

**Developing a Model to Manage Burnout among Teaching Staff at Private Universities
in Uganda**

By

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Submitted in accordance with the requirements for the degree of

PhD In Education

In the subject of

Educational Leadership and Management

At the

University of South Africa

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July 2020

DECLARATION

I Masagazi Joel Yawe declare that *A Burnout Management Model Among Teaching Staff at Private Universities in Uganda* is my own original work and all the sources that I have used or quoted in this study have been indicated and acknowledged in the references sections.



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July 2020

DEDICATION

This thesis is dedicated to my parents Mr Azariah Kabanda Mukasa and Mrs Mary Mukasa, and my siblings Miriam, Grace, James, Isaac, Rebecca, Patrick, and Sylvia.

You raised and prepared me for this task many years ago.

Thank you.

ACKNOWLEDGEMENTS

I am grateful to the almighty God for making it possible for me to enter the world of academia and research; and for allowing me to complete this thesis that would have been impossible without the guidance and support of my supervisor, Professor G.M. Steyn. Her encouragement, mentorship, and prompt feedback right from the preliminary in 2014 to the concluding stage enabled me to understand my research and motivated me to complete this thesis.

I have grown both as a student and a researcher and am indebted to her more than she will ever know.

My regards to Mr James Kahuma Biribonwa for his endless mentorship, emotional support, and encouragement all through my studies. I thank my colleagues at the Faculty of Education and Arts of the Uganda Christian University; Patrick, Brian, Dr Richard Watuulo, Dr Kitayimbwa John, colleagues and friends for their prayer and encouragement; Nick Kalogerakis and Savvas Fortiadis for their emotional and social support.

I also wish to acknowledge the teaching staff of the five universities that participated in this study, Alida Buckle for her professional language editing, Mrs Botha Magda for the technical edits. Lastly, my very special appreciation and thanks to my darling wife, Susan Masagazi Bakasara; our pretty children, Bukirwa Mary Precious, Anna Leah Nankabirwa and Joel Kabanda Masagazi for their social and emotional support, understanding my absence, and their true love that enabled me to complete this thesis.

ABSTRACT

The study developed a management model to address burnout among teaching staff at private universities in Uganda. It examined the causes of burnout among teaching staff; explored the effect of prolonged stressors on burnout; and investigated the impact of burnout on the performance of teaching staff. A qualitative research approach with a case study design was followed. Lecturers (50), senior lecturers (40), faculty deans (25), and directors of teaching and learning and academic registrars (5) from five private chartered universities in central Uganda participated in the study. Participants were purposively selected to constitute multiple case studies. This study was ethically cleared by the research ethics committees of the University of South Africa (Unisa) and Gulu University. The Uganda National Council for Science and Technology subsequently permitted the adoption of an inductive thematic synthesis to analyse the qualitative data.

Empirical data revealed that burnout among teaching staff had institutional causes such as:

- conflicting directives
- teaching staff's need to accomplish tasks by a known deadline
- delays in the issuance of teaching staff contracts
- job insecurity
- teaching staff's incompetence due to skills gaps
- limited teaching staff support leading to inadequacy
- students' disruptive behaviour
- workload

Interpersonal causes were:

- unresolved family challenges
- being overly ambitious
- failing to progress academically
- financial obligations
- limited resources

The study indicated that prolonged stress, such as stress caused by being part of a sub-quality product or having limited authority, leads to emotional burnout. Prolonged stress also leads to physical burnout, as was evident in the panic that ensued when payments were delayed

after examination results had been submitted. Prolonged stress results in emotional exhaustion and behavioural challenges in the work environment. Participants reported the following:

- limited autonomy
- overload and pressure arising from deadlines
- teaching staff incompetence
- conflicts of responsibilities

Empirical data revealed that burnout led to the following:

- cognitive workplace deficiencies
- emotional detachment
- employee turnover
- ineffectiveness
- poor relationships

Psychological burnout among teaching staff presented as unfriendliness towards students and poor student performance.

A burnout management model was developed based on the findings of the study to address burnout among teaching staff at private universities. The model emphasises individual and institutional management strategies. Suggestions for further research were made.

KEY TERMS

Burnout management model; teaching staff; lecturers; senior lecturers; stress; burnout; private universities; institutional management strategies; individual management strategies.

Ukusungula isifanekiso sokuphatha sokutubeka phakathi kwabafundisi Ezimfundweni Eziphakeme Ezizimele e-Uganda

OKUCATSHANGIWE

Lolu cwaningo lusungule isifanekiso sokuphathwa ukwethulwa inkulumo ngokutubeka phakathi kwabafundisi ezimfundweni eziphakeme ezizimele e-Uganda. Luhlole izimbangela zokutubeka phakathi kwabafundisi; luhlole umphumela ongapheli wabacindezeli ekutubekeni; futhi luphenye umthelela wokutubeka ekusebenzeni kwabafundisi. Indlela yocwaningo yokuqoqa nokuhlaziya ngokocwaningo oluhleliwe yalandelwa. Abafundisayo (50), abafundisayo abakhulu (40), abaphathi bezigaba zemfundo ezimfundweni eziphakeme (25), kanye nabaqondisi bokufundisa nokufunda kanye nababhalisi bezemfundo (5) kusukela ezimfundweni eziphakeme ezinhlanu ezizimele ezingaphansi kwesivumelwano sikahulumeni wesifundazwe enkabeni yase-Uganda zibambe iqhaza kulolu cwaningo. Ababambe iqhaza bakhethwe ngokwenhloso ukuze bakhe ucwaningo oluningi. Lolu cwaningo lugunyazwe ngamakomidi okuziphatha ngokwezimiso aseMfundweni Ephakeme yaseNingizimu Afrika (Unisa), kanye neMfundo Ephakeme yaseGulu. Umkhandlu kaZwelonke wezeSayensi noBuchwepheshe e-Uganda kamuva uvumele ukwamukelwa kokungenisa kwenhlanganisela yendikimba ukuhlaziya kokuqoqwa komniningwano.

Umniningwano wezobuciko wembule ukuthi ukutubeka phakathi kwabafundisi kube nezimbangela zesikhungo ezifana:

- iziqondiso ezingqubuzanayo
- izidingo zabafundisi ukufeza imisebenzi ngomnqamulajuqu owaziwayo
- ukubambezeleka kokukhishwa kwezinkontileka zabafundisi
- uvalo lokuphelelwa ngumsebenzi
- Ukuhluleka kwabafundisi ngenxa yezikhala zamakhono
- ukusekwa okulinganiselwe kwabafundisi okuholela kokungafanelekile
- ukuziphatha okuphazamisayo kwabafundi
- Izinga lomsebenzi

izimbangela zokusebenzisana bekuyilezi:

- izinselela zomndeni ezingaxazululwanga
- ukuba ngovelele ngokweqile
- ukwehluleka ukuqhubekela phambili ezifundweni
- izibopho ngokwezimali
- izinsiza ezilinganiselwe

Ucwaningo lwakhombisa ukuthi ukucindezeleka okungapheli, okufana nokucindezeleka okubangelwa ukuba yingxenye yomkhiqizo engaphansi ngekhwalithi noma ekubeni negunya elilinganiselwe, kuholela ekutubekeni ngokozwelo. Ukucindezeleka okungapheli kuphinde kuholele ekutubekeni ngokomzimba, njengoba kwabonakala ovalweni olwalandela lapho izinkokhelo zabambezeleka emva kokuba imiphumela yokuhlolwa isithunyelwe. Ukucindezeleka okungapheli kubangela ukukhathala ngokozwelo nezinselela ekuziphatheni endaweni yomsebenzi. Ababambe iqhaza babike okulandelayo:

- ukuzimela okulinganiselwe
- umsebenzi omningi ngokweqile osuka kumnqamulajuqu
- Ukungakwazi ukusebenza kwabafundisi
- ukungqubuzana kwezibopho

Umniningwano wezobuciko wembule ukuthi ukutubeka kwaholela kulokhu okulandelayo:

- ukuntula kokuqonda endaweni yomsebenzi
- ukuhlukanisa ngokozwelo
- Inzuzo yomsebenzi
- ukwehluleka
- ubudlelwano obungebuhle

Ukutubeka kwengqondo phakathi kwabafundisi kunikezwe njengokungabi nabungane maqondana nabafundi kanye nokungasebenzi kahle komfundi.

Isifanekiso sokuphathwa sasungulwa ngokususelwe kokwatholakala kwesifundo ukwethula ukutubeka phakathi kwabafundisi ezimfundweni eziphakeme ezizimele. Isifanekiso sigcizelela amasu omuntu ngamunye nezikhungo zokuphathwa. Iziphakamiso zokuqhutshekiswa kocwaningo zenziwe.

AMAGAMA ASEMQOKA

- Isifanekiso sokuphathwa kokutubeka;
- abafundisi;
- abafundisayo;
- abafundisayo abakhulu;
- ukucindezeleka;
- ukutubeka;
- izimfundo eziphakeme ezizimele;
- amasu ezikhungo zokuphathwa;
- amasu okuphathwa komuntu ngamunye.

Ukuvelisa iModeli yokuLawula ukudinwa phakathi kwabasebenzi abafundisayo kwiiYunivesithi zabucala e-Uganda

ISICATSHULWA

Uphononongo lwavelisa imodeli yolawulo ukujongana nokudinwa phakathi kwabasebenzi abafundisayo kwiiyunivesithi zabucala eUganda. Luvavanye oonobangela bokudinwa phakathi kwabasebenzi abafundisayo; luvavanye impembelelo yezinto ezidala uxinzelelo lwexesha elide ekudinweni; kwaye iphande igalelo lokudinwa kwinkqubo yokusebenza kwabasebenzi abafundisayo.

Inkqubo yophando esemgangathweni kunye noyilo lwezifundo lwalandelwa. Abahlohli (50), abahlohli abadala (40), iintloko zamasebe ezifundo (25), kunye nabalawuli bokufundisa nokufunda kunye nababhalisi bezemfundo (5) abavela kwiiyunivesithi ezintlanu zabucala ezinamalungelo kumbindi weUganda bathatha inxaxheba kolu phando.

Abathathi-nxaxheba bakhethwa ngokwenjongo ukuba yinxalenye yezifundo zophando ezininzi. Olu phononongo lwacaciswa ngokusesikweni ziikomiti zokuziphatha zophando zeYunivesithi yoMzantsi Afrika (i-Unisa) kunye neYunivesithi yaseGulu. IBhunga leSizwe lase-Uganda lezeNzululwazi kunye neThekhnoloji kamva lavumela ukwamkelwa kwenkuthazo yokudityaniswa kwezihloko zokucalula idatha esemgangathweni.

Idatha yangokwenene iveze ukuba ukudinwa phakathi kwabasebenzi abafundisayo (kwabafundisantsapho) kube ngoonobangela amaziko anje ngala:

- izikhokelo eziphikisanayo
- Iimfuno zabasebenzi abafundisayo ukugqiba imisebenzi ngomhla obekiweyo
- Ukulibaziseka ekukhutshweni kweekhontrakthi zabafundisantsapho
- Ukungaqiniseki ngomsebenzi
- Ukungakwazi kwabasebenzi abafundisayo (abafundisi) ukufundisa ngenxa yezikhewu kwizakhono
- Inkxaso engonelanga kubasebenzi abafundisayo ekukhokelela ekusileleni
- Ukuziphatha okuphazamisayo kubafundi
- ubungakanani bomsebenzi

Oonabangela bonxibelelwano phakathi kwabantu ngaba:

- iingxaki ezingasonjululwanga kusapho
- ukuba namabhongo ngokugqithisileyo
- ukungabi nankqubela phambili ngokwezemfundo
- izibophelelo zemali
- izixhobo ezingonelanga

Uphononongo lubonise ukuba uxinzelelo oluthathe ixesha elide, olufana noxinzelelo olubangelwa kukuba yinxalenye yemveliso ekumgangatho ophantsi okanye ukuba negunya elilinganiselweyo, kukhokelela ekudinweni ngokweemvakalelo. Uxinzelelo lwexesha elide lukwakhokelela ekudinweni ngokwasemzimbeni, njengoko kwakubonakala kuloyiko olwalulapho xa kulibaziseka ukuhlawulwa emva kokungeniswa kweziphumo zoviwo. Uxinzelelo lwexesha elide luba neziphumo zokudinwa ngokweemvakalelo kunye nemicelimngeni yokuziphatha kwindawo yokusebenza. Abathathi-nxaxheba baxele oku kulandelayo:

- Ukuzilawula okunyiniweyo
- umsebenzi omninzi kunye noxinzelelo oluvela kwimihla emiselweyo yokungenisa umsebenzi.
- Ukungakwazi kwabasebenzi abafundisayo ukufundisa ngokupheleleyo.
- Ukungqubana koxanduva lwemisebenzi

Idatha yokongokwenene iveze ukuba ukudinwa kukhokelele koku kulandelayo:

- ukusilela kwengqondo emsebenzini
- ukukhululeka ngokweemvakalelo
- Ukutshintsha kwabaqeshwa
- ukungasebenzi kakuhle
- ubudlelwane obubi

Ukudinwa kwengqondo phakathi kwabasebenzi abafundisayo (abafundisi) kuboniswe njengokungenabubele kubafundi kunye nokusebenza kakubi kwabo.

Imodeli yokulawula ukudinwa yaphuhliswa ngokusekwe kwiziphumo zophando ukujongana nokudinwa phakathi kwabasebenzi abafundisayo kwiiyunivesithi zabucala. Imodeli igxininisa izicwangciso zolawulo lomntu ngamnye neziko. Iingcebiso zophando olunokuqhutyelwa phambili zenziwa.

AMAGAMA ABALULEKILEYO

Imodeli yolawulo lokudinwa; abasebenzi abafundisayo; abahlohli; abahlohli abaphezulu; uxinzelelo; ukudinwa; iyunivesithi zabucala; ubuchule bolawulo lwamaziko; izicwangciso zolawulo lomntu ngamnye.

LIST OF ACRONYMS

COR	conservation of resources
DCS	demands-control-support
ERI	effort reward imbalance
JD-R	job demands-resources
P-E	person-environment
TP-M	teacher performance-motivation
TWA	theory of work adjustment
UNCHE	Uganda National Council for Higher Education
UNI	University
Unisa	University of South Africa

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CHAPTER 1

BACKGROUND, PROBLEM FORMULATION AND AIM OF THE STUDY

1.1 INTRODUCTION

Scholars and consultants mutually acknowledge that burnout is a shared challenge that significantly impacts employees negatively (Abos, Haerens, Sevil, Aelterman & Gonzalez, 2018:21; Khan & Khurshid, 2017:217). Accordingly, the burnout phenomenon dates as far back as the 1950s when the state inspired quick expertise in support and services to people in most developed economies such as Europe and the United States (Lacy & Chan, 2018:312). Additionally, this is the time when competence profiling in duties and responsibilities at work came into existence, replacing the earlier approach towards work (Khezerlou, 2017:115; Schaufeli, Leiter & Maslach 2009:207).

Workplace stress refers to the physical and mental strain mostly induced by a discrepancy between a person's external needs and capacity to adapt to certain employment conditions. The pace of contemporary life is progressively speeding up with society's development, and the way of work is unstable. Individuals experience strain concerning families, jobs, schooling, safety, and in other fields, resulting in work stress among the employed workforces. Professional psychologists identified that traditional harmful factors such as work stress is becoming a major problem – the topic of ongoing global studies in work-related health and medical preparation for workplace illness (Li, Sun, Ge, Liu & Chen, 2019:353; Czupala, Sieradzka, Szczecińska & Grabowski, 2019:573).

The employee-environment relationship determines a constant change in the stress process; however, the cognitive judgement process has got greater influence on these changes. It is the process of cognitive appraisal that guides employee reactions to stressful conditions due to employee's evaluation of the situation and resources to manage (Gomes, Faria & Manuela, 2013:352).

For this study, work stress will denote the process through which emotional and mental practices in an academic setting lead to variations in intellectual and bodily health. As a

global concern, stress has several well-documented consequences on organisations, the workforce, and societies (Czupala et al., 2019:572; Ganster & Rosen, 2013:1088).

Researchers and academicians have explored several factors, mostly classified as individual or occupational, leading to tension in the workplace (Rodrigues, Lago, Almeida, Ribeiro & Mesquita, 2020:233). Firstly, occupational factors include:

- Workplace conditions such as transfers, unusual work schedule; physically active, boring, or tedious work practices; independent or collaborative activities.
- Job atmosphere: physically like noise, high temperatures, and toxic circumstances like smell.
- Work-related interactions, for instance, with subordinates and supervisors.
- Organisational function specifically role conflict, ambiguity, identity inconsistency, and overload.
- Career growth, along with employee satisfaction, remuneration, advancement opportunities, job stability, and future career assurance.

Secondly, individual factors include:

- Personality traits like age, gender, and Type A personality,
- Self-assurance,
- Capability to deal with stress (Li et al., 2019:354; Czupala et al., 2019:571).

In further support, Karimi, Omar, Alipour and Karimi (2014:36) assess that contradicting job-related information and vague requirements for the role to be performed creates significant job tension and the consequent intention to leave the job. Normally a contradicting job info scenario happens when pressure on the focal person from one of the role senders opposes another role sender's pressure (Rosen, Chang, Djurdjevic & Eatough, 2010). An excessive workload was also found to be associated with stumpy employee morale, intentions to leave the job, increased exhaustion and tension whereas role conflict had a close association with emotional exhaustion (Cameron & Teo, 2013:90; Melamed, Armon, Shirom, Berliner & Shapira, 2011:273).

Vesely, Saklofske and Leschied (2013:72) illustrate that the teacher's role has been well documented among the utmost significant challenging professions in the modern world. The researchers' perception is that educators play a fundamental part in student learning and achievement; hence the teaching profession transmits knowledge, skills, and acceptable ethical behaviours to the learner. In a similar vein, Haydon, Stevens & Leko (2018:99) indicate that the teaching profession is emotional and work-related stress is bound to occur among teachers, leading to employee dissatisfaction, reduced morale, and psychological problems. The success of learners, the education system, and the entire society rests on the mental wellbeing of the teacher.

Haydon et al. (2018:99) believe that an investigation into increased work-related teacher stress attempts to examine possible causes that may pose a challenge to the teaching profession and how stressful situations predispose the teachers' assessment of disease and strain resulting from stress. An observation such as this has generated a deep concern with business necessities within the teaching profession dominating the causes:

- a series of day to day school activities,
- the pressure to deliver on time,
- learner's classroom indiscipline,
- the absence of credit for a job well done,
- limited teacher support and bureaucratic tendencies,
- work-overload, and
- lower standards of remuneration (Haydon et al., 2018:101).

Once educational experts' sense that if the amount that teaching staff invest in learners, colleagues and the entire institution is not directly proportional to what they receive in return, they are susceptible to suffer psychological difficulty, occupational challenges and emotional trouble (Gomes, Susana & Manuel, 2013:356).

Similarly, Gomes, Faria & Manuel, (2013:351) contend that an investigation into work-related stress among university teaching staff has attracted renown researchers and scholars. Growing facts about academic stressors include:

- high demand to publish research work,

- job insecurity due to the absence of job contracts,
- work overload,
- limited chances of professional development,
- salaries not proportional to the excessive teaching load, and
- the considerable increase in the number of admitted students.

Teaching staff remain susceptible to work-related stress, generating relatively higher anxiety and emotional difficulties culminating into exhaustion, psychological difficulties, reduced job satisfaction and the eventual intentions to quit the profession (Rodrigues et al., 2020:234).

Burnout, a resultant effect of prolonged stress, is common in facilitating professions involving extensive direct client contact (Gopal & Jagadeesh, 2018:82; Koenig, Rodger & Specht, 2017:260; Khezerlou, 2017:115). Studies have revealed that teachers particularly are emotionally affected resulting from high job burnout risks with potential behavioural and social difficulties (Collie, Granziera & Martin, 2018:127; Pu, Hou, Ma & Sang, 2017:1800). Subsequently, burnout correlates with some heart disease factors, such as unstable stress hormones, and an inability of the body to resist disease. It has also been linked to several psychosocial antecedents of depressive, cardiovascular and musculoskeletal disorders (Lee & Lee, 2018:218; Castillo, Álvarez, Estevan, Queralt & García, 2017:57; Lou & Chen, 2016:647). In terms of performance, the exhaustion component has been consistently linked to lower levels of objective ratings of client contentment and job performance and social conscience. The exhaustion component further defines the burnout pattern resulting from prolonged stress commonly among employees, interacting between themselves (Childs & Stoeber, 2012:348).

Additionally, regarding the central strain indicators of burnout, Federici and Skaalvik (2012:297) sustain that prolonged fatigue and low energy are characteristics of the physical aspects of exhaustion; and depletion of energy and emotional resources are characteristics of emotionally drained teaching staff. Emotionally exhausted individuals portray characteristics of a prolonged state of overextension, physically and emotionally exhausted by work. Other than individual discomfort, exhaustion quickens the emotional distance of oneself from duty due to an excess workload (Federici & Skaalvik, 2012:298).

According to Devebakan (2018:178), cynicism is yet another burnout disorder also accepted as depersonalisation, and it points to an undesirable cruel reaction to other people treating them as inhuman. It further generates a defence mechanism resulting from excessive emotional exhaustion in the form of self-protection by putting up an emotional buffer against other individuals. According to Gozde and Laptali (2013:125), personal accomplishment echoes elements of capability while cynicism reflects social aspects of burnout. When employees observe deterioration in personal capabilities and efficiency at work, it signifies a manifestation of personal non-accomplishment, and an emerging sense of inadequacy, experienced about one's ability to help others, resulting from a conviction of one's failure.

Consistent with this study, Antoniou, Aikaterini and Marina (2013:349) maintain that a school as a complex working environment including multiple social contexts imposes at least partly unique demands on teachers' occupational wellbeing (Skaalvik & Skaalvik, 2010:1060). Previous studies have shown that gender, school size and academic level influence teacher burnout (Antoniou et al., 2013:350). Further evidence shows that teachers who work in large schools tend to receive less social support from the professional community as compared to those working in smaller schools (Fernet, Guay Senécal & Austin, 2012:516). The academicians further insist that schools' sizes are a major contributor to teacher burnout manifesting in job dissatisfaction, lower accomplishment, and a sense of depersonalisation.

In a similar assessment, a study of higher education research and development work-related pressures in higher learning institutions conducted within the United Kingdom resolved that limited decision-making latitude and representation on academic-related matters was a major cause of psychological disorder among teaching staff. Other aspects cited in the study included:

- petty wages and salaries,
- limited time for ideal quality work,
- ignorance of relevant work-related info, and
- lazy colleagues (Lokanadha & Poornima, 2012:112).

Similarly, Gomes, Faria and Manuel (2013:362) assert that major causes of employee tension in academic institutions included an increased desire for scientific output and excessive work. They further reveal that there is a significant relationship between these factors due to increased research work, published scholarly work and monetary provision. According to the researchers, job dissatisfaction and burnout results from demands such as the need to effectively handle learners' indiscipline and inadequate academic resources necessary for the teaching process to take place. Both organisational dynamics, such as managerial support, the role demands, the size of the learner classroom, the individual flexibility and character, takes part in teacher burnout.

As Pietarinen, Pyhältö, Soini & Salmela-Aro (2013:73) and Gomes, Faria and Manuel (2013:352) advocate, teaching is a very demanding profession, and teacher demands comprise emotional charges at all levels, i.e. the learner level, colleague level and during managerial interactions. In a more critical analysis of the education sector, teaching staff suffer work-related burnout that could lead to early retirement in several instances, unless it has dealt with (Castillo et al., 2017:57; Mathews, 2017:158; Khezerlou, 2017:114). Similarly, as compared to other educational occupations dealing with clients, a teacher's role exceeds the average stress levels, and there is evidence showing that teaching staff are more prone to experiencing burnout resulting from prolonged stressors (Koenig, Rodger & Spech, 2017:260; Mathews, 2017:158; Lou & Chen, 2016:647).

From these arguments, the researcher strongly believes that the success of private universities was conditional upon the performance of teaching staff, particularly the teachers' ability to handle issues as they arise. As such, once the day-to-day recovery remains inadequate, worn-out energy resources results into fairly high levels of job burnout (Van Dam, Keijsers, Verbraak, Eling & Becker, 2012:583). In trying to stop job burnout from occurring, multiple studies had focused on the burnout syndrome among academic employees, for instance, Faskhodi and Siyyari (2018:78); Pu et al. (2017:1800); Herman, Hickmon-Rosa and Reinke (2018:93); and Lee and Lee (2018:218). There was hardly any which had directly developed a model to manage burnout among teaching staff at private chartered universities in Uganda, justifying the need to conduct this study.

1.2 PROBLEM FORMULATION

Several factors could affect university teaching staff and may influence their daily activities. Hence an understanding of problem formulation may help to guide efforts to manage burnout among teaching staff in Ugandan private chartered universities. Thus, the continued absence of a burnout management model among teaching staff at these private chartered universities threatened efforts to boost performance and realise the national aims of education, and university goals of research, teaching and learning. The study, therefore, sought to develop a model to manage burnout among teaching staff at private chartered universities in Uganda.

The overriding research question the researcher sought to address was:

What model can be developed to manage burnout among teaching staff at private universities in Uganda?

In the process of answering this question, the researcher also attempted to address the following sub-questions:

- What are the causes of burnout among teaching staff?
- How can prolonged stressors affect the burnout of teaching staff?
- How can burnout impact the performance of teaching staff?
- What management model can address burnout among teaching staff?

1.3 AIMS AND OBJECTIVES OF THIS STUDY

The study aimed to develop a model to manage burnout among teaching staff at private chartered universities in Uganda. The following objectives were expected to be achieved at the end of the study:

- To examine the causes of burnout among teaching staff.
- To explore the effect of prolonged stressors on teaching staff's burnout.
- To investigate how burnout impact teaching staff's performance.
- To develop a management model to address burnout among teaching staff.

1.4 THEORETICAL FRAMEWORK

Teaching, like other knowledge professions, necessitates the presence of individual qualities together with expert competences and characteristics if one is to continue in the profession successfully. These competencies comprise a sense of humour, integrity, tolerance and being flexible, be able to work in a team, having compassion and understanding learner's sentiments and moods, and be able to collaborate with learners according to their abilities. Hence the teaching-learning process witness undesirable behaviours among teachers believed to be revealing stubbornness. Shouldering duties, typical of work-related complications, and mental burnout explain these behaviours that cause the teacher inner and outer stress and burnout (Alkhateeb, Kraishan & Salah, 2015:56). This section reviewed and analysed researched and documented stress theories and burnout models.

