning in certain circumstances. It helped them change and reduce their negative feelings and responses related to stressful situations, including depression, frustration, embarrassment, etc. They believe that they will change for the better, and they keep themselves busy to take their minds off the contending issue.

I want to see myself out of the class (Ke batla ho ipona ke tswile ka) classing, and for me to do that, I have to be the best in the content matter. What keeps me moving is that I want to be somewhere in life other than the classroom and that what keeps me moving (Participant 3).

"I think it starts with the person him/herself. For instance, it starts with me saying that preparing yourself because you are not working alone will be problems. So I am preparing myself; I talk to myself to say stay in your lane, do what you think is right for you, and remember why you are there at school. I choose to be there at school because I want to give knowledge to the learners. Whatever obstacles come, I have to tilt them or to work with them, so they do not hinder me, and that purpose of teaching (Participant 4).

"My HOD told me on Friday, (o kopana lenna) meet me at corridor (o tshwere) having the circular of the workshop, and first I see the word technology and I told her that I don't teach technology because I was already angry with the manner that she approached me on the corridor. She is my manager she was supposed to call me to the office and with that attitude from my HOD you see that treatment is like I am not a professional and she just like (o nka fela motho ho tswa strateng) she takes just a person from the street and (wa nlaela) order me. Ha understand (ke na le mabaka) she does not understand that I have things to do. So (ke boleletse mme hore ha keye moo) I told her that I am not going there. Therefore, the principal came to me and explained better, and I agreed. Before I became a teacher, I am a human being. When people approach me, they need to remember that and treat me as a woman being" (Participant 2).

"Embarrassing enough, my deputy principal turned me down the other day, and I just burst out and told her whatever that I told her, and then I went to my car and sat there and cried alone. One teacher is very close to me, and he came to me and spoke to me and made me realise where I went wrong. After that, I went to my Deputy Principal to apologize, knowing that what I did was correct (Participant 4).

4.1.7 Developing resilience

Results demonstrated that developing resilience could be considered an enabler action that influences Basotho teachers to cope with individual adversities such as stress, depressions, etc. at a rural school. The participants acknowledged that resilience is a positive way of adapting and achieving stability in the workplace despite challenges such as role conflicts, lack of appreciation, the pressure at work, etc. They believed in finding constructive ways to understand work dynamics and complexity, which characterised the rural school context. They also acknowledged that developing resilience helped them cope with their professional demands, such as preparing their lessons, using innovative ideas to work smoothly, and implementing government policies. The excerpts of two participants confirm these claims:

"My personality drives me, ke motho eo e leng hore (I am the person whom) I do not allow anything to bring me down, I do not like to take sites, I am down to earth." (Participant 1)
"Resilience has to do with my personality, starting with my manager, I do have it. For example, if something does not make sense and ho be ho batluwa ke e etse (then it is expected that I do it), another example, coming here at the workshop with my school kids." (Participant 2).

5. Discussion and Conclusion

This study found out that Basotho teachers develop various enabler actions that sustain their wellbeing against the schools' adversities. These comprised availabilities of supportive services, awareness of inadequate assets, developing self-efficacy, developing problem-solving skills, awareness of teachers' strengths, developing resilient teachers, and managing self-emotions. Day and Gu (2010) agree that 'personal characteristics and competencies could be affected by social and cultural environments. Individuals independently interacted with and contribute to the development of resilience building.

Findings derived from the thematic analysis demonstrated that awareness of inadequate assets helped Basotho teachers sustain their wellbeing with school adversities. This finding is consistent with results reported in Venter (2014), which indicated that teacher awareness as a process of mapping asset should be considered by identification, management, mobilising of the assets based instead of focusing on adversities and it contributed to the understanding of learning and teaching processes (Eloff, 2006; Ebersöhn & Eloff, 2006).

