'How do teachers construct and cultivate resilience in children and young people?: A cross cultural study between Northern Nigeria and South Yorkshire.'

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Abstract

This thesis explores resilience from the point of view of teachers; an unusual voice within the research. Using an explanatory sequential mixed methods design, an e-questionnaire (quantitative n = 14) and narrative interview (qualitative n = 4) were used to paint a picture of resilience and gather the stories of informants; teachers. Authentic accounts of the informants' constructions of resilience were elicited using a Personal Construct Psychology Tool: Model of the World. These stories were then analysed using the Listening Guide (a feminist tool) to amplify the stories that were told about teacher experiences and practice. The findings return us to our original inquiry; 'do teachers in South Yorkshire and Northern Nigeria construct and promote resilience in the same ways?' From an etic (across cultures) perspective, the evidence would suggest that all teachers in our sample take a process view of resilience. However, from an emic perspective (within culture) there are some nuanced differences that can be attributed to differences in culture.

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CHAPTER 1: INTRODUCTION

Introduction

My thesis aims to explore resilience in teacher practice from two different cultural contexts; Northern Nigeria and South Yorkshire. In the United Kingdom, resilience discourses have taken the forefront in educational policy and planning. However, in my experience, resilience discourses in Northern Nigeria are not found in the political domain in the same way. These differences have made me curious about resilience as a construct and how it may be interwoven within experiences of individuals in different contexts. Naturally, having found myself as a member of both communities in Northern Nigeria (as a native and professional) and South Yorkshire (since joining the doctoral training), I was intrigued to examine this phenomenon from a unique point of view. The ensuing pages will take you through my journey of gathering teachers' stories of how they construct and then promote resilience in children.

Since the birth of Positive Psychology in the early 1990s, psychologists have been curious about studying how people are able to overcome and thrive in the face of adversity or hardship (Wright & Masten, 2015). At first, trait views of resilience promoting that children had innate qualities were explored (Ungar et al, 2012). However, as evidence of nuanced examples of 'positive adaptation' became evident in different cultures, 'more ecological process-oriented conceptualization of resilience' emerged (Ungar et al. 2012). More recently, researchers (Wright and Masten, 2015, Theron and Liebenberg 2015, Ungar 2015) have shifted their attention to studying how well conceptualised understandings of resilience can explain cultural differences.

Teachers represent very important contributors in the microsystem around children. Naturally, teacher conceptualisations and promotion of resilience has a significant impact on children. However, teachers do not live in a vacuum, they are

heavily influenced by the meso and exo systems they exist within. Nevertheless, there has been very limited research on how teachers conceptualise resilience and how they in turn, promote it in children. Most teacher studies on resilience focus on achievement. Teacher bias and its impact on development is a popular area of research. For this reason, it felt important to contribute to the body of this research and expand our understanding of this 'missing piece.'

1.1 Positionality

I am a Northern Nigerian citizen who has spent most of her adult life immersed in the culture and traditions of the region. In recent years, the region has been affected by insecurity owing to the activities of a violent extremist group, 'Boko Haram' (an affiliate of ISIS). In the last decade an approximated 2.9 million Nigerians have been displaced due to these activities(UNICEF, 2021). In addition to this, recent banditry has complicated a fragile situation putting extreme pressure on my community and even some family members (Amnesty International, 2020) . I am aware of ways in which trauma affects children, and how this may impact on their education.

1.1.2 Researcher position

'When a researcher provides information about their beliefs, it gives their audience a better understanding of the potential influences of research.' (Shannon-Baker, p.321 2016). Naturally, when analysing I will be influenced by assumptions based on my own beliefs, experiences and biases (Willig, 2013).In light of this, it is important that I declare my positionality as a researcher.

I became interested in studying resilience as it gives the opportunity to build on strengths. I have witnessed how communities foster resilience in Northern

Nigeria. However, though teachers represent a powerful group within childrens' ecology, the work of teachers in this domain is largely undocumented. This sparked my interest in the topic of resilience in schools.

Conversely, as a trainee educational psychologist who has been in training during the COVID-19 pandemic, some of the parallels about adversity and resilience started to become apparent in my new context, South Yorkshire. This has informed my curiosity in the topic of resilience from a cultural perspective.

Moreover, as a student who comes from the 'Global South' I am keenly aware that some discourses are firmly situated in contexts that do not represent my lived experience. To this extent, I find that it is important for us to celebrate all voices without privileging certain perspectives over others. I do not believe there is a need for perspectives to be measured by other perspectives, rather, it is vital to understand what those perspectives are and how we might come to understand them. To this extent, I believe that my positionality is closely aligned to social constructionism.

1.2 Structure of my thesis

My thesis is divided into 6 chapters. It aims to answer two research questions:

1.How do teachers construct resilience? What understandings do they draw upon to conceptualise it?

2. How do teachers cultivate resilience?

Chapter 1 provides an overview of the thesis exploring my positionality and the structure of the thesis. Chapter 2 offers a critical literature review on the concept of resilience, models with which resilience has been studied, resilience discourses in

Northern Nigeria and South Yorkshire, and lastly some theories and concepts related to resilience. Though the literature review was designed to create a theoretical conceptual map of the research subject, it would be important to note that resilience can be an illusive concept. The models of research; variable-centred, person-centred and hybrid models express the methods of studying resilience. These could easily be confused with the theories that have been developed as a result of the studies undertaken. For instance, some studies have used a person-centred approach to examine resilience. Discoveries from these studies may have suggested an ecological or process view of resilience, in which the person's resilience is determined by the interaction of that individual to their environment. In some cases, it is hard to distinguish the theories and concepts from the way they were studied. I conclude that the literature falls short of expressing a robust picture of resilience from a cross-cultural perspective.

Chapter 3 offers a step by step explanation of the methodology used. The research was designed as a mixed methods study with an explanatory sequential design (Cresswell, 2022, p55). Using an electronic- questionnaire to gather a backdrop of the way teachers conceptualise and promote resilience, I also used the participants to purposively select participants. Only the participants who met the inclusion criteria were used for the qualitative interviews conducted online.

In Chapters 4 and 5, I analysed and interpreted the data I collected from the quantitative and qualitative data. In Chapter 4, I used descriptive analysis and simple thematic analysis to paint a picture of the respondents and their understanding of resilience. Using the Listening Guide, a feminist analysis tool, and 'Model of the world' a Personal Construct Psychology tool, I gathered and examined stories of my informants in Chapter 5. The Listening Guide was able to 'facilitate psychological

discovery' of our informants and their stories (Woodcock 2016, p3). The Model of World exploration on the other hand, provided a deep look at constructs teachers held and how this translated to their practices.

In Chapter 6, the discussion was preceded by an integration statement. This sets out how the two data sets have been combined to draw out metainferences. Metainferences are insights that are born out of intense reflection of surprising and unusual aspects of the combined data. Emphasis is placed on how the cross cultural insights can be understood from an emic (within) or etic (outside) perspective (Jahoda, 1980, p. 114). A joint display table is used to discuss the integrated points and metainferences drawn from the (Cresswell & Plano Clark, 2018 p. 220). Chapter 6 is concluded with the limitations of my study and a 'So what?' section where I tried to link the findings to Educational Psychology Practice.

CHAPTER 2: LITERATURE REVIEW

Introduction

The aim of my research is to compare the understandings teachers draw upon to construct and cultivate resilience in children across two cultures.My research will examine teachers in Northern Nigeria as well as South Yorkshire. In laying the foundation for the literature review, I have explored the elusive meaning of resilience and considered its historical development (Masten & Reed, 2002). The review also critically examines the discourses that frame our current understanding of resilience in the UK and Northern Nigeria, by looking at the religious, cultural and political dimensions that are represented in those discourses. Furthermore, the review explores the ways in which resilience has been conceptualised in research as an attribute, a process or an outcome in childhood studies. Several resilience models, studies and theories have been explored (See 2.1.1 & 2.2) to paint a rich contextual picture of what resilience is and suggest possible dimensions that inform its construction.

2. What is resilience? Is there a universal understanding?

Resilience is originally derived from the latin word 'resilire' meaning to 'leap or spring back; to rebound, recoil.'(Wright & Masten 2015, Fletcher & Sarkar 2013). According to Wright and Masten (2015) it first appeared in scholarly material in 1818 when the word resilience was used to refer to the 'property of timber that allows it to thrive'(p4). Subsequently it was adopted by ecologists and developmental scientists as a metaphor for the capacity of a dynamic system to respond to threats, survive and continue to prosper(p5).

The term has not been without controversy in agreeing an operational definition that is accepted within and outside of scholarly discourse. According to the Handbook of Positive Psychology, resilience 'is a class of phenomena characterised by patterns of positive adaptation in the context of significant adversity' (Masten & Reed, 2002). There are two main features or 'judgments' in this operational definition. The first judgement suggests the subject is 'okay' or beyond okay. The second judgement indicates the individual faced extenuating circumstances that threatened a positive outcome for them. Wright and Masten (2015) offer a similar definition but underscore the need to define resilience alongside the concepts of positive adaptation, risk, adversity and 'stressful life events' (p. 5). Without these definitions, the term resilience may be confused with many other concepts that intersect with it.

In early literature about resilience, the terms 'adaptation' "invulnerable," "stress-resistant," or "resilient" were commonly used (Wright & Masten 2015, Masten & Reed, 2002) . As interest in the area grew, the concept came to be better associated with the term 'resilience.' 'Adaptation,' unlike resilience, is a concept that is closely related to survival and evolution. This may imply the strong scientific history of the concept and the idea of 'survival of the fittest.' It is not surprising then, that a significant body of research in resilience is found in the medical literature supporting the idea of a medical-scientific view of the concept. A residual feature of this medical bias is seen in the measures adopted by social researchers. In the early studies, resilience was often measured in external outcomes (success) not internal states (mental wellbeing). However, it is not entirely unusual for terminology to reflect the leanings of the scholarly community.

Is resilience a universal concept? Extensive research has been undertaken in a variety of cultural contexts exploring resilience. The context of war and conflict around the world has created important terrains to study this phenomenon. A landmark study was the Kauai Longitudinal Study where a group of 'high risk' Hawaiian youth were followed over 32 years (Wright & Masten, 2015). Other research has focused on youth within the Isreali-Palestinian,Afghanistan and Syrian conflicts. The concept of resilience seemed to be commonly agreed upon by researchers from diverse backgrounds, however the yardstick for 'evaluating positive adaptation are often based on normative expectations for behaviour in the context of age, culture, community, society and history' (Wright & Masten 2015, p. 6). This means, resilience may take different forms from one context to another, even though its defining characteristics will remain the same.

These differences have made it difficult to compare studies in resilience as one study may measure very different ways of positive adaptation to a variety of developmental tasks. Developmental tasks are defined as 'good outcomes on the basis of a track record of success meeting age-related standards of behaviour' (Reed & Masten, 2002, p. 76). In this case, researchers have had to be careful in looking at what they study and how that may be comparable in the context that is being studied. In most western societies, the trajectory of development tasks follow a similar pattern, but these could be interpreted differently in other contexts.For instance, the expectations of when a child or young person would be expected to fish/hunt or their ability to fulfil certain traditional activities like song and dance during a festival are likely to vary from one culture to another (Wright & Masten, 2015). Telzer and associates (2014, 2009) also looked at the notion of family assistance in Mexican, Chinese and European youth. The expectations of supporting family were

much higher in Mexican and Chinese youth compared to their European counterparts (Telzer et al 2014, and Telzer & Fulgini, 2009).

2.1 How is childhood resilience promoted?

Though resilience is a challenging term to define, the literature indicates that resilience has been conceptualised as a trait, a process or an outcome (Fletcher & Sarkar, 2013). These three domains are consistent with the way childhood resilience is promoted within the literature. As a trait, personality assets or resources like easy temperament, self efficacy and self esteem have compensatory effects on adversity (Fletcher & Sarkar, 2013, Luthar & Zigler, 1991). Researchers who ascribe to resilience as a trait or attribute, take a within child model. For these theorists, a child would be considered resilient if they can regulate their emotions under stressful situations. As a process, resilience is not considered a static characteristic, rather it is a fluid constellation of environmental and contextual factors that support or remove the activation of protective factors (Ungar, 2015, Fletcher & Sarkar 2013). So that if a child has a strong and secure family support system, they are more likely to be resilient when they move to a new school. Lastly, resilience is sometimes discussed as an outcome; what happens after a child has been exposed to risk factors and has successfully employed assets and resources to show positive adaptation (Wright & Masten, 2015, Fletcher & Sarkar, 2013).

Researchers like Van Breda (2018) distanced themselves from simplistic definitions of resilience which seem to illustrate an 'unnatural split between process and outcome' (p4).A strong argument is made in her paper about a unified understanding of resilience as a 'process' (explaining the reasons for the positive outcomes) as well as an 'outcome' (a declaration of what occurs after the process).

'Thus one could say that a person or social system is 'resilient' because it evidences good outcomes in the face of adversity. On the other hand, one could say that the resilience of a person or social system is supportive of relationships and a hope for the future' (Van Breda, 2018).

2.1.1 Resilience versus vulnerability

Resilience and vulnerability are sometimes juxtaposed as two opposing concepts, whereas the relationship between them is not so simplistic. Luthar & Zigler (1991) chose to examine the relationship between the two terms as they relate to stressors. Stressors were initially studied through life events measures- which were self report tools that required the respondent to evaluate/ enumerate stressful life events. This suggests that early resilience studies were concerned with how major traumatic events impact on wellbeing. Some limitations of life events tools were that it was difficult to establish a cause and effect relationship between the stressors and subsequent adaptation or lack of it. As a result, researchers later proposed a 'small hassles' tool arguing that everyday stressors are better indicators of resilience. Their idea was that major traumatic events work in the same way as with small hassles- where a significant adverse event has an impact only because it disrupts the person's ability to resolve the small hassles (Luthar & Zigler, 1991).

Using data gathered from findings about the impact of stressors on vulnerability or resilience, three models of resilience and vulnerability were developed (Luthar and Zigler 1991). The *compensatory model* is a simple additive model where two mechanisms are in place. Similar to a weight-balancing mechanism, when stressors depress competence levels, personal attributes help increase adjustment levels. In the *protective versus vulnerability model*, there is an

interactive relationship between stress levels and personal attributes in predicting adjustment. That is, if a person is resilient, a protective process takes place and the interaction does not produce any stressful behavior. Without a protective process being triggered in vulnerable people, the interaction causes the stress levels to increase resulting in poor adaptation. Finally, in the *challenge model*, there is a curvilinear relationship between stress and adjustment where the presence of stress could increase the ability to adjust to that stressor. (Luthar & Zigler 1991, Fletcher & Sarkar, 2013).

Looking at vulnerability and resilience using these models enables us to appreciate the complex nature of stressors and how they interact not only with our personal attributes, but also the environment and also our developing competencies. As illustrated in these models, vulnerability and resilience are part of a continuum that each person may operate between within different contexts.

2.1.2 Within Child Models

Within Child models of resilience take root in arguments that consider resilience as a trait. In medical models of resilience, developmental theorists perceive assets individuals possess as innate characteristics that help them overcome adversity(Masten & Cicchetti, 2010). This closely correlates with Ungar's (2015) individual dimensions. Here Ungar explores individual temperament, personality cognitions (including locus of control, self regulation and empowerment) as a dimension of resilience that has mediating effects on risk factors. However, further research reveals that these within- child characteristics only account for some of the differences in children's ability to show resilience. In situations where the severity and chronicity of the traumatic event is high, other contextual dimensions

(like the availability of family, community resources are better predictors of adaptation (Ungar, 2015).

2.1.2.1 Adverse Childhood Experiences (ACEs). In 1998, Felitti and associates outlined ten adverse childhood experiences linked to negative outcomes of people in adulthood (Davis & Cane, 2016).

> 'The original study focused on 10 specific experiences of childhood adversity: verbal abuse or intimidation, physical abuse, sexual abuse, emotional neglect, physical neglect, divorce or separation, domestic violence affecting one's parent(s), alcoholism in the household, depression or other mental illness in the household, and incarceration of a household member' (Davis & Cane, 2016)

In the 3 decades since this landmark study, significant interest in the subject has led researchers to examine this phenomenon deeper. ACEs affect people of all demographics however its prevalence in deprived communities reveals an association to economic inequalities. Resilience programs promoting protective processes have a great impact on future outcomes for those who have experienced adversity in childhood (Bethell et al, 2017). ACEs prevention models incorporate a systemic approach where community resources, public policy, networks are evoked in combination to family interventions like home visits (Davis & Cane, 2016).

ACEs provide us with another opportunity to view resilience from a 'process' point of view. Studies on childhood adversity suggest the ecology around the child is likely to have a significant impact on their ability to overcome challenges.

2.1.2.1.1 Promotive vs Protective factors. Following a study of 11 countries; Canada, United States, China, India, Israel, Palestine, Russia, Gambia, Tanzania, South Africa and Columbia, Ungar and his associates (2007) drew some important conclusions about resilience. Despite the differences in the cultures of the adolescents across the 11 countries, Ungar et al (2007) identified 7 common protective factors. Relationships, a powerful identity, personal control and efficacy, social justice, access to material resources, sense of cohesion and cultural adherence were found to be present in varying degrees in each sample (Ungar 2015). Protective factors are 'measurable characteristics of individuals associated with positive outcomes particularly in the context of high risk' (Wright & Masten, 2015). Garmezy classified these protective mechanisms into three categories; dispositional attributes, family cohesion and warmth, and the availability and use of support systems (Luthar & Zinger, 1991) Dispositional attributes include temperament, intellectual ability, sense of humour, and internal locus of   control. Family cohesion and warmth supports resilience processes by providing children with at least one secure parental relationship, and a nurturing support system. External support can function as an insulator for adversity for parents and children allowing them to thrive (Luthar & Zinger, 1991).

Promotive factors are assets or resources that are associated with better adaptation (Wright & Masten, 2015). Admittedly many protective factors also have promotive qualities- and many researchers use the terms interchangeably. In attempting to differentiate the two terms, Wright and Masten (2015) refer to the quality of the protection offered as being the determinant of whether a factor is only protective or also promotive. That is, promotive factors have a greater impact than

protective factors. A parent can function as a promotive factor as their effect is felt in all domains across chronic and severe contexts of adversity.

Whether studying resilience using Variable- Focused, Person-Centred or Hybrid models, it is inevitable that researchers will be interested in promotive and protective factors as they interplay with a particular trait, the situation or the community where the individual is examined within.

2.2 History of Resilience

Though the term itself only received research interest in the last part of the previous century, the idea of resilience has long been represented in folklore where heroes and heroines achieve great feats under hardship to attain impossible goals (Masten & Reed, 2002). These are echoed in stories of my Nigerian childhood where underdogs, often depicted as animals, would overcome a long and treacherous journey and in the end, be rewarded with success (Nassau, 1912). In Labarin Mowa da Bora (The story of Mowa and Bora), a popular Northern Nigerian story, two half sisters play out the virtues of perseverance, hard work and overcoming adversity. Mowa (the favoured one) was a spoiled and entitled little girl who would wet her bed and switch her covers with that of her sister's, Bora. Bora (the disliked one) was a good natured obedient girl who was always asked to pick up after her sister Mowa. One morning, Bora was given the task of visiting a mystical river, Ruwan Bagaja (the River of Cures) to wash and clean the bed linens which she was accused of soiling. The adventure of how she voyaged to this enchanted river outlines the importance of being attentive, honest, obedient, grateful and hardworking. In these stories, interesting transmission of values of perseverance, hard work and eventual self realisation are enforced.

Consideration of resilience as a psychological construct appeared to grow around the 1970s and 1980s with the strengthening of the Positive Psychology movement (Wright & Masten, 2015). Historically, the discipline of psychology was concerned with the restoration and reparation of damage. According to Seligman (2002) in his introduction of the Handbook of Positive Psychology, theorists like Freud sought to look into the past to seek understanding of how to restore the present and make 'whole' again (p. 4). ' However, a paradigm shift occurred with the help of Humanistic theorists who sought to look at the affinity of self to find fulfilment, meaning and purpose, not just survival and tolerance (Masten & Reed). The idea of building on internal strengths as a way of supporting and safeguarding against weakness awakened the idea of Positive Psychology and with it the concept of resilience (Snyder & Shane, 2005).

Some credit must also be given to Lois Murphy for rebuking the research community in 1962, for focusing their studies on negative outcomes and amassing 'problem' literature (Reed& Masten, 2002). The observations of psychiatrists and psychologists who were more likely to focus on risk factors and negative outcomes, started to focus on an unusual group of children who seem to thrive despite their problems. This created a 'call to action for research on the phenomenon of doing well in the context of risk.' (Masten & Reed, 2002, p. 75, Handerson & Milestein, 2002 p. 4). In the decades that followed, studies about resilience led to the development of three models of research. Commonly identified as variable-focused, person-focused and hybrid models, they account for the body of research conducted in the area. These models of research will be discussed further in the next section 'Development of resilience in Psychology.'

2.2.1 Development of resilience in Psychology

As resilience theories developed, the need to have models of studying the concept also evolved. Unlike some concepts in Psychology that seem to remain firmly in the domain of the intellectual community, resilience has transcended the scholarly spaces and is an important discourse within the domains of educators, policy makers, economic strategists and even sports professionals (Fletcher & Sarkar, 2013). The diversity of those utilising the research findings by scholars underscores its need to be robust. Moreover, these layers of utility have made the concept of resilience one that is ecological; supporting different domains and dimensions (Ungar, 2015). The paragraphs below will seek to use the models of research to explore the development of resilience in the discipline of Psychology.

2.2.1.1 Variable-Focused Models. In variable focused methods of research, investigators are concerned with the interaction of risk factors and how assets- strengths and resilience qualities- have compensatory effects on the outcomes for a person(Masten & Reed, 2002). That is, using statistical tests, the effect of protective and promotive variables are studied to explore if there is an effect or relationship. In this type of modelling all the variables are classified as negative (violence), positive (good sense of humour) or ambiguous (intellectual ability and parenting); the absence or presence of which may have a serious effect (Wright & Masten 2015).

With widespread research in this domain, some studies have focused on the 'differential reactivity' of children and how that affects the way a child may experience adversity. Some children are more responsive to negative, risk-promoting factors while others are more open to positive, development-enhancing factors. As a result of this 'sensitivity,' the child is more responsive or reactive to the environment

in a particular way- which may make them more vulnerable or more resilient. In this aspect of variable focused research, these attributes or susceptibility factors like temperament and personality are also studied (Wright & Masten 2015).

Other models have sought to look at how the child also impacts on the variable; these types of modelling are called transactional and cascade models. In 1982, Patterson suggested the coercion model(Wright & Masten 2015, Masten & Reed, 2002). Here, he proposed that the child is an active and transformational element within the variable-outcome relationship. In his writings, Patterson illustrated how the non-compliance behaviour of a child may result in a more disciplinary stance by parents. Though the parents are reacting to the child's behaviour, their response is a reaction to the child who is then experiencing the risk factor of violence for example. Therefore, the transaction of the parents and child as well as the resulting complex ripple effects are the subject of investigation.

2.2.1.2 Person Centred Models. Person Centred Models are more interested in studying the individual and using that as the primary aspect of analysis. In this model, qualitative and quantitative aspects can be explored. Qualitative studies of resilience focus on discovering the personal experiences, meanings and attributes of the subject. These types of studies deepen our understanding of each experience and enrich our insight into new pathways of resilience. (Wright & Masten, 2015).

The Kauai Longitudinal Study is a case study that exemplifies the person-centred model using a quantitative methodology (Wright & Masten, 2015). In this approach, Werner & Smith(1982, 1992, 2002) grouped children with the same risk factors (perinatal stress, chronic poverty, troubled family environment and parental psychopathology) into two groups, those who were resilient and those who were not. Their goal was to follow these children comparing between the two groups, to

appreciate what factors influenced the difference. Different measures were used to estimate resilience at ages 1,2,10 and 18. Researchers concentrated on measures such as temperament, attachment, reading and problem solving abilities, delinquency and completion of high school studies. At the age of 32, when Werner (1996) took another measure of the Kauai cohort- to determine if they 'grew into competent young adults, who loved well, worked well, played well and expected well,' there was a consistent picture of high adaptation in the resilient group, but some interesting outcomes in other groups as well (p. 48).

Since the publishing of the Kauai study, other researchers have developed models of classifying resilience into four distinctive classes with risk and adaptation along two axes. Therefore, the groups would be classified in four quadrants; resilient group (high risk- high adaptation), vulnerable group (high risk-low adaptation) competent group (low risk- high adaptation) and maladaptive group (low risk, low adaptation) (Masten & Reed, 2002). With comparisons within and across groups, studies present a richer picture of the actual.

2.2.1.3 Hybrid Models. All three models represent methods of resilience research , however Hybrid models are person-centred approaches that have further evolved. They aim to understand not just the characteristics of the groups, but to go further by combining the quantitative approaches with further qualitative understanding of each individual's pathway. Pathways seek to identify the growth and development course over a period of time. In understanding pathways, it will be possible to not just gain an understanding of where a child is, but how they might recover or thrive in a traumatic situation. (Wright & Masten, 2015).

According to Wright and Masten (2015), different trajectories or pathways have been identified by investigators after traumatic events. Stress resistance is the

type of pathway that describes a person who maintains stable and positive adaptive behaviour despite adversity. This type of person shows resilience at all times and does not seem significantly affected by what is happening externally. A second is referred to as a 'recovery trajectory.' This type of trajectory is similar to the first, however, there is evidence of a significant effect of a negative factor, followed by a recovery. That is, the 'recovery pattern' indicates that the person was affected by the event, but used their resources to return to their pre-exposure period. A third type of trajectory studied is called 'emergent resilience' or 'normalisation.' Here a person is exposed to a high level of risk factors at the start of their life, but following some positive event, the person's resilience develops and they normalise. Lastly, researchers have identified yet still, transformational or growth patterns, where the individual seems to be strengthened with exposure to adversity (Wright & Masten, 2015).

2.2.2 Religious influences on constructing resilience

Religion has been found to provide a protective effect for individuals and 'higher levels of religious faith and spirituality were associated with a more optimistic life orientation- greater perceived social support, higher resilience to stress and lower anxiety' (Annalakshmi & Abeer, 2008) However, other than the function of religion as a resilience process, it also frames the understanding of adversity. The two main religions in Nigeria are Islam and Christianity (Dowd, 2016). Sharing the same conceptual background, the notion of resilience is deeply rooted in the concept of an afterlife, heaven, reward and recompense. In Islam, adversity is framed as a necessary and welcome reality of an adherent. A person is encouraged to show patience and persevere when faced with hardship.Trials (fitan) are designed to refine

one's character(Jones et al, 2016 p. 933, Cowden et al, 2023 p. 251, Saritoprak & Abu-Raiya, 2023 p. 185). Christians draw on a similar notion of sacrifice and service; where the true reward of difficulty is to be encountered in heaven after a person dies. This is embodied in the belief in salvation as exemplified in the writings of Jerry Walls, 'The Logic of Eternal Joy' (Taliaferro, 2009 p. 384) With these strong belief systems in place, people are somewhat inoculated from hardship and experience challenges with a sense of hope and promise.

Another important influence of religion is in its endorsement of resilience processes. In Islamic and Christian settings, the importance of family, community and the places of worship (churches and mosques) are deeply enshrined. Moreover, from a relational point of view, one could argue that religion frames the interaction between citizens and government (Matis, 2023 p. 139). So it would follow therefore, that in countries where religious institutions maintain great influence, that religion would be a common institution that politicians use to strengthen 'shared' values like resilience.

2.2.3 Cultural variations in the understanding of resilience

Culture is an illusive term that has been defined using different constructs and characteristics. Some definitions view culture as 'individualistic' or 'collectivist'; representing whether the person or the community's rights are most emphasised (Theron & Liebenberg, 2015). Others see culture as a set of shared values of national origin. The notion of 'national culture' could sometimes be quite inadequate in accounting for the amount of differences within a country, thus making it difficult to give it a single identity. Even without looking at culture specifically, Bronfenbrenner's

Ecological Systems Theory, argued the influence of culture on the lived experience by any individual. Bronfenbrunner (1986) opined that a powerful macro-system (which could be national or global) nests smaller micro-systems (individual, family, community, ethnicity) within it . This interdependence 'promotes norms, values, beliefs and practices' (Theron & Liebenberg, 2015). Culture is neither neutral, nor does it 'operate at single levels' (Theron & Liebenberg, 2015). This dynamic nature of culture must therefore be studied in considering resilience.Cultural ecologists have long argued the futility of defining concepts conventionally without considering the cultural underpinnings of such a concept. Resilience is no different.To this extent,based on the literature, it would be logical to conclude the literature is yet to grasp the complexity of resilience with respect to culture.

In 1981, Ogbu sought to distinguish between the notion of competence and child rearing practices in majority and minority populations in the United States. His findings not only pointed to the erroneous conceptualization of eurocentric rearing practices as being universal, it also suggests previous research carried out to equate the majority group's child rearing practices (middle-class white American) as the standard yardstick was flawed (Ogbu, 1981). Take for instance the 'Pathways to Resilience' study in South Africa. Within the sample group selected for its homogeneity, the disparity of perceptions between rural and urban dwellers suggests that even at the micro level, there are differences in how resilience is defined. Participants living in rural areas measured resilience as attaching to a network of support systems, while in urban areas, participants considered individuals who independently thrive as being more resilient (Theron & Phasha, 2015). These tensions were identified in cultural studies of resilience by Ungar and his associates

(2008) with the indication that 'homogeneity in populations studied by resilience has more often been assumed than demonstrated' (Ungar, 2008).

It is clear therefore that culture influences meaning systems (Ungar, 2015).This indicates that the conceptualization and understanding of resilience cannot be expunged from the cultural lens.

'Socio cultural systems provide individuals, often in the context of families and communities, with systems of belief, ways of living and coping with the common vicissitudes of life, and many other practices and pooled cultural knowledge that collectively serve to support positive adaptation under normal circumstances and resilience in very difficult situations' (Wright & Masten, p. 17 2015).

2.2.3.1 Resilience discourses in Nigeria. Nigeria is a diverse country with an estimated population of 202 million people; young people account for about 60% of that number (World Bank, 2020).Though it is the biggest oil exporter in Africa and is wealthy in a variety of natural resources, about 83 million of its population live under the poverty line (World Bank Organisation, 2020). Like most developing countries, the government has not expressly developed an agenda for resilience, as a result, resilience discourses heavily rely on cultural and historical perceptions and notions of success. To this extent, it would be useful to look at how success or resilience is defined within the community context and how that transverses the ecological levels of the society.

Nigeria's eclectic population can be seen as a constellation of collectivist cultures that are bound in one national identity. Though we can talk about national values loosely, within the country itself, citizens also identify themselves as part of tribes and nations that have evolved historically and geographically. For instance, for

the Ogboni people of southern Nigeria, the pride of their peoples is in being expert fishers who have suffered the loss of their land due to crude oil damage. In landlocked Zaria (Northern Nigeria), special handmade embroidery has been passed down for generations. Each group will inevitably promote different skills as a measure of success within their cultural template (Mpofu et al, 2015).

However, Nigeria's resilience discourses are also influenced by other important players. Development partners like the UK's Department of International Development (DFID), US Agency for International Development (USAID), The World Bank, United Nations Office for Disaster Risk and Reduction (UNODIR) and the Australian Aid Agency (AAA) have all developed resilience programs within the last decade (Bene et al, 2014). According to the World Bank(2018), Nigeria receives over three bIllion Dollars ($3,000,000,000) in aid. This means development agencies have significant influence on the resilience rhetoric. Most of the resilience programs employed by aid agencies adopt an ecological or systemic view of resilience which emphasises the role of community and systems in supporting positive adaptation and transformation. In many cases, development agencies promote resilience as a way to support 'poverty reduction' schemes (Bene et al, 2014).

Although the rhetoric is that of aid, it is important that development agencies remain upfront about programs that are developed in the 'Global North' and implemented in the 'Global South.' Mills (2014) demonstrates the ways in which 'alien' mental health programs that do not appreciate the protective processes embedded within cultural contexts through centuries of transformation are quickly eroded by large donors with important 'agendas.' Poverty reduction schemes, like mental health support, are not inherently negative. However, when resilience

programs encourage a cycle of deprivation where communities learn to 'cope' with even less resources in health and education while enabling governments to ignore policies that ensure promotive factors, the notion of 'help' is skewed (Bene et al, 2014). Bottrell (2009), whilst working with a poor community in Australia, uncovered the notion of 'resistance' as a representation of resilience. In this case, she saw 'practices which express opposition to rules and norms in specific contexts, and which contain critiques of social relations, from lived experience of marginalisation' as being as important as resilience (D.van Breda, 2018). In light of Bottrell's construction of resilience as resistance to the macro environment, one can further see the nuanced cultural views of resilience

2.2.3.1.1 Resilience discourses in Northern Nigeria. Northern Nigeria has a unique identity embedded within the Nigerian context. Northern Nigeria is politically ascribed to 19 out of the 36 Nigerian states situated geographically North of the Rivers Niger and Benue. Historically, Northern Nigeria retained its history, culture, and system of government during the colonial period as the British Government ruled the region through 'Indirect Rule'(Akande, 2020). This meant that traditional rulers and their systems remained intact, whilst the colonial powers funnelled their policies through existing mechanisms (Akande 2020). As a result, Northern Nigeria retains a significant amount of its culture in many contexts. Early studies in Northern Nigerian culture in the 1960s and '70s seemed to focus on the Hausa people (Salamone, 1969 and Dry, 1970). Hausa language is widely spoken however, it does not represent all the groups living in the region. Naturally, the interaction between culture, language and religion presents an important flavour to the evolution of resilience.

2.2.3.2 Resilience discourses in the UK and the Wellbeing Agenda. With the backdrop of increased mental health challenges being recorded in the UK (Future in mind, p.9), the discussions around the impact of vulnerability has been moved to an unusual domain; government. The government has played a significant role in the promotion of mental health and wellbeing as a focal point in the country. In the last decade alone, several publications by the National Health Service (NHS), Institute of Public Policy Research and Public Health England (PHE) have shaped resilience discourses (Roffey, 2015). Within education, health and care institutions, funding has been given to support whole school programs, multi-agency collaboration, as well as community programs to ensure a streamlined and cohesive systems of support for the most vulnerable children (SEND Report, 2015). An example of such support is the newly introduced Wellbeing For Education Return program designed to support transition of children and young people back to school after the COVID-19 related school closures (DfE, 2020).

Some clues for the strong presence of government in these discourses could be traced back to resilience studies themselves. Developmental Cascade models reveal a strong relationship between skill development in childhood and subsequent adaptation in adulthood (Masten & Cicchetti, 2010). With childhood being the time when skills can be developed and refined in adulthood, it may seem obvious that authorities would invest in supporting that adaptive functioning from a young age. Moreover, Heckman (2006) demonstrated the economic value of investing in early interventions (from early childhood). The studies showed that disadvantaged students, when funded during early childhood programs, yielded the highest rates of return to human capital when compared to investment made in the schooling and post schooling levels. Cascade models have been criticised for not being easy to

measure, as a result, the supposed reasons for maladaptive outcomes may not only be the observed behaviour but a combination of factors (Masten & Cicchetti, 2010).

Moreover, some researchers have identified the impact of resilience processes in the acculturation of refugee children in the UK (Mohammed & Thomas, 2017). Increased asylum applications in the UK has meant a significant rise in the number of children and young people migrating to the country (Mohammed & Thomas, 2017). Where promotive factors like racial identity would typically seem counterintuitive to developing national values, Zimmerman and his associates (2013) revealed their protective process. Without systemic and qualitative approaches fostering resiliency processes, could many migrant children and young people find it difficult to integrate into the country or become easy to radicalise?

2.3 Teachers and resilience

Teacher perspectives of resilience have been studied within the literature.Some studies have explored the impact of teacher resilience on their own performance or 'effectiveness' (Kangas-Dick & O'Shaughnessy, 2020)(Gu & Day, 2007) while others have concentrated on how teacher resilience impacts attainment (Gu & Day, 2007). A systematic literature review of 'interventions that promote teacher resilience' was conducted by Kangas-Dick and O'Shaughnessy (2020). And after using a bioecological model, their conclusions were, 'a growing body of literature supports that the investigation of contextual resources and pressures is likely to result in a more comprehensive and nuanced understanding of the stressors and adversities teachers encounter in schools around the world (Kangas-Dick and O'Shaughnessy, 2020 p. 142).

In 2016, Sanders et al. looked at the role of teachers in supporting resilience of youth who were 'at risk. Pulling on longitudinal data about transitions of at risk youth, Sanders et al demonstrated the impact of teacher relationships on the outcomes of students. It was noted in this study that positive respectful relationships with teachers made a difference to high-risk as well as low risk students. In the short term, these relationships ensured students stayed in school, but also in the long term they impacted on 'employment,' ' post school qualifications' and 'positive social functioning' (p. 121). Though one strategy was noted- building relationships, the authors noted ' little research that defines the types of teaching practices that do build resilience in educational settings' exist (p. 112).

2.3.1 Resilience in schools

In 2001, Ann S Masten described resilience as 'ordinary magic' (Masten 2001, p227). Unlike earlier research which tended to protray resilient individuals as 'remarkable' people 'possessing extraordinary strength,' Masten desmystified the construct as 'ordinary human adaptive processes' (p234). This powerful paper repositioned resilience as an interplay of ecosystems where 'competent and caring adults' remain a common demomenator (p234).In classrooms therefore, teacher-student relationships have been seen as a maintainer of this ordinary magic (Patterson et al, 2004).

However, the interest of studying resilience in schools has focused on achievement or outcomes for students (Sanders et al, 2016) or retention of teachers (Gu and Day, 2007, Patterson et al, 2004). For children and young people with high risk, having exposure to significant challenges, the positive relationship with teachers had significant 'protective effects' (Sanders et al 2006, 113, Masten, 2001). This was

further demonstrated by Acevedo & Hernandez-Wolfe (2014) through their work with children and young people in an accelerated learning program with children in adverse circumstances in Cali, Columbia. In both studies, the impact of teacher resilience on students was demonstrated.