1.4.1 Models and Theories of Stress

Research has described numerous models and concepts of stress significantly influencing employee stress thinking. Among the significant stress models of understanding employee stress are:

- the transactional model of stress and coping (Chirico, 2016:444),
- the job characteristics model (Hackman & Oldham, 1976:250; McCarthy, Perry, Harrington, Greiner, 2015:813),
- the person-environment (P-E) fit theory (Dawis & Lofquist, 1978:77; Dawis and Lofquist, 1984; Brandstätter, Job & Schulze, 2016:2); and
- the effort-reward imbalance (ERI) model of stress (Siegrist, 1996:28; Siegrist & Wahrendorf, 2016:103; Rasmussen et al., 2016:195).

(a) *Transactional Model of Stress and Coping*

Lazarus's transactional model postulates that the cognitive appraisal and the coping process facilitate the connection between job strain and environmental stressors (Folkman & Lazarus, 1986:108). The model suggests the cognitive appraisal process is started by work setting events, a cognitive assessment of whether the psychological demand is risking employee

health (Folkman & Lazarus, 1986:108; Siegrist & Wahrendorf, 2016:67; Kempenaar & Murray, 2016:943).

Lazarus also identifies two categories of cognitive appraisal:

The primary appraisal, in which an employee admits that something is at stake, contemplates the implication and assess it (Dewe, O'Driscoll & Cooper, 2012:27).

The secondary appraisal, in which teaching staff assess access to the management process (Alhija, 2015:375).

Lazarus classifies primary appraisal into four types:

- The 'threat', implying possible future damage,
- The 'harm/loss' referring previous events,
- The 'challenge' referring to the employee's psychological demand, and
- The 'benefit' describing employees' quest for advantage or profit (Kempenaar & Murray, 2016:943).

The mentioned appraisals function as cognitive foundations for managing since they compose vigorous pursuit for info and implication to base action (Naceur, Ferchichi & Boualleg, 2017:4; Mackey & Perrew, 2014:265). The researchers further clarified that "an appraisal does not refer to the environment or the person alone, but to the integration of both in a given transaction" (Lazarus & Folkman, 1984:294).

(b) *The Job Characteristics Model*

According to Hackman and Oldham's job characteristics model there are fundamental job dimensions that affect work-related and individual-related results like task significance, job autonomy, feedback, task identity and skill variety (Hackman & Oldham, 1976:251; Ali, Said, Yunus, Kader, Latif & Munap, 2014:47; McCarthy et al., 2015:813).

Job autonomy suggests teaching staff's extension of decision-making, duties, and acceptable freedom and inspires and empowers teaching staff to innovative thoughts and learning.

(c) ***The Person-Environment (P-E) Fit Theory***

The P-E fit theory (Caplan, 1987:249) explains the existing relationship or similarity between the person (teaching staff) and the environment (work setting). Caplan (1987:250) identifies two types of P-E fit:

- the demands-ability fit referring to working environment demands and the employee's capabilities; and
- the needs-supply fit describing the employee's desires and the work setting provisions to satisfy these desires (Caplan, 1987:250; Brandstätter et al., 2016:2).

Jager, Kelliher, Peters, Blomme and Sakamoto (2016:803) argue that the P-E fit theory is evaluate employee job contentment and health.

The P-E fit theory further relates with Dawis and Lofquist's (1978:77) theory of work adjustment (TWA) concentrating on the employee's fit within the institution, contentment levels and the person-environment communication (Haslberger & Dickmann, 2016:278; Beck, Rausch, Lane & Wood, 2016:201; Chuang, Shen & Judge, 2016:67).

Additionally, the P-E fit incorporates multiple levels of subcategories, which impact work-related results differently, such as the person-job fit; the person-organisation fit and the person-vocation fit.

(d) ***Effort-Reward Imbalance (ERI) Model of Stress***

Recently, Siegrist's ERI model has become a widely used framework for examining health-related job characteristics. Therefore, it is selected for this study because it covers a wide collection of demanding work-related practices and it embraces employment components (Siegrist, 1996:28).

According to Siegrist, the ERI model furthermore address several other employee stress models' reproaches through measuring individual differences, especially the desire to

regulate surroundings and over-commitment (Siegrist, 1996:28; Siegrist & Wahrendorf, 2016:67; Feldt, Huhtala, Kinnunen, Hyvönen, Mäkikangas & Sonnentag, 2013:64).

1.4.2 Models and Theories of Burnout

The three-dimensional stress-related syndrome, resulting from prolonged response to stressors has been advanced with multiple models (Van Dam, 2016:2; Creedy, Sidebotham, Gamble, Pallant & Fenwick, 2016:2) and this study mainly focuses on:

- the teacher performance-motivation (TP-M) theory (Blase, 1982:94),
- the conservation of resources (COR) model (Bakker & Demerouti, 2007:309),
- the ERI model (Siegrist, 1996:28; Kogut, 2016:65; Manning, Dickson, Claus, Cunliffe & Taylor, 2016:45; Loerbroks, Weigl, Li & Angerer, 2016:2; Rasmussen et al., 2016:195),
- the demands-control-support (DCS) model (Karasek, 1979:286; Hwang & Ramadoss, 2016:3; Martinez, Latorre & Fischer, 2015:796), and
- the job demand-resources model (Upadyaya, Vartiainen & Salmela-Aro, 2016:102).

(a) *Teacher Performance-Motivation (TP-M) Theory*

The TP-M theory (Blase, 1982:94) suggests the existence of an attachment relationship between learners and teaching staff that is imperative in understanding a teacher's job. A learner's level of attachment with the teacher points to an affectionate bond that connects them (Blase, 1982:94; Smith & Klases, 2016:94).

The need to attach is central to humanity (Manning et al., 2016:44) and, therefore, the concept of 'attachment' has been used to describe transformations in adult personality and child growth (Kogut, 2016:65). The attachment model suggests that a human being is inspired to emotionally connect with others while struggling for protection, safety, and comfort (Manning et al., 2016:45).

Additionally, internal working models explaining self and others describe attachment style all through life, guiding personality conduct grounded on the degree to which an individual finds or escapes attachment practices. Subsequently, these models relate to mental operations regarding social interactions, self-worth, and self-regulation of feelings and pressure (Kogut, 2016:64). Researchers such as Manning et al. (2016:45); Smith and Klases (2016:94) and Levy, Johnson, Clouthier, Scala and Temes (2015:198) generally sustain this argument and acknowledge anxious, secure, and avoidant attachment styles.

(b) *Anxious Attachment Style*

Studies about the anxious attachment style point out that learner-teaching staff interaction patterns create a desire with the learner to regulate the attachment structure to sustain the connection (Honari & Saremib, 2015:153). Negative internal working models like feeling unloved, describe the anxious attachment style. Learners with this attachment style demonstrate separation pain and need continuous care. Teaching staff with the anxious attachment style are troubled by rejection and worry about colleagues' endorsement (Leiter, Day & Price, 2015:27) and can easily misunderstand harmless social situations as insulting, rude or unfriendly (Cameranesi, 2016:32).

(c) *Conservation of Resources (COR) Theory*

The COR burnout model (Hobfoll, 1989:514; 2001:499) suggests that employees' risk perception of valuable work-related resources leads to stress and consequential burnout. Resources can be defined as entities, situations, and individual dynamics with either a physical element (shelter, food, and clothing) or a structural element (good health and work status) (Moalosi & Forcheh, 2015:3).

(d) *Job Demands-Resources Model (JD-R)*

Bakker and Demerouti's (2007) job demand-resources model categorises work settings' features into two broad classifications as job demands and job resources, offering an appropriate model for different work settings (Molino, Bakker & Ghislieri, 2016:401). Ângelo and Chambel (2014:204) argue that the JD-R model suggests defining work

environments in relation to resources and job demands. The job demands-resources model hypothesises that demands and job resources contribute to health impairments, drain and exhaust teaching staff's mental and psychological resources culminating in teacher burnout (Gordon, Demerouti, Bipp & Blanc, 2015:45; Robert et al., 2015:76; Ângelo & Chambel, 2014:204). Job demand elements could include:

- teaching workload,
- faculty demands like strict deadlines,
- the pressure to study further,
- the pressure to publish academic articles.

In contrast, job resources like social support, self-esteem, and autonomy boost employee morale (Robert, Van Doorn & Hülshager, 2015:75).

(e) Demands-Control-Support (DCS) Model

In 1979, the DCS model was created that summarise the effects of confrontational job characteristics on employee health and safety. Robert A. Karasek Jr. branded job demands and job control as important job characteristics that influence health (Karasek, 1979:285; Blom, Bodin, Bergstrom & Svedberg, 2016:111).

Employee burnout in the knowledge professions is a disturbing phenomenon and research indicators will be discussed in Chapter 3 (Boujut, Roch, Palomares, Dean & Cappe, 2017:8). Similarly, disturbing figures of teacher erosion in North America and will be explained as well as the reasons for this the rampant exit of the teaching profession (Wang, Hall & Rahimi, 2016:121).

This study also examines the added physiological component of exhaustion indicators and depersonalisation that manifest in depression postulating into an unwillingness to contribute (Tziner, Rabenu, Radomski & Belkin, 2015:207).

1.4.3 The Literature Study

A wealth of information has been given attention in documented research with mental burnout explaining behaviours such as shouldering work resulting in teacher stress and burnout (Alkhateeb et al., 2015:56). This section reviewed and analysed theories of stress and models on burnout and cause and effect of burnout on performance as presented in published journals, textbooks, and newspapers, and researched and documented the findings.

1.4.4 Higher Education in Uganda

According to the Uganda National Council for Higher Education (UNCHE, 2018:13-37), the higher education system in Uganda splits institutions into three subcategories:

- universities,
- other degree-awarding institutions, and
- other tertiary institutions.

The university subcategory stands at 42 (82 per cent) private and 9 (18 per cent) public institutions giving a total of 51 universities constituting 23 per cent of the tertiary subsector. There are over 473 academic programmes, with the bachelor's programmes occupying the largest proportion at universities. Seventy-one per cent of the accredited programmes belong to the university category of higher education institutions whereas 23 per cent to other tertiary institutions and six per cent to other degree-awarding institutions. Accordingly, the research component is still neglected, and UNCHE echoes an urgent need for higher education institutional partnerships with industry in support of research initiatives and programme reviews to provide graduates with appropriate expertise.

Thus, the teaching staff is key personnel in the academic process of teaching and learning. The availability of adequate qualified and competent teaching staff contributes largely to the quality of research outputs and graduates trained at higher education institutions. Part-time staff composes the biggest percentage of teaching staff country-wide, and the numbers are above 13 485, way too high contrary to the ideal. Teaching staff with doctoral degrees are more than 1 755, demonstrating the need for a deliberate effort to train and retain staff if

universities are to create an academicians pool to meet the growing need for higher education. The overall staff-student ratio, including part-time staff, stands at 1:19 due to the decline in enrolment (UNCHE, 2018:45).

1.5 RESEARCH DESIGN AND METHODOLOGY

This study is educational research to advise educational decisions and judgements to improve action, following a systematic and careful approach (Edwards & Brannelly, 2017:272). The researcher collected and assessed data within academic higher learning institutions in Uganda to comprehend and improve or adjust it through advising educational stakeholders, educationists, and the government through the ministry of education (Almalki, 2016:289; Edwards & Brannelly, 2017:272).

This section discussed the research Paradigm, Research Approach; Research Design; Sampling which focusses mainly on A Sampling of Research Participants and Site Selection; data collection Instruments with emphasis on document Analysis; Individual Interviews and Focus-Group Interviews; and finally, Data Analysis which also included Coding, Memos and Theoretical Sampling the detail of each one of these is reflected in subsections 1.5.1 to 1.5.6

1.5.1 Research Paradigm

The researcher adopted the social constructionist paradigm given the fact that the investigation seeks to understand the burnout phenomenon from teaching staff's point of view with the help of multiple data gathering agents and to construct implications from the burnout phenomena through the researcher's understanding, and that of the teaching staff participating in the study (Adom, Yeboah & Ankrah, 2016:6). Besides, the researcher appraised factual elements in his search to establish the reality of burnout among teaching staff and engaged in the daily actions, duties and responsibilities surrounding teaching staff in their natural settings, aiming to experience it himself or observe others while experiencing the same (Moser & Korstjens, 2018:16). Since reality for constructionists is subjective because it is based on the researcher's interpretation of the participants' involvement in the study, the

researcher, through interfacing with others in social-cultural contexts, gathered the meaning of actions or proceedings (Adom et al., 2016:6).

Explicitly, the social constructionist paradigm empowered the researcher in the process of developing a vigorous model of managing burnout among teaching staff (Allen & Davey, 2017:4). Johnson and Zitzman (2018:5) sustain the fact that the social constructionist paradigm embraces representational social constructionist hypothetical lenses which interpret 'meaning' as arising from individual connections with the atmosphere and 'truth' as subjective (Johnson & Zitzman, 2018:5). Similarly, social constructionists identify 'data' to be a combination of researcher and participants, and the 'result' as an explanatory reality structure. Thus, the moment the researcher goes into the world of the participant which later affects him or her, a spontaneous practice is vital (Johnson & Zitzman, 2018:5; Wiesche, Jurisch, Yetton & Krcmar, 2017:688; Goulding, 2017:64).

Allen and Davey (2017:4) maintain that the social constructionist paradigm centres around the conviction that models are built rather than discovered. Thus, the researcher is aggressively relocated as the architect of re-establishment or reform of meaning and experience (Dunn, Margaritis & Anderson, 2017:200).

The social constructionist paradigm further qualified as appropriate for the study because it suggests available techniques of advancing qualitative research into the twenty-first century since it celebrates direct understanding of the experimental or first-hand world (Allen & Davey, 2017:4). Additionally, the social constructionist paradigm believes in several social realities, distinguish the shared knowledge creation by the observer and observed, and targets interpretive perception of the meaning of subjects (Wiesche, Jurisch, Yetton & Krcmar, 2017:688). The researcher's choice of the application of the social constructionist paradigm is centred around the practice of methodology in different research disciplines such as strategic management, organisational change, social justice, environmental medicine operations management, consumer behaviour, knowledge management, nursing, and marketing (Allen & Davey, 2017:4; Johnson & Zitzman, 2018:6).

Additionally, the constructionist paradigm was perfectly appropriate because its advocates are frequently dedicated to the way individual practices can be abstracted to generate

hypothetical perceptions or awareness concerning shared relationships between actors (Dunn et al., 2017:199). Both the teaching staff and the researcher were significant in the knowledge generation process and cross-examining the nature of generated knowledge. The fact that the social constructionist paradigm entirely incriminates the researcher in data generation; teaching staff were significant in the knowledge construction, reinforced once the construction process is acknowledged. Consequently, the knowledge generated was suggested as constitutive of an interpretive depiction (Allen & Davey, 2017:4; Moser & Korstjens, 2018:17).

1.5.2 Research Approach

The researcher adopted a qualitative research approach which emphasises understanding and exploring the significance of group and individuals assigned to the social problem (Florczak, 2017:297; Almalki, 2016:291). In this research, the researcher intended to arrive at a perception of problems having investigated their settings and implications from an individualistic or personal point of view (Florczak, 2017:298). Additionally, the researcher believed that with this approach, reality would be a combination of the teaching staff's opinions and experiences. Besides, qualitative approaches are frequently labelled as inductive, based on the traditions that reality is socially constructed, collected data entailed the insider's perspective, and that variables were complex to quantify (Edwards & Brannelly, 2017:272). Consistent with this understanding, Almalki (2016:291) further argue that culture, social justice, and individuality are key elements responsible for 'content and context-rich' scope of information, which is up to date, though, individual-based.

The approach would allow the researcher to understand social conduct targeting thoroughly to gather a thorough and exhaustive interpretation or description of teaching staff and their opinions within their work settings, specifically their spheres of influence such as lecture rooms, libraries, examination rooms, interacting with students, colleagues, and line supervisors (Florczak, 2017:297). Additionally, the suggested line of inquiry would describe and discover how teaching staff conducted, behaved and understood themselves (Almalki, 2016:292).

The daily teaching staff experience would be best understood with the help of the non-numeric approach, specifically its natural setting and complexity. In support, Cleland (2017:62) argues that qualitative research adapts to the accepted wisdom that reality is based on social constructs, implying that reality is not quantifiable since its existence is based on individual and observer perception. The reality, differently put, is subjectively constructed, and interpreted (Cleland, 2017:63). Based on the fundamental principle that reality is a social construct, this research would emphasise answers to why and how questions of conceptualising burnout. For instance, how can burnout affect the performance outcomes of teaching staff (Cleland, 2017:62-63; Florczak, 2017:299)?

1.5.3 Research Design

As a traditional category of qualitative research, first sighted way back in the nineteenth century, the researcher adopted a case study design considered suitable for detailed and in-depth social science disciplines, education, and its management inclusive (Gaikwad, 2017:3431). The case in this study referred to a current complex operational component, investigated in its natural setting. As such, multiple cases were the sources of evidence considered for this study to guarantee thick descriptions (Gaikwad, 2017:3434; Larrinaga, 2017:149). Subsequently, the researcher investigated lecturers, senior lecturers, faculty deans, directors of teaching and learning, and academic registrars in the five private chartered universities in central Uganda purposively selected, making up this study's multiple cases. These were subjected to the same questions from which case-based descriptions and themes were developed to facilitate the model formulation (Shaban, Considine, Fry & Curtis, 2017:19).

1.5.4 Sampling

(a) *Sampling of Research Participants*

The researcher purposefully sampled all five private chartered universities in central Uganda. These were code-named University A; B; C; D; E to protect their identities. From these institutions information-rich cases such as lecturers (50), senior lecturers (40), faculty deans (20), directors of teaching and learning, and academic registrars (five) were

chosen by their experience, knowledge, availability and willingness as teaching staff, by their responsibilities, particularly knowledgeable about or proficient with emotional challenges surrounding their work, to communicate their opinions reflectively and expressively (Patton, 2015:265; Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015:534). Participants were drawn from faculties and departments specifically those that were at the session at the time of data collection with available teaching staff, bearing in mind that not all students were at the session at the same time. Therefore, the available teaching staff at the selected university faculties and departments were requested to participate in the study.

(b) Population and Site Selection

The sites from which the study was conducted were private chartered universities in central Uganda. Businge (2018:45) argues that there are 42 private universities in Uganda, of which eight are chartered universities; seven of them are in the central region, while only one is in the western region. The sites were code-named University A with a teaching staff of 419, University B with 241 teaching staff, University C with 218 teaching staff, University D with 155 teaching staff, and University E with 440 teaching staff, in the interest of protecting their identities (Pelzang & Hutchinson, 2018:7).

Table 1.1: Site Collection

Participants	University A	University B	University C	University D	University E
Lecturers	10	10	10	10	10
Senior Lecturers	8	8	8	8	8
Faculty/School/College Deans	4	4	4	4	4
Director Teaching and Learning; Academic Registrars	1	1	1	1	1
Total Participants	23	23	23	23	23

- The director of teaching and learning and academic registrars from each of the selected five private chartered universities in central Uganda were individually interviewed, informing the management perception of burnout at their universities.
- Four faculty/school/college deans from each of the selected five private chartered universities in central Uganda were interviewed individually, providing management's perception of burnout at their universities.
- Eight senior lecturers from each of the selected five private chartered universities in central Uganda were interviewed individually, providing the senior lecturers' perspective on the burnout phenomenon in their universities.
- Ten lecturers, from each of the selected five private chartered universities in central Uganda, were engaged in a structured focus group interview, providing lecturers' perspective on the burnout phenomenon in their universities.

The researcher purposefully sampled five private chartered universities in central Uganda.

1.5.5 Data Collection Methods

As a method of arresting and explaining processes and phenomena related to the context, the researcher employed procedures capable of generating theory and concept through working with various forms of data. Thus, the researcher used an individual qualitative interview, focus group interview and document analysis, because of their alignment to the events and processes developed from related data (Cleland, 2017:66).

(a) Document Analysis

The researcher analysed and assessed data university documents such as academic policies, university newspapers, annual reports, charters, strategic plans, academic minutes of meetings, university brochures and magazines, teaching and examination timetables, staff reports, student handbooks, appointment letters, all offering an understanding of teaching staff's working experiences (Adom et al., 2016:4). The explanatory bit of document analysis sought to unveil or discover the unknown reality about teaching staff and interpret them for public consumption. The entire process of document analysis also integrated coding content

into themes just like a focus group and individual interviews (Cleland, 2017:66; Adom et al., 2016:4).

(b) *Individual Interviews*

As a method of arresting and explaining processes and phenomena related to the context, the researcher employed procedures capable of generating theory and concept through working with various forms of data. The researcher used semi-structured interviews (Teachman & Gibson, 2018:5) that were audio-recorded to be transcribed later. Semi-structured interviews were influential in provoking narrative data permitting the researcher to probe sixty-five (65) participants by experience, knowledge, availability, and willingness to communicate their opinions in greater reflective and expressive depth. Participants included senior lecturers, faculty deans, directors of teaching and learning, and academic registrars from the five participating universities.

Ranney, Meisel, Choo, Garro, Sasson & Guthrie (2015:1105) further maintain that the interviews were valuable in this research because they went beyond analysing words and reporting detailed interpretation and empowered teaching staff's opinions with open-ended questions. Freedom and flexibility prevailed to the teaching staff and the researcher, especially in scheduling; carrying out and formulating questions and content facilitated effective data collection (Corbin & Strauss, 2015:140).

The researcher was extra attentive to track thought-provoking developments allowing this category of teaching staff to express their feelings, thoughts and speaking in their voices (Hort, 2017:4; Teachman & Gibson, 2018:5). Subsequently, interviewing teaching staff strengthened the scope of understanding the burnout phenomenon because it is natural, representational and less of a structured data collection instrument (Hawkins, 2018:494; Woodward, 2017:335). To throw more light or expound on different issues (Hawkins, 2018:493; Teachman & Gibson, 2018:5) the researcher probed participants' reactions to achieve depth, which helped to address each of the research questions (Hort, 2017:4). The interview interrogations included questions such as:

- What specifically do you consider to be the cause of burnout to teaching staff in your university?
- How does burnout affect the performance of teaching staff in private universities in Uganda?
- How can prolonged stressors affect burnout of teaching staff in private universities in Uganda?
- What interventions do you suggest that can help in the management of burnout in a university?
- What are coping mechanisms that can be put in place to deal with burnout?

These questions allowed for an in-depth investigation and at the same time permitted the researcher to retain the dialogue within the drawn or outlined study parameters (Charmaz, 2014:214; McMillan & Schumacher, 2014:368; Woodward, 2017:335).

(c) ***Focus-Group Interviews***

The researcher also used focus group interviews (Moser & Korstjens, 2018:15). For every focus group, ten lecturers composed each of the five semi-structured focus groups that were conducted at each one of the five universities and lasted between 45-60 minutes (Hawkins, 2018:493; Nyumba, Wilson, Derrick & Mukherjee, 2018:24). Fifty (50) lecturers, being more than the senior lecturers, gathered and participated in five focus group interviews. They were probed or asked open-ended questions while the researcher audio-recorded the focus group and transcribed later. For extra information, the telephone number and email address of the researcher were availed to the participants who were encouraged to contact and give more information (Moser & Korstjens, 2018:15; Qualitative Health Research Conference (QHRC), 2017:46). For each of the five focus groups, recruitment was done in writing, and the written invitation described the general aim of the study exactly. A copy of the Gulu University Research Ethics Committee approved consent forms (see Appendices G and F) was enclosed in the written invitation (Teachman & Gibson, 2018:6; QHRC, 2017:46). When the consensus to take part in the study was confirmed, the researcher counted the number of chosen times most of the selected participants preferred. The ten lecturers who agreed to participate in the study were informed of when the focus group was scheduled. On the eve of the planned focus group, the researcher sent a reminder to each one of the ten lecturers

together with the summary points ahead of time for their perusal and review (Strudsholm, Meadows, Vollman, Thurston & Henderson, 2016:4; Woodward, 2017:335; Teachman & Gibson, 2018:5).

The focus group participants were of mixed gender, facilitating a natural and comfortable self-disclosure, honest and spontaneous views guaranteeing the quality of dialogue and result. The researcher anticipated no group biases and deliberations depending on lecturers' dynamics, and that no social stigmatisation due to disclosure would arise. The researcher connected with and encouraged conversation by using gestures, rephrasing, or summarising lecturers' responses. Additionally, being the author of the topic of discussion with basic information on burnout, the researcher probed different answers for more in-depth discussion to encourage lecturers' responses. Flexibility to adapt to the flow of the conversation was open to changes in the conversation guide, and there was room to adjust to participants' wishes during the group and adjust physical behaviours and activity. However, keeping the discussion relaxed and encouraging sharing of information while maintaining a social connection (Nyumba, Wilson, Derrick & Mukherjee, 2018:29).

1.5.6 Data Analysis

Since qualitative data analysis intends to expose or disclose developing themes, understanding, concepts and patterns, the conventional methods of qualitative data analysis consisted of an inductive thematic synthesis (Hawkins, 2018:494). In this way, code identification amidst lines manifested in the data, merging codes into categories, and theme identification (Strudsholm et al., 2016:5). In the same way, data were simultaneously collected and analysed to permit an investigation of new information as the research progresses. Of central concern, therefore, interviews were audio-recorded (Hawkins, 2018:494).

Interview accounts were qualified and endorsed, understood, and validated through the help of transcripts which inevitably reduced information. The theoretical framework also guided the interpretation of data related to stress through:

- the transactional model of stress and coping (Lazarus & Folkman, 1984:293; Chirico, 2016:444),
- the job characteristics model (Hackman & Oldham, 1976:250; McCarthy et al., 2015:813),
- the P-E fit (Dawis & Lofquist, 1978:77; 1984; Brandstätter, Job & Schulze, 2016:2), and
- the ERI-model of stress (Siegrist, 1996:28; Siegrist & Wahrendorf, 2016:103; Rasmussen et al., 2016:195).

Significant in interpreting data related to burnout were:

- the TP-M theory (Blase, 1982:94),
- the COR model (Bakker & Demerouti, 2007:309),
- the ERI-model (Siegrist, 1996:28; Kogut, 2016:65; Manning et al., 2016:45; Loerbroks, Weigl, Li & Angerer, 2016:2; Rasmussen et al., 2016:195),
- the DCS model (Karasek, 1979:286; Hwang & Ramadoss, 2016:3; Martinez, Latorre & Fischer, 2015:796), and
- the job demand resources model (Upadyaya et al., 2016:102).

