THE INFLUENCE OF TEACHER BURNOUT ON STUDENTS' WELL-BEING IN GOVERNMENT-AIDED PUBLIC SECONDARY SCHOOLS IN UGANDA

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Doctor of Philosophy (PhD) in Education

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Abstract

TEACHERS BURNOUT AND STUDENTS' WELL-BEING IN GOVERNMENT-AIDED
PUBLIC SECONDARY SCHOOLS IN UGANDA

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This descriptive mixed-method study aimed to examine how teacher burnout characterized by exhaustion and fatigue influenced secondary school students' well-being. The growing concern about the increasing number of student strikes in secondary schools in Uganda and the continued blame of teachers for the strikes indicate a constrained relationship between teachers and students and is likely to impact their well-being. A high-quality school environment is essential in fulfilling the psychological needs of students. The objective of this study was to examine examples and levels of burnout among secondary school teachers in selected government-aided schools in Uganda and explore how it affects the well-being of students. The research questions focused on the extent to which teachers experienced burnout and the impact of burnout on student well-being. The hypothesis concentrates on testing the significance of teacher burnout and their demographic factors as well as the significance of the student-teacher relationship and the demographic factors. The CBI and S-TSRI surveys were conducted with 60 teachers and 360 students respectively from two schools. Structured interviews were also conducted with 15 teachers and 24 students. The analysis suggests on average all teachers interviewed experienced personal burnout (44.36); seldom to a low degree

experienced work-related (35.72) and student-related (35.17) burnout respectively. Teacher burnout thwarted the psychological needs of students affecting their well-being. There was a strong relationship between exhaustion and demographic factors and a very strong relationship between teacher-student relationships with the demographic factors of students. The study sheds light on the extent and danger of teacher emotional exhaustion on the teacher and the psychological needs of students. Findings are pointers for key stakeholders on policy design and interventions against teacher burnout to ensure students' well-being is enhanced. The study recommends further research considering time and seasonal variations, at busy times of the year in the school calendar.

Declaration

I declare that this has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgement, the work presented is entirely my own.

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I confirm that I retain the actual property and copyright of the thesis submitted. I also allow Unicaf University in Malawi to produce and disseminate the contributions of the thesis in all media forms known or to come as per the Creative Commons BY Licence (CC BY).

Dedication

This thesis is dedicated to my father whose love for education laid the foundation upon which this Doctor of Philosophy is built.

Acknowledgement

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List of Abbreviations

CBI	Copenhagen Burnout Inventory
COVID-19	Corona Virus Disease 2019
CU	Callous Unemotional

DFT	Desire Fulfilment Theory
EU	European Union
H	Hypothesis
MBI	Maslach Burnout Inventory
MBI - HSS	Maslach Burnout Inventory – Health Sector Survey
MBI-ES	Maslach Burnout Inventory- Educators survey
MBI-GS	Maslach Burnout Inventory-General Survey
REC	Research Ethics Committee
RQ	Research Question
SBT	Students Bullying of Teacher
SDC	Self-Rating Depression Scale
SDT	Self-Determination Theory
SLSS	Student Life Satisfaction Scale
S-TSRI	Teacher-Student Relationship Inventory (Student version)
S-TSRQ	Teacher-Student Relationship Questionnaire (Student version)
UCU	Uganda Christian University
UN	United Nations
UNCST	Uganda National Council of Science and Technology
Urn	Uganda Radio Network
USA	United States of America
WHO	World Health Organisation

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CHAPTER 1: INTRODUCTION

Improving the quality of education for learners is increasingly becoming a global priority (Quality & says UN, 2019; Torrente et al., 2019). The quality of interactions between teachers and students in schools plays a crucial role in ensuring the mental well-being of students. A high-quality school environment is known to be essential in fulfilling students' psychological needs of autonomy, competence, and connectedness and ultimately their well-being. Some impact evaluations of education projects in low-income

countries have established the significant role played by positive students' school experiences with their teachers in schools towards improving their learning outcomes (Mucherah et al., 2018; O'Donnell et al., 2011). In schools, teachers' state of mind and affective characteristics are important attributes in influencing students' well-being (Jennings & Greeberg, 2009; Klusmann et al., 2008; Skaalvik & Skaalvik, 2007). Research has shown that, besides the availability of materials, teacher-student ratio, and other materials in school, the quality of social and pedagogical interactions between teachers and students is vital for students' well-being because quality interactions fulfils students' basic needs for autonomy, connectedness, and competence (Torrente et al., 2019). According to Redford (2020), teachers do not know everything about students and probably never will. However, he posits that to offset that unfortunate truth, there is a need to incorporate "compassionate curiosity," a form of being mindful, in a teacher's daily practice of the well-being of students (Redford, 2020). He further asserts that teachers are constantly faced with lots of internal and external expectations to get it right. The expectations are both internal within the school and external, outside of the school environment such as from parents, the school administration and the community at large, a condition that causes burnout. The effects of teacher burnout are thought to disrupt the well-being of students in schools.

The term "student well-being" has been defined differently by different scholars. According to Noble (2008, p. 21), a student's well-being is defined as:

> a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships, and experiences at school." "Student well-being is further described as pervasive, in that it affects most aspects of a student's functioning at school." A student's level of well-being is indicated by the degree to which the student demonstrates effective academic, social, and emotional functioning and

appropriate behaviour at school.

The report highlights a set of seven interrelated but distinguishable pathways that define students' well-being. These are categorised as a healthy lifestyle, social-emotional learning, a sense of meaning and purpose, a strengths-based approach, a supportive and caring community, pro-social values, and physical and emotional safety. The report concludes that students who have a high level of well-being, that is, those whose basic psychological needs for autonomy, competence, self-efficacy, and relatedness are met, are more likely to obtain higher academic achievement (Kindekens et al., 2014), have better mental health, and become better law-abiding citizens in society. Such students are more likely to show concern for themselves and others than their counterparts. Some other research and reports (Conway, 2012; Durlak et al., 2011; OECD, 2015; Osterman, 2000; Payton et al., 2008; Seligman, 2011; Zins et al., 2007) hold similar views as those of Noble (2008). WHO highlights the term "well-being" as "*fundamental to the quality of life and productivity of individual families, communities, and nations, enabling people to experience life as meaningful and to be creative and active citizens*" (World Health Organization. Regional Office for Europe, 2005, p. 1).

The Programme for International Students Assessment (PISA) 2015 report ("Students' well-being: What it is and how it can be measured, 2017) highlights four facets of students' well-being. These are: a) "psychological," *which involves students' life satisfaction, sense of purpose, self-awareness, and absence of emotional problems*; b) "physical," *which involves adopting a healthy lifestyle and students' overall health*; c) "cognitive," *which involves students' proficiency in applying what they know to solve*

problems; and d) "social," *which involves students' relationships with family, peers, and teachers, and students' feelings about their social life* (p. 38).

It is worth noting that several factors could account for the low levels of well-being of students in secondary schools. A low level of students' well-being is identified as a pointer to the risk of stagnation among students in school (Kindekens et al., 2014). However, considering that the teaching profession is known to be one of the most stressful professions (Clipa, 2018; Harmsen et al., 2019; Maslach & Leiter, 2016; Pietarinen et al., 2021), it has the potential to affect the affective dispositions of teachers, that way impacting the way they support students to achieve their needs for autonomous motivation, relatedness, and competence. An emotionally exhausted teacher has little to offer towards meeting these basic psychological needs. The present study, therefore, focuses on teacher burnout as one of the possible factors with the potential to influence students' well-being in public secondary schools in Uganda. Research has shown that teacher burnout is believed to be one of the intricate problems that may take both an emotional and physical toll on teachers at varying degrees (Arens & Morin, 2016; Maslach, 2003; Maslach & Leiter, 2016; Maslach et al., 2001; Pietarinen et al., 2021; Whipp et al., 2007), and therefore, it is thought to have the potential to affect the well-being of those that they interact with daily.

According to Kindekens et al. (2014), a decline in well-being sooner or later compromises the academic achievements of the students, which, when accumulated over time, may result in dropping out of school. The teacher's affective state of being has a great influence on students' well-being (Aldrup et al., 2018). According to Maslach and

Leiter (2016), burnout has been recognised as an occupational hazard for various people-oriented professionals, such as teachers. Such professionals are known to offer therapeutic services and therefore require an intense level of personal and emotional contact with those they support or work with. The emotional contact teachers have with students creates interpersonal teacher-student relationships within the school context. Therefore, the relationship ought to be favourable to support students' well-being.

Teaching is alleged to be one of the most stressful occupations because of the long hours of work teachers spend with students, some of whom have discipline challenges (Clipa, 2018; Ghanizadeh & Jahedizadeh, 2015). Teachers not only spend time teaching but also spend longer hours either preparing their lessons before the actual time of the class or marking assessments long after the end of the working hours. Many studies have shown high levels of stress among teachers (Clipa, 2018; Kyriacou, 2001; Maslach & Leiter, 2016; Pietarinen et al., 2021). Teachers who work in public, government-aided secondary schools spend the majority of their time physically and emotionally engaged with students. They deal with students' disruptive behaviours, workload and work pressures, and unshared decision-making, among other factors (Ghanizadeh & Jahedizadeh, 2015). Their job quite often demands personal emotional contact with the students and is bound to be physically and emotionally exhausting. Teachers are often expected to spend time selflessly helping students overcome complex psychological, social, emotional, and physical problems (DeMatthews et al., 2019). Teachers' well-being is believed to be a prominent factor in fostering learning and the general welfare of students (Schleicher, 2018). Their well-being has an influence on their ability to meet students' psychological needs (self-autonomy, competency, self-efficacy, and

relatedness) and satisfaction, ultimately affecting their welfare. Their continued engagement and long hours of work predispose them to continuous interpersonal stress factors, distress, and exhaustion (Ghanizadeh & Jahedizadeh, 2015; Maslach & Leiter, 2016). Such factors may include increased workload, indiscipline cases, perceived lack of control, poor relationships, and inadequate lesson preparation, among others. The need to examine the nature of interactions between burned out teachers and students and their influence on students' welfare cannot be overemphasised. Understanding how burnt-out teachers and students relate and interact while going through burnout experiences will be explored by the study.

Maslach and Jackson (1981) and Maslach et al. (2001), describes burn out as:

> a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. A key aspect of burnout syndrome is increased feelings of emotional exhaustion. As their emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level. Another aspect is the development of negative, cynical attitudes and feelings about one's clients. Such negative reactions to clients may be linked to the experience of emotional exhaustion, (Maslach & Jackson, 1981, p. 99).

Maslach and Leiter (2016), on the other hand, contend that "*burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job.*" (p. 103). The introduction of universal secondary schools in Uganda in 2007, which saw huge numbers of students get enrolled in secondary schools (Huylebroeck & Titeca, 2015), could have presented a lot of stressors. The management of such numbers had the potential to pose challenges to teachers. No doubt that managing such numbers is bound to cause fatigue and emotional exhaustion among teachers. The impact of education reforms on teachers and their work around the world

has been greatly researched (Lingam, 2014; Lingam et al., 2017; Stevenson, 2007). The findings seem to present a huge physiological and psychological impact on the well-being of teachers. It is not suprising that the introduction of universal secondary schools in Uganda could have created long periods of stress for the teachers. Prolonged responses to resolving students' behavioural problems as well as academic needs could have had a greater impact on teachers' emotional reactions towards students. According to Maslach et al. (2001), "*emotional exhaustion is the central quality of burnout, representing feelings of being emotionally overextended and exhausted*" (pp. 2). Research has revealed the long periods of stress, exhaustion, and depersonalization that teachers often go through (Ghanizadeh & Jahedizadeh, 2015) as a result of their professional work. The period of stress tends to make them feel a reduced sense of personal accomplishment and detachment from their job (Maslach et al., 2001). No doubt that this behaviour has the potential to negatively influence students' psychological needs for autonomy, competence, self-efficacy, and relatedness. The effects of teacher burnout and its impact on students' basic needs in secondary schools in Uganda are central to this study.

Studies have shown that burnout leads to depersonalization (Betoret & Artiga, 2010; Ghanizadeh & Jahedizadeh, 2015). Depersonalization is known to be a dehumanising character trait presented by individuals faced with exhaustion to those whom they are working with or supporting (Maslach, 2003; Maslach et al., 2001). Teachers who are given the responsibility of handling students' needs often develop dehumanising characters towards the people they are meant to help and support under the influence of emotional exhaustion. Yet, according to Karamane et al. (2023) and Van Maele and Van Houtte (2015), interpersonal relationships between teachers and students

are an important factor in creating a conducive classroom climate (Bernstein, 2023; Mainhard et al., 2018) that fosters welfare. A burned-out teacher may display specific affective characteristics that have a negative influence on students' welfare. For instance, in many schools in Uganda, teachers are found to still administer physical punishments to students and sometimes use humiliating language to torture and embarrass their victims (students), even when corporal punishment was outlawed by the government. No doubt that this could affect the physical, emotional, and psychological well-being of the students. Extant studies have further revealed the effects of burnout syndrome on teachers' performance and quality of life (Carson et al., 2011; Swider & Zimmerman, 2010). It is also believed to cause a feeling of dissatisfaction with their work (Maslach et al., 2001). Maslach and Leiter (2016) elaborate that burnout causes a feeling of negativity, which could be reflected in the way they treat students under their care.

Maslach and Jackson (1981) assert that the effects of burnout may be potentially serious for the staff, just as they are for the students and the schools in which they interact. It has been found to contribute to job turnover, absenteeism, low morale, personal distress, insomnia, and physical exhaustion among staff (Maslach & Jackson, 1981; Whipp et al., 2007). Consequently, such conditions may have a long-term impact on the emotional, social, psychological, and physical welfare of students whom they interact with on a daily basis. Previous research (Schaufeli & Buunk, 2003; Ssenyonga & Hecker, 2021) affirm that the manifestation of burnout has negative consequences both at the individual and interpersonal levels. This undermines not only the individual's intrinsic motivation, zeal, and enthusiasm but also creates a deeply rooted motivational

crisis and dissuades other people with whom they relate and interact. The focus of this study is on how students' well-being in secondary schools in Uganda has been affected.

Statement of the Problem

The alarming situation of student strikes in secondary schools in Uganda, coupled with the continued blame on the way teachers handle students' affairs, is increasingly becoming a great concern among the general public. Whereas several other factors may be found to cause student strikes, teachers' emotional complexities and affective characteristics while handling students' affairs are worthy of investigation because teachers' well-being is central to the general well-being of students. A harmonious teacher-student relationship remains significant in ensuring students' well-being is catered for. Until recently, only traditional public secondary schools were known to have a history of strikes. The trend seems to be evolving to include other relatively young public schools at overwhelming rates. The strikes have caused a lot of destruction of school property and, in some cases, left trails of death (Hassan, 2020). Uganda's media houses have continuously reported rampant student strikes at both secondary and university levels (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022; Student killed as rival schools fight, n.d.; Urn, 2023a; Urn, 2023b). Many media reports continue to reveal that schools that were historically revered for their academic prowess are now well known for the most disastrous strikes ever. These strikes have been attributed to poor teacher-student relationships, failure to address students' complaints, poor communication between teachers and students, corporal punishment issued by teachers and school administration, poor teaching methods, poor disciplinary implementation, undisciplined

students who do not respect teachers and parents, too much suspension and punishment, and the highhandedness of some teachers (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022; Urn, 2023a; Urn, 2023b). The degree of continuing and rampant discontent among students in secondary schools is overwhelming and communicates that something is not right. It could mean that students' psychological needs for autonomy, competence, and relatedness are at stake.

Whereas the causes for the widespread strikes and discontent among students could be wide-ranging, many strikes have been attributed to how teachers handle issues affecting students (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022). Cheloti et al. (2014) found that the high-handedness of school principals and teachers, as well as poor or lack of communication between students and teachers, were some of the causes of strikes in secondary schools in Kenya. Teachers were found to authoritatively enforce school rules and regulations, henceforth creating antagonistic relationships with their students (Cheloti et al. 2014). Similarly, poor communication and highhandedness were among other factors attributed to school strikes in Uganda (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022). Key questions, therefore, are; what makes teachers too aggressive while enforcing school rules and regulations? What creates this aggression? Many answers could be given to these questions. However, studies have shown that teaching is one of the most stressful professions, leading to burnout (Clipa, 2018). Burnout has also been found to be a complex issue among service professions like teaching (Clipa, 2018; Maslach & Leiter, 2016). Burnout has the potential to create irritability among teachers. Studies continue to reveal that when teachers are extremely exhausted, they develop a dehumanizing character toward their clients (Maslach et al., 2001). It is assumed that

stress and exhaustion among teachers could potentially influence how they address and handle issues affecting students. Their aggressive approach to handling issues that affect students could potentially be attributed to their stress and exhaustion (Roffey, 2012).

Whereas teacher emotional exhaustion has substantial implications for the well-being of the teachers themselves, the well-being of students with whom they interact daily could be harmfully affected. A low level of well-being is correlated with harmful behaviour among students (Kindekens et al., 2014). The character displayed by the teachers in question cannot be taken lightly by students because it could damage their esteem and their view of their capabilities, kill positive teacher-student relationships, and endanger autonomous motivation for learning and competence. The approach used by teachers while handling such cases might have some other serious consequences for students' general welfare, which explains their reactions and the need to be investigated. Skaalvik and Skaalvik (2007, 2010) posit that burnout impacts the classroom environment, negatively affecting the academic performance of students. Further research has also revealed that when students' welfare is infringed upon, it has the potential to create distress among them ("PISA 2015 Assessment and Analytical Framework," 2017).

The well-being of students in schools is believed to be an important output indicator of quality education, and a low level of well-being could imply a compromised quality of education. Beyond the availability of learning materials, teacher qualifications, conducive classroom spaces, and teacher-student ratios, a high-quality school environment that enhances students' well-being and is characterized by social, emotional, and pedagogical interactions that fulfil students' psychological needs for self-autonomy, competency, and

connectedness with one another and, more importantly, with their teachers is significant to the welfare of students (Van Petegem et al., 2007a). Low levels of well-being have been found to correlate with unfavourable behaviour and attitudes that are against the school (Van Petegem et al., 2007b). Quality social and pedagogical interactions aimed at meeting students' psychological needs correlate with an overall sense of well-being, motivation to learn, and academic achievement (Allen et al., 2013; Kane & Staiger, 2012).

Many factors influencing general students' well-being in secondary schools have been highlighted by many researchers. However, until recently, many of the studies on student well-being in schools have investigated the "*influence of student characteristics and interpersonal teacher behaviour in the classroom on student's well-being*" in Belgium (Van Petegem et al., 2007b); "*enhancing student well-being in secondary education by combining self-regulated learning and arts education*" in Belgium (Kindekens et al., 2014, p. 1982); "*learning space for student's psychological development and well-being*" in Malaysia (Ismail & Abdullah, 2018, p. 265); and "*pupil's-teacher well-being as two sides of the same coin*" in Australia (Roffey, 2012). The general impact of teacher burnout on teachers has also been well-researched (Durr, n.d.; Durr et al., 2014; Herman et al., 2018; Mahmoodi-Shahrebabaki, 2019; Maslach et al., 2001; Skaalvik & Skaalvik, 2011). Accordingly, the literature review has revealed relatively little research on how teacher burnout affects students' needs for autonomy, relatedness, competence, and self-efficacy as well as engagement as key facets of well-being. In Uganda, there have been relatively few traceable studies on teacher burnout and the well-being of students in government-aided public secondary schools. Even with emerging research (Bashaija et at., 2022; Ismail & Abdullah, 2018; Kindekens et al., 2014; Masagazi 2022; Nuwaha et al., 2023;

Roffey, 2012, Ssenyonga & Hecker 2021; Yawe, 2022), the current body of evidence on teacher burnout and its impact on students' well-being remains insufficient, most especially on the African context. Moreover, there are scanty studies that have been found to examine the impact of teacher burnout on the well-being of secondary school students in the field of education management research in Uganda. While there may be other research on the subject of burnout and students' welfare from other contexts, the findings may not be generalizable to Uganda because of differing sociocultural contexts. There is a need to understand and create awareness of how teacher burnout affects the well-being of students in Uganda. This will inform the creation of appropriate measures to address the problem of burnout and also address the impact of teacher burnout on students' basic needs for self-autonomy, relatedness, and competence; their engagement and enhance their welfare. It would be interesting to also learn if there are sociocultural variations given that previous studies have been carried out mainly in Europe, Asia, and America.

Studies on burnout, on the other hand, have focused mainly on the causes (Sichambo et al., 2012) in Kenya, the outcomes or effects of burnout on teacher performance (Kilonzo, 2018), and more specifically, burnout in health care professionals (Maslach & Leiter, 2016). The need to examine how burnout impacts students' levels of well-being, as indicated by how it impacts their needs for autonomous motivation, competencies, connectedness with those they consider important, and increased engagement in their studies in secondary schools in Uganda, cannot be underestimated.

Purpose of the Study, Research Aims, and Objectives

The purpose of this mixed-method study was to investigate how teacher burnout, characterized by exhaustion and fatigue, affects the well-being of secondary school students in government-aided public schools in Uganda. The need to understand how demographic variables such as gender, age, and education levels of teachers and students correlate with burnout and student-teacher relationships respectively is significant to this study. Teacher burnout takes the form of physical and emotional exhaustion and fatigue as a result of prolonged exposure to stressful conditions. The conditions may be as a result of personal factors in the life of the teacher, but also as a result of the work they do or as a result of working with students. The examination of teacher burnout was important to this study because it was hoped it would be possible to understand the degree to which teachers are burned out; what they attribute their burnout to; and how it influences teacher's behaviour during their interactions with students. The second part of the study looks at how teacher burnout affects students' emotions and functioning while at school. The term "student well-being" is operationalized as; "*the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships*" (Ruggeri et al., 2020, p.1). This feeling is believed to be obtained as a result of satisfaction of students' basic psychological needs and their enhanced engagement at school. The basic psychological needs according to Deci and Ryan (2000a) are the need for autonomous motivation, connectedness, and competence. The study assumes that burnout among teachers is negatively associated with students' ability to self-determine because their psychological needs for autonomy,

competence and relatedness are thwarted. The qualitative and quantitative investigations focus on understanding the extent to which teachers experienced burnout on one hand, and how their burnout experiences impacted students' psychological needs and engagement that enhance their well-being. The study further explores whether teachers' demographic characteristics have a significant relationship with burnout; how teachers understood and coped with burnout; how teachers interacted with students when experiencing burnout; how students related to their teachers; and whether there was a significant relationship between students' demographic characteristics and their relationships with their teachers.

As earlier highlighted, Maslach et al. (2001) assert that teacher burnout is a psychological syndrome in response to continuous interpersonal stress factors an individual goes through while on the job (see also Maslach & Leiter, 2016). Quality teacher-student interactions play an important role in enhancing students' well-being. For quality interaction to take place, teachers have to be at their best in terms of their emotional dispositions towards students. Therefore, teachers' physical and emotional exhaustion and stress could potentially damage students' perceptions of their interactions with teachers and eventually impact their general well-being. Once this is perceived, it is bound to diminish their internal motivation to learn.

Research Objectives

The primary aim of this study is to assess the influence of teacher burnout in the dimension of exhaustion on students' well-being. To achieve this aim, the following objectives have been formulated:

1. To explore the extent to which secondary school teachers in selected public government-aided schools in Uganda experience the three sub-dimensions of burnout and investigate how teachers understand, interact with students and cope with burnout experiences.

2. To investigate the impact of teacher emotional exhaustion on students' well-being in public government-aided schools in Uganda.

3. To establish the relationship between the demographic characteristics of teachers and their level of burnout.

4. To analyze the relationship between students' demographic characteristics and their relationships with teachers.

Research Assumption, Limitations and Delimitations

In this study, the following assumptions were made:

1. The researcher assumed that participants would freely provide the correct responses and facts to the questions asked. The researcher ensured that all responses were anonymous, and no names were used or written anywhere. Instead, codes were used to identify the different responses. Secondly, interviews were conducted in a more neutral location chosen by the research participants to allow their free expression, and confidentiality was assured to the participants. Additionally, the researcher gave participants the choice to respond to questions they felt comfortable with and leave those they were uncomfortable answering. Participants were also assured that there were no wrong answers to the questions and that their responses were correct.

2. The study assumed that the selected sample would be representative enough to draw justifiable conclusions. The calculation of study samples was based on the anticipated population. An online sample calculator was used to determine the sample estimates for the survey. The sample for the face-to-face interviews was based on the principle of saturation.

Study Limitations

This study was conducted shortly after the country had been under a two-year lockdown as a result of the COVID-19 pandemic. The prevalence at the time made it impossible to collect data on time, as had been earlier planned. Data collection processes were postponed until it was relatively safe to do so. Besides, there were limited interactions, especially during face-to-face interviews. Some interviews were hurriedly conducted to fit time constraints. Nonetheless, the researcher was able to capture as much information as possible, which enabled her to answer the research questions.

Secondly, the two schools from which the research was conducted were conveniently selected based on proximity and accessibility to the researcher. At the time of the study, travel restrictions made it extremely costly to collect data at other schools. Many administrative requirements made it extremely cumbersome to access schools for data collection. However, the two schools provided appropriate samples from whom data was collected and adequately addressed the research objectives and responded to the research questions. This study only focuses on two schools in the eastern region of Uganda. Although other schools in the country face similar education issues, they differ in how they prioritize the welfare of teachers and the well-being of students. The main

focus of this study is to assess the extent to which teachers experience burnout and how it affects the overall well-being of students.

Study Delimitations

The researcher had anticipated using the Maslach Burnout Inventory by Maslach et al. (1996). However, the tool was not in the public domain. Additionally, the researcher wanted to focus her investigation on one dimension of burnout, which was emotional exhaustion, paying particular attention to the attribution aspect of burnout. With this in mind, the CBI was opted for as opposed to the MBI-ES. The CBI was in the public domain as opposed to the MBI (Milfont et al., 2008). The CBI met the specific interests of the researcher in the attribution of exhaustion to a sub-domain (Kristensen et al., 2005) as opposed to the three dimensions of burnout as theorized by Maslach et al. (2001).

Secondly, the researcher chose to collect data from a few classes that were deemed adequate to respond to the survey. Therefore, classes 2, 3, and 5 were selected for data collection as opposed to classes 1, 4, and 6, which were presumed to be busy because they were candidate classes (4 and 6), or the students were thought to be new to the school and had not had a better grasp of the situation at school. Nonetheless, the chosen classes ably answered the questions, as earlier anticipated.

Nature and Significance of the Study

Nature of The Study

The present study employed a mixed-methods approach to investigate the complex issues surrounding burnout and student well-being. The study utilized both

quantitative survey tools and qualitative, semi-structured interview guides to gather data. By using this mixed-methods approach, the researcher was able to triangulate the findings and develop a comprehensive understanding of the phenomena. This approach provided a diverse range of perspectives on the topic, from both quantitative and qualitative lenses (Green, 2008). This approach was necessary to address the research questions that were characterised by what, how, and why features, which required a mixed-methods design to adequately address them. The methodology aimed to address descriptive and relationship questions from the quantitative point of view, while also providing valuable lived experiences and insights into the phenomenon of burnout and student well-being (Frel & Onwuegbuzie, 2013) from the qualitative phenomenological point of view. Given the nature of the study, quantitative and qualitative methods were used for the analysis of the data. The following tools were used in this study:

i.   *The Copenhagen Burnout Inventory*

This study used the Copenhagen Burnout Inventory (Kristensen et al., 2005), a one-dimensional phenomenon aimed at measuring the core features of burnout, which are emotional exhaustion, both general and specific terms. These are personal burnout and work-related and client-related burnout respectively (Borritz et al., 2006b). The CBI was completed by teachers. While they agree with other research on exhaustion as a key dimension of burnout, Kristensen et al., (2005) focus on the attribution perspective. What exhaustion is attributed to. Therefore, the first sub-dimension to which emotional exhaustion and fatigue are attributed to is personal burnout. They view it as a state of prolonged physical and psychological exhaustion attributed to one's life, irrespective of

what they do. Emotion exhaustion that is attributed to the work an individual does is referred to as work-related burnout. Work-related burnout is as a state of prolonged physical and psychological exhaustion attributed to one's work, and client-related burnout as a state of prolonged physical and psychological exhaustion that is perceived as a result of one's work with clients (Kristensen et al., 2005). The CBI was used to assess how teachers rated the extent to which they experienced emotional exhaustion and fatigue, based on the 5-point Likert scale, with the scores ranging from "Always (100)," "Often (75)," "Sometimes (50)," "Seldom (25)," and "Never (0)" from the 3 sub-dimensions of burnout (Kristensen et al., 2005). The CBI is a 19-item tool that is sub-divided into the 3 aforementioned sub-dimensions: "personal burnout (6)," "work-related (7)," and "client-related burnout (6)." These were used to highlight the degree of burnout among teachers

ii.   *Teacher-student relationship questionnaire (S-TSRI) Rating Scale: A Student Survey* (Ang et al., 2020)

The second measurement tool used in this study is the S-TSRI-student version (Ang et al., 2020). The survey was completed by students. Students rated the quality of their relationships with a teacher in the subject of their choice. A 5-point Likert scale of "strongly agree (5)," "agree (4)," "neither agree nor disagree (3)," "disagree (2)," and "strongly disagree (1)" was espoused for this study. The tool had 14 items with 3 subscales, including "Instrumental Help: Items 2, 6, 9, 10, 12 (5 items), "Satisfaction: Items 1, 3, 5, 13, 14 (5 items)," and "Conflict: Items 4, 7, 8, 11 (4 items)." The scores were obtained by summing up the items related to that particular subscale, and a mean score was obtained. Students were asked to rate their relationship with their teachers based on

the specified items. This helped the researcher map out students' interpretations of their teacher's interpersonal behaviours.

iii.   *Semi-structured interviews*

The third category of tools used to capture data in this study was semi-structured interview guides. This study conducted two categories of interviews using semi-structured interview guides. The guides were used to conduct interviews with teachers and students. One interview targeted students to get their views on how they thought teacher exhaustion affected their well-being. Discussions were also intended to highlight students' understanding of how teachers interacted with them when experiencing burnout. The second set of interviews targeted teachers. They were expected to respond to the question of how their burnout experiences affected students' well-being, how they understood and coped with burnout experiences, and how they interacted with students. The purpose was to gather data on the lived experiences of teachers and students regarding burnout and students' well-being, respectively.

Reflecting on the purpose and the research questions this study seeks to answer, such as investigating the extent to which secondary school teachers experienced the three sub-dimensions of burnout, how teachers understood and coped with burnout, how teachers interacted with students when experiencing burnout, and investigating the impact teacher burnout has on students' well-being, the need to understand the relationship between teacher burnout and the demographic characteristics of teachers, and the need to establish the relationship between teacher-students relationships and the demographic characteristics of students, this study opted for a descriptive mixed method

design. This study design involved the collection of both quantitative and qualitative data. The choice of design was made following the opinion held by Patton (2023), who contends that any selection of a given design should reflect the nature of the answers the researcher seeks to find. From the literature review, majority of research (Shahen & Mahmood 2020; Shen et al., 2015; Ramberg et at 2020) on teacher burnout have used quantititave research design. The need to understand burnout from the lived experiences of teachers who have experienced burnout and how it affects the way they relate with their students cannot be underestimated. To this end, therefore, the current study opted for a mixed method design aimed at getting different perspectives using the different lenses. Quantitative data were collected alongside qualitative data. Quantitative data were analysed using descriptive and inferential statistical analysis, where percentages and frequencies were obtained, as well as hypothesis were tested and inferences made. In-depth, one-on-one interviews with teachers (Creswell & Clark, 2017) and students were conducted shortly after the surveys were completed. This was aimed at capturing individuals' lived experiences and their perceptions of the subject under investigation. Qualitative data were transcribed, cleaned, and categorised into codes, patterns obtained, themes created and analysed using thematic analysis.

Significance of The Study

The subject of teacher burnout and its impact on students' well-being is considered to be of interest not only to policymakers but also to practitioners and other key stakeholders in the field of education because teacher burnout is caused by systemic factors that would be of interest to them, require their attention, and need to be addressed.

Some of the factors revealed by literature include inadequate resources (Aldrup et al., 2018); high expectations from administrators (Helou et al., 2016), poor motivation of teachers; large class sizes (Sandilos et al., 2018); inefficient management (Helou et al., 2016); poor teacher-student relationships (Aldrup et al., 2018; De Ruiter et al., 2020); lack of social support; and poor payment (Popa et al., 2015); among others. These could be of interest to policy makers as well as practitioners alike.

Besides contributing to an already existing body of knowledge in the fields of teacher burnout (Aelterman et al., 2007; Engels, 2004; Ismail & Abdullah, 2018; Kindekens et al., 2014; Van Petegem et al., 2007b), the current study findings may be used to inform the Ministry of Education and Sports (MoE&S) and school leadership of the prevalence of teacher burnout among secondary school teachers. The findings will also highlight the impact teacher burnout has on the well-being of students. To understand what impact teacher burnout has on students' well-being, the study first investigated the extent to which teachers experience burnout. This revealed burnout prevalence among teachers in secondary schools but also highlighted the most affected sub-dimension for redress. Once the prevalence was established, it brought to light the need to address it. The findings will inform schools and their leadership of the problem of teacher burnout, and this should form the basis on which they can proactively launch precautionary measures to prevent or deal with the foreseeable danger of burnout.

Teacher burnout has been proven by previous studies to harm students' performance and their level of engagement in other contexts (Aelterman et al., 2007; Engels, 2004; Ismail & Abdullah, 2018; Kindekens et al., 2014; Van Petegem et al.,

2007b). The current study investigated how burnout affects the basic psychological needs of students that encompass their well-being, particularly in the Ugandan context. For instance, teacher burnout is known to hinder teachers from actively engaging students in learning, provide lower-quality instruction (Klusmann et al., 2008), disrupt conducive teacher-student relationships, and hamper learning outcomes, among other factors. The findings in the current study will inform all education stakeholders in Uganda of the impact of teacher burnout on the basic psychological needs of students in secondary schools. The findings add alternative voice to the growing literature on teacher burnout and student well-being presenting data from a context that has been minimally explored before. Failure to address burnout among teachers not only affects the well-being of the teachers themselves but also leaves the learners frustrated and discontented because their psychological basic needs are not met. If students are going to be in an active learning environment that is conducive, they need teachers who have optimal access to their knowledge base (Roffey, 2012) and are also open to learning themselves.

Additionally, the study proposed practical measures that could be adopted by school leadership to sustainably manage teacher burnout and its impact on students. These can significantly reduce learning loss among students, meet their psychological needs for self-autonomy, build positive teacher-student relationships, improve student competence, and build active engagement in learning. For instance, refresher training from time to time has been proposed. Research has shown that (Kyriacou, 2001), professional development activities such as mentorship and networking do provoke a sense of accomplishment and a more fully established professional identity for teachers. This could improve a sense of self-efficacy and reduce burnout among teachers.

The study findings will also inform teachers and school administrators of the need for in-service workshops that would be used to develop a synthesis of direct action and reassuring techniques to overcome burnout (Kyriacou, 2001) and establish consensus on fundamental values and standards (Küçükoğlu, 2014). The findings will increase teachers' awareness of the processes of burning out and then give them opportunities for reflection on personal variables on coping resources and discuss together alternative coping strategies (Kokkinos, 2007). This should be able to help them change their dysfunctional coping strategies, as revealed by this study.

The current study examines the teacher-student relationship. Positive teacher-student relationships have been proven to improve students' well-being (Martin & Dowson, 2009; Murray-Harvey, 2010; Noble, 2008). The findings will inform stakeholders of the importance of a positive teacher-student relationship for students' well-being and the achievement of their learning goals. This will trigger the need to ensure the promotion of positive teacher-student relationships in schools. The findings might encourage collaboration between school leaders and counsellors to address burnout through continuous professional development training.

Last but not least, the current study findings will expand the researchers' knowledge base by introducing new ideas, opinions, and viewpoints regarding the subjects of teacher burnout and students' needs for satisfaction. The researcher will be able to confidently discern what is accurate regarding the subject of teacher burnout and students' needs satisfaction and what is not. By understanding what others have done,

the researcher will be able to use that information to make a plan of action from an informed point of view.

Research Questions and Hypotheses

In addressing the research problem, Creswell and Creswell (2017) suggests that an all-inclusive approach in needed. As such, to achieve the above research objectives, the present study addressed the following research questions and the corresponding hypotheses:

Research Questions

RQ_1: What is the relationship between teacher burnout and their demographic characteristics?

RQ_2: To what extent do secondary school teachers experience the three sub-dimensions of burnout? How do they understand, interact with students and cope with burnout experiences?

RQ_3: What impact does teacher burnout have on students' well-being (their needs for relatedness, autonomy, and competence)?

RQ_4: How do students relate with their teachers, and what is the relationship between this relationship and the demographic characteristics of students?

Research Hypotheses

The following were the two researcher hypotheses (H_0/H_1/H_2) for this study:

1. H_0: There is no significant relationship between student-teacher relationships and their demographic characteristics of students.

   H_1: There is a significant relationship between student-teacher relationships and the demographic characteristics of students.

2. H_0: Teachers teaching in government-aided secondary schools in Uganda do not experience the three sub-dimensions of teacher burnout.

   H_1: Teachers teaching in government aided secondary schools in Uganda experience the three sub-dimensions of teacher burnout.

3. H_0: There is no significant relationship between teacher burnout and their demographic characteristics.

   H_1: There is a significant relationship between teacher burnout and demographic characteristics.

Considering RQ 1, theresearcher sought to examine the kind of relationship that exists between teachers and students. The researcher further assumed that teacher-student relationship is not related with their demographic characteristics. The study then used the S-TSRI (Ang et al., 2020) to examine the nature of relationships between teachers and students from the students' perspectives. The variables investigated included age, gender, class of study, and school of study. That is, for example, being older or younger is correlated with the kind of relationship a student has with the teacher.

Independent sample t-tests and a one-way factorial ANOVA were run to determine the level of relationship.

Concerning RQ2, the study hypothesised that teachers who taught in government secondary schools would experience the three sub-dimensions of physical and emotional exhaustion following the introduction of universal secondary education, which saw huge numbers of students enrol in school. The rise in enrolment did not match the resources needed to meet the needs of students and teachers (Huylebroeck & Titeca, 2015). The rise in enrolment brought about an increase in workload for the teachers. Most government schools are characterised by congested classrooms with limited resources. This was thought to increase teachers' exhaustion and eventual burnout. Besides their work with students, it was also assumed that teachers faced exhaustion as a result of factors other than those that were school-related, such as those that they dealt with in their personal lives. However, this would vary based on the circumstances teachers were faced with at the time of the study. The researcher hoped that time variations would greatly influence the cause of their burnout. For instance, if teachers have just returned from their holidays, they would have no to low incidents of wor-related or strudent-related burnout since they are thought to have rested. However, if it is the middle of the term where teachers are thought to have been teaching and had interface with students, then their work-related and student-related burnout levels would be much higher. The researcher used the CBI (Kristensen et al., 2005) to examine the level of burnout among teachers.

The researcher also assumed that teachers must have some ways in which they cope with burnout experiences. Previous research in this area shows teachers who experienced burnout had a lot of irritability, high job turnover, and absenteeism (Herman et al., 2018). But the question was, "How do they cope with burnout/exhaustion experiences?" The researcher sought to establish what strategies teachers use to cope with burnout experiences. Previous studies in the area of teacher interactions with students when experiencing burnout show that teachers acted authoritatively and were less supportive of the students. (Braun et al., 2019). So the researcher wanted to examine how teachers interacted with students when experiencing burnout and how the interactions affected students' psychological needs for autonomy, competence and relatedness.

In respect to RQ 3, the researcher assumed that exhausted teachers not only have little support for their students but also that the behaviour portrayed during the period of exhaustion affects students' level of autonomous motivation, their innate desire to feel competent and self-efficacy, their relationships with their teachers as well as their peers, and indeed the way they engage with issues concerning their studies. For that matter, therefore, it was assumed that students reacted to challenge the way they were treated by being hostile and defensive because their needs were not being met, which impacted their well-being. To delve into these experiences, face-to-face interviews with teachers were conducted to understand their lived experiences as teachers and students. RQ 4 focuses on the relationship between teacher demographic characteristics and burnout. The key demographic characteristics that this research focuses on are age, gender, years of work, education level, and the subjects taught. The researcher assumed that these

have no relationships with the burnout experiences of teachers. In that regard, the researcher hypothesised (H0) that teacher demographic characteristics did not correlate with their burnout levels. That is, for instance, being male or female does not connect with the level of burnout experienced by the teachers based on the three sub-dimensions of burnout according to Kristensen et al. (2005). So the researcher explored whether age, gender, subject taught, and years of experience had any relationship with burnout among teachers. For that reason, the study sought to understand this relationship. To examine the level of relationship, an independent sample t-test and a one-way ANOVA were used.

CHAPTER 2: LITERATURE REVIEW

Introduction

This study aimed at examining how teacher burnout, characterised by exhaustion and fatigue, influenced secondary school students' well-being. This chapter reviews literature related to the field of teacher burnout and student well-being concepts, which are this study's key variable. The chapter will provide the reader with information on the background of the burnout concept in general, teacher burnout in particular, and the implications of burnout on teachers and their work. A sample of studies on teacher burnout will be reviewed to highlight what teacher burnout is as well as how it was measured in those studies. The chapter will also highlight the meaning of the term "well-being" in general and students' well-being in particular. It will also focus on the key facets of wellbeing, that is the key psychological needs of human beings that guarantee wellbeing according to Martela & Sheldon (2019). The chapter will also show the interconnections between teacher burnout and students' well-being. It will further describe how these constructs interact with one another and how they are measured. The chapter will also explain the conceptual framework that underpins this study.

Well-being is believed to be a key variable in helping students thrive in difficult moments (Noble, 2008). In this study, literature on students' well-being shall be looked at from the perspective of their social, positive emotions, engagement, relationships, meaning, and accomplishment (Dodge et al., 2012). The current study will review literature related to teacher burnout as an external independent variable and its connection to students' psychological needs for self-autonomy, competence, and relatedness with teachers and peers as dependent variables. Such impacts as failure to

build relationships with colleagues and teachers and reduced self-autonomy and competence are included as the most obvious impacts of teacher burnout on students' well-being.

Literature on teacher burnout, on the other hand, is built from the perspectives of Maslach et al. (1997) definition of burnout. Burnout is defined as "*a psychological syndrome characterised by three symptoms: emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs among individuals who work with people in some capacity"* (p. 192), but also from other theoretical underpinning by other researchers on the phenomenon. The key dimensions and the focus of this investigation shall be on all three. That is "*emotional exhaustion*" because of depleted emotional resources among teachers; "depersonalization," which is "*negative, cynical attitudes and feelings directed at another person*" (p. 192); and "*reduced personal accomplishments,*" leading to negative self-evaluation by the teachers. The other facet that this review will focus on concerning teacher burnout is based on the understanding of burnout as exhaustion and fatigue, which is a one-dimensional facet comprised of three sub-dimensional perspectives - personal, work-related, and client-related (Kristensen et al., 2005), which are the key concepts for this study.

The review of related literature in this section has been derived from several sources relevant to this study. Recent peer-reviewed journals and scholarly research sources, as current as five years below, have been used in the review process as much as possible. However, in certain cases, other classical references much older than five years from the year of publication have also been used, especially where the researcher

felt the need to highlight the conceptual foundation underpinning certain concepts relevant to this study. The ProQuest search engine through the Unicaf University database has been used to access peer-reviewed journals used in this study. Other search engines that have been used to access relevant literature for this study include ResearchGate, Scribrr, Google Scholar, Science Direct, SAGE Journals, Elsevier, and Semantic Scholar, among others. The key search terms used are: teacher burnout, depersonalization, dehumanisation, well-being, emotional exhaustion, student well-being, personal accomplishment, self-determination theory, desire-fulfilment theory, Maslach Burnout Inventory, and psychological needs satisfaction, to mention a few.

In this study, the literature review has been edged around the selective review process. This review aims to highlight the necessity of the study and justify the results and conclusions that will be drawn from it. The review makes unequivocal the reason for the analysis and all activities involved in the research process. It will help the researcher to do a comprehensive review to highlight what about the current study has already been done by other researchers, the inferences made, and the implications of those inferences to avoid replication (Onwuegbuzie et al., 2010). Key to the review is to also highlight the gaps within existing research that the current study will address or the body of knowledge this study will contribute to. The review shall delimit itself to the dimensions of concerning teacher burnout and its influence on students' well-being in secondary schools. Theories underpinning this study, particularly in the area of teacher burnout and students' well-being, will be highlighted.

Framework of Analysis and Interpretation of Literature.

The section on literature analysis shall use both within-study and between-study analyses (Onwuegbuzie et al., 2010). The within-study review focuses on the analysis of the major components of a single research project. Such features may include but are not limited to the literature review section, methodology, conceptual framework, and findings. The other framework that is used in the analysis is the between-study analysis framework, which compares and contrasts two or more study sources, optimally looking at the research process across the different studies (Onwuegbuzie & Collins, 2017). To situate this study, an analysis of the conceptual framework underpinning it has been made in the paragraphs below.

Theoretical/ Conceptual Frameworks

Teacher burnout and the well-being of students have been central concepts studied comprehensively in literature. However, few studies approach them simultaneously. This study builds on the existing literature that relates to studies on this teacher burnout and students' wellbeing. Three theories underpin this study. One theory is related to burnout (emotional exhaustion and fatigue), an independent variable, and the other two are related to well-being, which is a dependent variable. Each of these theories has been elaborated on in the paragraphs below:

Burnout Theoretical/Conceptual Framework

The theoretical framework that guided this study is the Prosocial Classroom Model (Jennings & Greenberg, 2009). It is one of the models that focuses on understanding how

the affective characteristics of the teacher can influence the success of classroom instruction. The model suggests that burnout will affect the experiences and outcomes of students (Chang, 2009; Jennings & Greenberg, 2009). The underlying assumption of this theory is that teachers' well-being and their emotional functioning have an influence on their effectiveness in leading classroom instruction and managing students' behaviours, ultimately affecting students' outcomes (Jennings & Greenberg, 2009). Particularly when teachers are burned out, they are likely to struggle with their well-being, and in a way, they are more likely to have antagonistic relations with their students, become irritable when their instructions and guidance are not followed, and even have undesirable opinions of their students (Grayson & Alvarez, 2008; Mason et al., 2017). Such an environment will likely have an adversarial impact on the well-being of students.

Other theoretical explanations lie within the burnout dimension. The foundation of these explanations is rooted in the definition by Schaufeli and Greenglass (2001), who defined the term burnout as "*a state of physical, emotional, and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding*" (Schaufeli & Greenglass, 2001, p. 501), and another similar one (Pines & Aronson, 1988), whose key aspects in their definition highlight "*a state of physical and emotional exhaustion caused by long-term involvement in situations that are emotionally demanding*" (p. 9). In this regard, Kristensen et al. (2005) propose that emotional, mental, and physical exhaustion and fatigue (features of burnout) are attributed to specific spheres or domains in the life of an individual, and these spheres include personal, work-related, and client-related. They posit that individuals can experience burnout regardless of their occupation. To them, in general terms, individuals experience emotional

exhaustion and fatigue (personal burnout) attributed to other factors such as personality aspects of the individual, family demands, lifestyle factors, health, poor social relationships, and other negative personal experiences other than those related to the work they do and their work with their clients. Besides that, the other specific domains or spheres are work-related and client-related. This involved attributing exhaustion to the kind of work that they do and to the clients that they work for. Concerning work-related burnout, Schaufeli and Greenglass assert that emotional exhaustion and fatigue can also be attributed to their work, where factors such as role ambiguity, work overload, and workplace conflict are responsible for the exhaustion. Client-related burnout, on the other hand, is attributed to working with clients, causing client-related burnout. They posit that working with clients could lead to emotional exhaustion as a result of their characteristics. This implies, for instance, that in a school system, teachers could experience emotional exhaustion as a result of their work with students because of the behavioural characteristics they may present. This study wished to explore what impact this form of burnout has on the well-being of students.

Other theoretical thoughts that influenced this study include those given by previous studies. For instance, Maslach and Leiter (1999), on the other hand, propose that teacher emotional exhaustion will lead to poor involvement and lack of meticulousness in lesson preparation and execution; it may promote unfavourable social behaviours towards students; it makes them unable to provide relevant encouragement to students' success; it creates distance between teachers with their students; and it makes teachers absent themselves from class. As a result, students may respond with a feeling of incompetence and be less likely to internalize their intrinsic motivation to learn. They may also present

with troublesome behaviours in class (Aloe et al., 2014). Kristensen et al. (2005) state that teachers often experience emotional exhaustion and fatigue. However, this may be due to various factors in the sub-dimensions of their lives. They suggest that emotional exhaustion may be caused by personal factors (personal burnout), the work they do (work-related burnout), or their work with clients (client-related burnout). Figure 1 below highlights the burnout conceptual framework.

Burnout Conceptual Framework
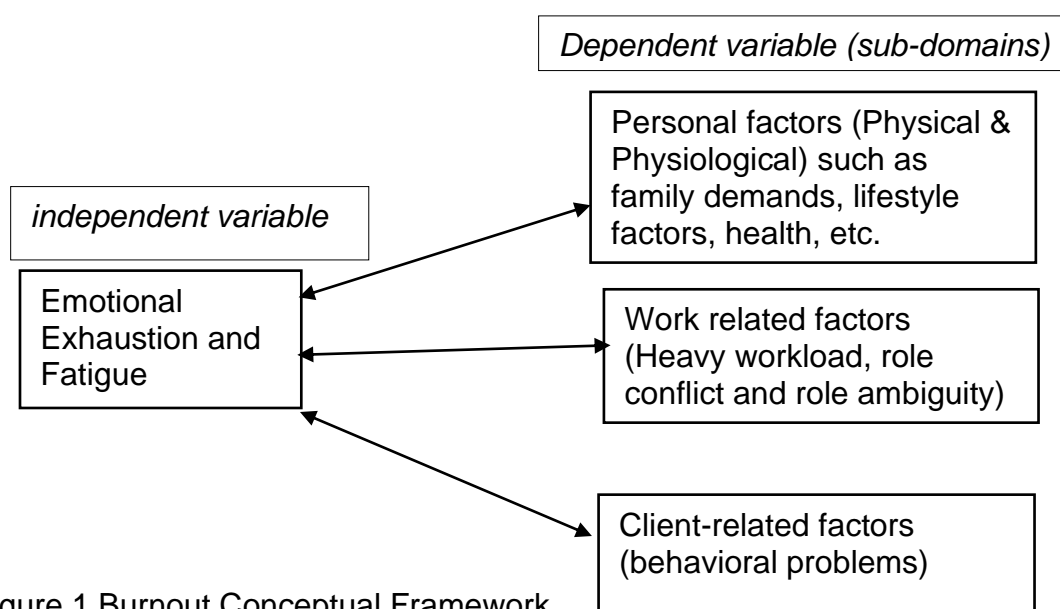
Figure 1 Burnout Conceptual Framework.

Figure 1 above illustrates the burnout conceptual framework used in this study based on the views of Kristensen et al. (2005). The study assumes that the emotional exhaustion and fatigue (independent variable) experienced by teachers may be attributed to any of the three sub-domains of life (personal, work-related, or student-related) highlighted by Kristensen et al. (2005).