Gu and Day (2007) identified three reasons teachers are important to studying resilience. First, students are influenced by the teachers' modelling of resilience/ overcoming adversity. Secondly, supporting teacher resilience is a strengths-based approach to manage motivation in the profession. Lastly, teacher resilience is likely to promote achievement. These provide competing and strong reasons for resilience to be reviewed in great detail.

Some studies have looked at the impact of teacher experiences and constructs of resilience indirectly. Acevedo and Hernandez-Wolfe (2014) studied the phenomenon of 'vicarious resilience.' Vicarious resilience is 'characterized by a unique and positive effect that transform therapists in response to client trauma survivors' own resiliency' (Acevedo and Hernandez-Wolfe 2014, p. 474). Though this was a phenomenon seen in clinical relationships, the researchers demonstrated this effect within teachers in Cali. In this example, teachers were forced to think about and articulate their own personal constructs of resilience while they supported these extraordinary students. This study limited its scope to the reciprocal effect the resilience of students had, on their teachers.

2.3.2 Importance of studying teacher personal constructs of resilience

There is little research that has focused on an in depth study of teacher voices of how they conceptualise and promote resilience. Henderson & Milestein (2003) highlighted teachers as role models for resilience and proffered strategies to support

children with it. Miljević-Ridički et al., (2017) compared the views of parents and teachers on resilience and found differences in the way parents and teachers conceptualised resilience. However,all research examined did not study teacher constructions of resilience and how those informed resilience promoting practices. To this extent, it is imperative that we examine teachers and their lived experience of resilience through their stories.

2.4 Conclusion

In conclusion, the literature review has provided an overview of the discourses around resilience. Though it seems to be a straightforward concept, its models, theories and related concepts can be confusing. I have tried to carefully unpick this in order to ensure the reader is able to understand and follow the literature. It would seem that many studies have concluded the ecological model most explains resilience (Kangas-Dick & O'Shaughnessy, 2020). Therefore, I will be adopting an ecological view of resilience which privileges resilience as a process not a trait or an outcome. With this position, I am more equipped to study this phenomenon from a cross-cultural perspective to reveal new perspectives of teacher constructions and promotion of resilience.

CHAPTER 3: METHODOLOGY

3.1. Introduction and overview

I will begin this chapter by discussing my study aims and research questions. These will be used to justify the ontological and epistemological positions my research study adopts. Naturally, I will explore the approach and design used; Cross Cultural research using an explanatory sequential mixed methods study. It will establish the debate for using Emic and Etic perspectives in a reflexive way. Despite the importance of the researcher voice (etic view), it would be important to ensure that the results are viewed from the context of the participants to ensure there is an understanding of their experience (emic). In addition to a brief historical view of the development of mixed methods, I will be exploring the reasons for using this particular methodology and present the arguments for its selection.

Next, this chapter will examine the specific methods used like the electronic questionnaire, narrative interviewing and Listening Guide and descriptive analysis. The Chapter will be concluded with a focus on the ethical considerations that underpin the research. Naturally, considerations to ensure research rigour especially as it pertains to the power dynamic represented within the two different cultures selected will be provided as a basis for the results and analysis sections.

3.2 Study aims

The aim of this study is to investigate how teachers construct and promote resilience in children from cross-cultural point of view. This study was initially inspired by children and young people in my native Northern Nigerian community ravaged by violent extremism and banditry in the last decade. With about 3 million people internally displaced in Nigeria due to these violent incursions(UNICEF, 2020, Amnesty International 2021), most affected children have experienced Adverse

Childhood Experiences (ACEs) of a complex nature (Davis & Cane 2016, Van Breda 2016, Vissier 2015). Initially, my interest was in studying how the locus of control affects childrens' responses to stressors. However, as I discovered the Positive Psychology as a paradigm, my interest transformed from studying deficits like trauma or locus of control from a within child perspective, to studying assets like resilience (Ungar, 2015)

As children represent a vulnerable group, access to whom was heavily restricted during the COVID pandemic, I decided to focus my attention on an important demographic within the ecosystem of children, teachers (Patterson et al, 2014). Naturally, as my interest went beyond understanding how teachers promoted resilience in children to encompass how they constructed resilience, I noticed gaps in the research. Research about teacher resilience has focused on how it affects outcomes for students, or influences teacher retention (Kangas-Dick & O'Shaughnessy, 2020)(Gu & Day, 2007). Direct perspectives of teacher constructions seemed to be missing in the literature. This is consistent with findings of a systemic review about teacher resilience studies by Kangas-Dick & O'Shaughnessy (2020) which indicated the need for further nuanced exploration of teacher voice and experience. To this extent, I have chosen to use Personal Construct Psychology (PCP) to capture the constructions of teachers.

Personal Construct Theory was developed by George Kelly in 1955 with foundations in psychotherapy (Ravenette 2002, p 70). Kelly proposed that all humans are theory builders; constantly organising information in 'two poles' to make meaning (Ravenetter 2002, p. 66 & 67). These understandings of patterns of behaviour, called 'constructs' not only provide conceptual frameworks but also

'involve thoughts, feelings and moral judgements.' Moreover constructs also offer 'the choice of alternative courses of actions' (Ravenette 2002, p. 71). Studying the constructs of teachers therefore offers us a connection between thought and action.

Incorporating a cross cultural element to this study was both intuitive and strategic. As a person from a rich cultural heritage with experience in Northern Nigeria and South Yorkshire, I felt this was an important dimension to explore. Using a cultural lens contributes to the literature important layers especially in subjects or areas that are 'under researched' (Galperin et al., 2022). In this case, the use of narratives and feminist analysis tools are designed to amplify the voices of teachers who are an under researched voice in this area.

3.2.1 Research Questions

The research questions the study aims to answer are:

1. How do teachers construct resilience? What understandings do they draw upon to conceptualise it?

2. How do teachers cultivate resilience?

In brief, epistemologically the study is positioned within a social constructionist paradigm as it is hoping to gain a deeper understanding of how teachers construct and conceptualise resilience through their stories in two very different cultural contexts. Social Constructionists hold that knowledge is not separate from our experience of it. What we perceive through our senses and experiences cannot be dismissed as false or not factual- rather they are aspects of genuine knowledge (Willig, 2013). Essentially, there is no desire to measure teacher stories against the 'facts', rather, it is to examine and to count as valid knowledge, teacher experiences and how they story resilience, using narratives.

The Ontological position, however, takes a hybrid approach. Ontology asks the question, what is the nature of knowledge? Is it realist, establishing that knowledge exists beyond human perception and we can only acquire aspects of that knowledge through observation, manipulation and extraction? Or is knowledge subjective and tantamount to our views, perceptions and experiences? Ontology can be thought of as a continuum from realist (objective existence of knowledge independent of human perception) to relativist (all knowledge is a function of our perceptions and interpretations of reality). To express this further, I review the two research questions.

The first research question clearly calls to a constructionist ontology, however, the second question asks that we investigate what teachers 'do' in order to cultivate resilience. Naturally, the fact that teachers are not sharing their opinions of what is done- rather they are sharing their practices removes it from the domain of constructionism, and places it firmly into a realist sphere. However, as a researcher, I will be curious to explore not only what the teachers say they do (literally) but the meanings that they may ascribe to them.

With respect to the second research question, I believe I adopt a critical realist position. The critical realist is one who does not just accept the data, but also questions it in an effort to interpret it. Bhaskar (1975) argues, examining the 'causal power, or causal mechanism, not immediately apparent at the level of experiences' in 'open systems (real domain)' constitutes a valid and significant form of research (Robert 2014, p. 2). The need to limit inquiry to empiricist standards, despite the social nature of the 'object' is rejected (Bhaksar 1975, p. 124). Moreover, the critical realists accept the possibility that their knowledge may be flawed; acknowledging the

possibility that researchers could come to the wrong conclusions based on the complexity of the phenomenon or limitations of their tools to study them (Roberts 2014, p.2).

  3.2.1.1. Ontology and epistemology. Ontology and epistemology are philosophical positions that a researcher adopts when doing any research. Whether these positions are clearly or accurately expressed by the researcher or not, they nevertheless exist. The ontology and epistemology are intertwined with the decisions around methods and analysis. In the next section, I will define research approach and design.

3.3 Research Approach: Cross-Cultural Study

  The main defining feature of my study is that it is a cross-cultural study. Cross-cultural studies are studies that attempt to examine a phenomenon from two different cultures or contexts. Since culture is not a concrete and fixed notion, it is important that researchers remain mindful that participants may experience and respond to different aspects of a study based on their backgrounds.In most cultural studies, researchers may run the risk of examining their research questions from a Western, Educated, Industrialised, Rich and Democratic societies (WEIRD) perspective (Hansen and Hui, 2020). These can often generate findings that lack research rigour.

  Other researchers posit that cross-cultural studies are most suited to qualitative and mixed method designs(Karasz and Singeli, 2009).For instance, the notion of 'successful' when applied to one culture does not give us enough of an understanding about success in all cultures. Some arguments are: cultural studies need to measure concrete and measurable aspects of culture, not only abstract

universal truths (p. 913). For instance Cross-cultural research has the potential to expose specific ways that culture shapes psychological views, it ensures that we build the layers of understanding necessary to start comparing constructs/phenomena.

Naturally, cross-cultural quantitative research is often limited in the validity of measures. Hansen and Hui (2020) wrote about the importance of three things when conducting cross-cultural research; establishing respectful relationships with members of the local communities, ensuring that the research constructs have shared meaning across the cultures, and ensuring that materials used are culturally sensitive. Galperin et al (2022) affirm the use of emic and etic perspectives to promote a decolonial appreciation of participants' lived experiences in countries that are 'under researched.' Following these recommendations, my study will ensure that it adopts emic and etic perspectives.

Though the term 'culture' is controversial and sometimes illusive, the function of Etic and Emic research is accepted by cultural psychologists and other researchers. Emic and Etic perspectives have been long researched as the two broad goals of cross cultural research (Jahoda, 1980). Emic perspectives take 'account what the people {belonging to the culture} themselves value as meaningful and important' whilst Etic analysis is concerned with making 'generalisations across cultures that take into account all human behaviour.'(Jahoda, 1980, p. 114). Emic researchers are interested in the specific behaviours, principles and values that make a group of people distinct and unique. Conversely, Etic researchers are concerned with finding similarities and building theories.

3.4 Research Design: Explanatory Sequential design

The study is an explanatory sequential informed design that is divided into three phases. An explanatory sequential design has discrete quantitative and qualitative data collection phases followed by an interpretation and inference phase (Creswell 2022, p. 80). The 'intent' of the 'design is to explain the quantitative results with the qualitative data' (Creswell 2022, p. 53).

3.4.1 Electronic Questionnaire

As my research is a mixed methods design, I have used a quantitative method to gather data regarding what teachers understand about resilience. The questionnaire consisted of 15 questions in four broad sections; non identifying biographical information, experiences of teachers with children facing adversity, helping and hindering factors of resilience, and research next steps . The number of questions, design of the questionnaire and its language were piloted before the final questionnaire was created. In the next steps section of the questionnaire, the participants were asked to declare if they would be interested in participating in the qualitative interviews.(See Appendix 14).

'Coomber (1997) defines an online questionnaire as one which is 'located on a web page which respondents can ''fill in'' online at a terminal' (Pickard 2020). My questionnaire has been created on University of Sheffield's approved software suite which includes a statistical package that will enable basic compilation and interpretation of the data entries. Participants were provided with a direct link to the Cross Cultural questionnaire via email following completion of the consent form (electronic and paper copies available). All participants filled the survey online, which satisfies the definition of Coomber (1997) (Pickard 2020).

3.4.1.1 Cross Cultural e-questionnaire by section. Section 1: Non-identifying biological information. The first section consists of 4 questions :

1. Where do you live?

2. What role do you have in school?

3. What level of education do you currently teach in?

4. How many years of teaching experience do you have?

These questions were designed to collect non-identifying bio-graphical data in order to situate the data received in the context of those who responded. As the study was focused on gathering the voices of primary school teachers in Northern Nigeria and South Yorkshire, this first section will help us to understand the demographic of teachers and what regions they came from. In order to ensure that all respondents fill in this information, the segment was made compulsory. Two of the questions contained open ended options. For the two questions; 'what role do you have in school' and 'what level of education do you currently teach in,' participants were invited to provide the appropriate answer if the options given did not suit them.

Section 2: Experiences of teacher. In the second section of the e-questionnaire, the questions and prompts were constructed to collect information about the nature of difficulties that children and young people (children and young people) have encountered, and what teacher experiences of supporting them were. There were a total of four questions in this segment, however, depending on the respondent's feedback, they may be asked to skip the remaining questions or to provide additional information below. The questions are as follows:

1. Have you ever taught a child or young person (cyp) who faced difficulties and adversities in life?

2. Thinking of one such young person you have taught, what level/ type of difficulty or adversity did they face?

3. What role did you play in helping the child or young person and over how long?

4. Have you received any training that you feel has helped you to support children who are experiencing adversity?

Section 3: Helping and hindering factors. There were two open ended questions in this segment. The two questions explore teacher perceptions of helping and hindering factors for children. This format gave respondents an opportunity to report their understanding of protective and promotive factors of resilience.Two images and a statement were included at the start of the section. Each picture either represented school aged children from Northern Nigeria or those in South Yorkshire. The pictures were originally intended to be vignettes to stimulate the thinking of the respondents in order to frame the age and demographic of children in these two regions. The two open ended questions were:

1. What 5 features/ aspects do children and young people need to be able to thrive?

2. What 5 features/ aspects could hinder their development?

Section 4: Next Steps. The final section was added as an opt-in system for participants wishing to participate in the qualitative interview. The opt-in question had a 'yes' or 'no' prompt. Respondents who consented to participate in the interview were then contacted via email to organise the interviews. This created a pool of participants that were purposively selected for qualitative interviews.

3.4.1.2 Pilot Phase. The pilot survey was designed after determining the data I wanted to generate.The pilot involved collecting feedback from three participants who took the initial Google form survey. I recruited these individuals from the demographic of teachers I was interested in studying.There were three participants who piloted the survey; two Northern Nigerian teachers and one South Yorkshire teacher. All of the pilot participants were required to read the information sheet and fill out the consent form. Information sheets and consent forms were sent electronically via email or other social media platforms like WhatsApp.

I sought to receive feedback with regard to four aspects of the e-questionnaire. The final question was meant to encourage open ended qualitative feedback about any aspect to the questionnaire that the participants wished to comment on.

· Were the questions easy to understand?

· Was the survey design easy to manoeuvre?

· Was the length of the questionnaire appropriate? (How long did it take to complete?)

· Did you find the pictures helpful?

· What would have made it better?

In addition to the feedback the participants gave, I also analysed their filled forms to see if the answers provided had internal validity.

3.4.1.2.1 Pilot Feedback. Using phone calls, I gathered feedback from the pilot participants. All participants found the questions easy to understand. All three reported the length as being appropriate (two reported completing it in less than 10 minutes, and one in 5 minutes), and all three liked the pictures. The two Northern

Nigerian participants found the design of the survey confusing to fill, because it seemed to be editable. These participants expressed that the format was changing as they tried to add their answers.In addition, these two confessed they found filling the consent form as a pdf document and resending to me as a picture or a document, was tedious.

In looking at the feedback gathered, it seemed the answers received confirmed respondents had an understanding of the questions. However, it was apparent that the format of the form had been altered. It became clear that I had sent 'editor' privileges to the two respondents who highlighted this challenge. Moreover, the Northern Nigerian respondents affirmed the convenience of having a 'one-click' document as a strength of the e-questionnaire. Feedback received from the South Yorkshire participant expressed the need to add references to section 2, to credit the three types of adversity referenced in the question (See Appendix 8).

Based on the feedback received, I edited the e-questionnaire making sure the links sent were the respondent link. The questionnaire retained the 4 original sections and the questions in them, however, I appended the references for 'simple,' 'complex' and 'chronic' adversity in Section 2 question 1 (See 3.4.1.1 Cross Cultural e-questionnaire by section). I did not change the structure of the questions, as the responses from the pilot participants confirmed the internal validity of the instrument. Instead, I converted the consent form into a Google form, this meant all participants could submit their consent using a one-click link. I created a two-step process, which was designed to ensure that only participants who had filled the consent form would be sent the link to the Cross Cultural Questionnaire.

3.5. Narrative Interviewing

It is inevitable that participants will always use narrative when talking about themselves or their experiences. People use stories to make meaning of their experiences. Naturally, 'unstructured and semi-structured interviews particularly encourage a narrative mode of expression' (Hiles & Chrz, 2017) Therefore narrative interviewing is the natural way of collecting stories.

Kvale (2007) expresses the importance of interviewing 'thematically' and 'dynamically' (p). Kvale (2007) argues that an interview that is thematically satisfactory, should satisfy the 'what' of the research by generating knowledge that is relevant to the research topic and the theoretical conceptions. In order to be dynamic however, the researcher must pay attention to the 'how' and 'promote a positive interaction, keep the flow of the conversation going, and stimulate the subjects [participants] to talk about their experiences and feelings. The questions should be easy to understand, short, and devoid of academic language.' (Kvale, 2007 p6 &9).

3.5.1 Narrative interviewing in practice

In practice, narrative interviews are distinctive from other types of interviews because they seek to gather stories. These stories are typically distinctive with a beginning, middle and end. A researcher conducting narrative interviews must be mindful in ensuring that the participant is given the opportunity to express their own story without interruption or redirection. Narratives are dynamic and reflexive (Bruner, 2004). Because of this, Narratives are fragile. As they are being told, the teller is making meaning of lived experience- that version of events may in the future be further modified due to new lived experience.

3.5.1.1. Conducting the narrative interviews. I chose to conduct my narrative interviews both remotely using a virtual platform (Google meet) and face-to-face. The remote interviews were necessitated due to the nature of the study and the ethics approval. As I am conducting a cross-cultural study, half of the participants will be in a different geographical location (Northern Nigeria). This made it impossible to collect data face to face from Northern Nigeria participants. Moreover, due to the pandemic restrictions, I initially received approval from ethics to conduct virtual interviews electronically. For practical reasons, given some logistical considerations, these virtual meetings worked well. For the last qualitative interview, the interviewee requested a face to face meeting. As all COVID-19 restrictions had been lifted, I obliged.

To support my transcription process, all the interviews were recorded and transcribed with the 'Otter.ai' software. This took place in two phases, the direct transcription done from the recording and corrected manually through a second listening.

3.5.1.2. Interview Questions/ Prompts. My interview questions and prompts have been designed as a loose framework to support the storytelling of the participants (See Appendix). Using a variety of questioning techniques- primarily to set the context and start with concrete examples, I have elicited the stories of participants. As a strategy, I revisited my research questions to simplify them and convert their subject into open-ended questions (Halloway, 2000). I followed up with a variety of probing, specifying, interpreting and structuring questions during the

interview (Kvale, 2007). I used silence as a strategy to allow participants space to gather their thoughts and continue their stories without feeling pressured or rushed.

Also, in keeping with the feminist perspectives of power, I ensured that participants did not feel disempowered during the interview; interruptions and redirection will be kept to a minimum. To this extent, I used 'free association' informed techniques to continue exploring the thoughts and constructions made by the participants- instead of disrupting their flow with my own unrelated questions.

3.5.1.3. Model of the World (Personal Construct Psychology Tool). Participants started the qualitative interview with a structured tool , Model of the World, which allowed them to examine their personal constructs around the notion of resilience. This relates well with my research question 1; 'how do teachers construct resilience?' Model of the World is a tool that was developed by Rick Beaver (1996) to help explore constructs that people might hold. The tool uses prompt questions in four domains to gain a description of a construct by exploring its 'importance,' 'behaviour,' 'implications' and 'opposites'. Using a standard prompt sheet with questions in the four domains, I led the participants in a 5-8 minute exploration at the start of the narrative interview (See Appendix 5).

Importance	Opposites
What is important for you about resilience?	What would someone be like, who was completely different from that?
What is important about being like that?	

Implication	Behaviour (Experience)
What does this mean to you?	How would you behave if you were being like that?
What can you tell me about a person like that?	How do you know that?

The use of a personal construct tool is designed to help the teachers to explore their understanding of the concept of resilience. This was important as it created a stimulus from which to recount stories of resilience in their practice and how they promote these. From a cross cultural perspective, eliciting the constructs of participants are useful in ensuring that their understanding of resilience is and understood. Naturally, the development of a concrete definition of resilience would make it easier to compare this meaning from one cultural context to the other.

3.6 Descriptive Analysis.

Considering the size of the respondents of my questionnaire (19 responses), I decided to use descriptive analysis. Descriptive methods of analysis aim to 'describe or summarise' the data (Malim & Birch, 1997 p. 56). As the sample size is very small, using descriptive analysis allowed me to represent the data collected using descriptive statistics reporting on the nominal or the frequency of the data. The use of inferential statistics/ analysis will be inappropriate as the sample is too small to make conclusions on the information gathered.

A summary of all the responses will be provided on a question by question basis. A reflective account of my experience of looking at the data will also be provided to ensure that there is a transparent process in place. Despite not using inferential methods of analysing the data, it is important to note, the 'analytic journey'

is not limited to interpreting a specific set of data, but rather it involves how the data is shaping the process of the research (Ritchie et al, 2014).

3.6.1. The Listening Guide

The Listening Guide (LG) 'is a qualitative, relational, voice-centred, feminist methodology' (Woodcock, 2016). It is a tool that analyses interviews and amplifies the voices of participants called 'informants.' LG is unique as a tool because it pays attention to the 'psychological complexity' of the informants through their voices. One of its defining features is the production of 'voice poems' derived through careful extraction of statements that use the 'I' pronoun during the interviews.

LG analysis consists of four 'readings' of the interview (Woodcock, 2016). In the first reading, the researcher is tasked with *listening to the plot* , developing a *trail of evidence*, noting *silence,* and introspecting about the *reader response*. In the second reading, the researcher will revisit the research questions to frame his task of extracting the expression of self. This is done by lifting the 'I' statements from within the interviews and transforming them into 'I-poems' or voice poems. In the third and fourth readings, also known as the contrapuntal readings, the researcher dives deeper to explore the recurrent themes and the tensions or congruence between and within them (Woodcock, 2016).

I will be using LG to analyse my interview as this will offer powerful insight into the constructions and practices of teachers. I chose to use this tool because it helps to celebrate an important voice within the resilience ecology that is often overlooked; teacher voice. Though teacher practice as it pertains to learning has been considered in different research, their own conceptions have not been examined. Moreover, the cross-cultural approach of the study will allow us to amplify the

similarities and differences of teachers in two contexts. These will help to answer both research questions.

3.7 Recruitment and Sample

Participants were recruited using email, social media, and video conferencing information sessions and phone calls. I designed a covering letter, which was adjusted for length for the social media handles. Naturally, the covering letter/ introductory message included links to the information sheet, and consent form. Once the participants filled the consent form, a follow up email with the cross cultural e-questionnaire link was sent.

In total, 19 participants filled the consent forms, however, only 15 of those who filled in the consent form proceeded to complete the cross cultural survey.In reviewing the participants, it was noticed that one participant answered the questionnaire twice. As a result, one of the entries was disqualified. For the purposes of this study, we will refer to the n = 14 who filled in the questionnaire as respondents. Out of the sample (n = 14) 11, respondents opted in to be interviewed. Qualitative Narrative interviews were conducted with four of the respondents; two from each region.

In the Narrative interview, the participants were given the opportunity to lead the storytelling and develop their story without being restricted. I used a variety of verbal prompts, nonverbal feedback and useful silence to encourage the participants to expand their story (Kvale, 2007).Therefore, the free association interview was led by the participant's life experiences.

Table 1

Participant Activity

Region	Number of respondents	Number of respondents that opted in for qualitative interview	Number of respondents that were interviewed.
Northern Nigeria	11	9	2
South Yorkshire	3	2	2
Total	14	11	4

3.7.1 Administration of questionnaire and interview.

The questionnaires were administered electronically to all participants after they had read and signed the information sheet. An email with a one-click link was sent to respondents which led them to the cross cultural questionnaire. The electronic-questionnaire was designed as a google form, took approximately 10 minutes to complete and was domiciled in a two-factor protected university cloud account.

Interviews were conducted in two different formats. Three of the four informants (interviewees) were interviewed using the video conferencing application, Googlemeet. One informant preferred a face-to-face meeting, as a result, this participant conducted the interview in her office at school. The narrative interviews were scheduled to take one hour, give or take 15 minutes. The four interviews lasted approximately 20 to 46 minutes. All interviews were recorded on Googlemeet and

Otter.ai. Otter.ai, a transcription software, was also used to transcribe the

interviews.

3.8 Diagram of research design

Figure 1

Timeline of explanatory sequential design of the cross-cultural study.

PHASE 1
Understading the views of teachers regarding resilience in South Yorkshire and Northern Nigeria

Quantitative - piloting e-questionnaire

PHASE 2
Gathering the stories of teachers in SY and NN regarding resilience. Exploring their constructions of resilience.

Quantitative
- electronic- questionnaire
-consent to participate in qualitative study

Qualitative
- Narrative interviews

PHASE 3

- descriptive analysis of e-questionnaire
-Listening Guide analysis of stories

connecting

interpretation & inference

Feb   Mar   April   May   Jun   Jul   Aug   Sept   Oct   Nov
2022

The diagram above represents the design of the study. In Phase 1: I piloted a

short electronic questionnaire, after which I made some technical changes. Following

the corrections from the feedback gathered, I collected the views of Northern

Nigerian and South Yorkshire teachers using the edited e-questionnaire.

In Phase 2, I used a Personal Construct Psychology (PCP) Tool; Model of the

World (See 3.3.5.3) and a free association qualitative interview to gather the

constructs and stories of teachers about resilience. Personal Construct Theory was

developed by George Kelly in 1955 with foundations in psychotherapy (Ravenette

2002, p. 70). Kelly proposed that all humans are theory builders; constantly

organising information in 'two poles' to make meaning (Ravenette 2002, p. 66 and

67). These understandings of patterns of behaviour, called 'constructs' not only

provide conceptual frameworks but also 'involve thoughts, feelings and moral judgements.' Moreover constructs also offer 'the choice of alternative courses of actions' (Ravenette 2002, p. 71). Using the 'Model of the World' tool, I was able to gain deep insights into the constructions of resilience by the participants thereby addressing my first research question directly. The Narrative interview then allowed me to gather more stories of how these constructs are promoted in developing resilience in children.

The third phase was used to analyse and interpret the data collected while using descriptive analysis for the quantitative data and the Listening Guide (LG) for the qualitative data. The last strand of Phase 3 has been to connect and explain the two data sets (qualitative and quantitative).

3.9. Research Rigour

Qualitative researchers have come under criticism for not being able to demonstrate research rigour. However, historical attempts to use quantitative methods to demonstrate rigour have not proven entirely successful. In some disciplines like the health services, some qualitative researchers have adopted quantitative measures of reliability and validity. Guba & Lincoln (1989) called for distinct terminology and concepts to be used to measure rigour in qualitative studies. The focus should be on 'establishing the authenticity of research outcomes' (Daniel, 2018).

Several models have been developed to support novice and veteran researchers in demonstrating rigour in their research. I have chosen to use the TACT framework. TACT is an acronym for Trustworthiness, Auditability, Credibility and Transferability (Daniel, 2017). Trustworthiness is achieved by demonstrating that

findings are situated within the views of participants. The researcher must clearly state the philosophical stance and assumptions they have taken as well as maintain distance through the use of reflexivity.

'Reflexivity is a critical determinant of rigour, the absence of which can drastically compromise the authenticity of interpretation and undermine the quality of research outcomes.'(Malterud, 2001). In order to demonstrate trustworthiness in my research, I have kept a research journal and continued to be reflexive at every step of the process. Moreover, I have clearly defined my ontological and epistemological standpoints in the Methodology chapter. Naturally, the tools that would be used for gathering data and analysing data have been outlined in great detail to ensure that all readers can understand my work.

Auditabilty refers to the 'paper trail' that is kept during research. External auditability refers to the tasks that will be carried out by the research users.Whilst internal validity refers to the tasks completed to ensure clarity in the methodological nature of the study. These could be demonstrated through a variety of tools like field notes, memos, and pictures. In order to ensure external auditability can take place, my research is written in a clear narrative manner with adequate use of text and diagrams to explain my work. In addition, I intend to use a variety of tools like visual posters, animation and findings summaries to publish my work. Internal auditability will be achieved through the use of procedural graphs and pictures. I will also keep a detailed timeline of the study with dates.

Credibility in the TACT framework could be compared to internal validity in quantitative research. ' Credibility can be achieved through a careful description of data analysis and verification of the sources of data obtained' (Daniel, 2018) One

way of doing this is through triangulation. I have demonstrated credibility through the detailed description of the analysis tools I will be using including the methodology I am using. For example, I can achieve some level of triangulation of the themes in the qualitative interview with the results derived from the questionnaire.This is included in my joint table (Table 6.2) in the discussion chapter.

Transferability can be thought of as the equivalent of reliability in quantitative research. Transferability means the ability to use results to find valuable lessons in similar situations. This means acknowledging the difference in the participants, and contexts. To ensure transferability in my research I will be documenting the contexts of participants and their interviews. This will help to ensure that the data will provide important insight in contexts that are similar. As I am conducting cross cultural research also, I have kept my data separate across cultures to ensure that differences and differences are clearly identified.

3.10 Ethical Considerations

As part of the requirements at the University of Sheffield, I have received ethical approval for my study in line with institutional and industry (HCPC & BPS) guidelines. However, in addition to satisfying research ethics, Webster and his associates (2014) suggested five questions that all qualitative research must adhere to in order to demonstrate satisfactory ethics. Using these five questions, I would like to demonstrate that my study satisfies the ethical considerations of a robust study.

Is the research worthwhile and does it make reasonable demands on the participants? Are the adverse consequences of participation known to the participants, has care been taken to avoid them? My research is valuable as it explores a phenomenon that is well known from an nuanced and unique perspective.

Teacher conceptions of resilience and their practices in a cross-cultural study are not represented in the literature. This makes the topic invaluable and a source of theory building data. In addition, due to the subject being firmly situated in Positive Psychology, the likelihood that it will make demands emotionally on the participants, is minimal. However, I am mindful that despite its strengths and assets based orientation, discussion about hindering factors of resilience could be triggering or uncomfortable. As a result, I have provided information about how participants will be supported if they feel uncomfortable about any aspect of the research.

Have the participants given confirmed consent? Has the researcher ensured that participants are voluntarily engaged? Free of coercion or pressure? All participants gave informed consent before they were sent the link to the questionnaire. All participants have been given appropriate information about the study through the information sheets before they are expected to fill in the consent form. Moreover, I have organised and delivered information sessions for potential participants in order to clarify aspects of the study.

To select the participants who wished to participate in the qualitative interview, a second layer of consent was received specifically for that exercise. This was done through a separate opt-in system following the completion of the e-questionnaire. Only participants who opted in to participate were purposively selected to interview.

In addition to ensuring the participants understand they are able to withdraw their consent at any point in the research, member checking has also been instituted for interview participants. This has been done to ensure that the participants confirm all aspects of the transcribed interview before it is interpreted and discussed.

How is confidentiality and anonymity respected? Based on the guidelines instituted in the HCPC, BPS and University guidelines, all participants will enjoy full confidentiality and anonymity. I will not be collecting identifying biographical data, and neither will any of the participants be required to disclose these. Before any transcripts are shared, all sensitive identifiable information will be expunged. Data will be stored in an university approved two factor password protected storage facility. Only I will have access to the material.

3.10.1. Power dynamics

Power is keenly studied as part of the important aspects of feminism. Power represents 'the exertion of control over an individual or the potential of the control to support or constrain the individual's capability to make choices that serve their wellbeing' (Davis 2020, p. 8). In most research relationships, a researcher holds interpersonal and ideological power. Interpersonal power in this context would be to 'undermine…the development of their beliefs and their identities' while ideological power is 'the power to shape language, meanings and agendas' (Davis 2020 p8 & Johnstone and Danos, 2019 p. 1). Naturally, there are cultural differences in power dynamics and this has been noted by me . I have chosen to use narrative as it seeks for the participants/informants to share their stories with me. This immediately makes their contribution to the study more important than mine, thus diffusing the power differential.

3.11 Conclusion

In this section, I have considered my methodology, and attempted to justify my reasons for the methods I have selected. Moreover, I have tried to establish my positionality and how I will ensure research rigour. In the following chapters, I have

scrutinised my data in a novel way. Instead of presenting a traditional results chapter with both quantitative and qualitative data sets combined, I will take the route of analysing and interpreting the data in isolation. In chapters 4 and 5 therefore, I have taken each data set in turn, and provided an analysis and interpretation of the information gathered. In the last section, Chapter 6, I have integrated my findings and with respect to the research questions and background literature.

CHAPTER 4 : INTERPRETATION AND ANALYSIS OF E-QUESTIONNAIRE

4.1 Introduction

As part of the data collection for this mixed methods design, an e-questionnaire was designed to provide a frame from which to examine how teachers understand resilience. Nineteen (19) participants filled in the e-consent form during the recruitment phase,and only those who consented were given access to the e-questionnaire. Of the 19 consenting participants, only 15 filled in the e-questionnaire. However, one of the respondents filled in the questionnaire twice, and as a result, one of the entries was disqualified hence only 14 were entered for analysis.

Using the following sections, we will examine the data gathered from the e-questionnaire using descriptive analysis. I have made a decision to use descriptive analysis for two reasons. First, the sample size is small (n =14) and does not constitute a representative sample where inferences can be made. Moreover, due to the design of the research, an explanatory sequential mixed methods study, the information gathered will be used to understand the qualitative data, not to quantify it.The two strands will be used to gain deeper understandings and obtain richer insight, as opposed to making generalisations or inferences to the larger community of teachers in the regions selected.

As this study is designed as a cross-cultural one, the data gathered will also be examined as it pertained to respondents from the two different cultural contexts; Northern Nigeria and South Yorkshire. Of the 14 respondents, 11 were from Northern Nigeria and the remaining 3 were South Yorkshire educators.

4.2: Section One: Non-identifying biographical information.

The first section consists of 4 questions : Where do you live? What role do you have in school? What level of education do you currently teach in? How many years of teaching experience do you have? These questions were designed to collect non-identifying bio-graphical data in order to situate the data received in the context of those who responded. As the study was focused on gathering the voices of primary school teachers in Northern Nigeria and South Yorkshire, this first section will help us to understand the demographic of teachers and what regions they came from. In order to ensure that all respondents filled in this information, the segment was made compulsory. Two of the questions contained open ended options. For the two questions; 'what role do you have in school' and 'what level of education do you currently teach in,' participants were invited to provide the appropriate answer if the options given did not suit them. The breakdown of the data gathered are represented below.

There were a total of 14 respondents (n-14), of the 14, 78.6% (11) were from Northern Nigeria and 20.4% (3) were from South Yorkshire. The distribution of repondent's roles in school were more varied. Most of the respondents, 57.1% (8), chose to identify as 'class teachers, while 'specialist teachers' constituted almost 14.3 % (2) of the sample. There were no 'teaching assistants/ assistant teachers' identified in the e-questionnaire. However, in the 'other' designation, there were 4 of responses. The responses were recorded as :SENCo, Teacher Trainer, ALS Learner Support, Headteacher and Deputy Head Teacher. *In Northern Nigeria the largest designation represented was 'Class Teacher' at 63.6% (7) with an equal number of 'Specialist' and 'Other designation' at 18.2% (2) each. However, in South Yorkshire,*

'Class Teacher' only constituted 33.3% (1) while 'Other teaching designation' made up the remaining 66.7% (2).

What level do you currently teach in? The third question in this segment sought to gather the stage of education the respondent was currently teaching in. 9 of the respondents (64.3%) identified as teaching in Key Stage one/ Lower Primary or Key Stage two/ Upper Primary. 7.1% (1) listed Early Years as their current designation and the remaining 28.6% (3) as 'other.' The recorded responses indicated that the other respondent, 'upper primary 3-5,' 'Teachers' 'College 16 +' and 'both primary key stages.'' 72.8% (8) of Northern Nigeria respondents were Key Stage one/ Lower Primary or Key Stage two/ Upper Primary teachers. 1 Early Years teacher (9.1%) and 'Other Designations' (18.2%-2) represented a small 'slice' of the group. In South Yorkshire however, 66.7%(2) were other teaching designations, whereas only 1 (33.3%) represented teachers from KS 2.

Figure 4.2a
Teacher roles in school
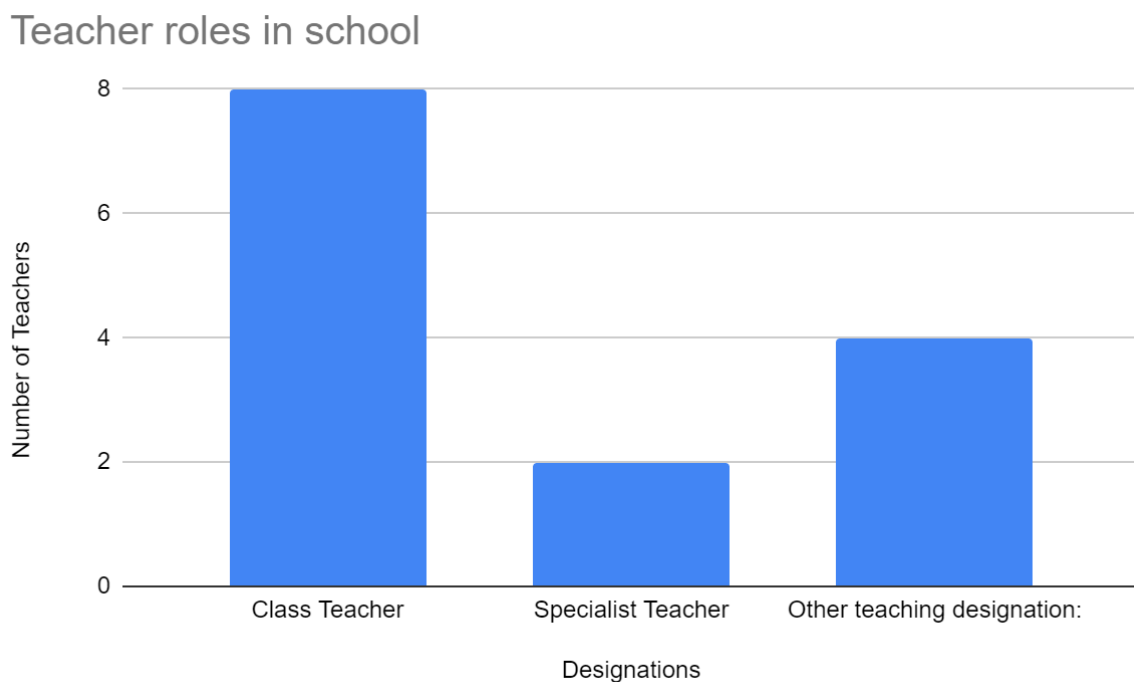
The last question in this section sought to gather information about the amount of experience that had been garnered by the respondents. Majority (8) of the respondents reported having over 10 years experience, they constituted 57.1% of all responses. 28.6% (4) participants were 'new teachers' with three years or less experience, while 14.3% (2) of the respondents identified as having 7 to 10 years experience. South Yorkshire had 2 of the 3 respondents reporting they had over 10 years of experience (66.7%) and 1 respondent (33.3%) had 7-10 years of experience. The Northern Nigeria teachers presented a more polarised picture of experience. 6 respondents (54.5%) had over 10 years experience, but the number of early career teachers with 1-3 years of experience was 4 (36.4%) Only 1 respondent (9.1%) had 7-10 years of experience.