(a) Coding

The researcher identified connections with ideas to be acquainted with the data (Johnson & Zitzman, 2018:7; Teachman & Gibson, 2018:7; Stuckey, 2015:8). Patterns from the data connected to teaching staff were classified (Ranney et al., 2015:1109). Continuous comparative procedures were used to identify potential relationships between categories thoroughly, meanwhile questioning for more data continued. The questioning assisted in provoking and producing data that increased the meaning and characteristics of additional categories (Johnson & Zitzman, 2018:7; Stuckey, 2015:8). As a final point, theoretical coding encompassed robust engagement next to the primary category, which surpassed all the other categories in descriptive meaning and subsequently was ranked a vital concept (Ranney et al., 2015:110) Concluding phases of coding thus comprised theoretical incorporation of the categories, modification of categories and the connection between them. A combination of formulated concepts and their relationships in-between established the model. This

theoretically positioned data cross-examination accelerated a significant analysis (Lynch, Skutnik, Garty & Do, 2016:9; Johnson & Zitzman, 2018:8).

(b) *Memos*

Frequent comparison practices and memoing made scrutiny frequentative. In this way, essential concepts only materialised after several sequences of data analysis. Therefore, frequency in comparison entailed systematic data comparison processed against data so that the researcher could detect connections and differences between parts of data and concerns nearer to the patterns, incidents, and significant events in the data. Endless comparison leads to advanced coding, classification, and formulation of a model (Teachman & Gibson, 2018:7). These written accounts of the study were supported with interactive diagrams which recorded the systematic and operational phases engaged by the researcher, and theoretical appraisals prepared within the data were inclusive. A detailed account of the development of concepts and categories and in scenarios of the emergence of the theory described the way it would have occurred. For that reason, at the onset, memoing begun right away (Johnson & Zitzman, 2018:7). Upon completing coding, the researcher brought together extra model constructional memos in addition to the prevailing theoretical memos to completely describe the development of connections between categories, concepts, and codes. Atlas NVivo, qualitative data management and analysis software was used in making and storing notes, tracking codes, retrieving data, and linking memos to data and clarification of codes (Johnson & Zitzman, 2018:7; Teachman & Gibson, 2018:6-7; Cleland, 2017:67). Subsequently, various frequentative phases of data analysis, typical connections were taken out as explanations and quotations to sustain a documentary report of results. The extensive literature and theory in Chapters 2-3 were used to develop a systematic and logical framework. Before the building of a final model, clarification of data was considered (Cleland, 2017:67).

(c) *Theoretical Sampling*

Theoretical sampling began in the initial stages of the study to better understand the potential discrepancy of emerging concepts and categories in the data (Timonen, Foley & Conlon, 2018:3). Theoretical sampling was more intensive as the study progressed nearer to

conceptual interpretation. It is at this stage that theoretical sampling was focused on specific groups, populations and complemented by more barely defined questions than initially predicted (Timonen et al., 2018:3). The researcher ensured that 'saturation' from the theoretical concepts was reached when a proper description of categories was done or complete. At this stage, no substantial new visions were developed (Johnson & Zitzman, 2018:8; Corbin & Strauss, 2015:135).

The researcher will keep on keeping data under lock and key and safeguard laptop files with passwords for over five years when the researcher will finally shred the paper and delete soft copies of the data (Bhupathi & Ravi, 2017:74).

1.6 RIGOUR AND TRUSTWORTHINESS

The researcher conducted the study alongside the benchmarks that safeguard the rigour and trustworthiness first coined by Guba in 1981, to ensure credibility and meaningfulness in the application of study findings (Pelzang & Hutchinson, 2018:2; Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016:2). The researcher measured the research against the conservative standards of trustworthiness: credibility, dependability, conformability and transferability (Pelzang & Hutchinson, 2018:3) which supported practitioners and educationists to conceptualise how new wisdom was created and research conducted (Doucet, Nagel, Azar, Montelpare, Charlton, Hyndman, Luke & Stoddard, 2017:7; Reis, Amorim & Melao, 2017:286). Proponents of the standards argue that it is not a conclusive list for the assessment of the qualitative study, but a preliminary and flexible point for experts to engage with a qualitative study.

1.6.1 Credibility

Credibility stemmed from the study purpose, and reliable study resolutions were those who were reliably aligned to the study purpose or intention (Reis et al., 2017:286; Doucet et al., 2017:7). Thus, credibility in this study was established through the application of several data collection methods such as document analysis, individual and focus group interviews (Pelto, 2017:241; Johnson, O'Hara, Hirst, Weyman, Turner, Mason, Quinn, Shewan & Siriwardena, 2017:6). Peer debriefing was also seen as the act of question sharing about the process of

research outcomes with colleagues to supplement the analysis and interpretation. Similarly, Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, McCarthy and Aboagye-Sarfo (2018:3) and Johnson et al. (2017:6) advocates member checking, a return of the findings to the participants to determine whether they correctly revealed their experiences (Johnson et al., 2017:6; Moser & Korstjens, 2018:123). For purposes of this study, member checking was part of the data collection process and therefore took place throughout the investigation where data recorded was played back to the teaching staff for reactions and correctness verification (Thomas, 2017:30).

Credibility and dependability related to the research focus and contexts; data collection; participant selection; and the quantity of the data collected impacted the accuracy of the answers to the research questions (Moser & Korstjens, 2018:122; Bengtsson, 2016:13; Guba, 1981:79).

1.6.2 Dependability

Dependability in this study referred to findings' reliability and the extent to which the processes of the study are known and comprehensively analysed for an external practitioner to track and critique the research process to ascertain whether research traditions were properly used (Moser & Korstjens, 2018:122). In this study, the researcher profiled the study design and operation containing the methods and methodology, data collection specifics such as memos and field notes, reflexive evaluation to moderate bias and boost transparency of the study process (Moser & Korstjens, 2018:123). In other words, the researcher improved dependability through tracking all code resolutions across lecturers, senior lecturers, and the application of memos to trail changes in the due process (Reis et al., 2017:286). Additionally, an audit trail was maintained to simplify the consistency appraisal of the research process, with all documents linked to the study such as coding records, field notes, and transcripts composing the audit trail of this study (Doucet et al., 2017:7; Reis et al., 2017:286; Guba, 1981:80).

1.6.3 Confirmability

Conformability in this study referred to neutrality or the objectivity of the data, enriched in coding data, through compromise on thematic codes and content, and the use of teaching staff's accounts and stories to enrich the reporting of research results (Doucet et al., 2017:7; Reis et al., 2017:286). Explanations and quotes signified the participant's information and could as well be stating the possible similarity between two or more autonomous practitioner's opinions about the relevancy, accuracy and meaning of data explained conformability (Bengtsson, 2016:13). Through availing a comprehensive operational description, the researcher assisted the reader to determine conformability displaying how emerging theories from data can be recognised and acknowledged (Moser & Korstjens, 2018:122; Guba, 1981:80).

1.6.4 Transferability

Transferability in this study referred to the degree or extent to which the study's pronounced results were relevant to future research or transferable to further frameworks or situations (Høyland, Hagen & Engelbach, 2017:3; Cleland, 2017:68). Thus, the representativeness of the sample defined the generalisability of the results (Moser & Korstjens, 2018:121; Doucet et al., 2017:7; Guba, 1981:79-80). In other words, transferability was boosted by audio records and documented explanations of the teaching staff accounts of the frameworks of every research part and audit trails of the sources of data that contextualise the results during the reporting on every non-numeric element of the research (Doucet et al., 2017:7; Cleland, 2017:68; Bengtsson, 2016:13; Moser & Korstjens 2018:121; Guba, 1981:79-80).

1.7 ETHICAL CONSIDERATIONS

Rooted in the "1947 Nuremberg Code" formed after the Nuremberg legal proceedings at the end of the second world war, the consequent unethical human participant in research conduct, through the holocaust together with trials, for instance, the Tuskegee syphilis study, provoked a formal procedure of safeguarding human participants welfare and self-sufficiency in research studies (Bhupathi & Ravi, 2017:73; Woodgate, Tennent & Zurba, 2017:1).

Thus, the Belmont report curved out of the 1964 Helsinki Declaration defining the overall ethics of respect for humanity and honesty to be followed (Doucet et al., 2017:3; Virtová, Stockelová & Krásná, 2017:8). Subsequently, starting participant (teaching staff) recruitment and data collection, ethics approval from the ‘Unisa Research Ethics Review Committee’ was secured (Appendix H) because the integration of humanity was inevitable (Woodgate et al., 2017:1; Stanley, Barker, Edwards & McEwen, 2015:61; Rooney, 2015:82). The Research Ethics Review Committee was then examined and recommended. This recommendation later increased protection of the teaching staff and the researcher (Doucet et al., 2017:3). Additionally, ethical clearance and approval were sought from the Gulu Research Ethics Committee (Appendix I), and the study was also registered with the Uganda National Council for Science and Technology (Appendix E) and participating universities where consent forms for teaching staff were obtained (Kılınç & Firat, 2017:7).

1.7.1 Informed Consent

Gaining informed consent was the basis of ethical conduct and guidelines for this research (Kılınç & Firat, 2017:7). This way, the welfare of teaching staff taking part in the study was protected and the research title particulars together with the contact details, address and name(s) of the researcher subscribed to the ‘Unisa Policy on Research Ethics.’ The informed consent process focused on voluntary participation and the teaching staff’s capacity to understand study aim and risks information (Pelzang & Hutchinson, 2018:6; Marshall, Adebamowo, Adeyemo, Ogundiran, Strenski, Zhou & Rotimi, 2014:5). Senior lecturers and lecturers appended their signatures on the study’s written consent forms. The researcher read and discussed the same to the teaching staff, followed by their recruitment. It is important to note that participants from the five private chartered universities, were men and women older than 18 years and each one of them received an explanation of the study in the form of an information sheet (Virtová et al., 2017:8).

1.7.2 Voluntary Participation

Teaching staff were educated that their participation was entirely voluntary and none of them was rewarded or paid for their participation in the study; consequently, they could freely and pull out of the study at will, without any penalty and the circumstances surrounding their

withdrawal would stay confidential (Bhupathi & Ravi, 2017:74). The works of Marshall et al. (2014:5) sustain this understanding, and they argue that voluntary participation entails the liberty to choose whether or not to participate in the research and ascertain whether the choice to participate in the study was not mandatory. This ability to pull out of a continuing study demonstrates a significant aspect of voluntary participation (Pelzang & Hutchinson, 2018:7). Teaching staff were given adequate and satisfactory information about the study to facilitate their choice, which boosted their morale during the study (Kılınç & Fırat, 2017:12).

1.7.3 Anonymity and confidentiality

Participant's names were safeguarded to allow free expression of concerns and experiences. The data was and still is kept under lock-and-key, and laptop files are password safeguarded (Bhupathi & Ravi, 2017:74). Teaching staff's particular employment years were not revealed; instead, the researcher used ranges of years throughout the study and referenced participants gender-sensitively. The researcher also removed any classifiable elements from the interview transcripts, especially quotations or extracts during the compilation and writing of the main thesis body and appendices (Pelzang & Hutchinson, 2018:7). Unique proof of identity was assigned to every teaching staff member during data analysis. Audio and video interview transcripts and records were kept safe and sound (Virtová et al., 2017:9). Accordingly, pseudonyms were used to safeguard the identities of universities and their teaching staff. All the identifiers, such as years of service, names, gender, position, or assignment, were not accessed (Pelzang & Hutchinson, 2018:7).

1.8 DEFINITION OF OPERATIONAL CONCEPTS

Operational concepts in the study included university, private university, work stress, burnout, and teaching staff member.

1.8.1 University

A university denotes a higher learning institution that takes women and men to a high level of academic growth in the arts and sciences and conventional technical disciplines and encourages high-level research (Alemu, 2018:211).

1.8.2 Private University

A private university refers to any type of university outside the public university education system (such as non-public, non-government, and quasi-public) and mostly operating in collaboration with foreign institutions, owned by religious organisations or nationals, and operated as private firms within the country (Amponsah & Luke, 2013:256).

1.8.3 Work Stress

Teacher stress refers to a teacher's experience of undesirable, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from several components of his or her job as a teacher, like discipline, time pressure and workload, change handling, evaluation by others, dealing with fellow employees, self-esteem and status, management and administration (Yan & Liu, 2020:239).

1.8.4 Burnout

Burnout is a permanent condition of intellectual, emotional, and physiological fatigue caused by constant stress leading to unpleasant self-efficacy feelings. It is a multi-faceted disorder largely associated with cynicism and indifference to one's job and interpersonal detachment feelings during work (Devebakan, 2018:178).

1.8.5 Teaching Staff Member

A teaching staff member is a whole individual, a specialist in the discipline and an authority on the subject of pedagogical and psychological knowledge of the content and methodology in the selected discipline, able to interact, to work in teams, to be versatile in the use of knowledge in practice, to coordinate active and independent learning and to prepare students for successful learning (Makovec, 2018:35).

1.9 PRELIMINARY CHAPTER OUTLINE

Chapter 1 comprised the study's orientation, mainly background, the problem formulation, the study's aim, research design, explanation of concepts and the preliminary chapter outline.

Chapter 2 provided an in-depth review and analysis of models and theories of stress and burnout.

Chapter 3 comprised an analytical review of the causes and effects of burnout on teaching staff's performance.

Chapter 4 comprised the research design and methodology the researcher used. It included the study sample population, selected site, participant selection and data collection.

Chapter 5 systematically dealt with empirical data presentation, analysis and discussion of the findings following the objectives of the study.

Chapter 6 focused on the summary, conclusions, and recommendations. The limitations of the study were discussed, and recommendations for future research were mentioned.

1.10 SUMMARY

This chapter aimed to orientate the reader on aspects of burnout. The problem statement revealed the gap that justified the need to conduct this study; this study's aim and objectives were set. The study took the qualitative research approach with a case study design, and an individual qualitative interview, focus group interview and document analysis aided the data collection process and inductive thematic analysis. This chapter also entailed the definition of operational concepts and a preliminary chapter outline.

CHAPTER 2

MODELS AND THEORIES OF STRESS AND BURNOUT

2.1 INTRODUCTION

Positive psychology has significantly influenced the present hypothesis of knowledge workers like teaching staff's functionality through an emphasis on the importance of supporting positive manifestations like wellbeing and hindering undesirable indicators like stress. As a result, employee health experts and academicians have stretched their scope with a special focus on burnout (Trepaniera, Fernetb, Austinb & Ménarda, 2015:52; Demerouti, Shimazu, Bakker, Shimada & Kawakami, 2013:223). Besides, the burnout concept dominated workplace studies over the last twenty years and many exploratory studies were originally observed in businesses characterised by personal contact, especially the education and healthcare industries. Other intercontinental enterprises witnessed an expansion of burnout research later because burnt-out workers have been diagnosed with feelings of being burdened in their workplace, failure to control individual effort, dissatisfaction, individualism in the workplace, feeling of injustice, and incompatible personal ethics with those of the company. Further characteristics of these people include experiencing and demonstrating undesirable moods and arrogance towards the workplace and colleagues (Trepaniera et al., 2015:52; Falkoski, 2012:50).

Worldwide studies label teaching as a paying service profession; however, most teachers have rated poor pay a number one stressor with burnout indicators responsible for their deliberate departure from the teaching profession. Work settings characterised by unnecessary workloads foretell emotional exhaustion, inspiring teachers to leave the teaching profession, although supportive school atmospheres correlate with the teachers' capacity to remain in the teaching profession (Skaalvik & Skaalvik, 2015:181).

Additionally, teaching like other knowledge professions necessitates the presence of individual qualities together with expert competences and characteristics if one is to continue successfully in the profession. These characteristics include being flexible, having a sense of humour, integrity, tolerance, compassion, the ability to cope with teamwork, sensing learners' moods, and working with them according to each one's abilities. In the teaching-learning

process stubbornness is one of the undesirable behaviours witnessed among teachers. Teachers' inner and outer stress and burnout are caused by typical of work-related complications like bearing work, and mental burnout explain these behaviours (Alkhateeb, Kraishan & Salah, 2015:56). This chapter reviews and analyses three main stress theories and five burnout models that have been researched and documented.

2.2 MODELS AND THEORIES OF STRESS

Research has described numerous models and concepts of stress, which have significantly influenced employee stress study thinking. Among the significant stress models of understanding employee stress is:

- The transactional model of stress and coping (Lazarus & Folkman, 1984:293; Chirico, 2016:444)
- The job characteristics model (Hackman & Oldham, 1976:250; McCarthy, Perry, Harrington & Greiner, 2015:813)
- The person-environment (P-E) fit (Dawis & Lofquist, 1978:77; Dawis & Lofquist, 1984; Brandstätter, Job & Schulze, 2016:2)
- The effort-reward imbalance (ERI) model of stress (Siegrist, 1996:28; Siegrist & Wahrendorf, 2016:103; Rasmussen et al., 2016:195)

2.2.1 Transactional Model of Stress and Coping

According to Lazarus's transactional model, the cognitive appraisal process and the coping process enable the connection between environmental stressors and job strain (Folkman & Lazarus, 1986:108). The model suggests that work setting events start the cognitive appraisal process, a cognitive assessment if the psychological demand poses a risk to employee health (Folkman & Lazarus, 1986:108; Siegrist & Wahrendorf, 2016:67; Kempenaar & Murray, 2016:943).

Lazarus also identifies two categories of cognitive appraisal:

Firstly, the primary appraisal in which an employee admits that something such as a goal, a core value is at stake. During the primary appraisal, employees contemplate the implication and assess it in terms of individual meaning (Dewe, O'Driscoll & Cooper, 2012:27).

Respectively, Lazarus classifies primary appraisal into four types:

- The 'threat' implying the likelihood of certain future damage,
- The 'harm/loss' referring to something that has previously happened,
- The 'challenge' in which the employee participates in the psychological demand, and
- The 'benefit' describing employees' quest for advantage or profit in a difficult encounter (Kempenaar & Murray, 2016:943).

The secondary appraisal, in which teaching staff assess the access to be used in the management process (Alhija, 2015:375). In a university setting, once teaching staff recognise a possible threat towards their health, the 'secondary appraisal' process steps in to define measures to be taken to regulate and deal with this threat (Alhija, 2015:375; Mackey & Perrewe, 2014:260). It is during the secondary appraisal phase, that teaching staff will assess available stressor management opportunities; additionally, some teaching-related demands are observed as perplexing involvements that can spark institutional development while others could be appraised as potential threats to teaching staff's wellbeing. Additionally, the appraisal is the assessment of whether the occurrence poses a challenge, risk to employee health, or if the event can be categorised as nonthreatening. Undoubtedly, employees at this stage have faith in their evaluation of whether the work-related demand is substantial or immaterial to their health. Once this demand is thought immaterial with low personal employee importance regarding their health, then the cognitive evaluation process will stop. On the other hand, in a situation where an interface with demand is assumed to be puzzling, frightening and destructive the cognitive evaluation process will carry on with employees creating provenances about the demand (Siegrist & Wahrendorf, 2016:103; Alhija, 2015:375; Kempenaar & Murray, 2016:942).

Furthermore, Naceur et al. (2017:3-4) and Mackey and Perrewe (2014:266) argue that an appraisal of a work setting circumstance, as a challenge or threat, will provoke an emotional

reaction. A product of an evaluation of the P-E connection with a significant influence on employees' health and wellness. Earlier studies propose that the appraisal process upsets emotions once employees create personal acknowledgements for their experienced demands. Usually, these attributions will be made when employees experience a surprising or unexpected negative outcome (Kempenaar & Murray 2016:943; Alhija, 2015:375; Zhang, Luo, Che & Duan, 2016:1). One case scenario happens when the nature of teaching staff's work requires them to extend their service beyond normal working hours and or work during weekends without extra pay because the timetable demands it; they may get irritated once they attribute the extension of time to their superiors creating irrational demands. On the other hand, once the teaching staff perceives extended work as a circumstance beyond the control of their superiors, they will likely not get irritated.

Additionally, the moment teaching staff sees the extension of their service beyond the normal working hours or work during weekends because of their incompetence, guilt will embarrass them. In other words, teaching staff will be irritated and anxious when others cause their trouble and feel guilty when their trouble is their own making. Hence appraisals can provoke emotions depending on the cause of the circumstances.

Similarly, teaching staff's emotional reactions are created from various endorsed stressors along with mental appraisals such as a risk, hazard, threat, or an opportunity. Kempenaar and Murray (2016:943), and Mackey and Perrewe (2014:266) further argue that perceived disappointment and or accomplishment are examined along three main dimensions:

- Stability – the teaching staff's insights that the stressors will come to an end, or they will ultimately carry on.
- Locus – the reasons for the consequence such as teaching staff's competence or capacity is observed to be part of the teaching staff or apart from the teaching staff such as the actual assignment related to the teaching job.
- Controllability – the teaching staff themselves regulate the stressor. Once teaching staff consider demand caused by threat or danger resulting from the absence of effort, then this failure to accomplish a responsibility will lead to guilt.

Alhija (2015:375) argue that the feeling responsible for recalling repetitive beliefs of previous offences explains the concept of guilt. Additionally, guilt is commonly associated with regret, shame, anxiety, and tension.

2.2.2 The Job Characteristics Model

Hackman and Oldham’s job characteristics model postulates that there are fundamental job dimensions that affect work-related and individual-related results including job autonomy, skill variety, feedback, task identity and task significance (Hackman & Oldham, 1976:251; Ali, Said, Yunus, Kader, Latif & Munap, 2014:47; McCarthy et al., 2015:813). For this reason, the model magnitudes that working necessitates a range of activities, such as engaging employee skills and talents. Therefore, the job characteristics are advocated to produce emotional conditions of responsibility, meaningfulness, and an understanding of results. It is assumed that undesirable or negative characteristics of work environments lead to physiological conditions that result in equivalent behavioural and mental consequences, for instance, employee absenteeism, low motivation, and dissatisfaction (Zacher & Schmitt, 2016:1411).

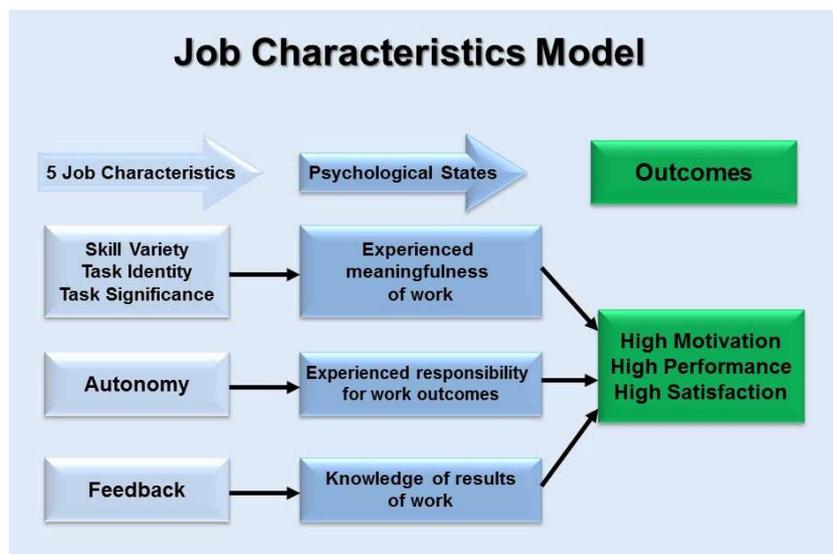


Figure 2.1: Job Characteristics Model

A schematic representation of the job characteristics model is given in Figure 2.1

Source: Hackman and Oldham (1976).

According to Hackman and Oldham's (1976:252) 'task identity' inspires a sense of significance and worth within the job, resulting in teaching staff that is more enthused to be smarter at work. In addition, 'task significance' demarcates the degree to which employees can considerably influence the survival of other employees instantly or from the outside setting. In contrast, job autonomy refers to the extent to which employment offers choice, decision and liberty to the teaching staff in setting up their obligations and influencing processes to go through in executing these obligations (Charkhabi, Alimohammadi & Charkhabi, 2014:365). Job autonomy suggests the upright extension of decision-making, duties, and freedom acceptable to the teaching staff. Additionally, job autonomy inspires and empowers teaching staff in engaging innovative thoughts and learning from moments.

The work of Lambert, McCarthy, Fitchett, Lineback, and Reiser (2015:7) also sustain this point. They argue that for teaching staff to have a sense of autonomy in their work setting involve administrative, instructional, and repetitive decision-making, extremely connected to job satisfaction. They maintain that teacher involvement reduces stress levels. Besides, feedback as another job dimension refers to the extent to which the performance of expected activities leads to the teachers getting facts about the efficacy of their performance (Riahifar & Mahdavi, 2016:223).

Additionally, teaching staff supervisors such as heads of departments and deans of faculties, ought to avail feedback to their teaching staff for them to estimate areas essential for improvement leading to an ideal interpretation of their obligations. For this reason, teaching staff who hate their obligations are at risk and vulnerable to an experience physiological and emotional health-related consequences (Charkhabi et al., 2014:366).

2.2.3 The Person-Environment (P-E) Fit Theory

As argued by Caplan (1987:249) the P-E fit theory has been intellectualised as the existing relationship or similarity mis(fits) between the person (teaching staff) and the environment (work setting). Caplan (1987:250) identifies two types of P-E fit:

- the demands-ability fit, referring to work environment demands and the employee's capabilities; and

- the needs-supply fit that describes the employee's desires and the accessible or obtainable provisions within the work setting to satisfy these desires (Caplan, 1987:250; Brandstätter et al., 2016:2).

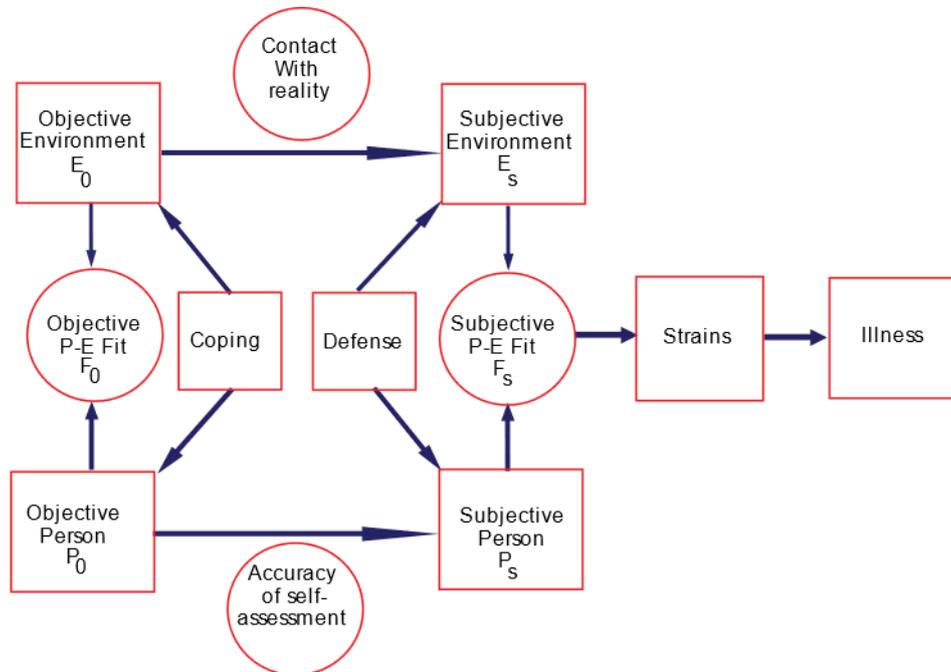


Figure 2.2: A graphic representation of the P-E fit theory

A graphic representation of the P-E fit theory is given in Figure 2.2

Figure 2.2: An illustrative description of the psychosocial stress impact in relation to the environmental fit and personal fit. Ideas inside the spheres are inconsistencies among the two connecting ideas (solid lines show causal effects) while the Broken or segmented lines show interaction effects (Caplan, 1987:250).