Well-being Theoretical/Conceptual Framework

The two distinct but overlapping traditional philosophies of well-being that underpin this study from a well-being point of view are hedonistic (Alexandrova, 2005) and eudemonic (Saunders, 2018). The former reflects a subjective view that well-being consists of pleasure and happiness, or what makes life pleasant or unpleasant, and the latter assumes that well-being goes beyond mere pleasure and includes the actualization of human capacities and abilities (Ryan & Deci, 2001). According to Saunders (2018), "well-being" involves the fulfilment of one's true nature, not just the achievement of happiness. Whereas hedonism appears to limit their view of well-being to the mere attainment of happiness and achievement of one's desires, the eudemonic argues that well-being is not just the achievement of happiness and one's desires per se but also includes contentment that is found in the manifestation of value for doing what is worth doing (Deci & Ryan, 2008). Well-being has two important distinct concepts: happiness and meaningfulness (Ruggeri et al., 2020). The paragraphs below highlight the two philosophies in a more detailed way. Next, an explicit highlight of two theories that are informed by hedonistic and eudemonic philosophies and how they relate to and inform this study has been given.

Hedonists' Philosophy of Well-being

The hedonists view well-being as consisting of subjective pleasure and the experience of contentment (Ryan & Deci, 2001). Additionally, work fulfilment (Feldt et al., 2000) is believed to produce subjective well-being. As a sign of well-being, students need to express happiness, pleasure, and general satisfaction with what they are doing

(Ruggeri et al., 2020), as well as satisfaction in their relationships with others (Diener, 2012; Ryff & Singer, 2008). This study is rooted in hedonic psychologists' predominant view of well-being, which consists of subjective pleasure and the experience of contentment versus discontentment. It is assumed that secondary school teachers offer the needed support to students to obtain happiness and pleasure as a result of achieving their needs for competence, self-efficacy, self-autonomy, and relatedness, as well as appropriate satisfaction in what they are doing. A conducive environment that is supportive within the school and between teachers and students should yield the presence of a positive disposition, that is, positive affect. The absence of a conducive environment produces undesirable dispositions (Diener et al., 2015). Students should be able to feel that they are attaining and are in control of the outcomes of their values (Diener et al., 2018), which is an important facet of well-being. Some of the early philosophers, such as Aristippus, Hobbes, and De Sade (Ryan & Deci, 2001), posit that the ultimate goal in one's life is to be happy. Hedonists believe in systematic scrutiny of how people appraise their lives. The evaluation looks at the expressive reactions to occasions, their judgement about life, and fulfilment (Diener et al., 2018). This study is interested in examining how students think and feel about their own lives as a way of revealing their state of welfare. Teachers play a significant role in ensuring that students positively view themselves. This study will use an expanded view of hedonism by looking beyond individual bodily pleasure but also include students' interests (Ruggeri et al., 2020; Ryan & Deci, 2001) to ascertain their state of welfare.

Eudemonic Philosophy of Well-being

Based on the eudemonic perspective, this study will explore well-being beyond the simple attainment of happiness and pleasure among students to include their thoughts about the relationships they have with their teachers and peers, including the needs for autonomy, competence, and relatedness. As mentioned in the previous paragraph, Aristotle (Ryan & Deci, 2001) posits that well-being is not just an achievement of happiness per se but also an expression of virtue or quality. When individuals do what is right, they achieve true happiness, which is therefore an expression of psychological well-being. For students to do what is right, teachers must offer effective support, and the students must feel supported to achieve life satisfaction. That way, well-being is ascertained. Ryan and Deci (2001), expounded on the views held by Aristotle, arguing that;

> Well-being requires distinguishing between those needs (desires) that are only subjectively felt and whose satisfaction leads to momentary pleasure and those needs that are rooted in human nature and whose realisation is conducive to human growth and produces eudemonia, i.e., "well-being." In other words, the distinction between purely subjectively felt needs and objectively valid needs— part of the former being harmful to human growth and the latter being the requirements of human nature (p. 145).

In contrast to the hedonists' viewpoint, eudemonic theorists argue that not all outcomes that are preferred by an individual bring about well-being, even if they may seem satisfying to that individual (Ryan & Deci, 2001). They infer that subjective happiness cannot be equated to well-being, but well-being involves happiness and the full functionality of the individual. Achieving happiness and functionality among students may be dependent upon several factors, but quality interaction between teachers and

students is key to obtaining happiness and eventual well-being. As mentioned by Ruggeri et al. 2020), the elements of happiness and meaning create wellness. Supportive relationships from teachers should enable students to achieve their natural desires for self-autonomy, obtain a feeling of control and self-efficacy, and create positive relationships with their teachers and peers, less of which portray frustration and a lack of well-being. The current study shall be further situated by two "sub" theories that draw on the perspectives of both the hedonistic and eudemonic theorists. The two theories are the desire-fulfilment theory and the self-determination theory. These two theories are interlinked, for they both highlight the key basic psychological needs of students, which, when satisfied, guarantee well-being. A brief look at each of these theories and how they underpin this study is presented in the paragraphs below.

Desire fulfilment in welfare theory (Heathwood, 2014)

The desire fulfilment theory draws from the principles of both the hedonistic and the eudemonic perspectives. Heathwood (2014) posits that

> What is good in itself for people and other subjects of welfare is our getting what we want, or the fulfilment of our desires, and what makes this worse is our wanting something to be the case when it is not or does not become the case (p. 199).

Desire-fulfilment thinkers believe that the stronger the need, the greater the satisfaction once it's fulfilled (Heathwood, 2014). The Desire-fulfilment Theory (DFT) situates this thesis by examining students' desires versus the fulfilment of those desires. Based on the DF theorists view, all students have an inherent desire or a proactive tendency to learn or explore their environment. Therefore, given this theory, they desire to achieve the basic

psychological needs for self-autonomy, feel competence, and have good relationships with the important others as well as feel engaged. When there are not fulfilled, they get frustrated. To fulfil the desires of self-autonomy, competence, relatedness, and engaged students need a strong support system from their teachers, and environment that is conducive to enhance achievement of these needs. However, an emotionally drained teacher may not have the prerequisites to help students fulfil their desires since such a teacher is believed to withdraw from engagement (Chang, 2009), develop self-efficacy challenges (Maslach et al., 2001), and develop depersonalization characters (Dooley et al., 2020). However, if teachers are supportive, then students can fulfil their desires. In a related view, Campbell (2016) argues that what is good is the satisfaction of our authentic or idealised needs of becoming self-sufficient and relating well with teachers and peers. From a hedonistic perspective, desire fulfilment theorists believe a good life is what everyone desires. Likewise, students desire to feel competent at what they are doing, become autonomous or be the origin of their behaviours, and have good relationships with one another but also with their teachers. This gives them satisfaction, which is an ingredient for well-being. As already noted, teachers have a greater responsibility to help students achieve their goals. This study will reveal whether this support is easily accessible to obtain wellness, more so when teachers are experiencing emotional exhaustion. Ng, (2022), in support of the desire fulfilment of welfare, argues that individuals care about their own feelings of happiness, but also need to care about the feelings of others. Heathwood (2014) further affirms that one's attitude is key to attaining a desired life, as opposed to the nature of those things that are largely thought to provide a good life. Additionally, Heathwood postulates that a person will always do what they

have an interest in, and the satisfaction of the interest gives them eudemonia. The question is whether students have this kind of attitude and the self-autonomy required to control their own choices (Orkibi & Ronen, 2017; Van Den Broeck et al., 2008a; Van Den Broeck et al., 2010b). Given Heathwood's theory, this thesis will explore students' attitudes towards socially acceptable values while at school and whether they have the support they need from teachers to build this attitude. The views put forward by Ng (2022) and Heathwood (2014) suggest a linkage between desire, fulfilment of that desire, and achievement of welfare or happiness, not only subjectively but also objectively. Considering these views, secondary school students have a natural desire to learn, and once this is reinforced, they can achieve it and hence obtain happiness. According to Heathwood (2014), individuals have the autonomy to decide what is good and what is bad. The current study will allow students to express themselves about the support or lack thereof from teachers to build this self-autonomy. The study will also reveal if teachers are free to give this kind of support.

Self-Determination Theory (Deci & Ryan, 2000a; Gagné & Deci, 2005)

The second theory that shall guide this study is the "*Self-Determination Theory."* (SDT). This is an intrinsic drive in which self-autonomy is a significant basis for overall emotional well-being (Gagne, 2003; Gagné & Deci, 2005; Lock et al., 2018). The SDT theory assumes that all human beings have universal basic psychological needs and that these have to be satisfied for people to grow, flourish and be physical and psychologically well (Olafsen et al., 2021). The achievement of these needs enhances their well-being (Ryan & Deci, 2017; Yu et al., 2017). The basic needs in reference are the need for

competence, relatedness, and self-autonomy. Additionally, SDT further assumes that human beings are active and growth-oriented. Growth-oriented human nature, when appropriately functioning, leads to happiness. Therefore, people need to feel competent, related, and autonomous in order to function optimally in accordance with their internal growth tendencies (Deci & Ryan, 2000a; Ryan & Deci, 2017). Studies have shown that basic need dissatisfaction hampers psychological growth and well-being (Deci & Ryan, 2000a; Olafsen et al., 2021; Olafsen et al., 2017; Vansteenkiste & Ryan, 2013). That their dissatisfaction there is a psychological and physiological cost (Olafsen et al., 2021; Olafsen et al., 2017). There is a general belief that SDT exists on a continuum, with one end of the continuum containing low motivation and the other end containing high motivation. According to Gagne (2003),

> "People are more likely to be intrinsically motivated, that is, to do an activity simply for the enjoyment they derive from it, when they can freely choose to pursue the activity (autonomy), when they master the activity (competence), and when they feel connected and supported by important people, such as a manager, a parent, a teacher, or team-mates (relatedness)" (p. 202).

Studies further reveal that all human being have intrinsic stimuli and common basic psychological needs, and meeting of these needs allows them to obtain high need satisfaction (Deci & Ryan, 2000a; Ryan & Deci, 2017; Yu et al., 2017). Accordingly, all students have the universal basic psychological needs whose satisfaction leads to psychological well-being. Deci et al. (2017) posit that curiosity to learn is inherent in human nature, and therefore, un regulated external controls introduced in the students' lives could diminish this curiosity and damage a sense of warm relationships between teachers and students, affecting the natural desire necessary for high-quality learning (Niemiec & Ryan, 2009). Students have a natural love for learning, and therefore, this

natural love should be nurtured and harnessed by those in their lives, including teachers, to obtain well-being. According to SD theorists, satisfying basic psychological needs guarantees an independent form of motivation, ideal for learning and psychological well-being (Deci & Ryan, 2000a; Deci et al., 2017; Niemiec & Ryan, 2009; Rodgers et al., 2014). Ryan and Deci (2000b) embrace a eudemonia outlook, also referred to as self-realisation, as a key constituent of well-being. Although there are other categorizations of incentives, they argue that intrinsic stimulus is the most important form of motivation, which usually involves individuals participating in a learning activity for fun and out of personal volition. According to Deci and Ryan (2000a), the satisfaction of basic psychological needs is paramount for one to attain their potential and achieve well-being. To SD Theorists, students will always enjoy and sincerely participate in activities or tasks in school simply because they have an interest in the task at hand other than the results it may produce, as long as their basic psychological needs for autonomy, competence, and relatedness are met (Deci et al., 2017). Their motivation to participate is inherently inspired. According to this theory, human beings have some key fundamental inner needs that are foundational for self-motivation (Ryan & Deci, 2002), and these have to be met to obtain well-being. What is important is a conducive environment that can trigger the individual's inner desires to act. The fulfilment of the three basic psychosomatic needs of self-autonomy, competence, and relatedness and the desire to feel engaged are key to individual enthusiasm and participation. On the contrally, need frustration that may take the form of actively undermining these needs has negative consequences. For instance, when students are forced to undertake a certain task in a given way, their need for autonomy is frustrated. If they are told that they cannot do something, their need for

competence is frustrated and if they are denied to relate with others for one reason or another, the need for relatedness is frustrated and if they are not engaged, the desire to engage is frustrated. Operationally, the need for *self-autonomy* is concerned with the need to control choices and have psychological freedoms when engaging in a learning task (DeHaan et al., 2016; Orkibi & Ronen, 2017; Van Den Broeck et al., 2008a; Van Den Broeck et al., 2010b). Competency, on the other hand, involves the necessity to experience self-worth and mastery of content in various training opportunities available (González-Cutre et al., 2016); *relatedness* is the need to connect with important people in one's life, such as teachers and parents, and become a recognised member of a social cluster (Orkibi & Ronen, 2017; Van Den Broeck et al., 2010b). Research has revealed that, provided with a favourable structure, students have the potential to develop autonomous intrinsic motivation to engage in an activity (De Loof et al., 2021). Given this argument, students in schools have a natural and intrinsic desire to be autonomous and to become competent in what they are doing or studying. When put under pressure to conform, their ability to engage in academic or any other school tasks or activities is reduced, along with their desire to innovate (Gagne, 2003; Gino, 2016). They also desire to relate well with their peers and their teachers. Accordingly, achievement of these needs is critical to building their emotions, integration, productive social development, and individual well-being (Van Den Broeck et al., 2010b). The current study wishes to examine how the teaching environment in public aided secondary schools supports the achievement of these needs among students.

Teachers have the role and are at the centre stage in offering autonomy support or frustrate the achievement of these needs among students (Wentzel et al., 2010;

Wentzel et al., 2017). Accordingly, emotionally exhausted teachers are less likely to build a conducive environment for the achievement of these psychological needs. They are too exhausted to create a structure in which students' self-autonomy, self-competence, and relatedness are enhanced. On the contrary, exhausted teachers often demotivate students by being instructive (Reeve et al., 2004) and less motivating. The learning environment is key to building students' self-autonomy because it gives them control over their learning content, offers structure to build competence (Liu et al., 2014; Sierens et al., 2009), and provides opportunities for group exercise that build their social relatedness and engagement.

Ryan and Deci (2000b) provide insights into how humans are driven by the desire and motivation to pursue innovation, expand their skills, explore, and learn. This is particularly evident in students who possess an innate thirst for knowledge, which when fulfilled, provides them with the necessary motivation to take control of their learning, as observed by Sierens et al. (2009). However, it is worth noting that certain external factors may inhibit their ability to do so. This is where the role of teachers becomes critical in motivating students through their teaching styles, as highlighted by Reeve et al. (2004). By supporting students' basic needs and other needs such as engagement, teachers can improve their motivation and performance, as supported by Niemiec and Ryan (2009) and Stroet et al. (2013).

However, it is important to acknowledge that emotionally exhausted teachers may not have the energy required to motivate their students and provide a supportive learning environment, as described by Maslach (2003). Teachers experiencing job-hindrance stress associated with depersonalisation may not be able to promote student autonomy

and competence or maintain productive relationships with them, as noted by Dooley et al. (2020). This study aims to explore the potential negative impacts of teacher burnout on students' natural inclination to learn, develop human capacities, and explore. As pointed out by Chang (2009), depressed and exhausted teachers are less likely to help students reach their potential, as they tend to withdraw from productive engagement. Therefore, it is essential to address the issue of teacher burnout to ensure that students receive the necessary support to thrive in their academic pursuits.

The Prosocial Classroom Model (Jennings & Greenberg, 2009)

One of the main theories influencing this study is the prosocial classroom model (Jennings & Greenberg, 2009). According to this model, a teacher's social and emotional competencies have a significant impact on the classroom climate and ultimately on student outcomes. The model suggests that a teacher who understands their students' emotions can respond effectively to their needs and behaviors. The teacher's behaviors are also linked to ideal social and emotional classroom climates and preferred student outcomes. If a teacher lacks emotional competencies and resources to manage the classroom climate, it can lead to lower student performance, worsened classroom behaviour, and emotional exhaustion and burnout. This exhaustion may result in reactive and punitive responses, which do not teach self-regulation among students, leading to a self-sustaining cycle of classroom disruptions. This cycle can result in a hostile and bitter classroom climate, which can harm students' well-being. Figure 2 provides an overview of the conceptual framework underlying this study.
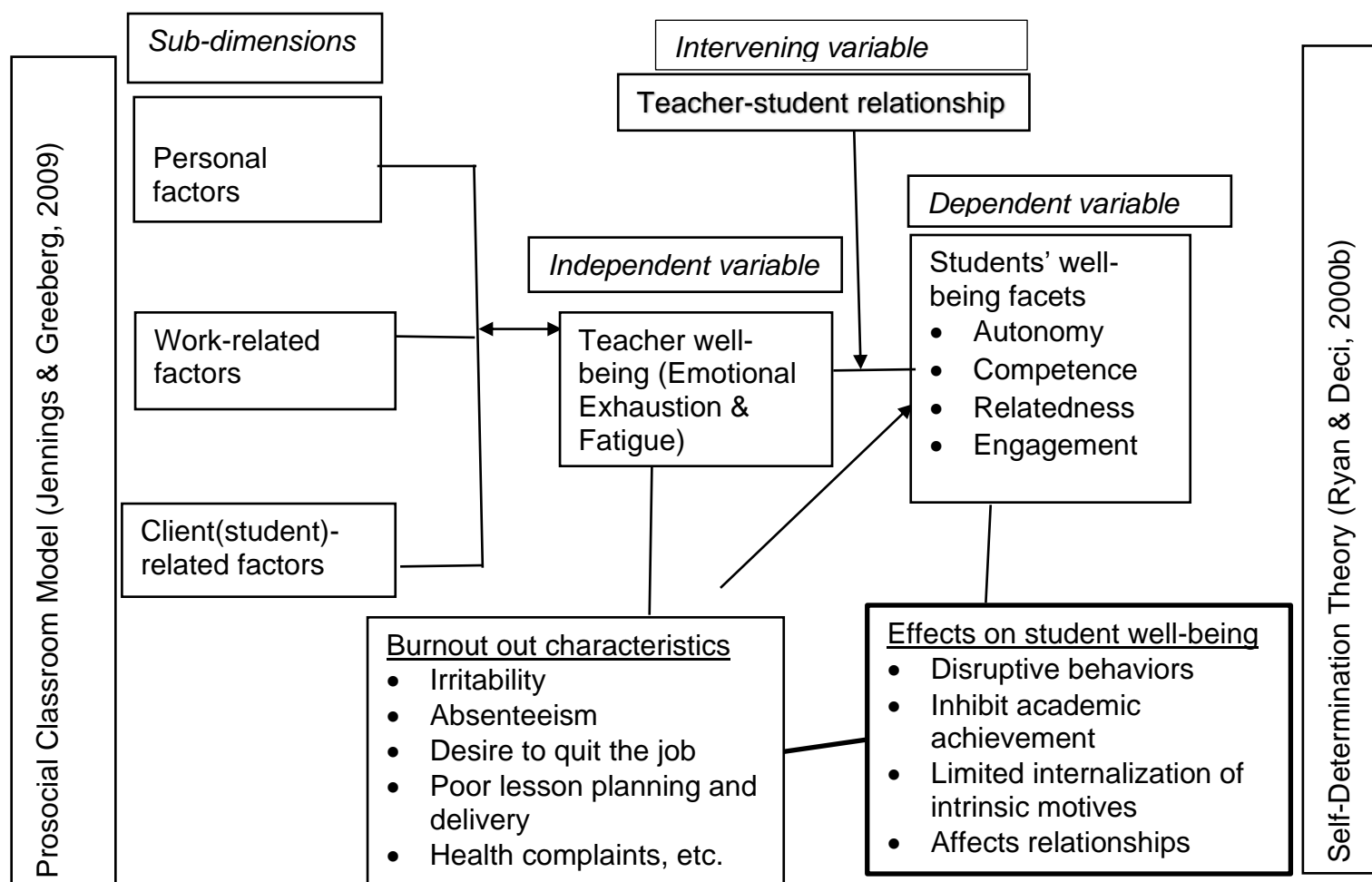
Figure 2. Burnout and Well-being Conceptual Framework

Figure 2 above illustrates the conceptual framework developed for this study, structured in three categories: emotional exhaustion and the sub-dimension of burnout attributes (independent variables), burnout characteristics, and the facets of well-being (dependent variables), teacher-student relationship (Intervening variable). First, it is assumed that teacher physical and emotional exhaustion is attributed to factors arising from any of the three sub-domains (personal, work-related, and student-related). Personal-related factors may include multiple roles, negative personal experiences, poor social relationships, lifestyle factors, family demands, and personality aspects, among others. Work-related factors may include role ambiguity, a heavy workload, conflict at

work, and limited administrative support, among other factors. Student-related factors, on the other hand, may include classroom behaviour issues, feeling unappreciated by students, large class sizes, and dealing with difficult parents and their children. These many factors have the potential to get the teachers chronically exhausted. As a result of chronic exhaustion, teachers get irritable, absent themselves from duty, and desire to quit their jobs, they may present health issues such as headaches and failure to sleep, and the quality of lesson preparation and delivery is affected. As a result, teachers are not able to meet students' basic psychological needs for relatedness, autonomy, and competence, which impacts their well-being. Teacher burnout has the potential to affect students' ability to build good relationships, not only with the teachers but also with their peers. Research has revealed that teacher burnout is undesirably linked with the intrinsic motivation of students (Shen et al., 2015). Relatedly, when teachers are exhausted, students do not achieve school satisfaction (Arens & Morin, 2016; Jennings & Greenberg, 2009).

Secondly, it is assumed that teacher exhaustion in all its dimension harms students' ability to develop competency and self-efficacy, relatedness, and self-autonomy. Students are not able to elicit support from both teachers and from one another. Studies have revealed that when teachers are burned out, they display stress symptoms, and as a result, students become indifferent and unenthusiastic towards learning (Klusmann et al., 2008; Pakarinen et al., 2010; Skaalvik & Skaalvik, 2007). This way, their self-autonomy, relatedness, and competency are affected. They are not able to pursue their goals and obtain happiness.

Thirdly, teacher burnout harms students' self-autonomy and integration within the school system, thereby affecting their general well-being. Research has revealed that, in an attempt to cope with emotional exhaustion, teachers tend to develop contemptuous coldness towards those around them and a distant attitude towards them (Brouwers et al., 2001). The distant attitude demonstrated by teachers may thwart their willpower to build warm relationships with their students, therefore, affecting the need for relatedness among students. The depersonalization displayed by teachers during burnout and reduced personal accomplishment do not offer a conducive environment for motivation among students (Reeve et al., 2004) or allow students to freely relate and integrate or even support the development of their self-autonomy, competence, and self-efficacy.

Field/ Industry Description

This study is an independent thesis leading to the award of the Doctor of Philosophy in Education from Unicaf University, Malawi. It is aimed at collecting, analysing, and presenting true and broad information on teacher burnout and its impact on students' welfare in secondary schools in Uganda. Given the importance of teachers' state-of-being variables, the study will examine the link between teachers' affective characteristics while experiencing exhaustion and how they relate to students as their clients. Attention will be paid to how the nature of interaction affects the students' basic psychological needs for autonomy, relatedness, competence, and self-efficacy.

Concept of Teacher Burnout

Teacher burnout has been recognised and documented as a universal challenge spanning various nations and professionals across the board. Besides other professions, the subject has been examined among the teaching populations in China (Dooley et al., 2020), Belgium (Van Droogenbroeck & Spruyt, 2015), and Pakistan (Shaheen & Mahmood, 2020). Germany (Arens & Morin, 2016; Klusmann et al., 2016), Poland (Mojsa-Kaja et al., 2015), Norway (Skaalvik & Skaalvik, 2010; Skaalvik & Skaalvik, 2017), among others.

International research on teacher burnout shows a complex interaction between personal and organizational factors. According to Van Droogenbroeck et al. (2021), there is little difference in burnout between schools, refuting the commonly accepted notion that the school environment has a major impact on teacher burnout. Nonetheless, organizational elements like job satisfaction and administrative support, as well as job demands and a lack of resources, all have a substantial impact on teacher burnout, as noted by Sabagh et al. (2018) and Polatcan et al. (2019). Redín and Erro-Garcés (2020) emphasizes the need for targeted interventions to improve the well-being of teachers in Europe by highlighting the prevalence of stress and burnout among them. All of these studies point to the importance of the school context in the larger picture of teacher well-being, even though it may not be the main cause of burnout. Although there is some research on teacher burnout in Uganda, studies conducted in other nations can offer important insights. The problem of teacher burnout remains partinent because there is a connection between teachers' intentions to quit and burnout (Madigan, 2021).

Nonetheless, programs for social and emotional learning, for example, have demonstrated the potential to lower the symptoms of burnout (Oliveira, 2021). According to these results, it's critical to address teacher burnout in Uganda, and putting in place focused interventions may lessen its effects.

Burnout has been defined as "a *psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job"* (Maslach & Leiter, 2016, p. 103). When one's work starts to become less satisfying, unpleasant, and unfulfilling, burnout is said to have set in. This is thought to have significant negative implications for both teachers and students alike (Klusmann et al., 2016; Robinson et al., 2019; Schonfeld & Bianchi, 2016). Maslach (2003) defines burnout as "*a prolonged response to chronic emotional and interpersonal stressors on the job and is defined by the three dimensions of exhaustion, cynicism, and a sense of inefficacy" (p. 189)*. Useche et al. (2017) define burnout as "*a psychological syndrome that arises in response to chronic exposure to work-related stress*" (p. 26). Pereira-Lima and Loureiro (2015), on the other hand, posit that burnout has four dimensions as opposed to the original three put forward by Maslach (2003). In addition to the aforementioned three, Pereira-Lima and Loureiro (2015) add dehumanisation as the fourth—any dehumanising at work. Further research (Cherniss, 2014; Leiter & Maslach, 2016; Light, 2015; Wu et al., 2019) continues to reveal that burnout goes beyond mere emotional exhaustion to a chronic feeling of tiredness and fatigue, including total opposition, coldness, or resentment, a hindrance to job stress, a crisis of meaning and values, and a major crisis of connection with one's work experiences. Whereas many definitions focus on emotional exhaustion as a result of one's work, they have ignored the exhaustion and fatigue that are attributed to personal

life, something that the proponents of the CBI (Kristensen et al., 2005) advocate for. The current study is interested in looking at the attribution of exhaustion to personal life besides work and clients. Emotional exhaustion in the current study is operationalised as the inability to accept and manage new emotions. Individuals going through such a state must have a disastrous affective character that impacts the well-being of those in their care.

Early research on the concept of burnout (Freudenberger, 1974) recognised that service jobs such as teaching and other people-service jobs lead to exhaustion or depletion of the workers' energy resources and their strength as they serve those in their care. Although defined from various standpoints, the literature reveals that burnout connotes an enduring state of emotional and physical exhaustion brought about by continued stress, leading to negative sentiments towards one's profession's efficacy (Herman et al., 2018; Herman et al., 2020). Professional detachment, indifference to one's job, and cynicism are key characteristics of burnout (Durr, n.d.; Durr et al., 2014; Pietarinen et al., 2021). Job dissatisfaction and reduced job productivity are attributed to burnout (Skaalvik & Skaalvik, 2016). Research has continued to show that burnout is attributed to professions involving human beings such as health care and teaching (Durr, n.d.; Durr et al., 2014; Pietarinen et al., 2021). Accordingly, teacher burnout is believed to be an intricate phenomenon that can have adversarial effects on the teachers, their students, and the schools in which they work (Clipa, 2018; Durr, n.d.; Durr et al., 2014; OECD, 2005; Pietarinen et al., 2021). It has been found to have the potential to create chronic anxiety and somatic disorders (Schaufeli et al., 2017). Recent research (Dooley et al., 2020; Pietarinen et al., 2021) has revealed that the teaching profession conveys

more stress and anxiety than any other profession. Teachers are believed to face more physical and mental stress at work due to pressures from a shift towards a service economy that demands that teaching be less expensive (Dworkin & Tobe, 2014). Their interactions with students are centred around the students' social, physical, and psychological problems, which may elicit strong emotional irritation, negative moods, fear, humiliation, and depression (Bianchi et al., 2014; Bianchi et al., 2015; Durr, n.d.; Durr et al., 2014; Schonfeld & Bianchi, 2016). Teachers are believed to be answerable not only to students but also to parents, the community, and states at large (Wu et al., 2019), which puts a lot of demand on them and increases stress and anxiety.

Studies have revealed that teachers in low-income countries are particularly burdened by poor working conditions such as limited resources in the classrooms, poor remunerations, poor recognition for their work, large class sizes, are underpaid and have high teacher student ratio (Kaltenbach et al., 2017; Sachdeva, 2014; Ssenyonga & Hecker 2021), all leading to increased teacher stress and exhaustion. A study was conducted by Ssenyonga and Hecker (2021) to investigate if job perceptions, along with school-related factors, led to teacher stress. The research was carried out among teachers from twelve public secondary schools located in western Uganda with the aim of creating an understanding if personal and work-related factors contributed to teacher's stress. A total of 291 teachers participated in the study, representing all schools. According to the study, teachers' perception of their jobs could lead to stress, and this stress could vary based on social demographic and school-related factors. Researchers collected data using a self-administered questionnaire and utilized the Attitudes Towards

Personal Teaching Behaviour Scale (Hecker et al., 2018) for their analysis. Teachers' stress levels and burnout were measured using the CBI with the three sub-scales.

According to the study, teachers experienced stress due to various factors, including difficulties in managing students' misbehaviours in class and dealing with personal crises that affect their work as educators. The results of the study also indicate that male teachers feel more work pressure than their female counterparts. The study found that 60.2% of teachers have high levels of stress (M = 30.46) at different levels of their work. The majority of teachers experienced stress related to work (M = 29.29), while 51% experienced burnout related to students (M = 26.12), and their stress levels were linked to their use of violence. The study highlights that the potential causes of teacher stress included feeling pressure, long work hours, a negative school climate, and work-related difficulties.

There have been a multitude of studies conducted in order to delve into the root causes and effects of teacher burnout. These studies have been conducted by renowned researchers such as Dicke et al. (2015), Greenglass & Burke (2003), Lauermann & König (2016), Maslach et al. (1997), Skaalvik & Skaalvik (2010), and Van Petegem et al. (2007a). While some of these studies have focused on the impact of teacher burnout on students' motivation (Shen et al., 2015), others have focused on the effect it has on students' overall well-being (Ramberg et al., 2020). The purpose of this study is to examine how teacher burnout, which is characterized by emotional exhaustion as an overwhelming feeling due to work (Maslach, 2003), can have an impact on students' overall well-being. The perspectives of both teachers and students will be taken into

account in this study.

Causes and Consequences of Teacher Burnout

Studies on teacher burnout have revealed varied causes of teacher burnout. The causes have been categorised to arise from different level including personal or individual level, organisational level, and social or transactional levels (Chang, 2009; Yawe, 2022), and at some point they have been attributed to age, marital status, gender, and employment status. At an organisational level, studies have discovered a close negative relationship between heavy and ambiguous workload, role conflict, limited control over the individual's work, and burnout (Durr et al., 2014; Shirom, 2003). On a personal level, studies show an increased disproportionate relationship between effort and the outcome of work done (Chang, 2009; van Dierendonck et al., 2001); conflicts between family and work (Cinamon et al., 2007) the amount of time spent working (Bauer et al., 2007). A more recent study has identified hindrance job stressors resulting from executive demands, contradictory directives and expectations, and ambiguous assignments (Dooley et al., 2020) as some of the major causes of burnout. Also, feelings of little control, not being sure of expectations, a poor work culture, a lack of work-life balance, and high engagement with work (Western Governors University, 2021) have been found as other causes of burnout.

Studies on the consequences of burnout, on the other hand, have revealed negative organisational outcomes, such as absenteeism, increased staff turnover (Salvagioni et al., 2017; Western Governors University, 2021; Yang, 2021), reduced performance due to emotional and physical exhaustion (Wallace et al., 2009; Yong & Yue,

2007), use of violence, and sometimes low self-esteem of the victim (Maslach et al., 2001; Shirom, 2003). Additional consequences of burnout at a personal level include increased low morale among the workers, a decline in the quality of care, increased alcohol and substance abuse (Maslach et al., 2001), reduced job satisfaction (Cavanaugh et al., 2000; Salvagioni et al., 2017; Western Governors University, 2021; Yang, 2021), and reduced employee engagement (Yulita et al., 2014). Maslach et al. (1997) assert that emotional exhaustion among workers results in a decline in the quality of care provided for those meant to receive it. The depletion caused by exhaustion negatively impacts the individual's ability to do their job efficiently and effectively. The effects of exhaustion as a result of problematic interactions are both physical and psychological or emotional. Physically, the individual's ability to continue working is affected by general body fatigue, sleeplessness, and sometimes headaches (Salvagioni et al., 2017). Psychologically, all clues may be borne out by quick anger outbursts or bad tempers that jeopardise performance (Shaheen & Mahmood, 2020; Wallace et al., 2009), and the individual may spend longer unproductive hours at work. Maslach and Jackson (1981) further posit that burned-out workers struggle with change, resist input from other people, and have a negative attitude towards the common goal.

In their systematic review of research examining the consequences of burnout on students' performance, motivation and well-being, Madigam and Kim (2021) examined 14 studies with a population of 5311 teachers and 50616 students, including male and female. They used a computerized literature search from a key internet database to identify the 63 articles reviewed, which were later screened down following an exclusion criterion to arrive at the 14 that were used in their final analysis. Their results were

categorized based on the outcomes of the study. The articles analysed in their study had used a variety of measures. Seven of the articles used the MBI by Maslach et al. (1997); six of them used the MBI-Educator survey (Maslach et al., 1997); and one of them used the CBI (Kristensen et al., 2005). The articles focused on a varied number of dimensions, including exhaustion and cynicism (one article) and all three dimensions of burnout (three articles). exhaustion dimension (4 articles), cynicism dimension (one article), and one article used Kristensen and colleagues' concept of burnout and the CBI (Milfont et al., 2008). Different research designs were adopted for these studies. They included experimental, longitudinal, and non-experimental cross-sections. The findings revealed that seven of the eight articles showed that burnout affected students' achievement "*Arens & Morin, 2016; Coman, 2013; Herman et al., 2018; Hoglund et al., 2015; Klusmann et al., 2008; Klusmann et al., 2016; Reyes et al., 2012*", some of which were even worse achievements, particularly for the exhaustion dimension (Madigan & Kim, 2021, p. 10). Other studies that focused on the self-efficacy dimension concluded that teacher burnout was associated with poor goal attainment. In one of the articles, burnout was associated with behaviours such as aggression and attention deficit. One of the three studies that focused on Self-Determination Theory found that burnout was associated with a lower perception of teacher autonomy support (Shen et al., 2015).

In a nutshell, according to Michigan and Kim (2021), teachers who experience burnout not only negatively impact themselves but also their students. Among these effects are subpar academic performance brought on by shoddy lesson planning and execution. Furthermore, when teachers burn out, students feel that they are unsupportive and become less motivated. According to Braun et al. (2019), there is a negative

relationship between student burnout and a positive outlook among students. The current study focuses on the conceptualization of burnout and its sub-dimensions, particularly exhaustion as attributed to personal, work-related and client-related, as proposed by Kristensen et al. The study would also like to explore further how teacher burnout affect other dimensions of students' wellbeing beyond their motivation and academic achievements. Madigan and Kim's study disclosed different inventories used to measure burnout. Only one of the 14 articles that were examined—Milfont et al. (2008)—used the CBI. It is hoped that the current study will contribute to more literature in the dimension of emotional exhaustion and fatigue as measured by the CBI.

In 2022, Yawe conducted a qualitative case study to explore the causes and consequences of teacher burnout among teaching staff in chartered private universities in Uganda. The study also sought to propose a framework for managing burnout. The research sample comprised 115 participants, including lecturers, senior lecturers, faculty deans, directors, and registrars, who were purposefully selected and interviewed. Data collection methods included face-to-face interviews, focus group interviews, and document analysis, with thematic analysis used for data analysis.

The study found that several organisational and personal factors cause teacher burnout. Organisational factors such as conflicting directives, delayed contracts, and deadline pressures were identified as some of the leading causes of burnout. On the other hand, personal factors contributing to burnout include employee incompetence, increasing home demands, over-ambition, failed academic growth, and financial pressures from banks and other creditors.

In addition to the causes of burnout, the study identified several negative

consequences. These consequences included unfriendliness towards students, poor academic performance by students, and a loss of employee interest in work. The study proposed a burnout management model that suggested various institutional and interpersonal strategies to manage burnout among staff.

The institutional strategies proposed included the establishment of open communication channels, forming independent staff welfare associations that could provide a platform for staff to air their views, and timely payment of staff salaries, among other factors. At a personal level, the study suggested the incorporation of aerobics as a way to enable staff to relax in distressing situations.

While the study primarily focused on the causes and consequences of burnout, the current research focuses on how burnout impacts the well-being of students. The findings will contribute to the relatively limited information available on teacher burnout in the country and its impact on the well-being of students. Overall, the study will provide valuable insights into the issue of teacher burnout and offers practical solutions that could be implemented to manage it effectively. The findings will add alternative voice to the growing literature on teacher burnout and student's well0-being presenting data from a context that has been minimally explored before.

According to Wood et al. (2008), in Uganda, teacher stress was found to have been caused by the increase in student enrolment which was unmatched by the recruitment of teachers. However, in Tanzania, teacher stress was associated with long hours of work (Kaltenbach et al., 2017). Teacher stress is known to create negative consequences not only for teachers themselves in terms of their mental health, but also for the education sector at large, especially when teachers leave the demanding teaching

profession (*Homepage - Ministry of Education and Sports*, 2023). Further research continues to reveal that teacher stress contributes to undesirable effects such as poor teacher-student relationships, and failure to involve students in decision-making, among other factors (Ramberg, et al., 2020).

Teacher Burnout and Demographic characteristic

Sadeghi & Khezrlou (2014) explored the factors responsible for increasing emotional exhaustion, depersonalisation and reduced personal accomplishment among English language teachers in Iran. The study used the MBI (Maslach et al., 1996). A survey was used to establish the relationship between burnout and the demographic characteristics of the respondents. A total of 40 (23 females and 17 males) respondents comprised of secondary school teachers, language professionals from a teaching institute, and university teachers responded to the survey. The population of the study comprised both young teachers and older teachers close to retirement. Their level of training comprised graduates, master's holders, and PhD holders, and their marital status included both married and unmarried respondents. Results were analysed descriptively. The result found a negative, non-significant relationship between burnout and gender and a strong, significant relationship between burnout and age, where both young and older teachers experienced burnout. Relatedly, there was a positive and significant relationship between burnout and education level. In other words, burnout was associated with a low level of education. The current study wishes to understand how teacher demographic variables relate to burnout in the Ugandan context. It is hoped that the findings will add to an already existing body of knowledge that relates to burnout and the demographic characteristics of respondents.

Like Sadeghi & Khezrlou (2014), Lau et al. (2005) investigated teacher demographic characteristics and burnout in Hong Kong using the MBI. Unlike Sadeghi and Khezrlou, gender differences were found in all three dimensions of teacher burnout. In terms of age, teachers who were younger and in junior professions were more prone to burnout than their older counterparts. Overall, Lau et al. (2005) found that the effects of demographic variables on teacher burnout were less salient. On the other hand, al-Asadi et al. (2018) conducted a cross-sectional study to examine the prevalence and predisposing factors of self-reported burnout among primary school teachers in Basrah, Iraq. However, unlike the studies by other researchers such as Lau et al. (2005) and Sadeghi and Khezrlou (2014), Al-Asadi et al. (2018) used the Oldenburg Burnout Inventory. The study found a significant relationship between burnout and age, gender, and marital status.

Upon doing the current comprehensive literature review, it has been discovered that research efforts aimed at exploring the connection between teacher burnout and demographic characteristics have yielded inconsistent and varied outcomes. Some studies have demonstrated a positive relationship between the two, while others have indicated a negative relationship. Moreover, a portion of the research has presented mixed findings, which could be attributed to the use of diverse inventories and data collection methods, as well as socio-cultural disparities among the study samples. With this in mind, the primary objective of the current research is to delve further into the issue and evaluate whether or not there is a discernible linkage between teacher burnout and demographic characteristics within Uganda.

Measurement of Burnout:

The most classical tool used to measure burnout is the Maslach Burnout Inventory (MBI) by Maslach and Jackson (1981) and Maslach et al. (1997): Maslach Burnout Inventory (MBI). The tool has been widely used to examine the model of burnout, that is, depersonalization, reduced personal accomplishment, and emotional exhaustion. The focus of the tool is to measure the attitudes or personal feelings of the burned-out worker. After a series of evaluations, a 22-item scale subdivided into three-factor sub-scales with a seven-point Likert measure ranging from 0 to 6 was adopted. In their study of over 1000 human service professionals, Maslach and Jackson discovered overriding levels of burnout in all three dimensions among workers. Ultimately, Maslach et al. advanced three unique measures based on three categories of occupations: "the MBI General Survey" for professions not directly related to working intensively with people; "the MBI-Educator's Survey" for use among teachers in the teaching profession; and the "MBI-Human Services Survey" for health workers. Hence, Maslach tools have turned out to be the most frequently used instruments for measuring burnout. The other burnout measurement scale is the "Burnout Measure" (Pines & Aronson, 1988). This is used to measure exhaustion from the dimensions of physical, mental, and emotional perspectives. An English version has been developed, commonly known as BMS English.

To counter the theoretical and conceptual gaps identified in previous burnout measurement scales such as the MBI measurement scale series, the Copenhagen Burnout Inventory (Kristensen et al., 2005) was developed. Although this may not have been frequently used by far, it is preferred due of its ability to differentiate the three

burnout sub-scales related to work-related burnout, client-related burnout, and personal burnout.

Whereas the MBI-Educator's Survey could have been an instrument of choice given that the current study is education-related, the Copenhagen Burnout Inventory (Kristensen et al., 2005) was, however, preferred for the current study because the researcher wants to examine the emotional exhaustion from the three sub-dimensions put forward by Kristensen and colleagues. This is also because of the limitations involved in accessing the former, including accessibility in the public domain and other conceptual and methodological limitations (Kristensen et al., 2005). Henceforth, this study used the CBI, not only because it is the latest measurement instrument but also because of its ability to address certain methodological and conceptual problems identified in the MBI (Kristensen et al., 2005), besides its availability in the public domain. Critics of the MBI (Cox et al., 2005; Halbesleben & Demerouti, 2005; Kristensen et al., 2005) advocated for a more public instrument that would be easily accessed by researchers, but also because it contains three sub-dimensions relevant to this study.

Kristensen et al.'s (2005) CBI is a 19-item questionnaire designed to measure burnout sub-dimensions. These are: a) "personal burnout," one in which the individual experiences bodily and psychosomatic fatigue and stress notwithstanding their involvement in the labour force; b) "work-related burnout," one in which the individual faces bodily and psychosomatic stress and fatigue related to the work done; and c) "client-related burnout," one experienced by individuals while working with clients. Although the CBI has been translated and used in other international contexts besides Copenhagen,

Japan (Odagiri et al., 2004), and Australia (Biggs & Brough, 2006), among others, currently no published study has been found to have used it in an African context. Additionally, Kristensen et al. (2005) concede that the CBI has been used in over 15 occupations besides teaching. Milfont et al. (2008) examined the soundness and consistency of the CBI among teachers in secondary schools in New Zealand and found it to have high reliability and validity. The current study will contribute to an existing body of knowledge generated using the CBI instrument used to measure emotion exhaustion and fatigue among teachers, in this case generated in an African context.

The Concept of Well-Being

The concept of "well-being" has been the focus of amplified scientific investigation in recent years (Adler & Seligman, 2016; Decancq & Lugo, 2013; Hodges, 2023; Krane et al., 2017; Seligman, 2011; Statham & Chase, 2010; Steptoe et al., 2015; Wyn et al., 2015). Scientists and experts alike in the education development field have shown an increasing interest in the concept because of the pivotal role it plays in the general welfare of society. Well-being is believed to be an important output of educational processes, besides cognitive output (Van Petegem et al., 2007b). Well-being is generally described as "*a state of overall mental and physical health, strength, resilience, and fitness to function well at work and personally*" (Noble, 2008, p. 75). Although the definition of the term "well-being" remains elusive (Borgonovi & Pál, 2016; Dodge et al., 2012; OECD, 2015; Pollard & Lee, 2003), attempts have been made to describe what well-being entails. Some key descriptions incorporate the inconsistencies between challenges and available resources (Dodge et al., 2012). Consequently, well-being has been described as "*the*

balance point between an individual's resource pool and the challenges faced" (p. 230).

Considering the multifaceted nature of the term "well-being," this thesis will exclusively

view well-being from a more positive perspective, which incorporates a feeling of freedom

and bodily and functional welfare. The study will view well-being as going beyond mere

happiness but also incorporating a feeling of satisfaction and happiness as well as

development as a person, a feeling of fulfilment, and the ability to contribute to society

(Dodge et al., 2012). Just as Dodge et al. (2012) did, the analysis of related literature in

the current study will view well-being from the perspective of the self-determination theory

that encompasses the basic psychological needs of human beings. Psychological needs

are those needs whose satisfaction is essential for individual psychological satisfaction

and well-being.

Student's Well-being

OECD (2017) defines well-being *"as the psychological, cognitive, social, and

physical functioning and capabilities that students need to live a happy and fulfilling life*"

(p. 61). This definition highlights the current state of well-being at a specific point in the

life of the student and the skills students need to better their lives for the future (Ben-Arieh

et al., 2013), one that generates positive emotions, increases engagement, builds

meaningful relationships, and enhances personal accomplishment. Other researchers

define it as "*a positive emotional state that is the result of a harmony between the sum of

specific context factors on the one hand and the personal needs and expectations

towards the school on the other hand*." (Engels, 2004, p. 11). These two definitions

incorporate both current and sustainable well-being (Van Petegem et al., 2007a). So,

students' well-being is seen as a blend of obstinately productive moods and attitudes in which young people feel secure, cared for, autonomously motivated, supported, involved, and engaged while at school and within the school environment. In the current study, students' well-being shall be viewed from a current and sustainable point of view where the students' self-image and the way they view their competence, academics, social, and emotional well-being are enhanced (Van Petegem et al., 2007b). Additionally, given that human beings are relational, the researcher shall remain cognizant that students' well-being is realised by the school community in which they live. School administrators and teachers are particularly called upon more than before to care about students' welfare because it is not only believed to be a decent and rational thing to do, but also affects students' achievements and their ability to engage in healthy relationships as well as succeed later in life (Morgan, 2013; Morrison, 2005). Students in secondary schools will naturally adjust their hopes and desires to the school environment. Therefore, this is a vital prerequisite for them to feel good, unless they are faced with external obstructions to this state of well-being. According to Engels (2004), teaching is one of the key aspects that determines students' well-being. The Glossary of Education Reform (2016) asserts that in situations where student-teacher relationships are positive and conducive, there are fewer possibilities of absenteeism from both school and classes. The survey revealed that the emotional well-being of their students is as good as their academic well-being. According to Van Maele and Van Houtte (2015), interrelationships between teachers and students are believed to be a significant variable in a conducive classroom environment. The need to cultivate their resilience to achieve their goals in life cannot be overemphasised.

Because previous studies on students' achievements, a variable for well-being, have been attributed to other factors such as teaching methods, leadership effectiveness, and learning expectations (Danişman, 2017; Isa et al., 2022; Lucero, 2021; Munyaradzi, 2013), their well-being is equally important in promoting their academic achievement.

Van Petegem et al. (2007b) carried out a study on students' well-being at the classroom level, contributing to an increasing body of knowledge that looks at students' well-being as a non-cognitive aspect as it takes a central position in education research beside cognitive output. The study examined the influence of students' characteristics and their motivations to attend school on their well-being. It also looked at the impact the classroom environment has on students' well-being. A specific look at the student-teacher relationships in the class was examined. A conducive classroom environment is believed to be an incentive to fruitful learning (Lacoe, 2020).

In their study, Van Petegem et al. (2007b) surveyed a sample of 594 students in grade 9, 63.6% of whom were boys and 36.4% were girls. The Well-being Inventory of Secondary Education (Engels, 2004) and the Questionnaire on Teacher Interaction were used to measure the well-being of students and teacher-student interaction, respectively. In order to obtain a nuanced viewpoint, teacher interpersonal was interrogated from the student's perspective, who were believed to give an accurate judgment about the interactions (Wubbels & Brekelmans, 2012). The study found a positive relationship between students' motivation to learn and their well-being. It was also positive for students who liked the course content. However, their achievements in language and mathematics had little significant relationship with well-being. The same was true for compulsory

attendance. Further findings showed a positive relationship between the language teacher, whose relationship was interpreted as dominant-cooperative, in which the teacher provided a learning structure, and the mathematics teacher, whose relationship was interpreted as submissive-cooperative, where the teacher gave students freedom and space, an autonomous-oriented variable. Students lacked a sense of orientation and structure from the teachers, and the teachers were less helpful, hence lowering well-being. Cooperation is an important element in the interpersonal relationship between teachers and students. The current study will measure student well-being qualitatively, paying particular attention to how teachers promote the acquisition of students' basic psychological needs.

Kindekens et al. (2014) conducted a study to examine the possibility of enhancing student well-being in secondary education by combining self-regulated learning and arts education in Belgium. The study aimed at exploring the benefits of implementing the teaching of art and the principles of self-regulated learning for student well-being, as well as the opportunity of combining both approaches. The study found overwhelming advantages to self-regulated learning that included the ability to manage one's own learning, problem solving, and the transfer of learning beyond the school environment. Self-regulated learning was found to build students' levels of intrinsic motivation, self-autonomy, high school achievement, and eventual well-being. The self-regulatory learning component calls for a high level of engagement, and engagement is significant for students' well-being (Cocks et al., 2003). Because self-regulated learning involved task analysis, goal setting, and strategic planning (Zimmerman, 2002), which are

characteristics key to building self-autonomy and competency, it yielded increased well-being for students.

What are the Precursors of Well-being?

Considerable studies have examined the term "student well-being." To get a crude sense of the number of works in this field, the researcher searched the online research database Google Scholar for the term "students' well-being." That search returned 18,000 articles, the first of which was published in 2013. Of those 18,000 articles, 16,500 were published in 2019 or later. The number of articles shows the high interest in the subject, which is increasingly becoming a global agenda (OECD, 2017). Despite the many articles, the current researcher still had interest in the subject because of its global significance (Cohen & Espelage, 2020). Research continues to reveal stress, anxiety, and depression as key burdens for students (Duffy et al., 2019; OECD, 2017) because of the increasing global challenges such as environmental crises, political, economic, and social instabilities, among others. This presents the need to explore the subject of student well-being even more. The need for the most critical millennial knowledge and skills needed in modern-day society has been shown by Rincón-Gallardo (2020), namely the need for knowledge and skills of "*knowing thyself,*" "*the ability to learn by yourself,*" and "*bettering the world*" (p. 453).