Figure 4.2b
Teaching experience by years

Teaching experience by years
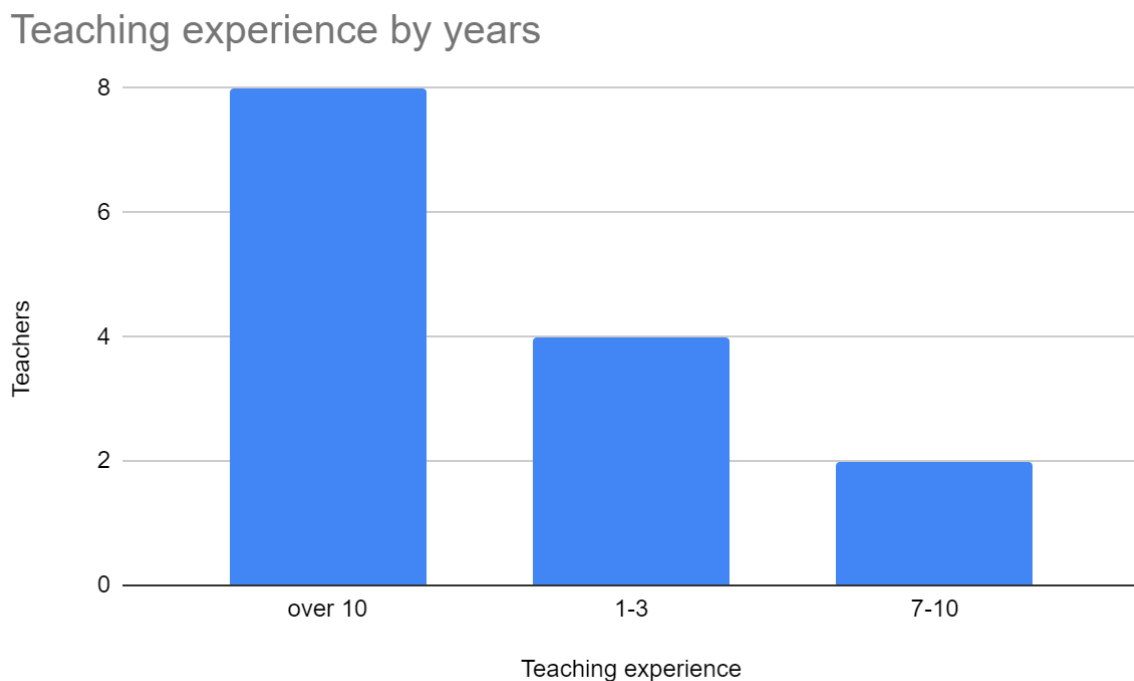
4.2.1 Interpretation of Section One

First, it is worthy to note that the majority of respondents were from Northern Nigeria and this may give a skewed view of resilience. To acknowledge this fact does not mean that the responses received are less valid, rather that there is a possibility that with a more equal number of respondents (South Yorkshire to Northern Nigeria) it is possible that the responses may have been different. As this is a cross cultural study, the assumption of the study is that people may conceptualise resilience based on their different cultural experiences. Having a large proportion of Northern Nigerian respondents therefore may serve to represent responses that are from one region over the other.

Naturally, class teachers constitute a large body of the inclusion criteria in our sample. However, another important designation 'Teaching Assistant/Assistant Teachers' was not represented in responses to this e-questionnaire. Other designations were also interesting as they combined individuals who were in leadership as well as one respondent who is currently a Learning Support teacher. The Learning Support Teacher would have been considered a 'specialist' teacher, which made them suitable for the inclusion criteria of the research study.

Respondents were spread when it came to the level or stage they were currently working in. 66.7% of the respondents worked in Key Stage One/ Lower Primary or Key Stage Two/Upper Primary. Early Years teachers constituted the smallest number with 6.7%. In the Nigerian Educational System, Primary age starts at 6. This may mean that some of the teachers who considered themselves 'Early Years' teachers may actually be School Age teachers in the UK. Other designations also highlighted one respondent in a leadership role and another in a post-16 role. Post-16 is England's designated level that refers to children and young people who

have completed secondary school. The other two respondents who listed 'other,' indicate they teach in both upper and lower primary. This suggests they are suitable to the desired sample.

It is clear that the majority of teachers who filled the e-questionnaire were mid-career level to very experienced teachers. The sample suggests that there is less variance in the group and most people have 7 or more years of experience (71.43%, 10) and a little over a quarter (28.6%, 4) were new teachers with under 3 years of experience. The sample was missing teachers who identified themselves as having taught for 4-6 years. When looking at this data from the cross cultural perspective, the demographic of length of experience and designation were consistent between the two regions. There was one exception however, in Northern Nigeria, there was a larger proportion of early career teachers.

4.3 Section 2: Experiences of Teachers

In the second section of the e-questionnaire, the questions and prompts were constructed to collect information about the nature of difficulties that children and young people (cyp) have encountered, and what teacher experiences of supporting them were. There were a total of four questions in this segment, however, depending on the respondent's feedback, they may be asked to skip the remaining questions or to provide additional information below. As a result, though there were 14 respondents to the e-questionnaire, there were as few as 7 responses to one question in the section.

4.3.1.1. About 50% of respondents (7) commented that they occasionally taught a child or young person who had faced adversity. 35.7% (5) of respondents reported frequently teaching children and young people who had faced hardship. No respondent selected 'rarely,' however, about 14.3% (2) noted they had never had the experience of teaching a child or young person who had difficulties or adversities. Northern Nigeria respondents had 63.6% (7) incidence of 'occasionally' supporting children with adversity. An equal number of respondents, 18.2% (2 each), reported 'never' or 'frequently' encountering children facing adversity. In South Yorkshire, all respondents reported 'frequently' encountering children or young people facing adversity.

Figure 4.3a
Experience teaching children and young people (CYP) facing adversity
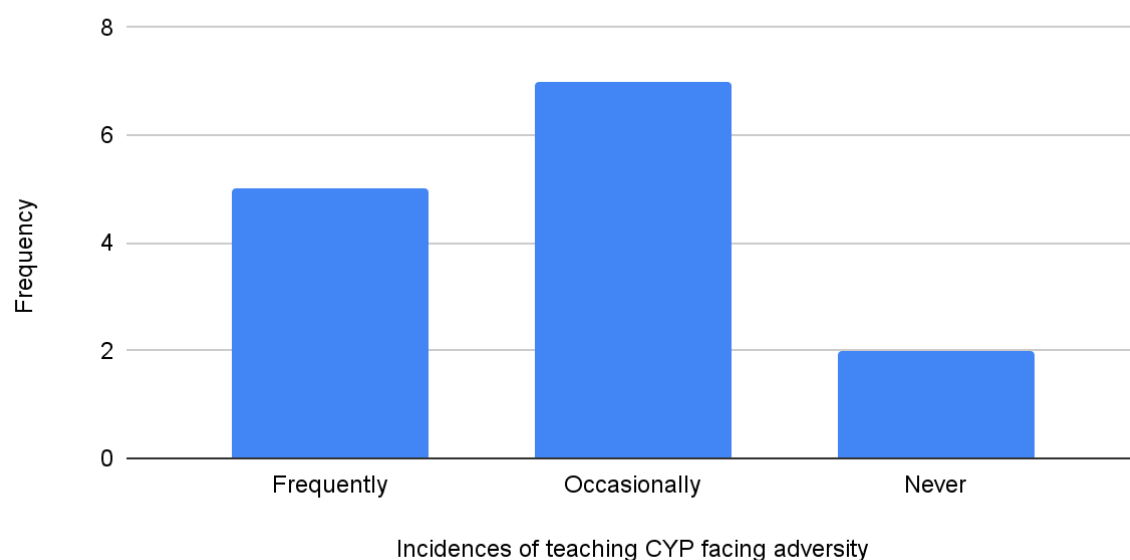
4.3.1.2. The question, ' thinking of one such young person you have taught, what level/ type of difficulty or adversity did they face?' was intended to define the level or type of difficulty faced. This question was only relevant to the respondents

who had answered the previous question in the affirmative. Those who had never experienced teaching a child facing difficulty were asked to skip to section three. A total of 10 respondents selected an option from the levels of difficulty provided. 60% (6) of all participants selected the highest level/type of adversity (Complex), and an equal number of respondents chose Chronic and Acute types (20%,2 each) (Please see 3.3.1 for definitions of 'levels of adversity). *62.5% (5) respondents from Northern Nigeria have encountered 'complex' adversity . 25.5% (2) supported a child or young person with 'chronic' adversity while only 12.5%(1) encountered 'acute' adversity. 2 of the South Yorkshire respondents answered this question. The results reveal an even split between 'chronic' and 'complex' adversity.*

Figure 4.3b
Types/Levels of Adversity

Types/Levels of Adversity
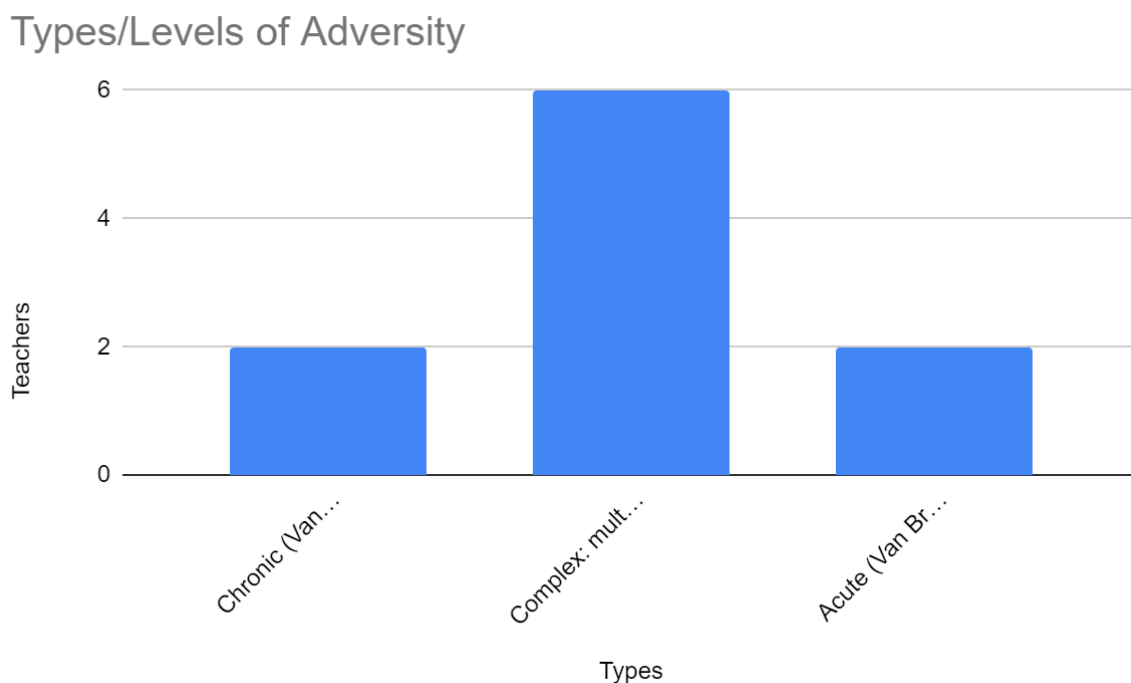
    4.3.1.3 What role did you play in helping the child or young person and over how long?

Table 4.3a

Descriptions of Teacher Roles

Question	Comment
What role did you play in helping the child or young person and over how long?	'Class teacher/SENCO over 3 years'
	'I notified the school and also help to counsel the child'
	'Tutor'
	'Counselling, for like two years'
	'Supporting their learning and emotional support'
	'designated safeguarding lead 4 years'
	'I assisted in making sure the child's studies was not affected.'
	'Make him/her feel that he is important and valuable in life, encourage him to do the least things, not harass him, and not allow anyone to make fun of him or her'
	'Had a talk with the child'
	'My making the child to feel free with me and let him share his problems with me.'
	'Counselling them for a while'
	'I make sure to be close to the child so that he/she will feel free in other to share he/she problems'

11 respondents expanded on the role they played in supporting children and young people who were going through adversity. The question also invited participants to note the period of time the respondents spent supporting the child or young person. All respondents took a direct or indirect role in providing support. The time spent was noted in years ('4 years,' '3 years' and 'two years')however, one response suggested an unmeasured period of time; 'for a while.' Out of the11 respondents who responded, only four alluded to a time frame, the remaining 8

respondents did not refer to any time, but commented on the nature of the intervention. The four respondents referred to time/duration, 2 from Northern Nigeria and 2 from South Yorkshire. Two of the South Yorkshire teachers indicated '3 years' and ' 4 years.'

4.3.1.4. 12 respondents answered the third question about formal trainings received to support children and young people facing adversity or hardship. The responses indicate that the majority of respondents, 58.3% (7), had received training compared to the ones who did not (41.7%, 5). Of the 9 who answered from Northern Nigeria, 5 (55.6%) had not received training to help support children with adversity, while 4 respondents (44.4%), had received training. In South Yorkshire 100% of the respondents had received training for supporting adverse circumstances. Details of their responses are provided below in Appendix 9.

4.3.1.5. If 'Yes,' Please provide details below
Table 4.3b
Descriptions of trainings teachers received

'THRIVE training, SENCO training'
'Workshops and seminars'
'On 1million teachers modules.'
'Safeguarding/adhd, autism training/how to emotionally support children after covid etc'
'safeguarding, trauma informed schools, healthy minds, aces'
'Trainings for child development and support'
'In fact, the school that I work for has a department for the care of children with special needs and is often concerned with training teachers in dealing with these children and how to

> contain them and integrate them with others and understand them psychologically.'

7 teachers responded to this open ended question. Six of the respondents referred to structured- standardised training, whereas one of the respondents suggested a model of experiential learning that is available within his/her school environment. All three South Yorkshire respondents provided examples of training programmes they have participated in (THRIVE, SENCO training, safeguarding and Trainings for child development, to mention a few). The remaining four entries belonged to Northern Nigeria respondents.

4.3.1: Interpretation of Teacher Experiences

Teacher experiences are an important aspect of the information gathered through the questionnaire. The questions in section two sought to find out if teachers had worked with children and young people experiencing adversity and their practices around supporting the difficulties. There were four questions in this section, however only the first question was set as mandatory; 'have you ever taught a child or young person (cyp) who faced difficulties and adversities in life?' Respondents who selected 'never,' were asked to 'skip' to section three. Only respondents who had taught children with adversities were expected to note the frequency and the level of the adversity these children had. The respondents answered as follows; 46.7% 'occasionally, 40% 'frequently' and 13% 'never.' No respondent selected 'rarely.' These results may suggest that for this sample of teachers, it is not unusual to have encountered pupils who experienced adversities.

Out of the 14 respondents who filled the questionnaire, only 11 of them responded to the second question; 'thinking of one such young person you have taught, what level/ type of difficulty or adversity did they face?' Three options/ levels were provided with a brief definition and example of each. 'Acute' was defined as 'a single incident, relatively recent (for instance a children and young people suffering from a sporting accident' (Van Breda, 2016 & Visser, 2015). 'Chronic' was defined as adversities of difficulties `repeated over a prolonged period of time (for example, the experience of the COVID-19 pandemic)'(Van Breda, 2016 & Visser, 2015).Lastly, 'Complex, multiple and varied incidents that carry on for a long time (for instance, the experience of domestic violence in the home)'(Visser, 2015). 7 of the respondents, 63.6%, had experienced working with children with 'complex' adversity/difficulties. An equal number of respondents, 18.2 % (2 each), reported working with children with acute as well as chronic difficulties.These results suggest that for those people who have had the experience of working with children facing difficulties, those difficulties are most likely to have been severe.

The third question:'what role did you play in helping the child or young person and over how long?', had 12 responses. As the question was open-ended, encouraging respondents to fill in their answers, the responses provided qualitative reports of their interventions. 8 respondents noted interventions they carry out but did not note a time frame. However, the remaining four responses noted the time frames. Examining the responses about time frames that noted time (2-4 years), it indicates the duration of the intervention would be long-term. Other interventions like 'counselling' also suggest the intervention would be administered over a period of time. Moreover, entries suggested that teachers will 'tutor,' 'make him/her feel that he is important and valuable in life,' 'make sure to be close to the child so that he/she

will feel free in order to share he/she problems' in order to develop relationships with the pupils. Only one respondent suggested a one-off activity; ' had a talk with the child.' These responses indicate that most teachers in the sample employed the use of long term strategies to develop relationships or skills for children.

The last question was a 'yes or no' question which had a follow-on prompt for those who answered the question with a 'yes.'. Question 4 asked if teachers had received any training on resilience. The follow-on questions invited the respondents who had answered in the affirmative, to list the training they had received. There was a slight majority of respondents who had responded 'yes' at 53.8%, whereas 46.2% reported they had not been given any training. Of the seven respondents that listed the professional development received, only one listed experiential training garnered just by being in a supportive school environment. There were a small number of early career teachers from the Northern Nigeria respondents. However, there was a major difference in the number of respondents who were trained in Northern Nigeria (44.4%,4) as opposed to South Yorkshire (100%, 3). In addition, in South Yorkshire, all respondents felt the training was beneficial, while only 4 in 9 people who responded from Northern Nigeria felt it was useful for supporting adversity. The responses gathered suggests, trainings for these South Yorkshire teachers were structured and incremental while trainings for sampled Northern Nigeria teachers were internal trainings in school which may look more like in-house workshops.

4.4 Section 3: Helping and Hindering Factors

Exploring teacher perceptions of helping and helping and hindering factors were included in the questionnaire to give the respondents an opportunity to expand

on their understanding of what are protective and promotive factors of resilience. There were two questions in this section and both were open ended questions. All 14 respondents provided their responses in narrative form. I deliberately did not use terminology like 'protective; ' or 'promotive factors' as I wanted to elicit a natural response from the respondents. Using resilience related terminology may have prompted the participants to draw from 'scripted' responses from previous learning. All the open ended questions are shown on the Tables 4.4a and 4.4b below.

4.4.1.1. What 5 features/ aspects do children and young people need to be able to thrive? South Yorkshire responses highlighted in yellow.

Table 4.4a
Helping Factors

Education, shelter, clothing,food and love
1-Confidence 2 -To make them feel safe and not to receive threats by word or deed. 3 - To make them like the subject by diversifying the activities and using what attracts their attention 4 - To make them feel their value and what they can add to their society and the future of their country. 5- Practising and making educational projects that benefit them and linking them to what they learn.
They should have the zeal They should be dedicated They should have a target They should have courage the can achieved what the want. Prayer/respect/honest
1. Consistency in educational teaching and guidance 2. Closing monitoring and evaluation 3. Sufficient supply of teaching materials 4. Conducive Teaching environment for both students and teachers and students 5. Children needs to be engaged and exposed to different learning methods by experts then the best learning method adopted for each child
Confidence, accountability, intelligence, interaction, and support
Security (food, shelter, clothes, medicine- basic needs met) Love- secure relationships

Education- opportunities to reach potential Structure and consistency- clear boundaries Choice
Time management Stress management
Mental, social, physical, emotional and spiritual skills.
1.Tell them stories 2.Crack jokes with them. 3.Take them out on excursions 4.Advice them 5.Educate them
Shelter, adequate food, health care, clothing and protect from violence.
feeling safe and secure, emotional regulation, support from parents, having basic needs met, love
Creating activity reading writing arithmetic
Counselling
To communicate their worries, to live in a supportive family, to eat healthily, to be active and to feel loved and supported

Most respondents listed five helping factors, however three of the entries provided

less than five. The answers were spontaneously provided as the participants were

not given prior warning about having to list these aspects out.

4.4.1.2. What 5 features/ aspects could hinder their development? South

Yorkshire responses highlighted in yellow

Table 4.4b
Hindering Factors.

War, poverty, sickness, broken home,
1- To provide children with the necessary communication skills 2- Gaining them respect for themselves and others 3- Teach them to respect time and laws and abide by them. 4- Providing them with cooperation and problem-solving skills 5- Belief in the value of life and the value of what they study and what they can offer to humanity.

Not knowing what they want to achieve. Lack of guidance. Environment Pear group Lack of resources Negligence of prayers
1. Poor teaching/guides for children 2. Inadequate teaching aids and materials 3. Insecurities beguiling the learning state or environment 4. Religious beliefs of parents and guardians that affects learning process of a child. Like in the northern part of Nigeria, some believe that Islamic education should be the ultimate to western education hence delimiting children from access to the full potentials of western education 5. Poor follow up of Learning process outside the school environment.
Fear, lack of financial assistance, lack of basic amenities, bad influence, lack of interest
Lack of basic needs being met Trauma Abuse Lack of clear routines/boundaries Absence of love
lying Digital device addiction
Nutrition, lack of care, relationships,stress and lack of sleep.
1.strictness 2. Violence 3. Ignorance 4.phobia 5. Lack of exposure.
love, education, peace and stability, role model, emotional support.
domestic situations such as violence, poverty, drugs, mental health issues, bereavement, unsupportive parents, being unable to regulate emotions, not having basic needs met outside of school
Same as above
Encouraging them/prayers,
Long term anxiety, poverty, abuse, no family or home and unsolved problems or issues they are unable to talk about

14 respondents used the type-in feature to provide the entries above as their submission for aspects or features that hinder the development of children.

4.4.1 Interpretation of Helping and Hindering Factors

The third section of the e-questionnaire was designed to thicken the information provided about how teachers are constructing the way teachers promote the development of children hence indirectly expressing how resilience is fostered (See Table 4.1). In looking at the responses from the first question, it is clear there are a number of themes represented in the responses. I conducted a basic coding of the themes in the qualitative responses then counted the frequency of those statements. First, I lifted the themes across the whole data set, and finally I will explain how I separated the themes by region in Tables 4.4a, 4.4b and Figures 4.4a and 4.4b.

The 7 themes that surfaced for helping factors were :Confidence, Safety and Security, Learning and Education, Mental Health and Wellbeing, Organisation and Goals, Love, Support and Value, and Prayer and Advice. The most popular aspect or factor that promoted the development of children, according to the responses received, is in the area of 'learning and education' at 14 entries. This was closely followed by 'safety and security,' then 'mental health and wellbeing.' 'Prayer and confidence' were the two entries with the lowest occurance. Emphasis was heavily laid on interventions that had to do with learning and education. It may be the case that educators will look to areas of strength (teaching and learning) when developing interventions to support resilience. 'Safety and security' also remained an area of high importance in both regions.

Figure 4.4b
Helping Factors

Helping factors by themes

Legend: All Respondents, South Yorkshire, Northern Nigeria

Themes (x-axis): 'Confidence', Safety and, Learning and, Mental Health, Organisation, Love, support, Prayer and
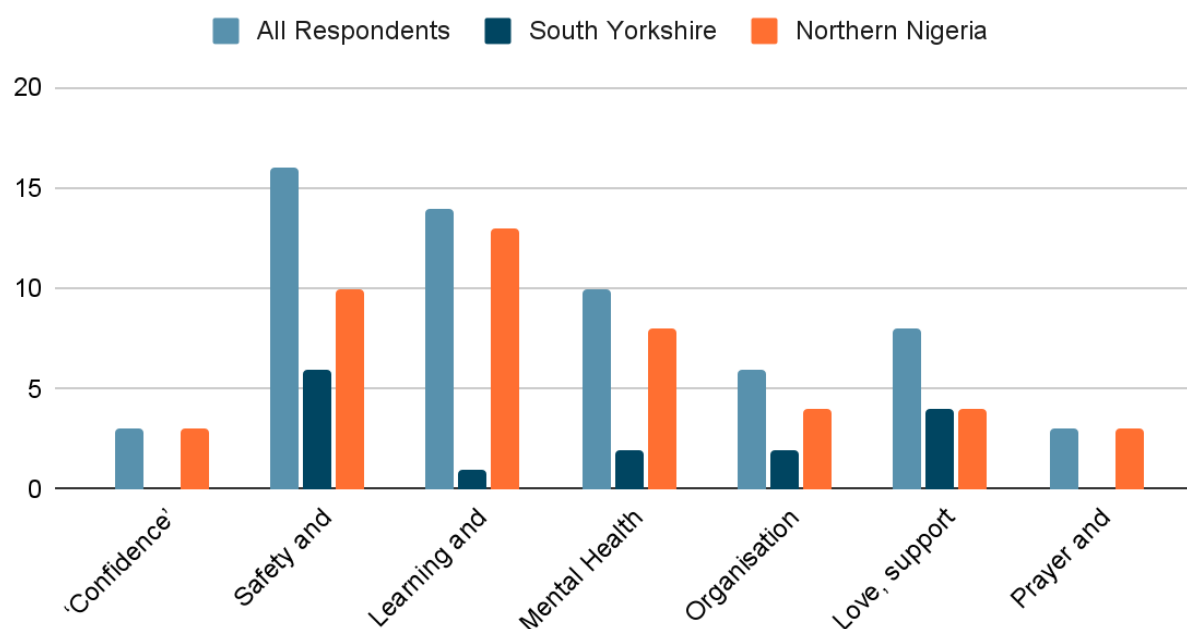
Table 4.4c
Helping factors theme frequencies by region

	Helping factors theme	South Yorkshire	Northern Nigeria	Total No of entries
1	'Confidence'	0	3	3
2	Safety and Security	6	10	16
3	Learning and education	1	13	14
4	Mental Health and wellbeing	2	8	10
5	Organisation and goals	2	4	6
6	Love, support and value	4	4	8
7	Prayer and Advice	0	3	3

For the second question regarding hindering factors, 10 themes were identified overall. Respondents had more varied responses than in the helping aspects. Two respondents answered the question by inverting the answer. This means the respondents listed what children and young people needed in order not to be hindered. In light of this, I used 'lack of' to qualify their responses.

Figure 4.4c
Hindering Factors
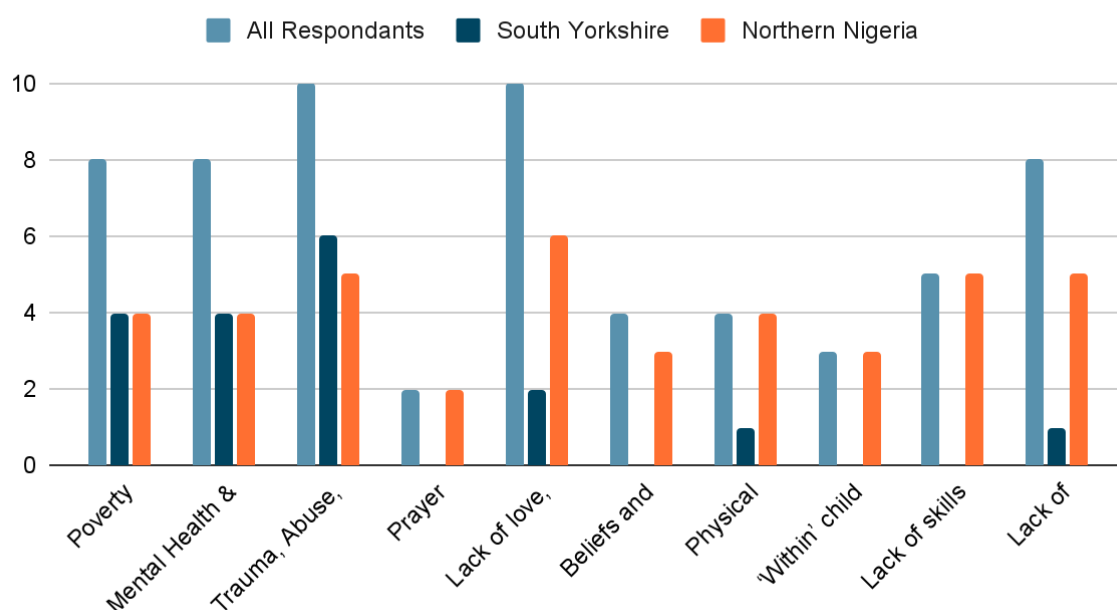
Table 4.4d
Hindering factors themes

	Hindering factors themes	South Yorkshire	Northern Nigeria	Total number of entries
1	Poverty	4	4	8
2	Mental Health & Fear	4	4	8
3	Trauma, Abuse, Violence and War	6	5	11

4	Lack of Prayer	0	2	2
5	Lack of love, care and support	2	6	8
6	Beliefs and attitude	0	3	3
7	Physical Wellbeing	1	4	5
8	'Within' child	0	3	3
9	Lack of skills and education	0	5	5
10	Lack of Guidance and Boundaries	1	5	6

Four shared themes were identified between the two questions;

1. 'Mental health and wellbeing' vs 'mental health and fear'

2. 'Prayer and advice' vs 'prayer'

3. 'Love, support and value' vs 'Lack of love, care and support.'

4. 'Learning and education' vs 'Lack of skills and education.'

This may be interpreted as the belief that certain factors can be helpful and their absence could be hindering the development of children and young people.

4.5 Section 4: Next Steps

The final section was added as an opt-in system for participants wishing to participate in the qualitative interview. The opt-in question had a 'yes' or 'no' prompt. Respondents who consented to participate in the interview were then contacted via email to organise the interview dates.

71.4% (10) of the respondents consented to participate in the interview and 28.6% (4) declined. Based on the participants who consented and provided their email addresses, an email was sent to the interested participants to invite them to the interviews. Five participants were contacted, however, only four were able to

schedule a time within the window of time that was available for the research. Interviewees were equally distributed between Northern Nigeria and South Yorkshire informants.

4.6 Summary of data

An e-questionnaire was designed to collect quantitative data as part of the design for my explanatory sequential mixed methods study. A total of 14 participants responded to the questionnaire of the 14, 10 opted in for the qualitative interview. Five participants were contacted for the interview, however, only four were able to commit to a time within the research window.

The results were collated using Google analytics, and these were reported using descriptive analysis with graphs, pie charts and frequency tables. For the qualitative entries in section 4, ' Hindering and Helping Factors,' a basic thematic analysis was used to identify common themes which were then tabulated as graphs. The data collated has built a rich picture of teachers' experiences of children with adversity, their practices and what they consider helping and hindering factors in Northern Nigeria and South Yorkshire.

In the following chapter (Chapter 5); analysis and interpretation of Narrative interviews using the Listening Guide, I have used the same approach as this chapter, i.e. an analysis and interpretation of the data. An analysis and interpretation has given me liberty to start exploring the meanings revealed in the data while scrutinising it.

Figure 4.5
Qualitative interview opt in

Qualitative interview opt in
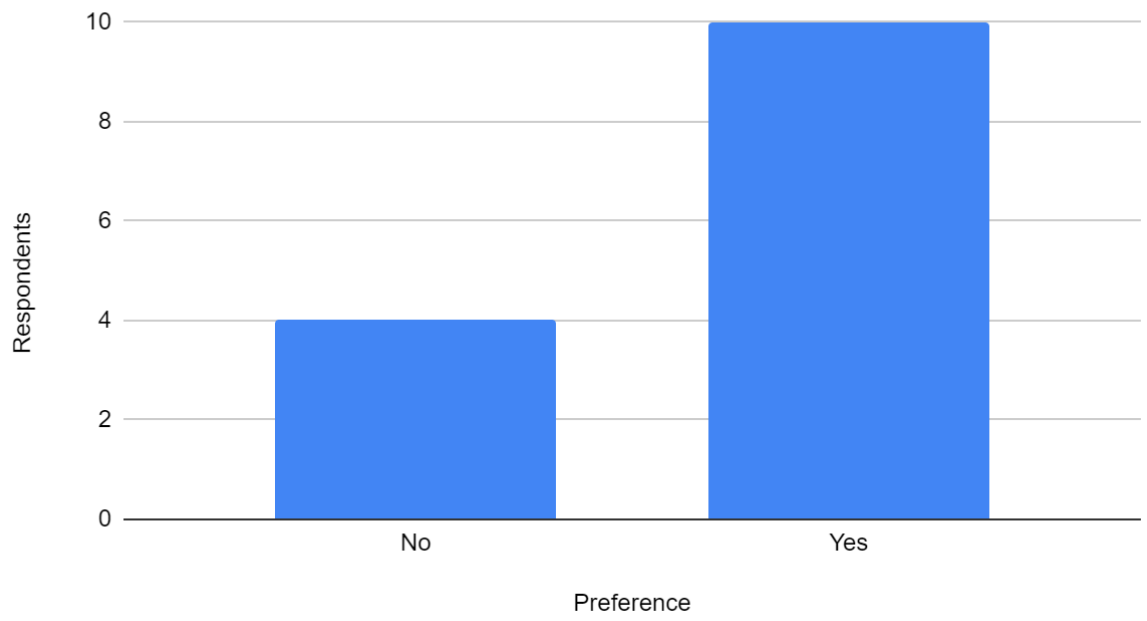
CHAPTER 5 : ANALYSIS AND INTERPRETATION OF FREE ASSOCIATION INTERVIEWS

5.1: Introduction

As detailed in the methodology chapter, I carried out a 20-60 minute interview with each informant. This was made up of approximately 5 minutes of PCP followed by a narrative interview where I gathered stories. Next, I will describe how I undertook the PCP and narrative analyses.

In this chapter; I will describe how I have undertaken the analysis and interpretation of my Narrative interviews using the Listening Guide. As detailed in the Methodology Chapter, I undertook one interview per participant, which was divided into two segments. I began with the Personal Construct Psychology tool: Model of the World and subsequently, I proceeded to interview my informants using free association inspired narrative prompts.

First, informants were led through the Model of the World, to explore the subject of resilience from the perspective of the informant (See Methodology 3.3.5.3). The exploration of resilience took place in the first 3- 8 minutes of all the interviews. The second segment of the interview took a narrative format in which the informants were invited to share their stories. I prompted the informants using free association techniques, such as reflecting the last point they made, in order to maintain a natural flow of stories and not to interrupt or impose on the voices I was gathering (Kvale, 2007).

The qualitative interviews have been analysed and interpreted in three different steps using the Feminist Analysis tool; Listening Guide (LG). Gilligan & Eddy (2017) and Woodcock (2016) have developed a clear model of analysing the qualitative data based on their work with this tool. The analysis consists of four listenings in which the researcher successively extracts different aspects of the

participant's voice. In the paper put forth by Woodcock (2016), she refers to participants as 'informants,' elevating their voices to a status that is less passive and takes centre stage in the research (p. 3). As a result, in this segment of the study, I will refer to the participants as informants.

The four listenings go beyond themes, but reach further to 'facilitate psychological discovery' (Woodcock 2016, p. 3). In the first Listening, the researcher is invited to 'listen for the plot,' create a 'trail of evidence,' record 'silence' and pay attention to 'reader response.' In this first segment where the backbone of the informant's story is reconstructed, the researcher is given the opportunity to step back and look at the themes and stories that have emerged.

In the second listening, a unique and foundational aspect of LG is encountered; voice poems. In this stage, the researchers 'revisit their research question(s)' to ensure they keep focus on the study that led them to the data (Woodcock 2016, p. 4). Using meticulous attention to the transcript, the researcher extracts all the 'I' statements uttered by the informant. These are neatly arranged in the order that they were spoken by the informant. Using the natural order of the 'I' statements, allow us to 'capture concepts not directly stated by the informant, yet central to the meaning of what he or she said' (Woodcock 2016, p. 3).

The third and fourth listenings have been collapsed into one listening by some researchers, like Gilligan & Eddy (2017) who have regarded them as one step that may require several listenings (p. 79). The contrapuntal listenings is the final stage of LG where the informant's voice is analysed not for 'its contents and themes, but for its quality and musicality.This means listening for different voices and their interplay, or harmonies or dissonances within the psyche, tensions with parts to itself' (Gilligan & Eddy 2017, p. 79). In this listening, I have recorded the rise and fall of voices and

the characterisation of the voices, a more detailed illustration of this is provided in Informant analyses below.

While analysing the transcripts, I used a colour coding mechanism that helped me to lift out different aspects of voice in both segments of the interview; PCP and Narrative (See Appendix 7). In succession, I will present below, an analysis, interpretation and reflection of each Informant's qualitative interview. In doing so, I aim to highlight the paramount points in their stories. I am aware that the decision of which aspect of the qualitative data is deemed 'paramount' is largely subjective to me. I note that I am influenced by my positionality and biases. In order to ensure that I maintain research rigour, I will be transparent in my reasons for making the choices I did.

5.2 Informant 1

Informant 1 is a participant from Northern Nigeria. She has been a primary and secondary school teacher for about two decades. She currently teaches in a Primary 4 class in an independent primary school. In Nigeria, the educational system places her class in 'Upper Primary.' Informant 1 was interviewed via Google meet and her interview was recorded and transcribed using a transcription app (Otter.ai).

5.2.1 Model of the World: Four Directions

Using Model of the World : Four Directions, I explored Informant 1's construction of resilience (Beaver, 1996). In the first eight minutes of the interview, I used some prompt questions to explore the 'importance,' 'behaviour,' 'implications' and 'opposites' of resilience. A bank of prompts was used to elicit responses about

the constructs informants held. The prompt questions have been outlined in the methodology chapter (See 3.3.5.3 and Appendix 5). Below is a diagram of the responses given by Informant .