Additionally, the extent to which an educational institution fulfils teaching staff's wishes, preferences and desires have a close relationship with stress indicators and physiological health, like depression and anxiety (Brandstätter et al., 2016:2; Deniz, Noyan & Ertosun, 2015:370).

Jager, Kelliher, Peters, Blomme and Sakamoto (2016:803) also argue that the P-E fit theory is renown and used to evaluate employee job contentment and health. A misfit among the teaching staff, for instance, will probably result in them resigning, leaving, changing jobs, if not being laid off or going back to school to gain new training for new employment. On the

contrary, a good fit among the teaching staff will possibly forecast profitable and constant employment or career. Therefore, whether teaching staff fits within their work setting depends on the extent to which their expectations, capabilities, talents, individual values as teachers, and their wants, are met by the job demands, work ethic, their institutional beliefs and also fundamental financial or non-financial rewards. Both the teaching staff and the institutions they serve strive for similarity or equivalence due to the need for a good fit for a shared advantage (Jager et al., 2016:803).

The P-E fit theory further relates with Dawis and Lofquist's (1978:77) theory of work adjustment (TWA) which concentrates on the employee's fit within the institution, subsequent levels of contentment and the person-environment communication (Haslberger & Dickmann, 2016:278; Beck, Rausch, Lane & Wood, 2016:201; Chuang, Shen & Judge, 2016:67). This paradigm denotes the repetitive modification practice where employees and institutions attempt to equate needs and supplies. 'Needs' are either economic like a certain salary scale or psychologic like employee security and a mentally fulfilling job. 'Supplies' refer to the resources offered by the employee or the institution as long as it is beneficial to either party, for instance, employee personality traits or expertise, experience, monetary incentives, career development opportunities, and additional training (Jager et al., 2016:805; Beck, Rausch, Lane & Wood, 2016:201; Haslberger & Dickmann, 2016:278).

The P-E fit also has multiple subcategories impacting work-related results like the person-job fit, the person-organisation fit, and the person-vocation fit.

(a) *The Person-Job Fit*

Person-job fit refers to the compatibility between employee characteristics and the nature of the job. An individual will be healthy and effective at work that befits his or her individual qualities (Therasa & Vijayabanu, 2016:219). Person-job fit further encompasses the demands ability fit, denoting the extent to which the employee's abilities, expertise and knowledge correlate with the job requirements. The employee's abilities can be assessed based on education and experience. In contrast, job demands are frequently measured in terms of performance requirements and workload. Secondly, the needs supply fit denotes provisions derived from the employee's job meet the employee's needs. In other words, teaching staff's

desires include goals, beliefs and emotional wants; and their jobs' supplies take the shape of promotion opportunities, decision making autonomy, excellent working conditions, respect, salary and other benefits (Boon & Biron, 2016:2181). The demands ability fit emphasises the teaching staff job, and the needs-supply fit strongly emphasises that this teaching job satisfy the teaching staff's needs. In summary, the more teaching staff 'fits' with their jobs, the less the challenges or issues related to their performance as teachers occur. In this case, 'person-job unfit' defines those teaching staff members that are not capable of performing his or her job without endangering him or herself or colleagues. In circumstances where there is incompatibility or discrepancy, then person-job unfit comes into play igniting stress (Leng & Chin, 2016:80; Deniz et al., 2015:371).

(b) *Person-Organisation Fit*

Generally, employees choose organisations where their abilities and capabilities are utilised fully, and a setting suitable for their traits. Dedicated employees are a necessity in any competent business setting (Boon & Biron, 2016:2179). Due to changes happening to organisations globally, individuals need to be ready to adjust responsibilities and gain quick compatibility with work teams or groups. Consequently, employee qualities or traits should essentially fit with the general organisational beliefs rather than the features of a job. Hence the person-organisational fit denotes the match between employees and organisations when they share related essential features (El-Sakka, 2016:53).

Other stress research proponents such as Chhabra (2016:395) also argue that a highly stressing and irritating work setting leads to the psychological ill health of employees revealing that the organisational characteristics stand at the forefront as contributors to employee stress. In the presence of a discrepancy between employees and institutional values, employees will experience a conflict between their desired work and their designed work. This conflict is associated with stress-related disorders like pressure, anxiety, and depression (Riahifar & Mahdavi, 2016:223).

Further analysis reveals that incompatibility in beliefs due to conflicts between the organisation and the supervisors within the organisation drains employee energy while the conflict's pressure and the uselessness of the misused ability ignite stressors. Workers,

demoralised by not chasing what is valuable to them, and their exposure to such discouraging circumstances raises their anxiety and pressure (El-Sakka, 2016:53).

Undoubtedly, teaching staff are anticipated to be additionally determined and enthusiastic in undertaking job-related tasks once their beliefs and those of the organisation are perceived to be similar. Teachers whose tenets align with those of their educational institutions are expected to extend services to the institutions longer than those with a person-organisation unfit status. Organisational commitment, higher employee self-esteem, positive citizenship behaviour, job contentment, excellent task performance, and low institutional turnover rate demonstrate the existence of a relatively higher person-organisation fit (Chhabra, 2016:394).

To this effect, teaching staff will be in a better position to realise and apprehend the cause of and exposure to stress which will have a significant influence on employee satisfaction, turnover intentions among other employees. Subsequently, the higher person-organisation fit will substitute as a shock absorber between undesirable teaching staff's results and the causes of employee stressors (Faroqui & Nagendra, 2014:124). In contrast, teaching staff with a low level of person-organisation fit will hardly appreciate the necessity for stress occurrence in the educational institution since their values are incompatible with those of the institution they are serving. In short, there will be a direct influence of stress on teaching staff results which will subsequently lead to increased intentions to leave the institution, a decline in citizenship behaviour and teacher dissatisfaction (Chhabra, 2016:396; Faroqui & Nagendra, 2014:124).

(c) *Person-Vocation Fit*

The person-vocation fit refers to the degree of similarity between an employee's professional or job-related interests and the work environment to fulfil his or her calling. Additionally, this fit describes the teaching staff's level of contentment with their general calling or occupation as teachers (Chuang et al., 2016:68). Discontentment will generate from unsatisfactory employee accessibility to prospects, given the profession or occupation stress scenarios (Riahifar & Mahdavi, 2016:223). In this manner, personal vocational fit confirms a similarity between the teaching staff career and his or her traits. The match between traits and the teacher's occupation essentially denotes stability or reliability fit, which is only a component of the person-vocation fit. Therefore, a mismatch between prospects and profession leads to

dissatisfaction, unfavourable work setting, and an absence of opportunities (Yu, 2016:39). The person-vocation fit determines the appropriateness of teaching staff for their profession through a comparison of their capabilities, understanding, ability, traits, and benefits which can show the stability between the requirements of the profession and the employee's ability (Xiao, Zhou, Wu, Zhang, Miao, Zhang & Peng, 2014:6).

2.2.4 Effort-Reward Imbalance (ERI) model of stress

In recent years, the ERI model that Siegrist originally developed has become widely used as a framework for examining health-related job characteristics. Therefore, it is selected for this study because it covers a wide collection of demanding work-related practices and it embraces employment components. For example, employee security is an ingredient that makes the ERI model central. In the first place, the ERI model defines chronically stressful experience at work in terms of a mismatch between high efforts spent (costs) and low reward received (gains) (Siegrist, 1996:28).

Besides, the reward factor correlates with yields that an employee anticipates in achieving in monetary terms like sufficient payment, job-related status like perceptions of advancement, job security and self-worth in terms of respect. Consequently, in the long run, this imbalance leads to burnout health-related problems, such as vital exhaustion, depression, hypertension, and other cardiovascular risk factors (Siegrist, 1996:28; Amanda, Rodwell & Noblet, 2012:231).

According to Siegrist, the ERI model furthermore endeavours to address several reproaches of other employee stress models through measuring differences among individuals, especially an individual's desire to regulate the surroundings and over-commit to work. The resultant effect is believed to have a major direct impact on employee wellbeing, leading workers to respond with more physical and emotional arousal (Siegrist, 1996:28; Siegrist & Wahrendorf, 2016:67; Feldt, Huhtala, Kinnunen, Hyvönen, Mäkikangas & Sonnentag, 2013:64).

A diagrammatic illustration of the ERI is given in Figure 2.3

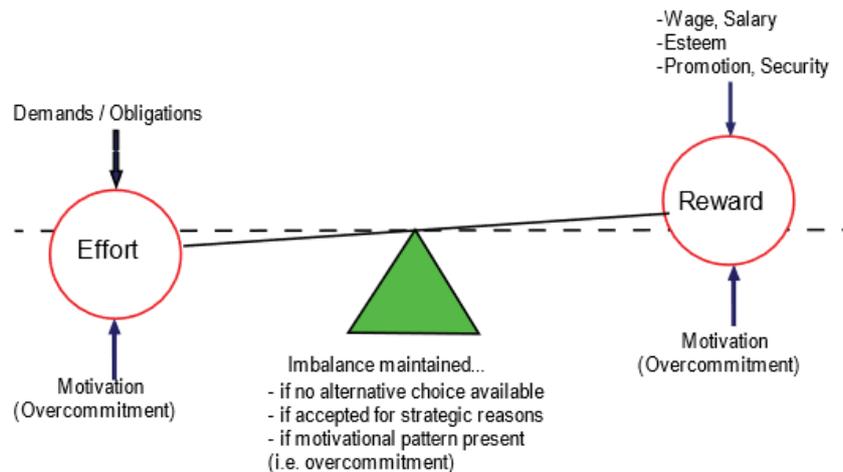


Figure 2.3: Diagrammatic illustration of the ERI model (Siegrist 2012)

A diagrammatic illustration of the ERI is given in Figure 2.3

Effort signifies employee insights of stress due to multiple occupational demands and daily task obligations as the organisation requires such as disruptions, commitments, excessive time spent at work and compensation offered like job security, appreciation, promotion, salaries, and wages. Additionally, job effort is embedded in the agreement grounded on the model of social reciprocity with the provision of rewards. Thus the ERI model explains employee welfare in various ways, for instance, the model stresses the fact that the discrepancy between more efforts with limited rewards intensifies the danger of employee ill-health (Siegrist & Wahrendorf 2016:89; Feldt et al., 2013:65; Bohle, Quinlan, McNamara, Pitts & Willaby, 2015:115; Loerbroks, Weigl, Li & Angerer, 2016:342).

It is imperative to observe that over-commitment to work, as the third aspect integrated into the ERI model, demarcates a series of behaviour, attitudes and emotions that reflect unnecessary or extreme energy in search of recognition (Griep, Rotenberg, Chor, Toivanen & Landsbergis, 2010:180).

Furthermore, over-commitment outlines a behavioural pattern that brings together inspirational and emotional characteristics of employees about their work. A case in point, over-committed teaching staff has a robust desire to exercise control and gain self-worth with an inability to withdraw from work. Subsequently, increased over-commitment is associated

with restlessness, bad health, increased employee anxiety and emotional exhaustion. In an educational setting, increased educational standards and levels have been linked to increased over-commitment tallies (Kinman, 2016:504). In comparison to blue-collar employees, specialists like teaching staff and administrators have proved to have more invested effort and increased over-commitment. A similar observation has been reported among supervisory jobs where relatively higher over-commitment levels among senior managers have exceeded those of junior management (Feldt et al., 2013:66; Devreux, Al-Awa, Mamdouh & Elsayed, 2013:781).

Furthermore, over-commitment has been linked to the hypothetical structure of the ERI. Initially, Siegrist established the concept from a serious appraisal of the Type A behavioural personality model. In this way, a person's propensity to excessively commit to his or her work generates a pattern of behaviour known as Type A behaviour (Siegrist & Wahrendorf, 2016:103). Relative to a teaching environment, teaching staff uses his or her intrinsic energy excessively to resolve an issue or a difficulty as compared to the one not so committed mainly due to the unrealistic intrinsic demands these employees place on themselves. In return, escalating stress levels of which stress resulting from pressure to deliver at work strengthens over-commitment. Consequently, it is a significant threat to physical wellbeing such as strain responses that can lead to heart diseases (Oren & Littman-Ovadia, 2013:644; Amanda et al., 2012:231; Saksvi, Dahl-Jørgensen, Tvedt & Eikent, 2010:5).

Accordingly, the potential causes of over-commitment among teaching staff include informal pressure enacted on workers by their academic spheres of influence and the teaching staff's intrinsic motivation (Kinman, 2016:505). The latter, i.e. intrinsic motivation among teaching staff, denotes to the degree of a teaching staff's excitement about the duty assignments they are engaged in and love. For instance, innovativeness characterises an intrinsically motivated teaching staff, other features of such employees include but are not limited to inquisitiveness, intellectual flexibility, determination to face obstacles, and risk-taking. In contrast, teaching staff that is less driven by a passion for their designated jobs although inspired by other peripheral job compensations such as salary and status, exhibit no innovativeness in their daily duties (Kinman, 2016:505; Derycke, Vlerick, Van de Ven, Rots & Clays, 2012:16).

Concerning stress, employees who are over-committed to their work stand higher chances of compromising their health and wellbeing. Other than functioning as an autonomous predictor of dire consequences, over-commitment is assumed to increase the outcomes of the imbalance between effort and rewards (Feldt et al., 2013:65; Bohle et al., 2015:115; Loerbroks et al., 2016:342).

Similarly, Chen, Peasey, Stefler, Malyutina, Pajak, Kubinova, Chan, Bobak and Pikhart (2016:1254) sustain that the ERI model assumes that once employed, teaching staff stay in disparaging circumstances considered to be an ERI, due to limited employment options and promotional chances. Even when they are at risk of being laid off, teaching staff will hold their efforts due to the imbalance. Similarly, the model suggests that there should be an equal exchange which motivates all social life relations. Subsequently, perceived effort teaching staff invest at a university should be equally aligned with career development opportunities, salaries and allowances, esteem and job security received as rewards. In this manner, the absence of this exchange will threaten the teaching staff's esteem and efficacy since the situation provokes irritability, anger, and fear (Chen et al., 2016:1254). Incidentally, a breach of agreement in the university teaching environment where expectations of shared obligations are not fulfilled generates scenarios of ERI. Similarly, such a discrepancy between costs and gains among teaching staff could be experienced in circumstances where teaching staff invest extra time to accomplish faculty, college or departmental business by a stated target date but then do not get a satisfactory monetary reward in return (Chen et al., 2016:1254; Bohle et al., 2015:115; Chung & Wu, 2013:99).

2.3 MODELS AND THEORIES OF BURNOUT

The three-dimensional stress-related syndrome, resulting from prolonged response to stressors has been advanced with multiple models (Van Dam, 2016:2; Creed, Sidebotham, Gamble, Pallant & Fenwick, 2016:2) and this study mainly focuses on:

- the teacher performance-motivation (TP-M) theory (Blase, 1982:94),
- the conservation of resources (COR) model (Bakker & Demerouti, 2007:309),

- the ERI model (Siegrist, 1996:28; Kogut, 2016:65; Manning, Dickson, Claus, Cunliffe & Taylor, 2016:45; Loerbroks, Weigl, Li & Angerer, 2016:2; Rasmussen et al., 2016:195),
- the demands-control-support (DCS) model (Karasek, 1979:286; Hwang & Ramadoss, 2016:3; Martinez, Latorre & Fischer, 2015:796), and
- the job demand-resources model (Upadyaya, Vartiainen & Salmela-Aro, 2016:102).

2.3.1 Teacher Performance-Motivation (TP-M) Theory

According to Blase (1982:94), the TP-M theory suggests the existence of a mutual and active attachment relationship between learners and teaching staff; to understand the components of a teacher's job it is necessary to understand the teacher-learner relationship. The TP-M theory explains that in the teacher-learner relationship teachers have a perception of learners' 'needs' (i.e., teachers' beliefs of what learners believe they need to learn). Undoubtedly, this comes as a result of the attachment level a learner has with the teacher and points to a deep and enduring affectionate bond that connects one person to another across time and space (Blase, 1982:94; Smith & Klases, 2016:94).

Previous investigations define the need for attachment as central to humanity (Manning et al., 2016:44). Therefore, the concept of attachment has been comprehensively mentioned to describe distinct transformations in adult personality and child growth (Kogut, 2016:65). In other words, the attachment model suggests that human beings inspire to emotionally connect with others though struggling for protection, safety, and comfort (Manning et al., 2016:45).

Additionally, internal working models explaining self and others describe attachment style all through life, guiding personality conduct grounded on the degree to which an individual finds or escapes attachment practices. Subsequently, these models relate to mental operations regarding social interactions, self-worth, and self-regulation of feelings and pressure (Kogut, 2016:64). Researchers (Manning et al., 2016:45; Smith & Klases, 2016:94; Levy, Johnson, Clouthier, Scala and Temes, 2015:198) generally sustain this argument and acknowledge anxious, secure, and avoidant attachment styles.

The treatment below is a detailed analysis of the attachment styles and how they relate to teaching staff's burnout experience:

(a) *Anxious Attachment Style*

Studies of the anxious attachment style point out that the learner interaction patterns with the teaching staff create an intellectual desire with the learner to regulate the attachment structure to sustain the connection between the two (Honari & Saremib, 2015:153). Incidentally, negative internal working models such as seeing oneself as unloved, describe the anxious attachment style. Therefore, with this style, learners tend to demonstrate intensified pain at separation and need continuous care. Equally important is the fact that in the work setting, teaching staff characterised with anxious attachment style, are troubled when colleagues, workmates or fellow employees reject them. They worry about colleagues' endorsement at work (Leiter, Day & Price, 2015:27).

Additionally, teaching staff with high abandonment anxiety is liable to misunderstand social scenarios because of their worries about rejection and criticism. For this reason, they are liable to observe harmless actions as being rude, insulting, or unfriendly (Cameranesi, 2016:32).

Consequently, general social interaction anxiety makes one exhausted, which distresses and potentially prevents anxious teaching staff from actively getting involved in group activities in the workplace as their social actions reveal their inner suspicions or worries instead of a proper response to learners and colleagues' concerns (Cameranesi, 2016:32; Kokkinos, Kipritsi & Markos 2016:106).

(b) *Secure Attachment Style*

Secondly, secure attachment styles can be hypothesised with lower anxiety over rejection on one side and lower avoidance of intimacy on the other (Leiter et al., 2015:26). As such, teaching staff with a secure attachment are described to possess constructive inner traits or internal working models of self and others, such as:

- Believing in the availability of colleagues, or workmates to support them in case of need,
- Being highly self-efficient in managing pressure and tension, and
- Being comfortable in their relations with others (Leiter et al., 2015:26).

Securely attached teaching staff usually have improved physical and mental health as compared to those with insecure attachment personalities (Leiter et al., 2015:26). As a matter of observation, the secure attachment model that advances from stable, receptive caregiving, mostly in stressful circumstances, nurtures a regulation of emotions in an individual. Furthermore, the security felt by the individual supports the regulation of individual emotions. At the same time, an insecure attachment that matures from unpredictable caregiving will certainly lead to anger, fear, shame, and emotional dis-regulation (Viddal, Berg-Nielsen, Wan, Green, Hygen & Wichstrøm 2015:320). Manning et al. (2016:45) argue that the offensive relations with others may lead to insecure attachment and inner traits or internal working models of self as useless and incompetent, and others as rude and unreliable. In strain regulation, measured through physical signs such as cortisol, teaching staff known to possess sensitive attachment elements also possess low cortisol levels in reaction to stressful situations. Compared to those with insensitively attached elements, strain reactivity may be moderated by attachment, implying that poorly regulated stress and sentiments have a huge impact on self-consciousness and responsiveness (Viddal et al., 2015:320). Consequently, secure attachment can directly operate on teaching staff's regulation development or indirectly through the socialisation process. Likewise, securely attached teaching staff not severely affected by pressure and tension, may interface stressful circumstances with ease, exhibit effective connection management with friends, and believe in themselves (Viddal et al., 2015:328).

In other words, securely attached teaching staff is described to be extra contented with several aspects associated with their jobs as teachers. A demonstration of this description is job security, believing in their own expertise, and cooperating and working in harmony with colleagues or fellow teaching staff. Additionally, 'secure' teaching staff is believed to possess fewer cases of emotional and mental, physiological signs of bad health as compared to insecurely attached teaching staff (Leiter et al., 2015:27).

(c) *The Avoidant Attachment Style.*

The avoidant attachment style denotes a situation of absence of care and attachment figures. Subsequently, the teaching staff cultivates protective secondary attachment tactics by disabling the attachment structure. In this case, the closeness of the attachment figure offers an element of safety to a teaching staff member whereby any form of separation from the attachment figure consequently leads to stress (Konok, Gigler, Bereczky & Miklosi, 2016:537). Negative internal working models of others, such as looking at colleagues as unreliable, dishonest, and undependable, explain the avoidant attachment style (Manning et al., 2016:45). Equally important, teaching staff with the avoidant attachment style never demonstrate any form of discomfort during separation from whoever gives them care, they pay no attention to the return of the one who gives them care and will treat both the stranger and the caregiver the same.

Similarly, Leiter et al. (2015:27) specifically maintain that teaching staff who greatly avoid intimacy are typical of an undesirable interpretation of colleagues. In other words, such personalities are suddenly self-contained due to the absence of trust for colleagues who are available to them in case they are needed, they frequently hate being depended on by fellow teaching staff, and when faced with stressful challenges, they prefer maintaining a non-violent emotional space from colleagues. Suspicion, doubt, cynicism, and an undesirable interpretation of colleagues inspire this choice of emotional detachment. As a result, personalities with higher avoidance frequently neglect and hate other people's company and fail to experience helpful or sympathetic connections capable of contradicting their prior philosophies (Leiter et al., 2015:27). Because of this, the avoidant teaching staffs prefer working in isolation and avoid socialising by working all the time.

According to Cameranesi (2016:32), attachment avoidance offers different challenges for service professionals. For instance, teaching staff with high avoidance attachment style are spontaneously autonomous and not compatible with emotional participation with colleagues. Equally important, is the fact that this absence of an emotional link with colleagues denies the avoidant teaching staff type the possible benefits of complete involvement at the university. Furthermore, networking with colleagues through proper arrangement of expert roles responsible for emotional isolation from others is well matched to teaching staff high on

attachment avoidance (Cameranesi, 2016:32; Leiter et al., 2015:27; Kokkinos et al., 2016:106).

Attachment relationship behaviours between learners and teaching staff at the university include a sense of belonging to the institution and having a network of relationships with peers and teaching staff with the drive aimed at belonging is always seen in the attachment actions of teaching staff. Again, all of this is reflected in the attachment theory. Additionally, the mental reasoning of social connection between the teaching staff and the learner is to preserve emotional security. Similarly, irrespective of the way it is measured, insecurity is connected to complications such as social functioning and pain (Eroglu, 2016:151).

Further still, research has hypothesised that personality complaints are mainly a result of attached insecurity and the failure to control strong undesirable affect and unbearable fear in close interactions can be caused by attachment anxiety. On the contrary, distancing behaviours and mistrust in interactions, maybe because of avoidance leads to emotional defeat. In addition, the experience that comes with attachment relationships develops into psychological images of connections that direct the processing of reliable and expected facts (Eroglu, 2016:151; Levy et al., 2015:198).

Other proponents of teacher-student relationships like Spilt, Koomen and Thijs (2011:463) argue that teaching staff may hold divergent opinions of their designated duties. For instance, those teaching staffs, who perceive themselves as parental substitutes, tend to concentrate on troublemakers in class, while those who perceive themselves to be primarily classroom teachers incline themselves toward relatively academically weak learners. Consequently, the effort exerted on the troublesome learners to ensure complete transformation of the learners' conduct in the classroom causes anxiety to teaching staff.

Observing the exciting nature of this innovative evidence Eroglu (2016:152) and Riley (2009:627) further maintain that based on the fact that teaching staff and learners are close to each other, relationship-specific models specific to individual learners in the classroom are believed to be formed. Besides, the teaching staff's image of the learner is normally reflected in the relationship-specific models and the teaching staff's personal contact with the learner along with the adopted mental state that paints the imageries. Additionally, the relationship-

specific models are well thought to be contained in the domain-specific model around the teaching staff's profession contained in the global model. Equally important is that this model comprises comprehensive opinions about the person's interactions and interpretations. Incidentally, depictions of individual relations are linked to and mutually inspired by teaching staff's expertise and opinions.

Concerning this analysis, such, associations with separate learners warrant a substantial impact on the wellbeing and self-esteem of the teaching staff. Furthermore, earlier researchers have also advised that teaching staff tend to seek care; and this care can be achieved significantly in terms of emotional security that comes from interactions with learners. The researchers further argue that teaching staff tend to search for counteractive expressive practices or undertakings from the learners that modify original non-secure interactive schemas. Hence teaching staff tend to use their interactions with learners to counter their emotional desires (Spilt et al., 2011:464).

Notwithstanding such criticism, there is scanty information on teaching staff's global attachment styles. It is important to realise that teaching staff's adult attachment styles and history have been connected to their choice of profession. In assessing specific teaching staff connections, the attachment model undertakes the thinking that the friendly care amongst personalities is determined through an inborn individual drive; and closeness amongst personalities activates growth psychologically connected illustrations. The lessons argued compromise for the internally related elements among teaching staff's professional beliefs and their interactions with specific learners (Levy et al., 2015:198).

Attachment tends to create a sense of protection and respect among the learners, which further motivates the learners to undertake academic and collective tasks and even try to pursue innovative tasks. To this effect, it must be remembered that the learner-school attachment generates a belief that the people at school like the learner whereas loneliness, pariah and a feeling of isolation are common among learners who lack that strong attachment to the school (Honari & Saremi, 2015:154).

Furthermore, over 1 500 learners that had no closeness with the school was found not even having a single friend and revealed isolation with no-one at school interested in talking with

them. Furthermore, the same learners reported not knowing the head of the school, not even teachers apart from one. Similarly, the learners further reported that teachers were dishonest people who had no interest in knowing whether they had attended school or not and showed no interest in the learner's academic excellence (Spilt et al., 2011:465).