The subject of the precursor to well-being was also searched. The same search engine (Google Scholar) returned 17,500 articles on the "precursors of well-being." The different precursors of well-being have been advanced by different types of research. Some of the precursors identified include; safer, less stressed and powerful learning as

opposed to conventional schooling (Rincón-Gallardo, 2020); meeting the basic psychological needs for students: that is, self-autonomous motivation, relatedness and competence and self-efficacy (Fiorilli et al., 2015; Ryan & Deci, 2000b); meaningful teacher-student relationship (Borgonovi & Pál, 2016; Van Maele & Van Houtte, 2015; Wanders et al., 2020); students' achievement through increased engagement (Van Den Broeck et al., 2008a) favourable school experiences (Furlong et al., 2021), given that stress and boredom are the enemy of well-being (DePaoli, et al., 2018); self-regulated learning (Kindekens et al., 2014); and secure, cared for, involved and engaged (Van Petegem et al., 2007a) among others. For purposes of this study, focus has been placed on well-being from the perspective of the achievement of the basic psychological needs of students and engagement. In the following paragraphs, the researcher attempts to review some of the literature on well-being categorised under relatedness, self-autonomy and integration, competency, and self-efficacy; and engagement as precursors of well-being. Because of the huge literature available, the review of literature presented in the paragraphs below has been arbitrary and discriminatory and particularly focused on selected precursors such as relatedness or connectedness, self-autonomy, competence, and self-efficacy and engagement.

Relatedness as predictor of well-being

There is increasing consensus among psychological researchers about the central importance of being warm, dependable, kind, and relational in enhancing well-being (Ryan & Deci, 2002). Grounded in attachment theory, it is concerned with the need to belong to a social group (Ryan & Deci, 2000b). Research has revealed the importance of

relatedness, also referred to as connectedness, as the most important need critical for human well-being (Baumeister et al., 2007; Deci & Ryan, 2000a), but also as the top on the list of all needs essential for well-being (Niemiec et al., 2014). In contrast, loneliness is believed to be negatively associated with well-being and has been found to reduce life satisfaction (Padmanabhanunni & Pretorius, 2021). The need for warm and trust-worthy relationships between teachers and students and among students themselves cannot be overestimated. This is an important psychological need required for the well-being of students. Teachers are required to offer relatedness support by providing the means and structure through which acceptance, respect, and a feeling of care are emphasised (Filak & Sheldon, 2008; Sparks et al., 2016).

Sparks et al. (2016) acknowledge the importance of teachers engaging in behaviours, such as respect towards students, that support students' needs of relatedness, competence, and autonomy. They infer that such a practise leads to more self-determined forms of motivation, leading to the satisfaction of their basic psychological needs. There is increasing research on the importance of quality teacher-student social interactions that build strong relationships between teachers and students in order to enhance their well-being. Students desire to live in an environment free of conflict with a personal space that is affectionate and satisfying. They also need to psychologically know that their relationships with those around them are unwavering and that they can affectionately relate without threats. Relatedness needs can be satisfied through relationships and integration into social groups. However, Stroet et al. (2013) assert that teachers' relationships with students in secondary schools are too weak to satisfy the needs of students for interactive connection. Research shows that this can, however, be

built through increased involvement in the classroom (Reeve et al., 2004; Tessier et al., 2010). Teachers hold the responsibility of building these relationships among students through an expression of care, committing their time and energy while they deal with students. However, it is assumed that the much-needed energy to get students involved could be drained once burnout sets in (Maslach, 2003).

With the Intention to examine of students' relatedness on most satisfying learning experiences at university level, Yusof, et al. (2020), carried out a study among university students in the university of Utara in Malaysia. A population of 1974 respondents were surveyed from 18 universities and their responses coded. The study used both a survey monkey and a hard copy survey using the Boud's Critical Reflection Approach of 1985. The study used thematic analysis to identify opinions held by university students based on the SDT framework. The study found an excellent value attached to student-faculty relationships. The student-faculty interaction was found to be a pull factor in motivating student to learn faster (Singh, 2019). The relationship portrayed a strong relationship between lecturers and students, describing them as helpful, friendly and motivating. confirming the value of relatedness.

Perceived competency and self-efficacy

Ryan and Deci (2000b) describe competence as the gratification that springs from exercising and articulating one's capabilities. Research has revealed that a feeling of competency and confidence towards one's goal is associated with improved well-being (Heinen et al., 2017; Raven & Pels, 2021). Competence among students is obtained when an individual feel s/he is in control over their learning goal (Stroet et al., 2013) and that

they have the capacity to accomplish thought-provoking tasks (Filak & Sheldon, 2008). According to Ryan and Deci (2000b), positive progress towards an individual's self-sanctioned goal enhances well-being and self-efficacy and therefore builds competence. However, low expectations of success are associated with negative effects, and therefore, they have a negative emotional impact (Ryan & Deci, 2000b) on students. Teachers ought to build the competence of students by building their confidence to prevail over challenging tasks and providing mentorship and feedback (Filak & Sheldon, 2008). The state of well-being of teachers has a direct influence on the way students perceive themselves and their ability to approach teachers for support. Teachers have the responsibility of building competence among students through building structure, giving clear instruction, and giving guidance through the process of executing a task (Stroet et al., 2013). This study sought to establish whether teachers played their responsibility to build students' competence and enhance the wellbeing of students.

Autonomy and Integration.

Ryan and Deci (2001) posit that the pursuit of self-sanctioned goals heightens the achievement of well-being, and the reverse holds true. Accordi Deci and Ryan (2000a), "autonomy" is "*being the perceived origin or source of one's own"* (p. 8). Autonomy is achieved when the individual makes meaningful choices (Ryan & Deci, 2006), because not every choice made guarantees self-autonomy. According to Barrable (2020), in order to support the growth of autonomy among students, it is imperative that the environment and the agents of support (parents or teachers) actively encourage the children's tendencies to direct themselves. Research has revealed that higher academic

achievements among students have been linked to autonomy-supportive teachers (Barrable, 2020). Filak and Sheldon (2008) posit that autonomy occurs when an individual is in charge of the path of their behaviour. In an educational setting, autonomy is experienced by students only when they are convinced that their participation in learning is a result of their own choice and mirrors their epitomes and curiosity (Stroet et al., 2013). Similarly, Sheldon and Elliot (1999) assert that, much as goal attainment produces some level of well-being, attaining those goals that are self-endorsed is more satisfying and enhances subjective well-being. From the perspective of self-determination theory, only self-endorsed goals are believed to enhance well-being. The pursuit of other goals other than those the individual has sanctioned may not necessarily guarantee well-being (Ryan & Deci, 2000b). Individual students desire to have autonomy over their own sanctioned goals. Additionally, it is assumed that students greatly benefit from the support of their teachers as they pursue those goals and feel they are part of the group (Black & Deci, 2000).

According to Stroet et al. (2013) see also (Reeve & Cheon, 2021; Reeve et al., 2020; Reeve et al., 2004), teachers have the responsibility to support autonomy development among students in many ways. According to Reeve and Cheon (2016), autonomy-supporting teaching is one way through which autonomy growth can be enhanced and the needs of students for autonomy met. Reeve and Cheon (2016) defines autonomy-support teaching as "*the delivery of instruction through an interpersonal tone of understanding that appreciates, supports, and vitalizes students' psychological needs*" (p. 130), which is known to promote increased needs gratification for students (Reeve et al., 2020). Supportive teaching practises such as the use of non-controlling language, the

provision of meaningful rationale, and acknowledging negative feelings are what students need to excel in their self-sanctioned goals (Reeve & Cheon, 2016). Teachers need to offer students alternatives for choice, foster relevance of content, take students' opinions into account, be in a position to provide meaningful alternatives when choice is not possible, and use information instead of being instructive to students (Reeve & Cheon, 2016; Reeve & Cheon, 2021). On the contrary, research has shown that burnt-out teachers are usually indifferent (Jennings & Greenberg, 2009; Maslach & Leiter, 1999), have confrontational relationships with students, are disappointed when students do not attend their instructions (Grayson & Alvarez, 2008), hardly have the patience to offer choices, and quite instructive and controlling of students (Madigan & Kim, 2021). This study will explore how teachers play this significant role in promoting students' well-being.

Filak and Sheldon (2008) conducted two studies to examine students' psychological needs, satisfaction, and college teacher-course evaluation. Study one hypothesised that autonomy, competence, and relatedness would all predict positive course ratings, and study two hypothesised that autonomy, competence, and relatedness would predict positive instructor evaluations. 268 students rated the quality of the course they were undertaking against their needs for autonomy, relatedness, and competence using "*the Basic Psychological Needs Scale*". The study focused on evaluating instructor characteristics as predictors of student satisfaction. The research question is: "*Do teachers get better, or perhaps worse, at satisfying their students' needs as they gain more overall experience and experience with a particular course*?" (Filak & Sheldon, 2008, p. 241). All two studies revealed students' needs for competence and autonomy as important predictors of both teacher and course evaluation. In other words, when

students' needs for autonomy, relatedness, and competence are met, their evaluations of their teachers and the courses they teach are positive. Only the need for relatedness satisfaction predicted positive teacher evaluations (Filak & Sheldon, 2008). In respect to teacher characteristics, study two highlighted an important fact that relates to teachers. The more times a teacher taught a course, the more they ignored students' needs for autonomy and relatedness. This reflects the impact of exhaustion on the part of the teacher and how it could impact the well-being of students. Teachers' personal psychological needs ought to be met if they are to meet the needs of students effectively. The current study sought to understand whether the experience of teachers or the year of work had any relationship to their relationship with their students' wellbeing.

Students Psychological Needs and Teacher Support

As earlier highlighted, the three basic psychological needs for students that are linked to their well-being are the basic need for self-autonomy, relatedness and competence. According to Deci & Ryan (20000a), the need for autonomy is the wish to control one's own choices and freedom when doing a learning activity. According to the SDT, the need for autonomy is one of the basic psychological needs for human beings to develop optimally (Ryan & Deci, 2006, Sheldon et al., 2004). It involves the emotional liberties experienced during engagement in an activity. However, besides the importance of intrinsic motivation that is inherent to every individual, relevant external support from important others is believed to play an important role in building self-autonomy, but this has got to be regulated, otherwise, it could stall the achievement of autonomy. Teachers are thought to have a greater role and responsibility to provide a learning environment that supports the development of self-autonomy (Liu et al., 2014), provide a learning

structure to build competence and self-efficacy and support engagement in group activities to build social relatedness (Grolnick & Raftery-Helmer, 2015).

The second important need for students is the need for competence. Deci and Ryan (2000a) define the need for competence as the desire to feel effective in interacting with the environment. They further describe competence and self-efficacy as the desire to have value and the ability to feel confident with the learning processes. The gratification of this need enables individuals to explore and engage in challenging tasks, and to adapt to complex environments. The dissatisfaction with the need leads to frustration and lack of motivation (Deci & Ryan, 2000a; Sheldon et al., 2004; Wang et al., 2019). The third need is the need for relatedness – the strong desire to feel connected with important others, to belong to the group, love, care and be loved and cared for. Its satisfaction is obtained when individuals feel a sense of confidence, a sense of closeness and have intimate relationships (Deci & Ryan, 2000a; Wang at al., 2019). These are important needs whose satisfaction guarantees psychological well-being and thwarting them could have significant negative magnitudes (Van Den Broeck, 2010b). Sierens et al. (2009) (see also Staff, 2023) affirm that when these needs are met, students get enthused and are in a position to take control of their learning. Besides other needs perspectives such as the Maslow's hierarchy of human needs, the basic needs theory according to the SD theorists, all the needs are considered essential to all in no particular order.

Sava et al. (2020), investigated the connections between psychological capital, teacher support, and desire for gratification and students' preferences to control their knowledge. The study was intended to provide valuable insights into the practice and development of interventions focused on teacher and student training. The study

surveyed a sample of 236 first-year college students in Romania. To measure self-regulated learning, the researchers adapted the "Motivated Strategy for Learning Questionnaire" (Pintrich & De Groot, 1990). Teacher support was examined using the "Questionnaire for Experience and Evaluation of Work" (Van Veldhoven et al., 2015), and the "Students Need Satisfaction at Work Scale" (Van Den Broeck et al., 2010b) was modified to suit the need and used to measure students' satisfaction. "The PsyCap Questionnaire" (Luthans et al., 2007) was adapted and used to measure students' psychological capital.

The study found an increased achievement of competence and self-efficacy needs as a result of increased teacher-student support in the learning process (Sava et al., 2020). The study also found a high connection between psychological capital and the inclination towards mental and metacognitive approaches and the ability to self-regulate individual efforts. In a nutshell, teacher support was certainly correlated with students' use of mental and metacognitive approaches and was found to envisage students' self-regulated learning (Sava et al., 2020). Students' satisfaction was also clearly associated with the use of cognitive and metacognitive approaches and self-regulated learning. Interestingly to note, however, is that, notwithstanding these relationships, only the gratification of the need for competency motivated people's functioning and well-being (Van Den Broeck et al., 2008a). The need for self-autonomy, on the other hand, negatively projected the use of cognitive and metacognitive strategies, contrary to previous research findings (Young, 2005), which predicted that students who perceived themselves as autonomous and competent were inclined to be innately inspired. Psychological capital revealed a higher influence on students' use of their cognitive and metacognitive

approaches and self-regulated learning. Based on the findings from this study, teacher support was found to play a crucial role in supporting students' self-regulated knowledge acquisition. It is assumed, however, that since teachers who are burned out tend to withdraw from a relationship with the learners, they are less likely to provide the support needed for competence development and relationship building.

Ionescu (2017) carried out a study to explore the role of neuroticism in achieving goals. The study was conducted among 231 participants from a population of higher education students in Romania aged between 20 and 43 years. The study used the "Kuhlman Personality Questionnaire," also known as the "Zuckerman's Neuroticism Scale" (Zuckerman et al., 1993), to measure neuroticism as a pattern of negative emotionality, and the "Basic Psychological Satisfaction Assessment Scale" (Sheldon & Elliot, 1999), to measure need satisfaction for self-autonomy, competence, and relationships. The "Warwick Edinburg Mental Well-being Scale" (Tennant et al., 2007) was used to quantify the level of well-being. The study found a lack of personal self-autonomy, competence, and relational deficits among individuals who had neuroticism, and their mental well-being was considerably affected. The study concludes that undesirable emotions such as anxiety, anger, and irritability are associated with a lack of life goals (Baumeister et al., 2007; Ionescu, 2017), affecting the victims' well-being. The study further found that neuroticism is a negative predictive factor for meeting basic psychological needs as well as mental well-being. Teachers who are burnt-out experience the negative effects of burnout, such as anger, anxiety, irritability, self-consciousness, and emotional instability, which is neuroticism. Such character in a way is bound to affect those they interact with. Studies have shown that individuals with a high rate of

neuroticism respond poorly to environmental stress (Widiger & Oltmanns, 2017). Therefore, their response may affect the basic psychological needs of students.

Autonomy and teacher support

Ryan and Deci (2006) posit that autonomy is one of the most important basic psychological needs for humans if they are to flourish. They believe autonomy implies acting in full self-will. However, by describing autonomy as having full volition, we leave open the question of whether the environment around the individual has a role to play. The environment remains crucial because it influences individuals' autonomy. In a school, a student's environment is surrounded by teachers, parents, and other school administrators. Therefore, students cannot act fully autonomously because teachers and parents will, in some way, influence their decisions. What is important, therefore, is for teachers to offer autonomy-supportive teaching that promotes the growth of autonomy among students. Reeve and Cheon (2021) define autonomy-supportive teaching as "*the adoption of a student-focused attitude and an understanding interpersonal tone that enables the skilful enactment of seven autonomy-satisfying instructional behaviours to serve two purposes—support intrinsic motivation and support internalisatio*n" (p. 53).

Reeve and Cheon (2021) examined 51 autonomy-supportive teaching interventions to find out if teachers can learn to be more autonomy-supportive during their teaching interactions with students and, if so, whether an autonomy-supportive climate is beneficial to teachers and students in a classroom environment. Studies have shown that autonomy is a psychological need whose satisfaction yields pleasurable subjective well-being (Lee & Reeve, 2017; Ryan & Deci, 2006), and once satisfied, it increases students'

classroom functionality (Reeve & Cheon, 2021), and self-efficacy (Raven & Pels, 2021). The study found autonomy-supportive teaching to be flexible and enduring over time. Autonomy-supportive skills can be learned by teachers through guidance and mentorship, and the practises were found to last at least one year after their training. Research has shown the positive value of teacher autonomy-supportive teaching for teachers' as well as students' classroom experiences (Aelterman et al., 2019). More research shows greater advantages of autonomy-supportive teaching, including greater teaching self-efficacy (Cheon et al., 2018; Raven & Pels, 2021); stronger belief in autonomy-supportive teaching's effectiveness in motivating and engaging students (Reeve & Cheon, 2016) for teachers; increased need satisfaction among students (Cheon et al., 2014); and a decline in need thwarting (Tilga et al., 2019) and academic achievement (Cheon et al., 2020) for students. Therefore, to satisfy students' autonomous motivation, teachers ought to use autonomy-supportive teaching styles and strategies that are meant to improve students' autonomy motivation and engagement, leading to psychological well-being.

To explore some of the manifestations of autonomy support in early childhood settings under the framework of SDT in Scotland, Barrable (2020) carried out an ethnographic study to get an explanation of how people think, behave, and believe in local time and space. He observed five different nursery schools and informally held informal conversations with some local practitioners. In the study, children were exposed to a free environment in which they were allowed to freely interact with the natural environment with no strict routines, and then some were exposed to a structured environment where they were guided through a structured day. It involved a routine of events or activities throughout the day. The study revealed the importance of autonomy and self-

determination on the one hand, but also acknowledged the importance of organised routine and structure to guide the growth of autonomy among the nursery children. This recognises the importance of autonomy and a supportive environment in the lives of the students, although autonomy should actually be more valued so that students are given opportunities to self-initiate. Teachers remain a key component in providing a less restrictive structure that guides students to strengthen their autonomy and also pay particular attention to promoting self-determination among students.

To examine the relationship between psychological needs satisfaction, motivation, and outcomes and its effects on the three basic psychological needs, Wang et al. (2019) examined a sample of 1549 students from 10 government schools in Singapore. The "student need for satisfaction" (Taylor & Ntoumanis, 2007), the adopted "Student Motivational Regulation" (Goudas et al., 1994), and the "Intrinsic Motivation Inventory" (McAuley et al., 1989) were used to assess "the degree of satisfaction", "their motivational satisfaction", and "students' level of intrinsic outcomes," respectively. "Structural Equation Modelling" was used as the main inquiry to discover the analytical paths from the student's needed variables. The study found the three psychological basic needs to positively predict autonomous motivation and enjoyment but negatively predict pressure. The study further revealed that psychological need satisfaction is negatively associated with controlled motivation. This implies that if controlled, student need for autonomy may be thwarted affecting the well-being of students.

Student Engagement and Teacher Support

The glossary of education reform (2016) defines student engagement as "*the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education."* It is also defined as "*the active commitment and purposeful effort expended by students towards all aspects of their learning, including both formal and informal activities" and "a broad phenomenon that encompasses academic as well as selected non-academic and social aspects of the student experience*" (Krause & Coates, 2008, p. 493). It is assumed that when students are inquisitive, interested, inspired, or otherwise engaged, learning improves, and when they are dissatisfied, bored, or disengaged, learning is affected (Alrashidi et al., 2016; Fredricks, 2015; Senko, 2016). Whereas engagement may take different forms, the current study operationalizes the term from the perspective of Skinner et al. (2009) to include students' participation and identification with school and school-related activities (Skinner et al., 2009). It also encompasses every effort teachers make to prioritise teaching strategies or techniques that address the academic, developmental, emotional, behavioural, social, and physical factors that enhance or otherwise destabilise students' learning. The way teachers involve students in decision-making (Bernstein, 2023) about what they want to learn and how they learn is also key to this study. According to Bernstein (2023), "*the goal of education is to foster learning and growth in students to prepare them to lead productive and meaningful lives,*" and studies have shown that student engagement can lead to the achievement of this goal (Alrashidi et al., 2016; Senko, 2016). There is evidence to show that students who are engaged are 2.5 times

more likely to perform well in school with excellent grades and 4.5 times more likely to be hopeful about their future than those who are actively disengaged (Hodges, 2023). Student engagement may take different forms, but may include, intellectual or cognitive engagement which involve strategies that teachers uses to ensure lessons, assignments are appealing to students' interests and are stimulating; "behavioural engagement" where a teacher launches class routine that may foster a behaviour that is favourable for learning and gets them remain focused on learning; "emotional engagement" that involves strategies that abates negative behaviours; "social engagement" that fosters enhancement of social behaviour in a classroom; and "physical engagement" which uses strategies that lead to the development of physical skills such as physical activities (Anderman & Patrick, 2012; Fredricks, 2014; The Glossary of Education Reform, 2016).

Enhancing Student Engagement

Studies continue to reveal the importance of fostering students' engagement in learning (Bernstein, 2023; Pino-James, 2015; Furrer et al., 2014). Some strategies to increase students' engagement have been suggested. Such strategies include making learning meaningful to students (Bernstein, 2023; Fredricks et al., 2004; Fredricks et al., 2006; Pino-James, 2015). Materials or activities to be learned should be made meaningful to students' lives and let them enjoy them, remain engaged, and obtain eudemonia. The second one is learning to foster a sense of competence (Schunk & Mullen, 2012). Students will remain engaged if they are sure they will succeed in the task presented to them. To further ensure continued engagement, teachers should enable students to demonstrate understanding, give feedback to the students on their performance, and

provide autonomy support to their students (Reeve & Cheon, 2021; Reeve et al., 2004). Teachers need to use collaborative learning (Wentzel, 2009); enhance a positive perspective for learning (Anderman & Patrick, 2012); and foster warm and positive teacher-student relationships (Fredricks, 2014). The current study wished to explore how student engagement was encouraged by teachers in the classroom throughout the teaching and learning process.

Furrer et al. (2014) examined the quality of relationships between teachers and students and between students and their peers. The aim was to developed a framework to explain how positive and negative student-teacher and student-peer relationships are sustained and then propose solutions. Furrer et al highlights the importance of student engagement and motivation as precious commodities not only to teachers but also to students. They highlight the value that encompasses enjoyment of school by the students, but also the power it gives to overcome everyday challenges in school, and henceforth fostering well-being. Just like Furrer et al. (2014), Martin and Marsh (2009) assert that students' engagement enhances students' motivational resilience, and envisages students' learning and achievements. To highlight the value of teacher-student relationships in promoting engagement, Furrer et al. (2014) used the SD theory of motivation (Ryan & Deci, 2000b) which assumes that students have intrinsic motivation that helps them to take responsibility for their learning. Furrer et al. (2014) concluded that students will always feel they belong if the teacher expresses warmth and involvement, but also provide structured interactions where teachers set high standards, clear expectations and rational parameters for students' behaviours (Wang et al., 2019). Teachers' autonomy support is equally known to promote students' motivation. Students

will work hard in their learning if they feel their teachers are positive, respect them, value their views, and give them alternatives that are filled with fun (Reeve & Jang, 2006; Wang et al., 2019). The current study will examine the nature of relationships students have with their teachers and how well teachers promote engagement among students.

Measurement of Well-Being

Many tools have evolved over the years in the field of research on well-being. The evolution is aimed at generating appropriate tools that are psychometrically valid and reliable, more so in large-scale surveys (Atroszko et al., 2015). Some of these tools that have evolved include the WHO (five) Well-being Index (World Health Organization. Regional Office for Europe, 1998); the Single-Item Scale (Atroszko et al., 2015); the Meaning in Life Questionnaire (Steger et al., 2011); the Student Well-being Process Questionnaire (Williams et al., 2017); life satisfaction (Diener et al., 1999) that encompasses the Students' Life Satisfaction Scale (Huebner, 1991a); the Multidimensional Student Life Satisfaction (Huebner, 1994); and Quality of Life Profile-Adolescent Version (Raphael et al., 1996). Other well-being measurement tools include the Well-being Inventory for Secondary Schools (Engels, 2004), to mention but a few. For purposes of this review, two of the life satisfaction scales have been looked at in a more detailed way in the paragraphs below because of their closer applicability to the current study. The current study is interested in looking at students' well-being from both broader and domain-specific (school and friends) perspectives (Huebner, 2004). The current study would like to explore the phenomenological perspectives of research participants on well-being. Their lived experience is critical to this study. So qualitative approaches will be used to obtain the data other than quantitative approaches.

Students' Life Satisfaction Scale (Huebner, 1991b)

A standardised 7-item self-report Student Life Satisfaction Scale (SLSS) in which students serve as experts regarding their level of satisfaction and judgement of their life as a whole (Huebner, 1991b) using a 6-point Likert scale (stretching from strongly disagree to strongly agree). Originally designed to use a 4-point frequency response scale and administered among students ages 8–18, subsequent research recommended that a 6-point frequency response scale would be more appropriate (Gilman & Huebner, 2006). In a study by Huebner (1991a), life satisfaction is positively connected with high self-worth, and there is high inner control and external, constructive connection with one's own parents and peers (Nickerson & Nagle04). On the other hand, however, they rated themselves lower on measures like anxiety and neuroticism. For the current study however, the study wishes to understand the lived experiences of the study participants The researcher is interested in getting students' and teachers' perspective on wellbeing of students. Students will give their opinion regarding their welfare in retrospect of how teachers treat them.

The Multidimensional Student Life Satisfaction (Huebner, 1994)

Aimed at measuring multiple life satisfaction domains of importance to students, the Multidimensional Student Life Satisfaction Scale (Huebner, 1994) targets to yield a summary of scores for every verified life satisfaction area. The choice of the measure is dependent upon the life satisfaction domains the researcher is interested in measuring. The Multidimensional Student Life Satisfaction Scale (MSLSS), a 40-item Likert scale that uses a 6-point response scale whereby 1 = *strongly disagree* and 6 = *strongly agree,* was

used with high school students (Huebner et al., 1998). Although there have been tools used by previous studies to measure well-being, their focus has been an objective view of well-being. The present study preferred to use a subjective approach aimed at capturing the lived experiences of both teachers and students and how they rate the well-being of students within their school environment.

Understanding teacher's emotional experiences and the impact on students

In an attempt to understand teacher emotional experiences and how they impact their teaching and influence the learning and welfare of students, research presents interesting findings. Positive emotions among teachers have been found to generally elicit some deeper pedagogical feelings (Neville, 2013), whereas negative emotions appear to demotivate them (Sutton & Wheatley, 2003). Further studies have revealed that teachers' emotional experiences are negatively linked with exhaustion (Yao et al., 2015); hurt their welfare (Yin et al., 2016); are associated with their pedagogy (Becker et al., 2014; Saunders, 2013); affect students' well-being (van Van Uden et al., 2014); impact students' cognitive ability to engage (Linnenbrink-Garcia & Pekrun, 2011); and affect the way they engage and inspire students (Becker et al., 2014). When teachers have positive emotions, class enjoyment by the students is provoked because of a better learning environment (Yan et al., 2011), and besides, it also affects teacher-student relationships (Yan et al., 2011). The current study will contribute to existing literature on teacher emotional characteristic and the influence of those characteristics on students' well-being.

To understand the impact of emotional regulation, burnout and life satisfaction of teachers on the well-being of students, Braun et al. (2020) examined children around mid-

childhood at a time well thought out to be more significant in the growth and development of the child (Del Guidice,2018). Braun et al. (2018) tested a total of 15 teachers and 320 students using a multi-level growth modelling from 2 school districts (one urban and the other sub-urban) in a district of western Canada. A randomised control trial was used to select the categories of teachers that were involved in the study (one treatment and the other control). Students in their classes were equally identified similarly and each was randomly placed in the given categories. The teacher burnout dimensions investigated included: Emotional regulation, Occupational health and life satisfaction. The independent variable was the student's well-being. To measure the teacher burnout variable, Braun et al. (2018) used the MBI (Maslach et al., 1996) focusing on emotional exhaustion, personal accomplishment and depersonalisation. The well-being of students was tested using quantitative inventories such as the optimism subscale of resilience (Naomi& Goldstein,1998) to measure positive outlook, the Seattle Personality questionnaire (Kusche, et al., 1998) to measure emotional distress, and the prosocial behaviours in class. The study found no significant relationship between teacher burnout and prosocial behaviour and emotional distress and between teacher life satisfaction and the positive outlook of students. However, teacher life satisfaction was a strong predictor of prosocial behaviours. The current study identified two schools in the same district whose school location characteristics are similar (urban versus-semi urban). However, these were purposively selected due to their easy proximity, but thought to provide answers to the current research questions. The current study focused on teacher burnout and student well-being and the CBI (Kristensen et al., 2005) was used to measure burnout as opposed to the MBI, particularly focusing on emotional exhaustion and the attribution

of exhaustion on the three sub-dimensions of burnout.

When examining how teacher emotions impact teaching approaches, Chen (2019) found that positive emotions among teachers promote a student-centred approach to teaching and negative emotions provoke a teacher-centred approach to teaching. Joy and love, in particular, project decent teacher-student interfaces (Chen, 2019). The study further found that teachers worry when students shout at them and even when students do not take charge of their own learning experiences. Conditions such as these are bound to cause emotional exhaustion among teachers (Yao et al., 2015) and reduce self-efficacy and personal accomplishments among teachers. Other studies have revealed that the motivational and emotional characteristics of teachers are greatly associated with teacher pedagogy, students' impetus, and a feeling of accomplishment (Frenzel et al., 2009; Kunter et al., 2013; O'sullivan, et al., 2021). Burned-out teachers have reduced motivation, and hence, their instructional efforts are wedged. Besides, their accomplishments may be reduced, or they may even develop cynical attitudes towards their clients, thus negatively affecting their well-being. They are not able to offer supportive teaching for autonomous motivation, relatedness, and competence among students.

In his study to investigate the incidental effect of basic psychosomatic need gratification on the direct effect of workload areas of work life on stress and exhaustion as well as depersonalization among kindergarten to grade 12 education teachers in public schools in Arizona, Stemwedel (2018) surveyed a total of 95 respondents. The study revealed an undesirable prediction between emotional exhaustion and depersonalization

(Mojsa-Kaja et al., 2015). The study revealed a negative prediction between psychological need satisfaction and emotional exhaustion. The more psychological needs were met, the greater the reduction in exhaustion. It also revealed a substantial positive relationship between the workload area of work life and depersonalization, as was originally hypothesised by the researcher, a finding that was related to previous research (Bentzen et al., 2016; Leiter et al., 2009; Mojsa-Kaja et al., 2015). Further findings supported the theory of self-determination. Psychological need satisfaction is negatively correlated with emotional exhaustion and depersonalization. The current study will build on the scanty literature on the impact of burnout of students' needs for autonomy, competence, relatedness and engagement paying particular attention to the Uganda context.

Teacher Burnout and Coping Strategies

When the demands of the job exceed the resources available to cope, individuals tend to adopt some coping strategies to survive. Coping in this study is operationalised as behavioural responses to the demands presented by the job. The strategies may be cognitive or behavioural aimed at helping to overcome or tolerate the demands of the job. According to Thompson et al. (2010), individuals can use adaptive strategies that make them face the problem or maladaptive strategies, which make them run away from the problem and all this is aimed at helping them to cope with exhaustion and stress. Accordingly, Martinez et al. (2020) examined the different teacher burnout profiles, the different coping mechanisms and the interpersonal relationships at school between teachers with varying burnout profiles. A total of 215 teachers from different secondary schools were examined using the MBI, the Zung (1965) Self-rating Depression Scale

(SDS), the Coping with Stress Questionnaire and another questionnaire that was used to measure sociodemographic characteristics of the research participants. The study found three burnout profiles which they categorised as groups 1, 2 and 3. Group 1: were teachers who had low emotional exhaustion (EE) and high personal accomplishment (PA), group 2 were categories of teachers who had high emotional exhaustion and depersonalisation (DE) and group 3 were teachers who had low depersonalisation and personal accomplishment. The study further revealed significant differences among the different groups in coping strategies. Teachers who had low emotional exhaustion and high personal accomplishment sought social support from families and friends to cope with burnout, positive re-evaluation of themselves and their situation and tried to identify the causes and came up with solutions to their challenge. However, those who had high EE and DE had high externalised emotional expressions such as moodiness, bad behaviour and hostility to students, doubted themselves, were resigned and displayed helplessness. The study concluded that high EE has high externalised emotional expression and poor self-targeting compared to low EE and DA. Other extant studies also confirm poor self-targeting and overt emotional expression (Yin et al., 2018, Shin et al., 2014). The current study focuses particularly on the emotional exhaustion dimension of burnout. It will be great to learn how teacher coping strategies compare with those adopted by teachers in Spain (Martinez et al., 2020) specifically on emotional exhaustion.

In an attempt to examine the varied stress factors among teachers and their coping strategies in Romania, Clipa (2018) surveyed 120 teachers. The "*Professional Stress Perception Questionnaire* (PSPQ)" was used to examine stress among teachers and how they perceived it. The findings revealed that the majority of teachers (84%) surveyed

believed that teaching was a very stressful job. The degree of stress was found to have a medium-to-extremely strong impact on the teachers and therefore needed to be addressed. Because of stress, many teachers expressed the desire to quit the profession as a way of coping with it, and this feeling was more prevalent among the new teachers as opposed to those that had stayed longer in the profession. Could this be similar to the current study in Uganda? This current study will explore how teachers are coping with burnout experiences in the Ugandan context. Some suggestions in the Romanian experience were made by teachers to help them cope with stress, and these included seeking guidance and counselling, sharing their stress experiences with family and friends so they can get relief (Aldrup et al., 2018), and taking time in training (Sandilos et al., 2018). The current study will explore whether these and many more contextualised factors could be proposed to overcome burnout.

Herman et al. (2020) examined stress and coping mechanism among middle school teachers. Their sample comprised of one hundred and two teachers and one thousand, four hundred and fifty students. The latent profile analysis was used for the study and self-reported survey was completed by teachers. The MBI, Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) and observations using the Brief Classroom Interaction Observation Revised observation code (Reinke & Newcomer, 2010) were used for data collection. The study found teachers who had high stress and low coping strategies had a higher burnout score, lower self-efficacy coupled with high reprimands and student's depression compared to their counterparts. Other studies have shown the negative impact of high stress and low coping mechanisms to students' outcomes (Maslach et al, 2001). This has been known to cause irritability, confrontational

relations between teachers and students and a general negative view of students by teachers.

Interpersonal Teacher and Student-Teacher Relationships

When examining the quality of relational teacher conduct and teacher-student relationships, understanding the factors that influence this relationship is critical. To examine the relationship between the interpersonal relationships teachers had with their students and their own experiences of enjoyment, anger, and emotional exhaustion, Taxer et al. (2019) surveyed a sample of 266 teachers drawn from both rural and urban Oklahoma. A 4-item scale from Klassen et al. (2013) was used to test teacher-student relationships. The study used the Enjoyment and Anger Scale extracted from the Teacher Emotional Scale (Frenzel et al., 2009) to measure teachers' experiences of enjoyment and anger. The popular MBI (Maslach et al., 1997) was used to measure emotional exhaustion for educators. The study revealed a close connection between teacher relationships and enjoyment or anger since the relationship served as a shield for the teachers. The predicted positive relationships brought enjoyment, and the reverse brought anger. This view is in agreement with Zembylas (2003), who posits that the emotions of teachers develop based on the nature of their interactions. Positive relational experiences are directly related to reduced emotional exhaustion. The question, therefore, is: what happens when there are negative relational outcomes? or when the teacher is angry because of the perceived negative relationship? The current study wishes to explore what influence anger, which arises out of exhaustion and fatigue, has on the well-being of students.

In their investigation to verify the reliability and validity of an Indonesian version of the Questionnaire on Teacher Interaction (QTI) and perceptions of interpersonal relationships among students and teachers, Opdenakker et al. (2012) surveyed 2380 students and 69 teachers from 12 public schools in Indonesia. The survey included both public and private schools. The study found a friendlier and more dominant rating of teachers themselves compared to the students' ratings. This divergent perception cuts across all dimensions. Interesting to note is this discrepancy of opinions between teachers and students, which leaves some questions unanswered. What could be causing this variation? Previous studies had similar findings (Brekelmans et al., 2002). However, Opdenakker et al. (2012) assume this is a result of wishful thinking on the part of the teachers, what they would wish the circumstances to be, and also aimed at shielding themselves against disenchantment. It would be interesting to learn whether the current study would yield confirmatory findings. However, the current study focused only on the ratings given by students, and there were no ratings given by teachers.

In an attempt to establish how teacher belief and interpersonal relationships influenced students' engagement, Van Uden et al. (2014) conducted an investigation among 52 pre-vocational (lower secondary) and vocational schools in the Netherlands. 100 teachers (118 males and 82 females) and 2288 students participated in the survey. To measure teacher interpersonal skills, a 32-item QTI by Wubbels et al., 1985 with a 5-point Likert scale was adopted. An already existing questionnaire (Appleton et al., 2006; Archambault et al., 2009) was adapted and reformulated to measure student engagement since there was no widely acceptable questionnaire at the time. Reformulation was aimed at linking engagement with a specific teacher at the classroom level. Van Uden et al.

(2014) categorised engagement under emotional, and cognitive aspects. Six items on the subject taught and five items focusing on the teacher comprised the emotional engagement. The current study is interested in examining how burnt-out teachers influence students' engagement in their participation in learning activities at school. To understand teacher interpersonal relationships and how they eventually influence student engagement, the current study shall adopt the teacher-student relationship questionnaire (Ang et al., 2020) and similarly adapt and reformulate, where necessary, other relevant existing tools to map students' interpretations of teachers' interpersonal relationships.

Van Uden et al. (2014) revealed that "*perceived interpersonal teacher is by far the most important predictor of all types of student engagement" (*p. 28). Additionally, teachers' beliefs were found to have an indirect relationship with student engagement. The study revealed an interesting finding that informs this study. Whereas teachers had a higher score on extrinsic motives, students, on the other hand, had their emotional engagement fixed on the subjects that were taught. The current study intends to look at engagement based on subject categorization. It will be interesting to find out the validity of this finding since the researcher will be examining interpersonal relationships and engagements across these subject categorizations. As recommended by van Uden et al., this study shall capture students' engagement by critically looking at interpersonal teacher-student relationships.

The study by Hwang et al. (2020) investigated the relationship between callous un-emotional (CU) traits, teachers' means of discipline and rewards, and school outcomes based on intrinsic academic motivation and school engagement in South Korea. This was

a longitudinal study aimed at capturing classroom practises that had been ongoing for a while. The sample was comprised of 10–12-year-olds from two public schools in South Korea. A sample of 218 students was examined. The "Strengths and Difficulties Questionnaire" (Goodman, 1997) was used to measure the CU traits and antisocial behaviours. The "Classroom Discipline Strategies Questionnaire" (Lewis, 2001), on the other hand, was used to measure teachers' reward and discipline strategies, and the "School Engagement Scale" (Fredricks et al., 2004) was used to measure children's reports on school engagement. The study revealed that the CU trait modifies the teacher's punitive actions and learning outcomes. The use of harsh discipline, on the other hand, reduced school commitment for children but created high CU traits. However, greater use of rewards did not envisage better learning outcomes as earlier predicted by the study. This differed from previous research (Kleinman & Saigh, 2011) that had predicted that teacher rewards increase students' outcomes. The study concluded that it was possibly due to differences in cultural contexts, among other factors. The second conclusion was that teacher rewards and punitive actions had no direct relationship with CU traits over time in the study.

Empirical Associations of Teacher Burnout and Students' Well-Being

Available research has demonstrated a negative implication between emotionally drained teachers and the performance of their students (Klusmann et al., 2016; Kunter et al., 2013) and students' autonomous motivation development (Kunter et al., 2013; Shen et al., 2015). Some other studies (Shen et al., 2015) have shown a negative association between students' autonomous motivation, their school satisfaction, and their perception

of teacher support (Arens & Morin, 2016). Additionally, other studies have revealed that teachers experiencing stress and exhaustion are more or less likely to participate in building good and positive relationships with their students (Ramberg et al., 2020; Skaalvik & Skaalvik, 2017); besides, burned-out teachers have been found to withdraw from relationships as a result of distress (Chang, 2009). Teachers' well-being presents an important prognosis for learning and general welfare among students (Klusmann et al., 2016). Emotional exhaustion reported by teachers revealed a negative connection between teachers' emotional exhaustion and students' satisfaction with teacher backing (Arens & Morin, 2016). This study assumes that when teachers withdraw from positive relationships as a result of burnout, students feel less connected and less engaged, which leads to reduced autonomy. Relatedly, Deci and Ryan (2000a) posit that quality interpersonal relationships enhance the well-being of both teachers and students, and the reverse leads to dysfunctional interactions between teachers and students (Cacioppo et al., 2006). The present study will concentrate on examining the value of interactions between teachers and students, especially when teachers are faced with the hallmarks of burnout from the dimensions of exhaustion and fatigue, and how this impacts students' basic psychological needs.

In an attempt to examine the link between teacher burnout and burnout-related complaints, students' school satisfaction, and perceived teacher caring, Ramberg et al. (2020) studied a sample of 5367 upper secondary school students and 1045 teachers from 46 schools within Stockholm municipality. *The "school satisfaction scale"* was used to capture students' ratings of their satisfaction with their school and their perception of the care received from their teachers. Both individual and school-level measures were

conducted to examine the dependent and independent variables, respectively. The study found a strong negative relationship between teacher stress-related complaints and students' school satisfaction, as well as perceived teacher caring (Ramberg et al., 2020). Interestingly, the study further found variations based on the different schools regarding teacher stress and stress-related complaints. The current study wishes to ascertain whether these findings hold for the two schools selected, more so because of demographic variation within a far different context. The current study assumes that there will be variations since each school may be faced with varying stress-causing factors given their locations and access to social services.

The conceptualization of students' well-being by Braun et al. (2019) focused on the presence of a positive outlook, the absence of emotional distress, and the presence of pro-social behaviour in students. The current study view of students' well-being, however, focuses on the achievement of the basic psychological needs for autonomy, competence, self-efficacy, and relatedness as precursors of well-being. Nonetheless, the review of literature related to Braun and colleagues' outlook remains relevant. Braun et al. (2019) investigated how *"teachers' cognitive reappraisal, expressive suppression, occupational burnout, and life satisfaction in the fall were related to the level and trajectory across the school year of three indicators of student well-being: student-reported positive outlook, student-reported emotional distress, and peer-reported prosocial behaviour"* in Canada. The study found teachers who positively managed their emotional skills and had life satisfaction positively impacted student emotional distress (students were less distressed), encouraged a positive outlook on life, and had prosocial behaviours. However, students whose teachers used suppressive behaviour were emotionally

distressed, had a negative outlook on life, and were less prosocial. The literature in this case portrays a link between teacher burnout and the well-being of students.

To establish how discipline glitches, time pressure, reduced student enthusiasm, and value differences as potential stressors were correlated to each particular dimension of burnout (depersonalization, emotional exhaustion, and personal accomplishment), Skaalvik and Skaalvik (2017) surveyed teachers ranging from 1145 elementary, 333 middle, and 385 high school teachers from 34 schools in Norway. A variety of scales were exclusively selected to measure each stressor and dimension as follows: time pressure, a 5-item pressure scale (Skaalvik & Skaalvik, 2016); discipline, a 3-item scale (Skaalvik & Skaalvik, 2016); low student motivation, a 4-item measuring teachers' insight on student enthusiasm (Skaalvik & Skaalvik, 2016); and value dissonance, a 3-item value conflict scale. To assess the magnitude of burnout, the following measures were used: Emotional exhaustion is a 6-item version of the MBI (see Skaalvik & Skaalvik, 2011); depersonalization is an extended 6-item version of the MBI (Maslach et al., 1997). and personal accomplishment—a 5-item accomplishment scale freshly made specifically for the study was used.

The study found a weak relationship among the four stressors. The dimensions of burnout were also cautiously linked. However, time pressure was strongly connected with emotional exhaustion, weakly related to depersonalization, and negatively linked to personal accomplishment, confirming previous studies (Skaalvik & Skaalvik, 2010). Emotional exhaustion had, however, a positive connection with depersonalization but a negative linkage with personal accomplishment. The study concluded therefore that,

"*although depersonalization and personal accomplishment were unrelated to workload and time pressure, they were strongly influenced by teacher-student relationships*" (p. 786), simply put, "*teacher perception of discipline problems and low student motivation."* Per this finding, faced with disruptions, teachers may become infuriated, anxious, and uncertain. Overwhelmed, the teacher will perceive students as interfering with their teaching, and therefore the teacher may develop a cynical attitude towards particular students. Besides, the teacher may develop a feeling of reduced personal accomplishment or even blame the students as a copying strategy. The students, on the other hand, are bound to feel a lack of emotional support from their teachers (Shaheen & Mahmood, 2020), which has a significant impact on burnout.

Additionally, following findings on value dissonance, teachers who were in a shaky situation reported increased levels of emotional exhaustion and depersonalization and lower levels of personal accomplishment. The inharmonious situation may lead the teacher to distrust himself or herself and therefore be compelled to defend their position (Skaalvik & Skaalvik, 2017), leading to depersonalization and henceforth denying students an opportunity to achieve autonomy and competence. Values are believed to be a central motive for teachers to join the teaching profession (Watt & Richardson, 2008); however, if teachers feel that their values are not reflected in practise, they may display a cynical attitude towards the profession and students. Besides that, they may develop a feeling of reduced personal accomplishment. This has a direct influence on students' welfare.

While investigating the relationships between teacher burnout factors and specific cognitive, socioemotional, and motivational variables, Maior et al. (2020) surveyed 81 high school teachers in Romania. Similar to the current study, Mior et al. surveyed teachers from both rural and urban schools, and data were collected from the science/mathematics, social science/arts, and technical/vocational subject categorizations. The Romanian Scale for assessing teachers' rational beliefs and the Employee Rational and Irrational Beliefs Scale (Gavița & Duță, 2013) were used in the study. Additionally, the Basic Psychological Needs Satisfaction at Work (Deci et al., 2001) was used to assess the level of satisfaction of the basic psychological needs for self-autonomy, competence, and relatedness. The level of burnout was measured by the MBI-ES (Maslach et al., 1997); social-emotional competence was evaluated by the Social-Emotional Competence Questionnaire (Yoder, 2014). Participants' rational beliefs were measured using the Employee Rational and Irrational Beliefs Scale (Gavița & Duță, 2013). The study aimed at examining basic psychosomatic needs for gratification, social-emotional capabilities, rational beliefs, and teacher burnout.

The study found a strong relationship between burnout, social-emotional capabilities, and basic need satisfaction, which was consistent with a study by Bartholomew et al. (2014), which showed a connection between basic need satisfaction and burnout. A negative relationship was also found between emotional exhaustion, social-emotional competencies, and basic need satisfaction. Additionally, teachers who thought that their essential basic needs of self-autonomy, competence, and relatedness were met were more likely to have lower rates of emotional exhaustion than their counterparts. Similarly, negative associations were found with depersonalization. In terms

of personal accomplishment, the study found that teachers who felt that their needs were satisfied felt higher levels of personal accomplishment than their counterparts. Teachers who held rational beliefs were less likely to act cynically than their counterparts. In the same way, those who acted irrationally were less likely to detach themselves from their work than those who were rational. Relatedly, teachers whose basic needs of self-autonomy, competence, and relatedness were satisfied were less likely to act irrationally and had fewer levels of cynicism. In consideration of the results of this study, it is evident that if teachers' basic needs of self-autonomy, competence, and relatedness are not met as a result of burnout, then their emotional exhaustion and cynical and irrational behaviours are more likely to impact the way they respond to and act towards meeting students' psychological needs of relatedness, self-autonomy, and competence. The current study will endeavour to explore the connections involved to get a clear picture of the key variables. An elaboration of each of the variables concerning burnout and students' well-being has been made in the following paragraphs.

Emotional Exhaustion and Students' Well-Being

Aimed at establishing the relationships between teachers' emotional exhaustion and students' achievement, Klusman et al. 2016) examined a sample of 1000 elementary teachers and their students from a nationwide comprehensive survey conducted in Germany. Using the Maslach Burnout Inventory (Maslach, 2003), the study examined whether teachers' emotional exhaustion correlated with students' mathematical achievement and whether students' backgrounds moderated the projected relationships. The study revealed a statistically substantial relationship between teacher emotional

exhaustion and student achievements. However, this varied across language minority groups. The researcher presupposes that the implications of emotional exhaustion for the mathematical achievements of students could be borne by other aspects of well-being, such as the need for autonomy and relatedness. However, a well-being-specific outlook for self-autonomy, competency, and relatedness is necessary to elaborate more on the potential consequences of emotional exhaustion. Whereas Klusmann et al. (2016) used the MBI, the current study proposes the use of the CBI measure scale (Kristensen et al., 2005) to measure burnout. It is assumed that the CBI will be a more appropriate measure because of its ability to measure burnout sub-dimensions of focus (personal burnout, client-related burnout, and work-related burnout), which this study is particularly interested in exploring more to ascertain the relationship between the sub-categories.

Further research has shown that the relative independence of one's goal matters, whether it is an individual goal or not (Sheldon et al., 2004). A degree of self-autonomy for students is significant if they are to achieve their well-being. Students in secondary schools have inner personal pursuits and desires they aim to achieve. However, given Kunter et al. (2013) and Shen et al. (2015) views, teachers suffering from work-related stress, fatigue, and depressed moods will fall short of the much-needed support needed to meet students' needs for autonomy, relatedness, and competence to pursue their goals. Burnout is believed to cause certain instabilities among teachers (Shaheen & Mahmood, 2020). Similarly, students become less concerned once they sense reduced interest from their teachers (Klusmann et al., 2008; Pakarinen et al., 2010; Skaalvik & Skaalvik, 2007). The reduced student concern, on the other hand, may be interpreted as indiscipline by teachers and result in cynicism by the teachers towards the students.

Besides, according to Zembylas (2003), the emotions of teachers develop based on the nature of interactions. This study predicts that the lack of a caring relationship between teachers and students as a result of burnout will lead to reduced self-autonomy and integration, reduced competence, and reduced relationship building (van Uden et al., 2014). A study by Wentzel (2009) revealed that when teachers are faced with emotional issues, students are bound to suffer. Other studies have revealed a negative connection between students bullying teachers and teachers' psychological well-being (Santos & Tin, 2018; Wilson et al., 2011). More research continues to reveal an increasing rate of school violence and victimisation as one factor that is increasing burnout among teachers (Bass et al., 2016). Other research on teacher burnout revealed that teachers who suffer burnout also reported having difficulties handling students' disruptive behaviours (Brouwers & Tomic, 2000; Egyed & Short, 2006). However, teachers who have suffered from bullying tend to disconnect from work and are more or less likely to suffer from burnout (Santos & Tin, 2018). Students who are taught by such teachers become victims of their own making.

In an attempt to document descriptive statistics on Student Bullying of Teachers (SBT) and examine how the experiences of SBT affected teacher burnout in public schools in California, Tin (2020) surveyed a sample of 268 participants. The CBI (Kristensen et al., 2005) scale was used to assess participants' levels of burnout. The CBI was chosen for the study over the MBI because of its ability to capture issues related to the 3 sub-dimensions of burnout, namely the client-related, work-related, and personal-based dimensions of burnout. Additionally, Santos and Tin's (2018) study was adopted to

suit the needs of the study by Tin (2020). The adaptation involved rewording some of the questions to suit those needs.

