

THE INTERPLAY BETWEEN TEACHERS' PERCEIVED RECOGNITION, AUTHORITY, AND RESILIENCE IN RWANDAN SCHOOLS CONTEXT

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This research explores the relationships between teacher recognition, authority, and resilience within the context of Rwandan schools. Specifically, it examines how teachers' perceptions of recognition from students, parents, and the broader school community influence their resilience, and how teacher authority affects classroom management and student development. In the face of challenges such as large class sizes, student misconduct, and limited resources, this study aims to provide insights into the factors that contribute to teacher resilience (TR) and how these factors interplay to support teachers in their professional roles. Drawing on a qualitative phenomenological approach, this study aims to uncover the lived experiences of teachers, students, and parents, providing insights into the factors that enhance or undermine TR. The theoretical framework incorporates concepts of TR as the ability to maintain effectiveness in the face of adversity (Beltman et al., 2011; Mansfield et al., 2012), the role of recognition in fostering motivation and commitment (Vallés & Clarà, 2022), and the importance of teacher authority in guiding student behavior and fostering academic and ethical development (Kuzin & Walat, 2019). Semi-structured interviews were conducted with 12 teachers, 12 students, and 12 parents from upper-primary schools in Kigali, selected through maximal variation sampling. The interview questions explored recognition, authority, and resilience from different perspectives. Data collection adhered to ethical standards, including informed consent and confidentiality. Interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. The coding process involved identifying recurring patterns, categorizing themes, and exploring relationships between recognition, authority, and resilience. The analysis also included triangulation across data sources to ensure reliability and depth. The findings indicate that teachers who perceive higher levels of recognition from students and parents exhibit greater resilience, demonstrating an enhanced capacity to manage classroom challenges effectively. Furthermore, teachers' perceived authority is linked to better classroom control and student engagement. However, a decline in teacher recognition and authority, particularly from parents and the broader society, poses significant challenges to teachers' professional well-being and resilience. This study contributes to the broader project of establishing a comprehensive model of TR by highlighting the importance of recognition and authority in shaping teachers' ability to thrive. The findings offer valuable insights for educational policy and practice, suggesting that fostering positive recognition and supporting teacher authority are crucial for enhancing teacher well-being, classroom management, and the overall quality of education in Rwanda. Further research is recommended to explore the broader implications of these factors in diverse educational contexts.

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