Extensive exposure increases the development of improved learner-teacher relations. Significantly, higher depression levels and lower self-efficacy were leading factors responsible for undesirable learner-teacher relationships. In this case, elements regularly considered operational in the teacher-learner relations included ethnicity, gender, social behaviours, temperament, and problem behaviours (Hagenauer & Volet, 2014:371). Importantly, the researchers concluded that learners of the same background or ethnicity, rarely conflicted, are always close to one another and have strong relations with their teachers; while teaching staff tend to be closer to female learners than male ones with little or no prospect of conflicting with them as compared to the prospects of conflicting with male learners. The same study indicated that learners with a complicated personality frequently conflicted with their teachers. Social abilities were found to have a great impact on the learner-teacher relations. Accordingly, deficiencies with social abilities significantly increase the change for conflict between learners and teachers, implying that constructive social abilities improve learner-teacher relations (Demirkaya & Bakkaloglu, 2015:61; Hagenauer & Volet, 2014:371).

In contrast, learners with optimistic relations with the university and its teaching staff tend to belong emotionally to the university community reducing prospects of misbehaviour. The learners' sense of belonging to the university, exhibit through strong involvement in education, improved self-esteem, positive conduct, and better-quality educational values (Bonaiuto, Alves, Dominicis & Petrucci, 2006:34).

Similarly, teaching staff acknowledge that most social difficulties in the university originate from attachment concerns. Consequently, they ought to offer learners numerous chances to cultivate optimistic and helpful mature relations that permit constant interactions among teaching staff and learners (Penner & Wallin, 2012:10). In other words, positive learner-teacher relationships are crucial in the learner-university connection. For this reason, universities must provide learners with prospects of a positive and sympathetic development

of mature interactions. As an illustration, teaching staff and learners recognise care as a significant teaching staff feature that improves learner's attachment to the university. The moment learners detect that teaching staff adore them; significantly lead to their involvement (Hagenauer, Hascher & Volet, 2015:387; Penner & Wallin, 2012:10).

The most compelling evidence reveals that universities and classrooms differ in the way they impact learners (Bonaiuto et al., 2006:34). Specifically, the relationship between the learner and the teaching staff member influences the classroom atmosphere and the extent to which the teaching staff member enjoys the learner. In institutions of higher learning, the way teaching staff feel about the university and the assignments they receive, is mainly influenced by the value of the learners' connections with them in the classrooms (Yang & Lamb, 2014:191). The more learners interpret their teaching staff to be sympathetic and protective in their interactions with them, the better they will concentrate and commit themselves to the university which will guarantee success in projects, discipline and examinations and improve grades. The connections between the teaching staff and learners are significant attachment elements to the university, which has also been linked to lower levels of depression among the youth (Hagenauer, Hascher & Volet, 2015:387; Yang & Lamb, 2014:191; Azlina, 2012:82; Bergin & Bergin, 2009:151).

Often underestimated, however, is that the interpersonal relationships between teaching staff and learners have been largely ignored as a factor of significance to teacher wellbeing. Teaching has been ranked to have one of the highest stress-related outcomes from a database of twenty-six occupations, and the emotional involvement of teaching staff with their learners is considered the primary explanation for such findings. In the same way, the formation of personal, supportive teacher-learner relationships inherently demands emotional involvement from teaching staff whereas from learners; it is evident that the affective quality of the teacher-learner relationship is an important factor in their school engagement, wellbeing, and academic success (Hagenauer, Hascher & Volet, 2015:387; Roorda, Koomen, Spilt & Oort, 2011). Teacher-learner relationships characterised by conflict and mistrust have deleterious effects on the learning.

In this light, Spilt et al. (2011:458) emphasised that the relevance of learner-teacher relationships has a significant basis in satisfaction and enthusiasm. Expressively, this was

revealed in an in-depth interview conducted at sixty schools that anger and frustration appeared most in emotionally intense relationships between learners and teachers, especially to those who experience both positive and negative emotions. In detail, the teachers described their interactions with learners, mostly in terms of respect.

Comparatively, in research conducted in classrooms teachers reported on closeness and conflicts in their dealings with specific learners which they connected to teachers' welfare. Accordingly, researchers revealed in their study a significant relationship between teachers' efficiency beliefs and conflict reports. They further proposed that high teacher-learner conflicts may perhaps weaken the efficiency beliefs of the teacher, to the extent of inducing the vulnerability mood. Equally, the teacher-learner interaction ratio in the classroom proved to be undesirable by the teachers, was connected to burnout (Yang & Lamb, 2014:191; Azlina, 2012:82; Spilt et al., 2011:461).

Similarly, the teacher-learner interactions have been the dominant cause of accomplishment generated because the teacher spent extensive time in the classroom and findings from detailed interviews indicate teachers' strong connection with their learners and the intrinsic motivation gained from their association with the learners (Wagner & French, 2010:162).

Human beings tend to relate satisfactorily with each other when they meet. Thus, the time teaching staff spent with learners perhaps generates the need to unite with them in the classroom. The first thing to note here is that this state of mind influences individual connection with the learners. Even though poorly staged interactions directly affect the need to relate exposing the teaching staff to the learner's deliberate rejection or refusal, it must be remembered that when the necessity to sustain the relationship is abused, then the teaching staff's and the learner's wellbeing is weakened. According to this thinking, teaching staffs' interpersonal involvement with learners, rests upon their happiness and comfort (Honari & Saremi, 2015:153; Newberry & Davis, 2008:1972).

More specifically, Honari and Saremi (2015:153) argue that psychological illustrations initiated within the attachment structure help one to realise that teaching staff's wellness are attached to their interaction with each learner. Subsequently, the more teaching staff are physically closer to their learners; the higher their global attachment models are stimulated.

This further increases the relationship models and their linkage describing that teaching staff-learner connectedness can significantly impact the teacher's expertise and self-worth. Certainly, this assumption explains why teaching staff are susceptible to a psychological vulnerability leading to individual failure, where a poor connection with the learners is interpreted.

Additionally, an appreciation of the direct impact of the teaching staff-learner relationship to their emotional wellbeing also considers the internal connection, as illustrated in daily teaching staff-learner interactions. For this reason, continued exposure to desirable or undesirable sentiments caused by external psychological pressures between the teaching staff and the learner leads to changes in the wellness as time goes by.

Another key point, as advanced by Jennings, Frank, Snowberg, Coccia and Greenberg (2013:376) and Jennings and Greenberg (2009:492), is that being exposed to day-to-day amounts of destructive irritations generates elements of burnout and the teaching staff-learner interactions can significantly drive them emotionally. Besides, teaching staff's independent drive that the constructive mood characterise is determined by a kind teacher-learner relationship, which is typical of the self-determination motivational theory.

Equally important, teaching staff's psychological reactions in certain circumstances with certain learners, dates from the fact that teaching staff construct the psychological models of the teaching staff-learner connections. Out of such psychological models, behaviour and emotions are similarly formed while responding in real circumstances, for example, naughty learner conduct in the classroom room can be considered to be a threat and a challenge to the teaching staff once they interprets undesirable mood about their relationship with that particular learner, to the extent of holding emotional pictures of their connections with the learner. This situation automatically intensifies the teacher stress reaction as he or she meets with the learner. Note that as psychological images stabilise progressively, regular contact with the naughty learner turns out to be a continuous basis of psychological pressure (Murayama, Matsumoto, Izuma, Sugiura, Ryan, Deci & Matsumoto, 2015:1246).

Sutton (2015:52) further advances that the role played by teaching staff in the lives of learners can never be underestimated. Whereas many young people form substantial

connections with mature people, teaching staff are significantly mentioned to be outstanding. The regular contact that exists with young adults, places teaching staff in an influential position in their survival. Typical of these include learners specifically surrounded by threats to their comfort and demanding situations. The more teaching staff gains considerable familiarity with the learner, the better they also comprehend the mental state of others hence capable of solving their challenges, implying that the process of conducting teaching staff becomes complex especially if the teachers lack sufficient knowledge about learners and their psyche. Consequently, the presence of this knowledge successively strengthens teaching staff-learner connections while the absence weakens the relationship (Sutton, 2015:52; Yang & Lamb, 2014:190; Wang, Brinkworth & Eccles, 2013:670; Beutel, 2009:507).

Besides, Bartling, Kopp and Lindenberger (2010:2) used the term affect attunement in illustrating the connections. Accordingly, the authors referred to this as “Expressing the quality of a shared affect state without imitating the exact behavioural expressions of the internal state.” In the classroom setting, affect attunement could be hypothesised as the teacher’s ability to bond fervently with learners. Most importantly, the moment personalities practice togetherness focussing on one thing; they tend to display elements of affect attunement. From the teacher’s point of view, teachers demonstrate love for their teaching areas and define how this love for their areas of specialisation motivate intrinsically, therefore any circumstance that affects the teachers love for the teaching area affects internal drive. It can be concluded that teachers can apply effort and coping resources to help learners achieve desired outcomes, such as good grades.

The TP-M burnout theory views its development from a set of circumstances where a teacher’s efforts and coping resources are unable to surmount work-related stressors. In other words, factors in their job overwhelm their resources and prevent them from accomplishing their perceived work (i.e. academic-related, ethical, and guidance goals) and inhibit them from attaining intrinsic (e.g., personal fulfilment) or extrinsic rewards (bonuses). If this overwhelming of resources continues for a long time, work involvement, motivation, effort, and satisfaction decrease exponentially; due to their belief of “ineffective performance with students” (Koenig, 2014:13).

Additionally, the degree to which teachers feel ineffective depends on their perceptions of their efforts and the resultant student outcome. It is important to note that the larger the perceived discrepancy, the more stress and eventual burnout teachers experience (Blase, 1982:82).

2.3.2 Conservation of Resources (COR) Theory

An equally significant burnout model is the COR burnout model (Hobfoll, 1989:514; Hobfoll, 2001:499) that suggests that employee's risk perception of valuable work-related resources leads to stress and consequential burnout. To demonstrate it further, if teaching staffs dedicates amounts of energy and time marking a set of examination scripts of a colleague without compensation, the risk to the valuable resource is perceived to be a stressor while its continued threat to invested time and energy is what leads to burnout. The COR model explains the prolonged stress-burnout process (Hobfoll, 1989:514; Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014:1336).

Although money is a resource, Hobfoll argues that other resources such as abilities, circumstances, standards, and beliefs can also be referred to as resources because they can impact adjustment and assist the process of gaining supplementary resources. In this way, such non-tangible resources as compared to tangible ones, build resistance and flexibility needed to familiarise with adjustment. Furthermore, resource theories suggest possibilities to understand the part organisational resources play in burnout management. These theorists assume that only a small resource threshold is necessary for performance to take place with cumulative strain because of increased anxieties that overshadow the available resources (De Witte, Pienaar & Cuyper, 2016:20).

Resources can be defined as entities, situations, and individual dynamics that exist, openly. As an illustration, some of the resources have a physical element, and these may include shelter, food, and clothing, while others have a structural element, for instance, good health and work status that maybe permitting control of other resources (Moalosi & Forcheh, 2015:3). Further examples of resources include resources with a personal element such as self-efficacy, self-esteem, and occupational skills (Berkant, 2016:123). Specifically, these are examples of traits and skills resources while energy resources are those resources worth

results from their capacity to be traded for other resources. Correspondingly, stress experts have revealed the relevancy of self-sufficient perceived control, self-esteem among other personal resources and social support, emotional support and other social resources safeguarding against the possible undesirable influence of psychological stress situations (Alvaro, Lyons, Warner, Hobfoll, Martens, Labonté & Brown, 2010:2). It is important to realise that self-efficacy, as a subsection of personal resources, is significantly connected to job burnout. In general, efficacy is the essential understanding, expertise, and assertiveness to handle a certain responsibility effectively as expected (Berkant, 2016:123; Erdem & Alkan, 2012:1927; Hasan Ozder, 2011:2).

(a) *Self-Efficacy*

The works of Kurland and Siegel (2016:1062) sustain self-efficacy as a resource with a personal element. Albert Bandura advanced the notion of self-efficacy associated with self-observation of an individual's abilities in 1986, as the confidence of being capable of accomplishing responsibilities competently and professionally as expected. In this case, self-efficacy modifies people's feelings, thoughts, and behaviour. Equally significant is that a lower sense of self-efficacy among individuals is related to nervousness, hopelessness, vulnerability, and mental pressure. Certainly, teaching staff with these characteristics tend to have low self-esteem and negativity about their progress and endeavours. In terms of intellect, a robust sense of efficacy accelerates mental practices in multiple settings, for example, the quality of decisions made, whereas, in terms of behaviour, self-efficacy can significantly impact teaching staffs' choice of classroom actions that can determine the quality of the resultant effect (Kurland & Siegel, 2016:1062; Berkant, 2016:124).

Similarly, self-efficacy can be subcategorised into two sections:

- efficacy expectation and
- outcome expectation (Elaldi & Yerliyurt, 2016:347).

Efficacy expectation refers to the belief that an individual has the understanding, capacity, and expertise to accomplish activities necessary to yield anticipated results effectively. On the other hand, outcome expectancy symbolises individual's appraisal of the possible impact

of carrying out an assignment trusting that a specific action will determine the anticipated results (Fallan & Opstad, 2016:32; Elaldı & Yerliyurt, 2016:347; Moalosi & Forcheh, 2015:2; Gavora, 2011:80).

Besides, a robust sense of self-efficacy in teaching staff is a fundamental aspect in the teaching-learning process in a way that a teacher's private opinion and assertiveness is related to his or her achievement and effectively using real learning approaches that can impact significantly on the learner's performance. For that reason, operational teaching staff will exhibit actions distinctive to superior teaching. Extremely efficient teaching staff not only believes that they can inspire activities but also truly show this conviction through their actions (Ghilay & Ghilay, 2015:3840).

Besides, the teacher's self-efficacy points to the teacher's confidence in himself or herself, especially his or her capacity to prepare and perform a series of activities necessary to accomplish certain training responsibilities effectively. Again, in a school setting, the teacher's efficacy is grounded on his or her ability and technical proficiency to inspire and excite learners by disabling outside dynamics like the learners' background, to impact the learning process. It further influences the willpower if the teaching staff in challenging times and their flexibility when frustrated. Teaching staff with a relatively advanced feeling of self-efficacy have revealed no criticism on the learner's mistakes, and they are also known to display maximum interest in teaching as a profession. Therefore, highly efficient teaching staff dedicate much of their time supporting the learners and strengthening their motivation intrinsically (Ghilay & Ghilay, 2015:384). Enthusiasm and devotion in the classroom have also been observed among teaching staff with a high feeling of self-efficacy. Comparatively, other traits observed among this category of teaching staff include:

- openness to innovations,
- eagerness to experiment,
- acceptance to modernisation in the teaching process, and
- organisation and forecasting to address learners' needs (Kurland & Siegel, 2016:1062; Ghilay & Ghilay, 2015:384; Shaukat & Iqbal, 2012:83).

It could also be argued that self-efficacy is shaped out of experience attainment or mastery, which describes a rise in self-efficacy resulting from a successfully performed task while this belief can easily be dropped by failure. When individuals attempt simpler tasks and get results easily, disappointment that comes with failure can demoralised them quickly. Likewise, it is assumed that successful involvement in the teaching process intensifies efficacy prospects or anticipations for circumstances. A practice of failure worsens such efficacy principles. Hence to teaching staff, to master experience is a vital basis of efficacy principles (Ghilay & Ghilay, 2015:384; Shaukat & Iqbal, 2012:83).

Besides, an individual can accumulate his or her self-efficacy belief through vicarious experiences which points to increased efficacy because of witnessing others thrive in their respective assignments. The confidence out of another individual's success can impact one's self-efficacy. Specifically, teaching staff tend to acquire knowledge from their daily undertakings and at the same time, witness the colleagues' activities. Efficacy developed here sustain teaching staff to secure different activities without trying and failing and amending their previous practices having observed them in a different state. Subsequently, the closer the teaching staffs witnesses the demonstrating actions or activities, the more robust the impact will be on efficacy development (Hemmings, 2015:13; Sezgin & Erdogan, 2015:8-9). Furthermore, employees can develop their self-efficacy beliefs through social persuasion. Encouraging statements to an employee assuring success in the completion of assumed tasks can lead to increased self-efficacy. Among them, enthusiastic teaching staff can give self-assurance and inspire colleagues to realise their set goals. Negative influences weaken the self-efficacy beliefs while courageous feedback from knowledgeable colleagues and learners can support teaching staff to boost their daily activities, teaching inclusive (Sezgin & Erdogan, 2015:9; Shaukat & Iqbal, 2012:83).

In addition, a physiological issue, for instance, too much stress and anxiety resulting from challenging circumstances can be harmful to self-efficacy. In this case, low self-efficacy can lead to undesirable moods such as tension, trauma, and psychological pressure, which can negatively affect the teacher's competency. Proponents of academic motivation like Bedel (2016:143) argues that whereas teaching staff with relatively firm self-efficacy beliefs tend to be resilient and highly inspired in puzzling situations, those with very low self-efficacy can easily surrender (Bedel, 2016:143; Hemmings, 2015:13; Savaş, Bozgeyik & Eser, 2014:160).

Equally significant, Savaş et al. (2014:161) affirm that appreciating the teacher's self-efficacy supports teaching staff in terms of coping with burnout arising from the teachers' work-related stress aspects. Subsequently, teaching staff diagnosed to have a relatively high self-efficacy rank, experience teaching staff-related difficulties, concentrate on those difficulties, and exert energy to resolve them effectively. On the contrary, teaching staff diagnosed with a low self-efficacy rank, tend to distance themselves from such difficulties consequently leading to burnout. Thus, the disruption of job-related efficacy beliefs leads to individual burnout. In general, self-efficacy beliefs of teaching staff are at the forefront of disabling the burnout disorder. Staff self-efficacy encompasses three comprehensive proportions which include service self-efficacy, research and teaching and every single aspect are characterised by a collection of connected work errands (Bedel, 2016:143; Elaldı & Yerliyurt, 2016:346).

Comparatively, university teaching staff is self-assured and confident in carrying out tasks related to teaching as compared to other service tasks and research. A similar argument advanced by Sharp, Hemmings, Kay & Callinan (2013:660) reveals that relatively high confidence levels are exhibited by teaching staff while conducting classroom activities, for instance, marking examinations and course works, organising learning materials, and imparting knowledge during tutorials. It ought to be remembered that several university-based dynamics such as improved learner attainment, increased teaching staff efficiency and motivation, affirmative teaching staff conduct has been observed to have significant connections with teacher self-efficacy (Elal & Yerliyurt, 2016:347; Klassen & Tze, 2014:60). Expressively, Hemmings (2015:5) emphasises that teaching staff's success and their failure rests upon self-efficacy, also determining their survival, withdrawal, or dismissal from the education profession. Teaching-related duties such as research at university level, imparting knowledge to learners and service are university teaching staff's most challenging responsibilities; specifically, once their teaching load are not proportional to the planning necessary to execute the tasks (Filatov & Pill, 2015:38; Hemmings, 2015:4; Murray, 2008:110). Furthermore, Foote (2010:10) believes that there are so many conflicting burdens at home and work that harmonising them is still a challenge. Given these arguments, one can rightly conclude that various practices, resulting from the freedom afforded teaching staff in an institution of higher learning, affect self-efficacy levels. Compared to other school levels such as secondary schools and kindergartens; where teaching staff tend to replicate lessons,

consequently leading to the solidification of self-efficacy (Palmer, Dixon & Archer, 2015:28; Filatov & Pill, 2015:38; Fives & Looney, 2009:183).

(b) *Self-Esteem*

This is yet another element of personal resources which refers to a general appraisal of self-worth (Asmaa, 2016:36). From the definition, individuals inspiring to have higher self-esteem tend to present signals of progressive personal reflection established through daily practices of oneself. Similarly, self-esteem further refers to an achievement of self-perception taken to be the entire person's opinion referring to himself objectively (Morgan & Atkin, 2016:2). Identically as a subsection of personal resources, self-esteem has similarly been linked to social performance. Secondly, this feeling of oneself includes the magnitude to which one possesses dignity and self-reception otherwise 'self-esteem' is thought to be the sense of individual ability and value and can significantly influence teaching staff's actions, attitudes and beliefs (Koruklu, 2015:482; Terra, Marziale & Robazzi, 2013:73; Arogundade & Oladipo, 2013:8).

As an illustration, teaching staff with relatively low self-esteem are prone to job dissatisfaction and are likely to leave the job early as compared to those with high self-esteem. Accordingly, teaching staff with low self-esteem are vulnerable to burnout disorders while teaching staff with high self-esteem are satisfied with their work roles and able to stay in the teaching service. Particularly, a teacher with low self-esteem has been associated with fixation and nervousness. In contrast, according to numerous studies (Arogundade & Oladipo, 2013:13), work and school success, limited lawlessness and good mental health generate optimal self-esteem. Other studies indicate that external factors such as workstations and home atmosphere, interaction, and accomplishment influence self-esteem (Ghilay & Ghilay, 2015:384; Kuster, Orth & Meier, 2013; Arogundade & Oladipo, 2013:13).

Teaching staff at the university level also face work pressure resulting from their profession, which increases the rate at which they wear and tear, having a direct impact on their self-esteem and retention. Besides, it has been argued that the difficulty lies in retaining teaching staff as compared to attracting quality teaching staff and efforts geared towards improving

emotional support and repairing self-esteem can guarantee effective retention of quality teaching staff (Yousaf, 2015:140; Grayson & Alvarez, 2008:1355).

Earlier studies indicate that teaching staff with high self-esteem can interact and understand learner's behaviour. Therefore, understanding as a concept is a talent essential in teaching staff if they are to steer interactions. Accordingly, effective connections with learners have been proved to impact greatly on the teacher's self-esteem, besides benefiting learners. The individual contentment and self-efficacy mood among teaching staff are also directly connected to self-esteem and mental stability (Mulyadi, Rahardjo & Basuki, 2016:604; Spilt et al., 2011).

Equally important, academicians have noted with concern that the absence of self-esteem among teaching staff is extremely linked to reduced concentration and depression. It is worth noting that insufferable arrogance demonstrated in classrooms and other teacher-related activities, for example, teaching staff-learner mistreatment, intimidation and oppression have been linked to low self-esteem among teaching staff (Mulyadi et al., 2016:604; Kelsey, 2015:12; Spilt et al., 2011:460; Vanderslice, 2010:300).

(c) ***Social Support***

As the third resource with a personal element connected to burnout, social support is personal relief from a support source in the workplace or family context that contains feelings or physical assistance to the receiver. Social support consists of the value of connections, the support received and provided, perceived support and networks and community life involvement. As a demonstration, in the teaching staff work context, personal relationships can be stressors; however, given better personal communication and observed social support, undesirable stress effects are managed. Henceforth, social support can protect teaching staff from burnout, given its significant optimistic impact on stressors. Nevertheless, an extended mood of burnout among teaching staff increases the moment relations with co-workers and colleagues at different levels and in various statuses is tense. Absence of superior and colleague support at the managerial university level has the potential to boost the burnout pattern (Abdullah, Sipon, Nik Nazli & Puwasa, 2015:60; Hombrados-Mendieta & Cosano-Rivas, 2011:240).

Furthermore, the consequences of continuously connecting with individuals is a notion implying emotional harmony to confide in and support each other. Likewise, for purposes of responding and regulating demanding circumstances, social support decreases the likelihood of unwanted pressure in the lecturer's day-to-day affairs leading to mental harmony (Choi & Kim, 2015:584).

Additionally, several studies indicate that job demands such as work overload and underload and the absence of social support, which is a job-related resource, predict burnout. Teaching staff's workplace support is stationed control which has social, individual and environment purpose that leads to reduced stress effects. Certainly, burnout has an undesirable relationship with this resource (social resource). When the teaching staff is exposed to the pressure and anxiety that comes with the teaching role to the extent of being burned out, then this will have an undesirable influence and greatly impact the safeguard that comes with support at the workplace. Similarly, university support successfully moderates the emotional pressure by defending workplace contentment from the outcomes of burnout. In this case, support generated at the university level strengthens teaching staff's satisfaction and ultimately boosts their workplace contentment (Selvarajan, Singh & Cloninger, 2016:40; Choi & Kim, 2015:584).

According to Shankar and Kumar (2014:270), burnout mainly moderates insufficient workplace support. Although given strong workplace support, the impact of burnout on teaching staff's job contentment has been protected at the university and the classroom, linked to controlled stress and emotional disorder. However, it is essential that social support measures up to the desired intentions of the beneficiaries; otherwise, it may cease to serve the intended purpose. With this in mind, building a conducive and supportive atmosphere in a university together with guaranteed supportive a teaching staff's work environment goes a long way in reconciling the undesirable traits of emotional pressure and psychological disorder (McTernan, Dollard, Tuckey & Vandenberg, 2016:3-4; Shankar & Kumar, 2014:269).

According to Selvarajan et al. (2016:40), social support is considered a significant private resource in the process of dealing with emotional disorders. Supervisory support plays an active role in the burnout process, for instance, in a university setting, administrative

supervision appears to have the upper hand in determining coping reactions. Teaching staff who perceive the support of their superiors, frequently use coping that focuses on the problem, compared to others. Furthermore, several studies attest to the fact that administrative support can greatly impact reduced depersonalisation (Lambert et al., 2010:1223; Snyder, 2009:378), increased personal accomplishment (Gibson et al., 2009:1035), and reduced emotional exhaustion (McTernan et al., 2016:2; Lambert, Altheimer & Hogan, 2010:1230).

Halbesleben et al. (2014:1335) support this evidence and argue that the COR model stands grounded on the belief in the inspiration of personalities towards safeguarding (conserving) what they consider to be their resources, then securing (acquiring) new resources. In brief, resources roughly refer to situations, things, circumstances, and additional items valued by individuals. For this reason, university-teaching staff value resources differently based on their experiences and circumstances. A case in point, the need for trust – an expectation of openness and honesty in communication by management, fair compensation of, and investment in, an employee – may be a treasured resource to teaching staff. In contrast, the same could be a less-valued resource if anything observed as a potential threat to extra resource by, for example, the administration (McTernan et al., 2016:2).

Halbesleben et al. (2014:1335) argue that the acquisition and conservation principle leads to numerous theory ideologies beginning with: “Primacy of resource loss.” The impression is that it is mentally extra dangerous when persons lose resources as compared to their usefulness when they gain the lost resources. Significantly, the belief proposes there will be a greater influence of the losses than what is viewed as similar gains at work. For instance, the resignation of a practising researcher from a university will certainly be harmful to the university’s research capacity than the helpfulness gained in hiring another researcher.