The study found a similar prevalence of SBT in California as compared to the national survey (McMahon et al., 2014), which found 8 out of 10 teachers had experienced violence, although there were differences compared to other international studies conducted in other countries like Malaysia and Taiwan, which reported lower rates. The findings were in agreement with studies in the UK. The research concluded that this was a result of cultural differences. The types of SBTs were consistent with previous studies; however, there was no categorization of the specific teacher who suffered the SBT. The phenomenon seemed to apply to all teachers. Regarding the question of whether there were specific types of students who engaged in SBT, the study found two categories: those with whom teachers had issues and those who were underperforming in class. This discovery was in line with preceding studies on the subject (Santos & Tin, 2018). The study also found some serious consequences of SBT. One was the increased burnout among teachers as a result of SBT. Teachers' attitudes towards bullying students were also affected, affecting their interpersonal relationships. Another lasting impact was on the teaching itself. Teachers developed negative attitudes towards the teaching process. Cases of absenteeism and a desire to quit the profession were more likely. The study is in agreement with another extant study (May & Tenzek, 2018), which also found an increased impact of bullying on all dimensions of burnout. Previous studies highlighted in the paragraphs above portray that when students bully teachers their interpersonal relationship is affected.

Although personal-related burnout was originally presumed to be connected to issues outside of work and clients' (Kristensen et al., 2005), the study by Tin (2020) found a significant increase in personal burnout that led to the creation of health issues such as depression, mood changes, reduced self-esteem among teachers. In terms of student-related burnout, the study found a reduced longing for the interface between teachers and students as a result of SBT. This was in agreement with other previous studies (May & Tenzek, 2018). The professor, on the other hand, reported reduced interaction and activities with the student body as a result of bullying. Teachers also reported reduced academic potential in students who bullied them. The reactions of bullied teachers indicated, among others, the willingness to quit their jobs and this could be as a result of burnout. The current study would like to explore the impact of the teachers' reaction to students' well-being.

In their study to examine the relationship between teacher burnout and students' autonomous motivation, Shen et al. (2015) examined a total of 1302 high school students and their 33 physical education teachers in two Middle Eastern districts in the United States. The study found a negative relationship between emotional correlates and perceived teacher autonomy support.

In their recent study, Martínez-Líbano and Cabrera (2023) conducted a cross-sectional descriptive study to examine the degree of trainee teachers' emotional Exhaustion in Chile and associated variables during the COVID-19 pandemic. Two hundred and four (204) teachers were surveyed using the perceptions of mental health, and the Emotional Exhaustion Scale. SPSS version 25 was used for data analysis. The

study found an overwhelming number of teacher trainee experiencing worsening mental health (92.2%). Other emotional exhaustion symptoms teachers experienced included stress (66.2%), irritability (38.2%) and anxiety (37.7%), and depressive symptoms (32.8%). Emotional exhaustion was attributed to the online classes that were adopted during the pandemic and the pandemic itself. As a result of emotional exhaustion, teacher trainees presented affective characteristics such as relentlessness, irritability, social withdrawals, interpersonal problems, problems at school and family problems among others. This study made recommendations for future research to tackle how teachers could cope with burnout. The current study will look at the strategies used by teachers to cope with burnout experiences. Given that this study was conducted post the pandemic, it will inform the current study on how the pandemic is likely to affect the results in the current study.

Depersonalization and Students' Well-Being

Dooley et al. (2020) investigated the connections between job hindrance stress, perceived servant leadership and depersonalisation. The study was intended to clarify the strength of these connections and the mechanisms therein among high school teachers in China. Affirmed as one of the core dimensions of burnout among teachers, Maslach et al. (2001) define depersonalization as "*a negative, callous, or excessively detached response to various aspects of the job*" (p. 399). Folks faced with depersonalization are believed to disengage from their feelings or senses and their close surroundings (Phillips et al., 2001). In the classroom, it is believed to have precarious effects on the students (Dooley et al., 2020). Although depersonalisation as a dimension

of burnout may not be the focus of this study, characteristics similar to depersonalisation that may be displayed by teachers in their relationship with students will be captured.

In a cross-sectional survey, Dooley et al. (2020) surveyed a total of 857 participants, 63.7% of whom were female, while 36.3% were male. Participants responded to questions on all 4 variables in the study (hindrance stress, servant leadership, depersonalization, and physical health), besides the demographic survey. The hindrance stress scale (LePine et al., 2016), a 10-item and 5-point Likert scale, was used to measure hindrance stress; the Servant Leadership Scale (Sendjaya et al., 2019) was used to measure perceived servant leadership; the MBI (Maslach & Jackson, 1981) was used to measure depersonalization; and the physical health scale (Skaalvik & Skaalvik, 2018) was used to measure the physical health challenges of the participants.

Just as initially predicted, the study found a connection between job hindrances, depersonalization, and physical health. However, servant leadership did not have any significant effect on the relationships concerning hindrance, stress, and depersonalization. It did not have the moderation effect initially perceived. The study concluded that either hindrance stress was so strong as to overshadow servant leadership or other stronger predictors of depersonalization, such as competition among teachers, the social environment, and contextual factors, were ignored by the study. The study further found a strong connection between hindrance stress and mental and physical problems, including depersonalization. Considering the stronger association between hindrance stress, teacher depersonalization, and physical health problems found in this study, the current study assumes that the spillover effects of

depersonalization might negatively influence students' self-autonomy, competency, and relatedness.

While investigating the relationships between teacher burnout factors and specific cognitive, socioemotional, and motivational variables, Maior et al. (2020) found that teachers whose psychological basic needs were not met were more likely to act less rationally. Irrationality is connected to cynicism, which affects students' well-being. Teachers whose rational thinking contains mainly demands had a higher likelihood of higher levels of depersonalization (Bermejo et al., 2013; Bernard, 2016; Ellis, 2005; Levinson, 2007; Popov et al., 2015). Filak and Sheldon (2008) similarly agree that if teachers' basic psychological needs are unmet, then their ability to meet the needs of students is jeopardised.

Reduced Personal Accomplishment and Well-Being

In their study to establish the predictors of burnout among teachers in the workplace, Shaheen and Mahmood (2020) surveyed teachers in 36 districts of Punjab, Pakistan. A sample of 1693 public school teachers, picked from both rural and urban schools, participated in the survey. The emotional burnout scale, containing three sub-factors with varied numbers of items, was adopted. An A5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used for the study. Additionally, a self-developed scale known as the Institutional Factor Measuring Scale was used to measure burnout. They looked at personal, administrative, environmental, insecurity, material, and training factors, each having a varied number of items to be able to measure levels of burnout.

The study found that personal factors and environmental factors positively predicted emotional exhaustion, insecurity factors positively predicted depersonalization, and reduced personal accomplishment was positively predicted by environmental factors. Material goods and training factors, on the other hand, negatively predicted all three dimensions of burnout. Given the prevalence of burnout among teachers, the need to examine how teachers who are faced with emotional and physical exhaustion conditions at varied levels impact the basic psychological needs of students, ultimately affecting their well-being, cannot be overemphasised. Kim et al. (2011) posit that burnout has serious implications for social workers. He argues that the health problems as a result of burnout may affect their work with their clients or hinder their ability to encourage contracts with their clients. Poor job performance and absenteeism go without saying (Darr & Johns, 2008). Job turnover is yet another effect of burnout, but this limits the consistency and firmness of the services they offer (Barak et al., 2001; Chenot et al., 2009), hence influencing the well-being of clients.

Dehumanization

Dehumanisation is increasingly becoming an issue of great concern as a dimension of burnout. Although originally understood to occur in the framework of ethnic and racial in-between group conflicts (Kelman, 1973; Staub, 1989), recent studies have revealed an expanded view of dehumanisation to include other spheres of life. It is believed to also occur among interpersonal and intergroup interactions and is not exclusive to overt conflict (Haslam & Loughnan, 2014; Kteily & Landry, 2022), but also in everyday social prodigies obscured in ordinary social-cognitive expansions (Haslam,

2006). Christoff (2014) argues that individuals face dehumanisation when they are covertly or openly observed as missing qualities that are reflected as being typically human. There are two categories of dehumanisation: "the animalistic one" and "the mechanistic one" (Haslam, 2006). The former is one where humans are denied qualities that differentiate them from animals. Such qualities include self-control, intelligence, and rationality (Haslam, 2006). He posits that the latter, however, is one where human beings are equated to matter and deprived of aptitudes such as cordiality, sentiments, and uniqueness or individuality (Haslam, 2006). Dehumanisation can be severe or mild (Haslam & Loughnan, 2014). The subtle or mild one is characterised by disrespect, neglect, and social exclusion shown through the way they look, their gestures, and the tones of their voices (Bastian & Haslam, 2011). According to the SDT, dehumanising has injurious effects on well-being because it leads to an impaired ability to satisfy the basic psychological needs of students (Ryan & Deci, 2000b). It is assumed that dehumanisation of this nature may take place in schools as a result of teacher burnout.

i.   What are the consequences of mild dehumanization?

As mentioned earlier, dehumanisation is believed to have some serious negative consequences. These may include increased aggression such as bullying (Obermann, 2011), social rejection (Martinez et al., 2011), harassment (Rudman & Mescher, 2012), and deadly violence (Kteily & Landry, 2022). Other consequences include reduced moral worth for those degraded (Haslam & Loughnan, 2014). The guiltiness and embarrassment faced by the perpetrators may stimulate further dehumanisation as a result of being judged (Formanowicz et al., 2023; Haslam, 2006; Smith, 2016).

Unremarkable interpersonal ill-treatment leaves the victim's esteem repressed and demoralised (Formanowicz et al., 2023; Sue et al., 2007), denied self-autonomy (Ryan & Deci, 2000b), and socially excluded (Twenge et al., 2007). Ryan and Deci (2000b) further posit that for one to achieve psychological well-being, the basic psychological needs of self-autonomy, competence, and relatedness should be met. However, dehumanisation denies the victim these needs, thereby affecting their well-being.

Present Study

As earlier observed, teaching is one of the most stressful professions (Clipa, 2018; Maslach et al., 2001) and is known to result in psychological and social problems (Belias & Varsanis, 2014). Due to the central role teachers play in the lives of students, their emotional experiences must remain significant if the well-being of students is to be guaranteed. Burnout, which is a psychological syndrome, affects teachers' emotional experiences (Chang et al., 2022; Maslach & Leiter, 2016; Maslach & Leiter, 2017). Besides other factors, teacher burnout has also been found to affect the performance of students (Nortje, 2021). This study aimed at understanding the extent to which teachers experienced the three sub-dimensions of burnout and how that extent impacted students' well-being in terms of how their psychological needs were affected. It focused on understanding and highlighting how teacher burnout affected the students' ability to obtain their basic psychological needs for autonomy, relatedness, and competence. The overarching research question for this study was, "*To what extent do secondary school teachers experience the three sub-dimensions of burnout?*" "*What is the impact of teacher burnout on students' well-being?*" and "*the relationship between teacher*

demographic characteristics and burnout". The findings will support the existing line of research by examining the influence of teacher burnout from the perspective of their affective characteristics in the dimensions of emotional exhaustion and fatigue and how this impacts students' well-being.

In 2007, the government of Uganda introduced universal secondary education, which saw huge numbers of students enrol in secondary schools. However, the increasing enrolment was not aligned with the increase in human and other capital resources needed to address the needs that were created. Teachers had to do with the available meagre resources to manage the situation. Research has shown that huge numbers of students, resource scarcity, and poor working conditions are some of the causes of teacher burnout (Cinamon et al., 2007; Clipa, 2018; Maslach et al., 2001). This ought to have an impact on the well-being of students in some way. The impact of teacher burnout on their well-being has been examined and found to impact their health, physiological, and psychological well-being, among other things (Milfont et al., 2008). The current study, however, focused on the impact of teacher burnout on the well-being of students as perceived by the students on the one hand and the teachers on the other. There are limited published studies that focus on burnout and students' well-being that are specific to Uganda. Individual and school-level analyses were conducted. It was conceptualised that teacher emotional experiences negatively impacted students' general well-being. Contrary to already existing studies, the study drew on and compared data from two schools with varying demographic characteristics—one urban and the other semi-urban—to highlight the probable discrepancies based on demographic variations. Additionally, this study also compared findings based on subject study categorizations,

that is, arts, science, and business studies subjects, aimed at highlighting the discrepancies that may exist based on these categorizations. Ramberg et al. (2020) recommended examining possible variances in the association between teacher stress and students' well-being based on academic and vocational programmes. Klusmann et al. (2016) acknowledge that schools differ in their compositional characteristics, such as students from families with low social economic services, which eventually makes teaching more or less challenging for the teachers, hence causing burnout.

The present study will significantly contribute to preceding studies by analysing the way teachers rate their distinctive emotional experiences and how their experiences relate to the well-being of students. Research findings from other parts of the world on the impact of teacher burnout and students' well-being may not be generalizable to Uganda due to differing education policies, cultures, systems, and sample diversities. Additionally, many previous studies have mainly sought the views of teachers who may have a self-presentation bias regarding the effects of burnout on students' well-being (Ciucci et al., 2014; Waschbusch & Willoughby, 2008). A corroboration of views from both students and teachers provided useful insights into the impact of teacher burnout on students' well-being.

Summary

The focus of this study was to examine whether teacher burnout, characterised by emotional exhaustion and fatigue as recounted by teachers in secondary schools, was related with secondary school students' understanding of their well-being. Teacher burnout has been shown to convey direct negative implications for students' well-being in

terms of school satisfaction and perception of teacher caring (Ramberg et al., 2020), apparent discipline problems, and reduced student motivation, leading to reduced personal accomplishment and sometimes extended negative attitudes (Skaalvik & Skaalvik, 2017). It has also been found to cause certain instabilities (Shaheen & Mahmood, 2020), leading to reduced concern among students once they sense reduced interest from teachers. Wentzel (2009) further affirms that when teachers are faced with emotional exhaustion issues, students suffer. According to the self-determination theory, basic psychosomatic needs are connected with well-being (Deci & Ryan, 2000a; Deci et al., 2017). Other aspects raised by other studies, such as reduced school satisfaction being negatively correlated with increased long-term leave of absence (Ervasti et al., 2012), a less conducive school environment being negatively related to low students' academic achievements (Gietz & McIntosh, 2014), increased violence and victimisation against teachers causing burnout (Bass et al., 2016), and increased hindrance stress with mental stress (Dooley et al., 2020), are equally important. Whereas all these studies have highlighted the negative relationship of burnout to some aspects of students' well-being with varying degrees, no study has been found to have investigated the influence of the three teacher burnout dimensions on students' psychological basic needs for self-autonomy, competency, and interrelatedness. Contrary to other research, the causes of teacher burnout are not the central focus of this study. Therefore, this study will concentrate on the extent of teacher burnout and how it affects the well-being of students. The focus is on students' perceptions of the relational teacher as a result of burnout. It was assumed that the perception of students was vital and reasonable to highlight the influence between teachers' characteristics and students' well-being.

The key sub-titles discussed in this chapter include the conceptual and theoretical framework underpinning this study. This included the Desire Fulfilment Theory, which postulates that the greater the desire, the greater the satisfaction once the desire is fulfilled, and the Self-Determination Theory, which posits that every individual has a natural desire to learn and evolve. Therefore, the environment in which the students are exposed to remains pivotal. Understanding the concept of teacher burnout and student well-being, measurement of burnout and well-being, precursors of well-being, empirical associations between teacher burnout and students' well-being, and analysis of each of the burnout dimensions and how this is presumed to influence students' physical and psychological well-being dimensions of burnout have been looked at.

CHAPTER 3: RESEARCH METHOD AND DATA COLLECTION

Introduction to the Section

The problem statement, the study's purpose, and its objectives are restated in Chapter 3. It draws attention to the population, sample, research approach and research design that were used to arrive at the report's conclusions. An overview of the research problem and its purpose is restated here to set the scene for this chapter.

Although data collection for the current study had been planned for early 2021, It was not possible due the prevailing circumstances of COVID19. Data was not collected until January 2022, when the country reopened after the lockdown due to COVID19. As previously stated, the public's concern over the rising number of student strikes and unrest in Uganda's public secondary schools has grown, especially in light of the fact that more recent public secondary schools have experienced a history of student strikes and property destruction (Hassan, 2020; Nakayiwa & Kaganzi, 2015). Media outlets have been reporting on this more frequently (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022). Schools that were once renowned for their academic excellence are now well-known for the most catastrophic strikes in history, according to numerous media reports. Poor teacher-student relationships, a lack of response to student complaints, a lack of communication between teachers and students, the use of corporal punishment by teachers and school administrators, and subpar instruction have all been blamed for these strikes more and more. Poor teacher-student relationships, a lack of response to student complaints, a lack of communication between teachers and students, the use of corporal punishment by teachers and school administration, ineffective teaching

strategies, a lack of respect for parents and teachers, excessive suspension and punishment, and the high-handedness of some teachers have all been blamed for these strikes (Elisado, 2022; Jjingo, 2022; Mutyaba, 2022). Students' persistent and widespread dissatisfaction in secondary schools is alarming and suggests that something is wrong. Although there could be a variety of reasons for the widespread strikes and student unrest, the researcher believed that one possible explanation was the way teachers handled problems that affected the students.

The researcher reasoned that burnout, and particularly fatigue and exhaustion, which are common among teachers, might have an impact on how teachers addressed problems with students. For example, Cheloti et al. (2014) discovered that among the factors contributing to strikes in Kenyan secondary schools were the authoritarianism of school administrators and instructors, as well as inadequate or non-existent communication between students and teachers. It was discovered that teachers enforced school rules and regulations with authority, which resulted in antagonistic interactions between them and the students. Conflicting relationships were found to result from this (Cheloti et al., 2014). The key queries then become: Why do educators take such an aggressive approach to enforcing school policies? How are the students affected by this aggression? Numerous responses could be offered to address these two inquiries, yet the researcher posits that teacher burnout, specifically manifested in physical and emotional exhaustion as well as stress, may underlie the behavior of the teachers in question. The second question thus becomes: can teacher exhaustion serve as an explanatory factor for this behavior? The assertive manner in which teachers handle student-related issues might potentially be linked to their stress and exhaustion, as suggested by Roffey (2012). This

underscores a compromised relationship. Burnout poses a multifaceted challenge in professions like teaching (Maslach et al., 2001). Studies indicate that when teachers experience burnout, they tend to adopt a dehumanizing attitude towards students (Maslach et al., 2001). Students cannot underestimate the significance of such behavior, as it has the potential to diminish their self-esteem, distort their perception of their abilities, disrupt positive teacher-student relationships, and jeopardize their intrinsic motivation for learning. The manner in which teachers handle such situations may lead to additional serious consequences for the overall well-being of students, prompting their reactions and warranting further investigation. According to Skaalvik and Skaalvik (2007, 2010), burnout negatively influences the classroom environment, impacting students' academic performance. Additional research indicates that when students' well-being is compromised, it can induce distress among them (OECD, 2017).

The well-being of students in schools is believed to be an important output indicator of quality education. Beyond the availability of learning materials, teacher qualifications, conducive classroom spaces, and teacher-student ratios, a high-quality school environment that enhances students' well-being as characterised by social, emotional, and pedagogical interactions that fulfil students' needs for autonomy, competency, and connectedness with one another and, more importantly, with their teachers is critical to the welfare of students (Van Petegem et al., 2007b). Low levels of well-being have been found to correlate with unfavourable behaviours and attitudes that are against the school (Van Petegem et al., 2007b). Quality social and pedagogical interactions aimed at meeting students' psychological needs correlate with an overall sense of well-being, motivation to learn, and academic achievement (Allen et al., 2013; Kane & Staiger, 2012).

Several factors influencing general students' well-being in secondary schools have been highlighted by many researchers. However, until recently, many of the studies on student's well-being in schools have investigated the "*influence of student characteristics and interpersonal teacher behaviour in the classroom on student's well-being*" in Belgium (Van Petegem et al., 2007b, p. 279); "*enhancing student well-being in secondary education by combining self-regulated learning and arts education*" in Belgium (Kindekens et al., 2014, p. 1982); "*learning space for student's psychological development and well-being*" in Malaysia (Ismail & Abdullah, 2018, p. 265); and "*pupil's well-being – teacher well-being as two sides of the same coin*" in Australia (Roffey, 2012). However, in Uganda, there have been relatively few studies on teacher burnout and the well-being of students in government-aided public secondary schools.

Even with emerging research (Kindekens et al., 2014; Roffey, 2012), the current body of evidence on teacher burnout and its impact on students' well-being remains insufficient. Moreover, fewer studies been found to examine the impact of teacher burnout on the well-being of secondary students in the field of education management research in Uganda. The review of literature came across a couple studies (Bashaija et al., 2022; Masagazi 2022; Ssenyonga & Hecker, 2021, Yawe, 2022) in Uganda highlighting the phenomena of burnout. Of these, three (Bashaija et al., 2022; Nuwaha et al., 2023; Ssenyonga & Hecker, 2021) focused on burnout among secondary school teachers. The other four focused on the subject of burnout among university staff. None of these investigated the impact of burnout on the well-being of students at secondary school level. There is a need to understand how teacher burnout affects the well-being of students in the Ugandan context. This will inform appropriate measures to address the problem of

burnout among teachers and eventually address burnout's impact on students. It would also be interesting to learn if there are sociocultural variations, given that previous studies have been carried out mainly in Europe, Asia, and America. Studies on burnout, on the other hand, have largely focused on the causes (Sichambo et al., 2012), outcomes, or effects of burnout on teacher performance (Kilonzo, 2018), and more specifically, burnout in health care professionals (Maslach & Leiter, 2016). The need to examine how burnout impacts students' levels of well-being as indicated by the degree to which teachers demonstrate skills and knowledge and provide opportunities that promote students' autonomous motivation, enhanced competencies, increased connectedness with their teachers, increased engagement in their studies, and appropriate behaviour in secondary schools in Uganda cannot be underestimated.

The purpose of this mixed-method study was to examine how teacher burnout, characterised by exhaustion and fatigue, influenced secondary school students' well-being. In this study, the term "students' well-being" is operationalized to encompass every effort by teachers that has the potential to lead to the satisfaction of students' psychological needs for autonomous motivation, their connectedness with their teachers, their competence and self-efficacy, and active engagement in their studies. The study assumed that burnout among teachers is negatively associated with the well-being of students in secondary schools. The qualitative and quantitative investigations focused on understanding whether teachers lived experiences of burnout and how their burnout experiences impacted students' basic psychological needs of well-being. The study explored whether burnout was significantly correlated with teachers' background characteristics, how teachers understood and coped with burnout, how they interacted

with students when experiencing burnout, how students related to their teachers, and whether there was a significant relationship between the demographic characteristics of students and their relationship with their teachers.

As mentioned earlier, Maslach et al. (2001) assert that teacher burnout is a psychological syndrome in response to continuous interpersonal stress factors an individual goes through while on the job (see also Maslach & Leiter, 2016). Quality teacher-student interactions play an important role in enhancing students' well-being. For quality interaction to take place, teachers have to be at their best in terms of their dispositions towards students. Therefore, teachers' physical and emotional exhaustion and stress could potentially damage students' perceptions of their interactions with the teachers and eventually impact their general well-being. Once this is perceived, it is bound to diminish their internal motivation to learn. This study addressed four main objectives:

1. To examine the extent to which secondary school teachers in selected public government-aided schools in Uganda experience the three sub-dimensions of burnout and how they understand, interact with students and cope with burnout experiences.
2. To determine the impact of teacher emotional exhaustion on the well-being of students in public government-aided schools in Uganda.
3. To examine the relationship between teacher burnout and their demographic characteristics.

4. To examine the relationship between student-teacher relationships and students' demographic characteristic.

A mixed-method research design incorporating qualitative and quantitative methods were used to examine how teacher burnout influenced the well-being of students. The researcher simply wanted to obtain information to describe what kinds of interactions took place between emotionally exhausted teachers and students and how the interactions influenced the well-being of students without necessarily changing patterns of events.

This chapter, therefore, illustrates the research approaches and designs that were used in this study, highlighting the suitability and reasons for the choice of one over the other. It gives a description of the study population and the sample categories that were used in the study, instruments and measures that were used to capture data, operational definitions of variables, the procedures the researcher took, ethical assurances for the study, and a description of data collection and analysis procedures.

Research Approach and Design

Research Approaches

The major philosophical underpinning for this study is that knowledge is based on experience, keeps changing and that perceptions of the world are influenced by an individual's social familiarities (Kaushik & Walsh, 2019). What is key being the uniqueness with which each person's knowledge is obtained through the unique experiences individuals go through. Accordingly, the social construction of knowledge that is also

constructed through human experience is emphasized (Kaushik & Walsh, 2019; Morgan, 2014). According to pragmatists, meaning cannot be separated from human experiences. The pragmatists believe in an objective view of reality that exists beyond human experience, but they also know that this reality can only be encountered through human experience (Morgan 2014). Unlike the positivists and constructivists, who believe in objective knowledge acquired by examining evidence and testing it and knowledge as relative, respectively, the pragmatists believe knowledge is a range rather than two opposing sides, as it is with the positivists and constructivists (Kaushik & Walsh, 2019). Therefore, considering the pragmatist's broader view of knowledge, an abductive approach was adopted for the current study. Unlike the deductive approach, which starts with a general principle and applies it to a specific case, or the inductive approach, which starts with specific observations and seeks to identify patterns, the abductive approach started with partial data obtained from the researchers' rich experience as a teacher and then sought to identify the most reasonable description for the data.

Accordingly, the researcher could have chosen from a menu of designs and approaches. However, in the current study, the researcher decided to use an abductive study approach that enabled the use of a combination of both qualitative and quantitative methods because of the advantages it had over quantitative or qualitative approaches used independently (Creswell, 2014; Creswell & Creswell, 2017; Karimu, 2015) and also it was found to address the research questions for this study. An elaborate explanation of each approach and design has been reasonably done in the paragraphs below to highlight the reasons for choosing one method over another for the current study.

i.   *Quantitative research approach*

Rooted in positivist theory and thought to be the oldest and most illustrious research approach, the quantitative approach is used to quantify connections among variables (Karimu, 2015). Using a deductive approach, the quantitative approach is believed to test theories or hypotheses by examining relationships between variables (Noordin & Masrek, 2016). It is by far considered to be the most objective and accurate method because data is quantified and analysed using statistical procedures (Karimu, 2015; Noordin & Masrek, 2016) and is quick (Johnson & Onwuegbuzie, 2004), which would ideally make it an appropriate design for this current study. Additionally, according to Noordin and Masrek (2016), with quantitative methodology, data is thought to be easily found, scrutinised using sophisticated computerised programs, and finally presented using charts, making analysis and argument more accessible and more relatable. Quantitative design is also believed to be the basis of research (Silverman, 2013) and is thought to be more generalisable and replicable because of its ability to build against bias (Creswell, 2014). Needless to say, the current study was interested in generating data that would be relatable, making the quantitative analysis suitable for this study. However, besides the strengths of the quantitative approach, there are known limitations, such as the possibility to overgeneralise results, its rules to aims and objectives, limited flexibility in terms of structural design, and the apparent limitation of justifying the results. For that reason, the use of the quantitative method alone would have limited the researcher's opportunity to collect more detailed accounts of participants' subjective views of the phenomena (Noordin & Masrek, 2016) to justify the issues seen. Besides, the quantitative design was limiting because it is believed to need to pay more attention to the social and cultural

composition of the variables the researcher sought to investigate (Silverman, 2013) and explore in detail. The current study wished to utilise flexibility and collect more data that helped to justify and triangulate the descriptive statistical findings. The researcher also wanted to capture the lived experiences of the research participants (Sadala & De Camargo Ferreira Adorno, 2002) (teachers and students) and get the insider point of view of teacher burnout and how it affects the well-being of students, making the quantitative approaches less likely to answer the current research questions adequately. So, the choice of a quantitative approach needed to be revised to meet the needs of the researcher.

ii.   *Qualitative research approach*

The second and prominent inductive and explanatory research approach in social and behavioural scientific investigations is the qualitative approach, which attempts to explore people's behaviour, viewpoints, and lived experiences (Farrell, 2020; Finn et al., 2000; Frechette et al., 2020). Engrained in many philosophies that underlie this approach, such as interactionism, constructivism, feminism, and postmodernism, qualitative approaches focus on the views of the people that are being studied (Finn et al., 2000) and their interface with the topic under investigation (Silverman, 2005; Silverman, 2013). Contrary to a quantitative approach, the qualitative approach helped to highlight social realities (Noordin & Masrek, 2016) and answered social contextual questions (Hesse-Biber, 2010) on a phenomenon being studied better than the quantitative approach. In the current study, the researcher was interested in learning about social realities about burnout and how it affected the well-being of students. One other advantage of the

qualitative approach over the quantitative approach is its ability to offer a better understanding of social occurrences, something that the current study was interested in examining. According to Karimu (2015), the qualitative approach is recommended to be used, especially in the initial phases of research development. Karimu further argues that in qualitative research, the researcher is a research apparatus that collects data in the form of accounts, words, pictures, or objects. The current research used elements of a qualitative approach to capture participants' accounts and words to get a deeper understanding of how students understood their well-being and how they made sense of teachers' affective characteristics. Additionally, the researcher was interested in getting a subjective interpretation of events in the research process, which was an important aspect since the researcher was deeply absorbed in the subject being studied (Babbie, 2007). Participant in-depth interviews were one of the data collection methods that enabled the researcher to gather participants' lived experiences (Creswell, 2014). However, the researcher was also interested in being as objective as possible and simply listened and captured the accounts of events as given by the study participants. Besides, the study had some hypotheses to be tested, making the qualitative approach less adequate for its lack of ability to test the hypotheses.

iii.   *Mixed-methods triangulation research approach*

The mixed-methods approach is believed to be the most recent methodologically pragmatic research approach designed to address divergences between qualitative and quantitative research. Because of its ability to combine quantitative and qualitative methods during the study progression, it was deemed appropriate to take advantage of

the strengths of both designs (Creswell, 2014). It was found to be the most appropriate design for this study because the study sought to get the views of teachers and students from as many participants as possible, but also obtain their lived experiences on the subject of investigation. The current study wished to take advantage of the strengths of mixed methods to adequately respond to the questions. Whereas some researchers argue that quantitative and qualitative approaches are two dissimilar research paradigms (Creswell, 2014; Karimu, 2015), other studies posit that the two paradigms are legitimate and offer different perspectives on the same research topic (Greene, 2008). This study sought to identify the different perspectives as seen from both quantitative and qualitative lenses. Mohajan (2020) asserts that "*quantitative research is good at answering questions of who, where, how many, how much, and what is the relationship between specific variables*" (p. 51), yet not good at solving the "*how*" and "*why*" questions within a distinct study that are well addressed by the qualitative study. The choice of a mixed-methods research approach for this study was aimed at addressing both categories of questions within a single research study (Frels & Onwuegbuzie, 2013). This helped the researcher overcome the limitations of the quantitative and qualitative designs (Creswell & Clark, 2017) if used singly. Additionally, the use of mixed methods helped the researcher triangulate data to test the reliability and complementarity of the findings (Leech & Onwuegbuzie, 2010). It also facilitated the researcher's ability to address descriptive and relationship questions simultaneously on the one hand and qualitative-based questions that examine individuals' lived experiences and insights on the other (Frels & Onwuegbuzie, 2013). The study used a mixed-methods qualitative and quantitative cross-sectional study design. This enabled the researcher to capture

descriptive data on the prevalence of burnout, the relationshipal variables between burnout and demographic characteristics of teachers and phenomenological data related to teacher burnout and students' well-being. The use of phenomenology helped to examine lived experiences and perceptions among teachers and students (Frels & Onwuegbuzie, 2013) on the subject of burnout and its effects on the welfare of students. Flick (2018) and Turner et al. (2017) suggest that the purpose of using mixed methods, which at the same time informed the choice of the same approach for this study, is to enable triangulation, complementarity, development, and expansion.

Leech and Onwuegbuzie (2010) propose another dimension of predicting a mixed-method approach by considering the goal, objectives, purpose, and research questions to be answered by the research. Although other factors influence the choice of the mixed method, such as timing (Creswell, 2009), the choice of a mixed-method design in this study was guided by weighting and the mixing criteria. Data collection was done in two concurrent phases, and the researcher gave equal priority to both quantitative and qualitative approaches on equal measures (Terrell, 2015) so that each method supported the other (Creswell, 2009). Data were integrated during data collection to allow for a more representative qualitative sample that was drawn from the quantitative sample (Hesse-Biber, 2010). The mixing has also been done at the data presentation and analysis phases to reveal convergence or the lack thereof and strengthen knowledge. This enabled the researcher to not only make the best use of the relevance and effectiveness of the quantitative and qualitative tools used in the study (Collins et al., 2006), but also confirm, corroborate, or cross-validate the findings in the study (Terrell, 2015). Quantitative data was collected and analysed using descriptive statistics, where

percentages and frequencies were obtained. Similarly, in-depth one-on-one interviews with students and teachers were aimed at gathering individual personal experiences and their perceptions on the subject under inquiry (Creswell & Clark, 2017; Patton, 2023). Qualitative data was collected using semi-structured interviews, where the audio voices of participants were recorded. Data captured using audio means were transcribed, coded, and categorised into themes and patterns for thematic analysis. This study used a crossover mixed method of analysis framework where qualitative analysis was correlated with quantitative data and quantitative analysis was correlated with qualitative data where necessary (Onwuegbuzie & Corrigan, 2018; Onwuegbuzie et al., 2010).

There has been an increasing proposal to promote the use of mixed-method designs in recent years as a viable alternative method in research, most especially in the social and behavioural fields (Onwuegbuzie & Corrigan, 2018). This is because of the need to utilise the potential involved in using mixed methods that help to build integration and address complex research questions as opposed to mono-method studies (Onwuegbuzie & Corrigan, 2018; Teddlie & Tashakkori, 2009). According to Creswell (2014), a mixture of qualitative and quantitative approaches gives a clearer understanding of the research problem compared to a single approach. The mixed method was preferred because the researcher was interested in getting better results in terms of value and scope (Babbie, 2007); it allowed the researcher to look at the problem from more than one viewpoint (Karimu, 2015) and allowed complementarity that helped the researcher clarify the findings from one approach using another approach in the same study (Creswell, 2014; Leech & Onwuegbuzie, 2010).

Aware of the perception that mixed method designs cost more than other designs (O'Cathain et al., 2009) The researcher thought that this design remained more integrative and rigorous to allow the possibility of addressing the set research questions despite time constraints, the difficulties in resolving the inconsistencies, dealing with different levels of priority in the designs, and the difficulty in appropriately mixing them. For example, the researcher was interested in the quantitative aspects of the study, such as relationships between variables and the degree to which teachers experienced the three sub-dimensions of burnout. These relationships and the level of burnout would be presented in the descriptive analysis. To support and validate the results from the quantitative perspectives, the researcher was also interested in obtaining the qualitative perspective of burnout from the lived experiences of the research participants, who also shared their thoughts on the phenomenon of burnout. Consequently, the researcher maintained her conviction that the mixed-methods research design was more appropriate for this particular study.

Research Design

In light of the mixed-method approach used in this investigation, a triangulation mixed-method design was used to address the given research questions and hypotheses. To enable triangulation of the results, the goal was to collect both quantitative and qualitative data. To accomplish its research goals, the study used a concurrent triangulation approach with phenomenological and descriptive study designs.

i. *Descriptive research design*

A non-experimental cross-sectional survey design was adopted for this study to measure variables related to the extent to which teachers experienced burnout and the relationship between teacher burnout and their social demographic characteristics. The other aspect looked at from a descriptive point of view was teacher-student relationships and their social demographic characteristics. The design was used to establish a non-causal relationship between the variables. This design was chosen because the researcher was interested in describing and interpreting the current status of individuals and events as they were happening (Mertler, 2019; Siedlecki, 2020; Tekin, 2017) without necessarily influencing the variables in the study in real-time. It was used to address the "what" of the research questions (Siedlecki, 2020) as well as the characteristics of the research participants (Fraenkel et al., 2018). Data was collected using hand-delivered face-to-face survey tools, and therefore, the researcher conducted a direct administration of the survey tool. Data was collected from all participants at the same time.

After obtaining REC approval, the researcher used the gatekeeper letter to seek permission to do a study at the two selected schools. Once permission was granted, the researcher proceeded with selecting participants for the study with the help of a teacher that was identified by the school administration to help with the study processes. Participants were selected using a simple random sample method, after which the researcher explained the purpose of the study and allowed them to voluntarily participate. Those who were not free to proceed with the study were left free. However, those who wished to continue with the study proceeded to sign the consent forms and guardian consent forms, respectively.

Design steps

Concerning the descriptive design, the researcher identified the research topic. This was followed by a review of relevant literature to situate the problem and guide the setting of the research questions and hypotheses. Participants who participated in this study were then identified, and these were teachers and students because they were deemed appropriate to respond to questions on teacher burnout and students' well-being, respectively. Participants who participated in the surveys were selected using simple random sampling, which gave all participants an equal opportunity to be selected for the study (Creswell, 2014). A sample of 360 students and 60 teachers was selected randomly to take part in the survey. The researcher then determined the mode of data collection, and a cross-sectional survey was identified as an appropriate mode of data collection on teacher burnout and the well-being of students. The survey tools were then hand-delivered and administered face-to-face to the participants. Being a cross-sectional survey, students and teachers in the three different classes (2, 3, and 5) were surveyed at the same time (Mertler, 2019; Tekin, 2017).

The researcher used the gatekeeper's letter to gain access and acceptance to conduct research in the two selected schools. Mertler (2019) and Tekin (2017) advise that the gatekeeper letter is important when it comes to explaining the purpose of the research. So the researcher used it accordingly. The study used the CBI (Kristensen et al., 2005) for teachers and the S-STRI (Ang et al., 2020) for students, and the two inventories had their validity and reliability earlier tested by extant researchers and found to have acceptable psychometric measures. Therefore, no pre-tests were conducted on

the two survey tools before the current study. Data sets were collected by administering the survey tools to teachers and students, respectively. The data were then analysed using SPSS version 25 to obtain statistical measures. After data analysis, the researcher presented data to address the research questions and concluded.

ii. ***Phenomenological research design***

Although there are other qualitative study designs, a phenomenological design was preferred for this study to understand the views and opinions held by the research participants on the subject of teacher burnout and students' well-being. To this effect, the researcher was interested in understanding not only the lived experiences (McCombes, 2023; Sadala & De Camargo Ferreira Adorno, 2002) of the teachers as victims of burnout but also the lived experiences of students who were directly affected by the consequences of teacher burnout. The researcher wanted to simply grasp the very nature of teacher burnout and its consequences from the very people who experienced it or were directly affected by those who experienced it (Farrell, 2020; Frechette et al., 2020; Groenewald, 2004). Teachers and their students were rightfully placed to respond to the study questions.

Phenomenological design steps

This research started with identifying the research topic or problem (Mason, 1996): "*teacher burnout and students' well-being in secondary schools."* The problem was identified through an extensive literature review because of the current problem at hand: the increasing student discontent in secondary schools in Uganda and the increasing

blame on teachers as the cause for the discontent. This was followed by the identification of research participants. According to Groenewald, (2004), the nature of the phenomenon or problem defines the type of participants for the study. For this study, teachers and students were identified as the research participants, given the phenomenon of teacher burnout in secondary schools and how it affected the well-being of students. The researcher used purposive sampling, which is believed to be the best non-probability sampling for selecting primary participants (Welman et al., 2001). The choice was based on the researcher's judgement that the selected participants were the best because they were directly affected by burnout. The researcher wanted to make use of their experiences with the phenomenon to analyse how it impacted the well-being of students. The researcher requested permission from the school administrator using the gatekeeper's letter, and once permission was granted, she was given the lead teacher, who supported the selection of the right participants following the guidance given by the researcher. Informed consent agreement forms were explained to participants, signed, and interviews conducted. Interviewees (teachers and students) were the unit of analysis (Bless et al., 2006). According to Saunders et al. (2018), 2 to 10 research participants are sufficient to reach data saturation. Creswell (1998, p. 113) posits that "*long interviews with up to 10 people*" suffice for a phenomenological study. However, in the current study, the researcher used a total of 24 students and 15 teachers. The choice of the two categories was to allow for the collection of varied data but also for triangulation to confirm or cross-validate the data. Interviews continued until the topic was saturated and no new outlook on it came up.

Data were gathered through phenomenological interviews with teachers and students. Participants were asked to freely share their lived experiences of teachers' exhaustion and stress and the impact it had on students' well-being. The questions were directed at their feelings and convictions about the problem being investigated (Welman et al., 2001). Sayrs (1998) posits that data collection in a phenomenological interview is "*literally an interchange of views between two persons conversing about a theme of mutual interest*, pp. 1–2." It is a point at which the researcher makes efforts to "*understand the world from the subjects' point of view, to unfold the meaning of people's experiences" (p. 2).* The researcher aimed to understand the topic in their terms as much as possible through face-to-face interviews. Their views were recorded for further review later on.

With permission from the interview participants, the data were audio recorded using a recorder, and each interview was given a code for reference. For instance, teachers' interviews were coded as Tr.01...Tr.15, and student interviews were coded as St.02, St.08, and so forth in the order they were interviewed. The researcher was cognizant of the possibility of battery power running out and therefore carried an extra power bank that offered extra power whenever there was a need. She was also mindful of the background noise that would interfere with the recording and chose places that were far from the noise that would distract the recording. This helped to ensure that interview recordings were not affected in any way. Easton et al. (2000) caution about these possibilities when conducting interviews. For that reason, the researcher took some field notes to substantiate the audio recordings, just in case there were glitches. The reason was to maintain the clarity of the views expressed. Data was stored on a password-sensitive computer for later transcribing.

After fieldwork, the researcher later repeatedly listened to the audio recordings one at a time to become familiar with the views expressed by participants and avoid giving personal views instead because it was about the views of interviewees' lived experiences. Groenewald (2004) recommends the practise of repeated listening to the audio to get the intended views of research participants and avoid giving personal views or misrepresenting participants' opinions. The researcher captured them in a written format and later delineated the data to illuminate what made sense concerning the phenomena that were being investigated. After careful extraction of the meaningful data, the rest were put aside separately from the selected data. The researcher later clustered the units of meaning to derive themes (Creswell, 2014; Creswell & Creswell, 2017). After themes were captured from each interview, the researcher created a summary of all themes, and then common themes were brought together to create major themes for analysis. Thereafter, a composite summary was made. Participants' views were transformed into the view appropriate for scientific discourse for the study (Sadala & De Camargo Ferreira Adorno, 2002).

Population and Sample of the Study

Population of Study

According to Creswell (2009), a population refers to all the individuals or items that one wishes to understand their characteristics. Sampling, on the other hand, is a method of selecting a portion of the population for scientific research. For this particular study, the population under investigation was the students and teachers of School A and School B, both government-aided secondary schools located in Soroti District, Soroti City, Eastern

Region of Uganda. These schools were chosen because they were close to the researcher's location, and there were limitations on movement due to COVID-19. Additionally, getting administrative clearance to enter schools was challenging. School A is an all-boys boarding secondary school situated 6 km away from the Soroti City Centre, with a population of approximately 1580 students in classes 2, 3, and 5 and 75 teachers. School B, on the other hand, is an urban mixed secondary school located in the middle of Soroti City. It has a population of around 3799 students and over 68 teachers. The sample was obtained from an estimated population of 5379 students who studied in classes 2, 3, and 5 and a total of 70 teachers who taught in the same classes for various subjects. The inclusion criteria for this study were: a) all students studying in senior 2, 3, and 5, males and females aged between 14 and 22 years; b) their teachers aged between 25 and 60 years, with at least 2 years of teaching experience. All students, regardless of their physical abilities, were included in the study, except those with hearing and visual impairments. Senior one (1) students were excluded from the study due to their presumed limited exposure and interaction with teachers. Senior fours (4) and sixes (6) were also excluded since they had a busy schedule, preparing for their final national examinations. Additionally, students below the age of 14 and above the age of 22 were also excluded. Students and teachers over 18 years old signed their consent forms just before the interviews commenced. Students below 18 years old participated in the survey and/or interviews only after their parents, guardians, or teachers approved and signed written guardian consent forms. The study also included teachers teaching arts (Geography, History, Religious Education, Fine Art, and English); sciences (Physics, Chemistry, Biology, Mathematics, and Agriculture); and business subjects (Commerce, Economics,

Accounts, and Entrepreneurship Education). Both male and female teachers who had

taught in the school for 2+ years had a chance to participate in the study. Teachers with

less than 2 years of experience were excluded from the study as they were presumed to

have had limited experience and interactions with the students in the same schools.

Sample Selection

Sampling is the method of choosing a portion of the population for scientific

inquiries (Creswell, 2014; Hair et al., 2015). This study used an online sample size

calculator (Sample Size Calculator, n.d.) (*Refer to the screenshot below*);

The researcher considered a confidence level of 95%, standard deviations of.5, and an

acceptable margin of error (confidence interval) of +/- 5% to determine the sample size.

With a population of 5379 students, the sample size of 359 was randomly selected and

approximated to 360 students so that each school would give equal number (180:180) of

respondents. Sixty (60) teachers was also randomly selected from the larger population

of 70 teachers from the two schools (A and B, respectively) who taught classes 2, 3, and

5. These responded to self-administered questionnaires that the researcher had hand-

delivered to them. The population was deemed appropriate to respond to the current study's problem and purpose. Teachers were direct victims of burnout. The study was interested in understanding teacher burnout; therefore, they were rightfully placed to respond to questions regarding burnout. Students, on the other hand, had a direct impact from their interactions with their teachers from time to time, and therefore, they were well placed to tell how burnout influenced their well-being. Additionally, the research purposefully selected a sample of 24 students and 15 teachers for face-to-face interviews. The choice was based on the philosophy of saturation (Guest et al. 2006, as cited in Fusch et al., 2015). Accordingly, each category of participants was asked similar questions, leading to data saturation. The researcher continued interviewing fresh participants as long as the new themes kept coming to the point where no new themes were identified (O'Reilly & Parker, 2012, as cited in Fusch et al., 2015).

Given the purpose of the study and the nature of the research questions this study sought to answer, ("*Q1. To what extent do secondary school teachers experience burnout?*" "*Q2. How do teachers understand and cope with burnout experiences?*" "*Q3. How do teachers interact with students when experiencing burnout?*" "*Q4. What impact does teacher burnout have on students' well-being*?" "*Q5. How do students relate to their teachers*?") and the two hypotheses were ("*H1: Teacher burnout levels are not significantly associated with their demographic characteristics (personal, work-related, and client-related)*" and "*H2: There is no significant relationship between students' background characteristics and their relationship with teachers.")*. This study opted for a mixed-method design, looking at both qualitative and quantitative aspects of the data in an integrative manner. According to Creswell (2014), there are five classifications of

designs associated with qualitative design: case study, ethnography, grounded theory, phenomenology, and narrative approaches. However, from a qualitative standpoint, the researcher used a phenomenological approach with a considerably small sample size, comprising 24 students and 15 teachers, intended to collect intensive data about their lived experiences on teacher burnout and students' well-being. The phenomenological design was selected to provide a better understanding of the lived experiences of teachers and students as far as burnout and well-being facets were concerned. This number was found appropriate and provided the researcher with a deeper understanding of certain variables based on the perceptions of selected participants. Whereas the selection of the sample size in qualitative inquiries is believed not to be straightforward (Butina, 2015), Patton (2023) recommends the determination of a minimum sample size with the flexibility to gradually increase the sample until the researcher attains redundancy in the data. The researcher adopted this approach in the current study. Sample selection in this study was purposeful (Patton, 2023), allowing the researcher to achieve maximum variations in terms of gender, age, classes taught or studied, and subjects. This enabled the researcher to document a range of distinctiveness in the narratives given by participants and determine if there are common themes across the distinctions.

From a quantitative point of view, the researcher randomly selected 60 teachers and 360 students to participate in a survey using self-administered questionnaires (**the CBI** for teachers and the **S-TSRI** Rating Scale for students, respectively). Samples were obtained using a simple random sampling procedure. The researcher used separate pieces of paper, some with the word "yes" and the others with "nay" written on them. Participants were asked to randomly pick one piece of paper from a paper bag as in a

rotary until the required number was obtained. Participants with a "yes" were automatically included in the sample, and those with a "nay" were excluded from the sample. The same procedure was repeated for teachers who participated in the study. This ensured reduced bias and increased objectivity in the procedure of choosing the sample from the population. Each element in the population had an equal chance of being selected to take part in the study (West, 2016). Besides, the random sampling technique ensured equal representation of the population and the quality of data collection. Participants for qualitative data were purposively selected to allow the researcher to survey in detail (Onwuegbuzie & Collins, 2017) teacher burnout and how it influenced the well-being of students. Participants selected were in one way or another assumed to be affected by burnout, either as victims of burnout itself or as victims of the consequences of burnout within the school context, and therefore rightfully placed to share their lived experiences.

Materials/Instrumentation of Research Tools

Considering that the nature of this study was a mixed-method triangulation design integrating both qualitative and quantitative approaches, the research made use of instruments and tools aimed at answering the intended research questions that had both quantitative and qualitative attributes. The instruments and tools selected for this study were the Copenhagen Burnout Inventory (CBI), the S-TSRI (the students' version), and a set of semi-structured interviews (Please find attached under Appendix D). Below is a description of each tool used.

The Copenhagen Burnout Inventory (CBI)

The current study used the CBI (Kristensen et al., 2005), a one-dimensional phenomenon aimed at measuring the core features of burnout, which are emotional exhaustion and fatigue, from both general (personal-related) and specific (work-related and client-related burnout) perspectives. The researcher found this tool as the most appropriate since she was interested in examining teacher emotional exhaustion from the three sub-dimensions of burnout from the perspective of Kristensen and colleagues. She was interested in exploring and understanding what teachers attribute the sources of their burnout too. Besides, the CBI is a free-to-use tool available in the public domain as opposed to the MBI which is a commercial based inventory and was not easily accessible. The point of departure in this study is not whether teachers experience emotional exhaustion and fatigue, because this has greatly been researched (Arens & Morins, 2016; Clipa 2018; Klassen et al., 2013; Kyriacou, 2001; Malsalch & Leiter, 2016; Maslach et al., 2001; Milfont et al., 2008; Ramberg, 2015; Segovia & Peiró, 2019; Singh et al., 2016; Skaalvik & Skaalvik, 2011), but the attribution aspect. The researcher was interested to know what dimension do teachers attribute their emotional exhaustion to? What spheres of life do they think their exhaustion comes from? According to Kristensen et al. (2005), teacher emotional exhaustion is attributed to three sub-dimensions. These three include personal-related, work-related, and client-related (Borritz & Kristensen, 1999a, 1999b; Kristensen et al., 2005). They posit that emotional exhaustion can be attributed to general fatigue (personal-related) irrespective of what the individual does. But it can also be attributed to the specific work an individual does for a living (work-related), and it can also be attributed to the work they do with the clients they serve or work with (client-related).

The CBI was developed by Kristensen et al. (2005) to address identified problematic features in the conceptualization and operationalization of other burnout measurement tools in existence at the time: the MBI by Maslach and Jackson (1981), the BM by Pines and Aronson (1988). The CBI has been approved as a valid and reliable tool to be used to measure emotional exhaustion (Fiorilli et al., 2015; Kristensen et al., 2005; Milfont et al., 2008; Ogunsuji et al., 2022; Piperac et al., 2021; Wongtrakul et al., 2021). Following a variety of validity and reliability tests, the CBI was recommended for widespread usage, especially among teachers. Rational support for the validity and reliability of the tool was granted. The current research found no justifiable reason to retest the tool one more time other than to contribute to the already existing literature. In other words, this study did not particularly pay attention to testing the validity of the tool since it had already been tested in previous studies.