INFORMANT 1

Importance:
'It is important to have a positive mindset....to believe I can recover from whatsoever i am passing through.'
It is important to quickly recover from any unpleasant situation.

Implications:
'The person would start to feel better about themself.'
'They would become more active,'
'They would believe in themselves and be positive

Resilience

Opposites:
'Their behaviour becomes so negative' 'they feel so bad'
'They feel so sad'
'Feels nobody is there to help'
'Depression, conflict...total belief that I cant make it out of this system.'

'**Behaviour (Experience)**
You will see negative attitude becoming positive'
'Their emotions become stable'
'Becoming more interested in learning.'

In looking at the responses offered by Informant 1, I summarised her construction of resilience as *a belief or mindset that allows a child/person to 'feel better' about themselves. This positive outlook gives them confidence in their abilities and keeps them motivated.* In keeping with the nature of construing in this paradigm, I have interpreted Informant 1's poles or dichotomies below:

Resilient	**Not Resilient**
Positive behaviour	Negative behaviour
Hopeful of change	Helpless
Motivated	Dejected

5.2.2 LG First Listening: Listening for the Plot

The First Listening of LG invites the researcher to create a content map of the qualitative interviews. The stories told and the recurring themes discovered from the informants are rich and deep accounts of the subject matter being researched.There will be four distinct aspects pulled out; the themes, trail of evidence, silences and reader response. These are all compiled to present a foundation for other aspects of the analysis.

The research questions required the informants to generate two different types of information. The first explores how they construct and conceptualise resilience. This will be represented in an introspective voice of the self. For the purposes of this section, I will distinguish the introspective voice as 'self.' Informants would typically talk about their personal lived experiences . The second voice is one that is more pragmatic, and speaks about actions that were taken, in order to promote resilience in children. That voice will be termed as 'other.' Informants speak about what they did to promote resilience in children as well as the experiences of those children from the informant's perspective. Throughout the analysis and interpretation, I will identify quotes that refer to self, and those that pertain to others. (See full transcript of the interview in Appendices 1-4).

'It was as if life was brought back to me.' Informant 1

The narrative interview began with an invitation. I asked Informant 1 to think of a time when she supported a child who was facing some adversity. From the initial question about supporting adversity, I followed Informant's lead and explored important points in her story, sometimes asking her to reflect on how she had been supported to develop resilience herself. I did not follow a strict interview schedule

and as a result the stories alternated from self to other. In addition, as I was gathering stories, my analysis will refer to both stories and themes. For instance, when Informant 1 told a story about when she was humiliated by her employer, a very important theme in that story was the support and encouragement she received from her mother. Naturally, some of the stories had recurring themes.

Informant 1 told 5 main stories, and 2 sub stories. I chose to call some of the stories 'sub stories' because they were not fully developed. Stories were determined as being complete when they had a clear beginning, middle and end. These stories could be of 'self' or of 'other'. Sub-stories were used as a way to illustrate a point and did not have a clear beginning, middle and end.

- Story 1: The child whose mother passed away - **other**

- Story 2: Neglected girl - **other**

- Story 3: Humiliation Story - **self**

- Story 4: Rising from failure (longest story- life changing story)- **self**

- Story 5: Motivational stories- **other**

  - Sub Story: Ben Carson motivational story

  - Sub Story: The child who didn't enjoy school

Informant 1 sees herself as an agent of resilience for children. Supporting people/children to gain positivity and overcome adversity ('unpleasant situation') is important to Informant 1.Being happy, making others happy, helping others to feel better was a recurring theme in her stories. Below are some examples of how Informant 1 promoted resilience in children:

162 *' Brought him close enough for him not to feel carried away about what the unpleasant situation.'* (other)

187 *'I use so many things to actually make him feel better'* (other)

188 'I was able to help him come out and feel after.' (other)

When Informant 1 spoke about how she constructs resilience, the main theme in her stories seemed to suggest that standing tall in the face of adversity has made her a resilient person. This is consistent with Informant 1's construction of resilience; the idea of being motivated and confident in their abilities.

333 'I woke up the following morning like nothing happened!' (self)

341 'I wore my best clothes that following day because she challenged me to always look at what I wore.' (self)

346 'my head should always be up.I believe in myself.' (self)

384 'I need to bounce back, this is not who I am actually. I can do it' (self)

Informant 1 suggests she notices subtle changes as a child's resilience is developing. In several places she describes it as 'life being brought back' to the person.

470 'hope is given back to them, life is given back to them.' (other)

5.2.3.1 Themes. When speaking about adversities faced by children, Informant 1 seemed to suggest that hardship was mostly about missing or unavailable parents. Specifically, Informant 1 sees overcoming adversity through affirmation (*'building up'*), and giving encouragement to the child (*'giving life back to'*) as chief ways to cultivate resilience in others. When Informant 1 spoke about her personal experiences of developing resilience (self), the pattern of being affirmed by a significant adult was reiterated. Her narratives, whether of self or other, were primarily quest narratives (Willig, 2013 p144). A quest narrative promotes the idea that what is gained through adversity is transcendent of a material gain, rather it is transformative (Willig 2013, p. 145). For instance, Informant 1 told two 'coming of

age' stories; the story of becoming a prefect after failing her exams and the story of her student becoming a doctor. In both stories, the transformative paradigm in quest narratives were evident.

5.2.3.2 Silences.This participant rarely used any silences. She filled in the time with animated expressions- like gasps, giggles and gestures. Her style of narrative was very descriptive and would often flash back to other times, to explain her context. Her style of narrative was 1st person characterization. She would often take on the voice of the second person.

5.2.3.3 Reader Response. I was aware of my biases when listening to this interview again. I had several points of resonance with the interviewee especially in her stories of self. Some of the points were in Story 4: when the informant failed her exams and how this made her a stronger student. The humiliation story was also another point of resonance. Though I didn't experience this failure, the story was told in an emotive way, and the informant shared that emotion.

312 '*As I am telling you now I'm crying because it was a bitter experience.'*
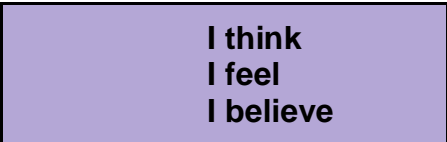
316 *'Tears started dropping for my eyes.'*

5.2.3 Second Listening: self voice (I poems)

In order to ensure that the voices being pulled out are staying true to the purpose of the study, the researcher is advised to look back and re-center the research questions. The two research questions have two intentions. One is to gain an understanding of how the informant constructs and conceptualises resilience, and the second seeks to explore how the informant promotes resilience in their students. (See Methodology).

The I-poems have been extracted by story and also, when the speaker has made a distinction of their strategies for cultivating resilience (research question 2) those I-poems have also been gathered. These help us to see in a clear manner how their voices convey the study objectives.

Informant 1 speaks about resilience in an emotive way, for her it seems, what she thinks, how she feels and what she believes of the notion of resilience are deeply intertwined. The reader gets a sense that the understanding of resilience is something that starts with positive encouraging thoughts ('I think'), then it becomes conviction ('I feel' and 'I believe') and eventually it is expressed as behaviour. The I-poem reflects how the informant constructs resilience:

**I think
I feel
I believe**

Stories told by Informant 1 tended to present a personal challenge which was eventually overcome through a variety of supportive adults who challenge her to be better or stronger. In her third story, Informant 1 tells about a difficult experience about how humiliation from her boss, challenged her to become more conscientious but confident. The voice-poem below seems to illustrate the transcendental resolution in the end; ' I believe in myself.'

**I remember
I keep telling
myself
I left
I started
I got
I took
I collected
I wore**

> I went
> I looked
> I felt
> I'm crying
> I'm not
> I…. looked
> I woke
> I went
> I wore
> I knew
> I believe she felt
> sober
> I believe in myself

In addition, I noticed the strategies used to promote resilience building . When speaking about what she would do to promote resilience in children (Research Question 2) Informant 1 demonstrates an active hands-on approach:

> I use
> I get close
> I find
> I do
> I sing
> I engage them in
> games
> I do motivational
> talk
> I play the video

5.2.4 Third and Fourth Listenings: Contrapuntal Listening

The interview was very melodious and it was apparent that we had great chemistry. The voices would rise and fall together. A lot of the conversation was interrupted with laughter and non-speech affirmations. The intersubjectivity created between us was such that I could share the emotions whe experienced as Informant 1 told her stories.

During the analysis I detected three distinctive voices that were apparent during the contrapuntal listenings. The 'voice of pride and affirmation' was evident in the stories of 'Rising from failure', 'The child whose mother passed away' (a student who later became a medical doctor in Canada), and the 'Humiliation Story'. This voice recognised and celebrated the adversities that had been overcome.

The 'voice of advice' would lovingly advise or counsel the other about what to do.It was soothing and drawing-out the emotions others felt. It was evident in all of Informant 1's stories. The 'voice of sadness' recounted the Humiliation Story; this 'd*irty experience,*' was laden with the sadness experienced. When Informant 1 did badly in school as a young adult, this voice is impersonated in the statement *'I failed.'*

Research Journal:
'We 'clicked' like old friends; lots of giggles and laughter. I found myself echoing her phrases. I felt drawn to her style of storytelling because she situated herself as the young person she was speaking about. Often, she took the first person pronoun when she was speaking about the child. It felt like her notion of empathy was truly walking 'in the shoes' of the child. There were sometimes when her stories would become powerfully emotional; a tear of two were shed. At the same time, she was terribly laid back, I had to keep reminding myself about the purpose of my interview.

Was her idea of resilience rooted in making sense of difficult emotions?'

5.3 Informant 2

Informant 2 is a Learning Mentor who works at a large secondary school in South Yorkshire. Informant 2 has had previous experience working as a support staff in Primary and Nursery schools. Her experiences in primary and nursery were mainly

as a lunch supervisor, nursery nurse and a caregiver. Informant 2 was born in England, but lived in Northern Nigeria as a child. Informant 2 was interviewed via Google meet (video) and her interview was also transcribed using Otter.ai.

5.3.1 Model of the World: Four Directions

As outlined in the methodology chapter (3.3.5.3), Informant 2's interview began with the PCP exploration. Below are the responses Informant 2 gave:

INFORMANT 2

BEHAVIOR:
'It involves talking when issues.... to get through things.'
'It might be you keep thoughts to yourself, you suss out what's going on, and you'll decide best path to take.'
'Like soldiering on, times is being resilient'
'Not sifting through, just pulling on...like to get through something'

IMPLICATIONS
'It stops me or any other person becoming disheartened.'
'They'll try to find out a solution.'
If your mind's in the right place, you're more likely to come across a solution I think.

Resilience

OPPOSITES
'like sort of like emotional, falling apart, and giving up being despondent?'
'Getting into a rut that they can't get out of?'
'A non resilient person might start drinking or taking drugs or going down that path.'
Being aggressive, in a way to manage their emotions.

IMPORTANCE:
'a resilient person can get through difficulties and I think they do that by having good grounding.'
'Feel positive about themselves.'
'Can deal with difficulties and get through things.'

Informant 2 construed resilience as *feeling positive about oneself and having the ability to deal with difficulties because the person has clarity. This clarity is born*

out of good grounding and their 'mind being in the right place.' For Informant 2, the

notion of resilience was polarised as follows:

Resilience	Not resilient
1. 'Getting through,' 'finding solutions,' 'soldiering on' 2. Talking through Issues …to get through tough times 3. Being reflective;'sussing out'	1. 'falling apart, giving up, being despondent' 2. Drinking or taking drugs, being aggressive, Getting into a rut you can't get out of 3. Being aggressive…to manage emotions

5.3.2 First Listening: Listening for the Plot

At the start of our narrative interview with Informant 2, our discussion took a

surprising twist. Informant 2 revealed to me that she had lived in Northern Nigeria for

some time as a young child. Informant 2 remembered this time fondly sharing that

this was one of the most important periods of her childhood. Informant 2 reflected

that she was drawn to this research due to her fond memories of living in Northern

NIgeria. The first few minutes of the interview was spent chatting about the city she

lived in. The main interview began at 5.09.

'For me, Art plays a big part.' Informant 2

Informant 2 told 5 main stories within the interview. Informant 2 had fully

developed stories so there were no sub stories identified in her interview.

- STORY 1: The bullied child with the 'wetting issue' (other)

- STORY 2: A difficult time (self)

- STORY 3: A college student (other)

- STORY 4: Father's influence (self)

- STORY 5: Supportive English Teacher (other)

Informant 2 sees herself as a resilient person who has gone through adversity and has overcome it.

106 *'I had a mental break down'* (self)

110 '*I took myself even though I wasn't fully well, I took myself out to continue my studies.'* (self)

117 '*I saw the counsellor, she said, you must have been a strong person..'*(self)

She promotes a combination of an ecological view and a trait view of resilience. So her construction of resilience comes from ideas of family, supportive workplace and her love of Art.

119 *'I think I had a good childhood.'* (self)

126 *'I've been brought up in a good way'* (self)

158 *'I got me art. I'm heavily into art so that like helps me.'*(self)

216 *'It was my dad..'* (self)

312 *There's a lot of training, we have a lot of training* (self)

327 *'I think it's a very supportive environment'* (self/ other)

5.3.2.1 Themes. Informant 2 had some prominent themes. One recurring theme in the stories told by Informant 2 were those about support. When speaking about herself, Informant 2 seemed to indicate that family support, especially in childhood, was an important pillar to build resilience reserves. A supportive work environment (place of work in college) also supports resilience.Informant 2 also draws on mindfulness and art as tools for supporting self and helps build resilience.

Informant 2's relationship with her art and mindfulness indicate a very personal experience of resilience and resilience building. Art was a recurring theme as Informant 2 used this as a tool for herself (making patterns, henna and face painting), but also one to cultivate resilience in others. In Story 3, Informant 2 relates the story of how she supported a student to develop his art skills as a way of soothing and regulating himself. Informant 2 also makes a unique connection between the importance of touch and in promoting peacefulness or relaxation.

      5.3.2.2 Silences. Informant 2's silences were very limited, typically situated at the start of a speech segment after a question is asked. I read this as the listener needing time to process the question. Informant 2's voice seemed to trail off at the end of each response and she often ended with a question, as if to ask if her answer was correct. *16 'I don't know if it's right.'(self)* I noticed two main silences, One was when she was speaking about a young person then shifted to a child.

> *205 he draws and he is a really good drawer ….. (other)*
>
> *207 But for the children, for that younger children {silence} … there was just artwork and that, so obviously I use it to sort of encourage them. (other)*

Then secondly, Informant 2 was speaking about the different types of art *218-220 you can have a variety of craft. I even do designs on plates {silence}. So, I mean as I do henna as well, do face painting…(self).*

      5.3.2.3 Reader Reference. I could not figure out if this informant was seeing herself as having an ecological driven understanding of resilience or if she viewed it as a trait that one has.In some instances, Informant 2 speaks about her art and mindfulness as traits, but other times she uses them as examples of how she has developed these skills in order to become more resilient.

> 177 ' *I found that it felt like I didn't need to phone me mum, I could sort it out myself a little bit.'* (ref: meditation) (self)
>
> 179 *'the patterns are quite meditative'* (other/self)
>
> 199/201 *'I found out he could draw and when I help him…. He draws and he's a really good drawer.'* (other)

Informant 2 makes reference to her childhood and parents as integral people in her development of resilience. Informant 2 also expresses the influence of a supportive workplace and training in developing her resilience.

5.3.3 Second Listening: self voice (I poems)

> **I think**
> **I was**
> **I don't know**
> **I think**
> **I use**
> **I think it helps**
> **I think**
> **I think**

Informant 2's voice in constructing and conceptualising resilience came across as unsure. She uses 'I think' several times and often sought clarification if the answers given were correct. As we explore the stories Informant 2 tells, it is apparent that the voice changes when she starts to speak about her personal experiences. The I-poems that talk about her art or meditation indicate this pattern.

ART

> **I got me art**
> **I am heavily into art**
> **I love studying**
> **I loved**
> **I love studying**

ART & MEDITATION

> **I found**
> **I think**
> **I think**
> **I was in Manchester**
> **I was upset**
> **I used to**
> **I used to be a doodler**
> **I create**
> **I want**
> **I'm glad**
> **I'm glad**
> **I do**
> **I can do me artwork**
> **I like**
> **I like to show people**
> **I've done**

Informant 2 did not list her strategies of promoting resilience in others separately , as such, it is difficult to isolate them into an I-poem. However, within the text itself it is noticeable that there was a lot of reference to modelling resilience strategies to the children and young people.

> **I have**
> **I have been**
> **I found out**
> **I help him**
> **I say**
> **I use it**

5.3.4 Third and Fourth Listenings: Contrapuntal Listening

Informant 2's contrapuntal listenings reveal an interplay of voices that remained calm and rhythmic. The informant tended to speak in a monotone with the interjection of an interesting voice; the 'interjecting' voice. Inversely, another distinctive characterization of voice came across as a 'submissive' voice. The

'Interjecting voice' was child-like- impatient , excitedly trying to clarify something. It Sounded light hearted and repetitive.

166 '*And I love studying, I loved I love studying…., and reading.*'

158 '*And I got me art. I am heavily into art, so that like helps me.me.*'

The 'Submissive voice' however, felt like it was unsure of itself. Often it would begin with ' *Me dad*' or *'me sister.'* This voice characterised a significant part of the interview and meant Informant 2 was always seeking approval or clarification that her assertions were acceptable or appropriate. .

REFLECTIVE JOURNAL:
Informant 2 drew a lot from her childhood and personal experience. Could this be because she had limited experience as a 'teacher?' Informant 2 was hard to connect to, I felt as though our interview was more laboured, it took a while to feel attuned to her. I also felt a distinct sense that she was in a hurry to conclude- why else would she ask if this was going to 'take long'? I recognise my limitations in attuning to Informant 2 as being largely due to not speaking 'the language,' or vice versa. Cultural?

Informant 2 left me with deep curiosity about how resilience could be seen as a sensory, meditative experience rather than a purely emotional or cognitive one. Her reference to touch, art, meditation and mindfulness were very introspective and also intriguing.' 9.8.2022

5.4 Informant 3

Informant 3 is a veteran teacher with about 2 decades of experience. He currently teaches in a community school in Northern Nigeria where he manages. Informant 3 is a senior teacher and so he teaches in the lower and upper primary sections of the school. Informant 3's recent experience of large-scale kidnapping of

his school's pupils made him interested in the study. Informant was interviewed via Google Meet (audio option only) and the interview was transcribed.

5.4.1 Model of the World: Four Directions

As outlined in the Methodology Chapter (3.3.5.3), Informant 3's interview began with a PCP exploration. Below are the responses Informant 3 gave:

INFORMANT 3

IMPLICATIONS
'resilience simply means is a system or a metaphor, a way that someone follow, or is a step that someone takes to come back from, something like trauma, something like something that distracts his life or put him in a miserable situation.'
'it's a step forward, to take to recover or to regain what someone lose what makes him to feel bad.'

IMPORTANCE
'It is very, very important for someone to recover from, to be resilient'
'Someone to stay in a mood that that is not good; that is bad.'

RESILIENCE

OPPOSITE
somebody that hasn't come back to the normal circumstance, to the normal that he was. That is someone that is not resilient.'

BEHAVIOUR
'They're totally changed from where we were and what we know, from what we know from them.' (context of kidnapping)
'Sometimes when someone is resilient, he will be... he will be doing abnormal things.'
'Sometimes I used to I used to feel like stay alone is better for me than to be among people. Sometimes I used to feel like I'm not feeling fine.'

In summary, I interpreted Informant 3's construction of resilience as *the positive process by which a person takes proactive steps to return to their former state of wellbeing following an adversity.* It is important to notice that Informant 3 speaks about the journey of overcoming adversity as being the marker of resilience, not necessarily the recovery of the former state of being.

For example, Informant 3 expressed that a person who is resilient may prefer to do 'abnormal things,' or to 'stay alone,' but the most important thing is that the person takes the 'step forward' to 'recover or to regain.'

Resilient	Not Resilient
Persevering despite difficulties like experiencing trauma, feeling disconnected and feeling unwell.	Not returning to (or trying to return to)normal.

5.4.2 First Listening: Listening for the Plot

The interview with Informant 3 was full of technical difficulties due to the remoteness of his location and the limited internet connection there. As a result, we resorted to an audio only interview in which the video function was closed to support the connection. Moreover, I made two simultaneous recordings of the interview; one on the transcription app; Otter.ai, and the other on Google meet. This allowed me to cross reference areas of the interview where the audio was lost, against another recording.

*'It's improving day-by-day [.] because the children- they have trust in us.'*Informant 3.

Informant 3 told two stories. The first dominant story was about the kidnapping incident, but in it, there were five sub stories (episodes). The second story was less developed than the first,however I did not consider it a sub-story as it was distinct from the kidnap story .

- Story 1: Kidnapping Story: The children were taken (other)
  - Sub-story 1 : Daughter's escape (other)
  - Substory 2: Children have become protective of their possessions (other)
  - Substory 3: Children are struggling to remember (other)
  - Substory 4: Assistance took a long time to come (self)
  - Substory 5: Fear and Adversity of being a leader (kidnappers, families and media) (self)
- Story 2: A home that encouraged education (self)

Informant 3 presents as a person who has experienced a recent complex adversity where the children he teaches were abducted in a banditry attack. This attack resulted in 93 children being abducted. Despite the children having been returned to their families, this ordeal provided the backdrop from which the informant drew his experience of adversity. In some instances, it was apparent that Informant 3 was still processing the trauma himself, so some of the questions I asked seemed to lead away from the research questions and towards his sense making in a therapeutic sense. The introspective voice, 'self,' only featured independently in Story 2. In all other instances, Informant 3 recounted the stories related to the kidnapping of the children. His ideas of how resilience will be promoted in others,

was hard to draw out. In most cases Informant 3 referred to concrete things that had happened since the kidnapping incident as opposed to his own practice.

5.4.2.1 Themes. There were some themes that emerged from the first reading of Informant 3's transcript. The most notable and dominant was the idea of God, Prayer and Destiny. Informant 4 suggested an interesting perspective on resilience where he promoted that resilience could be divinely inspired.

111 *'God has answered our prayers, make her to run away from them. God, I feel, is a still a [form of] resilience because she is [was] in her senses.'* (other/self) Protection, security and care build resilience in self and others. The informant spoke about these three concepts as building blocks for overcoming hardship or adversity. Other themes about having courage and being resilient as a labour of love were also reiterated.

5.4.2.2 Silences. Informant 3 did not use many silences in his interview, instead the silences seemed to be substituted by a quick repetition of the same word, almost like a stammer. These stammers seem to come about when he was making an emphasis about something he was talking about. There was one noticeable pause, when I asked him why he chose to become a teacher. Informant 4 began to give a response, but then fell silent for a few seconds then said, 249 *'I like teaching'* (self) . This response felt like a revelation that he had not considered before.

5.4.2.3 Reader Response. Informant 3 started telling his story whilst we were exploring his constructs about resilience from the 'Model of the world' exercise .Informant 3 came across as profoundly impacted by the stories he told. The desperation and frustration were poignant. However, it seemed as though Informant 3 already had a story that was waiting to be told. I got a sense that he needed to share this story- not just to participate in the research, but to make meaning of it

himself. Informant 3 appeared to be reliving the episode and in need of processing the stories himself. I became aware that I had unconsciously switched into a therapeutic role: I found myself using affirmation and reframing in order to support this need. Informant 3 promoted an interesting aspect of resilience based on faith. Informant 4 would use the pronouns 'you,' 'I' and 'we' interchangeably.

5.4.3 Second Listening: self voice (I poems)

Informant 3 told one dominant story, which features from the exploration of the personal construct tool; Model of the World. The terms 'I used to' almost indicated a sort of loss- something that no longer exists.

> **I could say**
> **I will say**
> **I can**
> **I can just say**
> **I can**
> **I will**
> **I said**
> **I feel**
> **I am**
> **I know**
> **I have crammed**
> **I used to**
> **I put**
> **I used to**
> **I …feel**
> **I'm not feeling fine**

Informant 3 tends to use other pronouns interchangeably with 'I'. These seem to be indicating the shared nature of the experience. One dominant story was told by this informant and it was the story of the kidnapping of 93 children from the school he works for. As the informant had a shared experience with his community- his family

members being a part of the abductees- Informant 3 would sometimes speak

exclusively in the other pronouns. An example of this is in Sub-Story 3.

We are	They know
We are	They were into,
We care	They are
We were not	They are
happy	They are
	They can

Another example is seen in Sub Story 5, where the informant expresses the

pressure, and overwhelm he experienced as a member and leader in his community.

The voice poems capture the interplay of people in the ecosystem: 'I/'you'' (first and

second personal pronoun-self), 'We' (first person plural -community) and 'They'

(third person plural- bandits). At the end of the poem- Informant 3 says, 'I don't

understand,' highlighting the difficulty making sense of what has happened.

| I was not sleeping
I was seriously afraid
I don't sleep
I am afraid
I cannot be
I don't want
I have to run and hide

I cannot
I can't leave
I have to
I have to
I don't want to miss the call
I want
I was
I cannot hear very well
I'm telling
I can
I can
I have
I have to go out
I have to go
I don't want | You will see me | We feel like we are secured
We were
We can | They want
They took
They are
They will
They have
They're still |

I don't understand			

In looking at the research questions, the voice poems for research question 1 take the same pattern as the others, using other pronouns other than' I.' However, from the second research question, the personal pronoun reappears.

Research Q# 1	We did We dig We put We asked We're giving We gave them	They came back
Research Q# 2 I feel I feel I feel I supposed I have to stay with them I say I love I can be I help myself	We didn't We did not	They love

5.4.4 Third and Fourth Listenings: contrapuntal listening

The predominant voice in this interview was one of urgency. The stories told by Informant 3 seem to indicate the need to be understood and heard. There was also a clear need to make sense of what had happened to him and his community. There was one other voice; this was the voice of duty. This voice seemed to appear

when he felt helpless about doing something- but understood it was a duty or a service he had been privileged to provide. The voice of duty seemed to be in tension with itself- the labour of love which he thrived on versus the personal difficulty he has faced. These two voices , the voice of urgency; rushed, seeking to tell the story urgently and in an emotive manner and the voice of duty; dejected in some instances, yet hopeful in others characterised the emotional accounts of Informant 3.

5.4.5 Reflections

REFLECTIVE JOURNAL
'Informant 3 repeated the word 'courage' several times. He said resilience gives courage. He also made a direct reference to God, fate and destiny; the idea of overcoming trauma was a divine favour. I noted that our interview has steered away from the stories of resilience from a teacher's perspective and had gone beyond…..

I felt like my role as a researcher was compromised in this interview. I found myself having a therapeutic conversation where I was reframing Informant 3's experience and helping him in his sense making.'
10.08.22

5.5 Informant 4

Informant 4 is a primary school Principal working for an Academy Trust in Southern Yorkshire. She holds over 10 years experience and worked initially as a primary school teacher before going into leadership. Informant 4 still teaches in her primary school, though this is mainly to provide cover when this is needed. Informant 4 has experience in all stages of primary education.

5.5.1 Model of the World: Four Directions

INFORMANT 4

IMPLICATIONS
'Resilience means to me being able to come, overcome obstacles and finding different solutions.'
'If it doesn't work, how you first planned, it's about having other ideas, problem solve.'
'That kind of being brave enough to try things even if they fail.'

IMPORTANCE
'For me in education, it's about learning from mistakes.
'The only way can improve yourself is by not always getting things right and to be able to do that.'
'Not give up you're going to have resilience.'

RESILIENCE

OPPOSITE
'Its people who give up easy who get frustrated because it wasn't going perfectly well first time around.'
'Who switch off at any little obstacle and can't see a way around it.'
'Who think that failure and you know, not getting things right is a failure. And they just give up.'

BEHAVIOUR
'Being the head teacher you have to be very resilient because things don't always go according to plan.'
'I very much have a collaborative view of work.'
'I trust my stuff to be able come up with solutions and ideas and I think working with other people helps build resilience.'
'You've got each other's back. '

Informant 4's construction of resilience very much reminded me of the standard definition of resilience; 'being able to come, overcome obstacles and finding different situations.' Informant 4 promoted a resilient person as one who had a 'growth mindset.' Below I have tried to represent how Informant 4 polarises the concept of resilience.

Resilient	Not Resilient
1. Able to overcome	1. Give up easy, get frustrated

unpredictable/changing situations 2. Problem solver 3. Collaborates with others	2. Think of failure as fixed/final 3. Does not collaborate

5.5.2 First Listening

'You've got each other's back' Informant 4

The stories explored were mainly about overcoming adversity or working together collaboratively, however, in one instance, Informant 4 spoke about an experience that helped to cultivate a sense of perseverance and resilience in her as a child (self).

- Story 1: Being Observed as a new teacher (self)

    - Sub Story: Working Collaboratively in School (other)

- Story 3: The Art Teacher (self)

- Story 4: Experiencing Adversity as a novice teacher. (self)

Informant 4 presents as a very confident personality who promotes an ecological view of resilience. So for herself or in others, collaboration is a tool that has promoted resilience.

57 '*I think working with other people builds resilience.'* (self/ other)

Her wealth of experience in several roles as an educator has made her astute about the importance of collaboration and opportunities for learning from failure.

55 *'I very much have a collaborative view of work'*

This participant has a direct and consistent voice. She seemed to concentrate on strategies and procedures not stories. As a result, she told 3 stories and one sub story.

Themes**:** The interview with Informant 4 was the shortest compared to the remainder of the informants. The themes that emerged from the first listening were: failure is good for learning; making mistakes is a great way to improve. Experience makes a person resilient; 173 *'Rome's not built in a day.'* (other)

91 *'it comes with experience'* (other). Informant 4 reiterated several times that things will not go according to plan and flexibility is an important part of resilience.

48 *'It doesn't always go according to plan.'* (other)

The chief way she builds resilience is by working collaboratively and supporting each other in a school community.

58 '*And you've got each other's back'* (self/other)

55 *'I very much have a collaborative view of work'* (self)

Silence: Informant 4 had very few silences. One discernable silence occurred in the 12th minute, when I asked her if she would do anything differently to build resilience. There was a noticeable silence here followed by her response. This answer felt as though it was something she had not reflected on, hence the momentary silence to evaluate her response. On a second occasion, I asked if she had any more profound or interesting stories to share. Though there was a silence here, upon further scrutiny, it was apparent that she was rehearsing the question.

Reader Reference: I felt a bit detached from Informant 4 as she seemed to be quite busy and I found it difficult to explore her stories. Informant 4 listed many strategies and interventions thereby making it easy to link the data to research question two: How do teachers cultivate resilience in children? Informant 4's stories were not always well developed- rather, they seem to be partial stories that tended to give an example of her point- the teacher observation story and the school collaboration story.

5.5.3 Second Listening: self voice (I poems)

Informant 4 presents a very strong theme of collaboration and distances herself from being the 'expert.' Though she uses the terms 'I think' the tone of voice and confidence indicates it is a form of 'wondering' language- moving away from certainty almost in an effort to include others. The I-poems extracted from the models of the world also show a second pattern in which the objects of the sentence have to do with plurals; 'staff,' and 'people.'

> **I think**
> **I think its people**
> **I think**
> **I'm not an expert**
> **I trust my staff**
> **I think working with other people helps build resilience**

Informant 4 tells a poignant story about her experience in childhood in which her teacher, through encouragement, was able to get her to produce an outstanding piece of work. In this story, the voice poems provide a rich account of this incident. She makes a claim; 119 *'I've still got it.'*(self) The importance of this incident is highlighted in a clarifying comment where Informant 4 claims she has kept this art piece for 119 *'over 40 odd years.'*

> **I can remember**
> **I am not**
> **I can't draw**
> **I can remember**
> **I remember**
> **I've still got it**

I think
I think

When talking about strategies for cultivating resilience, the voice takes different pronouns 'you' and 'we.' These are indications of the theme collaboration that is consistent over time.

RESEARCH QUESTION 2 I suppose	You feel You know You might feel angry You do You're angry You calm yourself down	We do a lot We're checking
	You know 100%	We behave We can do

5.5.4 Third and Fourth Listenings: contrapuntal listening

Informant 4 had one predominant voice. I called it the 'confident voice'. It was calm,consistent and sure- the examples and illustrations given were relevant and seemed to come easily. However, there was another voice that appeared on three occasions. The voice was a lighthearted voice that seemed to manifest when Informant 4 was talking about her past when she was a child or an inexperienced teacher.

118 'I can remember one teacher in my primary school, who was very artistic.'

119 'I remember her supporting me , we were copying a picture. I've still got it.'

5.5.5 Reflections

This interview went very fast and it was the shortest of the four I've done. Being seated at the corner of a busy shared office sent a clear message that there was no time to waste. On a few occasions, a few staff members would peer into the office to say something, but realise we were conducting the interview and needed silence.

Informant 4 gave direct and succinct answers. Despite my promptings, she rarely engaged in a longer discourse than was required to answer my questions. As a result, this interview felt more like a semi-structured interview instead of a free association interview. Though I did not feel a personal connection to Informant 4, her experiences as a school leader reminded me of my role as a school leader years ago. 28.08.2022

5.6 Themes

In order to examine the most prominent themes within the stories, I decided to frame them around the research questions.

5.6.1 Research Question 1: How do teachers construct resilience? What understandings do they draw upon to conceptualise it?

All four informants seemed to profess a view of resilience that is grounded in an ecological view. All the informants spoke about the influence of family in their development of resilience. Three of the informants also highlighted the importance of the community, whether it was a work community or another. Informant 2 shared an interesting perspective about personal strengths and talents becoming her source of resilience, while Informant 3 recognises a spiritual dimension to resilience. In all

cases, the informants tended to share a common view of how resilience is developed.

In looking at the data collected, the sample of informants drawn from Northern Nigeria and South Yorkshire, seem to construct resilience as a process that occurs as a result of experiencing adversity and overcoming it. These protective factors were; the support of socialisation agents (Informant 1), great talents developed through rich childhood experiences (Informant 2), faith and support of authorities (Informant 3) and encouragement and support of peers (Informant 4).

5.6.2 Research Question 2: How do teachers cultivate resilience?

Informants were very clear about the practices they saw as cultivating resilience. 'Support' was a theme that recurred in all four interviews. The idea of support was central to how teachers positioned themselves as direct and active agents of developing resilience. In addition, there were other unique practices that informants employed based on their experiences.

Informant 1 describes her ability to 'notice' the resilience developing, which gave her the opportunity to fine-tune her strategies to suit the child or children she was supporting. Informant 1 takes an optimistic stance and describes the use of motivational stories, singing, listening, counselling and supportive practices. Informant 1 saw herself as a parent-like figure.

Informant 2 promotes the development of resilience through personal struggle. In her experience, she learned to hone into her own strengths and encouraged children and young people around her to do the same. Informant 2 has developed a toolkit of meditation, mindfulness and art as her three methods of building resilience.

Deep faith and resilience went hand in hand when Informant 3 spoke about how he cultivated resilience. Informant 3, like Informant 1, promoted the idea that showing care was instrumental.Unlike the other three however, Informant 3 also enumerated physical improvements, like running water, electricity, security and financial support as aspects that improve a sense of value children feel.

Informant 4's broader experience in management was apparent in the way she spoke about cultivating resilience. Informant 4 promoted a combination of a supportive environment for educators as well as skill building interventions for children. Her strategies leveraged on building a greater understanding of self in combination with emotional regulation and problem solving skills.

5.7 Conclusion

An analysis of the 4 qualitative interviews using the Listening Guide was undertaken and outlined in this chapter.Using the LG framework suggested by Woodcock (2016) and Gilligan & Eddy (2017), I have developed a detailed analysis and interpretation of the data gathered. The four listening steps pulled out the voices of the informants, including themes and trails of evidence. I-poems revealed how the informant's story inter-played in their words. Moreover, attention was turned on the melody and rhythm of the voices in the contrapuntal phase. Here, I examined the subtle and profound changes in the way the stories were told by the informants.

During the interviews, it is important to note that there is a always a level of intersubjectivity that is derived from the relationship between the interviewer and interviewee (Halloway & Jefferson, 2011 p. 22). In this chapter, I have tried to represent this in the 'reader response' section of the analysis. In addition, I have also represented my feelings and thoughts in the 'reflection' section as written in my

research journal. As I chose to use a free association interview, the insights derived

as the informants shared their stories have been summarised to keep with the

Listening Guide format.

In the next chapter, I have examined the tensions and compliments found in

the narrative interviews in more detail. In addition, I will draw on the quantitative

findings to explain interesting data that has been highlighted during the research. By

combining the quantitative and the qualitative data, I have answered the research

questions.

CHAPTER 6: DISCUSSION

6.1: Introduction

My research set out to examine the way in which teachers construct and cultivate resilience in children from a cross cultural point of view. In order to collect meaningful data that would be laden with teacher voice, I chose to use an explanatory sequential mixed methods design. In the first phase, I gathered quantitative data using an electronic questionnaire. This data was used to paint a rich picture of the understandings of teachers in Northern Nigeria and South Yorkshire about resilience.

In the second phase, I used Models of the World (a personal construct psychology tool) as well as a semi structured interview with free association techniques to gather the constructions and stories of teachers about resilience. My study sought to answer the following questions:

1. How do teachers construct resilience? What understandings do they draw upon to conceptualise it?

2. How do teachers cultivate resilience?

There were several themes and narratives that stood out in this research. The most important etic (across cultures) finding was that teachers construct resilience from an ecological stance, valuing the influence of family, teachers and community in overcoming adversity. There was direct evidence from informant stories that teachers replicated strategies used in personal experiences of overcoming difficulty to cultivate resilience in their own students. This is consistent with Ravenette's (2002) description of how constructions could lead to action.

However, there were also emic (culturally-specific) differences highlighted in the research. Northern Nigeria teachers differed from South Yorkshire teachers in their

emphasis on faith as a resilience tool, the importance ascribed to resilience training for teachers and lastly the importance of developing individualised skills and talents in the children as a strategy for resilience.