2.3.3 Job Demands-Resources Model (JD-R)

According to Bakker and Demerouti’s (2007) job demand-resources model, work settings have exceptional features categorised into two broad classifications known as job demands and job resources. The two classes offer a model appropriate for different work settings (Molino, Bakker & Ghislieri, 2016:401). Similarly, Angelo and Chambel (2014:204) argue

that the JD-R model suggests that all work environments are defined in relation to job resources and job demands. The moment work and individual characteristics combine, they lead to emotional responses mainly due to engagements at work and prolonged stress. Centrally, the JD-R model hypothesises that job demands and job resources contribute to health challenges. Whereas motivational processes such as proper job resources like social support, self-esteem, and autonomy, boost employee morale, in turn, leading to quality results and work engagement (Robert, Van Doorn & Hülshager, 2015:75). Subsequently, health impairments from job demand elements could drain and exhaust the teaching staff’s mental and psychological resources, culminating in teacher burnout, and could well reduce teachers’ health. Job demand elements could include:

- over- and underloaded teaching workload,
- faculty demands, for example, deadlines to submit examination results,
- the pressure to accomplish doctoral studies,
- the pressure to publish in recognised academic journals (Gordon, Demerouti, Bipp & Blanc, 2015:45; Robert et al., 2015:76; Ângelo & Chambel, 2014:204).

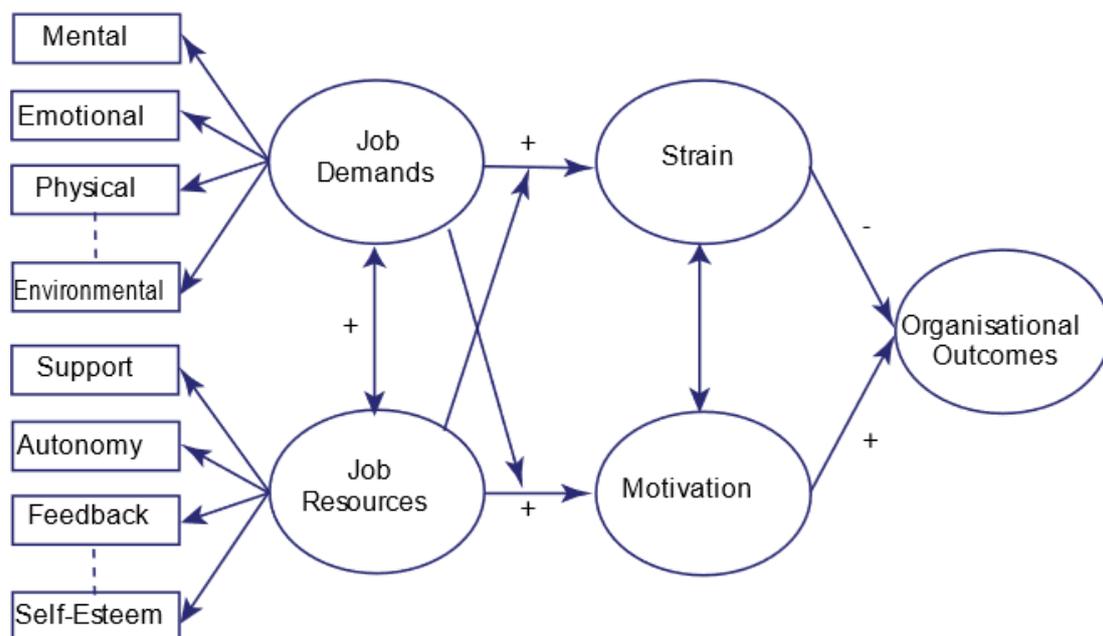


Figure 2.4: A graphic illustration of the JD-R (Bakker and Demerouti (2007:314))

A graphic illustration of the JD-R model is given in Figure 2.4.

Job demands can also be defined as work characteristics or job aspects involving prolonged emotional and physical effort. For instance, job demands surrounding knowledge atmospheres like the teaching environment and resulting in work stressors are:

- attending to many students at the same time,
- time pressure on marking examination scripts,
- deadline pressure to submit results to the faculties promptly,
- irregular working hours,
- demanding interfaces with the students,
- research supervision that necessitate too much energy.

Furthermore, burnout and depression, in this case, result from psychological deficiencies led by prolonged exposure to job demands. Consequently, there has been a close connection between burnout and job demands discovered in several organisational arrangements. An illustration is among employees in service professions like teaching staff, physiologically challenging contacts, deadline pressure and inadequate manpower were proved to forecast burnout (Montgomery, Spânu, Băban & Panagopoulou, 2015:72; Gordon et al., 2015:45).

Additionally, when a knowledge expert like a teaching staff member, is exposed to multiple demands from his or her job with insufficient resources, then scenarios of reduced commitment to the profession, the work and the organisation he or she is serving will be inevitable. However, where these demands correlate with the resources available to encounter them, the teaching staff will automatically experience constructive results, for instance, an increase in employee motivation, commitment and engagement (Kimber & Gardner, 2016:224).

Equally important, earlier studies about service professionals reveal that job resources significantly include prospects to:

- advance professionally,
- appreciation and credit on the job,
- exploration of new talents; and
- autonomy.

Besides, the researchers believe that these could potentially shield the employee against job demand effects such as stress. Overall, to qualify them as job resources, they should have the capacity to counter and reduce job demands, realise work aims and reduce related emotional and physical expenses (Robert et al., 2015:77). This capacity implies that positive social contact amongst faculty associates can act as shock absorbers against emotional demands. Again, employees confronted with shared aims tend to work together, sharing available resources to accomplish designated tasks. Examples of shared resources include but is not limited to time and expertise (Kimber & Gardner, 2016:225).

It is important to note that as much as positive social contacts are perceived to be job resources, they are also known to intensify workload especially through the energy and the time necessary to have group functionality which may cross the normal work domain. An illustration is when teaching staff with the expertise of developing a Master of Education degree course offers their expertise past the normal contract hours of 17:00 (Kimber & Gardner, 2016:225; Robert et al., 2015:77).

At the same time, job resources and demands are hypothesised to be linked to the employee job environment through teachers' characteristics that at times act as resources capable of reducing possible undesirable job demands consequences (Robert et al., 2015:77).

Accordingly, multiple types of demands have been studied earlier relative to work. Examples include work environment demands such as noise, air quality, temperature, and contagious exposures to radiation. In many ways, knowledge workers such as teachers frequently face similar difficulties potentially impacting their work. Demands within the work environment often generate stress and result in teaching staff burnout.

(a) ***Physical and Emotional Work Demands***

In the teaching atmosphere, physical and emotional work demands include:

- carrying examination scripts to and from the examination rooms,
- standing in the lecture rooms for quite long periods,
- walking long distances to and from the lecturer rooms, and to and from the university premises,

- carrying projector and other study facilities to and from the lecture rooms,
- marking bulks of course work and examination scripts, and
- reading students' research reports and dissertations.

Knowledge workers at times feel less self-assured about their capacity to extend their services in jobs characterised with increased physical demands. Similarly, employees are drained by physical demands leading to strain while emotional demands in an educational setting could comprise teaching staff handling related grief or sorrow. At the same time, when the learners' academic prospects deteriorate, a teaching staff member goes through irritation, suffering, antagonism towards a learner or student due to declining grades (McGonagle, Barnes-Farrell, Milia, Fischer, Hobbs, Iskra-Golec, Kaliterna & Smith, 2014:832).

(b) *Knowledge-Based Learning Demands*

The success of institutions depends entirely on fundamental economic resources such as knowledge which offers institutions the chance to stay relevant in a multifaceted world. Although knowledge is known to be gaining relevancy day by day; it has been observed to be diminishing. A case in point is the fact that internet security installed on a laptop will need to be updated after the elapse of 365 days or a year, fast technology innovations outdate equipment quickly, subsequently teaching staff ought to develop their knowledge as the only way to remain relevant and sustain the capacity to be employable. This need has led to increased knowledge-based learning demands, a scenario seeing employees attaining new professional knowledge as they refresh old knowledge (Kubicek, Paškvan & Korunka 2015:900; Obschonka, Silbereisen & Wasilewski, 2012:214).

(c) *Professional Planning and Decision-Making Demands*

The quick transformation currently taking shape in the western world has greatly affected the practices and social standards, and as such, human service organisations like educational institutions respond to the quick transformations through adjusting the decision-making procedures and instigating elastic institutional structures. This analysis has led to both labour growth and modernised employee control. No wonder there is currently more autonomy in

planning and decision making than direct control. Subsequently, there is an increase in employee self-sufficiency. Service employees are also expected to independently plan and develop their daily work increasing professional planning and decision-making demands (Kubicek et al., 2015:900; Obschonka et al., 2012:214).

This reasoning further extends to career planning as a demand. For this reason, teaching staff ought to constantly demonstrate or ascertain and protect the value attached to themselves for the universities they are serving and improve their marketability elsewhere. In this way, once teaching staff are responsible for their career progress, they are enabled to live up to the changing demands of the labour market hence their relevancy to the labour market (Kubicek et al., 2015:889).

(d) *Skills-Based Learning Demands*

Other than modernising professional knowledge, on-the-job learning further suggests that extra talents are required to effectively execute designated tasks, because of the recent increase in the diversity of professional expertise needed. Employee retention of expertise levels has turned out to be challenging, as such teaching staff are continually advised to strategically modify their competence levels to match the improved technology and modernised work ethics leaving teaching staff with no option other than a confrontation of increased skills-based learning demands (Kubicek et al., 2015:889; Obschonka et al., 2012:214).

Further evidence in support is social acceleration thinking as Rosa (2013:224) advances. Accordingly, fast-growing societies has consequences on work condition changes, planning and decision-making demands, with workload and skills and knowledge demands increasing (Kubicek et al., 2015:889; Hsu & Elliott, 2014:399).

In addition, research has continuously revealed that musculoskeletal pain is a result of increased job demands; overload is an example of job demands responsible for work tension. Equally significant, increased psychological workload is common among teaching staff and responsible for increased depressive symptoms leading to anxiety and strain. Certainly, mental and physical workload characterise universities; therefore, depressive indicators may

be obvious. In the same way, the absence of job resources will provoke harmful effects on the teacher's health and wellness (Airila, Hakanen, Luukkonen, Lusa, Punakallio & Leino-Arjas, 2014:1422). Likewise, demands impair health and facilitate the development of anxiety; exhaust employees and mental and physical resources leading to exhaustion (McGonagle et al., 2014:831). Job resources also offer additional motivation to quicken actions; therefore, resources once available will enable employees to realise work aims (Gordon et al., 2015:49; Robert et al., 2015:77).

2.3.4 Demands-Control-Support (DCS) Model

Approximately 37 years ago, in 1979, the birth of an inspirational model summarising the effects of confrontational job characteristics on employee health and safety was witnessed. Robert A. Karasek Jr branded job demands and job control as important job characteristics that influence health (Karasek, 1979:285; Blom, Bodin, Bergstrom & Svedberg, 2016:111). In the following years, another concept code-named 'social support' appeared and was integrated into the model as another essential work-related characteristic. The social support perception comprising of physical and mental help from a supervisor, Häusser, Schulz-Hardt and Mojzisch (2014:25) finally incorporated institutional support, confidence and emotional integration in the model. A component which mediated between work-related stress and employee health, and they subsequently called it the job demand-control-support model. According to Karasek, the model clarifies the manifestation of mental strain in the work environment (Karasek, 1979:286; Häusser, Schulz-Hardt & Mojzisch, 2014:25; Griep et al., 2010:180; Häusser, Mojzisch, Niesel & Schulz-Hardt, 2010:2).

Accordingly, undesirable consequences in the work environment are consciously or unconsciously related to job demands and job control (Karasek, 1979:286). In the workstations of knowledge workers, job demands are typical of role conflicts, role ambiguity, time pressure, workload, and psychological and physiological demands, regularly conceptualised as job demand characteristics. Additionally, job control, also known as decision-making latitude, is the additional job characteristic that denotes the magnitude to which an employee can exercise control over work activity, responsibilities and the autonomy to make binding decisions. Blom et al. (2016:111) argue that the locus of control relates to job demand and job control, hence predicting job-related strain. Note that locus of control

refers to the general acceptance that an individual directly control the consequences of behaviour internally, not subject to external forces and good fortune. Stress research experts contend that internal locus of control significantly predicts active coping with work-related stress as compared to employees with an external locus of control since they have no direct control over the ability to change behaviour. A change of an undesirable behaviour lies in the hands of someone above them (Hwang & Ramadoss, 2016:5; Willemse, De Jonge, Smit, Visser, Depla & Pot, 2015:406; Baillien, Rodríguez-Muñoz, De Witte, Notelaers & Moreno-Jiménez, 2011:158).

In a university setting, therefore, teaching staff in an environment characterised by internal locus will likely demonstrate improved health once they are threatened with work-related stress as opposed to those within an environment characterised by external locus and control that will only benefit teaching staff within an internal locus of control. Arguments from Viotti and Converso (2016:440) sustain the thinking that accumulative confirmations indicate that meagre decision authority and skill discretion could forecast poor mental health development among university teaching staff. It is worth noting that job control (decision latitude) is further categorised into two broader aspects: decision authority and skills discretion (Tastan, 2016:115). Whereas skill discretion and decision authority are frequently joined, this study will examine the dimensions as twofold. Accordingly, skills discretion denotes to one's prospect to obtain and practice profession expertise at work. Skill discretion, coupled with decision authority is a job resource that facilitates employees to regulate their jobs, support employees to deal with job demands, hence sustainable job wellbeing and stress reduction (Theorell, Manzano, Lennartsson, Pedersen & Ullen, 2016:1; Tastan, 2016:115).

In other words, other than a chance to utilise combined skills, skill discretion entails the practice of getting new knowledge and exhibiting creativeness. Though this is reflected to be a constructive job characteristic, it necessitates learner-related energy mobilisation, making skill discretion unique and naturally different from the renowned resources such as social support and job autonomy that do not necessitate energy exhaustion. In a broad outlook, exercising skills discretion could endure constructive psychological mood of teaching staff and satisfaction derived from such roles through developing employee self-realisation and self-actualisation needs as they execute their duties. The fact that skills discretion entails effort necessary to be taught fresh ideas, then mobilising energy becomes inevitable. Hence it

is possible that in certain situations, it could worsen instead of safeguarding the connection between job demands and emotional consequences (Viotti & Converso, 2016:440). A scenario describing skills discretion among university teaching staff is, understanding the absence of researched publications in internationally recognised journals at the faculty or school and then connecting this with the previously acquired knowledge of research and publication (Theorell et al., 2016:1). Such examples are aspects of the teaching profession that withstand internal drive and health since they substitute competence development. Nevertheless, once such acts are required to react to mental demands, for instance, deciding when to publish an article online, teaching staff may perceive skills discretion as a kind of extra demand. Given this fact, skill discretion will lead to energy depletion, changing teaching staff's emotional health and once this is prolonged, it may trigger the employee's wish to quit the profession (Theorell et al., 2016:1; Viotti & Converso, 2016:440).

Decision authority, according to Blom et al. (2016:112), denotes autonomous decision making in the workstation. Accordingly, decision and control prospects in the workstation is normally institutionally a facilitated opportunity. In the teaching staff's influence spheres, they can make decisions such as:

- When to plan for lessons or teach a prescribed course,
- When to set, and mark examinations and course works,
- When to meet and advise learners,
- When and whether to attend faculty or departmental based meetings,
- When and whether to contribute to the world of academia through research and publications,
- When and whether to attend academic conferences and workshops, and
- When and whether to present scholarly papers (Samarasekara, Ab Yajid, Khatibi & Perera, 2016:15).

Similarly, a discrepancy in a load assigned to teaching staff and the limited control in their entire work setting can worsen exhaustion through unnecessary demands by creating an anxiety disorder. Absence of job control indicates that teaching staff's discretion and autonomy is inadequate. Consequently, the weakening of this decision-making latitude implies that teaching staff have little influence if any, in the affairs of their work setting.

Willemse et al. (2015:406) argue that job control significantly influences workload and burnout among teaching staff, consciously or unconsciously. Therefore any additional control granted to teaching staff extends a chance of design to their work-related settings maybe including resizing their workload, and expectations of controlling strain (Willemse et al., 2015:406; Häusser, Schulz-Hardt & Mojzisch, 2014:25; Portoghese, Galletta, Coppola, Finco & Campagna, 2014:153; Baillien et al., 2011:158).

Furthermore, job control can potentially influence teaching staff to see high job demands as challenging and inspiring, hence increased individual control levels induces mental exhaustion. Besides, through self-efficacy, teaching staff will see job control in high job demand settings either from a negative or a positive perspective. Self-efficacy in this context refers to the effective management of situational demands within their work environment using their competences to apply their mental abilities, resources, and skills (Tastan, 2016:114; Tucker, Jimmieson & Oei, 2013:1).

Scholars and academicians have hypothesised self-efficacy to be broadly and steadily capable of dealing with stressful circumstances as it restores satisfaction, and improves emotional states (Hwang & Ramadoss, 2016:8). Such encouraging healthy related endpoints are common in a high-rated sense of self-efficacy, as such, highly self-efficient teaching staff is less susceptible to psychological pressure and anxiety since they can additionally regulate essential actions for stress management and the consequences associated with it (Toker, Gavish & Biron, 2013:713).

Additionally, teaching staff with high self-efficacy are likely to be mentally stable; they rarely complain about stress-related disorders, implying that a mixture of a high sense of self-efficacy and high demands, can make teaching staff willing to increase their workload higher than their capacity to handle it, ultimately leading to physiological difficulties. Important still, high control levels will only benefit the teaching staff, depending on their level of confidence in using the given power (Proost, Verboon & Ruysseveldt 2015:487). The agony will only set in where there is a discrepancy or mismatch between the degree of self-efficacy and the amount of control. According to Hwang and Ramadoss (2016:7) once teaching staff belief in their capacity to handle their assignments effectively, meets denial of an exhibition of their skills, then a scenario of high self-efficacy meeting low job control will have set-in with direct and indirect consequences to teaching staff's health and wellbeing. In simple terms,

individual resources such as self-efficacy might regulate the way teaching staff hypothesise, understand and respond to their work settings (Hwang & Ramadoss, 2016:7; Proost, Verboon & Ruysseveldt, 2015:487; Toker et al., 2013:714).

The DCS model was stretched with the integration of social support in the work setting as the third aspect. The work atmosphere, a characteristic of low social support is the riskiest for teaching staff's health (Blom et al., 2016:114). Subsequently, work-related social support demarcates complete stages of supportive social interface accessible in the work setting from supervisors on one side and colleagues on the other. One can rightly argue that the backing of both workmates and supervisors act as surviving resources against the influence of work-related pressure on teaching staff in the workstation. On the other hand, support from colleagues and supervisors differ in their influence on teaching staff conditional to their work settings (Willemse et al., 2015:406). Therefore, in a teaching environment, colleague support as compared to supervisor support has an extra, direct, and immediate impact since the bonding between colleagues is more identical and friendly than with supervisors or superiors. Additionally, support from a colleague is a major aspect in eventual workstation resources, specifically in institutions that value and emphasise teamwork. All in all, supervisor support is significantly connected to workers' commitment, job satisfaction and intentions to leave instead of support from a colleague also in classified institutional settings, a supervisor is influential and probably treasured in a work setting (Hwang & Ramadoss, 2016:5).

2.4 CONCLUSION

From the literature consulted, this chapter concentrated on four major models and theories of stress:

- The transactional model of stress and coping, which, according to Chirico (2016:444), uses an interactive structure to evaluate the intellectual or mental procedure workers undertake to understand structural difficulties. As observed by Alhija (2015:375), occurrences in the work setting (teaching environment) starts the process of mental assessment as to whether the teacher's health is at risk resulting from certain work-related demands.

- The job characteristics model demonstrates the work of job theory advocates Hackman and Oldham (Park, 2017:4), describing job characteristics that support the intrinsic motivation of employees. Teachers' job characteristics eventually impact results, and their emotional conditions mediate between job characteristics and results (McCarthy et al., 2015:813). It is within this model that clarification is made of how feedback, skills variety, task significance, autonomy, and task identity regulate expert work significance; proficient accountability over teacher-related work results; and finally, an understanding of the tangible outcomes from teacher-related activities. These tasks mutually affect job contentment, reduce turnover and intentions to leave the profession, excellent job performance and intrinsic motivation (Park, 2017:4; McCarthy et al., 2015:813).
- The P-E fit study usually hypothesise the theory into a complementary fit which takes place when the teachers' characteristics complement the work setting with a suitable fit, while the supplementary fit refers to a scenario in which teachers' characteristics are of supplement or addition to those of the work environment or the university (Boon & Biron, 2016:2182; Brandstätter et al., 2016:2).
- While the ERI model theorises that job-related stress is a consequence of the existing difference in the disparity between spent energy and insufficient received rewards in return at the workplace and the absence of a balance between input and output in terms of high costs and low gains provoking continuous stress responses (Rasmussen et al., 2016:195). Additionally, in the ERI model, over-commitment, also known as 'intrinsic' effort at work is a Type A behaviour in which teaching staff embellishes inherent energy they organise to resolve a difficulty. Hence, overcommitted teaching staff, according to the ERI model, repeatedly evaluate their working conditions to be additionally demanding as compared to less demanding staff, due to impractical inherent anxieties they load on to themselves which could turn out to be stressors (Loerbroks et al. 2016:2).

This chapter further reviews models and theories of burnout such as the TP-M theory to describe relations between learners and teaching staff. To comprehend the mechanisms of the teaching profession, it is indispensable to recognise the growth-fostering shared and the dynamic teaching staff-learner connection because both learners and their teachers benefit from the connection (Blase, 1982:99). Advancement of the teacher's awareness of the

learners' needs, for example, all the things the teaching staff believes that it is good to be taught to the learner that will consequently result in grading. Due to that fact, teaching staff exert energy (effort) in the process of assisting learners in realising anticipated results like attaining good cumulative grade point average and acquiring their degrees. Concerning emotional exhaustion; the TP-M theory develops a series of conditions in the teaching staff work setting that overpower their capacity to handle (resources), hence, averting them from guiding learners, setting and marking course works and examinations, effectively teaching the prescribed course, and hindering them from achieving internal satisfaction (Manning et al., 2016:45). The continuous existence of this resource depletion negatively affects effort, the teaching staff's job contentment, work participation due to the teacher's belief of an unproductive relationship with the learner. The continuous teaching staff perception to exert more effort on the learner, however, without significant subsequent learner outcomes, teaching staff are subjected to pressure and ultimately burnout (Kogut, 2016:65; Pasathang, Tesaputa & Sataphonwong, 2016:119; Manning et al., 2016:45). Another burnout theory is the COR theory, which essentially capitalises on the 'resources risk'. Teaching staff-related resources should not be endangered, insufficient, or even lost, otherwise stress scenarios to the teaching staff will become inevitable. An illustration is when teaching staff could not contemplate investing additional resources to surmount the risk due to uncertainty of the investment consequences.

On the other hand, teaching staff may instead conserve the resources to reduce impending resource loss, the protection and safeguarding of resources means required effort in form of upsetting and disturbances which results into insufficient resources left, in addition to leaving the teaching staff stressed (De Witte et al., 2016:20; Kremer, 2016:808). Whereas the JD-R model deeply emphasises the equal share of resources and demands in the work setting and all possible mental, physical, and structural characteristics of the teacher's job such as an overload of examination scripts to mark and submitting results before a specified date; having a group of learners to mentor hence required at the school at the same time being needed by family members at home, among other aspects of the job that necessitate lengthy psychological effort (Chirico, 2016:449; Upadyaya et al., 2016:102). Finally, the DCS model, forecasts that teaching staff exposed to low social support levels and decision-making latitude, and high psychological demand levels are susceptible to undesirable health consequences. Accordingly, stress among teaching staff will grow in circumstances where

there are higher demands as compared to control, hence the undesirable consequences (Chirico, 2016:449). Unnecessary demands from chartered private university authorities such as deputy faculty deans and departmental heads, with insufficient social support to teaching staff, are a characteristic of higher education institutions known to ignite health-related disorders (Willemse et al., 2015:406; Hwang & Ramadoss, 2016:3; Martinez et al., 2015:796).

Chapter 3 comprises an analytical review of the causes and effects of burnout on performance.

CHAPTER 3

THE CAUSES AND EFFECTS OF BURNOUT ON TEACHING STAFF PERFORMANCE

3.1 INTRODUCTION

Presently, employee burnout is among the significant factors responsible for the decline in production and manpower supply in organisations (Maryam & Amir, 2017:65).

Thus, in the knowledge professions, employee burnout is a disturbing phenomenon and research indicates that 50 per cent of knowledge workers or educationists abandon the teaching profession earlier than their sixth year in the profession largely due to the absence of professional contentment. Further arguments for this reasoning indicate that in Europe, thirty per cent of teaching staff are burnt out while in France, a total of seventy per cent experience overload, fatigue and tension (Boujut, Roch, Palomares, Dean & Cappe, 2017:8).

Further support for this theory is yet another discouraging teacher destruction that worldwide figures and rates cutting across advanced countries support. Thus, in several European states, nearly thirty to forty per cent of prospective teachers quit the profession before actual teaching starts, while an estimated forty per cent graduate as professional teachers but do not teach beyond five years. In a similar vein, forty-five per cent of early graduate teachers in Australia repeatedly contemplate deserting the occupation within ten years, with approximately thirty per cent fulfil their interest in the first five years of teaching (Boujut et al., 2017:9).

Similar disturbing figures of North American teachers display teacher erosion rates in the United States to be between thirty and fifty per cent over the previous forty years. Nearly one-third of newly graduated teachers abandoned the profession within three years, followed by half who quit in the first five years, and ten per cent leaving every year. Teachers abandon the profession because of various reasons such as substandard infrastructural quality like resources, salary, and policies. Psychological and physiological factors such as work-related stress and emotional exhaustion, stand out to explain the rampant exit in the teaching

profession (Wang, Hall & Rahimi, 2016:121-123; Collie, Shapka, Perry & Martin, 2016:789;).

This three-dimensional syndrome is believed to be noticeable in a variety of domains. In a working sphere, and professional or knowledge occupations, indications denote precise interfacing with service beneficiaries and instruction. Identical indicators are well-known in the teaching profession, specifically at universities. In detail, the exhaustion indicators consist of an added physiological component, whereas the depersonalisation indicator substitutes with depression, postulates damage to the desire to contribute (Tziner, Rabenu, Radomski & Belkin, 2015:207). Burnout examination is a significant area of analysis as a disorder linked to considerable human pain that carries substantial monetary expenses for individuals and institutions.

Studies reveal that burnout explains reduced mental and physical health on an individual level and reduced morale and performance-related challenges institutionally, cutting across service and work domains. Subsequently, related financial expenses to organizations are more significant in work domains (Hill & Curran, 2015:2).