The current study used the CBI to assess how frequently teachers experienced emotional exhaustion and fatigue attributed to the three sub-dimensional areas. Participants rated how frequently they experienced exhaustion and fatigue based on the 5-point Likert scale, with scores stretching from always (100), often (75), sometimes (50), rarely (25) and never (0) across all 3 sub-dimensions of burnout. The scale labels were recorded so that the higher score indicated higher burnout and the lower score indicated low burnout. Mean scores for each dimension were obtained. The 19-item questionnaire was divided into three sub-dimensions: personal burnout (6 items), work-related (7 items), and client-related (6 items). These were used to assess the burnout experiences faced by teachers.

Teacher–Student Relationship Inventory (S-TSRI) Rating Scale: A Student Survey

The second tool used in this study was the S-TSR questionnaire (Ang et al., 2020), which was completed by students. The tool was developed by Ang et al. (2020) to develop a public-domain tool suitable to measure teacher-student relationships from a student standpoint. Previous studies have analysed teacher-student relationships from the teachers' point of view (Pianta, 2001; Pianta, 2001; Pines et al., 2011). The researcher was particularly interested in getting students' perspectives on teacher-student relationships considering that it is the students who claim that their discontent is caused by the way teachers handle issues affecting them. Based on the previous validity and reliability tests of the S-TSRI (Ang et al., 2020; Suldo et al., 2014), which found robust psychometric properties, the researcher found no reason to pre-test it for the same. The researcher instead sought permission to use the tool, which was granted by one of the corresponding authors (see Appendix F). The S-TSRI is a self-report measure that helps students evaluate their interactions with their teachers. Students rated the quality of their relationships with teachers in a subject of their choice. A 5-point Likert scale of strongly agreeing (5), agreeing (4), neither agreeing nor disagreeing (3), disagreeing (2), and strongly disagreeing (1) was espoused for this study. The tool had 14 items with 3 subscales, including Instrumental Help: Items 2, 6, 9, 10, 12 (5 items), Satisfaction: Items 1, 3, 5, 13, 14 (5 items), and Conflict: Items 4, 7, 8, 11 (4 items). The scores were obtained by summing up the items related to that particular subscale, and the mean scores were obtained. Students were asked to rate their relationship with their teachers based on the specified items. This helped the researcher map students' interpretations of their

interactions with their teachers. In the current study, the S-TSRI has been used to assess the relationship between teachers and students. The researcher used an independent sample T-test and one-way ANOVA to assess the significance of the teacher-student relationship and the gender, school, age and class of students, respectively.

Semi-Structured Interview Guides

This current study also conducted two categories of interviews using a semi-structured interview guide for students and teachers. The researcher intended to gather qualitative data on the lived experiences of teachers and students regarding burnout and students' well-being, respectively. Interviews were conducted face-to-face from a place chosen by the participants. This was meant to ensure that they were as comfortable as possible and that they were free to express themselves without fear of being heard by a third party.

Reflecting on the purpose and the research questions this study sought to answer, such as investigating the extent to which secondary school teachers experienced the three sub-dimensions of burnout (Personal, work-related and client-related), how teachers understood interacted with students when experiencing burnout and coped with burnout experiences, and investigating the impact teacher burnout had on students' well-being, examining the relationship between the demographic characteristinc of teachers and burnout and the relationship of between students demographic characteristics and their relationships with their teacher, this study opted for a descriptive mixed method design. This study design involved the collection of both quantitative and qualitative data. The choice of design has been made following the opinion held by Patton (2023), who

contends that the selection of any given design should reflect the nature of the answers the researcher seeks to find. The current research questions require both qualitative and quantitative responses. Therefore, both qualitative and quantitative data were collected and analysed concurrently (Onwuegbuzie et al., 2010) using descriptive statistics, where percentages and frequencies were obtained. In-depth one-on-one interviews with teachers and students (Creswell & Clark, 2017) were conducted aimed at capturing individuals' lived experiences and their perceptions on the subject under investigation. Qualitative data has been coded, categorised into themes and patterns, and presented for thematic analysis. The study sought to reveal the sub-dimensions of burnout that secondary school teachers go through and how burnout among teachers impacts the well-being of students. It also explored what support systems can be provided to help teachers cope with their experiences.

Description/Operational Definition of Variables.

The study was intended to examine teacher burnout and its impact on students' well-being in secondary schools. The key variables in this study are teacher burnout and students' well-being. Teacher burnout is operationalized as emotional and physical exhaustion and fatigue experienced by teachers. Students' well-being, on the other hand, is operationalized as students' well-being being influenced by the satisfaction of their needs for relatedness with their teachers, their autonomous motivation, their competence, and their engagement. Teacher burnout is an independent variable that, when manipulated, influences changes in the dependent variable (student well-being) either positively or negatively. In this study, the researcher was interested in examining

the extent to which teachers experienced burnout in the form of physical and emotional exhaustion and fatigue. The study also explored the possible effects of teacher exhaustion and fatigue on their ability to meet the basic psychological needs of students. Students' well-being is believed to be a major output of quality education. Their well-being is believed to be dependent on the nature of the affective characteristics of the teachers, who are in constant and intense interaction with students. The illustration below highlights the two primary variables in this study—the independent and dependent variables—and how they influence one another. In the illustration, the welfare of students is influenced by the conditions teachers are under. Condition A assumes that if the teacher is burnt-out, it has a negative influence on the welfare of students. Condition B is the opposite of condition A, and this is believed to influence the welfare of students positively.

Key variables in the study

Teacher burnout (*independent*) ⟹ Condition A / Condition B ⟹ Influence ⟹ Students' Well-being (*dependent*)
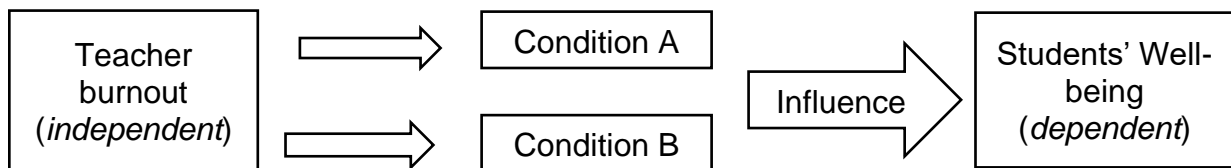
Figure 3. Primary variables in the study

Figure 3 above represents the primary constructs used in this study. The primary constructs used in this study are "burnout" and "well-being." Explicitly, for this study, the term "burnout" is looked at from a single dimension of burnout (emotional exhaustion) and is particularly focused on the three sub-dimensions hypothesised by Kristensen et al. (2005). The sub-dimensions are said to include "personal burnout" (stress, exhaustion, and a feeling of being tired or fatigued for the sake of it); "work-related burnout" (one in

which individuals get emotionally exhausted as a result of their work); and "client-related burnout," which is exhaustion as a result of working with clients, particularly students in the current study.

Maslach and Leiter (2016, 2017) define burnout as "*a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job*" (p. 103). Accordingly, the said prolonged response is in the form of three dimensions, which are "*overwhelming exhaustion, a feeling of cynicism and detachment from the job, and a sense of ineffectiveness and a lack of a sense of accomplishments*" (p. 103). Schaufeli, Leiter, & Maslach (2009, as cited in Platsidou & Daniilidou, 2016), on the other hand, view burnout from a work-related perspective. To them, burnout is extreme exhaustion that leads to a reduced capacity of the employee to maintain their desire for the work they are doing mentally, physically, and emotionally. Whereas a significant body of research views burnout from a multidimensional point of view to include depersonalization, exhaustion, and reduced self-efficacy (Bouza et al., 2020; Brouwers & Tomic, 2000; Maslach & Leiter, 2016; Maslach & Leiter, 2017; Maslach et al., 1997; Maslach et al., 2001), others (Shirom & Melamed, 2006) view it as "*a long-term, negative affective state comprising emotional exhaustion, physical fatigue, and cognitive weariness and resulting from chronic exposure to unresolvable occupational stress*." The current study preffered to look at burnout from Kristenses et al. (2005) point of view. Contrary to other researchers, Kristensen et al. posit that burnout is rather a single-dimensional occurrence seen as physical and psychological exhaustion and fatigue. They attribute exhaustion to three different sub-dimensions: personal-related, work-related, and client-related. The present study explored burnout from the perspective of Kristensen et al. (2005), that is, exhaustion and

fatigue as seen from the three sub-dimensions concerning an assumed negative relationship between burnout and students' well-being.

Construct/Variable 1. Operational definition of teacher burnout.

For purposes of this study, "teacher burnout" is operationally defined as the consistent exhaustion and fatigue that teachers experience from time to time as a result of their human service. This definition is closely drawn from one put forward by Kristensen et al. (2005). The current researcher would like to explore the extent to which teachers experience emotional exhaustion and fatigue. The researcher explored the sub-dimensions to which teachers attribute their burnout experiences. Burnout will be measured by the CBI measurement tool, whose reliability as well as factorial and criterion-related validity have already been declared acceptable (Milfont et al., 2008). The CBI was found valid to be used for secondary school teachers in New Zealand. The researcher measured the mean scores, the median, and the standard deviation. The extent to which secondary school teachers experience burnout, considering the three sub-dimensional areas of exhaustion and fatigue, was also measured. The researcher used a t-test and one-way ANOVA to assess the significance of the relationship between gender, employment status of teachers, age, education level, years of work, and subjects taught, respectively, and their CBI mean scores on different levels of burnout. Data were obtained through primary data collection through a survey of teachers. Qualitative findings from teachers through semi-structured interviews were used to illuminate and corroborate the survey findings.

Construct/Variable 2. Well-being

Following the varied views regarding the meaning of the term "well-being," there has been a common agreement that "well-being" is a multidimensional construct (Statham & Chase, 2010; Tobia et al., 2019). Statham and Chase understand it as "*the quality of people's lives" (*p. 2) and also see it as a "*dynamic state when people can fulfil their personal and social goals in life" (*p. 2). According to Tobia et al. (2019), students spend much of their time in school, so school has a bigger role to play in their well-being. In schools, students interact mainly with their teachers, and therefore, teachers play an important role in regard to their well-being.

According to Gutman et al. (2010) and Statham and Chase (2010), Learning and the well-being of students are closely linked. Teachers play a significant role in ensuring students' well-being and success in schools. The school environment has a significant impact on student's emotional, social, and behavioural well-being. Gutman et al. (2010) found the school environment to be more analytical of the girl's social well-being than boys'. Interestingly to note, Gutman (2010) found that school environments are more significant for girls' social well-being than boys', while boys' behavioural well-being is more predictive. Despite the importance of student well-being in school, there is no universally recognized indicator. Researchers have studied various indicators such as physical, social, psychological, economic, and cognitive factors (Tobia et al., 2019).

Operationally, the construct of well-being in the current study was viewed from the standpoint of a positive responsive state that is the product of harmony between students and teachers, considering the attainment of the basic psychological needs of students—

the need for relatedness, autonomy, and competence. The assumption is that individual students will feel good about a situation if it meets their expectations in the different domains or meets their psychological needs. To evaluate the well-being of students, the researcher conducted interviews using a semi-structured interview guide that had the following sample questions: "*In your opinion, what is the meaning of the term "students' well-being"?"* "*Do you think teachers are concerned about students' well-being at all in this school?*" "*Please explain*". *Tell me about how friendly teachers are to students.* "*Do you think teachers are supportive of your opinions in class?" "Please explain.*" "*Do they ask for your opinion at all*?" "*What, in your opinion, could be done to make students' well-being in this school even better, and who should make this happen?*" "*What support do you think teachers need to be able to promote your well-being, and where do you think this should come from*?" "*Have you ever felt like dropping out of school?" "If yes, what caused the feeling*?" "*Has there been any strike in this school during your time as a student?" "Please explain why*?"

To triangulate students' views on well-being with those of their teachers, the researcher conducted interviews with teachers. The following sample questions from a semi-structured interview guide were used: "*What is your understanding of the term "well-being"?"* "*In your opinion, do you think teachers are very supportive of students' well-being in this school?" Please explain.* "*How do you ensure students' views are considered in your lessons?" "How about you?" "Do you think the work you do is worth your effort?" Please explain.* "*What, in your opinion, do students think of teachers' support in this school?" "What, in your opinion, could be done to improve students' well-being in this school, and who should make this happen*?"

Qualitative data obtained from interviews with students and teachers was evaluated by critically analysing transcribed data to generate themes, which were used for thematic analysis. Some quotes from respondents were used verbatim as they were stated by the respondents to substantiate quantitative findings. The data was triangulated with findings from the surveys where necessary.

Construct/Variable 3. Student-teacher relationship

To measure the relationship between teachers and students, the S-STR (Ang et al., 2020) was used to allow students to rate their relationship with their teachers. The student-teacher relationship was measured using an index consisting of 14 items projected to capture the students' rating of their teachers. The S-STRI 5-point Likert scale has the following options: *Strongly agree* (5), *agree* (4), *neither agree nor disagree* (3), *disagree* (2) and *(2), strongly disagree* (1) were used. Students were asked to give their opinion on each item in the inventory. The researcher used items similar to those in the S-STRI used in previous research to assess the nature of relationships. Both positive and negative items that denote the nature of the relationship were integrated. The items were left as they were used in previous research by Ang et al. (2020): "*I enjoy attending the class of this teacher*"; "*My relationship with this teacher is positive*"; "*If this teacher retires or leaves the school*", "*I will miss him/her; I am happy with my relationship with this teacher*"; "*If I have a problem at home, I will ask this teacher for help*"; "*I share about my personal life with this teacher*"; "*If I need help, I will go to this teacher*"; "*If I need someone to listen to me, I will go to this teacher*"; "*I depend on this teacher for advice*"; "*This teacher frustrates me more than other teachers who teach my class*"; "*I cannot wait for this year*

to be over because I do not want to be taught by this teacher again"; "*If this teacher is absent, I feel relieved*"; "*If I am not taught by this teacher, I will be able to enjoy my class more*". Items were coded so that high scores correspond to how strongly they agreed or disagreed with the item or if their response was somewhere in-between.

Study Procedures and Ethical Assurances

The issue of ethical concern regarding research on teacher burnout and students' well-being was not applicable as the data was collected anonymously. The researcher obtained approvals from relevant authorities prior to conducting the study. Firstly, the researcher sought approval from Unicaf University Research Ethics Committee (UREC) and received both provisional and final approvals from Unicaf University (refer to Appendix A). Secondly, the researcher was required to obtain national-level approvals to conduct doctoral research in Uganda. This included approval from the Uganda National Council of Science and Technology (UNCST), a government agency responsible for integrating Science and Technology into the national development process. The researcher also obtained approval from the Uganda Christian University REC, a mandatory requirement before UNCST could approve the study protocol (refer to Appendix B for both approvals). Only after obtaining all necessary approvals did the researcher proceed with data collection in the field. Despite the use of human participants, the study was rated as having minimal risk to participants. Due to the COVID-19 pandemic, the researcher developed a risk mitigation plan (refer to Appendix E) while conducting data collection in the field. The researcher requested permission from school administrators through a gatekeeper's letter and was granted permission to work with a coordinator (one of the teachers) during the data collection process. Participants were

informed of the purpose of the study and given the option to withdraw from participation at any point in the study. Consent forms were presented to participants above the age of consent (18+ years), and teachers were asked to sign the Guardian Informed Consent (GIC) on behalf of parents/guardians for those below the age of consent. To prevent the possible spread of COVID-19, students were not allowed to carry the consent forms home, and teachers acted as guardians and signed the GIC.

Ethical assurances

In order to protect the rights of research participants, the researcher took the necessary procedures to address the following ethical principles: beneficence, respect for persons, and justice. Efforts were made to protect individual autonomy, reduce harm, make the best use of benefits, and fairly distribute dangers and benefits by using processes that were reliable and with sound study designs that considered these questions. Resnik (2015) defines ethics as "*norms for conduct that distinguish acceptable and unacceptable behaviours.*" This study reckoned not to pose any physical risks connected with physical contact, despite the prevalence of COVID-19 at the time of the current study. The researcher was required to present COVID-19 Risk Mitigation Plan (see Appendix E) which was approved by UNCST before the onset of data collection. However, the research anticipated that in case there were any dangers, she would highlight them and make recommendations to relevant authorities as required. Nonetheless, there were no dangers identified throughout the data collection and analysis exercises. The following were considered to meet the standard ethical considerations:

i. *Respect for people and individual autonomy*

Possible risks to research participants were minimal. The researcher anticipated some minor ones to include psychological distress or discomfort and discussing somewhat sensitive topics such as depersonalization of students. To address this issue, the researcher planned to halt the interview and leave the participant to recover and decide if they wanted to continue or not. A couple of participants decided to withdraw from the study, and the researcher identified fresh ones to complete the data collection.

ii. *Confidentiality*

The most important danger in this study is a breach of confidentiality. Accordingly, the researcher anticipated that a breach of confidentiality could happen if private and sensitive information was linked to individual respondents and this information was obtained by the person(s) outside of the research project. This could lead to victimisation. The importance of confidentiality was to ensure that research participants gave honest responses to the questions since their identities were not exposed. The researcher explained the purpose of the study to research participants before the start of interviews and assured them that their participation was exclusively voluntary. She explained to participants that they were free not to take part in the study or even withdraw from the study at any point during the data collection without any repercussions. They were informed of their right to pull out of the study and not answer any questions they did not feel comfortable answering. However, the researcher endeavoured to use research codes that were not linked back to any specific participants whatsoever. This helped to ensure that research participants volunteered their information regarding their beliefs and opinions on the phenomena of burnout and students' well-being. The researcher asked

participants not to have their names written anywhere on the questionnaire. Instead, codes were generated for the identification of participants by the researcher. For teachers, the researcher used Tr. 01, Tr. 02, etc., and for students, the researcher used codes that included the following: the first 2 letters of their birth month, the day of the month they were born, gender, and age. For any missing variable, they were advised to use an X to denote the missing variable, for instance, OCXM19. This was applied to all the students' survey data. For qualitative data, codes such as St.01, St., and St.024 were used. In all instances, personal information for the individual identification of the interviewees was not collected. Any other information that could be linked to participants was stored on a password-sensitive hard drive only accessible by the researcher. Any data collected through audio recordings was stored on a password-sensitive computer.

iii.　*Inconvenience resulting from participation in the study*

The researcher acknowledged that participating in the study could be inconvenient for some individuals as they may have to miss breaks and make special arrangements for the interview's timing. UNCST recommended compensating participants with 5000 Ugandan shillings (equivalent to approximately $2 US dollars) for refreshments, but the researcher was aware that this amount could not fully cover their time. To prioritize the safety and well-being of participants, the researcher advised them to contact Dr Asare Samuel at s.asare@unicaf.org, the supervisor on behalf of the researcher's university REC, if they had any concerns. Moreover, the researcher ensured the confidentiality and anonymity of all the data and information collected by taking necessary measures. All personnel involved in the study were well-informed about research ethics and study

procedures to ensure ethical implementation.

i. *Anonymity*

During the interviews, all information was kept confidential and no personal names were used. To ensure anonymity, the researcher created unique research codes for each participant. For teachers, codes such as Tr.01 and Tr.02 were used, while codes for students included the first 2 letters of their birth month, the day they were born, their gender, and their age. In cases where a variable was missing, an X was used to indicate this. The personal identification of the interviewees was not collected and any information that could be linked to a participant was stored on a password-protected hard drive accessible only to the principal investigator (PI).

ii. *Informed consent*

Before participating in the study, all respondents were required to give their informed consent. The researcher obtained consent from each respondent by asking for their agreement before conducting the interviews. If a respondent declined to give consent, the process was terminated with gratitude expressed to the respondent for their time. A written consent form was provided to the respondents, and they were allowed time to read it through and ask as many questions as needed before signing it. All signed consent forms were kept separate from the research data to ensure confidentiality was maintained. Respondents that were 18 years or older signed their own consent forms while those below 18 years had their guardians sign on their behalf. Due to COVID-19 restrictions, class teachers acted as guardians for students under 18 years old. This was

done to minimize the spread of COVID-19 since students were not allowed to go home freely. In order to ensure ethical standards were met, all participants in the study were required to provide their informed consent before proceeding. This was achieved through a process of verbal agreement, with the researcher requesting consent from each respondent before the interviews began. If a respondent declined to give consent, the process was terminated with gratitude expressed to the respondent for their time. Additionally, a written consent form was provided to each respondent, allowing them time to read through it and ask any questions they may have before signing. To maintain confidentiality, all signed consent forms were kept separate from the research data. For those under the age of 18, their guardians were required to sign the consent form on their behalf. In light of COVID-19 restrictions, class teachers acted as guardians for students in this age group, thus minimizing the potential spread of the virus.

In light of the COVID-19 pandemic, the researcher needed to take all necessary precautions when interacting with participants. Adhering to the Ministry of Health's Standard Operating Procedures (SOPs), the researcher formulated a comprehensive risk mitigation plan that was approved by UNCST prior to data collection. For a detailed outline of this plan, please refer to Appendix E. These measures were implemented with the goal of minimizing the risk of spreading the virus to participants and ensuring their safety.

To further mitigate any potential biases or influences during data collection and analysis, the researcher maintained an independent role and had no prior personal connection with the participants. This was done to ensure the data collected was impartial and free from any external influences. By taking these steps, the researcher was able to

conduct the study with the utmost care and attention to the health and well-being of all participants involved.

Data Collection and Analysis

This study used a mixed-methods design that combined quantitative and qualitative approaches. Quantitative data were collected using face-to-face questionnaires. Two survey inventories were used:

i. The Copenhagen Burnout Inventory (Kristensen et al., 2005) is a one-dimensional phenomenon aimed at measuring the core features of burnout, which are emotional exhaustion and fatigue from both general (personal-related) and specific - work-related and client-related burnout (Borritz & Kristensen, 1999a, 1999b).

ii. Teacher-student relationship questionnaire (S-TSRI) Rating Scale: A Student Survey (Ang et al., 2020) was completed by students. Students rated the quality of their relationships with teachers in subjects of their choice.

iii. Qualitative data, on the other hand, was collected using face-to-face semi-structured interviews using interview guides, one for teachers and the other for students. These had both closed-ended questions (the demographic one) and open-ended questions (the others).

The Copenhagen Burnout Inventory (CBI)

The CBI is a self-administered questionnaire that was used to collect quantitative data from teachers and was used to assess the burnout levels. This is a 19-item and items were scored on a 5-point Likert scale ranging from "Always (100)" to "Never/seldom

(0)." Other measures in between included "Often (75), "Sometimes (50)," and "Seldom (25)." Research participants rated the statements given in the tool, subdivided into personal burnout, work-related burnout, and client-related burnout. The averages of respective items provided the total of the sub-scale scores. With scores greater than 25 indicating elevated burnout levels and scores 50+ indicating high burnout levels (Borritz et al., 2006b). For example, a statement such as "*Do you feel burnt out because of your work*?" called for a participant's opinion and rating of the way they felt about it and would attribute it to a specific human domain in life or sub-scale. Other examples of items included, "*How often do you feel tired*?" "*How often are you physically exhausted*?" "*How often do you think, "I can't take it anymore*?" "*How often do you feel worn out?" "How often do you feel weak*?" "*How often do you feel susceptible to illness*?" The total scale score is the average of the scores on the items calculated by considering the mean of the items on that scale. Besides, the Likert scale items, other demographic questions were included.

The tool was hand delivered by the researcher to the research participants, who were randomly selected. The researcher explained the tool to participants, clarifying what was expected of them. Research participants were advised to ask as many questions for clarification as they had before attempting to respond to the questionnaire. After the researcher had responded to all the questions, participants were allowed to respond to the questionnaire. Participants were advised not to include their names on the instrument so that their responses could not be traced back to them. Quantitative data gathered using this tool was analysed using a statistical analysis programme, Statistical Package for Social Science (SPSS) version 25, to determine descriptive statistics and generate data.

The data were entered using Epidata software and later exported to SPSS. Data were processed in SPSS for purposes of cross-checking for outliers, missing values, or missing data. Variables such as age, gender, the class taught, and other general variables for burnout were created. Data were analysed univariately using frequencies and percentages and bivariately using an independent sample T-test and one-way ANOVA. The data were further analysed to test the mean, skewness, standard deviation, and variances to gain better insights into the data. The average score for the 3 dimensions of burnout was run to get the general picture, and where there was a need, inferential statistics were run to test the relationship between each of the 3 dimensions of burnout with sex, age, period one has worked, education level, and current employment status using factorial ANOVA. A regression analysis was done to determine the relationship between teacher burnout and their demographic characteristics, which was then presented in tables.

Data collected addresses the following questions: " RQ$_1$: To what extent do secondary school teachers experience the three sub-dimensions of burnout? RQ$_3$: What is the relationship between teacher burnout and their demographic characteristics?

Teacher-Student Relationship Questionnaire (S-TSRI) Rating Scale: A Student Survey- (Ang et al., 2020)

The second instrument used to gather data is the S-TSRI. This student-self-administered questionnaire had 14 sentences about the subject teachers. For each sentence, students were asked to put a tick in the box corresponding to their response. The 5-point Likert scale response statements ranged from "strongly agree (5)" to "strongly

disagree (1)." Other ratings in-between were agreeing (4), neither agree nor disagree (3), and disagree (2). The total scale score is the average of the scores on the items calculated by considering the mean.

The instrument was hand-delivered and distributed to students of the two selected schools for the study, one school after another. Participants were randomly selected using simple random sampling to respond to the questionnaire. Before responding to the questionnaire, the tool was explained to the participants to ensure that they understood it well. Research participants were encouraged to ask questions for clarification as much as possible. After all the questions were addressed, participants were allowed to proceed and complete the questionnaire. Quantitative data gathered using this tool was analysed using a statistical analysis programme, Statistical Package for Social Science (SPSS) version 25, to determine descriptive statistics and generate data. The average score for S-TSRI was run to get the mean, median, and standard deviation. Data generated will answer the question, RQ4: What is the relationship between this relationship and the demographic characteristics of students?

Some of the data captured by this tool was cross-triangulated with findings from qualitative data for complementarity. Hypothesis testing was done to test whether the two hypotheses in this study are true. Multivariate regression was used to adjust for possibly measured confounding by controlling for the following covariates: age, gender, years of service, classes, and subject taught. For all statistical tests, a 2-tailed P value of 0.05 was considered statistically significant. All statistical analyses were performed using SPSS, version 25.

Confirmation checks of the data were run using descriptive numbers as well as graphical illustrations, and data that appeared missing or incorrect was corrected where possible and otherwise excluded from the analysis. Continuous variables were conveyed as the mean standard deviation and compared using paired t-tests and/or independent t-tests. Categorical variables were expressed as absolute numbers and relative frequencies (percentages), with proportions compared.

Semi-structured Interview Guides for Teachers and Students

On the other hand, semi-structured questionnaires (for students and teachers) were used to gather qualitative data from teachers and students from the two schools. Purposive sampling, being the most commonly used sampling method in qualitative studies, was used to identify participants for an in-depth interview to understand the phenomena of teacher burnout intended to inductively understand their lived experiences (Patton, 2023). Participants were purposefully selected from among the random samples selected earlier based on their familiarity with the subject. These were interviewed to get their opinion and a much deeper understanding of the subject under investigation (Creswell, 2014; Harvey, 2010). Data generated from interviews were transcribed, cleaned, and coded, and themes were identified and presented for thematic analysis to get an understanding of the social and cultural contexts from participants' perspectives (Nowell et al., 2017). Since qualitative data analysis was intended to expose developing themes, concepts, and patterns; an inductive thematic analysis was used (Hawkins, 2018). Accordingly, the analysis looked for words, phrases, and content structure to get the intent of the message expressed by the interview participants (Strudsholm et al.,

2016). Codes were identified using colours, merged into categories and later themes formulated. The researcher wanted to find the underlying meaning in the expressed opinions of the participants. This being a mixed method triangulation design, the analysis used both deductive and inductive elements (Barrable, 2020; Proudfoot, 2022) for some questions in an integrative way to get a more holistic understanding of the phenomena (Fetters & Molina-Azorín, 2017). The results were used to triangulate the findings from quantitative data for some questions, particularly for Question Qn1. "The extent to which teachers experienced the three sub-dimensions of burnout". Some of the qualitative data were used to answer other research questions: Q1. How do they interact with students and cope with burnout experiences? RQ_2: What impact does teacher burnout have on students' well-being (their needs for relatedness, autonomy, and competence)? "*How do students relate to their teachers*?" "RQ_4: How do students relate with their teachers". Cross-triangulation was used during data interpretation and analysis. To address the above-mentioned research questions, the researcher conducted 24 interviews with students and 15 interviews with teachers. These were believed to answer the research questions adequately since they could both be victims of teacher burnout in one way or another.

Summary

This chapter has highlighted the research approach and design used in the current study. The design used is a mixed-methods design that combined quantitative and qualitative methods in the research process (Creswell, 2014). The purpose of the choice was to take advantage of using a combination of methods over a single study. The chapter

includes the population and sample used in the study. The population included teachers and students of two secondary schools and a sample of 360 students and 60 teachers who were randomly selected to participate in the study and responded to a self-administered questionnaire. The random selection of participants was aimed at ensuring objectivity by giving each participant an equal chance of being selected for the study. Purposive selection, on the other hand, was done to select participants for face-to-face interviews with teachers and students. The research instruments used include the CBI (Kristensen et al., 2005) used to test teacher burnout, the S-TSRI (Ang et al., 2020) used to test teacher-student relationships, and two semi-structured interview guides used to collect data from teachers and students, respectively. The chapter also includes a description of the three main constructs of the study. These are burnout, well-being, and the student-teacher relationship.

The chapter further highlights ethical concerns the researcher put into consideration throughout the research process. The researcher sought and received approvals from UREC, UCUREC, and UNCST. The researcher further ensured that other ethical considerations were taken into consideration. Considerations such as the anonymity of participants, confidentiality for the data collected, not harming participants, informed consent, respect for persons, and individual autonomy were considered throughout the research process. Data collection and analysis procedures have also been described. Techniques for data analysis, such as the use of SPSS software version 25, and thematic analysis for qualitative data have also been highlighted.

CHAPTER 4:DISCUSSION OF RESEARCH FINDINGS

Introduction

Chapter four presents the results obtained from this study using a mixed-methods triangulation study design that involved the collection of quantitative and qualitative data using survey questionnaires and semi-structured interviews, respectively. The current study aimed to examine whether teacher burnout, categorised by physical and emotional exhaustion and fatigue, as reported by teachers in government-aided secondary schools, was associated with how they (teachers) related to and interacted with their students, hence impacting the well-being of students. The researcher presumed that teacher burnout was negatively correlated with the general welfare of secondary school students. To ensure that the data collected is trustworthy, the researcher took the necessary steps to guarantee the credibility and validity of the data collected. This chapter gives an account of the steps and measures that were taken to ensure that the data remained credible and could be trusted. The demographic characteristics of the two sample categories studied have been presented and integrated with a holistic presentation of statistical and qualitative findings following the study questions and hypotheses. General trends and patterns obtained from the quantitative data extracted from statistical tests such as ANOVA, descriptive statistics, relationship t-test, and standard deviation have been presented alongside qualitative data in the form of participants' phenomenological accounts of the situation to triangulate the findings and illuminate the convergences and or divergences of views. In some cases, participants' views have been captured and presented verbatim to illuminate or disagree with the findings in each data set. Finally, an overall summary of this chapter has also been presented.

Trustworthiness of Data

Considering that this study was a mixed-method study, the researcher addressed the question of the trustworthiness of data from the qualitative dimension since the quality of quantitative research cannot be measured using the same measures as that of qualitative research (Nowell et al., 2017). From the qualitative dimension, the researcher focused on building confidence so that data could be trusted as much as possible (Stahl & King, 2020). The researcher used the following approaches to ensure that the data could be trusted:

i.   *Credibility*

In an attempt to guarantee data trustworthiness, the researcher decided to use a variety of processes of triangulation (Bekhet & Zauszniewski, 2012; Stahl & King, 2020). Firstly, the researcher used a methodological triangulation that permitted the collection of expressive and quantitative responses from both the teachers and students. This gave the researcher the comprehensive information necessary to deeply understand the research phenomenon (Creswell, 2014). The phenomenon of burnout and student well-being investigated would have benefited from the quantitative data collection and analysis method, but the researcher used additional qualitative methods to illuminate, corroborate, and cross-validate further the key findings on teacher exhaustion and its influence on the welfare of students. The use of two methods helped to enhance the study's credibility (Stahl & King, 2020). Two surveys (one for teachers and the other for students) and two categories of interviews (one with the teacher and the other with students) were used to collect data. Descriptive data analysis was used to generate numeric data about teachers

and their burnout experiences, as well as about students and their relationships with their teachers. Thematic analysis was also used to analyse qualitative data to highlight convergences and corroborations.

Secondly, the researcher collected data from two diverse sources—teachers and students—to repeatedly establish identifiable patterns in the information gathered. The object was to ensure the triangulation of the findings (Abdalla et al., 2018; Bekhet & Zauszniewski, 2012; Fusch et al., 2018). The researcher conducted an interview and a survey using a self-administered questionnaire with teachers to understand not only how they experienced and coped with burnout but also how burnout influenced their interactions with their students. On the other hand, the researcher interviewed students to validate and triangulate the views of teachers on burnout and students' well-being as well as to understand how they view their relationships with their teachers.

Additionally, the researcher used investigator triangulation (Stahl & King, 2020). She worked with the research assistant to support data collection processes. The researcher trained the research assistant on the tenacity of the study, the study protocol, and how data collection tools were to be administered. Together, they used the same interview tools for the two categories of participants (one for teachers and another for students) interviewed. The findings were compared, and a similar conclusion was reached. Team debriefing helped provide reactions to initial research procedures, and light adjustments on the location of interviews were made to allow free expression by students. Apart from seeking permission from the school administration, the researcher was also attached to the lead teachers she worked with to ensure that proper procedures

and protocols were followed. The lead teachers kept in touch throughout the entire course of data gathering and debriefing.

To further assure data credibility, the researcher tried to ensure that honesty among participants was sought after (Shenton, 2004). She allowed participants to withdraw from the interviews at any point they felt like it or even skip a question if they did not feel comfortable responding to it. That way, it was assumed that only those who were genuinely ready to give their time and information accepted to participate in the study. Participants were encouraged to be as frank as possible from the onset of the interview, and they were assured that there were no wrong answers and that they would not be held accountable for the answers that they gave by their teachers or the school administration.

ii. *Confirmability*

In order to ensure the confirmability of the data and neutrality of interpretations (Nowell et al., 2017), the selection of research participants was done purposefully. The samples were selected from among the random samples selected for the survey for an in-depth study (Patton, 2023). The samples chosen for the study were small but adequate to address the study's needs. Creswell (1998, p. 64) and Morse (1994) assert that "*they can be as few as five*" or "*six participants*" (Morse, 1994, p. 225) See also Vasileiou et al. (2018). However, in the present study, twenty-four (24) student participants and fifteen (15) teacher participants were selected. These were believed to be information-rich cases for in-depth interviews. The researcher assumed that teachers who were victims of burnout would not only care less about the well-being of students but also negatively impact their well-being. This made them the right candidates for a face-to-face interview

to expressively give their lived experiences. The researcher also assumed that they would neglect or treat students poorly, thereby affecting their well-being. According to Ang et al. (2020), assurance and skirmishes are reflected in the most common measurements of teacher-student relationships. Therefore, if the relationship is positive and warm, then general well-being is guaranteed, and if there are conflicts, then well-being is affected. Teachers who are less burnt-out are assumed to have warm relationships, are therefore dependable, and always provide responsible help (Wentzel, 2012; Wentzel et al., 2010). Students receiving no help and having no warm relationships with their teacher would also be able to tell when their well-being is being infringed upon. Therefore, to appreciate in what way teacher exhaustion influenced the well-being of students, the views of teachers and those of students were vital and sought after for this study. The researcher, therefore, interviewed the two categories of the sample on the same subject matter, and conclusions were drawn. Examples of interview questions for teachers included: "*This study is about establishing teachers' experiences with continuous stress that may lead to physical and emotional exhaustion and hopelessness while at work; can you tell me about your own experiences as a teacher in this school*?" and "*One of the concepts I am interested in exploring is that of exhaustion and how it impacts the way teachers do their work and interact with students." "Could you tell me what the term exhaustion means to you*?" "*How has being exhausted influenced the way you deal with students*?" These were just a few. Examples of lead questions for interviews with students were: "*How would you describe your teachers in this school*?" and "*Tell me about the **best experience** you have had with your teachers that you think you will never forget*." "*Describe to me the **not-so-good** experience you have had with your teachers in this school and tell me how it made*

you feel?" "*Could you explain to me an experience when you noticed that a teacher(s) looked like s/he was exhausted or stressed*?" "*How did the experience impact you as a student*?" "*Could you describe for me an incidence when you felt that your teachers were proud of you as students*?" "*In your opinion, what is the meaning of the term "students' well-being"?"* "*Do you think teachers are concerned about students' well-being at all in this school?" Please explain*". Do you think teachers are concerned about your opinions? Please explain. "*What, in your opinion, could be done to make students' well-being in this school even better, and who should make this happen*?"

Reliability and Validity of Data.

As earlier stated, the measures of quality of data in quantitative research cannot necessarily be the same as those in qualitative research. The researcher took the necessary measures while conducting the study to ensure that quantitative data could be reliable and valid. Studies have shown that the quality of numerical studies can be evaluated by their **internal and external validity, reliability, and impartiality** (Nowell, et al., 2017). A look at each of these variables and how they were considered in this study has been given in the paragraphs below:

i.   *Internal validity*

According to Proctor and Capaldi's (2008) research, internal validity serves as an essential aspect of a well-conducted study. It entails several factors such as the research design, working definitions of terms, the process of evaluating variables, and what is or is not measured to ensure the validity of the data. In this study, the researcher opted for

a descriptive research design where statistical descriptions were made using statistical measures such as SPSS version 25. The data was analyzed univariately using the rate of recurrence and fractions and bivariately using an autonomous sample T-test and one-way ANOVA.

To ensure the accuracy and reliability of the data, the researcher defined the key terms used in the study and identified how the variables were measured. In terms of measurement, the researcher limited herself to pre-developed inventories whose validity and reliability had already been tested and approved in similar populations. The two instruments used in this study were the Copenhagen Burnout Inventory (CBI) by Kristensen et al. (2005) and the Student-Teacher Relationship Inventory (S-TSRI) by Ang et al. (2020).

Several validation studies conducted on the CBI have shown that it is a reliable and valid instrument for measuring burnout among teachers. For instance, one of the validation studies conducted by Fiorilli et al. (2015) on a group of Italian teachers found the CBI to be a consistent and usable tool for measuring burnout among teachers for all the three sub-scales of burnout: work-related, student-related, and personal-related burnout. Furthermore, Platsidou and Daniilidou (2016) found the CBI to be an acceptable model for measuring burnout, while Chin et al. (2018) supported the face and construct validity with high inner reliability. According to Fiorilli et al. (2015), the CBI was found to display acceptable reliability and criterion-related validity. Similarly, Kristensen et al. (2005) and Milfont et al. (2008) also found acceptable reliability and criterion validity for the CBI. Hence, Fiorilli et al. (2015) recommended the extensive use of the CBI among teachers.

In this study, the researcher considered the CBI as a suitable instrument for surveying teacher burnout among secondary school teachers. Therefore, the researcher used the tool as initially used by Kristensen and colleagues and only made contextual adjustments on items related to student-related burnout and replaced "clients" with "students". The statements, therefore, read as "student-related" burnout instead of the original "client-related" burnout.

The items under the student-related subscale in this study were carefully selected and crafted to capture the essence of student-related burnout. They included: "Do you find it hard to work with students?" "Do you find it frustrating to work with students?" "Does it drain your energy to work with students?" "Do you feel that you give more than you get back when you work with students?" "Are you tired of working with students?" "Do you sometimes wonder how long you will be able to continue working with students?" (Kristensen et al., 2005). Other items for the work-related burnout and student-related burnout subscales remained in their original state (Kristensen et al., 2005).

To ensure the reliability of the data obtained from the CBI, the researcher used two response formats (frequency and intensity) following the two response formats used by Kristensen and colleagues. A 5-point Likert scale was adopted for both frequency and intensity, ranging from "always" to "never" and "very high degree" to "very low degree," respectively. The extant studies reviewed for the CBI found a high Cronbach alpha of between .85 and .87 (Kristensen et al., 2005), and above the recommended .07 for all the the scores and therefore recommended for use to measure burnout among secondary school teachers (Milfont et al., 2008). This further supported the instrument's reliability and suitability for use in the current study.

In this study, the second survey inventory that was implemented is the S-TSRI. This inventory was specifically chosen as it is a 14-item instrument established by Ang et al. and is a student version, meaning it measures student-teacher relationships based on the perceptions of students themselves. The inventory is a three-factor tool that includes satisfaction with five items, instrumental help with five items, and conflict with four items. The researcher's review of the literature has revealed that validation of this inventory was completed and found to have reliable and valid Cronbach's at satisfaction 0.90, instrumental at 0.86, and conflict at 0.85 (Ang et al., 2020) and recommended for use to test student-teacher relationships. It is important to note that this inventory utilizes a 5-point Likert scale, ranging from "seldom true" to "almost always true." Given the credibility of the previous research, the items were used as they were originally developed and presented by Ang et al. (2020), and no adjustments were made to ensure the accuracy of the study's results. Overall, the S-TSRI is a valuable tool for measuring student-teacher relationships and is widely accepted in the academic community due to its established validity and reliability.

ii. *External validity*

External validity has to do with the ability to generalise a study (Trochim, 2007). To ensure that generalisation was possible, the researcher conducted a random sampling technique to identify the sample that was used in the study. This helped the researcher to distribute unidentified effects consistently within the selected study sample and it also provided great assurance that the selected sample was illustrative of the larger group of the population being studied (Sheehan & Pittman, 2016). The sample size was

determined using an online sample calculator (Sample Size Calculator, n.d.) that gave an appropriate sample that was representative of the population of the study (Crane & Silliman, 2009). The study used "a confidence level of 95%," "standard deviations of.5", and "an acceptable margin of error (confidence interval) of +/- 5% to determine the sample size." Considering the population of 5379 students, a sample size of 359 was randomly selected. An approximation of 60 teachers was also randomly selected from the larger population of 70 teachers who taught classes 2, 3, and 5.

   iii.   *Reliability*

Reliability has to do with consistency (Trochim, 2007). To warrant the reliability of the data in the current study, a subjective approach to research was used. Considering that the survey tools had already been tested and re-tested in earlier studies, the researcher believed that the inventories were appropriate for the current study. The study used standardised, internationally recognised questionnaires to measure self-reported burnout and students –teacher relationships, respectively.

Results from The Study

Introduction

The section below presents the results of the study. The study was meant to examine whether teacher burnout, characterised by exhaustion and fatigue as reported by teachers in secondary schools, is associated with how they relate to and interact with students, affecting their well-being. Quantitative and qualitative data were obtained through surveys and semi-structured interviews, respectively. Quantitative data were

analysed using Statistical Package for Social Sciences (SPSS) version 25. Data were analysed univariately using frequencies and percentages and bivariately using an independent sample T-test and one-way ANOVA. The data were further analysed to test the mean, skewness, standard deviation, and variances to gain better insights into the data. The average score for the 3 dimensions of burnout was run to get the general picture, and where there was a need, inferential statistics were run to test the relationship between each of the 3 dimensions of burnout with gender, age, period one has worked, education level, and current employment status using factorial ANOVA. The analysis of qualitative data was completed through an inductive approach to thematic analysis. Data from interviews was transcribed verbatim, and since the audio was captured in the English language, no translations were made. To ensure anonymity, participants' names were not captured, and codes were used. Data obtained from semi-structured interviews and surveys were triangulated and merged into a presentation and analysis.

Of the 359 questionnaires distributed to students, 358 (99.44%) were completed. Of the 60 questionnaires for teachers distributed all (100%) were completed. These were completed by students and teachers randomly selected from classes 2, 3, and 5. Therefore, the final sample indicates a response rate of 99.44% and 100% for students and teachers, respectively. The findings from the study were presented according to the study questions and/or hypotheses. The reseach questions and hypothesis are hereby restated

  i.   "RQ_1: How do students relate with their teachers, and what is the relationship between this relationship and the demographic characteristics of students?"

ii.   RQ2: To what extent do secondary school teachers experience the three sub-dimensions of burnout? How do they understand, interact with students and cope with burnout experiences?

iii.   RQ3: What impact does teacher burnout have on students' well-being (their needs for relatedness, autonomy, competence and engagement)?

iv.   RQ4: What is the relationship between teacher burnout and their demographic characteristics?

RQ1: How do students relate with their teachers, and what is the relationship between their demographic characteristics their relationship with their teachers?

To be able to respond to this research question, the researcher examined how students related to their teachers. Three hundred and fifty-eight (358) randomly selected students responded to the S-TSR survey. A semi-structured interview guide was also used to gather qualitative data related to students' interactions with their teachers. The findings were triangulated to corroborate the findings from either approach. This section presents the demographic individualities of students who took part in the S-TSRI survey and a face-to-face interview. It also highlights the teacher-student relationship and the gender, age, and class of students.

Demographic Characteristics of Students that Participated in Survey and Face-To-Face Interviews

 Students Who Participated in the S-TSRI Survey.

Results with respect to students' demographic characteristics who responded to the S-TSR survey are presented in Table 4.1 below. The response rate to the survey was 99.44%.

Table 4.1 Students' Demographic Characteristics.

Characteristic	Category	Frequency (n)	Percentage (%)
	Male	257	71.80
Sex	Female	100	27.9
	Prefer not to say	1	0.30
	14-17	175	48.90
Age	18-19	143	39.90
	20-22	40	11.20
	S2	125	34.90
Class	S3	109	30.40
	S5	124	34.60
School	School A	179	50.00
	School B	179	50.00

n=358

Results presented in Table 4.1 show that the majority of the student respondents were male (72%) and aged 14 to 19 years (89%). Nearly a similar percentage (34%) of the students interviewed were in Senior Two and Senior Five, and then 30% were in Senior Three. Half (50%) of the student respondents were studying at School A, and the other half were studying at School B.

Students Who Participated in a Face-To-Face Interview.

A total of 24 students participated in the semi-structured interviews; 20 of them were males and 4 females; on average, they were aged 18 years; 7 were from senior 2, 8 from senior 3, and 9 from senior 5; 9 of them were student leaders that are class counsellors (5), class captains (2), house captains (1), and room guards (1), and others held no position of responsibility.

Teacher–Student Relationship

Results on teacher-student relationships are presented in Table 4.2 below.

Table 4.2 Teacher–student relationship

Parameters	SA (%)	A (%)	N (%)	D (%)	SD (%)
"I enjoy attending the class of this teacher".	73.40	12.60	1.70	4.20	8.10
"My relationship with this teacher is positive".	42.00	33.20	9.60	7.30	7.90
"If this teacher retires or leaves the school, I will miss him/her".	52.40	24.60	6.90	7.20	8.90
"I am happy with my relationship with this teacher".	46.30	28.50	9.90	5.90	9.30
"I like this teacher".	59.70	24.5	4.00	4.30	7.50
"If I have a problem at home, I will ask this teacher for help".	28.40	19.80	14.10	19.30	18.40
"I share about my personal life with this teacher".	22.00	18.30	11.40	23.10	25.10
"If I need help, I will go to this teacher".	45.10	27.70	10.00	8.30	8.90
"If I need someone to listen to me, I will go to this teacher".	26.10	26.70	10.60	18.10	18.40
"I depend on this teacher for advice".	44.50	22.70	9.80	12.40	10.60
"This teacher frustrates me more than other teachers who teach my class".	14.80	7.10	10.80	16.20	51.10
"I cannot wait for this year to be over because I do not want to be taught by this teacher again".	9.30	4.50	5.40	17.6	63.20
"If this teacher is absent, I feel relieved".	12.70	8.70	7.20	21.70	49.70

"If I am not taught by this teacher, I will be able to enjoy my class more".	15.90	3.40	5.90	15.30	59.50
Overall TSR Score: Mean = 3.82, median = 4.07, min = 1.00 & max = 5.00					

N=358

Using the S-TSRI (student's version), students were asked to rate their teacher of choice on 14 sentences of the S-TSRI shown in Table 4.2 above. Over half of the students agreed (Strongly agreed-73.4% and agreed- 12.6%) that "they enjoy attending the class of this teacher"; "their relationship with this teacher is positive"; "If this teacher retires or leaves the school, they will miss him/her";" they are happy with their relationship with this teacher"; "they like this teacher"; "If they have a problem at home, they would ask this teacher for help"; "If they have a problem at home, they would ask this teacher for help"; "they share about their personal life with this teacher; If they need help, they would go to this teacher"; "If they need someone to listen to them, they would go to this teacher"; "they depend on this teacher for advice". More so, over half of the respondents disagreed (strongly disagreed and disagreed) that "their teacher frustrates them more than other teachers who teach their class"; "they cannot wait for this year to be over because they do not want to be taught by this teacher again"; "if this teacher is absent, they feel relieved, and if they are not taught by this teacher, they would be able to enjoy their class more." Thus, on average (mean TSR score = 3.82), all the students had a good relationship with their subject teachers (shown in Table 4.2).

From the qualitative point of view, the analysis revealed some key findings and these were categorised under two main themes. These were:

Theme 1: Friendly teachers: In line with the findings revealed by the S-TSRI survey, some qualitative findings obtained through a semi-structured interview with students confirmed a positive teacher-student relationship. Students described some of their teachers as friendly, they give them a balanced diet, a warm school environment with no teasing, friendly teachers, hardworking teachers, conscious of time, very organized teachers, teachers who acknowledge mistakes and correct them, easily approachable, and very encouraging teachers. They had these to say:

> "*There was an error that happened in class and he did a correction and came back and corrected the mistake in class"* (St 009);

another said:

> "*I have a mathematics teacher whom I consulted and he explained and I understood after I had missed understanding in the class." I loved it"* (St 012); and

> ***"Teacher of English encouraged us not to fear even if you are in senior 1, now I have the courage to even stand for a leadership position; even I can stand as a head boy when I reach senior 5"*** (St 008).