6.2 Mixed methods Analysis

Cresswell (2022) identified that there are two main dimensions to the discussion of a mixed methods study; intent and procedure. At first the researcher is required to identify the intent of the mixed methods design as well as the procedure with which they will link or connect the two types of data; qualitative and quantitative. I have identified that in order to combine or integrate the data I would need to link the findings of the quantitative analysis with the findings of the qualitative analysis. Please see integration statement methodology (6.1.1).

A joint table is a tool used by mixed methods researchers to link quantitative to qualitative data. As my study is a cross-cultural study the joint table will identify linked data with general or cultural themes. The justification for taking this step is to illustrate that I detected some universal aspects of resilience (etic) as well as the aspects of resilience that may be deeply rooted within cultural experience (emic).There have been a few interesting and surprising findings within the data. Using the Joint Table (6.2) in the sections below, I have distinguished those areas.

Within the design of my study, I have taken several steps to ensure that my data can be integrated. I have used integrated questions, integrated sampling, integrated data analysis, and will conclude with integrated meta-inferences(Cresswell 2022, p. 97). Integrated research questions are those that contain both quantitative as well as qualitative aims. My two research questions invite teachers to pull out their

personal experiences, but also to enumerate concrete aspects of practice that can be compiled and compared (p. 97) (See Research Questions above 6.1).

Integrated sampling was built into the design of the cross cultural study as participants provided quantitative and qualitative data. A joint table illustrating integrated data analysis provides a strong use of a mixed method design. Lastly, the insights drawn from linking the two sets of data will provide a basis for recommendations based on the findings of the study as well as how Educational Psychologists might use this information in their practice.

6.2.1 Cross cultural analysis and discussion

Adopting the ecological model by Bronfenbrenner has allowed me to conduct a cross-cultural study which fits the criteria of good cross-cultural research . Good cross-cultural research should have both emic and etic perspectives. Emic studies are studies that are conducted with a perspective from within the group, whereas etic studies are research studies that take the outsider perspective seeking to find generalisations and similarities across cultures. My study satisfies both of these aspects of cultural research. First, I have the privilege of being a part of both of the communities studied, whilst at the same time hoping to be able to understand resilience as a construct defined within the literature.

Naturally, researchers must be careful to assure they do not interpret or label findings as cultural or make sweeping generalisations to groups that are simplistic, fixed and historical (Devla et al, 2010). In writing this research I have been forced to take a questioning view of my worldview. I expected to see a host of differences as this was a cross cultural study, however the results paint a surprising picture. From an emic perspective, I assumed the differences in the two cultures studied are so

significant that they would result in profound differences in both the conceptualisation of resilience and the promotion of it. Due to economic and political realities in the two regions for instance, it seemed logical that the nature and persistence of adversity would be different.

Based on the literature, it seems apparent that most cross-cultural research is geared at studying challenges or problems. However my research is focused on studying an aspect of human behaviour that is positive. Resilience is securely found within Positive Psychology discourses, and this has created a tension for me (Snyder 2002, p. 4). Whilst I have tried to use the literature to show my study fulfils the criteria of a good cross-cultural study, there are some gaps between the intent of my study (to compare how teachers conceptualise and promote resilience) with the intent of other cross-cultural studies (Devla et al, 2010). Cross cultural studies, according to Devla et al (2010) seek to highlight differences and inequalities and facilitate advocacy. My research's intent is to deepen our understanding of the phenomenon of resilience through teacher stories in order to learn and strengthen our practice as Educational Psychologists within the ecology of classrooms and schools.

Looking at the quantitative and qualitative data has aided the linkage of more novel findings together. On the joint table below, the linked aspects of the research have been divided into etic (generalizable- similar) and emic(culturally-specific) practices.On the joint table, each connected field has been linked to the research questions that have been answered.

Table 6.2
Joint Table

	Quantitative Results	Qualitative Results	Inference

	ETIC FINDINGS		
1	86.7% of teachers sampled have taught a child who has faced adversity 'frequently.' South Yorkshire: 50% Chronic, 50% Complex Northern Nigeria : 11.1% Acute, 66.7 % Chronic and 22.2% Complex	Teachers gave examples of students who experienced adversity from acute; failing , chronic; loss of a parent to complex; kidnapping. Research Question 1	Teachers strongly believe overcoming adversity develops resilience
2	The themes 'love, support and value' (helping factors) and 'lack of love care and support' (hindering factors) were recurrent with 9 and 10 entries each respectively.	Teachers constructed resilience from an ecological view suggesting family and community support. Research Question 1 Teachers all agreed that giving 'support' was a specific way of building reliance Research Question 2	Teachers cultivate resilience in similar ways to those ways they construct them. The teachers believe resilience is a process of supporting others, so they support children and young people as a strategy. Consistent with PCP views…
3	12/14 respondents had a direct role in supporting children. 'Learning and education' (helping factor) and 'lack of guidance' (hindering factor)were recurrent themes in the qualitative descriptions of respondent feedback.	Teachers saw themselves as direct agents in cultivating resilience. Research Question 2	Teachers feel connected and ascribe to the notion that they are focal to the process of developing resilience in children and young people.
4	Helping factors were suggested by 14/14 of respondents.	Teachers use a 'variety' of tools to build resilience and they select these strategies based on their experience of children. Research Question 2	Teachers have a toolkit of resilience building activities that they use based on the specific context of the child, the type of adversity and their needs.
	EMIC FINDINGS		
5	The Theme 'Within Child' recurred twice in the thematic analysis of hindering factors.	Developing Self was a strong strategy suggested by South Yorkshire informants. 'Emotional regulation' 'mindfulness' and meditation featured as strategies for developing resilience.	South Yorkshire teachers in our sample were more concerned with the development of personal skills and talents. This may be closely related to the notion of self sufficiency associated

		Research Question 2	with individualistic cultures.
6	'Safety and Security' as well as 'Prayer and Advice' were themes within the helping and hindering factors represented by Northern Nigeria teachers.	Northern Nigeria Informants took a Spiritual View. 'Prayer,' 'trust in God,' and 'safety and security' were themes that were seen as important ingredients for developing resilience. Research Questions 1 & 2	Faith based focus of resilience is specific to Northern Nigeria indicates the importance of spirituality and security in the construction and promotion of resilience. This may suggest a more collectivist cultural position
7	100% of South Yorkshire respondents felt training received supported them to support adversity in children and young people. Only 40% of Northern Nigeria respondents felt the training was helpful.	South Yorkshire informants felt training at work and help by shared practice were seen as responsible for supporting and promoting resilience in self and children and young people. Research Question 2	Government based training has had a positive impact on South Yorkshire teachers for equipping them to face children and young people who have suffered adversity.

6.3 Research Question One: 1.How do teachers construct resilience? What understandings do they draw upon to conceptualise it?

For research question one, 'how do teachers construct resilience?' There are three surprising and significant findings in items 1, 2 and 6 on the joint table. Items 1 and 2 could be described as etic-linked responses because they provided strong links between the qualitative and quantitative data, but also help to explain aspects of culture that are similar between the two contexts. However, item 6 represented an emic finding as there was strong difference between teachers in the two contexts.

6.3.1 Item 1: Teacher constructs of resilience are similar across Northern Nigeria and South Yorkshire.

It is clear that teachers face growing challenges working with children facing adversity as this has been noted within publications like 'Future in Mind' (NHS, 2013). However, personal experiences of adversity activate a natural process of human adaptation, 'ordinary magic' as Masten(2001) referred to it. Like children, teachers tap into their experiences of adversity and how they have overcome it as a model for children and young people (Acevedo & Hernandez-Wolfe, 2014, Gu and Day, 2007). It is consistent with the literature that a growing number of children and young people face adversity, and their teachers are drawing from personal experiences of their own past to support them.

Most teachers sampled (85.7%, 12) from both cultures revealed they 'frequently' worked with children with 'chronic' or 'complex' adversity. That was consistent with the stories gathered from the informants who recounted their experience of supporting children with adversity; losing a parent, being bullied, having a special need, or being kidnapped. For the teachers interviewed, resilience was constructed as being about overcoming adversity. This was mirrored in the Model of the World exploration and the narrative segments of the interviews. Item 1 therefore, presents us with a finding that transcended the geographical location of teachers. Informants from Northern Nigeria and South Yorkshire were similar in regard to their experience of children facing adversity.

Metainference: Teachers strongly believe overcoming adversity develops resilience. They draw on their personal experiences of adversity to understand the adversities children face.

Teacher experiences of hardship are very valuable in modeling resilience for young people (Gu and Day 2007). With this, future research may seek to explore which types of adversity prepare teachers to support which types of children.

6.3.2 Item 2: Teacher constructs take an ecological view

In the United Kingdom, the literature suggests that government plays an important role in framing discourses about resilience, especially in schools (Roffey, 2015). Despite this difference with the Northern Nigerian context, teachers from our cross-cultural sample seemed to construct resilience similarly. Drawing on Bronfenbrunner's ecological model, it would be logical that teachers will rely not only on government discourses (in the UK) or religious bodies (in Northern Nigeria) to construct resilience, rather they would also be influenced by the smaller microsystems around them including family and community (Theron &Liebenberg, 2015 and Bronfenbrenner, 1986).

Item 2 of joint table 6.2 reveals a link between the idea that resilience is a process which is developed through a connection of the child or young person, with his or her family and the community. Most of the informants made reference to the impact of their own teachers, parents, and other people in the community on their development of resilience. Even when they referred to developing skills that could be seen as a trait view, resilience was deeply defined as a process supported by others (person and systems). Results of the e-questionnaire also revealed that respondents felt having 'support and value' as well as 'lack of love, care and support' were very important. These themes came up 18 times within a total entry of 119. Considering these there were a total of 17 themes between the hindering and helping entries, these two areas accounted for over 15%.

***Metainference**: Teachers cultivate resilience in similar ways to those ways they construct them. For instance, teachers believe resilience is a process of supporting others, so they support children and young people as a strategy.*

6.3.3 Item 6: Northern Nigeria teachers' constructs of resilience drew from faith

In nations where religion maintains a great influence, individuals and communities are likely to be influenced by faith (Matis, 2003). In Northern Nigeira Islam and Christianity remain the predominant religious orders, and as a result, teachers from this region appeared to frame their notion of resilience around these beliefs(Dowd, 2016). With the teachers who responded from Northern Nigeria, there was a very strong theme about faith in their understanding of resilience. This was an emic link. One of the Northern Nigeria informants viewed the process of resilience as being divinely inspired. The idea that God has given a duty of care to the teachers was also promoted by the second Northern Nigerian informant. The concept of faith or God was absent in the stories and themes gathered from the South Yorkshire informants.

This idea of spirituality or faith is an interesting aspect that comes up in the cross cultural e-questionnaire albeit as a less popular theme than others mapped out. However, it speaks to the constructions of resilience based on faith and destiny that were seen within only the Northern Nigeria teachers. The literature review revealed that Nigeria is considered a highly religious country- as such, it is consistent that teachers in that context would illustrate a belief in religion as a powerful way to

construct and conceptualise resilience (Jones et al, 2016 p. 933, Cowden et al, 2023 p. 251, Saritoprak & Abu-Raiya, 2023 p.185).

Naturally, one can draw a further link regarding spirituality and the lack of importance of training.It is likely that if teachers are tapping into a transcendental source for their inspiration, motivation and determination, then a mundane training would be considered significantly less important. This may explain why even the teacher who did get training in Northern Nigeria, still considered it not useful.

Metainference: *Faith-based focus of resilience is specific to Northern Nigeria and indicates the importance of spirituality and security in the construction and promotion of resilience there.*

Based on this finding, it would be intuitive to recognise the powerful influence faith has for cultivating resilience in Northern Nigeria, but also how this might link to experiences of teachers and pupils of similar backgrounds within South Yorkshire settings.

6.4 Research Question 2: How do teachers cultivate resilience?

Research question 2 sought to gather the strategies used to cultivate resilience in children. Six links were discovered between the quantitative and qualitative data to answer research question 2. These contained 3 etic and 3 emic links. Below are the points discussed in detail.

6.4.1 Item 2: Teachers 'support' children to build resilience

In the segment above, item 2 was linked to research question 1. However, Item 2 has a second dimension as it is linked to both research questions as explained above. As it relates to research question 2, 'support' was understood by

consensus as a specific strategy for promoting resilience. This support was described in different ways but indicated giving assistance to the child or young person. Informants told stories of these practices while also listing it as an important aspect of helping factors, the absence of which could hinder the child or young person.

> **Metainference**: *Teachers cultivate resilience in similar ways to those ways they construct them. The teachers believe resilience is a process of supporting others, so they support children and young people as a strategy.*

> **I have**
> **I have been**
> **I found out**
> **I help him**
> **I say**
> **I use it**
> *Informant 2*

6.4.2 Teachers take ownership of building resilience

12 out of 14 respondents (80%) that answered the e-questionnaire reported playing a direct role in supporting a child or a young person facing adversity. This was consistent with the stories teachers told in the qualitative interviews. Specifically, through the exploration of I-poems or voice poems, teachers indicated their focal role in supporting children to develop resilience. Teachers saw this as a responsibility and did not shy away from it. This is contrary to some aspects of teacher responsibilities in the contemporary classrooms such as mental health. Discourses around mental health were negatively perceived by teachers in the UK, as teachers

felt deskilled by the medicalised language (Monkman, 2016 p149). Resilience therefore seems to be a concept that teachers recognise and celebrate.

Metainference:Teachers feel connected and ascribe to the notion that they are focal to the process of developing resilience in children and young people.

6.4.3 Teachers use bespoke strategies to promote resilience

The third link for research question two is concerned with the strategies used to promote resilience. Sanders et al (2016)

A variety of strategies including personal or whole school approaches were enumerated by the informants. However all of these strategies were selected and used based on the understanding of the child's needs and their context. These findings are connected to the number of trainings listed as well as the 'helping' and 'hindering' factors indicated in the quantitative aspect of the study. In all, this illustrates that though teachers have a toolkit of strategies used to promote resilience, it is largely influenced by a deeper knowledge of the child and the type of adversity they are facing. These links buttress the accounts of teachers studied by Acevedo and Hernandez-Wolfe (2014) in their study of vicarious resilience.

Metainference: Teachers have a toolkit of resilience building activities that they use based on the specific context of the child, the type of adversity and their needs.

**I use
I get close
I find
I do
I sing
I engage them in
games**

> **I do motivational talk**
> **I play the video**
>
>   Informant 1

6.4.4 *Personal skills and talents versus collective resilience*

In research question 2, there were also a few emic findings. In South Yorkshire, the strategies suggested seemed to specifically promote the development of personal skills and traits as a protective factor for resilience. Teachers in South Yorkshire suggested strategies like emotional regulation, meditation, art skills, and mindfulness. With these suggestions, informants suggested children and young people will learn to support themselves. This seems consistent with teacher literature about individualistic vs collectivist cultures (Theron & Liebenberg, 2015). In individualistic cultures, the need to define personal strengths and distinguish them from the collective is important. This strategy may be a more celebrated strategy in South Yorkshire as opposed to a collectivist culture like Northern Nigeria. The idea of 'ubuntu' may work as a double edged sword in which the collective good meant groups would care for each other, but may not necessarily focus on the development of personal skills.

> **Metainference**:*South Yorkshire teachers are more concerned with the development of personal skills and talents as a culture that celebrates individual capabilities as opposed to a collectivist cultural position.*

6.4.5 Safety and Security

Naturally, as a third world nation, the importance of physical safety and security may explain the heightened profile of these needs to the Northern Nigerian Informant. In this respect, Informant 3 spoke about providing safety and security as chief ways of increasing resilience. The informant made a direct link between the development of infrastructure and this linked up to the high recurrence of 'security and safety' as a resilience building strategy. The second Nigerian informant, Informant 1, also seemed to indicate that the responsibility of the teacher was divinely ordained, and it was important not to squander it. There were no indications of safety and security within the stories told by the South Yorkshire teachers.

> **Metainference**: A *faith-based focus of resilience is specific to Northern Nigeria indicates the importance of spirituality and security in the construction and promotion of resilience.*

6.4.6 To train or not to train?

Moreover, all of the respondents from South Yorkshire indicated the positive impact of training on the ability to support children and young people facing adversity. Only 40% of the respondents in Northern Nigeria found training useful. This closely resonated with the stories of support through training, collaboration and shared practice listed by South Yorkshire teachers. As discussed in the literature review, there is a heavy political and economic discourse around resilience in the UK as a whole. Though the impact of this is controversial, the data from this research seems to suggest a positive perception of resilience training received. In essence teachers in South Yorkshire felt equipped by the training they received.

Metainference:*Government based training have had a positive impact on South Yorkshire teachers for equipping them to face children and young people who have suffered adversity.*

6.5: Application to educational psychology practice

As a community of practitioners, Educational Psychologists are always concerned with the 'so what?' In this section I will aim to convert my metainferences into practice recommendations. As noted in the Methodology Chapter, my study was a small mixed methods study with a strong qualitative focus. The study aimed to grow our understanding of resilience in a cross-cultural setting from a social constructionist and critical realist stance. In essence, the findings are not designed to privilege one context over the other, but rather to help understand phenomena and use relevant findings to troubleshoot in similar situations.

According to Cresswell (2022) The intent of an explanatory sequential design is to precisely gain knowledge that may give us insight into contextually relevant situation and how to respond to them (p.55). With a growing number mutli-cultural children and young people in South Yorkshire schools, it is imperative that we gain a deeper understanding of what may allow children and young people to thrive. Naturally, understanding and empowering teachers to think differently about how powerful their constructions of resilience show up in their practice.

1. **Building shared practice between teachers will encourage greater resilience development in children**. Teachers in this study mainly viewed resilience as a process that is developed in a community not a trait in the child. More community links will mean more development and more

strategies. This is consistent with the theories of Bronfenbrenner that birthed the ecological model.

2. **Teachers take the lead.** Teachers are active resilience promoters. Building resilience seemed to be an area where teachers engage proactively. The data did not reveal evidence that teachers feel deskilled about this in any way. This means if teachers were to take the lead in establishing whole school approaches, there may be more congruence in the whole ecosystem. The involvement of EPs as Systems Psychologists could be to support teachers to create sustainable models of promoting resilience.

3. **Faith has a place.** In Northern Nigeria- and possibly other similar contexts, teachers, parents and children will identify with resilience programs that are directly linked to belief/faith. In these contexts, drawing stories and examples from scripture may prove powerful. Educational Psychologists can support schools to develop positive narratives that include all members of the school community.

4. **Develop Teacher Resilience Toolkits**. Teachers rely on a variety of tools to promote resilience in their students. These toolkits are very dynamic and rely on deep knowledge of the child and their context. Using the expert knowledge of teachers about their students, transforms generic resilience tools to highly bespoke interventions. Educational Psychologists can support teachers with training about resilience strategies. This will help teachers to adapt these interventions.

5. **Training Helps:** In South Yorkshire, targeted, well researched and delivered training supported the feeling of agency teachers had and may play a role in their proactive stance. Trainings like the Wellbeing for Education Return

(WER) developed by the Department for Education(DfE) during the Pandemic were delivered by EPs. This illustrates the importance of EPs in supporting service-wide and national campaigns as the impact reported by South Yorkshire participants was positive and unanimous.

6. **The impact of support from teachers is life long.** The teachers still remembered and kept items that were given/done to them 3-4 decades later! Naturally, the power of one important resilience building experience from a teacher cannot be discounted. This is consistent with the construction and promotion of resilience. Educational Psychologists can help teachers to appreciate and make connections between how their past experiences have influenced the constructions of resilience and how they promote it.

6.6: Strengths and limitations of the study

There have been some limitations to the study as the quantitative data set was quite small. This means the data collected cannot be used to infer any findings. To this extent, I have ensured that the qualitative aspects of my research have been considered carefully and and rigorously. Some limitations of my study are:

1. The recruitment of participants was laboured and difficult. Only 14 valid responses were received for the e-questionnaire and 4 qualitative interviews. Also the distribution of the participants was lopsided, 3 SY to 11NN. The data may have been different had we had more respondents to the quantitative aspect of the study. In order to mitigate some of the impacts of this challenge, I analysed the quantitative data as a whole and then separately for the two

regions. This helped me to pull out subtle and major differences in the two contexts.

2. One of the main insights I gained from this research was the understanding that teachers construct resilience in the same ways that they promoted them in children. There was almost a mirror image between what teachers experienced as resilience building strategies and how they supported building resilience. However, despite this metainference, the research failed to ask which type of adversity teachers personally faced. This may have rendered some additional insight about whether teachers were able to deal with adversity at the level of their own experience or not. In other words, do teachers who have not identified as facing chronic adversity feel confident to support 'chronic' adversity? Should we have limited our research to children and young people who has experienced only a certain level of adversity?

3. I am keenly aware that my research was missing an important voice within the teacher profession; Teaching Assistants. I wonder if the findings would have been different if there were a group of teacher assistants represented. Would our findings of taking a proactive and active role have been different?

4. The use of LG was a useful way of amplifying voices, but in a mixed methods study, I have found it difficult to bring it forward to the discussion. This is due to the fact that only the data that could be linked between the quantitative and qualitative spheres could be discussed in detail. This means that some important aspects of the qualitative data had to be left out. If the study were purely a qualitative piece of research, the voices of teachers in the form of the I poems could have directly answered the research questions.

5. At the planning stages of my study, I intended to use vignettes on the e-questionnare to keep with the Personal Construct Psychology (PCP) aspect of the research. However, I was unable to use vignettes as a prompt in the e-questionnaires. These became problematic due to the technology tool I was using (Google forms) as well as the universality of the images. Most drawings or images found seem to portray 'Western' illustrations of families, schools, temples (churches or mosques) etc. As a result, I did not want to risk leading teachers to answer the questions in certain ways because of the nature of the vignettes.

6. The research did not throw up many differences. It is hard to know if these differences existed as I used a free association narrative interview. If we are not asking the same questions, could we compare responses in an measured way?

7. Technology challenges; some technical challenges meant one informant's interviews were somewhat affected. Due to the remoteness of his location and the quality of internet connections, there were a few portions of the interview that were not discernible. Several attempts to contact the informant proved abortive. As a result, I used the two recordings- otter.ai as well as the google meet to cross reference the missing bits. This has been noted on the transcripts.

6.5: Next steps

Between 2021 and 2023 when I embarked on this thesis, the whole world was experiencing the COVID-19 pandemic. As a result, there were major changes in the way Trainee Educational Psychologists were expected to work. It would be important

to examine the impact of Covid-19 to the responses of teachers going forward. This will be to determine if teachers have started to work differently because of their experiences of lockdown and new ways of working. Could the constructions of resilience have been changed during the pandemic? How could we induce these constructions in a non pandemic setting?

The pandemic represented a 'chronic' adversity which could be upgraded to a 'complex' one depending on the severity of the impact a person felt. Things like the need to move online quickly, rely on others for support. The pandemic may have supported teachers in Northern Nigeria and South Yorkshire to start constructing resilience similarly which may have affected how they promoted it, hence the ecological view across the board.

6.6 Conclusion

I set out to conduct research about the way teachers conceptualise and construct resilience and how they in turn promote or cultivate it in children. This felt to me, an interesting and useful topic to explore as it was missing in the literature. Moreover, my position as a researcher was peculiar, as I find myself immersed in both cultures, and able to provide a unique lens.

Despite being a member of both communities however, when I started this journey, I would have argued that because this thesis was a cross cultural study, it would be logical to privilege the emic (differences in culture) over the etic (similarities across cultures). However, in this research, I was most surprised by the similarities in the way teachers promoted resilience. Teachers in Northern Nigeria and South Yorkshire seem to have a common denominator, that they have used enduring

models of how they were taught to be resilient in how they promote resilience in their students. In some ways, this should not be a surprise as it is the human condition to nurture their young. Northern Nigeria teachers may draw on their faith to promote collectivist ideals of interdependence, whilst South Yorkshire educators rely on training and the need to develop individual skill sets- but in many ways, the objective is the same- to make a difference to every child in personal ways.

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APPENDICES

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APPENDIX 1: INFORMANT 1

Date: 04.06.22
Duration (46 minutes)

INTERVIEW STARTS

Maryam YA Ibrahim 00:04

Okay, so thank you very much. Again, let me start by reintroducing myself. So my name is Maryam Y A, Ibrahim, and I am doing this training on resilience. And this evening, you are doing an interview with me regarding this. So, I'd like to begin by just asking you to complete an activity with me, okay? It should be straightforward to do. But I'm going to share my screen so that you can see what we're going to be doing first. Okay, so just give me a moment while I do that. Can't find it okay, so I hope you can see it. So today we're doing a qualitative interview for my research. And before we begin, I want us to do something called a 'Model of the World,' okay, just to establish some some some of your understandings of the word resilience. Let me give you a little bit of an understanding of how this, this meeting will continue. So we will start with, you know, the interview. But before we do, we're going to do an exploration, which is that tool that I showed you, then I'm going to ask you some questions. And actually, as much as possible, I'm going to be led by what you tell me. So I'm not going to I would love to hear your own stories, which is what I'm here to do. I will be recording and transcribing everything that we say. And like I mentioned, I will be asking you to check everything I've done to see if it's accurate, and then I will analyse afterwards. Okay. So walk us through, you can still see me. So I want to use this just to kind of ask you a few questions. And hopefully, we can get an understanding of resilience from your perspective. Okay, is that okay with you?

Informant 1 02:46

Yes, very okay.

Maryam YA Ibrahim 02:48

okay. I'm going to start by asking you. I don't know, have you, have you ever come across the word resilience? Is that something that you are familiar with? Okay. Okay. So I just want to ask you a few questions. So one of the points I wanted to ask you is regarding what are some of the things that you might you know, a person who has resilience? What are some of the ways that they're going to behave? So we're going to behaviour and experience how might you see the behaviour of someone who is resilient? Can you tell me a little bit about that? In your view

03:25

Of course ma. I have.

Informant 1 03:41

In my view, thank you for giving me the opportunity to be part of the research. Now coming back to the question of the person who has resilience. What are the behaviour you experience with such a person, such a pupil response, let me use the word pupil now, or a student. So you will see a kind of a negative attitude becoming positive. And you will see their emotions becoming stable, you'll see the psychology of the child becoming so Okay. In terms of the learning, you also see you also find out that the student or the pupil in question is now becoming more more interested in learning and making life more better for him or herself; positive outcome you will see in resilient kids.

Maryam YA Ibrahim 04:52

Thank you very much. So let's go to implications. And my question for that is a Um, so, you've expressed how a person who is resilient might behave and now, I wonder, you know, how would the person think about themselves? So, this is the implication if someone is resilient, how do they think of themselves

Informant 1 05:24

The implication now, the implication in question, we are talking about the negative outcome of whatsoever an unpleasant situation the person must have passed through, is that what you mean?

Maryam YA Ibrahim 05:37

 Yes. So, what I mean is a person that is resilient or more understanding. So, what I mean is a person that is resilient from your understanding, how do you expect the person to be to feel about themselves, so, we you express that the behavior will be quite positive, they will be trying to you know, improve on themselves right. So, that person or that pupil will feel about themselves would they have

Informant 1 06:10

Go ahead ma

Maryam YA Ibrahim 06:11

So, I mean, what would how would they see themselves? Would they feel positive about themselves? Would they feel negative about themselves? What would they feel?

Informant 1 06:23

Now, it comes it comes back to the question of counselling if the person had actually passed through the normal , proper counselling, so the outcome will be so good for the person because when someone who has passed through an unpleasant situation is unguided or unable to pass through the normal counselling then the problem...but now... now the question is the person who has passed through such a situation, an unpleasant situation and having gone through a lot of, you know, counselling and a lot of a lot of activity that will enable the person become better. Positively, you will think that Everybody around? Yes you will find out that the person is coming out more better. Yes, that led to a lot of activities. Yes, I can be what I want to be. I can be more better than what my situation the situation I was. So I think the the situation surrounding the ability of the person feeling on time has to do with those who are around the person and with the help of everyone around with every thing available to make him or her feel up, yes he or she feels more better. I'm very okay, I can do what I thought I cannot do, I can be more better.

Maryam YA Ibrahim 08:03

So that's, that sounds like the person will have a positive outlook on themselves when they will feel confident in their abilities. So my next question is, for this same pupil that is showing resilience. I'd like to ask you, what you think. What is important about being a resilient person, why is it important? What is important about it?

Informant 1 08:35

Okay, yes. The why I feel it is, the important thing about it is the ability of the person in question to have that positive mindset to believe that yes, I can recover from whatsoever I am passing through. I think that is the important thing. the ability for that person that positive aspects that come out of this unpleasant situation, I believe that is the important thing, that is important to quickly recover from what unpleasant situation he or she might have passed through.

Maryam YA Ibrahim 09:18

I understand and lastly, I just like to ask you, what do you think the opposite of this kind of person will be? So the opposite of the pupil, who who is resilient? What will they look like? What will they behave like?

Informant 1 09:37

Alright ma, Oh, the behaviour becomes so negative, it becomes so negative just as you've said, it becomes so negative, and then the pupil or the student in question feels so bad. So sad because whosoever hears about the situation and feel like, committing a kind of murder or taking his or her life because he or she feels nobody is there to *help*. I hope you get it now ma?

Maryam YA Ibrahim 10:11

Like a sort of helplessness you mean?

Informant 1 10:13

Yeah, yes, depression, conflict - and total..total, let me just put the word, I can the total belief that yes I can't make it out of this system and because he or she believes 'I can't make it, ' they resort to either.. he resorts to a lot of negative things. Okay, some of them taking your life.

Maryam YA Ibrahim 10:43

Thank you so much Informant 1. So we've come to the end of this particular model, it was just for us to kind of establish, you know, what resilience means to you, and how you think about it. So I'll go ahead with the interview now. So, I'll start by just asking you to think about your experiences as a teacher. I know you've had experience as a teacher teaching pupils of different ages, backgrounds, and different things like that. Now, I would like you to cast your mind back to a time when you taught a child who has gone through adversity, okay? It can be a child, or it can be several children with give you a way of kind of relating, you might think about the one child that or maybe some children in particular, that have you know, faced adversity. Now, I want you to tell me about your experience of teaching those children. You know, and how, what were some of the things that you know, you kind of came across while being the teacher

Informant 1 12:02

Thank you so much. Okay, let me flash back to when I taught in O State, yes I taught in a school in O State. I taught in several schools, but there is a particular school that I taught this, where I had to take this female student now, they were in my class.

Maryam YA Ibrahim 12:31

And were these primary students students in primary school?

Informant 1 12:35

They were secondary students, secondary.. yes.

Maryam YA Ibrahim 12:37

Today I think what I what I would like because, of course, the train the the research I'm doing is about primary school. So think about a time when you were teaching primary students, yes, that would be really useful.

Informant 1 12:40

That would be better right?

Maryam YA Ibrahim 12:52

Yeah. So it can be any class in primary, it could be lower primary, upper primary, early years even that's fine. All right.

Informant 1 13:09

Okay, yes. I got that now. This one is primary also, primary yes, way back- years back. So it was, it was a boy in question. Yes. A boy in question who actually lost his mum. He lost the mum and the father has to remarry another woman. There was a kind of you know, a kind of unhappiness around the child. I noticed it in his relationships with his peers, I noticed it in the way he acts in class when I ask questions then the boy was in , this is some years back now, maybe 15 years. So I noticed that and I was so concerned, I hope you get it now, he was not actually XXX he was the friendly type and due to that fact, he lost the mother, as at that age, he was seven years in Nursery 3. Yes. So I noticed all those things. So I had to start I called him and I I asked him, he actually opened up that this is what he's not happy about. What's happening at home, he is not actually happy. So we kind of, you know

children the way they talk, So I had to start encouraging him, I talk to him every every day, whenever he brings his food, he wouldnt want to eat. What I did, I will ask him to bring the food to my table, I will tell him, okay we will eat together, let me get my phone- before I come back getting my phone he has started eating. I engaged him, wherever I wherever I go to I have to make him a friend you understand? Brought him close enough for him not to feel carried away about what the unpleasant situation.

Maryam YA Ibrahim 15:32

so it's sounds,... go ahead sorry. It sounded like one of the things that you did was to really find out about his his point of view.

Informant 1 15:44

Yes, yes he spoke, he actually spoke, he said a lot of things. Then going back... and then, on my own side being a young teacher, and then I just left your your teacher who has far little experience I had to do a lot of things. I'm glad enough I saw the boy coming out, coming back to be able to get himself and the boy in question I'm talking about this in Canada now, he is a medical doctor.

Maryam YA Ibrahim 15:44

Wow!

Informant 1 16:17

Yes, like it was like '97, because I left teaching in 97 and I started teaching in '98, first before I went to college

Maryam YA Ibrahim 16:29

oh that's......

Informant 1 16:31

because that was not even when, as in the boy is now a medical student, he's in Canada. He got back, I told him so many things I use so many things to actually make him feel better, so as not to miss the mum, whatsoever. You know children they learn they see a lot of things, I was able to help him come out and feel after. And I was glad after a while when he comes to

school he will be the one that will bring out his food and start eating it. He tells me lots of things, so that is for that time. Let me, let me remember the other experience I had after I left the college of education.

Maryam YA Ibrahim 17:18

Okay

Informant 1 17:23

Yeah, I worked in a school Yes, yes. That should be in Ogun State also, after I left college. I was fully an employed teacher. There was this girl in my class, I taught her I taught her (muffled) , there was this girl whose mother was a lecturer.

Maryam YA Ibrahim 17:51

Okay.

Informant 1 17:53

 So she actually complained about a lot of things, but as if the mom doesn't have time, being a girl child, she doesnt ... maybe...

Maryam YA Ibrahim 18:03

Yes

Informant 1 18:04

And she thinks that the mother is not actually, you know, giving her the necessary attention she wanted.

Maryam YA Ibrahim 18:12

Yes,

Informant 1 18:13

And she did complain of some certain things like her mother using her voice on her like that she can That should be 2004 or 5, no 2003.... yes, yes. So she she, you know, I now said 'okay' and you feel so bad about it,   she said 'yes, I'm not happy about it.'

Maryam YA Ibrahim 18:21

Yes. So tell me more about what you did to support you know, to support her to overcome the difficulties that she had.

Informant 1 18:56

Then right? So I had to I had to tell her to start going closer to the mum because the mum is a friend to her. I told her maybe me to your mom is actually passing through some bad time. And due to that you shouldn't feel that your mom doesn't love you. So I now said 'could you be more patient with her? So when she is very okay and when she's happy, make conversation that is how you tell what you feel. What you feel is the unpleasant, the unpleasant things she is doing that you dont like. When you see her very okay, can you do that? If you see her happy, start making converstaion with her. So I had to help to see herself not to look at whatsoever the mum might have said as something that will pull down. Whether they are things that will make her more stronger, there are things that will make you more stronger, I remember them. And after a while, I saw changes.

Maryam YA Ibrahim 20:11

And I'm really interested to find out where did you get your idea of supporting children to overcome adversity? Did that come from your own childhood? Like what what were your experiences that led you to be able to support young people get over adversity?

Informant 1 20:34

Alright, that is a very good question. I think the experience I had from my own background from my mum, my parents, and coupled with the one I gained as part of the experience and then for my parents and ones I learned in school, like the Psychology of children in education, those two things actually helped me and in my nature is I'm the type the love listen, and I'm the type that- you know, I love I love attracting children to myself as a teacher because when you scare them away you won't get what you are, what you want.

Maryam YA Ibrahim 20:34

Its true.

Informant 1 20:59

You have to make students or the pupils your friends before you know it, because you are seen, as a teacher, you are seen as the father, you are seen as the mom because you are seen as even the doctor or the nurse between the hours of seven when the child is placed under your custody, you are everything to the child. You might find out you might you find out that our parents spent less than how many hours with their children from Monday to Friday. So you find out that, you are everything to this child and you can't kill a life as a teacher. Something has been bestowed unto you. So I believe those qualities I learned from my mom and part of the skills- the training I had in school added unto how I was able to handle some of these cases.

Maryam YA Ibrahim 22:27

I would be very interested to hear any stories about something that your mom did or something that you learned from your you know one of the places that you talked about in your like you know that was your agent of socialization was your school and so can you tell me a story maybe of something that your mom did that you can remember that influenced your own actions and also in school maybe something that happened as you were developing as a teacher.

Informant 1 22:56

Wow- wow, this is nice. Let me share... I love this section I'm happy, I am part of this research work. Okay, let me share the one with my mom. Yes, and I will also share the one I had in school. I remember some years back, sorry can you hear me

Maryam YA Ibrahim 23:21

Yes I think yes the Internet is a bit wobbly yes, I can hear you although the video I think is frozen. Yes, I can. I can hear

Informant 1 23:36

All right ma. Okay, the one the one my that I got. The experience I had, I had a lot of experiences. But there is a particular one I will never forget. And that actually works. That keeps on you know, whenever I remember such things, I keep telling myself I am the best indeed. Yes, yes she gave me she actually did something that amazed me and till today I still

live by that. Some years when I left secondary school I was looking for my JAMB results and not to wait for my JAMB (exam) results. I said okay let me go into something to engage myself so that was when I started working as a teacher. So in the school I worked, you know life then was not actually so... we were seven in number from my home. And it was not actually easy raising seven children. So from my own side, I said 'let me have something doing.' I got employed in one of the schools in Ogun State. While working as a teacher I will save. I give part of my money my money to my mom to keep, so that if I want to go to school I want to be in school . The place I work was actually a place I got a lot of experience, because there was this dirty experience I had with the proprietress. On that fateful day my mom's aunt used to be, one my mom's aunt used to come to our house she gives us some of her used clothes her unused the one she doesn't want to use again. You know we are all grown up, matured... we're so happy. 'Oh Mommy's auntie is giving us things to wear.' So when she brought them, we were- we were dragging them. I took mine I kept it. I said ' No, this one I will wear it to my place of work.' Not knowing that the one I collected, there were many, but the one I said so much love I would love to wear {yeah} there was one side of it that is already torn. I didn't know. So I wore that cloth to my place of work feeling so happy that yes I'm looking so cool. I didn't look at the button the hole was torn out. So I went to my place of work that day and my proprietress came in. She called me from my class- because in the school, parents do want to - they drag (compete for) my class. My class was hot cake for them. So, a parent come to lodge complaint to her that she would love her son to be in my class. So she called me. That was their discussion, so when she called me to her office, I didn't even keep take note of my shirt, I was wearing.. So when she called me to her office, she looked at me and said 'Oh! Informant 1, look at how tattered you are.' {gasp} Oh my God! It was a bitter experience. She said 'Look at the clothes you're wearing didn't you see what you're wearing?' It was just the button, I didn't even notice it. She now used a word she said ' Oh, see how mad you are.'{emotion} She used a lot of abusive language on me that day. It was a morning, when she finished I didn't offer a word, it was when she said it, I looked at my chest and I found out that the button to the whole of {using hand to show chest area) was a little bit torn. You understand? Oh I felt so down. It was an unpleasant situation. I was so weak throughout the day in school. I didn't get myself, because she said so many things. As I am telling you now I'm crying because it was a bitter experience.