The conceptualisation of burnout and the causative factors responsible for it is a continuous argument amongst academicians and the public (Schwarzkopf, Straus, Porschke, Znoj, Conrad, Schmidt-Trucksäss & Von Kanel, 2016:25; Tziner et al., 2015:207).

3.2 CAUSES OF BURNOUT

Andela and Truchot (2017:276) believe that teaching is considered a demanding profession because teachers' regular schedules expose them to numerous pressures such as continuous contact with colleagues, learners and management, families and associates; excessive workloads and regular cases of mismanagement making them susceptible mainly to burnout (Basar & Basim, 2016:1837).

In consensus, an explanation of burnout specifically emphasises situational and emotional difficulties alongside available resources to counter those difficulties. Simply put, the three burnout indicators are a consequence of the discrepancy between demands such as excessive

workload which affects possible exhaustion and resources such as social support that defend against depersonalisation and achievement. Resource overload in this context is a result of increased demands; exhaustion appears first followed by an element of depersonalisation (Hill & Curran, 2015:2).

Burnout among teaching staff can emerge after being triggered by situations inherent to the work environment and the organisation, individual features, or characteristics. Regarding situational influences within the education career, the excessive teacher-related load is a significant cause of burnout; in contrast, factors attached to the teaching staff themselves, point to individual characteristics (Boujut et al., 2017:10) Further analysis similarly indicates that self-efficacy restricts the would-be influence of demanding professional situations on wellbeing. For example, when confronted with demanding circumstances in the teaching environment, teaching staff will envisage situations of triumph or accomplishment or disappointment conditional to their professed self-efficacy. The increase in the teachers' perceived self-efficacy simplifies teacher-related challenging conditions through suitable efforts. In contrast, the lower the sense of self-efficacy, the more teaching staff see challenging conditions as obstacles or failure (Boujut et al., 2017:12; Reis, Xanthopoulou & Tsaousis, 2015:8).

Additionally, teacher-related burnout has inspired continuous studies, many of which indicating organisational and individual factors. Examples of these include:

- absence of shared decision-making,
- students' troublesome misbehaviour and disrespect,
- instructional obstacles,
- teacher-related work overload,
- unfriendly reactions to fellow teaching staff's verdicts about learners' conducts,
- classroom environment,
- deadline pressure,
- self-efficacy, self-esteem, and emotional intelligence (Creedy, Sidebotham, Gamble, Pallant & Fenwick, 2017:2).

Ghanizadeh and Jahedizadeh (2016:5) similarly argue that the leading causes of teacher burnout include:

- reduced self-esteem,
- role conflict,
- the absence of social ability,
- inadequate time to prepare lessons,
- student numbers,
- unpleasant classroom environment,
- the work-generated pressure,
- age,
- poor ambitions,
- role ambiguity,
- role overload,
- learner disrespect, and
- the absence of morale among learners (Ghanizadeh & Jahedizadeh, 2016:6; Reis et al., 2015:9).

Correspondingly, Bitmiş and Ergeneli (2015:365) argue that regular teacher-related work roles responsible for causing teacher burnout include bad working conditions, low salaries and inadequate teacher preparation which can even be responsible for the teachers' intentions to quit the profession and abandoning the workplace. Accordingly, the current financial climate that uncertainty in the work atmosphere describes changes the connection between the teaching staff and the institutions they serve and increase job insecurity. Likewise, Creedy and colleagues further claim that job insecurity has been ranked as a major stressor and is associated with emotional distress and burnout (Creedy et al., 2017:3-4).

3.2.1 Job Insecurity

Job insecurity refers to a job level psychological stressor triggered by work-related situations that reveal the employee's perception of possibly losing his or her job (Shoss, Jiang & Probst, 2018:112; Jimenez, Milfelner, Sarotar Zizek & Dunkl, 2017:27). Note the fact that whether contingent or precarious, teachers' work environment can reveal a clear image of an unbiased

extent of job security. Non-valid service contracts that do not secure continued employment characterises precarious employment and job uncertainties with the teaching staff that generally do not have any control over future salary opportunities and have limited work rights. Therefore, the two employment uncertainties – chronic job insecurity and prolonged job instability – are closely related to emotional wellbeing (Jimenez et al., 2017:29; Bitmiş & Ergeneli, 2015:365; Landsbergis, Grzywacz & LaMontagne, 2014:497).

Prolonged exposure to teacher-related job insecurity is a strain response leading to drained teaching staff resources. For this reason, the teacher-related job insecurity further replicates uncertainties (Jimenez et al., 2017:29). Insecure teaching staff observe the risk of losing their employment, a consequence known as a primary appraisal. On the other hand, unclear future employment complicates the process of evaluating management approaches necessary to resolve the uncertainty qualifying it as a secondary appraisal (Blom, Richter, Hallsten & Svedberg, 2018:50). As a consequence, the appraisal process during job insecurity results into strain since situation demands surpass the available resources, hence the absence of effective coping strategies (Piccoli & De Witte, 2015:248; De Witte, Van der Elst & De Cuyper, 2015:110; Urbanaviciute, Zabielske, Van der Elst & Bagdziuniene, 2015:218).

Similarly, an imbalance in the institutional exchange relationship through breaching psychological contracts between the teaching staff and the educational institution triggers undesirable emotionally charged responses leading to burnout (Blom et al., 2018:49). Furthermore, this exchange relationship is grounded on the social exchange model explaining teaching staff's responses. In general, social exchange comprises a sequence of interfaces that make responsibilities. In most cases, these interfaces are commonly realised as provisional on other people's actions. Examples of such social exchanges include an exchange of physical resources, activities, and social-economic and financial outcomes (Shoss, 2017:1916).

Blom et al. (2018:50) agree that just like an exchange of costs and results, rewards and resources define the teaching-service relationship, a framework typical of a teaching staff-institutional relationship. Teaching staff's jobs are a resource while job uncertainty can be considered a reward in return for the teaching staff's effort. Subsequently, teaching staff threatened by job loss are expected to concentrate on the amount of their invested energy and the received outcome (input-output ratio). Such teaching staff is also prone to evaluate the

nature of their relations with the educational institution (Wege, Angerer & Li, 2017:2; Sakakibara & Endo, 2016:176).

Additionally, Urbanaviciute et al. (2015:219) insist that once teaching staff are exposed to insecurity, they relate with other employees to appraise themselves. These evaluations are based on the equity principle concerning equilibrium between relationship investment and output in terms of rewards. In this case, Sakakibara & Endo (2016:176) maintain that physical ways of measuring an unbalanced relationship in terms of the teaching staff-institution exchange include a breach of perceived shared responsibility between teaching staff and the institution. This psychological contract denotes the establishment of shared beliefs held by teaching staff regarding their roles as teachers and their claims regarding payment for their effort. Consequently, this contract reveals the teaching staff's belief reciprocity and the reference point to assess their invested effort and the returns on investment. Sustained reception and reciprocation generate cumulative responsibilities between the parties particularly involved in an exchange relationship. Differently put, teaching staff expect payments while the education institution also places demands on them (Elenko, Makikangas & Stride, 2017:858; Shoss, 2017:1916).

Correspondingly, equilibrium within the psychological contract is essential in a perceived discrepancy between the teacher's effort. Inadequate received rewards are perceived as a betrayal or breach of contract (Elenko et al., 2017:858). Indeed, the breach of this contract suggests to the teaching staff's opinions regarding the magnitude to which the educational institution failed to do its part as promised. Studies indicate that job insecurity negatively affects the teaching staff due to the undesirable or unwanted adjustment in the psychological contract attached to them (Elenko et al., 2017:858; Wege et al., 2017:3).

Subsequently, teaching staff anticipates that once their education institutions benefit from their hard work, these institutions are expected to respond by offering job security as a reward (Jimenez et al., 2017:27). Numerous studies further support this thinking which reveals that the practice of inadequate reciprocity in the effort and rewards exchange within the educational institution is associated with harmful and destructive emotionally driven responses that lead to burnout. Therefore, this breach of the psychological contract is

significant in forecasting negative teaching staff emotional reactions to their workplace and the subsequent negative impact on wellbeing (Piccoli & De Witte 2015:250).

3.2.2 Distributive Injustice

Distributive injustice is yet another mechanism of describing the way employment uncertainty affects burnout. From a broader perspective, the organisational justice method looks at unfairness or injustice as a major stressor, and burnout specifically is one of the immediate responses to perceived unfairness (Andela & Truchot 2017:277). Additionally, organisational justice indicators, as scholars suggest, include procedural, interactional, and distributive elements. Afzali, Mokhtari Nouri, Ebadi, Khademolhoseyni & Rejeh (2017:238) argue that distributive fairness evaluates the observed justice of the result of the processes within the educational institution and the outcomes. In contrast, procedural justice deals with objectivity in decision-making techniques and allocated outcomes, especially with accuracy, unbiasedness, and consistency (Afzali et al., 2017:238).

On the contrary, interactional justice replicates the degree to which teaching staff are treated with respect and fairness. Likewise, teaching staff threatened by unfair distributive situations, observe a discrepancy between their input and outcomes. Subsequently, this confrontation can be called a reciprocity deficit and is responsible for a series of undesirable consequences, including strain among teaching staff. Once extraordinary effort levels are denied suitable or proper rewards, the scenario leads to emotional distress. In such circumstances, the increased levels of demand are responsible for increased teaching staff fatigue and exhaustion. Additionally, injustice leads to reduced expert self-esteem and efficacy (Andela & Truchot 2017:276; Afzali et al., 2017:238; Piccoli & De Witte, 2015:250).

Thus, distributive injustice denotes the objective distribution of rewards. The lower the distributive justice, the higher the imbalance between the teacher's effort and the rewards he or she gets, consequently leading to reduced emotional wellbeing (Afzali et al., 2017:238). Accordingly, at the teacher's workplace, an effort is considered a portion of an exchange process to which an education institution pays in the form of rewards; in return, job security, job esteem and career opportunities, and money are the means through which rewards are circulated. For that reason, as teaching staff invests their energy in teaching-related activities,

job security is a potential reward for such an investment (Jian, Trip & Probst, 2017:341). Subsequently, the presence of job insecurity with teaching staff indicates a total loss of this reward. Perception of an imbalance occurs once the effort is not adjusted in the teaching staff's interest. As an extremely treasured reward among teaching staff, losing job security creates an absence of balance between effort and gains resulting in hostile health consequences (De Witte et al., 2015:113; Piccoli & De Witte, 2015:250).

Similarly, teaching staff anticipation of a balanced effort-reward service engagement will be dishonoured once the rewards gained from their service to customers fail to coincide with their invested efforts to encounter emotional control objectives. Usually, this dishonesty manifests in distributive injustice commonly depicted as dangerous to teaching staff's welfare. This argument reveals that emotional control is related to the degree to which teaching staff perceive distributive justice during their daily activities. Correspondingly, when the emotional control effort surpasses the expected rewards gained from customer interactions, such interfaces will be taken to be unbalanced. In contrast, if there is an observed balance between the rewards from teaching staff-client interfaces, then a distributive justice will have manifested in such a shared interaction. Furthermore, an emotional disorder that affects health sets-in, once teaching staff perceives interfaces with clients as distributively biased. Subsequently, distributive justice facilitates the connection between emotional regulation and the teaching staff's health (Martínez-Inigo & Totterdell, 2016:27).

A similar argument reveals that distributive justice can generate emotional exhaustion, a burnout element, due to intensified self-control demands. Unbalanced interactions activate situations that stimulate effort to restore unfairness. Consistent with the self-control strengths theory, limited self-control resources are consumed in the process of managing these undesirable situations (Han, Bonn & Cho, 2016:101). It is further argued that teaching staff going through distributive injustice will notice receiving inadequate rewards on their invested resources and observe inadequate resource replacement. The discrepancy between the resources and the resource replacement procedure and employee perception of distributive justice exposes them to worse states, such as job difficulties overstressing them. In the same way, distributively biased relations will emotionally drain teaching staff (Martínez-Inigo & Totterdell, 2016:30; Chao, Shih & Hsu, 2016:157).

3.2.3 Job Demands

Teaching staff job-related demands denote the institutional mental aspects of the teacher's job that necessitates constant emotional struggles related to physical and mental expenses (Manas, Díaz-Funez, Pecino, Lopez-Liria, Padilla & Aguilar-Parra, 2018:2). Note that not all job demands are harmful, rather high job demands necessitate teachers to add more energy which could develop into teaching staff job-related pressure aspects. Examples of these teacher job difficulties include a hostile work environment, excessive workload, and emotionally challenging interfaces (Santa Maria, Worfel, Wolter, Gusy, Rotter, Stark, Kleiber & Renneberg, 2018:112). Teaching staff's daily executes multiple tasks such as preparing and teaching, administrative work, setting and marking both course works and examinations, communicating with colleagues and the administration of these types of duties regularly leads to excessive teacher-related job demands later related to emotional difficulties (Rouxel, Michinov & Dodeler, 2016:83).

Consequently, the absence of teaching staff job resources leads to increased burnout rates due to higher teacher-related stress levels. Teaching staff job-related resources describe emotional aspects of the teaching job that moderate job demands and the related mental expenses, inspire individual advancement in the realisation of the set work-related objectives. Therefore, teaching staff-related resources are essential since they simplify the process of dealing with teacher job demands and boosts morale related to a teacher's job performance. Besides, teaching staff resources encompass responsibilities such as self-sufficiency; feedback from fellow teachers, departmental supervisors such as faculty heads; relational aspects such as social support from fellow teachers and departmental or faculty heads; organisational such as teaching staff job contracts and other job security elements and salary payments (Santa Maria et al., 2018:112; Han et al., 2016:100).

Additionally, supervisory support points to the magnitude to which teaching staff recognise supervisory assistance and attention about their welfare. Furthermore, teaching staff supervisors represent many decision-making positions, such as deans of faculties, heads of departments, registrars, deputy vice-chancellors, directors, principals, who are capable of supporting teaching staff in relieving their emotional anxiety through emotion support programs (Han et al., 2016:100; Sonnentag, 2015:538).

3.2.4 Institutional Double Binds

Rovithis, Linardakis, Rikos, Merkouris, Patiraki and Philalithis (2017:647) argue that institutional double binds denote a stressful, emotional state where employees are challenged with clashing or conflicting directives then sanctioned undesirably for “following one instead of the other”. Besides, a typical situation of a double bind is a predicament or difficulty in which teaching staff attempts to undertake exceptionally extraordinary workloads or accomplish anticipations about considerations given to detail but truthfully will not manage to achieve both. Further support of this is the counterproductive directives that let teaching staff suffer consequences for either not following suggested measures or failing to achieve work-related set aims that the instructions contradict with (Hornung, Lampert & Glaser, 2016:489; Rovithis et al., 2017:648).

Equally important, a manifestation of multiple opposing orders distinguishes ‘double bind’, because meeting the terms of one suggests letting down the other. These scenarios generate emotionally charged feelings and cynicism among employees (Ee, Teoh & Yen, 2017:1571). Incidentally work role conflicts describe a situation where there are mismatched hopes or anticipations towards teaching staff about how they are expected to execute their duties and responsibilities. Specifically, this could entail inadequate training, limited and lack of time, and additional means necessary for the teaching and learning process to take place. Examples could entail an uncoordinated timetable, counterproductive procedures and directives from supervisors and guidelines or instructions that could hinder the teaching and learning process or goal accomplishment (Ee et al., 2017:1571; Rovithis et al., 2017:648; Ebbbers & Wijnberg, 2017:1344).

Equally important, double-bind features include ambiguity which describes doubt regarding interactive choices and possible results. For emphasis, it is the absence of a formal method of strategy identifying that will probably be sanctioned negatively (Armstrong & Woloshyn, 2017:99). Differently stated, role ambiguity explains the absence of a clear picture regarding the autonomy, the beginning and end of teaching staff responsibilities and workplace relationships with colleagues, especially. Consequently, ambiguity and role conflict are significantly connected with negative institutional and individual consequences, increased intentions to leave the organisation, impaired mental wellbeing, anxiety, psychological strain,

reduced commitment, dissatisfaction and low employee performance (Kalkman, 2017:2; Armstrong & Woloshyn, 2017:99; Urien, Osca & García-Salmones, 2017:139).

Academicians continually argue that reduced work performance is the resultant effect of workstations characterised by increased role ambiguity and conflicts. For instance, role ambiguity causes various reactions conditional to chances of employing regulation tactics to ease fundamental stressors. Additionally, role ambiguity suggests the absence of perfect strategies, guidelines or procedures regarding a mode of behaviour or how they are likely to behave as a result; ambiguity further provokes employees to generate guidelines or procedures by way of describing their job limitations contradictory to work-related goals. As a matter of observation, creative teaching staff could use ambiguously defined teacher-related job roles for their benefit by creating tricks to guard themselves against approvals for failure to accomplish or achieve inconsistent demands. Subsequently, the combined impact of role conflict and ambiguity, therefore, depends on the prospect of teaching staff's perception to handle these teacher-related anxieties (Hornung et al., 2016:491; Ee et al., 2017:1567).

Correspondingly, social cognitive model experts contend that institutions that unclearly detail and communicate objectives to their employees, risk burnout later leading to reduced employee morale in achieving or realising the agreed-upon desired objectives. Subsequently, role ambiguity characterises significant work-related demands as it necessitates the supplementary mental effort of the teaching staff, specifically those accountable for effective communication of organisational goals and objectives to the lower cadres and junior teaching staff. Additionally, in the university context, deans, principals and heads of departments' commitment could be sustained by the available social and emotional resources within their workstation, specifically robust colleague relationships (Nasir, Khan & Nasir, 2017:610; Palomino & Frezatti, 2015:167).

Experts further argue that undoubtedly, role ambiguity imposes extra demands on teaching staff once institutional goals and objectives become complex and difficult to comprehend, equally weakening the teaching staff's ability for self-regulation and worth. The harder it is for teaching staff to understand the organisational purpose, the more they will misdirect their energy to less productive and insignificant work-related actions, a significant threat to employees' commitment (Bilal & Ahmed, 2016:120; Andrews & Mostafa, 2017:6).

Accordingly, diagnosing activities essential to attain anticipated institutional academic objectives is the result of motivated teaching staff who has clearly articulated organisational goals. Contrarily, unclear institutional goals complicate the process of harmonising employee effort to add extra energy to apprehend the correlation between their actions and their subsequent institutional performance. Due to this, the unclear benchmarks for goal accomplishment darken the relationship between teacher effort and the resultant outcome. In such situations, teaching staff tend to exhibit lower engagement levels due to uncertainty over the actions invested in as a profitable investment regarding effort and time (Aghaz & Sheikh, 2016:53; Andrews & Mostafa, 2017:7).

3.2.5 Absence of Job Resources such as Job Autonomy and Social Support

Hobfoll, Halbesleben, Neveu and Westman (2018:105) believes that loss of resources is extremely significant as compared to gaining resources. Firstly, resources entail real objects such as equipment for work, institutional vehicles, computers and projectors; secondly, there are conditional resources such as contracts, leadership titles; personal-based resources like knowledge and skills, effectiveness, personality traits; and finally, energy resources like salary and allowances. Subsequently, the unbalanced influence that arises from the loss of resources is demonstrated in the results, speed, and the time period it remains significant (Jeung, Kim & Chang, 2018:190).

(a) Job Autonomy

An example of job resources is job autonomy (Jeung et al., 2018:190), treasured by teaching staff and denotes the amount of liberty or freedom teaching staff have while executing their daily duties in terms of decision-making and planning. Furthermore, this self-sufficiency increases teaching staff's job performance by enhancing self-efficacy and inspiration. Research suggests that knowledge workers highly involved in decision-making about their work roles observe increased individual resources to cope with job demands thus suffering reduced emotional exhaustion and low turnover intentions (Jeung et al., 2018:190; Kim, 2016:19).

In academic situations, autonomy demarcates the extent to which the teaching profession offers teaching staff considerable or significant liberty, freedom or free will and the capacity to choose work-related strategies to define the mode in which their obligations will be carried out. Additionally, autonomy is the existent operational work feature which could strengthen the academic staff using independent emotion that reveals the teaching staff's desire to have extra control and limited supervision (Belias, Koustelios, Sdrolias & Aspridis, 2015:326). This significant work design dimension is usually measured to inspire free teaching staff enterprise, permitting creativity to manifest, and allowing them the capacity to apply their creative tactics, procedures, and ideas. Besides, autonomy is an employee feature with a direct relationship to perceived employee obligations. For teaching staff to acquire that feeling of personal responsibility to work, there should be significant liberty to make binding decisions specifically with executing several tasks. Teaching staff develop a sense of independence with better implementation and control of their responsibilities and moderate interfaces among employees (Els, Mostert & De Beer, 2015:4).

As such, autonomy could demonstrate a significant role in averting the undesirable magnitudes arising from ambiguous and responsibility conflicts. The presence of this degree of decision-making in the workplace further guarantees job contentment and health at work (Belias et al., 2015:327).

Correspondingly, Wheatley (2017:301) argues that autonomy has consequences for the academic institution and the employer, specifically through institutional performance or productivity and teaching staff revealed in their described health. Both the teaching staff and the institution could benefit considerably from this employee control over decisions and execution of duties, task completion and work timing responsible for improved teacher satisfaction (Malinowska, Tokarz & Wardzichowska, 2018:3-4).

Subsequently, Nogueira, Sousa, Guedes, Santos, Turrini, and Cruz (2018:337) argue that reduced autonomy in the teacher's job creates a prevalence of emotional distress. Self-governing, inspired teaching staff are predicted to adopt operational or real problem-solving strategies when interfaced with unclear, uncertain, or conflicting duties. It is equally common among this category of employees to aggressively search for the necessary information instrumental in executing an obligation or a directive. Other elements common with this type

of employee include creativity and persistence, enabling them to deal effectively and proactively with excessive work. Contrarily, teaching staff categorised to have low self-governing inspiration, largely take their duties as a commitment, for instance, to earn a living or sustain optimistic self-worth as compared to their duties as contentment, subsequently leading to high work-related stress levels, job burnout and reduced job contentment and satisfaction (Nogueira et al., 2018:337; Wheatley, 2017:303; Belias et al., 2015:331).

(b) Social Support

The absence of social support primarily explains burnout among knowledge workers and teaching staff (Bernotaite & Malinauskiene, 2017:631). Social support denotes feelings of being treasured, valued, favoured, well regarded and an associate of a shared commitment setup. In a higher learning institution, social support significantly helps teaching staff moderate excessive workload effects (Rouxel et al., 2016:82).

Peltonen, Vekkaila, Rautio, Haverinen and Pyhalto (2017:158) indicate that social support such as an adequate participatory climate and teamwork from superiors such as faculty deans, heads of departments, directors and coordinators to teaching staff reduce emotional exhaustion of knowledge workers and facilitate job satisfaction and retention (Yang, Liu, Liu, Zhang & Duan, 2017:2). Job resources play a protective role against impacting demands to reduce burnout. Therefore, increased overload and mental demands with reduced autonomy and social support forecast burnout, certainly leading to absenteeism due to sickness (Kim, 2016:18; Upadyaya, Vartiainen & Salmela-Aro, 2016:103).

Correspondingly, teaching staff interface frequently with extraordinary demands in their work environments, including time pressures, role ambiguity and conflicts not forgetting increased workload, complex relationships at schools, parental and society criticisms which make the presence of certain job resources essential in handling the demands (Peltonen et al., 2017:159). Furthermore, teachers' resources, for instance, self-efficacy, emotional intelligence, and individual characteristics have been documented to be central defensive mechanisms to teaching staff's general mental health (Ferguson, Mang & Frost, 2017:65). Demonstratively, multiple studies show that individuals whose partners, family members, and friends give them emotional support, direct help and collaboration are mentally healthier than

those with limited compassionately shared or social contacts (Han et al., 2016:100; Ju, Lan, Li, Feng & You, 2015:59-60).

3.2.6 Perfectionism

Chang, Chou, Liou and Tu (2016:261) argue that perfectionism is related to anxiety, fear and depression, a combination well known to trigger emotion exhaustion. In the first place, perfectionism is a shared behavioural characteristic which defines individuals that struggle for faultlessness and set unreasonably extraordinary performance standards, at times ending up in dangerous reactions. Additionally, it has been linked to creativity, an element responsible for original performance, although some academicians believe that it weakens employees' capacity to be creative (Wagner & Upton, 2017:64).

Several studies have categorised perfectionism into three main proportions which include “socially prescribed”, “other-oriented” and “self-oriented perfectionism.” According to this discussion, socially prescribed perfectionism is centred around expectations that substantial others arrange or suggest. Teaching staff with other-oriented perfectionism, presume other people to accomplish faultlessly and to achieve individual high standards and repeatedly assesses others. Self-oriented perfection indicates the tendency where an employee anticipates high achievement from high set goals accompanied by the determination to accomplish them (Wagner & Upton, 2017:63; Chang et al., 2016:202).

A teaching staff member with socially prescribed perfectionism tends to be thoughtful to standards that the substantial others enact and attempt to accomplish those standards to escape failure to get approval or avoid dissatisfaction. From the mentioned perfectionism dimensions – socially prescribed and self-oriented perfectionism indicates more faultless anticipations prospects of an individual personality than that of others (Chang et al., 2016:203).

Additionally, academicians further contend that perfectionism can further be separated into adaptive and maladaptive perfectionism. They describe adaptive perfectionism, also known as positive striving, to be associated with an employee's determination or motivation to execute and better accomplish. In contrast, maladaptive perfectionism also called

perfectionistic concern, indicates distressing about being appraised or assessed (Chang et al., 2016:203). Similarly, socially prescribed perfectionism takes a maladaptive shape due to substantial others enforcing unnecessary and overwhelming anticipations, provoking undesirable emotional changes. In contrast, self-oriented perfectionism is linked to self-blame and boasting, but can also end up in emotional regulation due to the individual's set standards taken to be in full control. Consequently, self-oriented perfectionism is taken to be an extra form of conscientiousness known as perfectionistic striving (Schwarzkopf et al., 2016:26; Chang et al., 2016:203).

In educational work environments, adaptive perfectionism is related to academic commitment. Incidentally, teaching staff with adaptive perfectionism set individual targets and attempt to realise them by aiding enthusiasm and boosting their performance levels. In contrast, teaching staff with maladaptive perfectionism could set impractical targets because of external anticipations, forcing them to accomplish in an exceptionally unreasonable style, ultimately resulting in emotional exhaustion (Oros, Iuorno & Serppe, 2017:2). Besides, harmful perfectionism is linked to faultlessness worries related to teaching staff relying on others such as supervisors' authorisation or fear-related disappointments resulting from failure to beat or realise their own set standards leading to emotional exhaustion in the workstation (Chang et al., 2016:261; James, Verplanken & Rimes, 2015:124).