Theme 2: Conflicting relationships: However, further findings showed some teachers were unfriendly and uncooperative, rude, did not care at all, intimidating, and were mean to students, and sometimes caned them for no or minor reasons. They described their teachers as hostile because of the way they woke them up for preps at 4 o'clock in the morning, which involved caning them. Some teachers were not so supportive of students if they needed clarifications in the lessons. They also observed that some teachers were discouraging them in the way they spoke to them. There were cases of lack of coordination observed by students where a teacher would leave class in the middle of the lesson and promise to continue the same topic when they would meet next only to return

with a fresh topic. Students further said that teachers gave them no time for relaxation and this made them have no time for resting and recuperate for the new lesson. Some students observed that some teachers were not concerned of students' welfare. Some students had these to say;

> *"one teacher of geography is somehow rude; he hardly explains, and sometimes he finds you seated and he just canes you, and we fear him"* (St 014); and

> ***"but in commerce,*** *they demoralise students; they keep criticising others"* (St 012); and

> "most *often they cane us when we are getting up for prep in the night." "And it's embarrassing; it's not good when they cane students in the night"* (St 001); and

> *"our math teacher is fast in teaching." "Makes me feel like I cannot understand his subject...."* (St 003);

> "*Some teachers are rude and sometimes cane students, even for a minor reason." "Some teachers do not explain things well even when students do not understand."* (Tr.007);

> "*Another one will tell you to do exercise, and yet he didn't explain; he will just continue from there"* (St 020); and

> "*those who are concerned always ensure students are okay." They check on us. "But others do not care, and they like intimidating us"* (St 023).

Relationship between student demographic characteristics and their relationship with teachers

The researcher hypothesised (H_0) that there was no significant relationship between student demographic characteristics and their relationship with their teachers. Results concerning this hypothesis are presented in Table 4.3. This table presents the

relationship between teacher-student relationships and students' demographic characteristics.

Table 4.3 Average teacher-student relationship by gender, age, and class of students.

Characteristics	Category	Mean TSR score	t-value or F-ratio (P-value)
Gender	Male	3.75	- 2.37* (0.014)
	Female	4.01	
Age	14-17	3.62	8.31** (0.000)
	18-19	3.98	
	20-22	4.11	
Class	S2	3.60	9.78** (0.000)
	S3	3.76	
	S5	4.10	
School	School A	3.96	2.89** (0.004)
	School B	3.68	

**Significant at 99%, *Significant at 95%

The findings presented in Table 4.3 indicate that gender, age, class, and school of students had a significant relationship with the teacher-student relationship. Female students had a higher average TSRI score (4.01) than male students, who had an average TSRI score of 3.75. As for the age and class of students, the average TSRI score increased with an increase in age category and class. In addition, students in School A had a higher average TSRI score (3.96) compared to those in School B, who had an average TSRI score of 3.68.

The p-values for students' demographic characteristics, which include gender, age, class, and school, were all less than the significance level of 0.05. The p-values were 0.014, 0.000, 0.000, and 0.004 respectively. This indicates that there is sufficient statistical evidence to reject the null hypothesis. Additionally, there were significant

relationships between all the variables of students' demographic characteristics and their relationships with their teachers.

RQ$_2$: To what extent do secondary school teachers experience the three sub-dimensions of burnout? How do they understand, interact with students and cope with burnout experiences?

This section presents findings related to the extent to which secondary school teachers experienced emotional exhaustion and fatigue a form of burnout based on the attribution of their exhaustion and fatigue following the viewpoints of Kristensen et al. (2005). However, the demographic characteristics of teachers who participated in the survey questionnaire and face-to-face interviews have been presented first, then followed by findings on the extent to which teachers experience burnout.

Demographic Characteristics of Teachers Who Participated in Survey and Face-To-Face Interviews

Demographic characteristics of teachers who participated in the CBI survey

This section presents the demographic characteristics of teachers who participated in the survey and key informant interviews. Teachers who participated in the CBI questionnnaires are presented in table 4.4 below.

Table 4.4 Demographic Characteristics of Teachers That Participated in the CBI Survey.

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	38	63.30
	Female	22	36.70
Age	25-29	18	30.00
	30-39	15	25.00
	40-49	18	30.00

	59+	9	15.00
Years of work	2-4	31	51.70
	5-9	17	28.30
	10-19	10	16.70
	20+	2	3.30
Highest education level	High school diplom	14	23.30
	Bachelor's degree	43	71.70
	Master`s degree	2	3.30
	Others	1	1.70
Employment status	Full time	50	83.30
	Part-time	10	16.70
Subject taught	Arts	33	55.00
	Science	21	35.00
	Business	6	10.00

n= 60

The demographic characteristics of teachers who participated in the CBI survey are presented in Table 4.4 above. The response rate to the CBI survey was 100%. Participants in the study were asked to give their demographic data, including gender, age, years of work, highest education level, employment status, and subject taught. Univariate analysis was used to obtain the frequencies and percentages of the different variables. The results show that the majority of the teachers interviewed were male (63%) and aged 25 and older (72%). Over half (52%) of the teachers had worked for two to four years; the highest percentage (72%) had a bachelor's degree as their highest level of education; most of the teachers were employed on a full-time basis (83%); and a bigger percentage (55%) were teaching arts subjects. A detailed representation of the demographic characteristics is presented in Table 4.4.

Demographic Characteristics of Teachers Who Participated in Face-to-Face

Interviews

Table 4.5 Demographic Characteristics of Teachers That Participated In Interviews.

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	5	33%
	Male	10	67%
Education level	Bachelor's Degree	15	100%
Subjects taught	Arts	7	47%
	Business Studies	2	13%
	Science	6	40%
Age (years)	Mean = 43.8, min = 30 & max =55		
Period worked (years)	Mean = 10.1, min = 4 & max = 4		

n=15

The demographic characteristics of teachers who participated in semi-structured interviews are presented in Table 4.5 above, and the response rate was 100%. Similarly, to the CBI survey, respondents for the semi-structured interviews were asked to give their demographic characteristics, which included the same variables (gender, age, education level, years of work, and subject taught). The results revealed that of the fifteen (15) teachers who participated in the key informant interviews, the majority (67%) of them were males and, on average, were aged 44 years. All the participants had attained a bachelor's degree; 47% were teaching art subjects, 40% were teaching science subjects, 13% were teaching business studies, and 40% were teaching sciences. On average, teachers reported having worked for 4 years (Table 4.5).

Extent to which Secondary School Teachers Experienced the three Sub-Dimensions of Burnout

In respect to the extent to which teachers experienced the three sub-dimensions of burnout, the results are presented in the paragraphs below. According to Kristensen et al. (2005), there are three types of burnout - personal burnout, work-related burnout, and

client-related burnout. Personal burnout is a state of prolonged physical and psychological exhaustion that is attributed to one's life, regardless of what they do. Work-related burnout is a state of prolonged physical and psychological exhaustion that is attributed to one's work. Client-related burnout, on the other hand, is a state of prolonged physical and psychological exhaustion that is perceived as a result of one's work with clients. The findings from the current study are presented based on these subdimensions. To triangulate and corroborate the survey results for this research question, qualitative findings from semi-structured interviews with teachers concerning their lived experiences on emotional exhaustion have been presented alongside quantitative findings. The results are presented in the paragraphs below with the quantitative results preceding the qualitative results.

From a quantitative point of view, results were obtained using the CBI. Teachers were asked to rate the extent to which they experienced exhaustion. A 5-point Likert scale tool ranging from "always (100)" to "never/seldom (0)" was used to determine the rate. Other measures in between included "Often (75), "Sometimes (50)," and "Seldom (25)." This was mirrored through the different levels of burnout experienced by secondary school teachers based on the three sub-dimensions of burnout as measured by the Copenhagen Burnout Inventory (CBI) measure (Kristensen et al., 2005). The presentation of results below follows a pattern that corresponds to the three burnout sub-dimensions: personal burnout, work-related burnout, and student-related burnout.

Personal Burnout

Table 4.6 Personal Burnout.

	Always	Often	Sometimes	Seldom	Never

	(%)	(%)	(%)	(%)	(%)
1. "How often do you feel tired"?	5.10	30.50	49.20	15.30	0.00
2. "How often are you physically exhausted"?	5.00	28.30	36.70	30.00	0.00
3. "How often are you emotionally exhausted"?	3.40	11.90	40.70	39.00	5.10
4. "How often do you think: "I can't take it anymore"?	6.80	6.80	22.0	32.20	32.20
5. "How often do you feel worn out"?	5.10	22.00	28.80	37.30	6.80
6. "How often do you feel weak and susceptible to illness"?	3.40	6.80	35.60	49.20	5.10
Overall: Mean = 44.36, median = 41.67, min = 15.00 & max = 91.67, skewness = 1.06					

Researcher`s analysis (2022)

The extent to which teachers experienced personal burnout is presented in Table 4.6 above. The results presented in Table 4.6 show that on average all teachers interviewed sometimes had personal burnout (mean score = 44.36), where a slightly higher percentage of teachers reported that sometimes they "often feel tired" (49%); "they are often physically exhausted" (37%); "they are often emotionally exhausted" (41%); "they seldom or never often think, they can't take it anymore" (32%); "seldom often feel worn out" (37%); and "feel weak and susceptible to illness" (49%). The average mean score (44.36) shows the degree to which teacher emotional exhaustion is attributed to personal issues in their life outside work.

From the qualitative point of view, a hybrid (deductive and inductive) of themes were generated from the conceptual perspective of Kristensen et al. (2005) following the three sub-dimensions. Concepts such as personal, work-related and client-related as they

relate to attribution of teacher burnout were generated. A single theme was generated from qualitative data to triangulate the quantitative findings.

Theme1: Personal issues. From a qualitative point of view, three teachers reported they experienced personal burnout that arose from personal crises from their personal lives that got them stressed and exhausted and interfered with their lives as teachers. Although the current study did not press on to know the personal issues that affected the teachers in question, it is very evident that these affected the teachers' work. One teacher reported;

> "*I had a personal issue... I arrived late. My class was noisy; I had carried the wrong notes... I called off the lesson*" (Tr. 05),

and another reported she was dealing with a personal issue in her life,

> "*I had some issues I was dealing with personally." The administrator did not find me in class and was mad at me. but he did not seem to understand. "I was disappointed, and I felt he did not appreciate the fact that as teachers we have personal problems we are dealing with*" (Tr.03).

And yet another mentioned teachers are never understood when they are faced with personal issues in their lives.

> *"I was disappointed and took time to freely talk to him. I felt he did not appreciate the fact that as teachers we have personal problems we are dealing with"* Tr. 10

Work-related burnout

The extent to which teachers experienced work-related burnout is shown in Table 4.7 below.

Table 4.7 Work-related burnout.

	Always	Often/	Sometimes/	Seldom/	Never/

	/Avery high degree (%)	A high degree (%)	Somewhat (%)	A low degree (%)	Avery low degree (%)
1. "Is your work emotionally exhausting"?	3.30	25.00	30.00	26.70	15.00
2. "Do you feel burnt out because of your work"?	3.30	13.30	40.00	26.70	16.70
3. "Does your work frustrate you?"	1.70	6.70	23.30	23.30	45.00
4. "Do you feel worn out at the end of the working day?"	5.10	39.00	23.70	20.30	11.90
5. "Are you exhausted in the morning at the thought of another day at work?"	0.00	3.40	18.60	32.20	45.80
6. "Do you feel that every working hour is tiring for you?"	3.70	7.40	13.00	44.40	31.50
7. "Do you have enough energy for family and friends during leisure time?"	13.80	25.90	37.90	19.00	3.40
Overall: Mean = 35.72, median = 39.28, min = 0.00 & max = 82.14, skewness = 0.07					

N=60

The results in Table 4.7 above revealed that on average, the teachers interviewed seldom or to a low degree had work-related burnout (mean score = 35.7). whereas a slightly higher percentage of teachers reported that somewhat or to a low degree "their work is emotionally exhausting" (30% and 26%); somewhat or to a low degree "they feel burnout because of their work" (40% and 26%); to a very low degree "their work frustrates them" (45%); often "feel worn out at the end of the working day" (39%); they are "never exhausted in the morning at the thought of another day at work" (46%); they seldom "feel that every working hour is tiring for them" (44%); and sometimes "they have enough energy for family and friends during leisure time" (37%). The average mean score (35.72)

shows the degree to which teachers attribute their emotional exhaustion to their work of teaching.

Results obtained from the semi-structured interviews with teachers on the other hand revealed that seven (7) of the fifteen (15) teachers interviewed reported having had exhaustion which was attributed to their work, hereby referred to as work-related burnout in different forms. Two sub-themes were generated from the qualitative data.

Theme 1: Long hours of work as a catch-up programme: Teachers reported having to work longer hours to recover for the time they had lost during the COVID-19 pandemic lockdown. Many teachers as well as students mentioned time pressures they had to go through in order to catch up. The excerpts below highlight the lived experiences of teachers as expressed during the face-to-face interviews.

> "We *have to work even on weekends and all evenings to be able to catch up for the lost time during the lock-down*" (Tr. 05);

another teacher said

> "From *Monday to Sunday we are teaching because most of the time they are at school, you don't have much time for your own business because you have lessons throughout because the expectations are higher.* (Tr. 03).

Some teachers felt their energy drained because of work.

> *"I felt my duties drain the energy out of me." I felt I was not being appreciated.* (Tr.02).

> *Classes start as early as 4:00 a.m. with preps. If you are a teacher on duty, that means your day starts at that time and runs through 10:00 p.m.* (Tr.09).

Theme 2*: **Limited resources***: Some teachers attributed their burnout to the limited resources such as library and laboratory resources in the school to support them do their work effectively. Besides, they were made to do double work, especially when they needed to attend to other streams of the same class. As a result, teachers had to do more work and sometimes multiple times to address the needs of the multiple streams of classes that they taught.

> "we have very limited resources. *A teacher has got to dictate notes for students, yet he could easily refer students to the library and this is done across the different streams a teacher teaches*" (Tr.   09).

Some reported exhaustion because of the large classes they teach:

> "*I have met some teachers who are very exhausted because of the work they are doing." "The number of students is too big.* (Tr. 06).

More findings from the semi-structured interviews with students also confirm that some teachers appear exhausted as a result of their work. Students sighted factors such as teaching large class sizes long distance teachers moved from one end of the campus to another to catch with their next class, limited resources that made teachers to dictate the same notes for another stream, among others. Some students had this to say:

> "*..Yes, teachers get exhausted because they handle many students; for example, 90 students multiplied by 9 streams gives a total of 180 students per class." They have to mark 180 exercise books. "So, sometimes some teachers get tired and come to class tired.* (St.007):

> **"***…I have seen some teachers who come when they look extremely tired." They move a lot from one wing of the campus to another—a distance of about 2 km. "Sometimes their morale is very low and they end up not explaining certain concepts well, limiting students' understanding"* (St 011);

> **"***Yeah, that is also there; there are many teachers who are exhausted most times; he tells you that we shall pick up tomorrow and leaves somewhere uncomfortable,*

and when he comes tomorrow, we begin with another topic." "One will tell you to do exercise, and yet he didn't explain; he will just continue from there" (St 020).

Student-related burnout

The extent to which teachers experienced student-related burnout is shown in Table 4.8 below.

Table 4.8 Student-related burnout.

	Always /Avery high degree (%)	Often/ A high degree (%)	Sometimes/ Somewhat (%)	Seldom/ A low degree (%)	Never/ Avery low degree (%)
1. "Do you find it hard to work with Students?"	0.00	10.30	19.00	43.10	27.60
2. "Do you find it frustrating to work with Students"?	1.70	16.70	18.30	31.70	31.70
3. "Does it drain your energy to work with students"?	1.70	22.40	25.90	34.50	15.50
4. "Do you feel that you give more than you get back when you work with students?"	21.70	18.30	21.70	23.30	15.00
5. "Are you tired of working with students?"	3.30	11.70	13.30	25.00	46.70
6. "Do you sometimes wonder how long you will be able to continue working with students"?	6.70	10.00	26.70	26.70	30.00
Overall: Mean = 35.17, median = 33.33, min = 0.00 & max = 83.33, skewness = 0.31					

Researcher`s analysis (2022)

The results in Table 4.8 indicate that, on average, teachers interviewed seldom or to a low degree had client-related burnout (mean score = 35.17). whereas a slightly higher percentage reported that to a low degree, "they find it hard to work with students" (43%); to a low degree, "they find it frustrating to work with students" (32%); to a low degree or very low degree, "it drains their energy to work with students" (34%); to a low degree,

"they feel that they give more than they get back when they work with students" (23%);
"they are never tired of working with students" (47%); and "they sometimes wonder how
long they would be able to continue working with students" (30%). The average mean
score (35.17) shown in Table 4.8 shows the degree to which teachers attribute burnout
to their work with students.

Findings from the semi-structured interviews with teachers with respect to student-
related burnout corroborate the findings from the survey. Results suggest some teachers
experienced student-related burnout. Two (2) of the 15 teachers reported having faced
student-related burnout. A teacher mentioned that

> "*I was teaching, and students came to class late and disrupted my class." "When
> I chased him out, the head teacher brought him back to class, and I was
> embarrassed before the students*" (Tr. 15).

Some teachers reported that they are not appreciated by students, parents, or
administrators which was creating unnecessary anxiety and stress. To confirm this, one
teacher narrated that:

> "*One student was not in class after every day's headcount... "I brought him from
> the dorm to the sick bay, but the student never appreciated it and said I did not
> care. That is frustrating*" (Tr. 02).

Corroborating the views of teachers with those of students, results from a semi-structured
interview with students confirm that their teachers were disappointed with them, which
was frustrating teachers. Two students describe incidents when teachers were
disappointed with them.

> *"When students fail to get the required pass mark for that subject, "Some teachers
> drop the students from their subjects."* (St 003);

>*"Yeah! "The incident where some of the students dodge lessons or fail to copy notes, and when a teacher crosschecks notes and finds you with missing notes...* (St.012)*.*

Teachers` Understanding of the term Exhaustion/burnout

Data from semi-structured interviews was collected from 15 teacher participants. Results from a semi-structured interview with teachers concerning how they understood and coped with burnout experiences were examined from the perspective of how they understood the term "exhaustion" and their own experiences of stress and exhaustion and how they were coping with those experiences. Concerning their understanding of the term "exhaustion," the analysis generated three themes.

Theme 1: Getting tired, fatigued, stressed, and depleted of energy: Results indicated that five (5) teachers understood burnout to mean getting extremely tired, worn out, stressed, and having a complete depletion of one's energy. They reported that exhaustion is;

>*"….. getting tired, worn out, feeling your energy completely depleted"* (Tr. 01) and
>*"…… getting tired, worn out, carrying a heavy load, getting stressed"* (Tr. 02).
>*"…. It is extreme fatigue, getting tired as a result of one's work*" (Tr. 13).

Three (3) of the teachers understood it as stress.

Theme 2: desire to quit their job. Results further show that exhaustion was understood as the extreme depletion of energy that made them not want to proceed with what they were doing anymore. It led them to desire to quit their tasks and sometimes their job. Five of the teachers had this to say:

"*It is getting stressful and I feel you cannot go beyond...*" *(Tr.* 12). *"feeling you cannot go beyond and yet duty calls"* (Tr. 2), *"You do not feel like you want to continue with work."* (Tr. 03); *"you do not want to proceed with what you are doing anymore." "A feeling of being tired, and sometimes you want to give up..."* (Tr. 04). "*being completely tired and not feeling like continuing with what one is doing*" (Tr. 06).

Teachers Interaction with Students When Experiencing Burnout

Teachers were asked to explain the nature of interactions they have with their students, especially when experiencing burnout. To understand the interactions, the researcher examined the views of both teachers and students on how burnout and exhaustion influenced their interactions. The analysis generated some important themes.

Theme 1: Irritability and aggression of teachers Results with respect to interaction between teachers and students revealed that, as a result of burnout, teachers became so easily irritated by students and they became aggressive that they resorted to punishing them at any given opportunity for the misbehaviour. Five (5) teachers (1, 3, 10, 11, and 15) reported that they often punished students, even for minor offences.

"*Sometimes I give them a punishment.*" (Tr. 03), "indiscipline... *I punish them...*" (Tr. 11). "Some *won't change until you issue a tough punishment."* (Tr.15).

The majority of teachers (8) reported being harsh, rude, and unnecessarily tough to students whenever they were confronted with burnout.

 "*One time I felt disturbed by the students and reacted badly and ended up leaving class*" (Tr. 01);

"I was *harsh to students and only realised it after I caught myself extremely hostile to students.*" (Tr. 10);

"*they get worked up and even cane the students...*" (Tr. 02);

> "*... we just have to get tough to get anything out of them...*"   (Tr. 11);

> "*rough with students, especially the stubborn ones.*" (Tr. 11);

> "*I have caught myself reacting harshly to my students when I am tired compared to when   I am energised and fresh." "So exhaustion is not the best state of mind*" (Tr. 14); and

> "*I have seen others rough with students and get irritated so quickly." "I think it's a sign of burnout.*" (Tr. 15).

A teacher reported having expelled students as a result of a school strike that left school property destroyed.

> "*Something that started like a joke ended up in the destruction of buildings and other infrastructure." "I was stressed." "At the end of it all, we had to expel some ring leaders home*" (Tr. 12).

Theme 2: The burden of teaching: Results show that some teachers felt that teaching had become exhausting and a burden since they did a lot of work, yet they were not appreciated by students and administrators. Teachers were always blamed for students' failures. Some teachers had this to say:

> "*We always have to struggle with them to make them study." It is not an easy task. We just have to get tough to get anything out of them. Some of them feel like they were forced to come to school* (Tr. 11);

> "*... classes are divided into streams, but they remain big at about 70 to 90 students per class." This is when you dread teaching and get irritable with the learners.*" (**Tr.14**).

> "*I hate the start of the week, but I love Fridays because I am assured of some rest*" (**Tr. 07**).

> "*Sometimes I get mad when students fail to do the tasks that I have assigned them." "I know they came to study, but some students can show you that they do not care." "Yet their failure is blamed on teachers*" (Tr. 03).

Theme 3: Expulsion from school The results of teachers' interactions with students further revealed that, in some extreme cases, students are suspended or expelled from school. One teacher reported that one time students went on strike, which ended in the destruction of school property. After a long period of investigation, the culprits were expelled from school, and others were given punishments within the school. The teacher had this to say:

> "*Something that started like a joke ended up in the destruction of buildings and other infrastructure." I had it rough. At the end of it all, we had to send some ringleaders home. "Others were simply given punishments, and the entire student community had to pay for the damages they caused"* (Tr. 12).

Strategies Teachers used to Cope with burnout.

The study further explored the coping mechanisms used by teachers when faced with burnout. Several teachers reported having some burnout coping strategies that they used. These varied from teacher to teacher. The thematic analysis generated some key themes to highlight the coping strategies teachers used.

Theme 1: Absenteeism: Results from the study suggest that to cope with burnout, teachers decided to absent themselves from duty. They chose to stay away from school and from their work to rest and relax from the exhaustion. They have this to say:

> "*When I do not feel like coming to school, I simply stay home*" (**Tr. 07)**;

> "*I have seen teachers absent themselves from class or even school because they are exhausted*" (**Tr. 13**);

> "*When I am tired, I don't feel like coming to school even*" (**Tr. 15**).

Theme 2: Dodging classes: Results also show that some teachers simply dodge classes even if they are present at school, teach for just a few hours less than what is stipulated in the timetable, they boycott supervising student extra classes for revision and sometimes avoided giving class assignments to avoid the stress of marking. Some teachers were quoted as saying,

"*I have had to excuse myself from a class."* (**Tr. 08**);

"*just dodge lessons and have just a few minutes or an hour of the lesson instead of a full allocated period*" (**Tr. 03**);

"*Some teachers go to class late and are always having with low morale for teaching*" (**Tr. 10**);

"*boycott supervision of preps.*" (**Tr. 02**);

"*avoid giving assignments to avowing the hustle of marking the scripts.*" (**Tr. 11**).

Theme 3: Falling sick or forging sickness Some teachers reported that they forged sickness to keep away from school and try to recuperate, or sometimes they were genuinely sick and stayed away to seek treatment. On this note, teachers had this to say:

"*...fall sick because of too much work." (Tr.* 09); and

"*forge sickness often to be absent and rest."* (Tr.12).

RQ₃: What impact does teacher burnout have on students' well-being (their needs for relatedness, autonomy, competence and Engagement)?

One of the objectives of the study was to investigate the impact of teacher burnout on student well-being. Student well-being, in this context, refers to a state in which the essential psychological needs, namely relatedness, competency, and autonomy are met. Through face-to-face interviews with teachers, it was discovered that teacher burnout

adversely affects student well-being, which, in turn, hampers their ability to meet these psychological needs. As a result, it negatively affects students' relationships with their teachers, engagement levels, self-efficacy, and motivation. A thematic analysis of the results identified key themes that are relevant to the research question, and these are discussed in detail in the following paragraphs.

Theme 1: Conflict between teachers and students: Results reveal a series of events that had the potential to cause conflict between teachers and students in the way they interacted with one another as a result of burnout. The interactions were characterised by punishment, embarrassments, disappointments, and hostilities, among other things. Three teachers mentioned that burnout makes them unstable, and they find themselves doing things that they would otherwise regret doing, including mishandling students. One teacher had this to say:

> "*It makes one emotionally unstable." I fail to do certain things right. "I may find myself doing something to the students and regret it later.*" (Tr. 01).

Another teacher intimated that some teachers react badly to students. He mentioned:

> "A *student came late and the teacher on duty chased after the students, and a student tripped and fell awkwardly and bled profusely*" (**Tr. 04**); and

> "*there was an incident when a student who resisted the teacher's punishment and the rest of the teachers mishandled him beyond what was expected...*" (**Tr. 01**).

Another teacher reported that some students fear their teachers as a result of the way they treat them;

> "*students begin to fear the teacher and may not pay attention to the teacher and the teaching in class*" (**Tr. 02**).

Theme 2: The unfavourable teaching and learning atmosphere*: results further show that the teaching and learning atmosphere at school and in class is negatively affected. The teaching environment was characterised by no consultations between teachers and students. Teachers dictated what they wanted their students to learn, probably following the set curriculum, but hardly involved students in decision-making. They would not, for example, question what or how they were taught. Another teacher mentioned that

> "*teachers get exhausted and quite often compromise on standards." "For example, a teacher may choose not to involve students in any class activity while teaching."* (Tr.14).

Further findings suggest that teacher burnout affected the quality of lesson preparation and execution in class. Teachers went to teach without preparing for the lessons they taught. The semi-structured interviews with teachers revealed that seven (7) out of the 15 teachers interviewed mentioned that burnout affected the way they prepared the lessons for their classes and the way they actually taught the said lessons. Some of their excerpts include:

> "It *affects lesson preparation and execution. An exhausted teacher cannot   do much in class"* (Tr.01).

Another teacher said,

> "*My performance is not all that the same when I am exhausted compared to when I am okay." "I usually don't have that vigour compared to the first time I came.*" (Tr. 03).

Another teacher mentioned that teachers get exhausted and quite often compromise on expected quality of teaching. For instance, involving students in class activities or even right from lesson preparation.

"*For example, a teacher may choose not to involve students in any class activity while teaching.*" (Tr.14).

Results further show that continuous learning assessments were compromised; they were sometimes conducted at the teacher's own will and not based on the need. On some occasions, teachers were forced to give students pseudo marks when they were required to produce marks for students. Others avoided giving assignments because they did not want to go through the burden of marking students' scripts. Some teachers reported that:

"*It is very tiring to teach big classes and conduct assessments as required." "We sometimes have to compromise in order to manage*" (Tr. 12),

said one of the teachers.

"*I have seen some teachers simply giving marks because they can't seem to manage marking all the scrip*t" (Tr. 13),

said another teacher.

"*At times, you have to choose whether to give a continuous assessment and go through the trauma of marking or just continue teaching and only do the assessment at the end of the term.*" (Tr.04).

"*I avoid giving assignments so that I am less bothered with the marking.*" (Tr. 10).

These are only some of the excerpts given by teachers during a semi-structured face-to-face interviews.

Results further revealed that burnout made teachers compromise with the teaching quality in terms of how much time they spent teaching the lessons. Some teachers either

went to class late or left earlier than the time stipulated in the timetable because they could not take it anymore. They had this to say:

> "When *I am tired, I fail to finish the lesson on time." "I end up leaving class earlier or even getting to class late because the morale is very poor*" (Tr. 12);

> "*It is very tiring to teach big classes and conduct assessments as required." "We sometimes have to compromise to manage*" (Tr. 14).

Theme 3: Dictatorial

Findings further show burned-out teachers were dictatorial in their approach to students, and sometimes teachers ignored students if they went astray. One teacher reported that

> *"I find myself dictating what happens in class..."* (Tr. 14). Another said, *"I simply pick a book and go dictate notes.*" (Tr. 15).

The other teacher mentioned they had to ignore the student if they showed not concern for their studies.

> *"I have had to ignore some of them." If they want to study and pass, they can choose to change; if they don't, it's their life, it is their future. "Even when you do a lot, you end up not being appreciated.*" (Tr.04).

Reporting on what one teacher had observed from other teachers' practise, she mentioned that

> "*they don't even consult students when they are teaching." "They just dictate notes or send their notes to students to dictate"* (Tr. 13).

Some findings suggest that teacher burnout affects students' engagement. That is, students' participation in class and school activities was affected. Almost all teachers mentioned that burnout affected the way they prepared and delivered their lessons in a

way that compromised the way they allowed the engagement of students. A teacher mentioned that

> *"the teacher is exhausted or stressed, which affects the attention span, hence compromising the way they engage students"* (Tr. 01);

> *"I do not enter class with courage." The approach I use is weak, and the effort that I apply or put in is not the same in the end. "Students may not get enough of me, and I cannot even involve them in the lesson because I just teach for the sake of it"* (Tr. 03).

> *"...never completes lesson..."* (Tr. 12);

> "*unable to prepare well for engaging lessons." "Some teachers go to class late and are always low on morale for teaching"* (Tr. 10)

RQ4: What is the relationship between teacher demographic characteristics and burnout?

Results in relation to research question 4 (The relationship between teacher demographic characteristics and burnout) are presented in tables 4.9, 4.10, and 4.11. The researcher hypothesised that there is no significant relationship between teacher demographic characteristics and burnout. The findings are presented in the paragraphs below. Independent samples t-test and one-way ANOVA were used to test the level of relationship between gender, employment status of teachers, age, education level, years of work, subjects taught, and their CBI mean scores on different sub-dimensions of burnout. The purpose was to test study hypothesis 1. The study hypothesised that teacher demographic characteristics are not significantly associated with burnout levels based on the three sub-dimensions (personal, work-related and student-related). Results from the study have been presented following each sub-domain.

Teachers Demographic Characteristics and Personal Burnout

The relationship between teacher demographic characteristics and personal burnout are presented in Table 4.9 below.

Table 4.9 Average personal related burnout by gender, age, current employment status, education level, years of work and subjects taught.

Characteristics	Category	Mean CBI score	t-value or F-ratio (P-value)
Gender	Male	48.26	2.49* (0.015)
	Female	37.61	
Age	20-29	43.21	1.27 (0.292)
	30-39	39.05	
	40-49	46.29	
	50+	54.17	
Years of work	2-4	40.02	2.49 (0.07)
	5-9	45.34	
	10-19	55.83	
	20+	45.83	
Highest education level	High school diploma	47.56	0.389 (0.762)
	Bachelor's degree	44.17	
	Master`s degree	35.41	
	Others	37.50	
Employment status	Full time	45.30	0.97 (0.332)
	Part time	39.67	
Subject taught	Arts	44.27	0.08 (0.92)
	Science	44.13	
	Business	47.22	

*Significant at 95%

The results presented in Table 4.9 indicate that personal burnout among teachers was significantly associated only with gender (t-value = 2.49, P-value = 0.015). Specifically, male teachers had a higher mean CBI score (48.26) than female teachers, whose mean CBI score was 37.61. Other demographic variables such as age, years of

work experience, highest education level, employment status, and subjects taught had insignificant associations with personal burnout.

Given the statistical significance level which was set at 0.05, there was enough evidence to reject the null hypothesis regarding the relationship between gender and burnout. However, whereas there were some relationships found between other factors such as age, years of work, education level, employment status, subjects taught and personal burnout, the relationship was not strong enough to be considered significant. The study did not reveal meaningful connection between these demographic characteristics and personal burnout. There was statistical evidence supporting the null hypothesis for these factors.

Teachers Demographic Characteristics and Work-Related Burnout

The relationship between work-related burnout and teachers' demographic characteristics is presented in Table 4.10.

Table 4.10 Average work-related burnout by gender, age, current employment status education level, years of work and subjects taught.

Characteristics	Category	Mean TSR score	t-value or F-ratio (P-value)
Gender	Male	38.47	1.66 (0.102)
	Female	30.97	
Age	25-29	29.21	1.94 (0.117)
	30-39	31.71	
	40-49	39.52	
	50+	45.37	
Years of work	2-4	29.70	2.97* (0.039)
	5-9	41.98	
	10-19	43.27	
	20+	38.09	
Highest education level	High school diploma	32.06	0.567 (0.639)
	Bachelor's degree	36.65	

	Master`s degree	35.71	
	Others	17.85	
Employment status	Full time	36.19	0.469 (0.641)
	Part time	33.39	
Subject taught	Arts	36.65	
	Science	30.44	2.13 (0.129)
	Business	45.83	

*Significant at 95%

According to the results presented in Table 4.10, there is a significant relationship between work-related burnout and the number of years worked by secondary school teachers (F-ratio = 2.97, P-value = 0.039). Specifically, the mean CBI scores were found to be higher among teachers who had worked for more than 4 years as compared to those who had worked for less than 4 years. These quantitative findings were further supported by the results of semi-structured interviews conducted with 15 teachers. Two of the interviewed teachers confirmed that the teachers who had been working for longer periods seemed to suffer more burnout as compared to the new teachers. They had this to say:

> *"I think it also depends on the time one has been around." "I see teachers who have stayed longer seem to have a lot more stress with their work than those who have recently joined the profession"* (Tr. 04).

> "*There is burnout among some teachers, especially those who have stayed around longer. The new ones are probably still interested in their newfound job* (Tr. 07).

Based on the significance level of 0.05, there is significant statistical evidence to reject the null hypothesis regarding years of work for teachers. This indicates that work-related burnout among teachers is significantly linked with their years of work. However, for other background characteristics such as gender, age, level of education, employment

status, and subject taught, the relationships were not as significant. There was statistical evidence not to reject the null hypothesis for these characteristics.

Teachers Demographic Characteristics and Student-Related Burnout

The relationship between teacher demographic characteristics and student-related burnout are presented in Table 4.11.

Table 4.11 Average Student-Related Burnout by Gender, Age, Current Employment Status Education Level, Years of Work and Subjects Taught.

Characteristics	Category	Mean TSR score	t-value or F-ratio (P-value)
Gender	Male	37.82	1.24 (0.221)
	Female	30.57	
Age	25-29	24.70	7.63** (0.000)
	30-39	25.83	
	40-49	37.41	
	50+	58.70	
Years of work	2-4	25.40	5.68** (0.002)
	5-9	42.06	
	10-19	49.92	
	20+	54.17	
Highest education level	High school diploma	31.55	1.00 (0.399)
	Bachelor's degree	34.31	
	Master`s degree	52.08	
	Others	8.33	
Employment status	Full time	37.45	1.83 (0.07)
	Part time	23.75	
Subject taught	Arts	34.49	1,47 (0.238)
	Science	29.72	
	Business	46.56	

n=60 **Significant at 99%

Results in Table 4.11 revealed that client-related burnout among teachers was only significantly related to age (F-ratio = 7.63, P-value = 0.000) and years of work (F-ratio = 5.68, P-value = 0.002), where the mean CBI scores were high for teachers aged 40 to 49 years and those aged 50 or more years as compared to those aged 25 to 39 years; and

mean CBI scores were high for the teacher who had worked for more than 4 years as compared to those who had worked for utmost 4 years. Qualitative findings, too, showed age and years of work as predictors of burnout. For instance, one teacher reported that;

> "the *young ones seem to like what they are doing and find it easy working with students." They have not seen much. But the old ones—I think they have seen it all, and they hardly find excitement.* (Tr. 07).

Considering the p-values of age and years of work (0.000, 0.002), respectively, there was sufficient statistical evidence to reject the null hypothesis. Student-related teacher burnout was significantly related to the age of teachers and their years of work. However, the relationship between other demographic characteristics such as gender, education level, employment status, and subject taught was not significant. Therefore, there was statistical evidence not to reject the null hypothesis with respect to gender, highest education level, employment status, and subject taught.

Evaluation of Findings

The present study extends prior studies by examining how teacher burnout, characterised by exhaustion and fatigue, influences students' well-being in secondary schools. In doing so, the study assumed that burnout experiences faced by secondary school teachers hurt the well-being of students in secondary schools. Qualitative and quantitative inquiries focused on understanding the degree to which teachers faced exhaustion and fatigue and the domains to which they attributed their exhaustion; how teachers and students made sense of the exhaustion; and the ways it directly or indirectly affected the well-being of students about how it affected their needs for autonomy, relatedness, competence, and engagement were a central concern for this study. The

study further investigated whether teacher demographic characteristics were correlated with burnout. The relationship between students' demographic characteristics and the teacher-student relationships was also investigated to highlight the possible linkage.

The study sought to answer the following Four research questions: "RQ_1: How do students relate with their teachers, and what is the relationship between students' demographic characteristics and student-teacher relationship?" "RQ_2: To what extent do secondary school teachers experience the three sub-dimensions of burnout? How do they understand, interact with students and cope with burnout experiences?" "RQ_3: What impact does teacher burnout have on students' well-being (their needs for relatedness, autonomy, and competence)?" "RQ_4: What is the relationship between teacher demographic characteristics and burnout?"

The 3 research assumptions were:

1. "H_0: There is no significant relationship between students' demographic characteristics and relationships with their teachers.", and the alternative was "H_1: There is a significant relationship between student demographic characteristics and their relationship with their teachers".

2. "H_0: Teachers teaching in government-aided secondary schools in Uganda do not experience the three sub-dimensions of teacher burnout" and the alternative hypothesis was "H_1: Teachers teaching in government-aided secondary schools in Uganda experience the three sub-dimensions of teacher burnout".

3. "H$_0$: There is no significant relationship between teacher demographic characteristics and burnout". The alternative is "H$_1$: There is a significant relationship between teacher demographic characteristics and burnout".

The current study was rooted in two theories of well-being and one theory of burnout. The first theory of wellbeing is the Desire Fulfilment (DF) Theory (Heathwood, 2014). The DF theorists posit that what is good in itself is when the individual gets what they want—the fulfilment of their desires, which constitutes well-being. The lack of satisfaction with those desires is frustrating and does not produce eudemonia. They further posit that the greater the need, the greater the satisfaction once achieved (Heathwood, 2014). The study assumed that students will continue to pursue their desires or needs that are hedonistic and eudemonistic, the satisfaction of which will make them happy. All over the world, happiness is considered an important variable in life and conceived as subjective well-being (Diener et al., 2018; Joshanloo & Weijers, 2019), which can only be obtained if human basic needs are satisfactorily met.

The second and the main theory of well-being that is crucial to this study is the Self-Determination (SD) theory, as outlined by Ryan and Deci (2000b). While the DFT emphasizes the importance of meeting basic psychological needs to achieve happiness and overall well-being, the SDT suggests that humans are naturally curious and motivated. This theory asserts that fulfilling basic psychological needs is fundamental to self-motivation, which is integral to well-being (Ryan & Deci, 2000b; Ryan & Deci, 2017). For students, this includes the innate need for warm relationships with teachers, autonomy to make decisions, feeling valued and competent, and engaging in meaningful

activities. According to Ryan and Deci, students' intrinsic motivation drives them to seek innovation and expand their abilities to explore and learn. When basic psychological needs such as relatedness, autonomy, and competence are met, their intrinsic motivation is ignited and their psychological well-being is guaranteed (Deci et al., 2017). Therefore, situations that meet these needs are essential to students' lives, ensuring that they enjoy activities and regulate their behaviours autonomously. Conversely, social environments that hinder these needs can negatively impact students' well-being. As Gagne (2003) notes, individuals are more likely to engage in activities if they feel confident and supported by those around them.

The third, but equally important, theory that guided this study was the Prosocial classroom model of burnout which assumes that the well-being of teachers greatly determines the well-being of students because it influences their classroom interactions. So the affective characteristics of teachers influence the way they interact with their students (Jennings & Greenberg, 2009). Other burnout theoretical considerations include that put forward by Kristensen et al. (2005), who view burnout from the perspective of physical, emotional, and mental exhaustion and fatigue. They attribute the exhaustion and fatigue to the three domains of life (personal, work-related, and, in a more specific aspect, student-related). The evaluation of study findings in the paragraphs below is reflective of the foregoing variables in the three theories but also as per the research questions and hypotheses that guided this study.

The relationship between the Student Demographic characteristics and their relationship with their teachers

The results in the current study provided significant statistical evidence (Table 4.3) suggesting a strong relationship between the demographic characteristics of students and their relationship with their teachers. The study had hypothesised that there were no significant relationships between students' demographic characteristics and their relationship with their teachers. The findings contradicted the null hypothesis The results provided sufficient statistical evidence to reject the null hypothesis by revealing that students' gender, age, class, and school were all significantly associated with their relationship with their teachers. In terms of gender, the study revealed that female students had a higher mean TSRI score (4.01) as compared to male students (TSRI score of 3.75) indicating that female students were more likely to have a better relationship with their teachers compared to their male counterparts. Their rapport with their teachers is greater than that of the boys. This was not a surprise and therefore, this finding complements an earlier study (Martin & Dowson, 2009) which found girls to be more engaging than boys. However, Thornberg et al. (2020) found that being a boy or a girl was not a predictor of engagement.

Concerning the age and class of students, it was observed that the mean TSRI increased with an increase in age category and class. Students tended to develop better relationship with their teachers as they grew through their academic journey and grew older. It is believed that at that they begin to realise the importance of the teachers' guidance and support to obtain academic excellence and it also because they recognise

a sense of optimal obligation to excel in their studies or even a fear of failing or being defeated by their colleagues, a sense of competition sets in (Ryan & Deci, 2000b). In contrast with previous studies, Martin and Dowson (2009) and Thornberg et al. (2020) found young students more engaging than older adolescent students. The disparities therein could be attributed to sample and geographical and cultural differentiations. Nonetheless, the study's findings indicate that as students advance in their education, the significance of fostering a positive relationship with their teachers becomes increasingly crucial, as a poor relationship can have a detrimental impact on their academic performance. This is thought to enhance their well-being because their need for relatedness and competence is satisfied. All in all, this study offers a fresh insight into the dynamics of the teacher-student relationship, particularly in relation to age and class.

Upon conducting this study, it was discovered that the mean TSRI (Teacher-Student Relationship Inventory) score of students in School A was notably higher at 3.96, in contrast to School B's mean score of 3.68. This suggests that School A potentially had more favourable teacher-student relationships than School B. It is important to note that these two schools had differing characteristics, with School B being a mixed-day school and School A being a single-gender boarding school. The differences in their schedules and settings likely contributed to the variations in their mean scores.

Further examination uncovered that School B, being a day school had limited interactions, between students and teachers. In contrast School A operated as a boarding school where many students resided on campus creating a knit community where teachers and students engaged not only in classrooms but also in residential settings, meals and extracurricular activities. The close proximity of students in School A fostered

bonds and more informal interactions compared to the day scholars at School B. The residential nature of boarding schools allowed students to spend time together potentially enhancing the teacher-student relationships through increased familiarity and mutual appreciation. Boarding schools often provided activities in which teachers could participate as supervisors or mentors further solidifying their connections with the students. These shared experiences outside the classroom facilitated bonds between students and teachers that may have been lacking for those at School B due to time together from 7;30 a.m. to around 5;00 p.m. resulting in more significant periods of separation.

The extent to which secondary school teachers experience the three sub-dimensions of burnout

In this particular study, the main focus was to examine the extent of burnout that secondary school teachers encounter in three distinct areas, also referred to as sub-dimensions. To quantify the level of burnout, the researchers utilised a 5-point Likert scale known as the Copenhagen Burnout Inventory (CBI) developed by Kristensen et al. (2005). This scale gauged exhaustion in three sub-groups: personal, work-related, and student-related burnout. The study's findings were presented individually for each sub-category, providing a comprehensive understanding of the impact of burnout on secondary school teachers in different areas.

Personal burnout

A high degree of personal burnout was established among teachers. Results on personal burnout sub-dimension, suggest on average, all teachers interviewed had

personal burnout (mean score = 44.36). This illustrates that teachers experienced emotional exhaustion, which they attributed to factors in their personal lives beyond their job and their work with students. The results converge with previous studies that discussed how emotional exhaustion could be attributed to personal issues in the lives of teachers (Milfont et al., 2008; Shaheen & Mahmood, 2020; Yawe, 2022). In terms of the extent of personal burnout, results (mean score) in the current study are in agreement (although slightly higher than) with findings by Milfont et al. (2008), who found average personal burnout among teachers in New Zealand (43.0). The variations in results are possibly due to different work environments, education care systems, teacher social support provided, and occupational safety supervision policies across the countries.

Findings from the semi-structured interviews with teachers do corroborate with the findings obtained from the CBI survey. Three teachers were quoted as having had personal issues that had exhausted them and had an impact on their work. Based on the current study findings, the results indicate that, other than individual teachers' professional work and their work with students, other personal issues do affect teachers and get them exhausted. The findings agree with the preposition of the attribution of burnout to personal factors by earlier studies (Kristensen et al., 2005; Milfont et al., 2008). Similarly, Shaheen and Mahmood 2020, (see also Yawe, 2020) found that personal factors positively predicted emotional exhaustion. The findings in this respect are not a surprise, given that the period before this study was the time the country had experienced unprecedented effects of the COVID-19 pandemic, and teachers, just like any other professionals, had suffered from the effects of the pandemic that included the long-term lockdown affecting people's lifestyles. COVID-19 was found to exacerbate stress among

teachers in the southeast of the United States (Chang et al., 2022). Uganda could not have been exceptional. In such circumstances as these, teachers were bound to lose their job autonomy since, at the time, they were asked to disengage from their normal routines with their students and adopt new ways of teaching that they were not familiar with. This could explain the personal burnout levels at the time compared to work-related and student-related burnout, respectively.

Work-related burnout

Work-related burnout is burnout that teachers experience as a result of their work. This may not necessarily be attributed to personal issues, neither to the fact that they are working with students. Regarding work-related burnout, results suggest an average number of teachers with a rare or low degree of work-related burnout (mean score = 35.72). Although the survey suggests a relatively low degree of work-related burnout, results from the structured interview illuminate the fact that there were cases of work-related burnout. Seven (7) of the fifteen (15) teachers reported being stressed and exhausted as a result of the work they were doing (teaching). Interviews with students also confirmed incidents of burnout among their teachers, which was reflected in the way they handled students in class and within the school compound and in the way they taught the classes. Nevertheless, it is imperative to note that the study was conducted barely a month after teachers returned from a nationwide lockdown following the outbreak of the COVID-19 pandemic. Teachers had just returned from close to two years' break from on-site teaching. It is not surprising that work-related burnout was rated as rare to a low degree. The period of break could have influenced their interpretation of burnout, or better

yet, surely they had rested from the hectic work of teaching. Although the timing, as well as the geographical and sociocultural setting of the current study and that of Milfont et al. (2008) and Kristensen et al. (2005) are not exactly similar, the findings seem to agree in principle that there is a presence of some work-related burnout among teachers. However, teachers in the present study were found to have a lower mean score for work-related burnout (35.72) compared to the mean scores of teachers in New Zealand at 41.5 (Milfont and colleagues), but slightly higher than teachers in Copenhagen, where the mean score for work-related burnout was 33.0 (Kristensen et al., 2005).

Student-related burnout

The result on the student-related burnout sub-dimension suggests that on average, teachers interviewed seldom or to a low degree had client-related burnout (mean score = 35.17). Qualitative findings from teachers as well as students confirmed that teachers were burned out as a result of working with students and/or administrators. Although the mean score of student-related burnout in the current study appears to be higher (35.17) compared to that of teachers in Denmark at 30.9 (Kristensen et al., 2005), it was relatively lower than for teachers in New Zealand at 40.4 (Milfont et al., 2008). Nonetheless, this had the potential to affect teachers and the way they related to students. A later study by Tin (2020) found that teachers were reluctant to relate to students on a personal level whenever they experienced burnout. Overall, teachers in the current study had medium to high burnout scores on all three dimensions (44.36, 35.72, and 35.17 for personal, work-related, and student-related, respectively). This is in conformity with Craiovan (2015), who found medium to high burnout levels among the study participants. However,

save for personal burnout, teachers in the current study were less burnt-out compared to teachers in New Zealand (43.0, 41.5, and 40.4 for personal, work-related, and student-related burnout) respectively (Milfont et al., 2008). Despite the incongruities in the mean scores of the different countries, it remains evident that teachers experience burnout irrespective of their geographical location or cultural differences. The current study acknowledges some variations in mean scores for the three sub-dimensions, with personal burnout being higher than the other two. The two lower scores (work-related and student-related) compare to the period of the COVID-19 pandemic described earlier, which involuntarily created time for teachers to break from work with their students. This could account for the low burnout levels in these sub-dimensions. Like the current study, Borritz et al. (2006a) found similar differentiations and acknowledged that they were expected. Needless to say, the researcher anticipated these variations as well.

Teachers` Understanding of the term Exhaustion

Qualitative data proposes that almost all teachers understood exhaustion as getting extremely tired, worn out, stressed, feeling that their energy was completely depleted, and feeling like they did not want to proceed with teaching anymore. There was a common thread in all the views of the respondents interviewed on the term "burnout." The common understanding of the term "burnout" among teachers had a notion of what burnout meant as described by extant studies. This finding concurs with earlier research (Maslach & Leiter, 2016; Maslach et al., 1997; Maslach et al., 2001) that views burnout in terms of a feeling of being overextended and depleted of one's emotional resources, where the demands at work exceed the capacity of the teacher to comfortably do the job.

Teachers interaction with students when experiencing burnout

The current study examined how teachers interacted with students when experiencing burnout. The analysis revealed that the interaction between students and teachers, especially when teachers were burned-out were characterised by teachers feeling the burden of teaching, and conflicting relationships between teachers and students.

The thematic analysis from the qualitative findings shows teachers having a low morale for teaching, teaching lessons that were unprepared, offering no help to students, and feeling that teaching is exhausting and a burden to the point that teachers started dodging the lessons. The findings are in agreement with previous studies (Maslach & Leiter, 1999; 2016; Nápoles, 2021; Ramberg et al., 2020; Ssenyonga & Hecker, 2021; Yawe, 2020), who confirmed that teacher burnout reduces teacher meticulousness in lesson preparation and delivery, lower quality student motivation (Madigan & Kim, 2021), but unfortunately, it surges students' discontent and criticism of the teacher's work. When teachers offer low levels of encouragement as a result of the poor morale, students may feel less competent and have poor internalization of their intrinsic motivation to learning. In the same way, the distance created through the dodging of lessons may cause a poor sense of belonging and relatedness.

Results suggest an atmosphere of conflict between teachers and students. Teachers were hostile, harsh and rude to students; teachers were always annoyed by small incidents, and there were cases when teachers mishandled learners, sometimes uncalled for; others resorted to punishing students at any given opportunity for

misbehaviour; and others could not help students. In agreement with extant studies (Schaufeli & Buunk, 2003; Shen et al., 2015) the current study portray the impact of teacher burnout at the individual level and, most importantly for this study, at the interpersonal level, affecting their interpersonal relationships to include the development of indifferent treatment and dissuasion towards those they interact with. Their findings revealed the impact of burnout on the teachers' emotional characteristics that affect students. An atmosphere of conflict between the students and the teachers could create a reduced sense of belonging and weak or poor interpersonal relationships. It could also present an emotional distress for students. In a conflicting environment, students miss the warm support and affection from their teachers, which is consistent with earlier studies. Mason et al. (2017) acknowledge the impact of conflict in relationships, and Maslach et al. (2001) assert that emotional exhaustion is closely related to depersonalization, which has the potential to lead to poor student-teacher relationships. Additionally, conflict such as this does not build students' sense of self-motivation and autonomy; in any case, it thwarts them. In consonance with Tóth-Király et al. (2020), oppressive conditions threaten an individual's self-confidence, an important prerequisite for effective autonomous growth. Students need to have strong self-confidence to be able to determine what they want for their lives and how they wish to learn.