So after work on that fateful day I got home. My mum saw me, so moody. She was sitting on the chair, she is late now so ... 17 years now. She sat on the chair and called me. She said 'Informant 1?' I said 'Ma' 'What is wrong? You're not looking cheerful you are not looking happy.' Tears started dropping for my eyes. I said 'Mum, I'm not happy.' She now said, 'what happened?' I said' I had a very bitter experience with my boss today.' She told me all sorts of things, she told me many things- this and that- I'm not happy about it. She stood up from where she sat, she moved down to where I was sitting, she said look at me, and I now looked at her = she said 'you are beautifully made in and out, you are wonderful, no matter what is said, dont ever allow anything whatsoever your mam should say to put you down.' She now said, 'the things that she said would be a (muffled) to your world, (muffled) to your apex. Mark my words, she came close to me to start, she removed one of her wappers, you know mothers, they tie their wrappers...

Maryam YA Ibrahim 29:45

yes.

Informant 1 29:46

So she removed that wrapper, she cleaned my face. She wiped my face with tears, after encouraging me. So many things. I said better. She now said 'look, I may not be alive but remember today.' (emotional with a smile). That's what she said. In fact she said so many things, it was as life was brought back to me. Rather than for me for me to quit my place work, I woke up the following morning like nothing happened!

Maryam YA Ibrahim 30:29

happened

Informant 1 30:31

Sincerely! And I went to my place of work where I was waiting for my pupils to come and they were running down to meet me. And the woman in question, I wore my best clothes that following day because she challenged me to always look at what I wore. {Yes.} And I knew, I wore my best clothes, and she was in the office. I believe she felt sober when couldn't say anything on that day. I was so happy. From that time till now, I always tell myself that 'yes, I am better' no matter what someone says, I wouldnt allow it to disturb me. As people remembering what she said I didn't want myself to be distracted on what people say, my head should always be up. I believe in myself.

Maryam YA Ibrahim 31:22

Really interesting, because it sounds like a lot of affirmation like you know really making someone believe in the best version of themselves and that sounds like that's something that you've carried on into your own practice as a teacher. I would love to hear any stories about the time when you were in school and what some of these experiences were the shaped you to become the one who thinks about resilience and supports resilience.

Informant 1 31:56

I will say my secondary school days was an interesting one because it was- I went to a Muslim School, a Muslim secondary school. One of the best thing is faith. I have a lot of my teachers in question, they actually helped me. Because I was a student who was not, I was not actually doing well with book. Not like now, I'm a kind of...I will not say I'm so bookish but I could read. Anything that comes to me, I take and I digest. So in my secondary school days

from JSS one (Junior Secondary School, class one) to SS1, my coming --- my standing up was when I was in SS1. Our Economics teacher would challenge me. He said 'do you want to continue like this?' {Hmm} I hope you are getting me? {Yes.} So I said 'Wow' like yes- I can't forget and the moment I failed because then 1993 When we were in SS, I was in SS1 so we were... we....there was a strike if you could remember. The June 12th crisis when Nigeria....{Uhuh} then, so the June 12th crisis actually made us to stay at home. So my first term in SS one when I got into SS one.- I have..my..the result is still with me! it was in no way a no-go area. (laughter and chuckles) I keep on telling......I'll come to my teacher. {Yes.} Let me come back to my dad. Yeah, let me come back to my dad. Before I take my chances, It was my dad then that actually made me become a studying type. So let me use my dad's case as an example. So that first term in SS one, SS one, and we did our exams. I had F-nine, seven F-nine {laughter-laughter}. I was in Art class, and just two pass! Oh God, my dad. Oh, let me use let me...before I come to my teacher. I can't forget. I still keep on telling him, 'well done, Daddy.' I am what I am, but he keeps telling me, what are you still waiting for? When I got my results 7 F-9 two pass? how will I take this home? {giggles} I don't know what to do {laughter}. I now told myself, am I so dull? OK, I took.... I summoned courage; I took the results home. So when I got home, my Dad did not beat me, because he was a disciplinarian, but he didn't beat me, but the words I received from him, Hmm, made my life become better. He did not beat me, but he said so many things that I cried, I weeped for the whole, the whole month that we were at home. Now, in fact, it was that day I took a decision when I got to school I took a decision on that day. And the decision I took that day actually changed so many things about my life. When I got to school my teacher, one of my one of my.....yes I can't I cannot forget. He saw my, he also saw my result, he now said 'you have a lot of potentials in you. Why....you cannot continue like this.' Because I started JSS1, JSS2, JSS3 in that school. 'Is this how you want to continue your life? You have to stand up!' So most of my teachers, they said a lot of things and I said wow, this is a challenge on my part. I need to bounce back this is not who I am actually. I can do it. So I got back home, I told.... there is this good this student in my class that um her name is XXXX} she has a school in Ibadan. She is now a proprietress, at Ibadan. She was one of the best students in my class and I now told myself-because the guy in question there was a statement she uttered that day, like you can do it- I now told myself I can easily be more better than you. I hope you are seeing it now {affirmation}. I will take this challenge up I can do like you. I can study and be like you. That's actually changed a lot of things about my academic style. When I started, it was as if I was attending a tutorial class. I taught myself I'm hence forth mummy except I'm going to church. If I'm not going to church, you will not see me outside. Don't call me to send me on an errand when in you see me on my reading table. Don't Don't interrupt my reading section because because when we got back to school after the June 12th crisis, we did our teachers told us that if you do not score 50%, if you do not have 50% in all your subjects, you're not going anywhere. Ah! will I come and repeat? So JSS3 pupils will come and meet me in SS1? I said no, this will not happen {laughter). In fact, -oh my god- I said no this will not happen. I had to in fact I had to come out and start telling myself I can get better. So I now started, I will take my pen if I stopped I should score like 8 over 10 or 9 over 10 in my test for me to meet up with my grades. Lo and behold, it came, when result of first term -because it's just we missed second term because of the crisis and when when results started, my teachers were saying 'are you attending any tutorial? 'No , Sir.' 'No ma.' My friends will come and meet me, 'You have finished tutorials, so you don't want to tell us the tutorial you are attending?' I said- to the extent-I got my friends in school started because bullying o! Even the first girl I said was my role model, there was a time she wouldnt talk to

me because when she's scored 8 in any test, you might see me scoring 10 over 10. Because I said I would be more better than ...Ah {feighing exasperation)! In fact a lot of them started changing- its another thing. When our result came out in that first term SS1, my result is there in my in my file. I kept it. It was one of the best results I had. I now gave myself,in SS2, I said you people will see what will come out of me. That is how....why in SS2 I was I wasn't attending any tutorial its as if a new me actually, I started to accept. the whole, positive things around me. I told myself I can come out and I can be more better.

Maryam YA Ibrahim 40:28

it sounded like the adversity of having F nine, seven F nine, was the first shock. And that, that shock...

Informant 1 40:37

'Shock!' I couldn't come out of it because I got a lot because - Oh! my parents are wonderful!. In SS2, I have to, I had the best results.And in SS3, when it was time for Prefectship, because it has to be based on merit. Yes, if you don't meet up the criteria, just few marks, I was supposed to be the assistant senior girl . Just because we have heirarchy of prefects. You have the senior boy, senior girl/ the head girl, head boy, assistant head boy, assistant head girl next there is the social prefect. So it was that one mark that pulled me down, I would have been the assistant head girl. And I was glad many questions, after the questioning section and everything, I was given the social prefect and it was awesome. Because we have to go through a lot of schools representing and the people around students who are so bright .Yes, you meet them with brain you are challenging yourself. I mean those are some of the things I actually experienced

Maryam YA Ibrahim 42:06

that sounds like really interesting. So I just want to shift gears and kind of move back to your current, your current practice and your current experience at the moment. Sounds like one of the things that you always do as a teacher is bring the children close to you, especially when you notice they're going through an adversity. But I want to ask you Is this the only strategy you use? Or do you have other strategies that you use with other children maybe depending on the situation? You know, so what what are the things that you typically do to support children through adversity? And then what are the things that maybe you just do sometimes depending on the situation?

Informant 1 42:52

Yes, as I've said depending on the situation, the environment or some of the things is most I don't adopt the same style, in the same adversity because some, all you just need to do is

just I just create, some I don't I will just create a joke out of no joke. And the next thing, you see them laughing. Some I just create a song. I will just create a fun to song, and the next thing, you see them coming out of their shell. Oh Mrs. XX you have the best. there are a lot of strategies I use, not the same strategy, some of which I formed ....I Normally one thing about me is I get close to you. Your situation will determine what I will do to you. I find that it's not....its the type that if I find that its the type that needs others to be involved, I just on my own side, privately direct it to the management. I have a one-on-one with them. But mostly, like where I currently work now, there are some who come to school in the morning feeling so.... you understand? What I do, there was a boy who told me that 'Mrs. XX , actually I was not happy coming to school today, but what you did just now made me happy.' I would just do one thing. And the next thing they' re all happy. One actually said that and recently the boy is still in my school, he is in four C 'Mrs. XX I am not happy today, but what you did today, you are the best, I am happy now. I do a lot, depending on the situation as you said. Some, I sing, some I engage them in games. As I am coming to you, I will walk into my class and pair them into groups, some I try to tell the story of how someone who was went through I'm sorry, went through an unpleasant situation how he or she was able to come out. And some as I do motivational talk, at times I give them some quotable quotes. I was like I cited an example of Malala for my children. I said, do you know who Malala is? They said yes. Look at her, she is the best. Can you see her? She passed through an unpleasant situation, but she was able to come out of it. { Yeah.} I play the video and then the other or some I even use Ben Carson. So some were actually see that somebody felt you cannot be... you don't know anything you have a dumb brain..a dull brain. So I brought a book written by Ben Carso, 'Think Deep.' I showed them, I said do you know who this is? This is Ben Carson. They said 'wow!' The next thing , you know they are very inquisitive, I said okay, do you know why I want to tell you this story? So I said you know Mrs. Quansa doesn't tell fake stories, they said yes. So I would site the example of the example of Ben Carson to them I bet that wasn't doing well, but his mother, Sonia Carson, {static} today he is a medical doctor. So I had to go to the extent of playing the video for them to watch. ; that look at him. Even the student in class said yes he don't know anything but yes he picked up the challenge and look at him today. His name is in the Guinness Book of Records successfully separated conjoined twins and developed a lot of research in th emedical line. Can you be like him? You can become better than him. [mimics some of the student's excitement] Sincerely, hope is given back to them, life is given back to them.In fact, three weeks ago one of them said- there is this special child that said Oh Mrs. XX I am not happy coming to school today you were not in my class. Today school was not fun. So why? Why was it not fun? She said its just boring. Why didn't you call on me to make it more lively for you? It was closing time that she was grumbling that. I said, when you come to school tomorrow, I want you to be full of life when you feel you're not happy about what's going on around you, just walk to me and I will engage you. Then the next day she started laughing. I hope you are getting it now, because I had to make her laugh before she leaves the school premises. I said will you do that for me? Yes she yes. She now said, I am okay since you've spoken to me, I am ok. She was now smiling and happy going back home. So I will conclude that situations I don't use the same method helping children come out of XXI get a lot of different things. motivational talks, stories, music, and a lot of things that come into my way and which may rhyme with what I am studying.

Maryam YA Ibrahim 49:31

Yeah. Okay, thank you very much, Informant 2. I've really enjoyed this discussion. I don't want it to end even. So thank you very much. Let me stop the recording. We've come to the end of the interview.

APPENDIX 2: INFORMANT 2

Date: 08.06.22
Duration (36 minutes)

INTERVIEW STARTS

Maryam YA Ibrahim 5:09

Okay, so we can make a start because I know you have to go. Okay, so I'll just start by sharing a plaza. Oh, okay. So let me I don't know if you can see my screen. {Yes}. So this is the models of the world. It's actually a psychology tool that we use to kind of talk about a concept and specifically I want to use it to talk about the concept of resilience, and what that means to you. So, if we think about resilience as a concept, I want to ask you about resilience in four different ways in terms of the implications, the importance, feel the opposites are and the behavior that you might see. So let me start with this box on my left. So when does resilience mean to you? And can you tell me about a person who is resilient?

Informant 2   6:09

Right, so to me, a resilient person can get through difficulties and I think they do that by having a good grounding. A lot of feel positive about themselves, and I think that helps you be resilient. So yeah, but yeah, so if you have a good if you've had a good childhood, you know, like if I was the part that, you know, if you've got a support system that helps you be resilient tapping can deal with difficulties and get through things. I don't know if it's right.

Maryam YA Ibrahim 6:46

 There isn't a right or wrong answer, but that's yes. Very good. I think you explain it very well. So could I ask you, what is important to you for you about resilience, what is important about being resilient? Why, you know, what is important?

Informant 2   7:02

Em, I think, well, I I use a lot of meditation to keep up with resilience. It stops me or anybody else becoming disheartened. Sort of like unproductive. So like if you grow up and went to work and so like, you know, if a resilient person will... you know, if they come across a problem, they'll try to find out a solution in this one. And if you're if your mind's in the right place, you're more likely to come across a solution I think.

Maryam YA Ibrahim 7:44

Yeah. So like you would have clarity because of that. Okay. Thank you very much. So my third set of questions about the kind of behavior you might see. So how..how would you be if you're being resilient? Yes, and how do you know that?

Informant 2   8:02

I think it involves talking when issues to get through things. Or it might be you keep thoughts to yourself, you suss out what's going on, and you'll decide best path to take. So if I was like, like soldiering times is being resilient I think because if you're facing stuff you know, not like sifting through just pulling on your you know, like to get through something we like pull on, {yeah.} Memories or strategies to get through.

Maryam YA Ibrahim 8:56

Okay, so for you, it would mean either being able to seek support it, or if you were going to find that support within yourself. It's to kind of give yourself the time to think about what you need to do while you use strategies and things like that. {Yeah}. And the last question would be, What would someone be like who was completely different from that being resilient.

Informant 2   9:20

And just from top of my head, like sort of like emotional, falling apart, and giving up, being despondent? Getting into a rut that they can't get out of? Like, you know, so like, if if you were growing up and stop that, you know, like a non-resilient person might start drinking or taking drugs or going down that path for, you know, being aggressive, in a way to manage their emotions. I don't know something like that. Okay,

Maryam YA Ibrahim 10:01

so, I think we've really had a very rich frame of this idea of resilience. I'm going to stop sharing my screen and we can go right into the interview. So like I said, I'll just ask you a few questions. And I'd really love to hear your stories from your experiences. And so, I'd begin by asking you to just kind of flesh out of your experiences of working with children. And a specific experience, actually, we prefer for the child maybe that was younger, not necessarily post sixteen, but maybe in the primary age. And if you can locate that in your mind of a child or children that you've worked with, I'd really be interested in finding out from you what that look like the the children that you were working with, how did they show resilience?

Informant 2   10:53

Erm, they like, form good friendships. If they painted a picture, they're happy with it just to get another paper and start again and no problem with it. They will some some children were happy to play by themselves, and just happy in themselves. So even if they didn't have friends, they were resilient enough to occupy themselves and they're happy doing that. You know, they were like playing and getting on with older children and just managing really well and sitting down when the books to do and you know respecting the teachers and just happy just keep happy.

Maryam YA Ibrahim 11:59

Okay, so I'd like to go back later back and talk about so when you have encountered a child who hasn't been resilient or has had some adversity. How have you approached supporting them?

Informant 2   12:15

So because I was I wasn't a member of staff or women or for nurse and in this in this example, and it was a nursery. It was a nursery The school I went to, like years ago went and helped in that because we brother had been in that nursery. There was one child and bless him. Yeah. He, I think he was like a bit old, you know, used to have like wetting issues. He threw so anyway, they asked me to look after him. So I sit in on many, many, you know, like making feel comfortable and he got a bit bullied because there were two twins two girls also needed to play extra watching because like if you if you if you turn if you're watching the like I once was watching then turned round, and they've got all the powder paint off. So I did notice one day that they

Maryam YA Ibrahim 13:28

were batteries and that's it.

Informant 2   13:33

They got older, they spy and I think what did they do? I think there would have been a bit mean to him. We had to intervene and said no, no, you know- you dont do that. We reassured him basically that he were okay. Yeah, so that was fortunate that I just gave him extra help and extra like one to one and made sure he was okay.

Maryam YA Ibrahim 14:02

Okay, so, in obviously I said your experience is a bit limited with younger children. But I wonder just thinking about for your own personal experiences as as a young person. How How did you form your understanding of resilience? Like how how did you as a young person, experience people supporting you to be resilient? And did that come from your immediate family or is that something that maybe just came from the larger community? I don't know.

Informant 2   14:37

Yeah, so I think when I was when I was young, I was very quiet and very introverted, I mean just very quiet baby, very quiet child. And I was just happy, most like just sitting and observing things. So I actually I actually went through something when I was a teenager. Because I had a mental breakdown. I think my parents were splitting up. This sister said that was there was toxic. So I got sent to a adolescent unit in a hospital, and I lived there for two years. Then I got sent to a place in Manchester, lived there another two years, or ar least two years, and I took myself even though I wasn't fully well, I took myself out to continue my studies. When I got better and came to Barnsley, I felt best if I continue my studies. And I got me degree and I got me PGCE.

Maryam YA Ibrahim 15:46

Yeah, like a post graduate certificate.

Informant 2   15:50

Yeah, so when I saw the counsellor, she said, you must have been a strong person because there was a bit of abuse in Manchester. So that was unfortunate I and I thought, how did I get through that? And I think it's because I think I had a good childhood. I think we were taught to be self-reliant a bit. And like if we wanted- if like, you know if we wanted with a man like, like financially, we weren't given a lot you know, we were like, we were happy with what we got. {Yeah,} you know, we didn't just ask for something and we got it, you know, we had like and then when you did get something it was, you know, something special. So, and then, like playing like, as a child I played out a lot with loads of stuff we did. We like went on we made dens, we had bikes, you know we went exploring and picnics and you know, my parents used to take us on muller's walk in 10 miles. You know, I think we just do feel I've been brought up in a good way. {Yeah.} So, when, yeah, so when things got difficult, I don't know. How I got through it. I just did.

Maryam YA Ibrahim 17:26

It sounds like you almost had a reserve of some sort is what I'm hearing.

Informant 2   17:30

I musta done, I musta done. Yeah

Maryam YA Ibrahim 17:32

 And also sounded like the community you were in and your family was really very protective in the sense that you had a very rich, I mean, I can't even imagine now being able to have that kind of richness with being able to play outside and have

Informant 2   17:47

As a child, yeah, as a child.

Maryam YA Ibrahim 17:49

Oh, that

Informant 2   17:50

Not like it is now, not, not. Yeah.

Maryam YA Ibrahim 17:54

That is really interesting to me. So it sounds to me like almost as if there were some protective kind of factors around you that supported you. And when you went into a very difficult place, so a very adverse place, it sounded like those were things that you could draw on to kind of bring yourself out that it is really remarkable after being in an institution of a sort for a few years, they could come out and kind of do things that even people who had never been, don't even get to do their postgraduate. So that's really remarkable, and were

Informant 2   18:29

And I got me art. I am heavily into art, so that like helps me.me.

Maryam YA Ibrahim 18:36

So, it sounds like they're also things that you've kind of discovered about yourself. So you said about mindfulness, and you're speaking about art. Now that's kind of ways of kind of bringing yourself out and where can I

Informant 2   18:50

And I love studying, I loved I love studying, okay, and reading. By the... we were like into books like I... my son's got like cases of books you know, what I into things like that. So,

Maryam YA Ibrahim 19:06

Can you tell me a little bit more about how like the interest that you had like the mindfulness and the art and the books, how did they help you to kind of I don't know, how have they been able to support you to develop yourself as a person and as an as an educator as well.

Informant 2   19:25

I found mindful like meditation mindfulness; I think that started at the first interest. I think it was when that was, I was in Manchester. So because of because when I was upset I used to phone my mom, and like, be upset to my mom. And then when I found that it felt like I didn't need to phone me mum, I could sort it out yourself a little bit. So that was started. And then me Art I just like, I used to be a doodler, like doodling. And I create patterns. You know, the study, the patterns are quite meditative. You could just do it, watch the TV and like draw, keep drawing but abstract patterns. So just build that up, really, and I still do get ideas in my head that I want to create. So I'm glad I don't do art as a job because I did think about teaching art, but I'm glad I'm glad to do me job that I do. And then I can do me artwork in me own leisure. No pressure.

Maryam YA Ibrahim 20:49

So, it feels like it's more of something intrinsic that you do. It's not something that you really like be, I don't know, rewarded for. It's just something that you do personally as a way of soothing, and you know, comforting

Informant 2   21:03

I like, I like to show people what I've done. They say it's good, you know.

Maryam YA Ibrahim 21:09

that's interesting. And do you lose any of these strategies that you've found for yourself, to work for people? Young people or children that you work with?

Informant 2   21:20

You see.. see recently, my job is with college. So I have been, I have been doing that with a college student because I found out he could draw and when I help him, I write on a whiteboard. And then what… what's happened now, he takes he takes my whiteboard, so I have a spare one. He draws and he's a really good drawer. He's doing a horticulture course. He draws and in me logs I say he, you know, was drawing on the whiteboard in the.. in the in between doing work because it helps him focus. But for children for that younger children...... Yeah, there was just art work and that so obviously, I use it to sort of encourage them, you know, so 'it's a nice colour' or 'you've made a' you know, 'that looks like..'say what it looks... like or encourage them if they're in… if they're interested. Just and you know, like a just facilitate you facilitate a lot. Facilitate is a lot what they're doing. So yeah,

Maryam YA Ibrahim 22:42

That's really interesting. Thank you so much. So I just wanted to shift a little bit and kind of ask you a few questions around. If if you did have the opportunity to kind of develop something that would be like a program for resilience or way of supporting children through adversity. What do you think would be the most important ingredients that you would put into it?

Informant 2   23:11

Supporting children to be resilient? For me, art plays a big part. I mean, it was my dad stuff. Later on he did art therapy because he was an artist, but to so cuz, and me mum is quite light into craft so she's very good cooking, baking, sewing we were brought up doing sewing. So, craft like because you can have a variety of craft I even do lines on plates. So, I mean as I do henna as well, do face painting and henna when I do when I want to do face painting for children. And also the henna, when I'm when I'm doing face 'cause face painting is younger children. { Yes, yes.} So when I do it, and I just put me I just put my finger.. finger under the chin like that. While I'm concentrating. I'm doing all you know to say that it's, they go very relaxed. And it's quite a nice you know, thing to and then when they sit and then I've got a mirror in the show that face and like if you're happy with it, that's like it's a positive thing to do.

Maryam YA Ibrahim 24:47

About that, the touch itself being therapeutic. And actually, I noticed a lot of children even the ones who will seem not to sit still if they're getting the face painting painted, they sit through it.

Informant 2   25:00

Not every child, not every child. If I think a child don't want to do it and the parent's forcing them to like I'll talk say like, 'well, they don't want to do it, you know so.' But like most children, like yeah, and the calmer they are, the better the face you do. {Yeah. Yeah.} Then same with Henna. When I, because I did a lot of teenage girls at college with henna than like in fairs and that, it were my friend who got me doing henna because her mother was Indian. I just started doing the henna and then when I'm doing the henna people say it's very relaxing, relaxing to do it. And it smells of lavender oil. So they find it very relaxing and {very}almost go light you know they go so relaxed. And when I do for my friend when I'm practicing, they love, love it doing. And they're just they're just sit there and have it all day. So yeah,

Maryam YA Ibrahim 26:17

I find Henna to be, I mean I grew up on henna so, but I find it to be very kind of therapeutic as well. Just looking at the designs because you never know before you do it- you don't know what the design is going to look like. So it's almost the {Yeah,} imagination of the henna maker that just puts an looking at coming out for me. It's very fascinating actually. Well, that's really interesting. So it sounds like in terms of your experience that you've had personal experience yourself with adversity, and have had the opportunity now as someone working with children and young people to be able to kind of use some of those things that have worked well for you. And especially I mean, from what I can hear, you've spoken a little bit about, you know, doing things that are not necessarily like language based but kind of more nonverbal. So lots of opportunities for art, which is it's in fact, very therapeutic but it's not necessarily suited to so art therapy is very useful, but we don't really use it yet we are more likely to use the wordy ones so like maybe a talking therapy. Actually, not at all children or young people respond to that because it's having to have them talk whereas if it's just therapeutic, there's something that you're doing, we're creating together. It's much easier for them to connect and be able to do that. So that's really interesting. I'd love to just hear some more of your experiences, and we can now move to the current work that you're doing. Do you have any stories of you know, kind of how a young person has developed resilience in your setting that you were to witness and see that? Can you tell me a little bit about that?

Informant 2   28:09

Yeah, so this boy that.. with the whiteboards and he'd use this drawing so he told me... so I've been with him two years because he's gone from one year of horticulture to the second year. So be finishing this year go on to internships , so he's got autism. So because what I

do, I'm a learner support so I give certain students extra support. If you've got any EHCPcare plan.

Maryam YA Ibrahim 28:40

 yes.

Informant 2   28:41

So I can help out all the class I can help anybody but obviously I concentrate on these students. So when I started helping he'd not talk to me he'd freeze up he was very, uh, you'd repeat yourself and say, you know, you know, this question, are you okay with that? And then he'd just like (nod) and then so you'd move away and he couldn't do any work by himself on the computer. So you'd go back up to him. So now, and he was very closed off, and I've seen him he's got all he's got. He gets on with everybody, he's more outgoing. He's more confident. He takes care of itself more because he said at school, he said the teachers used to fed up with him. Because... oh, Yeah, his rating has been tapped in his right and he hurt, he holds his pen in a certain way. And he said the teacher one of these things, they said the teacher was were making him hold the pen how she thought it should be held. And well, obviously, that didn't suit you. Because, you know, you know, you just have to you know, so yeah, and I'm not I wouldn't say the teacher was wrong. And obviously that didn't work. But and then he used to said the teachers used to, he got labeled as the difficult child. And he's really pleasant. He's really you know, he's really come out of himself more relaxed, which is brilliant. Brilliant to see you know, and so yeah, just you know, because it's always seen that people you know, and start supporting class friends, and all that. So it's a supportive environment and teach resililent, so yeah.

Maryam YA Ibrahim 30:54

So it sounds like there were a few things that really helped this young person. Obviously, having you also the understood, but also the support of peers and the school itself. Are there are other examples of how other, you know, staff are supporting, like, how what does the support look like in your setting for young people, especially young people that are going through some sort of adversity and

Informant 2   31:21

Yeah, so if this Yeah, because there's a lot of times I feel like a student gets upset. So I've seen the English teacher, you know, go out….she's, they've said that, they just go outside and she says, I'll be with you in a minute. And then she seen her talk to them reassure them, give them options, ask them how they feel. And then they're happy to come back in the class and resume the class and, you know, it's all done very calmly, and supporting, like reassure

students and being able to take control and sort them out you know, so the student doesn't run off or become more upset or or be created. Yeah.

Maryam YA Ibrahim 32:14

And do you think a lot of the support is given whether by yourself or others do you think it comes from training the people had in in some resilience or is that something people kind of do because they themselves just have that experience as people? So I know, there's lots of training, there was the training on resilience for coming back to school. I think like School return so there's lots of those things,

Informant 2   32:41

There's a lot of to training, we have a lot of training.

Maryam YA Ibrahim 32:44

Do you think that that's why people are able to support it or do you think people just learn how to be to support resilience because

Informant 2   32:52

I think both. Both really. Yeah.

Maryam YA Ibrahim 32:57

Not just that you're being trained to do it. But a lot of people draw on things that they also have had experience.

Informant 2   33:03

That as well, yeah, so yeah. I think both is in in play. Plus, I think I work for a for like X college. I think it's a very a supportive environment. Me sister said that, even during COVID, she was like, really thought it was brilliant. Supporting the students and, you know, kept messaging them and, you know, supporting them and even before. I think we are just, as a college we've just got outstanding.

Maryam YA Ibrahim 33:38

Oh, very positive.

Informant 2   33:41

We just got Yeah, and it has got a good reputation. I do feel I'm just lucky to be that job because I feel better parted. Though just the whole atmosphere of college helps as well.

Maryam YA Ibrahim 33:58

But that's, that's really interesting, because you seem to be drawing a lot about the community. It sounds like the people who are in the school support resilience, the setting itself is supportive of helping people. And so everybody's kind of encouraged to do more of it.. Yeah. Yeah, that's really interesting. That's really interesting. Thank you so much for your time, and I've really enjoyed speaking with you. Yes. And I'm just so so pleased that I could share this time with you just to kind of resilience thing.

Informant 2   34:37

I hope you do. Well, yeah. When I saw an email Oh, definitely. Oh, thank you. So yeah, my, my nephew. He's doing politics at XX. You Oh, wow. Oh, yes, it is. He's got autism, but he's doing well doing well. They have

Maryam YA Ibrahim 34:55

a very supportive in sort of the sort of like XX college. It's very supportive, and especially education department where I am they're pioneering a lot of ways of supporting students to be included. So it's a very inclusive university. Yes, I think they have so much in terms of like alternative provision in terms of like, you know, how people will access their learning if you need support, you know, artificial intelligence, like there's so much available and they're doing a good job, but it's, I know it's, it sounds competitive to get into the university once you are in a good place to study. Thank you so much, Informant 2. It was really nice meeting you and I will be sending you a transcript of our discussion. And if you just look for it. If there's anything that I've missed or haven't put in, just feel free to let me know. Thank you so much. Nice meeting you.

Good luck with your study. Thank you so much. Thank you, bye.

Informant 2 35:55

Right

APPENDIX 3: INFORMANT 3

Date: 10.06.22
Duration (41 minutes)

Maryam Y A Ibrahim

Okay, recording in progress. So let me begin by just giving you a bit of an overview of what we're going to do in sha Allah. So, we've we've, as you know, I am doing an interview on I'm doing some research on resilience, and so I've invited you to do a qualitative interview. At the moment, the way we're going to do the interview, we're going to start with an exploration tool. So I will start by asking you a few questions about resilience and you will be able to just share your own understanding of what resilience means. Then we're going to have the interview itself and I will be recording everything that we have discussed, and I will also transcribe it. So transcribing means I will type up all of our discussions and I will send it back to you so you can check it and see if everything is accurate, before I go on to the analysis, so that's what we will be doing in short. So to start with, I want us to use this model of the world. It's a sort of a tool that helps us to discuss about a concept. So I will start by asking you a few questions and you can just answer them as you you wish. There's no right or wrong answer. So resilience is having to do with the ability of a person to come back from adversity and to recover after they have been through some sort of adversity. Okay, so that's the concept we're going to be talking about. So I want to start by asking you to tell me, what does this concept mean to you as a person? What does it mean to you if somebody says somebody is resilient? So if I say Informant 3 (teacher) is resilient, what does it mean to you?

Informant 3 2:55

To my own little understanding, if I could say something I will say, resilience simply means is a system or a metaphor, a way that someone follow, or is a step that someone takes to come back from, something like trauma, something like something that distracts his life or put him in a miserable situation. So so so so I can, I can just say you say it's a step forward, to take to recover or to regain what someone lose what makes him to feel bad. Within some time to recover that.

Maryam YA Ibrahim 3:40

Yes, thank you very much. So what are some things you can tell me about the character of someone who is resilient? What are some of the things I might see? So let's say there's a child in your school who is resilient? What are some of the things I will notice about that child?

Informant 3 4:01

Yeah, you know, I can, I will just set an example with what happened to us. You know, there was a time that our pupils were kidnapped; that was last year. When they came back, we have we realize that they are in trauma, they're in a situation that....abnormal situation for us, and to them because of the traumatism. And because of the because of the environment, they found themselves which is, which is unknown to them. So they when they came back, we found that they they have changed. They're totally changed from where we were and what we know, from what we know from them,

Maryam YA Ibrahim 4:50

And then, okay, so let's move on to the next set of questions. They're the ones down here at the bottom. How do you How would you behave if you were being resilient you yourself? How would you be behaving if you are showing resilience?

Informant 3 5:14

Sometimes when someone is resilient, he will be... he will be doing abnormal things as I said as I earlier said. Somebody like me, I feel because I am I'm currently in that situation because as a teacher, there are things which I know I have crammed (memorised). I've crammed it in my memory. I used to memorize many things and I put them in memory but the traumatism there are things that I don't know where they are now. They have gone away. Sometimes I used to I used to feel like stay alone is better for me than to be among people. Sometimes I used to feel like I'm not feeling fine. Sometimes my body is not feeling is not okay as it was. So that's the kind of things which I say,

Maryam YA Ibrahim 6:18

yes. So would you say that even though this is how you are feeling you don't want to be with other people. Sometimes you'd prefer to be on your own. Sometimes you're feeling unwell. But despite this, you know, you have to go on you know, you have to still do the things you're supposed to. So you are forcing yourself almost to be resilient. So you're coming back from that adversity even though it's difficult. Okay, so why is it important for us to be resilient? Is it important for us to be able to recover after a serious trauma? Is it important?

Informant 3 6:57

It is very, very important for someone to recover from, to be resilient, is very very important. Because someone someone cannot continue to stay in a traumatic in a trauma. Someone cannot continue you will see the life will not be will not be good. Someone to stay in a mood that that is not good. That is bad.

Maryam YA Ibrahim 7:21

Yes, yes. Okay. Thank you very much. So I think we've explored the concept of resilience of course, what I wanted the last question would have been, what is the opposite of somebody being resilient, so resilient is somebody who is coming back and becoming at least trying to recover from an adversity. And the opposite of that. What does it look like somebody who hasn't come back from adversity? What does it look like?

Informant 3 7:48

That someone somebody, somebody that hasn't come back to the normal circumstance, to the normal that he was. That is someone that is not resilient.

Maryam YA Ibrahim 8:01

Okay, okay. So I think we've explored these things. I want to move on to the actual discussion itself. So I'm going to stop sharing my screen. And I will go on just to discuss with you about this topic itself. So I want to start by inviting you to think about a time and I know you have a specific time because obviously, the children in your school were involved in a serious situation in which they were kidnapped. So think about... cast your mind back to a time in which, before this happened, okay. In which you remember the children showing resilience, okay, or even think about a time after they've come back that they were showing resilience, about a time that resilience was being shown. So I'd like you to tell me about that. Okay, I'd like to hear your stories. What are some examples of what the children are doing for you to say okay, I can see that they're recovering. They're coming they're becoming resilient or they've become resilient.

Informant 3 9:18

Okay. Our situation in the school now is that, based on the counselling, prayers, and other supportive ways or advisive ways that we are doing in order to feel at home feel free, let them know that they are protected. Let them know that even the school, the entire town, is protected by the security apart from the prayers we are praying. In doing such things, they have now started coming back from where they are thinking, we have started to change their mind we have started to change their attitudes towards such or such things I mentioned. They've started to change them. There are some of them that are in a critical condition, there are some that are not in that critical condition. So those that are not in critical condition have started picking up what we are, what we are showing them or the way we are, we are showing to them. Then those that are in a critical condition some of them are not feeling alright. Some of them, you see you will find that their legs are swelling up or has swollen up I mean, this is because of the environment in which they found themselves in. And some of them, you will see them that they will stay alone. I have a daughter that is part of those that

are kidnapped. Yeah, she she spent, she ran away from the kidnappers. In the process. Yeah, they broke from from where they were where they kept them, trying to move them from the first point to another point. So she was able to hide it to hide in the bush. So she spent three days in that bush without eating nothing, nothing like that. With a single cloth, sleeping on the ground inside bush? You see its a trauma is a very big serious is a serious problem to them. So she has faced all those things now. Later on, there are some people who assisted her rescue her back home before the others, before the other the remaining students the remaining pupils come home now.

Informant 3 11:49

So she first (glitch). They handed over to us, they handed over her to us to us to get the hospital but the way she was doing before before they kidnapped her. She wasn't... she's not doing it now.

Maryam YA Ibrahim 12:04

So she's not herself anymore? She doesn't behave like she used to behave?

Informant 3 12:10

She doesn't behave the way she way.....the way she was behaving. She has... she has changed. There are some changes in her. As I said, she can stay without eating until you ask her to eat. She can stay without drinking, she can eat without drinking water until you ask her to take. She'll sleep without waking up until you say, 'okay wake up, go and do this, go and do that.'

Maryam YA Ibrahim 12:43

So it's almost as if she's regressed to a younger age of herself, the things that she was independently able to do, those things have gone away. Though it's interesting to me that even though she is she has had this reaction. Her trying to save herself and actually hiding away was a form of resilience actually. It was trying to be to come back and bounce back from an adversity. And that is something that you really keen sense of being able to thrive. Now my question is where do you think she got that from?

Informant 3 13:24

Where do I think she got the resilience from?

Maryam YA Ibrahim 13:26

Yes, yes. Like why do you think she was able to do that? Because of course, there were many children there, what do you think gave her the bravery to be able to do that?

Informant 3 13:37

Well, I.... it's because of the prayers, one. And that is her destiny; the escape from their from their captors . It is her destiny to escape from from them. Based on the prayers we are praying, that this why God answered.... God has answered our prayers make her to to run away from them. God, I feel is still a resilience because she is in her senses. That where they are taking them to. It is not their home. They are taking us to, they are taking them to where to where they don't know. So it is in her senses. So, she now gain her sense that they are not taking me home. So the best thing is let me let them go so that I can make a way for myself to come back home. So actually you can say that one is still is still an act of resilience. Yes,

Maryam YA Ibrahim 14:44

Yes, it is an act of resilience. It is an act resilience. So thank you very much for that. I'd like to just go further and ask more questions. Can you tell me a little bit about the state children were in when they were returned to you? What did you observe in them in terms of like their physical condition and things like that.