The study's findings further indicated that Basotho teacher's awareness of their strength facilitates school adversities at rural schools in South Africa. Several scholars have reported previous studies (Cornelissen, 2016; Smit, 2013; Wolhuter, Oosthuizen & Van Staden, 2010). Smit (2013) emphasized that teacher protective actions and induction might successfully manage challenges at schools.

Findings reported that the development of problem-solving skills supports Basotho teacher in developing a sense of wellbeing and adapting to school adversities. This finding has been reported in previous research. It has been found out that teachers who are continuously opened to learning from challenges developed a sense of identity over time to become resilient teachers (Johnson, et al., 2014). The study also found out that the development of teacher resilience could further foster teacher wellbeing. Similarly, findings have also been reported consistently by Cornelissen (2016) and Leahy (2012), where resilience was related to teacher wellbeing. Resilience can protect a person against adversities that could be inimical to personal wellbeing (Clonan et al., 2004; Cornelissen, 2016). Previous literature has identified the complexities of teacher resilience and the enabling factors that influence wellbeing (Day & Gu, 2013; McCallum et al., 2017).

It is pertinent to note that coping with work adversities can positively affect an individual's psychological and wellbeing. Cornelissen (2016) opined that regardless of the challenges, there are enabling factors internal to individual' strengths that influence teacher wellbeing to cope with challenges at schools. This perspective is consistent with previous studies, which reported that teachers should be trained on how to deal with and reduce their psychological distress to function effectively (Crawford, 2006; Hayes, 2013). Hayes's (2013) study showed the importance of teachers having the potential to manage their emotions and avoid the suffocating effect of fear and anxiety when faced with workplace adversities. Some scholars emphasized the dependence of individual personality and the level of a stressful situation (Dumitru & Cozman, 2012; karimzade & besharat, 2011) while others concentrate on the individual perception of being controllable on problem-focused. For example, work-related, thus, emotionally based coping is generally used the situations in which the stressor is less controllable (Baqtayan, 2015; Heth & Somer, 2002).

The study's findings suggest that developing self-efficacy could help Basotho teachers deal with schools' adversities. Besides, Leahy (2012) highlighted the importance of developing school culture as an enabling action that allows teacher confidence to grow as they learn from schools' adversities daily. Similarly, previous studies reported consistency of results, which revealed that teacher self-efficacy

could enable coping strategies and ways of managing challenging behaviours that could hamper teacher wellbeing (Soini, Pyhältö & Pietarinen, 2010; Sosa & Gomez, 2012; Staden, 2015). Therefore, it is essential to note that schools' adversities could negatively affect teachers' ability, self-efficacy, self-belief, wellbeing, and resilience to manage learners' negative behaviours at schools in moments when teachers lose control of their emotions (Cornelissen, 2016).

It is important to consider that teachers in rural schools work under unfavourable conditions. Despite these adversities, they continue managing to be productive and effective in their professional careers. Basotho teachers contribute to learners' development of academic and social achievement. However, this study concluded that it is important to explore enabler actions that influenced teacher wellbeing in rural schools. The development of actions is significant because it helped in understanding teacher resilience in rural communities. It further leads to teacher wellbeing and fosters creativity and the attainment of tangible results in teachers' professional career development.

Teacher wellbeing is a complex issue in teaching and learning contexts; thus, teachers should adopt a holistic approach to maximise their wellbeing. This includes, among other variables, the implementation of enabler actions and initiatives that complement their strategies (McCallum et al., 2017). The proposed holistic approach will help them promote revitalisation, motivation, energy, teacher self-efficacy, and resilience, producing positive outcomes for the individual teachers and the entire community (McCallum et al., 2017:34). This study acknowledged that better performance, hardworking and non-ending spirit of these teachers working regardless of the adversities, could significantly contribute to the development of knowledge in the teacher-being and rural school and community. It is valuable to produce the psychosocial skills and cultural dynamics within, beyond the school environments in educational psychology. This study believed that teachers should not always complain about school adversities. Still, it should consider a different approach for understanding and cope with workplace challenges, enabling their wellbeing, and producing positive performance at the South African schools.

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