Qualitative data from teacher interviews revealed the lack of instrumental help from teachers, a quality deemed important in building students' competency and self-efficacy, autonomous motivation, and integration, as well as the valuable relationship between teachers and students (Wentzel, 2009). Similar to extant studies (Klusmann et al., 2016), the current study found teachers suffering from exhaustion to be very critical and less

inspiring in response to students' accomplishments. Martin and Collie (2019) had similar findings. In any case, it may make students feel incompetent and lose their intrinsic motivation to innovate and learn.

Strategies Teachers used to Cope with Burnout Experiences

Teachers coped with burnout in different ways. Whereas the coping mechanisms could vary between functional and dysfunctional ones, the current study seems to highlight mainly the dysfunctional ones. These are detrimental to the well-being of students. The findings are similar to previous studies. Ghasemi (2022) found dysfunctional coping mechanisms such as negative self-talk, self-blame and excessive smoking; Martinez et al. (2020) found higher scores on externalisation of emotions such as hostility and self-doubt. Other extant studies (Maslach & Leiter, 2016; Maslach et al., 2001; Whipp et al., 2007) found absenteeism, dodging lessons, similar to the distancing from work put forward by Maslach and Leiter (2016). Forging sickness was used as a coping mechanism although earlier studies (Borritz et al., 2006b; Swider & Zimmerman, 2010) referred to it as genuine sickness. Truly, other teachers were genuinely sick, and so decided to be absent from school; others went to class late or left earlier than the time stipulated in the timetable, while others went to class but did not teach. This is consistent with earlier studies that espouse that when faced with burnout, other workers try to distance themselves from work through other means (Maslach, 2003). In the Romanian experience (Clipa, 2018), teachers felt like quitting their jobs as a way of coping with stress. Emotionally exhausted teachers negatively affect students' learning (Maslach & Leiter, 1999). In the study by Clipa (2018), teachers proposed strategies to overcome

burnout, including guidance and counselling, sharing experiences with family members, and taking time for training. More functional coping mechanisms such as these are required.

Impact of teacher burnout on students well-being

The current study investigated the impact of teacher burnout on students' well-being. As earlier stated, students' well-being was operationalized as a subjective feeling that is achieved as a result of the satisfaction of basic psychological needs for autonomy, relatedness, competence, and self-efficacy. Any behaviour by teachers which hampers or denies students from achieving these basic psychological needs affects the well-being of students. Results on the impact on students' well-being are discussed in the following paragraphs following a hybrid of key themes earlier stated that were obtained from the data.

The analysis of results from the current study reflected an aspect of conflict between teachers and students. This finding presents some key concerns that need to be addressed. A conflicting environment affects the quality of interactions between teachers and students. This may present an antagonistic relationship that has a direct negative impact on the well-being of students because it affects the development of competence, self-efficacy and affects their autonomous motivation. The findings are in agreement with Yu et al. (2018) who found aggression and hostilities between teachers and students as a result of exhaustion to affect students' relatedness with their teachers. Accordingly, students who were faced with an atmosphere of fear and anxiety as a result of the aggression and hostilities did not have a conducive atmosphere that fostered

positive interpersonal relationships. Their natural desire to pursue relatedness to the social groups as per the self-determination theory was thwarted (Ryan & Deci, 2000b). This was also in agreement with Maslach et al. (2001) and Ssenyonga and Hecker, (2021) who assert that teacher emotional exhaustion negatively influences student-teacher relationships. Therefore, students did not have a chance to connect well with their teachers at a personal level an environment that is conducive for well-being. Previous qualitative studies revealed students equate their well-being with the nature of their relationship with their teachers (Newland et al., 2019; Yu et al., 2018), which relationship as revealed by the current study could have been better. In view of extant studies (De Loof et al., 2021; Orkibi & Ronen, 2017; Van Den Broeck et al., 2010b), the current study concurs that the lack of a favourable, warm environment not only disfavours students' engagement with their studies but also does not allow warm connections with others. The fear that was created made it hard for some students to understand what was taught and deprived them of an opportunity to exercise their autonomy and self-efficacy. Based on the self-determination theory, the fear and anxiety, confusion, frustration, anger, and resentment created by the teachers did not build relationships and hampered students from exercising their intrinsic motivation. The need for relatedness, autonomy and competence were greatly affected. Students feeling of relatedness to important others in their lives was thwarted. Studies have shown the value of relatedness towards improving learning outcomes, development of social skills and development of good values (Yusof et al., 2020). To the contrary, the current findings shows the lack of relatedness.

Teachers used behaviour control approaches such as punishment of all forms to manage behaviour and overcome indiscipline among students. Research (Assor et al.,

2005; Kaplan, 2018) has found yelling and embarrassing students, a behaviour control mechanism that is used by teachers, to be destructive and emotionally distressing to students because it is an attack on the student's self and is frustrating (Assor et al., 2005; Soenens & Vansteenkiste, 2010). The environment revealed by the current study did not allow students to have an opportunity to express their opinions or have a free choice, which guarantees intrinsic autonomous motivation among students, nor was their input sought after. The findings are consistent with extant studies (Klusmann et al., 2016; Kunter et al., 2013; Niemiec & Ryan, 2009; Skaalvik & Skaalvik, 2007; Skaalvik & Skaalvik, 2010) who found negative implications of teacher burnout for the atmosphere in the classroom, hence affecting students' autonomous motivation, and competence and self-efficacy. Milfont et al. (2008) affirm that burnout is negatively related to well-being (see also Klusmann et al., 2016; Kunter et al., 2013; Shen et al., 2015).

The study found teachers were dictatorial in a way they dealt with students and this created disagreements. Teachers were disappointed by students especially when students did not comply to teachers' demands such as having all the notes. As such, students may be forced to comply to the demands, but the natural intrinsic motivation to act on their own volition may be compromised. This finding is agreement with extant study (Ryan & Deci, 2000b) which found the danger of direct controlling students' opinion that undermined their autonomy. Assor et al. (2005) found the dangers of directly controlling students' behaviours in the form of not allowing individual opinions, or not letting children work at their own speed. It was found to lead to a-motivation that is entangled with anger and anxiety. These characteristics have been found to limit the well-being of students (Rincón-Gallardo, 2020). On the contrary, the practice is known to demotivate, devastate,

and kill self-initiative among students. From the SD theory point of view, acting with full volition is a key characteristic of autonomy. Students gain autonomy satisfaction, which is a form of pleasurable subjective feeling, only if they feel they are the origin of the behaviour and pursuits that are self-endorsed (Lee & Reeve, 2017). Students in the current study were not given this opportunity to act out of their own volition to meet this need. The conditions that enable students to learn best have been researched (Rincón-Gallardo, 2020). Students learn best what they want to learn; that is something of their own choice. This was uncommon in the current study.

Results further suggested the failure of teachers to recognise the importance of consulting students or getting them involved in decision-making in the learning process. Students had no choice over what they wanted to learn or how they wanted to learn it. Students did not have an opportunity to exercise autonomy. They were made to understand what was provided by teachers without question. Students and teachers have a pedagogical relationship through which interactions are established, whether at school or in class. This relationship is supposed to be mutual. Traditionally, teachers have the power to decide how this relationship operates over the years. However, this power and authority are gradually being reduced by law (Tudorică & Tripon, 2015) to allow students to exercise autonomy as a necessity. Nevertheless, recent changes in the legislation have given students greater freedom, which has been demonstrated to heighten academic accomplishment and increase internal motivation among learners. Refusing students the chance to exercise autonomy may hinder their development of self-authored motivation and impede their learning progress. The value of autonomy among students has been revealed by previous studies (Cheon et al., 2020; Deci et al., 2017; Lee & Reeve, 2017;

Reeve & Cheon, 2021). Autonomy is known to increase intrinsic motivation among students and enhance academic achievement; It has also been found to increase students' empowerment.

Furthermore, the results futher highlight a concerning trend. The study show that teachers doubted their ability to prepare and deliver quality lessons. This raises the question about the self-efficacy among some teachers and their ability to provide emotional support to their students. The implication of this is fundamental, because an unprepared teacher with low morale has no opportunity to think through their lesson preparation. This has implications for the kind of emotional support the teacher can afford his or her students. The results in the current study are consistent with previous findings (Maslach & Leiter, 1999, 2016). For teachers to be able to offer the much-needed competence support to students, they need to adequately prepare their lessons. They need to seek students' opinions about what they want to learn (Reeve & Cheon, 2016; Reeve & Cheon, 2021). The SD theory suugests that students have an intrinsic motivation to learn (Niemiec & Ryan, 2009); however, this motivation can be stalled if their social environment is not supportive and their internal motivation is controlled and their well-being affected. An exhausted teacher uses external controls such as punishment, which kills students' inherent interest in learning. This can compromise their basic need for competence and lead to a reduction in the quality of instruction. These findings are in line with previous researchers in the field of burnout (Bandura & Bandura, 2006; Maslach, 2003; Skaalvik & Skaalvik, 2007), who found that burnout compromised teachers' work and made students less interested in learning (Ramberg et al., 2020).

Teachers who are exhausted and stressed often feel inefficacious and derisory

about their work of teaching (Ramberg et al., 2020); they have less time to prepare their lessons (Maslach & Leiter, 1999), hence leading to lower instructional quality. It is clear that in order for teachers to provide their students with the necessary support and competency, they must adequately prepare their lessons and seek feedback from their students. Therefore, teachers must be supported in their efforts to maintain their motivation and morale and provided with the resources and tools they need to prepare and deliver high-quality lessons.

The current study suggests a general lack of a favourable atmosphere and a lack of a supportive environment that could facilitate and enhance self-motivation and optimal functioning as a result of teacher burnout, which negatively affects not only students' competence but also their autonomy, relatedness, and engagement. This concurs with Maslach and Leiter (2016), who affirm the negative impact of burnout on those around the victims of burnout. The results reflect the inability to support the engagement of students. Adoptive classroom functioning is achieved when students are actively engaged in their studies. If students are not engaged, boredom is bound to set in. The effects of boredom and well-being have been well researched (Arnsten et al., 2012; DePaoli et al., 2018; Perone et al., 2019) and therefore must be avoided.

Some teachers neglected continuous learning assessments as a result of emotional exhaustion because teachers found it cumbersome. One of the advantages of continuous learning assessment is to monitor learning progress and offer support for improvement where necessary. It involves giving feedback to students to promote reflection and learning. Feedback has been found to be an essential element in promoting

education (Singh, 2019). The value of meaningful feedback to students to enhance learning cannot be underestimated. It gives the opportunity to provide external motivation. Studies have shown the importance of external motivation in promoting the satisfaction of the basic needs of students (Ryan & Deci, 2000b). In situations where external motivation support is lacking, the satisfaction of needs may be compromised. According to the Self Determination Theory, human beings will always try to pursue the achievement of these needs satisfied. In the event these needs are thwarted, there is a cost that may include depression, inner conflict, anxiety, and rigid behaviors (Assor et al., 2005; Ryan & Deci, 2000b).

Results further show that teachers' lessons were less engaging and less practical due to emotional exhaustion among teachers. Studies have shown the value of involving students in intensely engaging lessons (Ryan & Deci, 2000b). Although external teacher engagement may not be the best motivation for engagement, it is by far better than disengagement. These results underscore the need to address students' competence needs.

The relationship between teacher burnout and their demographic characteristics

The results of the current study suggest male teachers were more prone to personal burnout than their female counterparts. The teaching atmosphere has features that act as a foundation for stress (Clipa, 2018), and continuous interface with and in such an environment could trigger fatigue and exhaustion based on a worker's characteristics such as gender, age, and years of experience or work. Extant studies (Lau et al., 2005;

Nowacka et al., 2018; Sadati et al., 2016) reveal that demographic factors such as gender and age are essential for adaptation and sensitivity to stressors and therefore fundamental to be measured. The findings in the current study were not a surprise. Available literature suggests that there may be some demographic variations based on factors, such as sociocultural settings, among the samples. Studies have shown, for instance, that age is one of the demographic variables associated with burnout (Călin et al., 2022; Marchand et al., 2015; Norlund et al., 2010). A study by Cheng found a bimodal relationship where burnout measures are high for both young and old (Cheng et al., 2013); equally Sadeghi and Khezrlou (2014) got similar findings. Other studies found higher burnout scores in older workers (Lindblom et al., 2006); and others found diverse results. In terms of gender, previous results have shown females are more prone to emotional exhaustion than males (Bekker et al., 2005); however, results were different, with males more prone to depersonalization than female workers (Purvanova & Muros, 2010). Males and females may experience diverse work and life stressors, hence accounting for these differences. An evaluation of the findings is presented following each of the three burnout sub-dimensions.

Teacher personal burnout and gender

One of the demographic characteristics measured in the current study was gender. In the current study, however, data suggested a statistically substantial relationship between personal burnout and the gender of teachers. Male teachers presented higher levels of personal burnout compared to their female counterparts. The results present a strong statistical evidence to reject the null hypothesis. This is in agreement with some

previous studies (Aftab & Khatoon, 2012; Ssenyonga & Hecker, 2021). The findings, however, contradicts with other findings in some studies (Artz et al., 2021; Bekker et al., 2005; Maslach et al., 2001; Purvanova & Muros, 2010). The findings' variations between the current study and other studies are not a surprise. The differences could be attributed to cultural expectations based on gender or their definition of burnout (Ronen & Pines, 2008). Artz et al. (2021) assert that a number of factors could account for the diverse results in regard to gender. The factors highlighted may be due sample size variations, population differences, and cultural differences, among others. Artz, et al. (2021) and Purvanova and Muros (2010) posit that women are more prone to emotional exhaustion in regards to paid work because of the competing demands between family and work. However, the results in the current study were focused on personal burnout, and some personal issues could present varied perspectives in terms of their ability to cause exhaustion with respect to gender. Additionally, culturally, in Africa, men are expected to take overall responsibility for taking care of their families' welfare, among other social responsibilities in society. These responsibilities might put a lot more stress and pressure on men than they do on women, hence the findings. Additionally, the situation could have been compounded by the circumstances that were prevailing at the time of this study. The period between 2019 and 2021 saw the entire world go through the crisis of the COVID-19 pandemic that ravaged nations, including Uganda. This could have had a more significant impact on the lives of males, causing extreme exhaustion, than it did with the female teachers, leading to high personal burnout among male teachers compared to their female counterparts. No wonder, Artz et al. (2021) found that being the sole breadwinner increased burnout among men, yet this does not apply to women. This could

be a possibility in the current study, although this study did not delve further into this variable.

The report by Kyagaba et al. (2021) revealed that the 2019–2021 COVID-19 pandemic period saw all teachers faced with huge challenges and dilemmas in providing for the varied needs of their immediate and extended families amidst the loss of jobs and other forms of livelihood. Male teachers, by their positions in society, were expected to provide for not only their nuclear families but also their extended ones, many of whom had lost their source of livelihood. This had the potential to exacerbate teachers' personal burnout experiences. In contrast to the current results, Toker (2011) and Bilge (2006) found no relationships between gender and burnout. The contrasts could have been a result of time variations, the circumstances at the time of the study, cultural variations or sample variations. Many studies on this variable have shown heterogeneous results, and therefore, the current findings did not come as a surprise to the researcher. Either result was anticipated. It is, however, central to note that the conclusive deductions concerning results from the two previous studies and the current study must be made with restraint since sociocultural individualities between samples must be well thought out. Burnout may be contextual because work conditions may be different, individual teachers could develop coping skills and supportive work environments could differ greatly.

Teacher personal burnout and age of participants

In terms of age, personal burnout in the present study was found to be elevated at 20-29 years (43.21) agreeing with previous studies (Toker, 2011; Marchand et al., 2018). The results further reveal a drop in personal burnout at age 30-39 years (30.05) only to

rise consistently thereafter (40-49 years at 46.29 and 50+ at 54.17). This suggests an increase in personal burnout with increase with age, although not so significantly. Therefore, the null hypothesis was not rejected. This is in agreement with Marchand et al. (2018) who found age positively associated with emotional exhaustion up until age 30 and then after 55 years. Consistently, the study by Toker (2011) conducted among university academicians found age significantly correlated to job burnout in Turkey. Young academicians were more prone to burnout than older academicians. However, young academicians (21–30 and 31–40 years) had higher levels of emotion exhaustion and depersonalization compared to older academicians (51 years and older). Other studies (Sadeghi & Khezrlou, 2014) found no significant relationship between burnout and age and concluded that both young and old could experience burnout. In the current study, however, somewhere in between, age became negatively associated with burnout, which showed that burnout could vary according to various life stages due to the varied conditions that come with those life stages. However, irrespective of the previous findings, it is indeed commonly understood in the African context that old age comes with increased responsibilities. Therefore, such responsibilities as caring for the extended family could have led to increased personal stress and exhaustion for older teachers who were less connected to their work or even their work with students. It is rather not surprising that as teachers grow older, personal issues that come with increased responsibilities associated with growing older could be more of a stressor, leading to extreme exhaustion. The current study found the contrary, and the researcher believes that older teachers had more personal-related issues to contend with than the young ones, hence leading to exhaustion variations in the study.

Personal burnout and years of work

The results from this study did not yield a significant relationship between personal burnout and years of work. As a result, the null hypothesis could not be rejected for this specific variable. However, the findings did reveal that teachers who had been working for 10-19 years were more susceptible to experiencing personal burnout compared to their counterparts who had worked for a shorter period of time. Interestingly, this contradicts prior studies that suggested that senior teachers were more resilient to burnout syndrome. While previous research has identified years of experience as a crucial demographic variable associated with burnout syndrome, with more experienced teachers (after 11-16 years) being more resistant than those with up to 5 years of experience (Călin et al., 2022), other organizational factors, such as workload and lack of social support from superiors, colleagues, and family, could increase emotional exhaustion among senior teachers compared to interns. These factors could potentially serve as an explanation for the observed variations in burnout levels.

Personal burnout, level of education, employment status and subject taught.

The current results showed that there were no significant relationships between personal burnout, level of education, and the subject a teacher taught. However, teachers who had diplomas and bachelor's degrees were more likely to suffer from personal burnout compared to those who had master's degrees and more. This result shows no statistical evidence to reject the null hypothesis. Although this was a self-report, the findings do not concur with Artz et al. (2021) who posit that self-reported burnout tend to increase with increase in the level of education.

Work-related burnout and year of work

Work-related burnout (Table 4.8) among secondary school teachers was only significantly correlated to their years of work (F-ratio = 2.97, P-value = 0.039). Teachers who had worked for more than four years had higher levels of work-related burnout compared to those who had worked for lesser than four years. The results further suggest that work-related burnout seems to increase with the number of years teachers have worked. There was a strong statistical evidence to reject the hypothesis. The current study is also in agreement with Duli (2016), who found years of experience to be an important predictor of emotional exhaustion and depersonalization among special education teachers in Tiana, Shkoder, Durres, Vlora, Korca, and Elbasam. The current results contradict with Caruso et al. (2014;). However, based on the researcher's experience over the years of work as a teacher, teachers tend to use less proactive burnout coping strategies when faced with a challenging work environment. They rarely cope with stress and most times find it more stressful dealing with difficult work situations, especially when it affects their well-being. In support of this deduction, two teachers from structured interviews confirmed increased work-related burnout among teachers who had worked longer. Relatedly, Agyapong et al. (2022) posit that when faced with the reality of teaching, teachers' morale and mind-set declined after 8 months and were associated with burnout. As earlier stated, an increase in years of work could lead to emotional exhaustion resulting from other organisational factors, such as an increased workload for senior teachers compared to novices. Senior teachers are more likely to have a multitude of demands at work that could also be compounded by personal responsibilities compared to junior ones, which could result in a feeling of inefficiency, hence leading to

emotional exhaustion (Maslach et al., 2001). Additionally, at the time of the current study, the government of Uganda had just introduced changes to the curriculum, introducing what was called the "abridged curriculum" (Mukhaye et al., 2022). The new changes were made to make up for the loss as a result of COVID-19 pandemic. Teachers were not clear on how this would unfold because there was not enough training to prepare them for the changes. This could explain burnout among more experienced teachers.

Work-related Burnout and Age of Teachers

In terms of age, the study suggests a positive relationship between work-related burnout and age, although it is not significant. The study suggests that as teachers grew older, their burnout levels increased with those aged between 40–49 having a mean score of 39.52, and those over 50 having a mean score of 45.37. The results show no statistical evidence to reject the null hypothesis. The finding supplements the work of Artz et al. (2021); Marchand et al. (2018) and (Ziaei et al., 2015) who found older workers to report higher burnout than young workers. However, there are mixed findings in the literature. Literature review seem to show some studies (Cherniss, 2014) which show young teachers more dissatisfied with their roles at the onset of their career and therefore more receptive to outer stresses leading to increased exhaustion. For the current study the researcher thinks staff at the age of 40+ years could be holding positions of authority in school such as heads of departments which increased their responsibilities and compounded their exhaustion and stress. Additionally, as earlier mentioned, as teachers grew older, their desire and energy to precisely cope with stressful situations such as working in situations of limited resources or dealing with indiscipline cases of students could reduce because they had more personal issues to deal with in their own lives than

the strain of the job. The demands of the job seem to get heavier for them as their physical energies begin to drop as they grow older. Work seems to become stressful and exhausting because they have other demanding responsibilities other than teaching. In agreement with Pines et al. (2011) the increased responsibilities such as getting their children into high school and increasing responsibility with managing their ageing parents or relatives, among other things tend to compound their emotions. On the contrary, Toker (2011) and Maslach et al. (2001) found young academics (21–30 years) more prone to emotional exhaustion than older ones (41–50 years). Additionally, Ramberg et al. (2020) found no relationships between exhaustion and gender, age, or years of experience. It's essential to consider contextual, sample, and social-cultural variations when interpreting these findings.

Work-related burnout and gender

Based on the study, there was no significant link between work-related burnout and gender. The hypothesis was not rejected due to a lack of statistical evidence. This aligns with a recent study by Kreuzfeld and Seibt (2022) that found no differentiation between genders. However, some studies suggest that male teachers may be more cynical than their female counterparts (Shaheen & Mahmood, 2016). Wang et al. (2008) found that work stress could lead to mental health disorders for both men and women. Liu et al. (2018) discovered that men were more likely to experience burnout as a result of their work, while Antoniou et al. (2006) found that women experienced more workload and emotional exhaustion than men. Kreuzfeld and Seibt (2022) proposed that gender differences would decrease as social roles traditionally held by men or women converged. These findings may reflect these proposed changes in the workplace.

Work-related burnout, Education level, employment status and subject taught

The current study revealed there were no relationships between work-related burnout and the teacher's education level, employment status, or the subject the teacher taught. However, the CBI mean scores for business studies teachers were higher than those for other subject categorizations (arts and sciences). The results show no statistical evidence to reject the hypothesis. On the contrary, Mondal et al. (2011) found postgraduate teachers with significantly less job satisfaction (high stress) compared to graduate and undergraduate teachers. However, the causes for these variations in the current study were not readily available. Future studies could delve into this to establish the causes.

Student-related Burnout and Age of Teachers

According to the results in table 4.9, there is a substantial positive relationship between student-related burnout and age (F-ratio = 7.63, P-value = 0.000) and years of work (F-ratio = 5.68, P-value = 0.002). This gave a strong statistical evidence to reject the null hypothesis that there is no significant relationship between burnout and age of the teachers. As teachers spend more time on their jobs, they may find it increasingly challenging to deal with the behavioural demands of young adolescent students quite stressful along with other demands that come with the responsibilities of growing older. Over time, their energy levels may decrease as they manage the stress of chasing after and managing students with behavioural challenges (Pines et al., 2011). Additionally, the more years they spend doing similar work with students, the more it gets monotonous and stressful. Qualitative findings did reveal that after the lockdown as a result of the

COVID-19 pandemic, many students returned more obstinately than they used to before the pandemic. When confronted with such a challenge, teachers got overwhelmed trying to bring order to the schools. The older the teachers got, the more they were prone to student-related burnout syndrome. However, contrary to the current findings, some previous studies found no or low associations between burnout and age as well as years of work. Qualitative findings suggest that after the COVID-19 pandemic lockdown, many students returned to school with more obstinate behavior, which overwhelmed teachers trying to maintain order. The older the teacher, the more likely they were to experience burnout related to student behaviour. However, some previous studies have found no or low associations between burnout and factors such as age, years of work, and gender. For instance, Marcionetti et al. (2018) found no association between levels of burnout among teachers and gender, age, or years of work.

Student-related burnout and gender

The results in the current study shows no relationship between student-related burnout and the gender of teachers. True to this study hypothesis, there was no evidence to reject the hypothesis. The current study complements Purvanova and Muros (2010) which found a low association between levels of burnout and the gender of participants. However, decades ago, there were studies (Antoniou et al., 2006; Griffith et al., 1999) that found female teachers to have significantly higher levels of stress than their male counterparts, particularly in their interactions with students. The trend seems to be changing, probably because of the changing shared social responsibilities in society. As earlier stated, sociocultural distinctions among samples for the different studies could potentially account for these differences.

Student-related burnout and years of work

Student-related burnout was significantly related to the years of work a teacher had done. Teachers who had experienced between 10 and 19 years of work and 20 and more years were more likely to have student-related burnout than those who had worked between 2-4 years and 4–9 years, and the CBI mean scores increased significantly thereafter.

Student-related burnout and school, and employment status

The study shows that other teachers' characteristics such as the highest education level, employment status, and the class the teacher taught did not correlate with student-related burnout. Overall, the data from the current study presents sufficient statistical evidence to reject the null hypothesis regarding such variables as years of work, gender, and age. However, the hypothesis was not rejected for other characteristics such as the subject taught, school taught, and employment status. The results of the analysis suggest that certain demographic characteristics may be more closely linked to teacher burnout levels than others.

Students relationships with their teachers

The current study explored how students related to their teachers in general. Results revealed that, on average (mean TSR score = 3.82), all the students had a good relationship with the teacher who taught the subject of their choice. In self-determination theory terms, good relationships support students' autonomy and relatedness needs. The good relationship had the potential to lead to increased competence, self-efficacy, and

engagement among students, but it also led to enhanced relatedness between teachers and students. The current finding complements earlier studies that posit that a positive relationship with teachers increases students' engagement (Furrer et al., 2014; Roorda et al., 2011; van Uden et al., 2014). Roorda et al. (2011) found a medium-to-large association between the teacher-student relationship and students' achievements. Wu et al. (2010) found that students loved being at school. Van Uden et al. (2014) assert that "*perceived interpersonal teacher behaviour is by far the most important predictor of all types of student engagement*" (p. 28). The strong relationships depicted by the current results envisage strong engagement by students, agreeing with Van Uden et al. (2014) and Wu et al. (2010).

During structured interviews with students, the issue of how teachers handle burnout was discussed. Surprisingly, some of the qualitative findings from these interviews contradicted the results of the survey. A few students reported having problems with their teachers. Specifically, some teachers would come to class and make jokes, wasting students' valuable time. Other teachers were said to be rude and not very good at explaining the subjects they taught in class. This behaviour was interpreted as being unsupportive of students' learning, leading to decreased engagement on their part. This finding is consistent with previous studies (Ang et al., 2020; Furrer et al., 2014; Klusmann et al., 2008; Martin & Collie, 2019; Pakarinen et al., 2010; Skaalvik & Skaalvik, 2007; Wentzel et al., 2010) that have shown that students become disengaged when they sense a lack of interest from their teachers and this could be frustrating to the students.

Summary

Chapter 4 presents the trustworthiness of the data and the validity and reliability of the data in the current study. It highlights how valid and reliable the instruments used in data collection were to guarantee the quality of the results. The chapter includes quantitative results obtained from the survey with teachers and students and qualitative results obtained from teachers as well as students. Quantitative data has been analysed descriptively, and results are presented using tables where frequencies and percentages were obtained. Table 4.2 presents the demographic characteristics of teachers who participated in the CBI survey. The CBI was used to assess the levels of burnout among teachers in two government-aided secondary schools. The main demographic characteristics of interest were age, sex, highest education level obtained by the teacher, years of experience a teacher had, employment status, and subjects taught by the teacher. Qualitative data, on the other hand, has been presented using a narrative format in which research participants explain their understanding of the burnout phenomenon, and in some cases, participants' narratives have been presented verbatim alongside quantitative data.

Table 4.3 presents the demographic characteristics of teachers who participated in structured interviews. Tables 4.4, 4.5, and 4.6 present dimensions of burnout according to Kristensen et al. (2005): personal burnout, work-related burnout, and student-related burnout dimensions. These tables highlight the rating for each item and the overall mean scores obtained. They show the extent to which teachers experienced burnout for each of the burnout sub-dimensions. Other qualitative findings for RQ2, have been presented

in a detailed narrative format. Tables 4.7, 4.8, and 4.9 show the relationships between each burnout sub-dimension and the levels of relationship with each of the demographic variables (age, gender, years of work, employment status, and subject taught) of teachers. Table 4.10, on the other hand presents the demographic characteristics of students who participated in the S-TSRI survey. Table 4.11 presents the S-TSRI survey findings showing the rating to the relationships for each of the 14 items, and Table 4.12 presents the relationship between teacher-student demographics and their demographic characteristics. The results section of this chapter is followed by an evaluation of the results. The researcher gives an evaluation of the results, and these have been presented following the study questions and hypotheses. The researcher made attempts to interpret what the data meant in a retrospective of extant studies in the field of burnout and well-being. Qualitative data has been used to validate quantitative results where possible.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

In the present study, the researcher sought to examine how teacher burnout, characterised by emotional exhaustion and fatigue as reported by teachers in government-aided secondary schools, impacted the well-being of students. Examining teacher burnout and students' well-being was in response to the growing concern by the general public in Uganda over the increasing student unrest and discontent in secondary schools, evidenced by their poor response to learning opportunities in schools, increasing disengagement from learning, and conflict with teachers which led to increasing student strikes in secondary schools in Uganda. Whereas several factors could potentially account for the discontent among students, the current study assumed that teacher burnout in the form of exhaustion and fatigue could account for the increasing discontent among students, thereby affecting their well-being. Extant studies have found teacher exhaustion to affect the classroom environment (Klusmann et al., 2016; Kunter et al., 2013); negatively affect students' contentedness (Yu et al., 2018); affect teacher-student relationships (Maslach et al., 2001); and disfavour students' engagement because of a lack of a warm and supportive environment (De Loof et al., 2021; Orkibi & Ronen, 2017). Although there is an increasing body of knowledge on the impact of teacher exhaustion on students' well-being, the need for further research, especially in the African context, cannot be underestimated given that most previous studies have been conducted mainly in Europe, Asia, and America. Evidently, there are limited studies on teacher burnout in the Ugandan context. The study aimed at examining how teacher burnout, characterised by exhaustion and fatigue, influenced students' well-being, particularly in Ugandan secondary schools. To get an understanding of how burnout influences students' well-

being, the current study used a mixed method design where both quantitative and qualitative approaches were used for both data collection, presentation, and analysis. This was aimed at cross-triangulating and validating the views given by different research participants and ascertaining the findings. Descriptive and phenomenological designs were adopted for this study to address the study's questions and hypotheses. Two surveys were conducted (one for teachers - 60 respondents and the other for students-359 respondents) accompanied by semi-structured face-to-face interviews for both teachers and students. Fifteen interviews with teacher and 24 interviews with students were conducted.

Considering that the study was conducted shortly after the country's lockdown following the COVID-19 pandemic, the results could have been influenced in some ways. Firstly, teachers and students had just returned from close to a two-year break and therefore looked forward to returning to school. This could have had the potential to influence how they interpreted teacher burnout experiences or how they influenced students' well-being. Secondly, while administering the S-TSQI to measure student-teacher relationships, the researcher let students evaluate a teacher of their own choice as opposed to pre-selected subject teachers. There is a possibility, and it is only natural, that students could have chosen the teacher they loved most, and this could have influenced the findings in some way.

The study followed universal ethical guidelines, seeking and obtaining various approvals at different levels. Initially, approval was granted by the Unicaf University REC at the university level. However, before collecting data, additional approvals were required

at the national level, and the study was able to fulfil this requirement. To meet national requirements, approval was required from a local university REC (Mukono Christian University, UCU) and the UNCST. This ensured that all necessary research protocols complied with scientific standards and national requirements, not only by Unicaf University. Additionally, individual participants consented to participate in the study, and guardians provided consent for participants under the age of 18 when necessary. Due to the prevalence of COVID-19 at the time, teacher-signed guardian consent forms were used to avoid the spread of the virus. All consent forms were duly signed, and records were kept for reference. No risks to participants were anticipated or found, aside from the risk of spreading COVID-19. A risk mitigation plan was created, approved, and followed. This chapter presents the study's implications, drawing conclusions based on each research question and hypothesis. It also provides recommendations for applications and conclusions.

Implications of the Study

This study has both theoretical and concrete, or practical inferences. Theoretically, research has revealed that teachers experience stress and exhaustion that is attributed to personal life, work, and client-related factors (Kristensen et al., 2005; Leake et al., 2017; Milfont et al., 2008). The current study confirms this theory. The study found that teachers went through burnout experiences related to personal, work-related, and student-related burnout to varying degrees.

Secondly, existing studies have shown the impact of burnout not only on the victims but also on those with whom they interact with aligning with the study by Lynch,

(2016). Teachers were found to be hardly concerned with the needs of students and those of their colleagues. As a result, the current study found teacher burnout to have influence on the well-being of students in different ways, which are embedded in how teachers interacted with students while under the influence of burnout and how their behaviour directly or indirectly affected the essential psychological needs of students. From the findings, it is clear that the teachers' behaviours were not relatedness supportive, nor did they offer a supportive environment that was conducive to satisfying the other basic psychological needs for autonomous motivation, competence and self-efficacy, and engagement. The literature revealed that students have a natural inclination to learn and explore their environment (Deci & Ryan, 2000a; Grolnick & Raftery-Helmer, 2015; Ryan & Deci, 2006; Sierens et al., 2009). External regulated support from teachers promotes this natural inclination. However, unregulated external controls from teachers, as was revealed by the current study, may limit the development of students' autonomous motivation and thwart their desire for relatedness and their competency and self-efficacy. The findings confirm the Self-determination theory which posit that when the needs are not met well-being is affected.

Practically, the findings strongly show the need to address burnout among teachers and improve the way they manage their relationships with students while they experience burnout. In particular, there is a need to find ways to reduce the burnout experienced by teachers. In general terms, different practitioners may use the key findings of this study to inform interventions that address burnout among teachers and secure the well-being of students. The paragraphs below present study implications

based on the study questions and hypotheses. Study limitations have also been featured alongside every study question/hypothesis.

Student demographic characteristics and their relationship with their teachers

The study found significant relationships between students' demographic characteristics (age, gender, and class) and their relationships with their teachers. Female, older, and upper-class students were found to have better relationships with their teachers than their male, young, and lower-class counterparts. The findings seem to suggest being female, being older, and studying in upper classes were correlated with a positive teacher-student relationship. Although the study findings contradict some extant studies (Martin & Dowson, 2009; Thornberg et al., 2020) found the contrary, the researcher thinks that the more students matured, the more they realised the advantage of a close connection with their teachers. They understood the benefits of a conducive relationship with their teachers that helped them obtain satisfaction with their psychological needs. Besides, as students advance up the ladder of their classes, they can negotiate for autonomous support from their teachers so they can achieve better grades. They probably looked forward to achieving their study goals, enhancing their competence and self-efficacy, and increasing their autonomy. This brings about the need for teachers and school administrators to devise ways of improving teacher-student relationships, especially for new boys and girls, young students, and lower-class students who could have recently arrived at school. The researcher believes that the study findings are relevant and add to previous research (Lau et al., 2005; Purvanova & Muros, 2010) on the relationship between students' demographic characteristics and their relationships

with their teachers, but also bring a new perspective to the fact that even older boys and girls and those in higher classes could have a warm relationship with their teachers.

The findings from the current study overall should be viewed with some limitations. The samples of teachers and students used in the current study were drawn from only two government-aided schools in the eastern region of the country. Whereas these may give a representative sample and therefore could be generalizable for all government-aided schools in the region, they do not represent privately owned secondary schools and are not representative of the country at large. Therefore, data may not be generalised for Uganda as a country or Africa as a region. Generalizability to other environments should be done with restraint. Future studies could explore what happens in privately owned schools that form a huge percentage of teachers and students in the country or in other schools from other regions of the country.

Students Relationship with their Teachers

Students had a good relationship with their teachers. The S-TSR survey showed that they had a good relationship with the teacher of their choice. The perceived warm relationships between teachers and students are belied by findings expressed in a structured interview with students. Some students expressed having relational problems with their teachers, citing some teachers as being rude and hostile to students. Therefore, it appears that, since the survey was self-reported, there was social desirability bias. Besides, the S-TSR survey did not specify a single subject teacher to be evaluated. Students were free to evaluate a teacher of their choice. It is only prudent that students choose the teacher they love most, or rather, the teacher who teaches the subject they

love most. This had the potential to influence the judgement that they made. It is very likely that if the researcher had made a specific choice of a subject teacher, the results could have turned out differently. Qualitative investigations, on the other hand, were open-ended and allowed discussions in general terms. The conversation during the interviews could have created a broader understanding of the subject and therefore allowed them to ably and broadly understand the questions clearly and give their judgement of the relationships. The contradiction revealed by the study, though, portrays an issue that requires attention by the school administration to improve the relationships between teachers and students.

The current study, however, gives findings from students' self-reported interactions with teachers, which suggests a subjective position. Future researchers may consider conducting observations of students' and teachers' interactions in actual school and classroom environments over time to supplement student self-reports. This could reveal a more fundamental analysis of the relationship.

The extent to which secondary school teachers experience the three sub-dimensions of burnout

Based on the present study's findings, it has been demonstrated that secondary school teachers experience challenging situations that lead to burnout in the form of emotional exhaustion and fatigue. Following the conceptual underpinning of burnout put forward by Kristensen et al. (2005), the current study affirm teacher exhaustion was experienced in all 3 sub-dimensions (personal, work-related, and student-related), but at varying degrees, with personal burnout more prevalent than work-related and student-

related. The study findings demonstrated that personal issues in the life of the teacher do lead to exhaustion that affects them while at work. These results build on earlier studies, showing that teachers suffer emotional exhaustion and stress not only as a result of the work with students (Ramberg et al., 2020), but also exhaustion as a result of other factors stemming from personal life (Kristensen et al., 2005; Milfont et al., 2008). Teacher burnout is known to cause reduced personal accomplishment among teachers (Maslach et al., 2001), affect teacher performance (Clipa, 2018), and affect their health and general well-being (Arens & Morin, 2016; Wallace et al., 2009). The study findings call for attention from both the teachers themselves at a personal level and also from administrators at the school level. The problem of burnout and its negative implications to teachers' performance and their relationships with students have been revealed, prompting calls for redress. The findings concerning the extent to which teachers experience burnout were anticipated. The current study complements existing studies by demonstrating that teachers experience burnout in the form of emotional exhaustion and fatigue not only as a result of their work with students but also from other personal life experiences. The current findings will inform education practitioners to implement precautionary interventions for teachers targeted at the right level and dimension (Maslach & Leiter, 2008).

The findings in the current study, however, should be considered in light of some limitations. It should be noted that the study was conducted hardly one month after the country (Uganda) had just been under lockdown for close to two years as a result of the pandemic that had ravaged the world at the time. The negative implications of the COVID-19 pandemic on education go without mention. For instance, all educational institutions

were locked down as a result of the pandemic. Teachers as well as students were affected. At the time of the study, teachers and students had just returned from a long break, and many of them looked forward to returning to class. It should be noted that their interpretation of burnout and the general understanding of whether they were burned out or not at the time could have been influenced by the long break. Teachers returning from the extended break might have interpreted burnout differently compared to a normal school year. No doubt, teachers demonstrated more personal burnout compared to work- and student-related burnout. This could be due to factors outside the teaching context, potentially related to the pandemic's impact on personal lives. It is possible they were dealing with more personal issues at the time other than burnout in the context of their teaching work with students. The 2021 National Assessment of Progress in Education (NAPE) report (Kyagaba et al., 2021) demonstrated that teachers had plenty of challenges during the COVID-19 pandemic lockdown that had the potential to stress them. The researcher acknowledges the pandemic as an unprecedented situation that could have exacerbated personal issues for teachers, leading to higher burnout scores. The researcher had anticipated that personal burnout would rank highest compared to other sub-dimensions (work-related and student-related burnout) because of the unprecedented circumstances at the time due to the pandemic. This demonstrates that truly personal issues do influence teachers' levels of stress and exhaustion. Interventions such as guidance and counselling for teachers could be vital to helping them cope with burnout at a personal level, especially at times of unprecedented pandemics.

Although work-related and student-related burnout sub-dimensions were found to be moderate to relatively low compared to personal burnout, it is still evident that they

both negatively affect teachers. The findings align with previous studies (Belias & Varsanis, 2014; Clipa, 2017; Milfont, 2008), showing that burnout based on these sub-dimensions hinders teacher performance at work. Burnout was found to decrease teacher self-efficacy, their belief in their ability to be effective instructors. This was to have led to neglecting quality lesson preparation and ultimately affected student learning. A significant amount of research shows that teachers have the mandate to offer autonomous support to students (Aelterman et al., 2019; Reeve & Cheon, 2021; Reeve et al., 2004; Reeve et al., 2004) to enable them to meet their basic psychological needs for relatedness, autonomous motivation, and competence. Yet burnout is known to cause teachers physiological, psychological, and social problems. It is known to increase their anxiety and anger, which have the potential to neglect quality lesson preparation (Belias & Varsanis, 2014). So, finding solutions to curb burnout among teachers should be a major priority for schools to improve the teaching and learning process and promote the well-being of students.

Understanding the Interaction between students and teachers during experiences of burnout.

The ineffective communicational behaviour portrayed by teachers towards their students when experiencing burnout, as revealed by this study, was harmful and detrimental to the self-determination and motivation of students. Teachers' behaviour did not reflect autonomous support practice, which is vital for meaningful engagement and building self-regulation. The behaviour did not reflect an environment for meaningful relationships with students, which is vital for students to enjoy learning. The character of

being rude, hostile, and mean to students and their punishment are detrimental to their competence and self-efficacy. In line to the prosocial classroom model (Jenning & Greenberg, 2009), teacher emotional characteristics negatively affects the wellbeing of students. Students need an environment that supports the growth of their competence, one that conveys confidence in their ability to overcome challenges rather than discourage them. Similar to extant studies, teachers are bluntly mean to their students (Sparks, 2018) and have ineffective teaching and communication behaviours such as yelling, arguing, and criticising (Goodboy & Myers, 2015), are detrimental to students' self-autonomy. Such behaviours serve to discourage students from participating in class and from engaging in meaningful discussions with their teachers about learning. Students were given no opportunity to exercise their inner motivation, which is foundational to well-being. Studies have shown that teacher misdirected behaviour compromises students' emotional and cognitive learning and state stimuli in the class (Goodboy et al., 2010; Sidelinger et al., 2011). It is indeed worth noting that students learn best in a classroom environment that is autonomy and competence-supportive as well as friendly, one that enhances their internal motivation (Deci & Ryan, 2000a; Ryan & Deci, 2000b). The study findings contribute to a body of knowledge on the value of a warm and friendly teacher-student relationship for learning and the impact of contrary behaviour. The findings will further enlighten teachers about their teaching actions that have the potential to delimit students' learning experiences, cause antagonistic behaviours among students, and therefore be capable of creating student unrest.

Understanding teacher burnout coping startegies

Teachers' understanding of "exhaustion" in this study aligns with previous research studies (Clipa, 2018; Leiter & Maslach, 2016; Wu et al., 2019). However, the coping strategies used by teachers to deal with burnout were found to be dysfunctional. These strategies included absenteeism, skipping classes, arriving to class late, and even avoiding routine assessments to avoid marking. These strategies might offer temporary relief but ultimately harm students' learning and well-being. These maladaptive strategies had negative effects on the teachers' relationships with their students and, consequently, on their students' wellbeing. For instance, absenteeism and class skipping denies students the necessary time to learn and practice, which is a significant predictor of learning success. Additionally, these practices prevented teachers from offering the necessary autonomous support to students, which can help build their confidence, self-regulation, competence, and autonomous motivation. Teachers struggling with burnout might become less available to provide students with the autonomous support they need, which is crucial for building confidence, self-regulation, and intrinsic motivation. Besides, teacher absences and inconsistencies can create a sense of instability and disruption in the classroom, impacting student well-being and potentially leading to frustration or behavioral issues. This study's findings add to the existing knowledge on burnout and student wellbeing (Borritz et al., 2006a; Swider & Zimmerman, 2010). When teachers miss classes or absent themselves from school, their performance is jeopardized, affecting students' ability to achieve their academic goals. This can lead to student agitation and unrest. The findings of this study highlight the need for the Ministry of Education and other support structures to design appropriate interventions and strategies

to help teachers overcome or manage burnout experiences and reduce their impact on students' wellbeing in secondary schools. Teachers must identify and embrace better coping strategies to enhance their wellbeing and that of their students.

Teacher burnout and students' well-being

Results from the current study demonstrate a rather negative connotation between teacher exhaustion and their ability to meet students' basic psychological needs. This is consistent with the prosocial classroom model (Jennings & Greenberg, 2009), which affirms the relationships between teacher well-being and student well-being. Students' well-being in the present study, as earlier highlighted, is operationalized to mean their ability to achieve the basic psychological needs that are predictors of well-being. Once these needs are satisfied, individuals flourish and achieve well-being, but when they are thwarted, their well-being is compromised (Deci & Ryan, 2000a). Once more, the needs included: the need for autonomous motivation, the need for competence and self-efficacy, and the need for relatedness that guarantees increased engagement. So the impact of teacher burnout is reflected in how teacher exhaustion impacts each of the constructs of well-being.

Teacher burnout and students' relatedness

Furrer (2014) perceives relatedness as "*the need to be connected to others or belong to a larger social group*" (p.104). In a classroom context, this translates to a positive and supportive teacher-student relationship where students feel safe, valued, and connected to their teacher and peers. Therefore, from this understanding, the findings

suggest that the nature of interaction portrayed in the current study does not reflect a warm relationship between teachers and students. Instead, it had the potential to create conflict and reduce a sense of relatedness among students. Teachers experiencing burnout exhibited hostility or rudeness towards students due to exhaustion. This behavior fostered a climate of conflict and fear, reducing student motivation and their sense of connection with the teacher. The notch of hostility and rudeness vented out on students as a result of exhaustion discouraged and created fear and anxiety among students, which could thwart their inner desires to learn and reduce their relatedness with their teachers. Some teachers admitted that when they are burned out, they act unstable, mishandle students, and sometimes dread teaching. Burned-out teachers struggled to provide consistent and reliable support to students. This undermined their role as a source of encouragement and guidance, hindering students' sense of belonging. In conflicting environments such as this, teachers were not a reliable source of support for relatedness among students, which is a foundational construct for relatedness. Fear and anxiety associated with a hostile classroom environment can discourage students from actively participating or seeking help, hindering their learning and overall engagement. Research has shown that students can only be productively involved when they have a stronger and closer connection with their teachers (Furrer et al., 2014; Martin & Dowson, 2009; Wentzel, 2012; Wentzel et al., 2010).

Teacher burnout and students' competence and self-efficacy

Furrer et al. (2014) defined "competence and self-efficacy" as the need to feel effective in interactions with social and physical environments (p. 104). Van Den Broeck

et al. (2010b) defined it as the "individual's desire to feel effective in interacting with the environment" (p.982). This study found that students were dissatisfied with their ability to control and feel effective in interacting with their school environment due to burnt-out teachers. These teachers were unable to prepare thoughtfully structured lessons that would build student confidence in their interactions with their teachers and peers. Teachers also avoided learning assessments and student consultations, which are crucial for building competence and enhancing confidence in students' ability to handle challenging tasks. Shen et al. (2015) suggest that burnout dramatically leads to the deterioration of teaching quality. A poorly planned lesson falls short of the prerequisites of a good lesson that has the potential to build competence and self-efficacy. Öztürk et al. (2021) affirm that competence and self-efficacy are related to the belief in one's knowledge and skills, which allows one to do what one wants to do. This study revealed poor lesson preparations, absenteeism, hostility, dodging of classes, and lack of support from burnt-out teachers. Failure to meet students' needs for competence and self-efficacy could have left them dissatisfied. In line with the self-determination theory (Deci & Ryan, 2000a), the satisfaction of competence and self-efficacy needs allows students to adapt to the school's complex environment and enhance their well-being. Teachers should consider the value of building students' competence and self-efficacy as they plan and execute their lessons to allow students to feel effective during their interactions with their teachers and peers.

Teacher burnout and students' autonomous motivation

Furrer et al. (2014), "*autonomy is the need to express one's authentic self and be the source of action*" (Furrer et al., 2014, p. 104); "*the need to experience a sense of choice and psychological freedom when acting*" (Van Den Broeck et al., 2010b, p. 982). Autonomy refered to the psychological need for students to feel the freedom to express their unique ideas and perspectives in the learning environment (Furrer et al., 2014), and a sense of agency in their learning, including the ability to participate in decision-making and choosing approaches to tasks (Van Den Broeck et al., 2010b). Burnt-out teachers in the current study did not provide room for students to exercise freedom of choice. Teachers were instead hostile, dictatorial, and controlling, and quite often caned students for minor reasons. The study suggests teachers did not provide opportunities for student choice, hindering their sense of agency and control over their learning experience. They did not allow the participation and consultation of students during the lesson. The fear and anxiety created had the potential to reduce or even destroy students' sense of autonomy, denying them that psychological need. It discouraged students from participating, expressing their ideas, or taking ownership of their learning. This finding is consistent with previous studies, which found that unfriendly teachers can hurt their students' academic progress. Sparks (2018) found teachers who were unfriendly and even hurt their students' academic progress. Threats are known to decrease intrinsic motivation, while supportive teachers catalyze greater curiosity and desire for a challenge, and build intrinsic motivation (Niemiec & Ryan, 2009; Ryan & Deci, 2000b). However, the current study shows that burnt-out teachers who treat students poorly, do

not reflect the supportive behaviour that can lead to intrinsic motivation and greater student engagement.