Informant 3 15:10

They were in a tribulation, they were in a situation where which we would (audio deleted) by them. We were very, very 'concerned' the way we were we saw them that time. Some of them have swollen-up, some of them have slimmed and some of them in fact, we have to we have to take them to hospital, apart from the government intervention. We ourselves have to take them to hospital we have to be praying for their regain.

Maryam YA Ibrahim 15:46

Okay

Informant 3 15:46

So they were in a serious..... it was terrible.

Maryam YA Ibrahim 15:50

So can you tell me about some of the things that the children told you about their experience.

Informant 3 15:59

One is that, the way we look at them when they came back we have realized... Okay, I myself realised that they have been taught of something. One, they've been to the I've been taught that, when you have something like, like a bottle of Coke, if it is yours, hold it very, very, very carefully. When it's finished, nobody will give you. Yeah, I think you get what I am saying . Yeah, so they have been taught of that. Because when they go when they when they share this soya beans cake for them...when... if mistakenly if you mistakenly kept your own and someone take it, nobody will give you another one.

Informant 3 16:52

So they have to take care of their property. They have to take care of their school bags because they took them with their school bags. You have to. There are small very children of, one of three or four to five years. But all of them take care of their property. So they've been taught of that. So even when they came back home, I .... if this is their... if this is theirs, if you give them something and they hold it, so there's no hope they can give you (back). I think you understand what I mean?

Maryam YA Ibrahim 17:29

In essence, they learned survival was dependent on them being able to preserve everything that is given to them. Because if they lose it nobody will give them any more. If the if so they learned to become very you know, protective of their possessions so they're not they did not want to let go of it.

Informant 3 17:57

Yeah

Maryam YA Ibrahim 17:58

Okay. So in general, would you like how does she like now you've mentioned about maybe if they have a coke bottle but within the school itself, okay, I'd like to know a bit more about

how the children are behaving. What do you see in them, gives you hope that they are, you know, some extraordinary children?

Informant 3 18:26

I don't ... its like I don't understand the question.

Maryam YA Ibrahim 18:29

So I know that they've gone through a lot of difficulty, obviously. It's unimaginable. But you've told me that a lot of them are back in school, they're actually attending, even though things are difficult for them. So what are some things you see them doing that are encouraging to you as an educator? You know, what is it that maybe sometimes you can look at and say okay, 'It looks like alhamdulillah, they're doing better.'

Informant 3 18:59

No, with the person always praying, the way I look at the way I look at them, now we are suffering. Why I say we are suffering, most of them, where they crammed (memorised) in the... in the holy book, has gone.

Maryam YA Ibrahim 19:16

So their memorizations? Their memorization?

Informant 3 19:18

Their memorizations. They lose their memorization, it's not that we have lose all our memorization, but we are we are putting up. Now, compared to last six, seven months, our memorizations now in the school or our activities in the school is improving day by day. Its improving day by day because of because the children they have they have trust in us. They know that we care for them and that they know that we were not happy with the situation that they were into.

Informant 3 20:04

So they... giving that trust, they still give us another trust again to take them out of (audio deleted). That is why they are encouraging. That's why they are putting up they are tightening up their belts so that they can move on.

Maryam YA Ibrahim 20:23

So you've said some very important things about some of the ways or the processes that you are seeing them become more resilient. First, you built their trust; that you care about them. And this has helped them to work hard. Can you give me like some examples of how you show- do you show them that you care for them and that they can trust you. How do you stay committed not just you, but maybe other people in your school as well?

Informant 3 20:53

There are many things we did that gives them that courage. One is that in our school, you know our school -in the school premises where we are, there is no water, like borehole we don't have something like that. But with the help of some people we dig a borehole (artifical water solution) for them in the school. We put the tank there. They will not be going out to take water inside the school. That that is an encouragement for them. We since that last year, we have stopped collecting money. We asked them to not to pay. We're giving free education and that is an encouragement for them and for their for their parents. So that motivation is what is gingering them. And apart from that there are school uniforms, those that were kidnapped, when they came back, the school authority now bought uniform for them, all of them. We bought uniform a new school uniform, we gave them four. New books, with their pictures in the books so that let them feel important. Let them feel that the impact, let them benefit... let them benefit from the school.

Maryam YA Ibrahim 22:28

I understand. So there's a lot of community support for them. People did show them that they are really valuable and important. On the path to becoming more resilient and all the from their trauma so this is really very, very important to note. Okay. I just want to ask you, because I know that nobody would ever think anything like this would ever happened to them. Especially you would never think you have to teach the skill. I think you said how many children were kidnapped from the school?

Informant 3 23:11

Ninety seven children.

Maryam YA Ibrahim 23:13

Informant 3 23:16

In the school?

Maryam YA Ibrahim 23:17

Yes, when the 97 were kidnapped,

Informant 3 23:22

303, 302

Maryam YA Ibrahim 23:23

So about a third of the school was kidnapped, about a third of the school. So I want to ask you this question about your own self. Where did you get the strength yourself? On this path, even though it was very, very difficult a few days, weeks, months that the children were taken. How, what did you.... how were you able to the cope?

Informant 3 23:49

Well, one I feel it is my destiny to for God to try me like this. So it is a trial from God, one. Secondly, I feel, by saying okay, we are going to put a stop to the school, we didn't... we did not put a way to so compensate the children. So, I feel by continuing with the school the motivation will give them courage to.... including the my own biological children, my own biological sister; my younger sister is part of them. So by continuing studies it will give them courage to to feel by mingling with with themselves inside the school premises or inside the school compound, will allow (audio missing) them and will give them a chance to fight that trauma.

Maryam YA Ibrahim 24:57

It's that's very interesting that you say that so I will want to explore, where did you, Informant 3 (title for a teacher), where did you get this sense of duty? Who taught you that it was important for you to be the one who will behave in the way to take responsibility of everyone? And even though you were affected. Where did you learn it from?

Informant 3 25:24

You know as a teacher, I supposed to think of this because I love to stay with them. So if I say I should coach I should quit, then my pupils will now go back to their parents. And they will be... it will be very hard for me to see them and it will very hard for them to see me. So being together in the school is what I love, it is what they love. It is good for me to be patient, to have that courage, so that I can be with them to still help them. I help myself (audio not discernable 'Just')

Maryam Y A Ibrahim 26:09

I see. You feel that this is something learned as you were training to be a teacher. It wasn't something you saw maybe when you were younger, about you know helping other? So what made you interested in becoming a teacher then? What made you feel you could be a teacher in your own life?

Informant 3 26:32

I am going to say find myself as a... I like teaching. I have grown up in a house where my parents used to encourage us to go to school. So I have grown up in a situation where where I will change some attitude of(audio inaudible) I can and that is do I can use that way to contribute to my community.

Maryam YA Ibrahim 27:07

And do you think there was anything that happened in your own childhood that made you to feel the need to change people's attitudes because you could change people's attitudes by being a politician maybe, or being I don't know a reporting paper person? Why did you pick teaching?

Informant 3 27:30

You know teaching is different from all... from being a reporter, it depends on the way you see it, being a politician. This one, teaching, it's a teaching to me it's a situation or a stage whereby you can know the inner feelings of.... the inner feelings of that child where you can assist him to build up confidence in himself to make the way he feels, that is good for him to follow.

Maryam YA Ibrahim 28:08

I understand, I understand. Okay, I think that we've explored a lot of different things during this interview, especially around the the idea of what you have been doing as a school community to support children who have gone through adversity. We've talked a little bit about also why you made decision to behave they way that you behaved because you have also shown resilience. It was very resilient of you to have gone through this type of situation; for being the person who was interfacing with anybody all the time. And you know, I wonder if they were occassions during this time where you felt like you couldn't give anymore, you felt like you couldn't go on maybe there was something that felt impossible? Was there a time like that? During the the same time when the children were taken?

Informant 3 29:13

Yeah, there was a time I feel that when feel that, I think, when the children come back home, that the school should be closed. You know why? Because that time, the government did not do anything. They have fold up their arms; their hands. So we feel we don't have

From there, when the government intervened, I feel we have government. I feel we are supported so we can do anything.

Maryam YA Ibrahim 30:05

I understand. So did you mean at the start there was no response from the government?

Informant 3 30:11

Yeah, for the for the first few days.

Maryam YA Ibrahim 30:14

There was no response.

Informant 3 30:16

There was no response. Yeah. You know, there was there was

Maryam YA Ibrahim 30:20

It was a few days later that you actually started to get some input from the government. [Yeah]. So at that point, you really felt demoralized and wanted to stop. What gave you the idea to file a complaint? Who's idea was that?

Informant 3 30:38

You know it's an issue that has gone round the world. So we have been receiving calls from every angle. I've been sending complaints, sending different kinds of reports, yes. So that now made the government to show us that they are with us. So from there now we feel the government, the help of the government. So by feeling that impact, now we said okay, we think we can continue because we know that the government have confidence and have shown their concern. The government showed their concern, we are protected. We were filled with security men. So we can continue

Maryam YA Ibrahim 31:34

It must have made you feel very vulnerable. The children had been taken, there was no government or security team operational, so you were quite vulnerable. These people could come back to take more children even and you know, nothing would have happened.

Informant 3 31:49

I was not sleeping in my home because I was seriously afraid. I don't sleep in my home for the past period, I am afraid the would come back to....because they say they know me. They say they know me, they say they know my house. So I cannot be in my house because I don't want them to come back and take me. I have to run and hide. But by the intervention of the government, we feel like we are secured.

Maryam YA Ibrahim 32:14

So that must have been a very difficult time especially I don't know how you even survived and be able to stay mentally alert and healthy, but how did that have an effect on on your view? You had a child that was taken and your family members that were taken, what was the impact?

Informant 3 32:43

From my family, 18 of them were taken; including my blood sister, as a teacher and my first and second all of them were kidnapped. My wife was crying with me. My mother was

fainting. My little child who was just about 2, was crying for me to take him to his sisters or for me to bring back his sisters. The town the whole town was mourning.

Informant 3 33:28

The whole town, their eyes are on me. 'Informant 3, where.... what is happening?' They want to hear from me, some call me to demand this. And they can call me like 10 to 15 times a day. I cannot switch off my phone. I can't leave my phone without charging. So if I have to put my phone on charge, I have to stay very close to the electrical point because I don't want to miss the call. I want to hear from them. And they have told my children, they told my pupils that, anytime they want to talk to me, anytime they took them where they are was meant to talk to me, they will say they have killed the kids. So that still is a torment, its traumatising me. They're still putting me into[stammering] difficulty. I was so....even my left side ear, I cannot hear very well.

Maryam YA Ibrahim 34:37

Because of the number of calls that you were receiving, and making?

Informant 3 34:41

I'm telling you I can I can receive more than three hundred calls a day. More than three government agency will call me, the mediator will call me, the parents will call me, bandits will call me, my family members will call me. I have to find I have to go out I have to. If I have to go anywhere, you will see me going with power-bank.

Maryam YA Ibrahim 35:15

Wow!

Informant 3 35:15

Because I don't want to lose any phone call.

Maryam YA Ibrahim 35:17

Yes, definitely sounds like you're a very resilient person. Definitely. Even though you don't feel that way. Definitely, it took a lot of resilience. And I think you modeled resilience for people in your community because they could see that you kept going and that gave them

the confidence. I think that's what you've been talking about. Because without your you know, pushing and keeping on. I think that a lot of people may have lost the feeling that they could go on and they could continue and that is really remarkable, actually. I think what you think that's the way you teach resilience children is by being there. By continuing to do what was supposed to be done, so that they can have confidence and motivation to continue to function themselves. Very interesting way that you've approached building resilience. I don't know if there are any other things you wanted to share with me regarding this journey that you had, you know, and maybe what are some of the things people don't know? Who don't know..... We can see what was really difficult that children were taken away. Nobody knew what was happening to them. It didn't seem that there was security officials going to rescue them. You know, so there, there doesn't seem to be anything positive at all. Maybe there are things that even even though now the story has come as we still don't know everything. So, is there anything that people really don't know that was the greatest impact? On (audio missing) the based off of this kidnapping?

Informant 3 36:57

Yeah. The impact {stammering} of the kidnapping or what? I don't understand.

Maryam YA Ibrahim 37:07

The impact on the kidnapping. Literally what your community felt, how did it impact your community? How is it (the community) different now from how it used to be before?

Informant 3 37:23

So, let me start with the school first. Before we were not having where we can drink water. Someone assisted us. Some part of the classes were renewed by some people. There are a lot of security agencies, there are a lot of security checkpoints. The government have provided enough security and provided the school... was not having registration with the CAC (Corporate Affairs Commission) . Someone did it for us. There were a lot of things apart from the school premises. There are a lot of impact after the kidnapping.

Maryam YA Ibrahim 38:18

How about the impact now?

Informant 3 38:23

There are negative impacts. One of the negative impacts is that you know, sometimes we will be in the school, someone will just say okay, the bandits are coming. They're very far, but they're on a bike coming. So we have to close the school for at least one or two days. So, all these same things..... because even the government schools were not operating because of the insecurity. Without the government (audio muffled and not discernible) *to see that the attack* there are things that the government did not allow. Although they are doing their best, but what they are doing did not reach.

Maryam YA Ibrahim 39:16

So it sounds like, even though things... there have been some positive things that have happened as a result that has made the benefit that have happened but also there is a constant sense of fear all the time that anything could happen and that is difficult. But it sounds to me like the people in the community continue to be resilient. That despise this, even though they have to close school for a few days, they still come up with ways they do things. They've continued to go to school and continue to make a way for their children to make life better. So that sounds, sounding like you have a very resilient community. So I thank you very much for the having the time to interview. I've really learned a lot just from listening to your point of view. So I'm going to stop the recording.

Otter: 40:21

Recording stopped.

APPENDIX 4: INFORMANT 4

Date: 28.06.22
Duration (20 minutes)

INTERVIEW STARTS

Maryam YA Ibrahim 0:00

Is it working? What is it doing? I don't see. Okay, so, so thank you so much for agreeing to do the interview, a qualitative interview for my research on resilience. I'm going to start with just exploring the concept of resilience with you. And it's your concept so there isn't a right or wrong. I just want to understand where your construction of resilience comes from. So we're going to use a model. It's called Model of the World. And it's based on a psychological paradigm called Personal construct psychology. So this idea that we all construct things based on our own realities. And so we're just going to use this as a tool. So I'm just going to start by asking you just a few questions about resilience. So the first question is, what does resilience mean to you? And can you tell me about a person that is resilient?

Informant 4 1:05

 Okay. Resilience means to me being able to come, overcome obstacles and finding different solutions. If it doesn't work, how you first planned, it's about having other ideas, problem solve. And also having that kind of being brave enough to try things even if they fail.

Maryam YA Ibrahim 1:29

So sort of like you're talking about something to do with not only being able to solve your problems, but also having the kind of courage to kind of keep engaging when things are difficult,

Informant 4 1:40

Not not just about not giving up,

Maryam YA Ibrahim 1:42

Not giving up. Okay, so thank you very much. And why is it important, you know, to be resilient, why, why is that important?

Informant 4 1:52

I think, for me in education, it's about learning from mistakes. And so the only way you can improve yourself is by not always getting things right and to be able to do that and not give up you're going to have resilience.

Maryam YA Ibrahim 2:08

Yeah, yeah. Okay. And what would what would someone who wasn't resilient look like to you right, what is the opposite of it?

Informant 42:19

I think it's people who give up easy who get frustrated because it wasn't all going perfectly well the first time round. Who switch off at any little obstacle and can't see a way around it. Who think that failure and you know, not getting things right is a failure. And they just give up? Yeah.

Maryam YA Ibrahim 2:44

So, the next question is kind of two questions in when if you were being resilient, what would I see you doing? And how would you know for yourself that you were being resilient? How does that How do you come to that knowledge yourself?

Informant 43:00

I think being the head teacher, you have to be very resilient because things do not always go according to plan.

Maryam YA Ibrahim 3:06

At least not in the last two years! (chuckle)

Informant 43:09

So that is for me. I very much have a collaborative view of work. So I very much take on board other people's ideas and problem solve and listen to. I'm not an expert in everything. And I trust my staff to be able to come up with solutions and ideas and I think working with

other people, helps build resilience. Yes, yes. And you've got each other's back. It doesn't always go according to plan.

/

Maryam YA Ibrahim 3:39

Yeah. Yeah. That makes a lot of sense. Thank you very much. So if this was just designed for us to kind of just, you know, start to talk about what resilience is. But what I want to do now is shift to the interview itself, and start to talk about your experiences of resilience. So my first question would be for you to first of all, like cast back your wide net of experience, and think about a time where you you experienced a child being resilient, or you know, a child, actually then backtrack for a child experiencing adversity, things that were difficult for them, whether it was you know, simple adversity, maybe an accident and illness, something that happened, or something more complex and maybe domestic violence, something that was happening so if you think about that, and it could be a child or children in your experience in primary years, I'd like you to talk to me about what were some of the things that you did to support that child or children.

Informant 44:53

I mean, I can think of lots of example in teaching experience in teaching where children have not understood or, you know, couldn't get to grips with the lesson. And that's about perhaps presenting information to children in a different way, pairing back lessons. I don't know if this is relevant. But that parent can start from the beginning. And that takes resilience being a teacher because things that you've planned that you think children can understand, and they don't kind of like having to think on your feet. I remember in an interview, I was observed, and I plan the lesson, got knew what I wanted to do, and if I didn't get it, you'll do so in the middle of that being able to be observed. It's the kind of thinking on your feet as to right let's go in a different way. Let's use different language and explain it in different ways. I think in education, you have to have a toolkit of being able to say the same thing in several different ways because children are all on a different length. What one might understand, another one will just look at Yeah, so I think, yeah, in education, you are very well equipped with having different approaches.

Maryam YA Ibrahim 6:07

And where does this like where do you build this repertoire of things that you have in your toolkit? Does it come from you personally as a person? Is it like where does it come from?

Informant 46:18

It comes from experience. So the more it's I find that especially in school, more experienced teachers will have the know-how a lot of it comes from training, and we do a lot of teachers

working together and sharing ideas. So quite often we'll implement something. We did something in our RE curriculum that we implemented, and teachers delivered it to their own classes, and then we came back a term later and discussed what worked well, what didn't work well, and shared little ideas on teaching strategies. {Yeah.} So for me, it's just about teamwork, and being resourceful.

Maryam YA Ibrahim 6:58

So what you think is that resilience comes not just within the person it comes also in the group. So it's a process that is developed through your kind of being together and you know, working together?

Informant 47:11

Yeah, and I do you think it comes with experience as well. 'Cause younger staff never mind until they experienced different children, different year groups in different schools, it can be quite daunting.

Maryam YA Ibrahim 7:25

Yeah, yeah. Now, can you think about when you were younger, and you were in school? What were the maybe some of the people that you encountered, including your teachers that kind of built this idea of trying and doing it again, and kind of overcoming. Can you think of where you may have experienced that and what that person or people were doing that supported you?

Informant 47:51

I can remember one teacher in my primary school, who was very artistic. Because I am not artistic? I cant draw. However, I can remember this one particular we went on a visit to the art gallery in town, grand dark gallery, and I remember her supporting me, we were copying a picture. I've still got it. There was a picture of a vase with flowers in it, and because of her support, I managed to do a really amazing drawing. And it , as I say, it's so significant. I've still got it and well that's over 40 odd years ago. So I think I think that's support and a belief in me that I could do it. Even though I'm not an artist. Actually Yeah, I achieved it and I really enjoyed it.

Maryam YA Ibrahim 8:41

And so you think that this might have informed some of your understandings of maybe

Informant 4 8:46

Possibly. I think people that support you and let you fail, and then try again, yeah have been key really. They're a few teachers that stand out that I can think about them.

Maryam YA Ibrahim 8:58

Yeah. In your own childhood in your practice? Sorry. Okay. So I wonder, as now someone who works within leadership in a school, how do you try to foster resilience or resilient practice in educators in your own setting?

Informant 49:20   It's about understanding what's going on in class. And it's about developing staff. So it's about knowing what is their practice, like? What do they need upskilling in? What can we offer? How can we support them to become better practitioners? I do a lot of work at the moment on middle leadership. So developing all my subject leaders as coordinators, so I've done a lot of work on the expectations and guiding them through what the role entails and also making them accountable. It's about being accountable for your particular area. So yeah, and just Yeah, being supportive and sharing things. Keep going back to that.

Maryam YA Ibrahim 10:10

Yeah, it seems to be a big theme. I'm going to shift gears and talk a little bit about a specific timeframe. So when we had the pandemic, yeah, there was really lots of opportunities for us to draw on our reserves of resilience. I just wanted to know from your perspective, what were some of the things that you did it as a school to kind of support children? You know, to be more resilient? How did you kind of keep you know, what you were talking about supporting them and believing in them? How did you do that?

Informant 410:45

There's a couple of things were like I mean, when we will complete the shutdown, that was about we phoned parents families regularly to see how they were doing. And we sent out work and then we later went on to developing online lessons, so we could support children in their learning and give them a question and answer sessions, especially Year 5 and Year 6. So it was about keeping, keeping close contact and making sure that they knew we were thinking about them and we were here and would support them. So there was quite a lot of work that we did as a school during the pandemic, and then when we came back, we did projects on mental health wellbeing. Got the book, the boy mole, the fox in there. So we did a big project using that book to discuss how people were feeling how it affected them. Yeah.

Maryam YA Ibrahim 11:44

So it sounds to me like the model of resilience that you work from is this idea of people supporting other people. And that's how, you know like giving people what they need so that they themselves could then build what they require to kind of keep going and making those mistakes and getting ahead. So I think we've really explored this, you know, as a, you know, as a construct. So my question is, if you were a new teacher, stepping into a classroom, knowing what you know, now, what would you do differently? Would you do anything differently?

Informant 412:27

I think because it's really difficult when you're first a teacher, and I think it was quite hard on myself. Because I want everything to be right. And I think learning from that, actually, I always said to my staff, 'Rome's, not built in a day.' We can't get everything done. It's a journey that we're on, and we have to have an end goal I think, as a young teacher it's kind of they need to look after themselves and just take things steady and slowly improving. They're not going to be the finished article after a few weeks. It takes a long time to hone your skills and having that understanding that we make mistakes. We all make mistakes and not everything's right first time. And that's nothing to be upset about. It's just that's how we learn. I think that's really key.

Maryam YA Ibrahim 13:22

Yeah, I know there's a there's a big resilience agenda. Within the UK, government and especially like trickling down to schools. Like the, the education, you know, resilience, about education return even when we came back. How has that impacted you as a school? Have you had the training as

Informant 413:46

Well, we've done we've done a few things first in our mental health, which is about being resilient and how to understand your emotions. So we've done Healthy Minds champion working with CAMHS, so we've done that project for a year. And that's kind of embedded and we've also just done this year Trauma Informed schools. So we've done that as well. So that's kind of Yeah, and we've I'm just enrolling my SENCo to be the mental health lead, which again, is another government initiative and she'll be starting that in September. So

Maryam YA Ibrahim 14:27

And could you give me some examples of what you might do for maybe Mullins, one of the ones if you've already done so like, Healthy Minds you had?

Informant 4 14:35

Yeah, we've got some healthy mind champions, children. And they've been learning about strategies to make you feel more positive. Are you in the right mindset? So there's lots of different little techniques that they can do. And they've showcased it to other children. In classes.

Maryam YA Ibrahim 15:00

And what would you see would have been maybe they haven't, have you seen or noticed any children that were using these or talking about them?

Informant 4 15:09

Well, we, we do a lot of work on terms of regulation. So in terms of talking to them about how they're feeling we're checking a lot how are you feeling? Why do you feel like that? What could you do to get you out of that color? So so it's all about equipping children to self regulate. And that's really important. It's hard as a child to self regulate, because you know, you might feel angry, but it's also for us, it's about saying, emotions are all fine, everybody feels angry, and that's acceptable. Its how what you do when you're angry, and how you calm yourself down. So I think it's really crucial for children to understand that they will have a range of emotions throughout the day. And that's absolutely fine. It's just how we behave and what we can do about it, and when to seek help, and knowing that there are adults in school that can help them if they're not feeling, you know, 100%. And that and I suppose that's kind of built in resilience emotionally, because if children aren't ready, emotionally, they're not ready to learn. So you've got to tackle that first. Before they can engage in lesson.

Maryam YA Ibrahim 16:25

Very true, because obviously if they're in the wrong zone, yeah, they just won't access to learning. So in essence, to a large extent, resilience is something that is needed in order for the ecosystem within schools to work very well. From the teachers themselves, the way they trickle that down to the children, and generally even as a way that you run the organization just needs to be very, you know, able to bounce back. I don't know if you have any stories of resilience that you have found profound in your time as either T or when you were teaching anything, all that stood out to you that you could share with us. Testing Where did you Where Where did you start your career as a teacher looking what class?

Informant 4 17:15

I was, I was a year six teacher. Well, in the middle school and that was very hard. And I remember having chairs thrown at me. {Wow} Cause they were very difficult class. And I remember walking out in tears, because I couldn't teach. Just, you know, it was too much. And for me, that was about having really supportive staff who were there for me, and said 'you know its okay.' make such a mess. Okay.

Maryam YA Ibrahim 17:46

Did that get better during the year?

Informant 4 17:49

It did. Yeah. Because I became stronger. Yeah, it my resilience

Maryam YA Ibrahim 17:57

for the students were there any positive stories? I can end? Was there. Was there an effect on any of the kids that were then?

Maryam YA Ibrahim 18:07

Yeah, we had we had some we had some really hard times actually, but we I had really good TAs as well that supported this particular child who threw the chair. He had a lot of me. By the end of it, we've kind of turned it around and they did. They did well moved on into year seven.

Maryam YA Ibrahim 18:28

Yeah, I can imagine that's very hard to having a chair thrown at you very early in your career. Okay. So thank you so much. We have explored this and I think a very interesting perspective to be looking at from a leadership position, and what resilience looks like. I will leave you here. Thank you so much.

APPENDIX 5 : MODELS OF THE WORLD SYNOPSIS MY INFORMANT

INFORMANT 1

Importance:
'It is important to have a positive mindset....to believe I can recover from whatsoever I am passing through.'
It is important to quickly recover from any unpleasant situation.

Implications:
'The person would start to feel better about themself.'
'They would become more active,'
'They would believe in themselves and be

Resilience

Opposites:
'Their behaviour becomes so negative' 'they feel so bad'
'They feel so sad'
'Feels nobody is there to help'
'Depression, conflict...total belief that I cant make it out of this system.'

'**Behaviour (Experience):**
You will see negative attitude becoming positive'
'Their emotions become stable'
'Becoming more interested in learning.'

INFORMANT 2

BEHAVIOR:
'*It involves talking when issues.... to get through things.'*
'*It might be you keep thoughts to yourself, you suss out what's going on, and you'll decide best path to take.'*
'*Like soldiering on, times is being resilient'*
'*Not sifting through, just pulling on...like to get through something'*

IMPLICATIONS
'*It stops me or any other person becoming disheartened.'*
'*They'll try to find out a solution.'*
If your mind's in the right place, you're more likely to come across a solution I think.

Resilience

OPPOSITES
'*like sort of like emotional, falling apart, and giving up being despondent?'*
'*Getting into a rut that they can't get out of?'*
'*A non resilient person might start drinking or taking drugs or going down that path.'*
Being aggressive, in a way to manage their emotions.

IMPORTANCE:
'*a resilient person can get through difficulties and I think they do that by having good grounding.'*
'*Feel positive about themselves.'*
'*Can deal with difficulties and get through things.'*

INFORMANT 3

IMPLICATIONS

'Resilience means to me being able to come, overcome obstacle and different solutions.'

'If it doesn't work, how you first planned, it's about having other ideas, problem solve.'

'That kind of being brave enough to try things even if they fail.'

IMPORTANCE

'For me in education, its about learning from mistakes.

'The only way can improve yourself is by not always getting things right and to be able to do that.'

'Not give up you're going to have resilience.'

RESILIENCE

OPPOSITE

'Its people who give up easy who get frustrated because it wasn't going perfectly well first time around.'

'Who switch off at any little obstacle and can't see a way around it.'

'Who think that failure and you know, not getting things right is a failure. And they just give up.'

BEHAVIOUR

'Being the head teacher you have to be very resilient because things don't always go according to plan.'

'I very much have a collaborative view of view.'

'I trust my stuff to be able come up with solutions and ideas and I think working with other people helps build resilience.'

'You've got each other's back. '

INFORMANT 4

IMPLICATIONS

'resilience simply means is a system or a metaphor, a way that someone follow, or is a step that someone takes to come back from, something like trauma, something like something that distracts his life or put him in a miserable situation.'

'it's a step forward, to take to recover or to regain what someone lose what makes him to feel bad.'

IMPORTANCE

'It is very, very important for someone to recover from, to be resilient'

'Someone to stay in a mood that that is not good; that is bad.'

RESILIENCE

OPPOSITE

'somebody that hasn't come back to the normal circumstance, to the normal that he was. That is someone that is not resilient.'

BEHAVIOUR

'They're totally changed from where we were and what we know, from what we know from them.' (context of kidnapping)

'Sometimes when someone is resilient, he will be... he will be doing abnormal things.'

'Sometimes I used to I used to feel like stay alone is better for me than to be among people. Sometimes I used to feel like I'm not feeling fine. '

APPENDIX 6: VOICE (I-poems)POEMS by Informant

Informant 1

I	me	you	we	them/they
MODELS OF THE WORLD **I think** **I feel** **I believe**				
STORY 1: **I noticed** `it` **I noticed it in the way he acts** **I ask** **I called** `him` **I asked** `him` **I talk to him every every day** **I did** **I came back** **I engaged him** **I go** **I have** **I saw the boy coming out** **I left** **I started** **I told him so many things**				
STORY 2 **I worked** **I left** **I told her** **I…said** **I remember** **I saw changes** **I think** **I learned** **I love attracting children** **I believe** **I learned**				
STORY 3 **I remember** **I keep telling myself** **I left** **I started** **I got** **I took** **I collected** **I wore** **I went** **I looked** **I felt** **I'm crying** **I'm not** **I…. looked** **I woke** **I went** **I wore** **I knew** **I believe she felt sober** **I believe in myself**				
STORY 4 **I went**				

I	me	you	we	them/they
I failed I got my results I took I summoned courage I took I got home I received from him I weeped I took a decision I started I told I taught myself I stopped I got my friends I kept it I started to accept I told myself I can come out.				
PROMOTING RESILIENCE I use I get close I find I do I sing I engage them in games I do motivational talk I play the video				
STORY 5 I brought I show I get				

Informant 2

I	me	you	we	them/they
MODELS OF THE WORLD I think I was I don't know I think I use I think it helps I think I think				
STORY 1 I wasnt I want I think I sit I did notice I think I think I just gave him extra help				
STORY 2 I think I was I was young I was very quiet and introverted I had a mental breakdown I think I got I lived there I got sent I took myself out				

I got better **I felt** **I got me degree** **I got me PGCE** **I saw** **I though** **I think** **I think I had a good childhood** **I play out a lot** **I think** **I've been brought up** **I got through it** **I just did** **ART THEME** **I got me art** **I am heavily into art** **I love studying** **I loved** **I love studying** **ART & MEDITATION** **I found** **I think** **I think** **I was in Manchester** **I was upset** **I used to** **I used to be a doodler** **I create** **I want** **I'm glad** **I'm glad** **I do** **I can do me artwork** **I like** **I like to show people** **I've done**				
STORY 3 **I have** **I have been** **I found out** **I help him** **I say** **I use it**				
STORY 4 **I do henna** **I do** **I want to do face painting** **I'm doing face** **I do it** **I just put me finger** **I'm concentrating** **I'm doing** **I think** **I'll talk** **I did a lot** **I just started** **I do** **I've been** **I give** **I concentrate** **I started helping** **I've seen him**				
STORY 5 **I feel** **I've seen** **I'll be** **I think**				

I think				
I think **I work** **I think** **I think** **I do** **I'm just lucky** **I feel better parted**				

Informant 3

I	me	you	we	them/they
MODELS OF THE WORLD **I think** **I think its people** **I think** **I'm not an expert** **I trust my staff** **I think working with other people helps build resilience**				
STORY 1 **I can?** **I don't know** **I remember** **I planned** **I wanted to do** **I think** **I think**				
SUB STORY **I find** **I do**			**We did something**	
STORY 3 **I can remember** **I am not** **I can't draw** **I can remember** **I remember** **I've still got it** **I think** **I think**				
STORY 4 **I was** **I was a Year 6 Teacher** **I remember** **I remember walking out in tears** **I couldn't teach** **I became stronger** **I had really good TA's**				
RESEARCH QUESTION 2 **I suppose**		**You feel** **You know** **You might feel angry** **You do** **You're angry** **You calm yourself down** **You know 100%**	**We do a lot** **We're checking** **We behave** **We can do**	

Informant 4

I	me	you	we	them/they
MODELS OF THE WORLD **I could say** **I will say** **I can** **I can just say** **I can** **I will** **I said** **I feel** **I am** **I know** **I have crammed** **I used to** **I put** **I used to** **I …feel** **I'm not feeling fine**				
STORY 1 **I can** **I will** **I said** **I feel** **I am** **I know** **I have crammed** **I used to** **I put** **I used to** **I …feel** **I'm not feeling fine**				
Substory 1: **I mentioned** **I have** **I said** **I think** **I feel** **I can**			**We did something**	
Substory 2 **I've been taught** **I think** **I am saying** **I think** **I don't** **I don't understand** **I look** **I look at them** **I say we are suffering**		**You have to** **You give**	**we are suffering** **we are suffering**	
Substory 3			**We are** **We are** **We care** **We were not happy**	**They know** **They were into,** **They are** **They are** **They are** **They can**
Research Q# 1			**We did** **We dig**	**They came back**

Research Q# 2 **I feel** **I feel** **I feel** **I supposed** **I have to stay with them** **I say** **I love** **I can be** **I help myself**			**We put** **We asked** **We're giving** **We gave them** **We didn't** **We did not**	**They love**
STORY 2 **I am going** **I like teaching** **I have grown up** **I will** **I can** **I can use**		**You know** **You see it** **You can know** **the inner feelings** **You can assist**		
Substory 4 **I feel** **I think** **I feel** **I've been**			**We feel** **We now reached him** **We have** **We feel** **We can** **We were**	
Substory 5 **I was not sleeping** **I was seriously afraid** **I don't sleep** **I am afraid** **I cannot be** **I don't want** **I have to run and hide** **I cannot** **I can't leave** **I have to** **I have to** **I don't want to miss the call** **I want** **I was** **I cannot hear very well** **I'm telling** **I can** **I can** **I have** **I have to go out** **I have to go** **I don't want** **I don't understand**		**You will see me**	**We feel like we are** **secured** **We were** **We can**	**They want** **They took** **They are** **They will** **They have** **They're still**

APPENDIX 7: COLOUR CODING KEY

Colour Coding

SNo	Tools	Description	Colour
1.	Model of the World	PCP exploration of the informant's constructs of resilience	
2	Listening Guide		
a	Listening for the Plot	Themes, stories, trail of evidence and silence.	
b	Voice ('I') Poems	All 'I' statements. Including 'we' 'you' and they were applicable	
c	Listening for Contrapuntal Voices	Voice interplay as well as characterization of voice.	

Questionnaire

This questionnaire is for a cross-cultural study exploring the way teachers construct and promote resilience in children.

*Required

SECTION 1

The following section will request non-identifying biographical information. Please fill in as accurately as possible.

1. Where do you live? *

    Mark only one oval.

    ( ) Northern Nigeria

    ( ) South Yorkshire

2. What role do you have in school? *

    Mark only one oval.

    ( ) Class Teacher

    ( ) Teaching Assistant/ Assistant Teacher

    ( ) Specialist Teacher

    ( ) Other teaching designation:

3. If 'other teaching designation,' please provide title.

    _____

4. What level of education do you currently teach in? *

   Mark only one oval.

   ◯ Early Years

   ◯ Key Stage One/ Lower Primary

   ◯ Key Stage Two/ Upper Primary

   ◯ Other

5. If 'other,' please provide description below

   _____

6. How many years of teaching experience do you have? *

   Mark only one oval.

   ◯ 1-3

   ◯ 4-6

   ◯ 7-10

   ◯ over 10

Section 2: Experiences of Teachers	This section focuses on experiences of teachers with children and young people.

7. Have you ever taught a child or young person (cyp) who faced difficulties and adversities in life? *

   Mark only one oval.

   ◯ Frequently

   ◯ Occasionally

   ◯ Rarely

   ◯ Never

| Helping and Hindering Factors | the two pictures depict some scenes in schools in Northern Nigeria and South Yorkshire. Please answer the questions below. |

South Yorkshire

Northern Nigeria

Children and young people encounter different challenges during their development.

12. What 5 features/ aspects do children and young people need to be able to thrive? *

_____

_____

_____

_____

_____

13. What 5 features/ aspects could hinder their development? *

_____

_____

_____

_____

_____

SECTION 4: Next Steps

14. Would you be interested in participating in a qualitative semi structured interview for this research? The interview will take place virtually and will last for about 1 hour. *
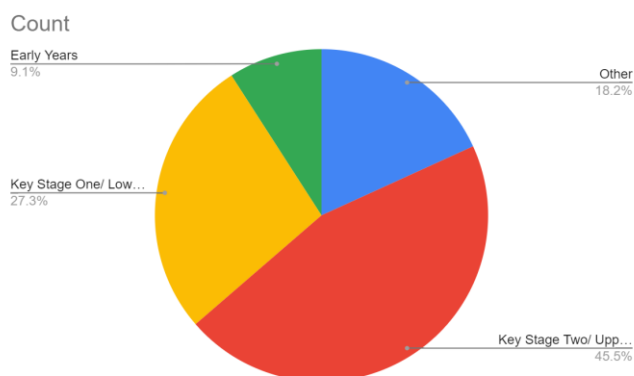
Mark only one oval.

◯ Yes

◯ No

15. If you are interested, please provide your preferred email below.

_____

APPENDIX 9: DESCRIPTIVE ANALYSIS OF E-QUESTIONNAIRE COMBINED

(Northern Nigeria and South Yorkshire)

Where do you live?

14 responses

- Northern Nigeria
- South Yorkshire

21.4%

78.6%
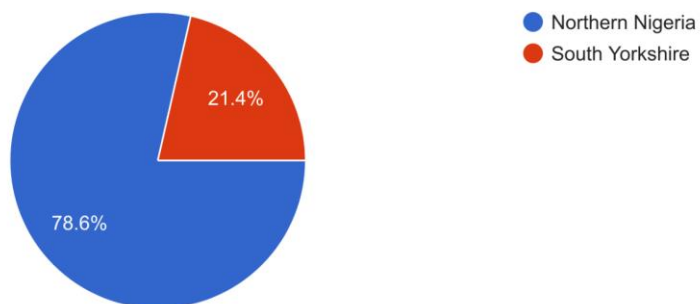
What role do you have in school?

14 responses

- Class Teacher
- Teaching Assistant/ Assistant Teacher
- Specialist Teacher
- Other teaching designation:

14.3%

28.6%

57.1%
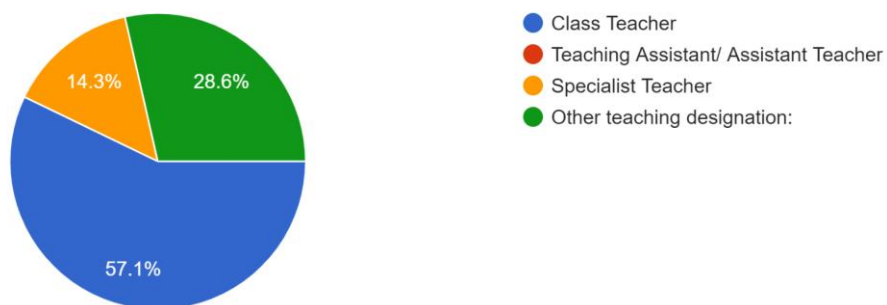
How many years of teaching experience do you have?

14 responses
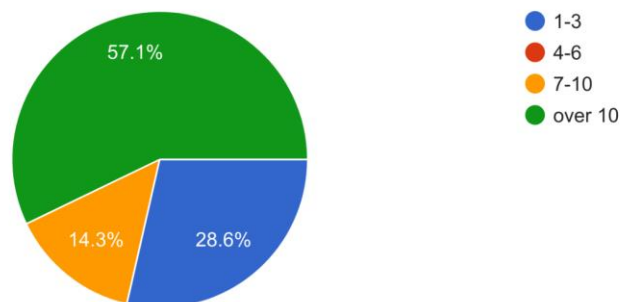
- 1-3
- 4-6
- 7-10
- over 10

57.1%
14.3%
28.6%

Have you ever taught a child or young person (cyp) who faced difficulties and adversities in life?

14 responses
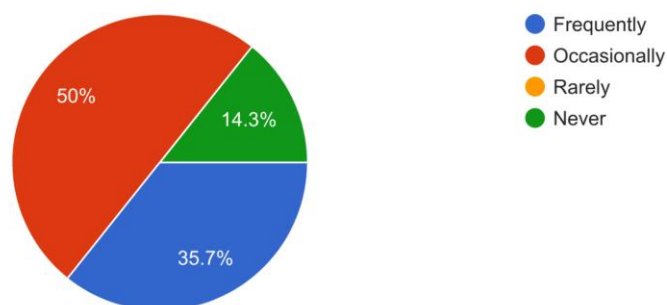
- Frequently
- Occasionally
- Rarely
- Never

50%
14.3%
35.7%

Thinking of one such young person you have taught, what level/ type of difficulty or adversity did they face?

10 responses
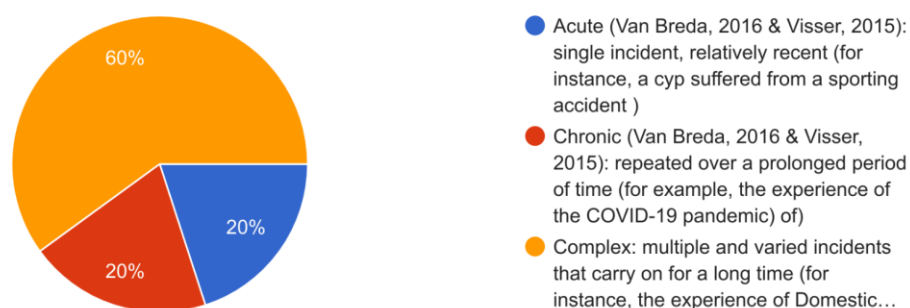
- Acute (Van Breda, 2016 & Visser, 2015): single incident, relatively recent (for instance, a cyp suffered from a sporting accident)
- Chronic (Van Breda, 2016 & Visser, 2015): repeated over a prolonged period of time (for example, the experience of the COVID-19 pandemic) of)
- Complex: multiple and varied incidents that carry on for a long time (for instance, the experience of Domestic…

60%
20%
20%

Have you received any training that you feel has helped you to support children who are experiencing adversity?

12 responses
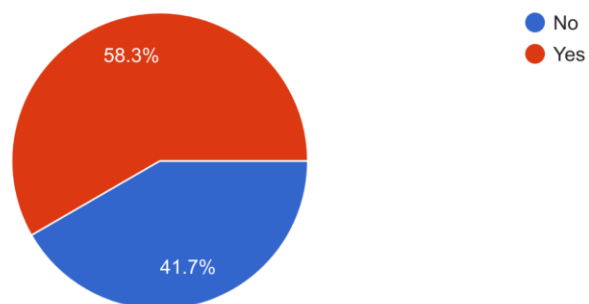
58.3%

41.7%

● No
● Yes

Would you be interested in participating in a qualitative semi structured interview for this research? The interview will take place virtually and will last for about 1 hour.

14 responses

28.6%

71.4%

● Yes
● No
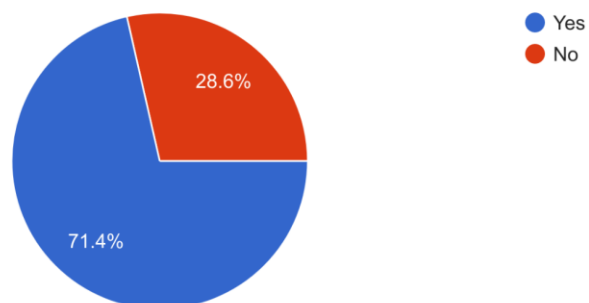
https://docs.google.com/forms/d/1GytVLOlvdZbGczyISnBSUlLc3dUSFo_NcXMR-96wuGQ/edit#responses

APPENDIX 10: DESCRIPTIVE ANALYSIS OF E-QUESTIONNAIRE BY REGION

Section 1: Non-identifying biological information

2. What role do you have in school?

Count

Early Years
9.1%

Other
18.2%

Key Stage One/ Low…
27.3%

Key Stage Two/ Upp…
45.5%

Northern Nigeria

Count

Class Teacher
33.3%

Other teaching desig…
66.7%
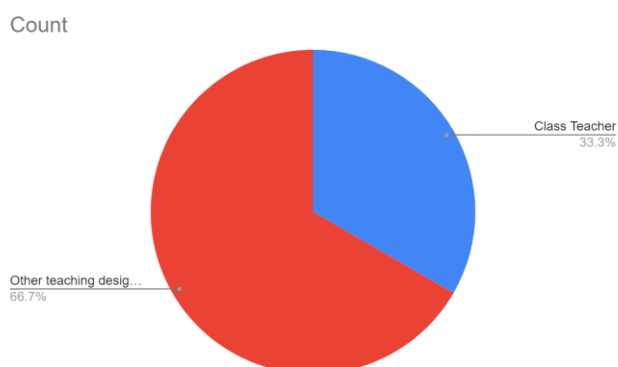
South Yorkshire

4. How many years of teaching experience do you have:

Count

7-10
16.7%

over 10
50.0%

1-3
33.3%

Northern Nigeria

Count

7-10
33.3%

over 10
66.7%
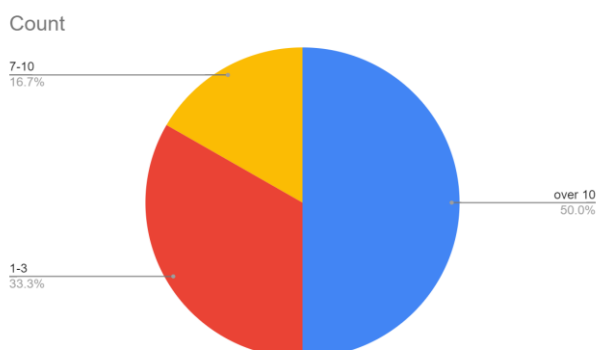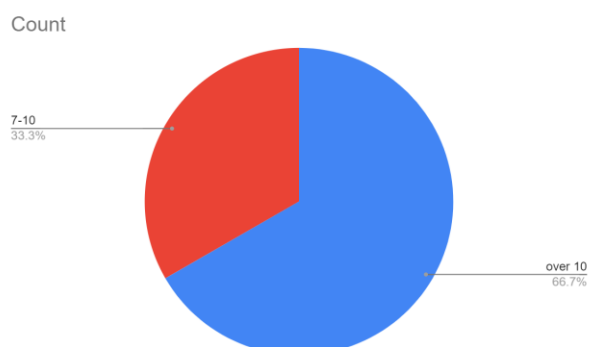
South Yorkshire

SECTION 2: Experiences of teachers

1. Have you ever taught a child or young person (cyp) who faced difficulties and adversities in life?

Count

Frequently
18.2%

Never
18.2%

Occasionally
63.6%
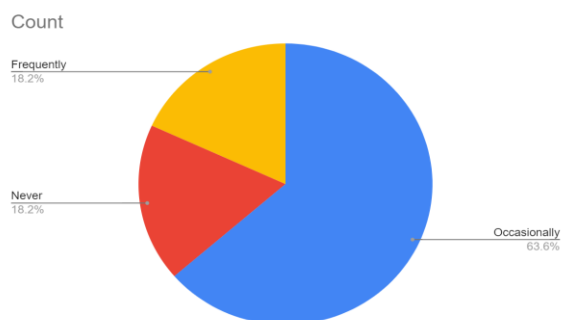
Northern Nigeria

South Yorkshire 100% 'Frequently'

2. Thinking of one such young person you have taught, what level/ type of difficulty or adversity did they face?
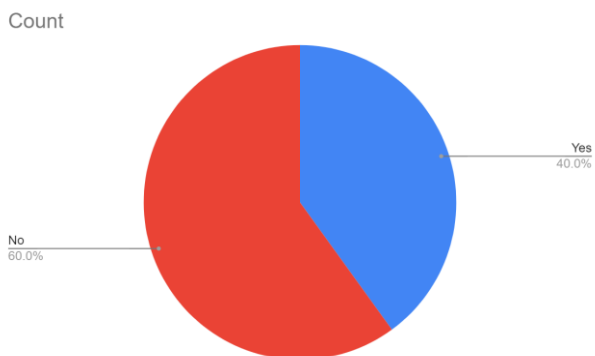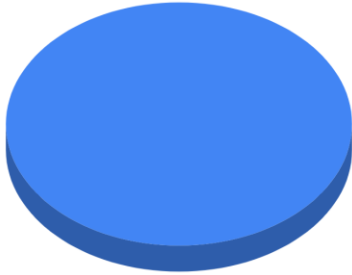
Count

Acute (Van Breda, 2...
22.2%

Chronic (Van Breda,...
11.1%

Complex: multiple an...
66.7%

Northern Nigeria

Complex: multiple...
50.0%

Chronic (Van Bre...
50.0%
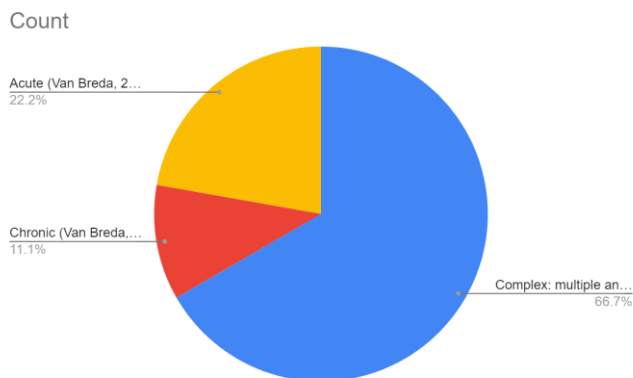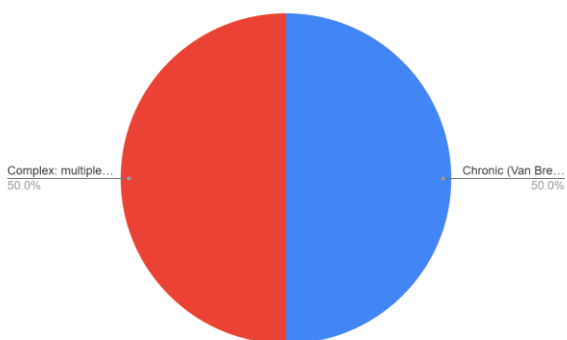
South Yorkshire
Chronic 50%
Complex 50%

4. Have you received any training that you feel has helped you to support children who are experiencing adversity?

Count

Yes
40.0%

No
60.0%

Northern Nigeria

<u>South Yorkshire :</u>100% Yes

NORTHERN NIGERIA
<u>Helping Factors</u>

Education, shelter, clothing,food and love

1. Consistency in educational teaching and guidance
2. Closing monitoring and evaluation
3. Sufficient supply of teaching materials
4. Conducive Teaching evironvment for both students and teachers and students
5. Children needs to be engaged and exposed to different learning methods by experts then the best learning method adopted for each child

1.Tell them stories
2.Crack jokes with them.
3.Take them out on excursions
4.Advice them
5.Educate them

Confidence, accountability, intelligence, interaction, and support

1-Confidence
2 -To make them feel safe and not to receive threats by word or deed.
3 - To make them like the subject by diversifying the activities and using what attracts their attention
4 - To make them feel their value and what they can add to their society and the future of their country.
5- Practicing and making educational projects that benefit them and linking them to what they learn.

Shelter, adequate food, health care, clothing and protect from violence.

Mental, social, physical, emotional and spiritual skills.

Councelimg

Time management
Stress management

They should have the zeal
They should be dedicated
They should have a target
They should have courage the can achieved what the want.
Prayer/respect/honest

Creating activity reading writing arithmetic

Prayer, obedient, zeal, support, and resources

Hindering Factors

War, poverty, sickness, broken home,

1. Poor teaching/guides for children
2. Inadequate teaching aids and materials
3. Insecurities beguiling the learning state or environment
4. Religious beliefs of parents and guardians that affects learning process of a child. Like in the northern part of Nigeria, some believe that Islamic education should be the ultimate to western education hence delimiting children from access to the full potentials of western education
5. Poor follow up of Learning procrss outside the school environment.

1.strictness
2. Violence
3. Ignorance
4.phobia
5. Lack of exposure.

Fear, lack of financial assistance, lack of basic amenities, bad influence, lack of interest

1- To provide children with the necessary communication skills
2- Gaining them respect for themselves and others
3- Teach them to respect time and laws and abide by them.
4- Providing them with cooperation and problem-solving skills
5- Belief in the value of life and the value of what they study and what they can offer to humanity.

love, education, peace and stability, role model, emotional support.

Nutrition, lack of care, relationships,stress and lack of sleep.

Encouraging them/prayers,

lying
Digital device addiction

Not knowing what they want to achieve.
Lack of guidance.
Environment
Pear group
Lack of resources
Negligence of prayers

Same as above

Lack of parent encouragement, pear groups/ encouragement, lack of guidance, lack of resources and laziness

Helping Factors

Security (food, shelter, clothes, medicine- basic needs met)
Love- secure relationships
Education- opportunities to reach potential
Structure and consistency- clear boundaries
Choice
To communicate their worries, to live in a supportive family, to eat healthily, to be active and to feel loved and supported
feeling safe and secure, emotional regulation, support from parents, having basic needs met, love

Hindering Factors

Lack of basic needs being met
Trauma
Abuse
Lack of clear routines/boundaries
Absence of love

Long term anxiety, poverty, abuse, no family or home and unsolved problems or issues they are unable to talk about

domestic situations such as violence, poverty, drugs, mental health issues, bereavement, unsupportive parents, being unable to regulate emotions, not having basic needs met outside of school

APPENDIX 11: NARRATIVE INTERVIEW PROMPTS

1. I'd really love to hear stories from your experiences of working with children. Can you think back to a specific time or child when you were a primary school teacher? Did you work with children who were experiencing adversity?

2. How did the child(ren) show resilience?

3. Were there any children who did not show resilience?

4. How did you support them?

5. I wonder, as a child or young person, how did you form your own understanding of resilience?

6. How were you supported to develop resilience/ overcome difficulties?

7. Can you tell me a little bit more?

8. Do you have more stories about....?

9. This sounds like an interesting point of view, tell me more..

10. Where do you build your repertoire of tools from?

APPENDIX 12: Information Sheets

<u>**TOPIC: How do teachers construct and cultivate resilience in CYP?: A cross cultural study between Northern Nigeria and South Yorkshire**</u>

PARTICIPANT/INFORMANT INFORMATION SHEET
(QUESTIONNAIRE)

You are being invited to take part in a piece of research being conducted as part of a thesis to fulfil the requirements of the Doctor of Educational and Child Psychology (DEdCPsy) program. Please take the time to read the following information carefully. Before you decide whether or not you would like to take part, it is important for you to understand why the research is being done and what it will involve. Please ask me if there is anything that is not clear or if you would like more information and discuss it with others if you wish. Thank you for reading this.

What is the project's purpose?
The purpose of the study is to examine the differences in the way teachers construct and promote resilience in Northern Nigeria and South Yorkshire. The study will be a qualitative cross cultural piece of research that will seek to identify rich stories from teachers about their experiences, constructs and practices with children.

According to Oswald and his associates (2003), school and teachers provide external protective factors for children through their capacity to develop 'internal asset for resilience such as problem solving, autonomy, a purposeful, constructive and optimistic outlook on the future, effective communication and relationship skills' (p51). Bernard (1991) divided those external protective processes into three; caring and supportive relationships, positive and high expectations and positive learning environments that are practical and relevant. Is this true in the Northern Nigerian as well as the South Yorkshire context?

The aims of the research are:

- **To explore how teachers construct resilience.**
- **To identify understandings they draw upon to conceptualize resilience in children.**
- **To examine how teachers cultivate resilience in children.**

The study is designed to gather the stories of teachers which they tell about their experiences with the children they teach and to review this critically from a multicultural lens.

Why have I been chosen?
You have been chosen because you have filled a questionnaire, expressed interest in participating, and fit into the criteria for participants of this research.

What will happen to me if I take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form). Please note, you can still withdraw at <u>any time</u> without any negative consequences. You do not have to give a reason. If you wish to withdraw from the research, please contact me, Maryam Y A Ibrahim via email at myaibrahim1@sheffield.ac.uk.

What do I have to do?

You will be asked to complete a questionnaire with some vignettes and questions. The questionnaire will be electronic and will take approximately 7 minutes to be completed online. The last question will ask if you want to be a part of the next phase of the study. Please tick 'yes' if you wish to participate in further research. After you finish answering the questions, you will receive a notification to say you have completed the questionnaire.

Where will the research be conducted?

In this phase of the research all participants will be invited to fill the questionnaire online. Once you consent to participate, the researcher will provide a link to the questionnaire via email or other text messaging application. This link will directly take all participants to the questionnaire. You will not be required to go to any physical location to participate in this phase.

Will I be paid for this research?

No, there is no money being offered for this research.

What are the possible disadvantages and risks of taking part?

There are no foreseeable discomforts, disadvantages or risks in taking part in filling this questionnaire.

What are the possible benefits of taking part?

There are benefits to participating in this research. Participants will help us to identify a broad picture of how teachers understand, conceptualise and construct resilience in children across two very diverse contexts. These participants will also allow us to select a number of interested Informants who will share their rich experiences and help explore a topic that has not been researched from a multicultural perspective. It is also hoped that all the stories will provide future benefits in terms of potential further understandings of how resilience is conceptualised by teachers and promoted in children.

What happens if the research study stops earlier than expected?

If this is the case, the reason(s) will be explained to you as soon as possible.

What if something goes wrong?

If there is concern about any aspect of this questionnaire, it should be addressed to the researcher or research supervisor.

Will my taking part in this project be kept confidential?

Your rights and privacy are important to us and the researcher will collect, handle, process and store your responses in a way that is consistent with the General Data Protection Regulations (GDPR).

Participants will have complete confidentiality at all times. No names or identifying details will collected on the questionnaire. All data collected will be stored electronically with access controlled by a password known only to the researcher. Consent forms will be secured separately to other materials.

What is the legal basis for processing my personal data?
According to data protection legislation, we are required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice https://www.sheffield.ac.uk/govern/data-protection/privacy/general

Will I be recorded, and how will the recorded media be used?
All data will be analysed using the data analysis tools. All data will be anonymised so that it will not be possible to identify participants or their schools.

What will happen to the results of the research?
The data collected from the questionnaire will be synthesised and discussed in the 'DISCUSSION' section of the Thesis. Participants who wish to collect the summary of the data may add their emails to the questionnaire.

The research findings will be presented as feedback to the participants and a summary report will be available to all those participating in the study. Participants will not be identified in any reporting and will remain entirely anonymous.

Who is organising and funding the research?
The School of Education at The University of Sheffield.

Who has ethically reviewed the project?
This project has been ethically approved via The University of Sheffield's School of Education ethics review procedure.

Contact for further information
Please feel free to ask the researcher any questions. If you have further queries or need any further information, contact details are:

Researcher:
Maryam YA Ibrahim – myaibrahim1@sheffield.ac.uk

Research supervisor:
Dr. Lorraine Campbell- l.n.campbell@sheffield.ac.uk
The School of Education
Edgar Allen House
The University of Sheffield
241 Glossop Road
Sheffield
S10 2GW

Director of Programme, Doctor of Educational and Child Psychology (DEdCPsy)
Dr. Anthony Williams –anthony.williams@sheffield.ac.uk
The School of Education
The University of Sheffield
241 Glossop Road
Sheffield
S10 2GW
0114 222 8119

You will be given a copy of the information sheet and a copy of the signed consent form to keep. Thank you for taking part in the research.

The University Of Sheffield.

TOPIC: How do teachers construct and cultivate resilience in CYP?: A cross cultural study between Northern Nigeria and South Yorkshire

PARTICIPANT/INFORMANT INFORMATION SHEET
(INTERVIEW)

You are being invited to take part in a piece of research being conducted as part of a thesis to fulfil the requirements of the Doctor of Educational and Child Psychology (DEdCPsy) program. Please take the time to read the following information carefully. Before you decide whether or not you would like to take part, it is important for you to understand why the research is being done and what it will involve. Please ask me if there is anything that is not clear or if you would like more information and discuss it with others if you wish. Thank you for reading this.

What is the project's purpose?
The purpose of the study is to examine the differences in the way teachers construct and promote resilience in Northern Nigeria and South Yorkshire. The study will be a qualitative cross cultural piece of research that will seek to identify rich stories from teachers about their experiences, constructs and practices with children.

According to Oswald and his associates (2003), school and teachers provide external protective factors for children through their capacity to develop 'internal asset for resilience such as problem solving, autonomy, a purposeful, constructive and optimistic outlook on the future, effective communication and relationship skills' (p51). Bernard (1991) divided those external protective processes into three; caring and supportive relationships, positive and high expectations and positive learning environments that are practical and relevant. Is this true in the Northern Nigerian as well as the South Yorkshire context?

The aims of the research are:

- **To explore how teachers construct resilience.**
- **To identify understandings they draw upon to conceptualize resilience.**
- **To examine how teachers cultivate resilience in children.**

The study is designed to gather the stories of teachers which they tell about their experiences with the children they teach and to review this critically from a multicultural lens.

Why have I been chosen?
You have been chosen because you have filled a questionnaire, expressed interest in participating, and fit into the criteria for participants of this research.

What will happen to me if I take part?
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form). Please note, you can still withdraw at <u>any time</u> without any negative consequences. You do not have to give a reason. If you wish to withdraw from the research, please contact me, Maryam Y A Ibrahim via email at myaibrahim1@sheffield.ac.uk.

What do I have to do?
You will be asked to take part in a semi structured interview with the researcher and may be shown some vignettes to talk about. The interview will be recorded and will take no more than two hours. After the interview has been transcribed, participants will be sent a copy of the transcript for 'member checking.' This will ensure that all participants accept the contents of the transcript to be accurate.

Where will the research be conducted?
At the moment, the intention is to conduct this interview virtually due to COVID guidance for research at the University of Sheffield. If the situation changes, our meeting can be held face-to-face in a mutually convenient space. The interview would be scheduled at your convenience during weekdays, weekends or evenings.

Will I be paid for this research?
No, there is no money being offered for this research. However, in limited circumstances, the researcher may support participants with 'data' to enable the interview to take place virtually. The data bundle would be purchased and loaded directly to the appropriate device.

What are the possible disadvantages and risks of taking part?
There are no foreseeable discomforts, disadvantages or risks in taking part in this research. However, sometimes when thinking about adversities that your children may have faced, this could trigger some discomfort. As a result, if any struggles arise during the research, it should be brought immediately to the attention of the researcher.

What are the possible benefits of taking part?

There are benefits to participating in this research. Participants/ Informants will share their rich experiences and help explore a topic that has not been researched from a multicultural perspective. It is also hoped that all the stories will provide future benefits in terms of potential further understandings of how resilience is conceptualised by teachers and promoted in children.

What happens if the research study stops earlier than expected?
If this is the case, the reason(s) will be explained to the you as soon as possible.

What if something goes wrong?
If there is concern about any aspect of this research project, it should be addressed to the researcher or research supervisor.

Will my taking part in this project be kept confidential?

Your rights and privacy are important to us and the researcher will collect, handle, process and store your responses in a way that is consistent with the General Data Protection Regulations (GDPR). Participants will have complete confidentiality at all times. All the information that we collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications. Participant names or identifying details will not be contained in the written notes, transcripts or in any reporting. These will be anonymised, for example as 'Participant A'. The transcribed documents and recordings will be stored electronically with access controlled by a password known only to the researcher. Written documents and any other physical materials will be locked in a secure filing cabinet. Consent forms will be secured separately to other materials. During the interview, you will be reminded not to identify yourself, other adults or children by name or any other identifiable details.

What is the legal basis for processing my personal data?
According to data protection legislation, we are required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice https://www.sheffield.ac.uk/govern/data-protection/privacy/general.

Will I be recorded, and how will the recorded media be used?
The audio recordings of your activities made during this research will be used only for analysis. No other use will be made of them without your written permission and no one outside the project will be allowed access to the original recordings. All data will be anonymised so that it will not be possible to identify participants or their schools.

What will happen to the results of the research?
The research findings will be presented as feedback to the participants and a summary report will be available to all those participating in the study. The researcher will also include the data generated into her thesis. Participants will not be identified in any reporting and will remain entirely anonymous.

Who is organising and funding the research?
The School of Education at The University of Sheffield.

Who has ethically reviewed the project?
This project has been ethically approved via The University of Sheffield's School of Education ethics review procedure.

Contact for further information
Please feel free to ask the researcher any questions. If you have further queries or need any further information, contact details are:

Researcher:
Maryam YA Ibrahim – myaibrahim1@sheffield.ac.uk

Research supervisor:
Dr. Lorraine Campbell- l.n.campbell@sheffield.ac.uk
The School of Education
Edgar Allen House
The University of Sheffield
241 Glossop Road
Sheffield
S10 2GW

Director of Programme, Doctor of Educational and Child Psychology (DEdCPsy)
Dr. Anthony Williams –anthony.williams@sheffield.ac.uk
The School of Education
The University of Sheffield
241 Glossop Road
Sheffield
S10 2GW
0114 222 8119

You will be given a copy of the information sheet and a copy of the signed consent form to keep. Thank you for taking part in the research.

APPENDIX 13: Consent Forms (e-questionnaire and interview)

TOPIC: How do teachers construct and cultivate resilience in CYP?: A cross cultural study between Northern Nigeria and South Yorkshire

PARTICIPANT/INFORMANT CONSENT FORM

Name of Researcher: Maryam YA Ibrahim

Researcher Supervisor: Dr. Lorraine N Campbell

Please tick the appropriate boxes	Yes	No
Taking Part in the Project		
I have read and understood the project information sheet dated DD/MM/YYYY or the project has been fully explained to me. (If you will answer No to this question, please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)	☐	☐
I have been given the opportunity to ask questions about the research.	☐	☐
I agree to take part in the project. I understand that taking part in the project will include looking at vignettes and discussing them, being interviewed and being recorded (audio).	☐	☐
I understand that by choosing to participate as a volunteer in this research, this does not create a legally binding agreement nor is it intended to create an employment relationship with the University of Sheffield.	☐	☐
I understand that my taking part is voluntary and that I can withdraw from the study at any time before analysis stage; I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.	☐	☐
How my information will be used during and after the project		
I understand my personal details such as name, phone number, address and email address etc. will not be revealed to people outside the project.	☐	☐
I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs unless I specifically request this.	☐	☐
I understand and agree that other authorised researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.	☐	☐
I understand and agree that other authorised researchers may use my data in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.	☐	☐
So that the information you provide can be used legally by the researchers		
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.	☐	☐

Name of Participant/Informant [printed]   Signature   Date

Name of Researcher [printed]   Signature   Date

For complaints please contact
Dr. Anthony Williams –Director of Programme, Doctor of Educational
and Child Psychology (DEdCPsy) anthony.williams@sheffield.ac.uk
0114 222 8119

The School of Education
The University of Sheffield
241 Glossop Road
Sheffield
S10 2GW

TOPIC: How do teachers construct and cultivate resilience in CYP?: A cross cultural study between Northern Nigeria and South Yorkshire

PARTICIPANT/INFORMANT CONSENT FORM

If you are happy to participate, please read the consent form and initial it:

	Please initial the box
I confirm that I have read and understand the information sheet for the above project and have had the opportunity to ask questions.	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason: Contact Maryam Ibrahim at myaibrahim1@sheffield.ac.uk or any other researcher/supervisor.	
I understand that my responses will be anonymised before analysis. I give permission for the researcher and supervisor to have access to my anonymised responses.	
I agree to take part in the above research project.	

_____ _____ _____

Name of Participant   Date   Signature

_____ _____ _____

Researcher   Date   Signature

APPENDIX 14: PARTICIPANT RECRUITMENT EMAILS

	Emails
1	Dear School Leader, I am a Trainee Educational Psychologist currently training at the University of Sheffield. I am studying how teachers across South Yorkshire and Northern Nigeria construct and promote coping skills in their pupils. I am hoping to recruit participants who will complete a brief electronic questionnaire on their understanding of their supportive practices. Based on the results of the questionnaire, I plan to interview a few teachers in Northern Nigeria and South Yorkshire to gather their stories. This study aims will help us to explore how processes that help children and young people to 'bounce back' are embedded/ situated within teacher practice. It will also critically look at how children and young people learn to thrive, using a multicultural lens to examine unique experiences of teachers and celebrate their voice. I would be grateful if you could share this email and the link to the questionnaire to members of your school who meet the inclusion criteria. Inclusion Criteria • All primary school teachers or teaching staff (Reception, Key Stage 1 and Key Stage 2/ Lower and Upper Primary) are eligible. • Teachers constitute class teachers, assistant teachers/ teaching assistants (TA's) or specialist teachers (those teaching Music, Art, PE, Computing and foriegn languages). • Teachers who are currently working in schools/ specialist settings in South Yorkshire and Northern Nigeria. What will happen next? After the questionnaire results have been collated and analysed, I will be conducting interviews for a few teachers. These interviews will carefully document the stories told by teachers about their experiences of hardy children and young people. At the moment, I plan to conduct these interviews remotely due to COVID-19 restrictions. This will mean we will be

	on a secure video conferencing platform and participants will require a good internet connection. Please find below the links to my information sheet, consent form and questionnaire. Remember to read the consent form carefully before signing. An electronic signature or initials and date will suffice. Link W **Information_Sheet_Questionnaire_Updated MI.docx** Consent Form (electronic form): https://forms.gle/2aiL6qfzqzUEqJTeA <u>Permissions and Ethics</u> My thesis is being supervised by Dr Lorraine N. Campbell, an Educational Psychologist and Tutor at University of Sheffield. This project has been given full ethical approval by the University of Sheffield's Education Ethics Committee. If you have any questions or need further discussion regarding this research, I will be pleased to hear from you. Please do not hesitate to contact me for additional information at myaibrahim1@sheffield.ac.uk. Kind regards, Maryam Y A Ibrahim (Trainee Educational Psychologist)
2	Thank you for taking the time to read the information sheet and fill in the consent form. Attached below is the link to the questionnaire for my research study. It should take about 5-10 minutes to complete. ▤ **Cross cultural Study** Your participation is highly appreciated! Kind regards, Maryam
3	Following your feedback on the cross-cultural research questionnaire, and your consent to interview, I am pleased to invite you to participate in an interview for my research on resilience. The interview is part of my data collection to satisfy my thesis requirements for a Doctoral in Educational and Child Psychology (DEdCPsy) at the University of Sheffield. The interview will take place online - via a google meet, and it will be

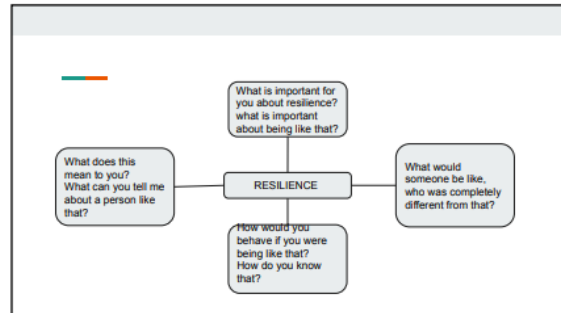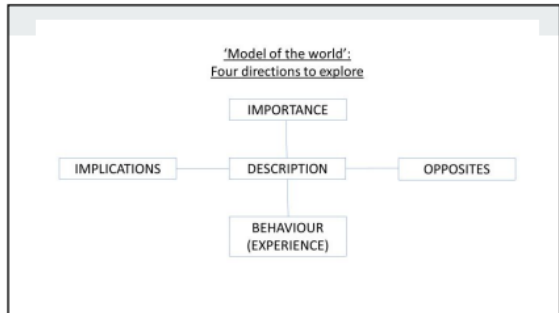|	
	recorded and analysed after you have had the chance to check the transcribed script. The interview will be led by rich accounts of your experiences with children. Your stories will contribute important knowledge to the findings. Please let me know a suitable time when we can have approximately one hour together. If you have any concerns about the internet connection or the interview platform, I will be happy to work around your preferences. Please note, all of our discussions will be anonymized and stored within a secure passworded folder You can reach me via email or through my phone line at XXXXXX
4	Thank you once more for agreeing to participate in my research. I have attached here a transcript of our interview which was held on the 4th of June, 2022. As part of my research design, I have to send it back to you to check if what I recorded is accurate. If there are any aspects that you wish to edit- may be I recorded something wrong, you can feel free to note it down. Otherwise, I will be using the transcript as it is for analysis. Please let me know by the 14th of August if you wish to change or adjust anything. Kind regards,

APPENDIX 15: QUALITATIVE INTERVIEW POWER-POINT PROMPT SHEET

Slide 1:
Qualitative Interview
With Maryam Ibrahim

Slide 2:
Lets explore resilience…
Interview Structure:
Start with a exploration tool
Prompt Questions
Recorded and Transcribed
Member Checking
Analysis

Slide 3:
'Model of the world':
Four directions to explore
IMPORTANCE
IMPLICATIONS — DESCRIPTION — OPPOSITES
BEHAVIOUR (EXPERIENCE)

Slide 4:
What is important for you about resilience? what is important about being like that?
What does this mean to you? What can you tell me about a person like that?
RESILIENCE
What would someone be like, who was completely different from that?
How would you behave if you were being like that? How do you know that?

APPENDIX 16: INFORMATION SESSION POWERPOINT

Research:
you're invited to participate

Maryam Y. A. Ibrahim
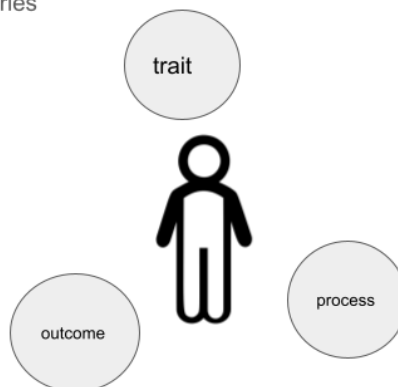*Trainee, Educational and Child Psychology (DEdCPsy)*

What is resilience and why should we study it?

Trauma Continuum
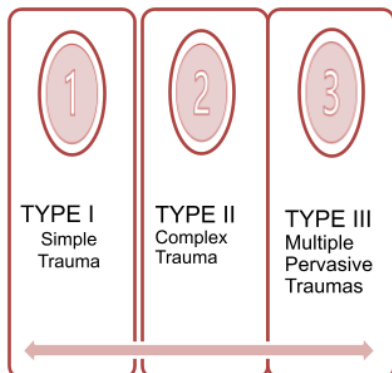
(De Thierry, 2015)

Theories

How will data be gathered?

Primary school teachers
Cross cultural study:
Northern Nigeria and South Yorshire
e-Questionnaire
selected qualitative interviews

What do we hope to achieve?

Gather the voices of teachers and add to resilience discourses.

Examine similarities and differences between responses of teachers in Northern Nigeria and South Yorkshire.

Analyse and synthesize the stories told during the interviews to extract where teachers pull their understandings of resilience from and how they promote it in pupils.

Share the results with communities in the UK and Nigeria to help improve understandings and practice.

Interested?

3 simple steps

- Read Information Sheet
- Fill in Consent Form
- Fill in e-Questionnaire (Only 5-10 minutes)

Let's do it together!

Thank you!

APPENDIX 17: PICTURES OF ANALYSIS OF TRANSCRIPTS

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Sheffield.

'How do teachers construct and cultivate resilience in CYP?: A cross cultural study between Northern Nigeria and South Yorkshire'

Maryam Yakaka Aliko Ibrahim

Research thesis submitted in partial fulfilment of the requirements for the Doctor of Educational and Child Psychology

Department of Education
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