Teacher Burnout and students' Engagement

Student engagement is crucial in the sense that school life is believed to be more enjoyable when students are engaged (Furrer et al., 2014). On the contrary, in the current study, students expressed instead fear of the teacher and failed to understand what the teacher taught as a result of anger expressed towards them. Teachers compromised the way they prepared and taught lessons whenever they were exhausted. They went to class late, were less prepared, and left early without completing the lesson. So no adequate time was given to students to be able to engage with their teachers and have the choice of opportunities to feel self-worth. The aggressive means by which teachers handled student matters discouraged students from engaging and hindered their internal locus of self-worth. In conformity with previous studies, Arens and Morin (2016) found a negative association between teacher fatigue and students' grades and their school satisfaction. Heathwood (2014) asserts that students' desire for autonomy and relatedness cannot be fulfilled in an environment of aggression, and neither can their experience of contentment (Ryan & Deci, 2001). Teachers need to be deliberate in making engagement requests using a friendly tone, as recommended by Reeve and Cheon (2021). The findings contribute to the body of knowledge on the impact of teacher exhaustion on students' engagement. This is particularly important in the case of Uganda, where limited research on burnout and student well-being has been found. The study suggests that a socio-political investment to promote more supportive systems for teachers to manage and

overcome burnout instances would be a smart deal that would produce meaningful returns for the improved well-being of students. The researcher believes many teachers would benefit from such an intervention for the good of students' welfare.

These study findings build more evidence for the importance of warm and positive teacher-student relationships to enhance the well-being of students in secondary schools. It will contribute to a body of knowledge on the dangers of teacher burnout and create public awareness of its influence on students' well-being for public attention and redress. To improve the well-being of students, teachers need to become more autonomous, competent, and supportive of them. Studies have revealed the importance of training as one way to help teachers acquire the skills for promoting relatedness (Kaplan & Assor, 2012) and competence (Cheon et al., 2012; Su & Reeve, 2011). In addition, the finding offers instructional value for teachers to understand the impact of their behaviour on students' psychological needs and satisfaction. In a nutshell, the results of the current study show that the psychological needs of students were not met. As a result, students were denied the opportunity to be optimistic and hopeful.

Relationship between teacher demographic characteristics and burnout

The study revealed substantial statistical relationships between teacher burnout and some of the demographic characteristics. Results demonstrated a significant relationship between personal burnout and the gender of teachers, with male teachers more prone to personal burnout than their female counterparts. This is probably because men were dealing with domestic issues that were found to skyrocket during the COVID-19 pandemic lockdown period. Although the current finding on the high prevalence of

burnout among men compared to women may not be popular given findings from extant studies that found the contrary, it remains pertinent in the sense that men could inadvertently suffer from extreme exhaustion that may not necessarily be attended to. Therefore, this study revealed new insights into the possibility that men too could be affected by extreme exhaustion and require interventions as much as women do.

Significant research seems to show that women are more susceptible to exhaustion and eventual burnout compared to men (Artz et al., 2021; Beauregard, 2011; Brake et al., 2003; Croda & Grossbard, 2021; Toker et al., 2005). However, there are studies that confirms that there are gender variations across cultures. In line with the current study, Lau et al. (2005) found males more prone to exhaustion as a result of family responsibilities in Hong Kong, and Purvanova and Muros (2010) found women more prone to exhaustion than men in the US, but found the gender differences significantly smaller in the EU and not consistently distinct from zero in Canada and Australia. This implies burnout gender variations could exist based on the social-cultural setting of the population studied. Based on previous studies, the findings were rather surprising but not unexpected. The researcher thinks male as much as female teachers are prone to burnout, which view is in agreement with Purvanova and Muros (2010) and Lau et al. (2005), who argue that whereas females may be prone to emotional exhaustion, men are equally prone to depersonalization. Nonetheless, either gender faces burnout, and this could influence the way they relate to students. Based on these findings, the researcher thinks that much-directed support is needed to support male teachers who were faced with burnout at the time of the study, and more inclusive strategies that are all-

encompassing should be adopted to address burnout in general, irrespective of gender or the teacher.

Work-related burnout was found to be significantly related to years of work, and student-related burnout was significantly related to age and years of work. Burnout concerning teachers' years of experience infers that teachers who had worked longer in the profession, which in most cases aligned with their advance in age, easily got exhausted and burned out as a result of their work but also their work with students, compared to those who had worked for fewer years or were young. The researcher believes that the more years of work teachers had, the more they were easily burned out because of the extensive work stress they encountered over the years. The study by Filak and Sheldon (2008) confirms that the more teachers work on the same piece of work, the more they get exhausted. Therefore, teachers who had worked long hours and probably taught the same courses over time could easily be exhausted. They were drained of their key energy resources. On the contrary, young people were probably still motivated by their newfound job and did it with fervour. Although this may not be a popular finding, the results from the current study are an addition to and expand an already existing body of knowledge on exhaustion and its relationship with years of work. In line with the current study, Duli (2016) found years of experience to be an important predictor of exhaustion among teachers in special education, and teachers had more undesirable emotions concerning work. Those who had worked longer reported more exhaustion. Brekelmans et al. (2002) and Fisher et al. (2005) found that as teachers grew through their careers, their character became more dominant over students than that of young or younger ones. An overriding character could turn out to be controlling and may not be supportive of the

student's needs for autonomy, relatedness, and competence. It is important to consider that teachers who have worked for longer periods may have reduced desire or be reluctant to use proactive coping strategies to manage burnout experiences and are greatly prone to exhaustion. Teachers need to be re-energised to adopt appropriate and active coping mechanisms to manage burnout incidents. As earlier mentioned, if teachers are teaching the same courses again and again, they get drained of their resources. Therefore, teachers and school administrators need to consider re-aligning their school schedules. If their own psychological needs are met, then their ability to meet the needs of students will be enhanced.

It is, however, worth noting that the current study did not explore time variations concerning burnout. The researcher thinks that there could be a possibility of higher levels of burnout during hectic examination seasons due to the pressure and demands involved. Future research could take the form of a longitudinal study that will help to explore burnout variations among teachers across times and seasons of the school calendar year. This might offer some interesting findings.

Recommendations for Application

The study sought to examine the possible impact of teacher burnout on students' well-being at the secondary school level in Uganda. Based on the findings on the extent to which teachers experience burnout, the study concludes that teachers are faced with burnout experiences of varying levels and degrees. There was clear evidence that teachers had burnout in all three sub-dimensions (personal, work-related, and student-related). The study contributes to an already existing literature concerning teacher

burnout in a secondary school context (Clipa, 2018; Kyriacou, 2001; Maslach et al., 2001; Ramberg, 2015). Although identifying the causes of teacher burnout was not the major focus of this study, dealing with huge numbers of students with associated workload (Maslach et al., 2001), poor salaries, students' misbehaviour (Klassen et al., 2013), inadequate resources to support them in doing their work effectively, and long working hours (Maslach et al., 2001; Singh et al., 2016; Skaalvik & Skaalvik, 2011) to catch up with the lost time were highlighted as some of the causes of teacher burnout. These have a negative impact on the teachers and eventually their students in terms of the way they relate with them when burnout. Based on the results of this study, it is evident that burnout among teachers deserves specific attention. Accordingly, to reduce the impact of teacher burnout, there are three levels at which to direct concrete efforts and interventions to avert the effects of teacher burnout experiences for teachers themselves and eventually for students. Interventions could take place at the teacher's level, the school level, and the government or policy level.

Interventions at the teacher level

At the teacher level, it is central to support teachers in developing coping strategies that help them learn to control their emotions in the face of tension and conflict with students. Scheduling their work much more effectively and efficiently and equipping them with the necessary skills to manage conflict as soon as it arises could play an important role in averting the impact on students. The current study, in line with previous research (Klusmann et al., 2008; Skaalvik & Skaalvik, 2007), showed students were faced with anxiety, failing to understand the teacher's lessons while they were teaching, and

becoming unenthusiastic about learning as a result of teachers' behaviour towards them. Teachers used forcible tactics of threats and punishment on students, through which they denied the rationality of students' capabilities and simply required obedience from students (Reeve, 2009; Reeve & Cheon, 2021). These demands created anxiety and shame among students, and in a way, they had the potential to undermine autonomous self-regulation and stifle the growth of their ability to take hold of their learning (Furrer et al., 2014). Research shows that teachers play a critical role in shaping achievement motivation among students (Martin & Dowson, 2009). So, for students to gain control of their studies, they need positive feedback from teachers (Furrer et al., 2014; Thompson, 1994) and not fear and anxiety. There is a need to build satisfactory relationships between school head teachers, teachers, and students to avoid producing a stressful environment for students (Kyriacou, 2001) in the school, but it would also allow for teachers to freely extend motivational support to enhance students' well-being. Trust is an important ingredient in relationship building (Martin & Dowson, 2009) and must be categorically upheld by teachers and other school authorities.

Just as prior studies propose, teachers who experienced burnout did not have warm relationships with their students (Shen et al., 2015). They also expressed feelings of ineffectiveness in their work of teaching (Maslach & Leiter, 2016) and were not able to offer much-needed autonomous support to their students (Chang, 2009; Hoglund et al., 2015). It is therefore imperative to note that students' well-being is affected by teacher burnout since it affects students' perceived autonomy (Shen et al., 2015). Research has revealed that offsetting burnout among teachers would not only improve the well-being of teachers themselves as they do their work and improve their performance but would also

thwart the negative effects of teacher burnout on the well-being of students (Ramberg et al., 2020). Teachers should be advised to treat students with respect and allow them to give their opinions so that students' autonomous motivation for school work is built (Reeve & Jang, 2006). Students would begin to view their teachers more positively and have improved school contentment, an environment conducive to their learning and favourable for competence and self-efficacy needs, and one that is supportive towards achieving their study goal. Earlier studies have revealed that students and teachers are social partners in a classroom capable of meeting students' psychological needs of relatedness, competence, and self-efficacy and enhancing autonomy motivation (Furrer et al., 2014).

There is a need to encourage teachers to promote autonomous, relatedness, and competency-supportive teaching practises as much as possible and avoid strategies that are intimidating, controlling, and chaotic. Teachers need to capitalise on cultivating their relational connection with students so that they can begin to view them as supportive of their well-being. Learning about interpersonal interactions should be a significant part of teachers' training, right from the training colleges and in-service training. Van Uden et al. (2014) recommend that teachers be taught about the impact of their relational conduct, which runs the risk of being interpreted as non-supportive of the student's psychological needs of autonomous motivation, relatedness, competence, and self-efficacy. Teachers need to value students' autonomy and be patient when dealing with students' challenging conduct (Assor et al., 2005). They need to be intentional about becoming autonomy-supportive teachers with the aim of understanding the needs of their students and encouraging their involvement in learning activities.

In terms of improving teacher-student relationships, research (Martin & Collie, 2019) proposes some important strategies that are instrumental in promoting teacher-student relationships. Such strategies include getting to know and affirming students and giving a clear response to students so that they can engage and participate better in their learning (Furrer et al., 2014). These and more strategies could be oriented towards improving the work situation by the school leadership.

Interventions at the school level

At the school level, there is a need for the implementation of an operational protective programme against teacher exhaustion and stress. Research has shown that such programmes that lead to the development of trust (Van Maele & Van Houtte, 2015; Wanders et al., 2020) play an important role in reducing teacher exhaustion in schools. School head teachers and principals do have a particular responsibility to promote trust and mutual respect among the school community (Day, 2009). It is their responsibility to provide the much-needed resources to support teachers and reduce burnout. Trust and mutual respect among the members of the school community will help to build confidence among teachers that they can confidently believe in the intentions of their superiors and colleagues. The government and the school management board have the responsibility to focus their monetary efforts on efficiently expanding school resources, such as resources in the school libraries and classroom spaces, to ease the work of teachers and shun demanding amplified efforts from them. Additionally, there is a need to improve teacher working conditions to reduce incidences of burnout and promote autonomy support for teachers, which could translate into offering autonomy, relatedness, and

competence support for their students. Once the work situation is improved, the school leadership can hold teachers accountable for ensuring that their relationships with students are enhanced. Particular checks and mechanisms can be put in place by the leadership to ensure that teachers follow through with what is expected of them.

Research regarding the role of demographic characteristics of teachers and burnout is rather varied (Chang, 2009; Maslach et al., 2001), and it has provided a limited explanation for variations. The current study found similar variations, but the findings were informative in a way that revealed a unique discrepancy concerning aspects of teacher demographic characteristics and burnout. For example, the study revealed gender, age, and experience as important predictors of burnout, yet some previous studies appeared to show no relationship. Therefore, rational support should be focused on the specific categories of teachers affected to help them manage burnout incidents. Although many studies seem to conclude that burnout and emotional exhaustion in particular affect more females than males (Maslach et al., 2001), any effort to overcome burnout should not leave men unrecognised and unattended. They too are faced with emotional exhaustion arising from the different burnout sub-dimensions as revealed by the current study, as well as depersonalization as shown by Maslach et al. (2001). Similarly, the fact that one gender is more predisposed to emotional exhaustion should not lead to discrimination against one gender over another as victims of burnout (Purvanova & Muros, 2010) in terms of employment. It is therefore important that efforts to overcome burnout target male as well as female teachers on equal terms.

As revealed by the current study, teachers had higher personal burnout compared to work and client-related burnout, and the researcher assumed it was probably due to the impact of the COVID-19 pandemic at the time of the study. During the lockdown, it is believed teachers were confronted with uncertainties about what would become of their situations given that, for some time, there was no clear timeline for when schools would open or whether they would return to school any time soon or not. Some teachers were seen going for other menial jobs to fend for their families as an alternative to teaching to help them earn an income, most especially teachers who worked on a part-time basis (Kyagaba et al., 2021). They also had the challenge of handling online and media classes with not much success (Fanelli et al., 2022; Tumwesige, 2020). It should also be noted that not all teachers were prepared for this change of events. These and other family issues had the potential to put stress on them. The findings, therefore, confirm that other than work-related and student-related factors, there are other factors exclusive to the teacher's personal life that have the potential to cause stress and exhaustion (Fiorilli et al., 2015; Kristensen et al., 2005) among teachers. As a result, the government, in conjunction with school leadership, needs to put in place mechanisms for supporting teachers that are targeted towards addressing factors in their lives that could negatively influence their work as teachers, as well as how they relate to and handle issues affecting students' well-being. National guidance and counselling programmes for all teachers would be very instrumental in alleviating the impact of other factors in the life of the teacher that caused exhaustion besides work and student-related factors. This would not only reduce personal burnout incidents for teachers but also, although not directly, in a way enhance the well-being of students.

Teachers should be taught and called upon to offer warmth and relatedness, autonomy support as well as provide structure for their students so that they have choices and feel that they are in control of their learning (Furrer et al., 2014; Ramberg et al., 2020). A positive student-teacher relationship is understood to enhance their well-being (Yu et al., 2018). It "*builds self-esteem and gives them a positive outlook on life and themselves*" (Yu et al., 2018, p. 17). For that matter, therefore, schools should create chances for important interfaces between teachers and students to allow free sharing so that teachers get to know the needs and aspirations of their students and plan well to meet their need for self-motivation. Extant research posits that free interactions, when well implemented and coordinated, would increase students' engagement (Hurst et al., 2013).

To increase students' engagement, teachers should adopt motivating styles that build students' autonomous motivation. Teachers should offer an autonomy-supporting style (Ryan & Deci, 2000b) to build congruence between students' inner drives and the class activities that they are involved in. Teachers who offer autonomy support can recognise and foster students' interests and needs that are essential in guiding their learning (Reeve et al., 2004).

Findings regarding the demographic characteristics of students and their relationships with teachers were informative in a way because they illuminated certain aspects of students' demographic characteristics and their relationships with teachers. The study revealed age, class, and gender as important predictors of teacher-student relationships. Any measure intended to reinforce student-teacher relationships should be intentional and address the variations revealed by this study. The school administration

needs to offer comprehensive school-based workshops aimed at improving student-teacher relationships for learning.

Intervention by Government and Policymakers

For teacher-student relationships, the study found contradictory views between findings from the S-TSRQ survey and findings from interviews. As earlier stated, the researcher thinks that the contradiction could have arisen as a result of the approach used to describe the teacher who was assessed during the survey. As much as some students reported a positive relationship, it did not rule out the fact that there were some cases teacher-student relationship was difficult. Research has shown that poor teacher-student relationships at the classroom level present privations not only to students but also act as a basis for anxiety for teachers as well (Chang, 2009; Furrer et al., 2014). Caning students, for example, disengages them from learning, disconnects them from active participation in learning activities, and denies them the much-needed warm relationship with their teachers. It denies them the feeling of relatedness, which, according to Furrer et al. (2014), is "*the need to be connected to others or belong to a larger social group*" (p. 104); "competence and self-efficacy," which *is the need to feel effective in interactions with social and physical environments (p.* 104); and "autonomy," *which is the need to express one's authentic self and be the source of action* (Furrer et al., 2014, p. 104). For this reason, there is a need for specific attention focused on improving student-teacher relationships, and this can be done through teacher continuous professional development programmes or even integrated into the teacher-training college curriculum. Evidence has shown that training is one means through which teacher-student

relationships can be fostered (Spilt et al., 2012; Yu et al., 2018). To ensure that the practise is nurtured, the school leadership does need to monitor these practises at the school and classroom levels from time to time so that the practise is enhanced. This will help to build what Martin and Dowson (2009) referred to as "connective instruction," which promotes interpersonal and pedagogical elements that promote positive teacher-student relationships.

Education policy implementers are recommended to design programme interventions that help teachers acquaint themselves with burnout syndrome and moderate emotional exhaustion and fatigue. Actions should be designed to target causes of burnout by looking at the sources, and then others should be targeted at alleviating or lessening the impact already made on the teacher.

Recommendations for Future Research

Based on the present findings, the study enhances existing works on teacher burnout in the secondary school setting and links the concept of burnout and students' well-being in one study using the CBI Measure. Although there are other classical measures of burnout such as the MBI (Maslach & Jackson, 1981; Maslach et al., 1997), MBI-ES, (Maslach et al., 1996), the present study decided to use the CBI measure, a single-factor scale (exhaustion) aimed at measuring the features of burnout at the general level (personal) and specific (work-related burnout and student-related) burnout levels (Kristensen et al., 2005). The purpose was to examine how teacher burnout influenced students' well-being (that is, their competence and self-efficacy, autonomy, and relatedness) in secondary schools from the standpoint of the three sub-dimensions. It

would be worth knowing what other measures would reveal. Future studies should explore the use of other classical measures, such as the MBI-ES-96, in the Ugandan context to compare findings with the current study. Other versions of the MBIs, particularly the MBI-HSS, which measured burnout in the human service, and the MBI-GS, which measures burnout from the general service point of view, could also be used to measure burnout as a result of working with clients (students) (student-related burnout) and burnout related to one's work in general terms (work-related burnout). Additionally, unlike other studies on burnout (Arens & Morin, 2016; Dooley et al., 2020; Skaalvik & Skaalvik, 2010) for Germany, China and Norway respectively, the current study was conducted in Uganda, where there are limited studies on burnout using the CBI in the context. The researcher recommends future similar studies to corroborate the current findings. The findings from this study, however, illuminate key findings that are picked from other contexts other than Europe and Asia.

The current study was conducted in two government-run secondary schools in the eastern part of the country. Government-run public schools contrast so much with privately owned schools in terms of their management, quantity and quality of resources, teacher support and supervision from school leadership, and school enrolment, among other factors (Fanelli et al., 2022). These have negative implications for teachers' work. For instance, the introduction of Universal Secondary Education (USE) in Uganda in 2007 saw an increase in students' enrolment in government-run schools (O'Donoghue et al., 2018). However, the introduction of USE came with the challenge of resource constraints that could not meet the demands put forward by the increasing number of enrolments in government-run schools. The current study does not have data on the characteristic

variations between government-run and privately owned schools and could not investigate them. Nonetheless, resource scarcity is known to be correlated with teacher burnout (Maslach et al., 2001; Singh et al., 2016; Skaalvik & Skaalvik, 2011). Therefore, future studies that compare possible variations between government-run and private schools are recommended. These would probably expose some key lessons across education provision options for the country in the field of teacher burnout and students' well-being (sense of autonomy, competence, self-efficacy, and relatedness).

Findings on demographic characteristics revealed some contradictions with previous studies. For instance, whereas extant studies found age and experience to be important predictors of burnout experiences for young teachers and those with fewer years of work prone to burnout (Lau et al., 2005; Purvanova & Muros, 2010), the current study found the contrary. However, just like the current study, Duli (2016) found teachers' experiences to be a strong and significant predictor of teacher burnout among special education teachers. Older teachers were found unable to use proactive coping strategies during their work. The researcher assumes that contextual and cultural factors could be responsible for these variations in the current study. Future research in a similar context would highlight and validate the current findings. It would highlight the unique variations brought about by cultural and contextual differentiation concerning burnout, age, and experience of working with burnout.

This study used the S-TSR Questionnaire (Ang et al., 2020), that sought students' views on teacher-student relationships. Whereas this was an appropriate tool to get the views of students on their relationships with their teachers, it gave a one-sided version of

the analysis of the relationship. The analysis lacked the teacher's opinion on the same subject to corroborate what students put across. Other studies have used both the S-TSRQ student version and the TSRQ teacher version (Hughes, 2011). Interestingly, each survey projected diverse results on teacher-student relationships and how they wedged students' level of engagement in school. The current study predicted positive relationships, which were, however, contradicted by findings from the student-structured interviews. Future studies will need to consider using both the STRQ-student survey (Ang et al., 2020) and the STRQ-teacher survey (Pianta, 2001) to get the unique views of all participants in a relationship.

Data in the present study were collected utilising self-report questionnaires where teachers, as well as students, reported their views of how they understood teacher burnout and student-teacher relationships, respectively. However, self-reported surveys are known to present certain ambiguities, which are not the preserve of this study. Self-reported surveys are known to provide unsound responses that may be deceptive, more specifically on sensitive topics (Demetriou et al., 2015). Self-report questionnaires are also affected by the clarity of the items, which may be susceptible to misconstructions by the participants as well as under- or better yet, over-reporting (Karabenick et al., 2007). Future research may consider conducting school- and class-based observations to supplement self-reported surveys to substantiate the findings. A range of data sources would also generate data that fully and confidently elaborates on teacher burnout, the well-being of students, and teacher-student relationships. Also, the current study was a cross-sectional study where data was gathered from teachers and students at one point in time. Forthcoming studies should consider longitudinal studies to observe if there are

changes over time in levels of burnout among teachers and how that impacts students' well-being. It could also help to observe teacher-student relationships over time and reveal if there are variations based on seasons in the school calendar year. For instance, would there be higher levels of teacher burnout at the end of the year since this is a season of national examinations?

It is also worth taking note that the current study did not consider a specific subject teacher while assessing teacher-student relationships. Indeed, there may be variations in student-teacher relationships based on individual subject teachers, which quite often brings about the description that was depicted in structured interviews with students, where some teachers were described as rude, hostile, prescriptive, and non-responsive to students' needs. Future studies would indeed explore teacher-student relationships in specific subjects to reveal whether the teacher described as burned out has a direct influence on the nature of the relationships being described.

The results of the present study are not conclusive. The current study did not look at the causality between burnout and students' well-being or vice versa. Whereas teacher exhaustion could be truncated by a positive student's well-being, it is also possible that teachers who are less burned out are the ones who promote a conducive environment that is supportive of students' well-being. And therefore, no claims can be made with support from this data. However, the projected associations concerning the study variables call for further studies to identify formal and individual elements that may trigger the conduits for these associations. To be able to conclude that there is a causal link between teacher exhaustion and students' well-being, it is appropriate that upcoming

studies focus on the causality relationship between the variables for a longer period to draw substantive conclusions.

Additionally, the current study was conducted in only two schools in Uganda. Therefore, the generalizability of results to other parts of the country should be done with constraints given the contextual and cultural variations that could have an impact on the education programme and processes. Besides, the study was conducted in urban and peri-urban schools as opposed to rural schools. The resource gap between rural and urban schools is quite huge in the country, with rural schools' highly under-resourced status exacerbating inequalities (Farrell, 2020). Future studies in other geographical areas of the country are suggested. Besides, other studies conducted in rural schools would help to highlight how the two environments compare in terms of teacher burnout and how it affects the well-being of students. However, although teacher exhaustion and variations in exhaustion among teachers between schools may be particularly noticeable in Uganda, there is no reason why the connection with student well-being should not take place equally in other settings, which has also been revealed by earlier research in the field (Arens & Morin, 2016; Klusmann et al., 2016; Shen et al., 2015).

As previously said, the current study was conducted at a time when the country had just returned from close to two years of lockdown due to the COVID-19 pandemic. Whereas the long break could be thought to have given teachers time to rest and recuperate from the hustles of school work for some time, the period had also created anxiety and stress in its own right, and many teachers had resorted to other ventures other than teaching (Kyagaba et al., 2021). Accordingly, the NAPE report revealed that

100% of the teachers had challenges during the lockdown (ibid.). Studies conducted years after the lockdown as a result of a pandemic are suggested. These might present varied findings concerning teacher burnout and the impact it has on students' well-being. Additionally, given that the data was collected at the beginning of the term, it was likely that students had not had enough time to interact with the teachers and vice versa to make appropriate interpretations of the relationships. It is recommended that upcoming studies collect data at different points in the school year to better reflect candid insights into the situation across times in the school year.

This study did not investigate what teachers do candidly to ensure that the well-being of students is enhanced. It is only prudent to think that teachers do a lot to ensure that students' welfare is catered for. The researcher recommends examining what teachers do to nurture students' well-being and what they think they can do to promote it even better.

This study examined the impact of teacher burnout on students' well-being in general terms but not for a specific construct of well-being, say, the impact of teacher burnout on students' competency and self-efficacy. Students' well-being was operationalized to include the basic psychological needs of students in the dimensions of students' autonomous motivation, competence and self-efficacy, and relatedness and their engagement in the learning tasks. This makes it problematic to determine which of the constructs of well-being best envisions how it is impacted by teacher burnout. Some studies have shown that teacher emotional exhaustion not only negatively predicts apparent students' autonomy support but also reduces students' internal motivation,

which lessens their engagement (Shen et al., 2015) and hampers autonomous motivation. In future research, there is a need to look at how teacher burnout affects each specific construct in specific terms in Uganda's context. The questionnaire could ask specific questions about the construct in focus. Additionally, in conducting this study, the research focused on how teacher burnout impacts students' well-being, but could the varied constructs of well-being predict teacher burnout if evaluated independently? That is, could teacher burnout be reduced if students' levels of autonomous motivation were enhanced, for example? or their increased engagement at school, or their sense of relatedness, competence, and self-efficacy? The study assumed that if teachers are burned out, they affect students' well-being, but it could also be the other way around.

It is important to note that there may be some irregularities among teachers and students in terms of exhaustion and students' well-being across the entire population of the school. For instance, among students, the variations may include students who are at varying levels of academic achievement. Among teachers, the variations may include teachers that teach different classes, including the candidate classes that are believed to be busier at certain times of the year. These may present varied interpretations of their relationships. It would be good to consider these variations in future studies. The current study was focused only on three classes: seniors two, three, and five. However, future research needs to examine teacher burnout and its influence on students' well-being more holistically to include other busier classes such as senior four and senior six and compare teacher burnout and well-being differences among classes so that interventions can be targeted.

Conclusions

In conducting this study, this research examined the impact of teacher burnout in the dimensions of emotional exhaustion and fatigue and its influence on the well-being of students in secondary schools in Uganda. The study objectives were to examine examples and levels of burnout among secondary school teachers in selected public and government-aided secondary schools in Uganda and to explore how teacher burnout affects the well-being of students they interact with. The study was triggered by the increasing concern of the general public about the rampant student strikes in secondary schools, which are continuously blamed on teachers as the causers. The paragraphs below present study conclusions based on the study questions and hypotheses. The researcher's interpretation concerning theory and prior research and practises has been highlighted.

The extent to which secondary school teachers experienced the three sub-dimensions of burnout

The study examined the extent to which secondary school teachers in government-aided secondary schools in Uganda experienced burnout. Results regarding this question showed that teachers experienced burnout attributed to the three sub-dimensions of burnout (personal burnout: 44.36, work-related burnout: 35.72, and student-related burnout: 35.17; Kristensen et al., 2005). Although equating the results of the present study to those of previous studies is not a straightforward endeavour due to discrepancies in sociocultural factors, occupational locales, or using dissimilar burnout and student well-being measures, the results remain valid. They concur with those of

other extant studies and therefore contribute to a body of knowledge in the area of teacher burnout (Al-Asadi et al., 2018; Borritz et al., 2006a; Kristensen et al., 2005; Maslach et al., 2001; Milfont et al., 2008). Burnout was found to be present in government-aided secondary schools in Uganda, just as it is in other countries, as reflected by the literature review. Nevertheless, given that the current study was conducted at the beginning of the term when teachers had just returned from a close-to-two-year break, personal burnout was more prevalent in this study compared to other sub-dimensions of burnout. It would be great to consider a study post a nation-wide pandemic. Future studies may also consider the circumstances at the time of the study and the timing of the study, say mid-year when teachers are expected to be dealing with the busy schedule of running national examinations. The other consideration should be the tool used for data collection. The current study used the CBI to test for teacher emotional exhaustion; however, it would be of interest to know what the MBI would present in respect to burnout and student well-being. To note also is the method of data collection. In addition to the self-report methods that were used in the current study, observations through a more longitudinal study might present a more informed picture of the subject of burnout and student well-being. Interventions at a personal level would help individual teachers overcome burnout incidents that are likely to affect their work.

Teacher demographic characteristics and burnout: In response to Hypothesis 1 (***H1: Teacher burnout levels are not significantly associated with their demographic characteristics)***, the study concludes that overall, the results of this study were a blend of findings against the variables in the hypothesis that burnout levels among teachers are not significantly associated with their demographic characteristics. Whereas there are

some demographic variables such as subject taught, employment status, and education level obtained by the teacher that were not significantly correlated with burnout, therefore confirming the null hypothesis, other variables such as age, gender, and years of work remained significantly correlated with burnout, hence presenting statistically significant evidence to reject the hypothesis.

Gender and personal burnout: The study concludes that there is a substantial relationship between personal burnout and gender (Table 4.6). Male teachers experienced higher personal burnout levels as a result of other issues other than their work as teachers or their work with students (client-related). This is consistent with previous studies (Al-Asadi et al., 2018; Jin et al., 2015; Singh et al., 2016). Besides personal burnout, male teachers consistently scored higher for all three subscales, which is consistent with other studies (Al-Asadi et al., 2018; Singh et al., 2016). Although the current findings concerning gender and burnout seem to contradict some previous studies, research continues to show mixed findings on gender variations (Berg, 1994; Deci et al., 2001; Maslach & Jackson, 1981). Therefore, gender variations in the current study came as no surprise. Future studies may consider examining burnout and gender, specifically in the African context. This may help to either confirm or clarify the current findings. It is important to note that in Africa and Uganda in particular, different genders experience different social and cultural expectations, and therefore, their reactions to events that affect their emotions may differ greatly. Previous studies also revealed these variations in burnout among genders (Al-Asadi et al., 2018; Maslach et al., 2001; Singh et al., 2016). Accordingly, any support efforts to thwart or even reduce burnout incidents among teachers should pay particular attention to factors that are most likely to cause

men to be more burned out compared to women, and vice versa. In a nutshell, in terms of personal burnout, except for gender, there was no significant statistical evidence to reject the hypothesis.

Work experience, age and work-related burnout: In terms of work-related burnout, the study concludes that burnout was significantly associated with teachers' years of work. Teachers who had worked longer in the profession (more than 4 years) were more affected by work-related burnout than those who had worked fewer years (less than 4 years). Although this is a rare finding, the results agree with some extant studies (Berg, 1994; Kantas & Vassilaki, 1997) that found teachers who had worked for many years (26+ years) to have a significantly lower sense of personal accomplishment. Although this study did not specifically test for personal accomplishment variable of burnout, the findings seem to reflect this negative perception. However, what was surprising in the current study is that with 20+ years of experience, burnout seemed to reduce, concurring with Al-Asadi et al. (2018).

In terms of age, however, the study suggests a possible, but not definitive, link between age and teacher burnout. The study found out that burnout tended to increase with age, although not significantly. This was consistent with prior studies (Al-Asadi et al., 2018; Purvanova & Muros, 2010). However, the results conflict with some other prior studies (Jin et al., 2015; Slabšinskienė et al., 2021) that identified higher burnout rates among younger or less experienced teachers. The researcher suggests sociocultural differences could probably explain these variations. Educational systems and expectations may differ across cultures, potentially impacting teacher stress levels at

different points in their careers. Secondly, Cultural attitudes towards work-life balance and expectations within the teaching profession might vary across generations. The researcher suggests the need for more research to understand to complex interplay between age, burnout and sociocultural factors. Longitudinal studies that track teachers over time could provide a clearer picture of how burnout evolves throughout a career. Also, studies comparing teacher burnout across different countries with diverse educational systems would help uncover the influence of sociocultural factors.

Teachers who have worked for a long time may need specialised interventions to rebuild their coping mechanisms with the stressors. Strengthening their social support network could at least somewhat lessen the risk of burnout (Yildirim, 2008). Having to teach the same subjects and probably using the same materials and methods over the years, older and more experienced teachers could experience distress, especially if the learning material is new or if they were challenged to change. Refresher training from time to time to equip them with newer teaching methodologies would help alleviate boredom and avert burnout. Equipping teachers with new teaching resources and the means to get them would go a long way towards alleviating burnout experiences. Additionally, Kyriacou (2001) recommends encouraging professional development activities such as mentorship and networking, which may provoke a sense of achievement and a more fully established specialised uniqueness for teachers.

Age and student-related burnout: For working with clients, the study concludes that burnout was higher among older teachers (50+) and those who had worked for a long time (20+ years). This is probably because they found working with students more

stressful possibly due to evolving student needs or changes in the educational landscape over their careers. Teachers quite often find themselves supporting students who have suffered from trauma, and therefore they too may suffer from secondary trauma as a result of trying to support those students in difficult times. Like earlier stated, interventions with older teachers to rebuild their enthusiasm and energies would come in handy. They may help to combat burnout and revitalize their passion for teaching. To moderate the risk of burnout among older teachers, there is a need to increase social support and allow for personal care time to buffer them from stressful factors. Increasing social support networks for them can provide a sense of community, understanding, and shared experiences, potentially buffering the impact of stress. Additionally, recognizing and appreciating the contributions and dedication of older teachers can boost morale and create a more positive work environment.

Education level of the teacher and Student-related burnout: Teachers who had obtained a master's degree were more likely to suffer from student-related burnout compared to those who had a bachelor's or diploma. However, the relationship was not so significant. By virtue of their education level, such teachers probably had more workload or value conflicts that led to burnout. This was consistent with earlier study (Maslach & Leiter, 2016). It is also probable that they were fully engaged or had higher needs and expectations than the schools could meet. It is important that the school leadership conducts an assessment of teachers' qualifications and aligns qualifications with benefits and engagement. This should help to place the right teachers in the right positions and reduce burnout that may arise from high expectations. Although some of the current study findings on demographic characteristics such as age, gender, and years

of experience appear to conflict with existing studies, this is not new. Yildirim (2008) affirms that studies on demographic characteristics present mixed results.

Burnout and employment status, subject and school where the teacher taught: On the other hand, the relationship between employment status, subjects taught, school and burnout was negligible for all the burnout sub-dimensions. Although business teachers appeared to be more prone to burn out compared with other arts and science teachers, the degree was not so significant. Nonetheless, there is a need to prevent and mitigate burnout among teachers through the use of social support provided by those in the teachers' social network to provide defence against the distress (Gouda et al., 2016; Mintrop & Charles, 2017). This would enable teachers to share concerns, resulting in helpful suggestions to help the individual deal with stressful situations.

Results regarding research question two showed there was a general understanding by all teachers of the term "burnout" as getting extremely worn out and a feeling that their energy resources were completely depleted (Maslach et al., 1997; Maslach et al., 2001). Ultimately, the study concludes that teachers who experienced burnout found ways to cope with it; however, these were more dysfunctional than functional. The strategies adopted by teachers included absenteeism from school and work. This is consistent with previous studies (Al-Asadi et al., 2018; Borritz et al., 2006a; Kristensen et al., 2005; Maslach et al., 2001; Milfont et al., 2008). Similar to the current study, Borritz et al. (2006a) found that teachers coped with burnout by reporting sickness. Other teachers dodged the lessons even when they were in class with students. With the lack of the right coping mechanisms, teachers adopted negative coping mechanisms, which threatened to deny

students the opportunity to attain their basic psychological needs of autonomy, relatedness, competence, and self-efficacy. Absenteeism created learning disruptions, which were consistent with Miller et al. (2008); and could impact students' achievements, consistent with Clotfelter et al. (2007). Absenteeism among teachers could potentially lead to student absenteeism as well. Therefore, there is a need for school administration and the government, through the Ministry of Education, to provide adequate resources to facilitate teachers' instructional practises and ease their work with students. Direct action to meet the needs of individual teachers should be considered one of the best strategies for reducing job stress and exhaustion (Kyriacou, 2001), because much as burnout may be considered a social complexity, the way it impacts individuals may be varied and therefore, require individualised strategies to address it. This would give teachers an opportunity to freely discuss their problems without being victimised. Other strategies could include in-service workshops that would be used to develop a synthesis of direct action and reassuring techniques to overcome burnout (Kyriacou, 2001) and establish consensus on key values and standards (Küçükoğlu, 2014). There is a need to increase teachers' awareness of the processes of burnout and then give them opportunities for reflection on personal variables and coping resources and discuss alternative coping strategies together (Kokkinos, 2007). This should be able to help them change their dysfunctional coping strategies, as revealed by this study.

Burnout and the Well-Being of Students

Relatedness: In respect to relatedness, the study concludes that teachers who were emotionally exhausted had negative affective dispositions, which affected the kind of relationships they had with students; it killed students' sense of relatedness with

teachers—the feeling of being connected to their teachers and others, loving and caring for others, as well as feeling loved and cared for (Deci & Ryan, 2000a). Hostility towards students affected their self-esteem and stifled the need for autonomous motivation, competence, and self-efficacy. Hostility meted out to students had the potential to create a vicious cycle because when teachers act hostile as a result of burnout, students may be forced to respond the same way, and this could cause stress and exhaustion for the teacher. Research has revealed that burned out teachers are less considerate towards students and usually have a very poor acceptance of classroom distractions (Küçükoğlu, 2014). Once students sense unacceptance from the teacher, their sense of connection and autonomous motivation are crushed (Deci & Ryan, 2000a). To tackle this issue, schools need to develop intervention plans that focus on job engagement and preventing burnout. Teachers need to be given the opportunity to develop their skills, experience progress, and feel valued in their careers. This can help them regain their energy and build stronger connections with their students. It's also essential for schools to recognize and reward teachers for their hard work (Maslach, 2003), which can help reduce feelings of injustice and exhaustion. This would help them to re-energise their resources, have the right skills to work with students, and allow for psychological freedom, relatedness, and autonomy among students. One of the causes of burnout that came up during interviews with teachers was poor remuneration and the lack of recognition by parents and school administration. Therefore, at an organisational level, there is a need to promote strategies through which teachers are recognised for the work they do and rewarded accordingly (Maslach, 2003). Getting teachers involved in identifying ways of dealing with work injustices at their job would play an important part in dealing with exhaustion (van

Dierendonck et al., 1998) and, in a way, reverse the impact of burnout on students' well-being.

   Engagement: The current study further concludes that burnout negatively affects students' levels of school and classroom engagement. The study measured engagement by assessing academic participation and enjoyment of school. It was observed that exhausted teachers faced difficulty in preparing and delivering quality lessons, which ultimately hindered the learning process. This is consistent with the findings of "Teacher Behaviour and Student Learning" (2020), which highlights how a lack of preparedness among teachers can limit students' opportunities for engagement and hinder learning outcomes. By addressing teacher burnout, schools can ensure teachers are well-prepared to deliver engaging lessons, fostering a positive learning environment and improving student well-being.

   Furthermore, the study revealed that teacher exhaustion can adversely affect teacher productivity, which further reduces opportunities for student engagement in their studies. This is in line with the research conducted by Küçükoğlu (2014), who confirms that burned-out teachers are less likely to engage students and provide motivation for learners. It was observed that such teachers rarely provide external motivation for students to learn. Burnt-out teachers struggle to create engaging lessons or provide the extrinsic motivation (external rewards or encouragement) students sometimes need to stay focused. The connection between teacher burnout and students' well-being has been proven to be an essential one in promoting students' learning outcomes. When teachers are burnt out, the learning environment can become stressful and hinder student emotional well-being. Supporting efforts to avert and lessen teacher burnout would then

have direct consequences for healthier relationships between teachers and students, promoting the well-being of students. Teachers with more energy and enthusiasm are likely to foster a more positive and supportive classroom environment, ultimately benefiting student well-being. By addressing teacher burnout, schools can create a more positive and supportive learning environment for both teachers and students. This can lead to increased student engagement, improved academic outcomes, and a stronger overall sense of well-being for the entire school community.

Autonomous motivation: The concept of autonomy is a fundamental psychological need that all individuals, including teachers, crave. It represents the intrinsic longing to experience a sense of choice and liberty when carrying out an activity (Deci & Ryan, 2000a). The current study concludes that, as a result of burnout, teachers' affective behaviour did not present students with an opportunity to exercise and experience their sense of autonomy. Autonomy is believed to be an essential part of human functioning (Deci & Ryan, 2000a). The study showed the behaviours portrayed by the teachers during their experiences of burnout included being rude and failing to explain concepts clearly, which created anxiety and fear among students. When students don't feel in control or have a sense of choice, they may be less motivated to participate or put in effort. They may become passive learners, simply going through the motions without truly engaging with the material. Autonomy is meant to foster a sense of responsibility and ownership over learning. Without it, students miss opportunities for independent growth and exploration.

Anxiety is a psychological difficulty that may present itself in the form of excessive worries, fear, a relentless, overly emotional response, and negative thoughts (Vitasari et al., 2010). Anxiety can also disrupt memory and cause cognitive intrusions, which can hinder academic overall performance (Vitasari et al., 2010). It is critical to note that students with high anxiety levels are unable to experience autonomous motivation, competence, and self-efficacy. If these needs are not met, negative behaviours can hinder students' development and well-being, as highlighted by Deci and Ryan (2000a). Higher levels of anxiety are related to low academic performance (Luigi et al., 2007). This means that students who experience significant anxiety may struggle to achieve their full potential in school. To avoid such negative consequences, school leadership needs to provide direct in-service training in a workshop for teachers to facilitate awareness creation in addressing students' emotional well-being as they teach. Equipping teachers with the knowledge and tools to identify and support students struggling with anxiety is crucial to alleviating the anxiety. Teachers can utilise any other opportunities, such as staff meetings, to share the importance of caring about students' anxiety issues and how it affects performance and the general well-being of students. This can foster a more supportive school environment where students feel comfortable seeking help. By implementing these strategies, schools can promote better academic performance and overall student well-being. When students feel supported and equipped to manage their anxiety, they are better positioned to succeed in school.

The need for competence and self-efficacy: The need for competence and self-efficacy, which is a distinct natural desire to feel effective in interacting with one's surroundings (Deci & Ryan, 2000a; Van Den Broeck et al., 2010b), is an important

psychological need whose satisfaction allows individuals to manipulate their environment and engage in challenging tasks. Once frustrated, it results in helplessness and poor motivation (Deci & Ryan, 2000a). The current study concludes, therefore, that teachers who did not prepare their lessons as a result of burnout could not create an environment that allows students to effectively interact with their learning environment, an environment in which they would feel effective at mastering their learning. Given the adage, "*failing to plan is planning to fail,"* by failing to plan for their lessons, teachers had already failed to deliver quality lessons that would build students' competence and self-efficacy. Students' psychological needs for competence and self-efficacy were certainly dissatisfied. Obstruction of this basic need is related to less intrinsic motivation, which leads to reduced experiences and well-being. Teachers need to be educated on the value of building students' competence and self-efficacy needs through adequate lesson preparations so that efforts are put in place that facilitate planning lessons that are engaging and allow students to manipulate their learning environment.

When a teacher prepares their lesson, they incorporate engaging activities that challenge students appropriately, allowing them to apply their knowledge and skills in a meaningful way. This helps them develop competence and a sense of accomplishment. Effective preparation further considers students' varying learning styles and needs. This allows all students to experience success, boosting their self-efficacy and motivation. Additionally, clear and achievable goals outlined in well-prepared lessons provide students with a roadmap for learning. This empowers them to take ownership of their learning journey and develop a sense of self-efficacy. Integrating formative assessments throughout the lesson allows teachers to gauge students' understanding and adjust

instruction accordingly. This empowers students to identify their strengths and weaknesses, fostering a growth mind-set and self-efficacy.

Overall, in addition to providing direct services, such as conducting in-service training or workshops, school leadership can seek the consultative services of a counsellor for teachers, who may advise using various approaches to reduce burnout and incorporating strategies such as coping skills, frequent breaks, and classroom management to facilitate improved teaching performance for teachers with high levels of burnout. Greater collaboration with specialised counsellors can help schools identify and treat teachers with the most stress and exhaustion. School counsellors could also provide group or individualised counselling to teachers who may need additional support to cope with their burnout experiences, whether personal, work-related, or student-related, that affect them and their work with students.

Teacher relationships with students: The literature review has revealed that a positive teacher-student relationship is an important predictor of students' engagement (Ang et al., 2020; van Uden et al., 2014). Any relationship that is perceived as less warm leads to disengagement (Martin & Collie, 2019; Pakarinen et al., 2010; Wentzel et al., 2010). Whereas the TSRI revealed some positive teacher-student relationships in the current study, there was evidence to confirm that teacher-student relationships were not entirely positive. Qualitative findings revealed contention between teachers and students. Negative teacher-student relationships were found to not only limit students' autonomous motivation but also affect their need for relatedness and their need for competence. As they communicate with students, teachers should endeavour to create a relationship that

is characterised by friendliness, help, and empathy (Wubbels & Brekelmans, 2012) and treat students as individuals with respect, fairness, friendliness, and care (Krane et al., 2017; Powell et al., 2018). This will help to build a more positive self-image among students. Students who have a positive self-image have proven to have better student-teacher relationships (Rudasill et al., 2013).

In respect to students' demographic characteristics and the relationship with their teachers, the current study rejects the second hypothesis that ***there is no significant relationship between students' demographic characteristics and their relationship with teachers.*** The study concludes that there are strong relationships between students' age, gender, class, and school and their relationships with their teachers. All the variables contribute significantly to their relationship with teachers.

Teacher-student relationship and gender of students: Regarding gender, female students were more likely to have a better relationship with their teachers than male students. This concurs with Mabin, (n.d.), Martin (2009) and Ewing and Taylor (2009), who found female students to have a better relationship with their teachers compared to male students. Although the current study did not investigate the reasons or factors responsible for this variation in terms of gender, the researcher proposes that there is a need to introduce methodological changes in the classroom to address gender-related needs. Teachers should be sensitised to gender issues and the differential treatment of students based on gender, which could be reflected through their teaching styles consciously or unconsciously (Shih & Wang, 2021). The point of concern here is the issue of educational equity for all learners. The opportunity allows for both genders to adeptly participate and achieve their learning goals. The importance of teachers being

aware of gender issues and the effects of unconscious bias on the classroom is very important to understand. According to recent research by Shih & Wang (2021), teachers may unintentionally harbour biases against students based on gender, which can take many different forms. For example, even when girls and boys are equally prepared for class discussions, a teacher may give preference to the boys or vice versa. Relatedly, in science experiments, boys might be commended for taking chances, while girls might be urged to exercise caution. Teachers may also assume that boys will do well in math and girls in language arts, which may have an impact on how they interact with the students.

Unfortunately, educational equity the idea that every student should have an equal chance to succeed can be hampered by unconscious prejudice. By favouring one gender unknowingly, teachers may discourage participation, especially if students feel stereotyped, which can lead to a lack of involvement in class discussions or avoidance of certain subjects. Moreover, biased expectations may limit students' potential, preventing them from reaching their full potential. For example, a girl who is interested in science may feel discouraged if her teacher believes she cannot succeed.

To create a more inclusive learning environment where all students feel supported and empowered, it is essential to sensitize teachers to gender issues. By reflecting on their interactions with students, teachers can identify potential biases and address them. Additionally, teachers should avoid gender stereotypes in examples and materials and use gender-neutral language, creating a more welcoming space. Providing equal opportunities for all students to participate can demonstrate to them that their learning is crucial. Giving every student an equal chance to participate can help them understand how important learning is.

The teacher-student relationship, age, and class level: Concerning age, the study found a noteworthy relationship between age and the teacher-student relationship. The researcher concludes that older students had a better relationship with their teachers than young students. Relatedly, students in classes three (3) and five (5) were more likely to have a better relationship than those in lower classes, which coincidentally seem to compare with the age of students. Recognising the importance of the student-teacher relationship, the researcher recommends the need for teachers to adopt strategies that would create warm, friendly, and supportive relationships that would create positive teacher-student connections for all learners, irrespective of their age or class, to yield to learning achievement and general well-being for everyone.

The current study on teacher burnout and students' well-being has been very instrumental for it provides insights into the challenge of emotional exhaustion faced by teachers in secondary schools and the dangers this might cause to students' well-being affecting their general welfare and learning outcomes. It will help to provide the government, through the Ministry of Education (MoE), and school leadership with the knowledge to envisage exhaustion among secondary school teachers and its impact on students much earlier, before it happens. It will afford schools the ability to proactively launch precautionary measures, thereby preventing the foreseeable danger of burnout. Providing schools with practical measures to sustainably manage teacher burnout and its impact on students could significantly reduce learning loss among students, improve their well-being, and help increase commitment at work for teachers and at learning for students. Finally, following the government policy on universal secondary education (USE), school administrators and the MoE would do well to consider that, according to

the findings of this study, teachers now working in public secondary schools will continue serving in their current professional roles. In other words, most of the teachers who are expected to implement quality use policies are already working in the schools. Any future public policy that regards these teachers as a vital resource to be appreciated and supported, and their well-being is taken care of, is more likely to elicit their obligation to ensure quality teacher-student relationships that meet the psychological needs of students than reform efforts that exclude them from meaningful participation and do nothing to acknowledge and address their increasingly prevalent feelings of being burned out.

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APPENDICES
Appendix A: UREC Provisional and Final Approvals

UREC Decision B   UREC Decision Mary
Mary Kulabako 17 0:   Kulabako.pdf

Appendix B: Approvals by UNCST and Local REC Approval

Approval letter by   UCUREC-2021-66.pd
UNCST.pdf   f

Appendix C: Sample of Consent Forms

UU_IC_Mary   UU_GIC_Mary
Kulabako PhD Ed O22 Kulabako PhD Ed O22

Appendix D: Copies of Tools Used

Copenhagen Burnout Inventory.docx

Semi- Structured Interview guide for te...

TSRQ- Student Survey.docx

Semi-Structured Interview guide for stu...

Appendix E: Covid-19 Risk Mitigation Plan

Covid19 Risk Mitigation plan.docx

Appendix F: Permission to use the S-TSRI

Ang Pei-Hui Rebecca (Prof) <rebecca.ang@nie.edu.sg>   Dec 30, 2020, 3:34 AM   ☆ ↩ ⋮

to me ▾

Dear Mary,

You requested for the S-TSRI. This is the version to be rated by the students (not the teacher). [There is a separate version to be rated by the teacher.]
Please find the S-TSRI attached, and document describing the scale and the scoring.

Regards,
Rebecca

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Towards a sustainable earth: Print only when necessary. Thank you.

2 Attachments · Scanned by Gmail ⓘ   ⬇ ⬡