Thus, conscientiousness, high standards, rigorous will power, persistence, high self-concept control and self-discipline describe perfectionists, though their confidence is measured on others' activities and appraisals. These teaching staff members are also described as excessively critical in circumstances where their set values are not realised. What is more, is that appraisals of self-confidence regarding goal accomplishment are linked to extreme performance. Consequently, perfectionist's strivings necessitate feelings of distrust concerning individual actions because of mistakes made connected with stress, fear, depression and anxiety that later results into emotional exhaustion and cynicism (Schwarzkopf et al., 2016:26; Chang et al., 2016:261; James et al., 2015:123).

Scholars Lessin and Pardo have classified perfectionism into healthy and unhealthy, and they further describe each one of them:

Healthy perfectionists are inspired to follow spontaneous and persistence high performance, eager to exhibit original and inventive behaviors with habits of self-starters (Lessin & Pardo, 2017:78).

For instance, in higher learning institutions, teaching staff with such perfectionistic elements can accomplish exceedingly high-quality innovative projects and tasks. However, in the process of chasing such high goals, healthy perfectionists tend to develop a hyper-judgemental element concerning their exceptionally high values and principles. Perfectionism is a quantifiable personality characteristic. Subsequently, these irrational, excessive anticipations certainly lead to work-related job burnout driven by a failure to meet the extraordinary self-expectations (Lessin & Pardo, 2017:78; Oros et al. 2017:2; Wagner & Upton, 2017:3; Chang et al., 2016:263).

3.2.7 Occupational Loneliness

Work-related loneliness is grounded on interpersonal relationship theories which propose that emotional growth and health is based on a connectedness element. De Witte, Pienaar and Cuyper (2016:20) argue that generally, the concept of loneliness is as well-known as isolation, denoting an employee's opinion of absence in social relationships. Besides, the absence of much-needed relationships triggers a feeling of loneliness. For the most part, social isolation is rooted in the absence of the desired to connect with others. Since educators comprehensively invest in the teaching-learning process and take part in supervisory roles, it is disputable that isolation is a reaction to work-related stressors. Given the fact that numerous connected academic challenges surround teaching staff, isolation would be detrimental and hypothetically destructive for educational institutions. The generated tension perhaps nurtures relational detachment most probably to manage the tension.

Additionally, as a self-protective strategy, teachers may desire to defend or safeguard their images against disparagements of their teaching styles or observed as defenders of interests of students and superiors. Similarly, such reactions to teacher-related stressors consequently end up in emotional expenses and burnout. This process of loss of resources is in line with the conservation of resources (COR) theory (Fernet, Torres, Austin & St-Pierre 2016:48).

In general, the COR theory is grounded in the fact that employees endeavour to build, protect and retain resources and that any scenario of a threat to them is possible to damage the resources they value most. As such, continuous threats to resource loss is thought to cause burnout, specifically after excessive investment in teaching, research, setting and marking coursework, tests and examinations, and other duties surrounding teaching staff. Once academicians commit to managing work pressures, their detachment can also manifest into professional isolation as a defence mechanism against valued resources (Kurland & Siegel, 2016:1063; De Witte et al., 2016:20).

These arguments are in line with the self-determination theory in the way that the interpersonal detachment would deny teachers the emotional need to associate with others. Further, the theory specifically suggests that environmental dynamics exerting weight on teaching staff, hamper the satisfaction or contentment of competence, connectedness, and autonomy, needs that could trigger emotional, cognitive, and behavioural costs. Like earlier studies, the work setting dissatisfaction of emotional needs leads to burnout predicted by emotional and physical demands, interferences in the workplace and excessive workload, all common workplace stressors (Fernet et al., 2016:47).

3.2.8 Workplace Bullying

Workstation bullying has been linked to complex burnout levels among knowledge workers with undesirable consequences on the outcomes. For the most part, bullying has been associated with cynicism and emotional exhaustion through self-rated performance, self-efficacy, and psychological self-regulation (Khademi, Soderberg, Osterman & Bjorkqvist, 2017:2). The experts describe bullying as a frequent and irrational awkward conduct against an employee or a group of employees that is risky to health and safety (Bernotaite & Malinauskiene, 2017:630). Correspondingly, irrational behaviours are intimidating, threatening, humiliating, and victimising. Above all, consciously or unconsciously, deliberately, or not, actions and behaviours count as workplace bullying if they repeatedly marginalise or reject employees and pose threats to employee health and wellbeing (Khademi et al., 2017:3). Furthermore, in the workplace, bullying may manifest personally through social media, such as Facebook, Twitter, WhatsApp, or through electronic mails, and usually, such acts are indirect and not easily noticed.

Hofler and Kendal (2016:134) agree that workstation bullying has been labelled a widespread concern that hinders suitable socialisation among knowledge workers. Employees frequently intimidate colleagues to retain workstation control. Certainly, education institutions such as universities ought to defend their workforce from bullying, and those who are failing to do this are indirectly nurturing unethical behaviour capable of ruining employee wellbeing (Bernotaite & Malinauskiene, 2017:631; Jimenez, Dunkl & Peißl, 2016:1932).

Researchers further argue that education institutions are duty-bound to offer a working atmosphere free from unhealthy activities to both potential clients and teaching staff. In this way, workplace bullying in an academic institution is defined as an interactive process where a teaching staff member ends up in a situation where he or she is a deliberate target with exposure to undesirable acts regarded to have a dire employee and organisational consequence. Additionally, as a top-down process, workplace bullying regularly targets lower cadre officers or inferior classified level employees than the offender (Arenas, Giorgi, Montani, Mancuso, Perez, Mucci & Arcangeli, 2015:1).

Bullying manifests once offensive actions or conducts occur repeatedly and chronologically in a timeframe of six months. An illustration is that victims of bullying are frequently targets of social isolation, intimidation, ignorance and unable to support or defend himself or herself. Unjust power distribution, prolonged job demands, internal struggles and competition for rewards, have been documented to be the most severe difficulties demonstrating dangerous and insecure working atmospheres. Consequently, emotional destruction, for instance, anxiety, bad temper, depression, and traumatic stress are some of the undesirable documented consequences of workstation bullying (Nguyen, Teo, Grover & Nguyen, 2017:4; Bernotaite & Malinauskiene, 2017:630).

3.2.9 Workstation Politics

Workplace politics is yet another cause of burnout that has been found to possess an undesirable impact on employees. Institutional politics has been conceptualised as a behavioural pattern or institutional disorder capable of messing up procedures in institutions. An observation of institutional workplace politics denotes the magnitude to which workers interpret their operational climate as political inspiring self-centeredness or selfishness,

leading to inequalities (Hassan, Vina & Ithnin, 2017:480). Additionally, teaching staff recognise workplace politics mainly as egocentric conducts, or actions sanctioning employees to realise selfish gains and profits at the expense of the others within a department, section, faculty, unit, or the entire institution. Consequently, workplace politics is commonly related to subversion, manipulation, defamation, and unlawful means of realising intentions.

Furthermore, workplace politics manifest in promotions, rewards, and organisational decision-making processes. Incidentally, this explains why such politics has harmful effects on the results. Presence of workplace politics could destruct efficiency and performance at individual and institution levels. Confronting, criticising, accusing, image building and impression managing, flattering, connecting with influential people, and setting power coalitions in the workplace in the form of political actions are common. Usually, they transpire during uncertain moments, at times when everyone is confused (Bodla, Afza & Danish, 2015:67).

Importantly, in higher learning institutions teaching staff could respond to workplace political activities in various ways. Some could choose to exit the organisation completely; other could select to disregard the political behaviour; others could choose to resign or to concentrate and bury themselves in their work-related tasks; whereas others could be part of workplace political activities (Millar, Chen & Waller, 2017:261).

Research reveals that although some may be successful in political games in the workplace, many tend to hate the entire workplace and political activities. In many cases, once employees recognise these organisational, political activities and cannot manage to handle them to their satisfaction, they tend to categorise the situation as a risk to their health and safety. Subsequently, understanding has linked a significant positive relationship between emotional exhaustion, cynicism and depersonalisation and politics in the workplace (Hassan et al., 2017:480).

For the reason that workplace politics could impair a feeling of fairness, employees unable to surmount or fight back, tend to quit as a management strategy, while others could abandon their workstations due to mistrust and suspicion of that particular work environment. The moment employees notice that, though they have invested their genuine energy, certain or a

selection of co-workers are politically promoted and rewarded in the workplace, they tend to lose morale, focus, and confidence. Consequently, they withdraw or leave the institution (Quaiser & Sajid, 2017:22-23).

Additionally, those without any job substitute tend to stay in such institutions but with intentions to revenge the organisation for not being fair. It can also be stated that desertion consequently describes employees' behaviour, specifically those troubled and distressed by such workplace political engagements but they stay in the organisations for reasons best known to themselves (Basar & Basim, 2016:1841).

Bodla et al. (2015:68) agree that an investment in social and economic interactions is thought to be dangerous in a politically driven work environment. Therefore, teaching staff are hesitant or reluctant to add their weight to such institutions. Thus, politics has a significant impact on social exchange, subsequently reducing employees' job commitment and overall workplace satisfaction, in the end, affecting organisational performance. The experts further explain that elements of work-related politics are interpreted to have a powerful undesirable connection with employee job performance, institutional commitment and job satisfaction and are linked to anxiety and intentions to quit the job (Quaiser & Sajid, 2017:23).

3.2.10 Low Self-Efficacy

According to Lauermann and Konig (2016:10), employees diagnosed with generally low self-efficacy are prone to emotional exhaustion and depersonalisation as compared to those with extraordinary self-efficacy. This argument pursues because of constant worries, the interpretation of unclear circumstances as stressful and an understanding of demanding academical circumstances as risky rather than positively challenging (Boujut et al., 2017:10). Thus Jeung et al. (2018:190) believe that teaching staff self-efficacy denotes the belief in teachers' capacity to yield anticipated academic results. Differently stated, it is hypothesised as a significant defensive element against prolonged stress and burnout. An employee's perception of self-efficacy creates a fundamental job engagement characteristic which later signifies the reverse of emotional exhaustion.

Broadly, self-efficacy replicates a personality propensity to assess employees as capable of positively influencing the work atmosphere and achieve objectives through conditions and domains of life (Kose, Kose & Avci, 2017:226; Garcia, Escorcia & Perez, 2017:107). At the same time, self-efficacy with its roots in resources theories such as the social cognitive model has been documented among significant negative emotional exhaustion predictors. Accordingly, social cognitive philosophy proposes that tension and stress reactions in performance circumstances can be understood to be susceptible to employees and could thus demoralise employee self-efficacy principles (Nuri, Domirok & Direktor, 2017:161). On the other hand, employees with extraordinary efficacy, compared to employees with low efficacy, are prone to understand their affective excitement as an energising or stimulating performance architect. In contrast, low-efficacy employees are expected to involve themselves in self-disbeliefs and see their affective excitement as weakened (Lauermann & Konig, 2016:11).

3.2.11 Organisational Structure

An organisational structure is yet another potential burnout activator among employees leading to poor person-environment (P-E) fit (Bilal & Ahmed, 2016:123). Incidentally, the organisational structure illustrates how an institution positions itself, operates and functions. Furthermore, it can be described by formalisation, promotional opportunities, instrumental communication, and integration which focus on resource accessibility for employees which safeguard them against emotional exhaustion, depersonalisation, and cynicism. By contrast, insufficiency of these resources contributes to anxiety and employee burnout (Bilal & Ahmed, 2016:123; Gurianova & Mechtcheriakova, 2015:398).

The centralisation proportion denotes the sharing of authority in an institution. In a higher learning institution, a levelled organisation structure inspires teaching staff to express their fears. In contrast, a top-down classified organisation not only discourages teacher contribution or participation in decision-making but also does not permit them to emotionally impact the institutional results leading to an employee sentiment of not being considered a valued institutional asset. Besides, teaching staff with limited or no power over their work leads to a feeling of ineffectiveness, consequently a threat to their psychological health (Bilal & Ahmed, 2016:122; Gurianova & Mechtcheriakova, 2015:398).

An equally significant aspect of organisational structure, instrumental communication in a higher learning institution proposes detailed and broad-based information to employees regarding procedures and work-related concerns within the institution. It further explains the institution's needs and challenges to its employees, teaching staff inclusive, that they feel treasured within that institution. In this manner, lack of such communication indicates to the workforce that they should not be bothered by institutional business, a situation characterised by an increase in emotionally charged sentiments and moods resulting from employee stressors generated by communication gaps (Gurianova & Mechtcheriakova, 2015:398; Lee, Min & Lee, 2016:493).

Bilal & Ahmed (2016:121) argue that formalisation refers to the magnitude to which position tasks, procedures and regular practices are dignified with well-aligned expectations and a chain of command. It additionally diminishes insecurity and doubt in a workplace environment and offers strategies to teaching staff on how to deal with challenges, accomplish tasks and manage changes within the workplace. Proponents of formalisation further reveal that it further directs employee effort and reduces unclear prospects. Consequently, obstruction, frustration, and confusion among employees, is the resultant outcome of a lack of formalisation and has been documented to have a direct connection with employee burnout (Bilal & Ahmed, 2016:121).

3.2.12 Failure to Detach from Work/Workaholic

Detachment from work at times referred to as workaholism, according to Gordon, Shonin, Dunn, Garcia-Campayo, Demarzo and Griffiths (2017:212), refers to the emotional disconnection from work-related thoughts especially after work hours to allow psychophysiological structures to normalise in the absence of work-related demands that had been triggered by effort outflow. Contrarily, a scenario of failure to psychologically distance oneself from work-related thoughts indicates the existence of job-related feelings happening in off-the-job time such as conducting routine work in the evenings, during retreats, leave, and on holiday (Gordon et al., 2017:212; Lanzo, Aziz & Wuensch, 2016:166). Differently stated, detachment, can be described as a recovery process with no contact with task demands and task-related feelings and thoughts. The works of Germeys and De Gieter (2017:2) sustain

this point by claiming that once an employee fails to detach from task-related thoughts, more specifically, if they are undesirable during non-working time, then this can nurture extended functional activation, subsequently, decreasing attention capacity, self-efficacy and control (Schulz, Bloom & Kinnunen, 2017:254).

Therefore, this recovery process can affect behavioural consequences and psychological results. In an academic environment, once a teaching staff member fails to detach from job- or task-related feelings, the values of quality sleep may be jeopardised or abused thereby affecting memory or the capacity of the teacher to recall previous events that transpired in the workplace the following day, as indicators of fatigue or tiredness could remain, subsequently reducing the rate and swiftness of that employee at work. This thinking is said to result in inaccuracies and mistakes manifesting themselves in declined work performance such as awarding a wrong mark, considering wrong answers as correct, writing wrong dates, and using inappropriate examples in a lesson. When teaching staff invest additional resources, such a decline can be averted (Nemet, Moshiri, Yiu, Loewenstein & Moisseiev, 2017; Germeys & De Gieter, 2017:3).

These arguments are based on the effort recovery theory which suggests that the continuous impairment or compromise of recovery will accrue undesirable short term load responses to hostile long term costs with time, specifically when the invested effort intended to compensate additionally reduces the resources that had been left behind. Subsequently, when an employee detaches from his or her work task responsibilities a valuable recovery approach is to relieve the employee from additional job-related demands thereby assisting resource replacement (Wendsche & Lohmann-Haislah, 2017:2-3; Germeys & De Gieter, 2017:2; De Carlo, Falco, Pierro, Dugas, Kruglanski & Higgins, 2014:725).

3.3 EFFECTS OF BURNOUT ON TEACHING STAFF PERFORMANCE

Burnout remains an issue of concern amongst human service professions, experts, and medical practitioners due to its undesirable consequences to both individual employees and institutions. Burnout causes:

- decreased organisational commitment,

- worsening professional practices,
- increased organisational dissatisfaction,
- increased employee turnover,
- profession erosion,
- absenteeism,
- continuous strenuous interaction with clients; and
- excessive work.

Emotional irritations and hostile behaviours precipitate the processes that result in employee burnout in institutions (Basar & Basim, 2016:1837; Lauermann & Konig, 2016:10; MacDonald, Saliba, Hodgins & Ovington, 2016:39).

Additionally, this three-dimensional disorder has the sentiment of being shattered and stunned by work-related interface development of undesirable distrustful approaches towards customers and employee underestimation of themselves, their capacity and talents. An example of this is burnt-out teaching staff hardly psychologically accessible to learners and developing undesirable arrogances towards learners. This teacher could well contemplate that he or she can hardly impact the learners substantially (Fernet et al., 2016:46). Emotionally exhausted teaching staff refers to it as ‘fatigue’, ‘without energy’, others tend to be naïve and tend to lose their competent feelings due to their incompetence to accomplish essential job demands (Kocaekşi, 2016:121; Schwarzkopf et al., 2016:26).

3.3.1 Hopelessness

Emotionally exhausted employees tend to feel less interested, depressed with reduced morale, standards, and expectations, ending up in a feeling of emotional detachment in work time (Ghanizadeh & Jahedizadeh, 2016:4). Emotional detachment refers to teaching staff’s sense of absence from work; this involves their separation and distancing from work connected feelings during work hours. Correspondingly, during detachment, teaching staff are not physically or mentally engaged in teacher-related responsibilities. It could well be perceived as a regaining practice that would take place in the evening after work, or in non-working time such as at night. In this way, detachment can affect teaching staff’s routine activities and service delivery if it happens during normal working hours, especially because of emotional

exhaustion. Consequently, the teacher's performance and subsequently, the institutional business in terms of output will be impacted positively if the employee remains focused and do not detach from routine work during working hours. As a matter of observation, the psychological properties for the attainment of the desired individual and institutional goals will be expected to be available (Germeys & De Gieter, 2017:2).

3.3.2 Turnover Intentions (Intentions to Quit)

Scherer, Allen and Harp (2016:3) argue that burnout has been largely associated with employee plans to resign their jobs in a range of professions. This idea is consistent with the COR theory in a way that burnout experienced as a consequence of shattered resources creates a need for the employees to distance themselves from draining or diminishing practice. Therefore, teaching staff would contemplate quitting their teacher-related jobs due to burnout resulting from resource exhaustion. Overall, the act of voluntary leaving of the job has been documented to impair service delivery and subsequent institutional collapse. Additionally, turnover intention demarcates workers' attempts or preparedness to vacate the existing workstation voluntarily. For instance, a study of 106 health workers revealed that work complexity, work-related strain and tension, excessive work, inadequate resources and work-life disparity were significantly linked to employees' plans to quit their jobs (Wong & Laschinger, 2015:1827).

3.3.3 Low Task Engagement

Low task engagement is yet another result of burnt-out teaching staff, also referred to as work neglect manifesting in employees carelessly absconding from work, emotional negligence, absentmindedness, or desertion. It is important to note that this normally happens due to undesirable work-related dynamics, for instance, job dissatisfaction, and breach of a psychological contract. Consequently, teaching staff could tolerate work situations to worsen through rendering limited or no attention to their daily activities, diverting the time meant to be for their employers/workstations to private business, desisting from attending their routine activities, and emotionally withdrawing from work. Other practices include arriving late to their workstations and leaving earlier than the designated normal time to go home. In higher learning institutions, low task engagement could occur in the form of teaching staff:

- rendering excuses for not attending meetings,
- failing to attend to learners on time,
- arriving late in lecture rooms,
- failing to meet agreed-upon deadlines and procedures,
- attending to students without adequate preparation,
- being rude to colleagues,
- attending to phones and chatting while teaching, and
- attending to personal issues and businesses during the would-be productive time for daily activities.

The moment the teaching staff neglects their work roles; the practice could lead to harmful, deadly repercussions, for, instance, learner or client dissatisfaction and disappointment (Basar & Basim, 2016:1840).

3.3.4 Cognitive Dysfunction and Impairments

Academicians argue that cognitive workplace deficiencies are significant factors in appreciating the undesirable workplace consequences resulting from burnout. Similarly, experimental proof resulting from self-appraisals of cognitive deficiencies indicate a relationship between burnout and prolonged impairments of executive control task demands. Executive control denotes the regulation of responsive processes such as verbal reasoning, working memory, abstract thinking, intellectual flexibility, problem-solving, planning, self-consciousness, and sequencing. Simply put, executive control is an action regulation model element that forecasts job performance (May, Bauer & Fincham, 2015:127).

Experts argue that prolonged impairments have an emotional impact on the prefrontal cortex, amygdala and hippocampus, brain structure modifications that are the basis of damaged or reduced memory among other intellectual domains. Subsequently, a persistent interface with work setting stressors could result in a syndrome characterised by physical fatigue, irritability, sleep disorder, loss of focus, reduced professional success, emotional exhaustion, and the absence of energy. Burnt-out knowledge workers are often diagnosed with attention difficulties and failure to recall. Other mental impairments and complications identified

among burnt-out employees include impaired working memory, prolonged fatigue, and failure to concentrate (Grossi, Perski, Osika & Savic, 2015:627; He, 2017:237).

Teaching staff diagnosed with burnout elements could exhibit difficulties with recalling scheduled meetings with colleagues, timetabled lectures and examinations, set and programmed deadlines for submitting results, a timely setting of examinations and assignments, or even failing to recall certain academic procedures (Orosz, Federspiel, Haisch, Seeher, Dierks & Cattapan, 2017:112). Additionally, other cognitive dysfunctions among teaching staff could include the reduced capacity to attend to learners, faculty demands, difficulties and handle tasks characterised with deadline pressure, for instance, marking and submitting results in a predetermined time, submitting a manuscript for publication. Failure to get a quality nap or to rest, the absence of strength, bodily fatigue, chest and muscle aches are other cognitive dysfunctions associated with burnt-out employees (Grossi et al., 2015:632; Orosz et al., 2017:112).

All in all, teachers' mental and physical health and wellbeing can significantly be affected by burnout which can further impact the overall teaching and learning operations, subsequently, impacting the general institutional operations of learners educational and social levels. The consequences of prolonged professional stressors surrounding the teaching profession include:

- institutional malfunctioning,
- absence of respect for each other,
- a lack of resources such as social support,
- conflicting workstation relationships,
- excessive workload, and
- perceived imbalance at work (Boujut et al., 2017:8; Orosz et al., 2017:112).

3.3.5 Decreased Professional Efficacy

Employees experiencing extended job-related pressures frequently exhibit reduced effectiveness in their performance of their regular work, on top of complications in effectiveness (Sokka, Leinikka, Korpela, Henelius, Lukander, Pakarinen, Alho &

Huotilainen, 2017:71). Teaching staff regularly encounter changes in their duties and tasks and unexpected work-related responsibilities that necessitate abrupt reallocation of effort and cognitive resources. Experts argue that task substituting patterns necessitate express shifts between task sets. Substituting a single assignment for another usually results in being extra prone to faults and sluggish performance (Sokka et al., 2017:73; Cooper, Seibert, May, Fitzgerald & Fincham, 2017:18).

3.3.6 Poor Impulse Control

Studies have acknowledged several prolonged stress-related disorders related to employee self-control, for instance, problem-solving, financial strain, maintenance of social interactions and decision-making are responsible for exhausting and draining attached resources to self-regulation (Pan, 2017:157). Particularly, from the teaching staff point of view, increased professional demands of publishing academic papers in internationally recognised journals, and expenses attached to career progression and development such as attaining a doctoral degree, are all potential emotional threats responsible for exhausting the desired teacher resources to successfully engage self-control in managing burnout effects and teacher consequences like job performance (Cooper et al., 2017:19; Pan, 2017:157).

Thus, failure to progress professionally such as acquiring a desired higher qualification, publishing of a scholarly article, a feeling of insufficiency in executing required duties such as supervising postgraduate research, and a feeling teaching and learning incompetency are other significant features of teaching staff's burnout consequences at higher education institutions. Besides, self-control being a required resource largely describes how teaching staff burnout could exhibit more harmful consequences among themselves (Mohammad, 2017:889). In other words, the moment resources tagged to self-control are drained, teaching staff diagnosed with burnout will exhibit the worst performance in relationships with colleagues and subordinates. Other consequences connected with self-control include eating behaviours and academic performance. Self-control is also significant in employee capacity to make good choices and guiding behaviour, it is equally relevant in handling difficult employees at colleague, superior and lower cadre levels. Therefore, depletion of employee self-control resources subsequently leads to poor impulse control and a manifestation of disparaging or negative social actions and conducts, for instance, hostility or anger

demonstrated in quarrels and fights in the workstation (Cooper et al., 2017:20; Orosz et al., 2017:112).

3.3.7 Low Career Commitment

Academicians have further fronted low career commitment as a significant burnout consequence characterised by an absence of working morale and career progress. Proponents of the career choice theory suggest that individuals employed in organisations and environments that are aligned to their occupational personality type are expected to be contented with such professions. Correspondingly, experts further argue that the similarity between professional personality type and the workstation or atmosphere forecasts employee's career obligation and stability (Orkibi, 2016:75). Career generally denotes a comprehensive agenda or basis of position over an uninterrupted period. Specifically, career commitment thus describes an employees' enthusiasm or inspiration to constantly progress with effort in a specific calling or ability over a lengthy time (Pan, 2017:158). A study of eight hundred and twelve pre-service teachers and working educators revealed that prolonged work-related stressors had a great impact on their career obligations and intentions to quit. Similarly, a study across ten European countries revealed that burnout was regularly connected with healthy workers' intentions to quit their professions as an alternative to low career commitment (Cooper et al., 2016:120; Orkibi, 2016:76; Maryam & Amir, 2017:65-66).

3.3.8 Decreased Job Satisfaction

Increased burnout among employees has been found to end up in low job satisfaction also responsible for an increase in employees' intentions to leave the organisation (Yee, 2018:65). Accordingly, job satisfaction is at times known as job contentment, and it describes the employee's emotional evaluative social response to an individual job as measured by employee appraisal of job characteristics and psychological reactions to job occurrences and related behavioural targets. It could also be stated that employees experience dissatisfaction with their work when they undergo a draining of resources without any opportunity for an adjustment (Arenas et al., 2015:2; Soler, Martín, Flichtentrei, Prats, Braga, Mayolas & Gras, 2014:83). This psychological demand is a common situation also observed among teaching

staff in many institutions that, if not dealt with, many teaching staff prefer quitting dissatisfying jobs to ease their pain. Differently put, job satisfaction is a resultant positive effect of an evaluation of an employee's employment practices to possess elements of stability (Maryam & Amir, 2017:65). Likewise, employee satisfaction with salary, allowances, and other dimensions, for instance, the employee's relations with superiors and subordinates are taken to be emotional resources that could arbitrate difficult circumstances on employee emotional stability. Correspondingly, teacher job-related outcomes could entail workplace errors such as a decline in customer care to learners, workplace desertion, turnover intentions, and baseless absence (Mohammad, 2017:889). Subsequently, this influences the work environment greatly with potential extensions to employees' families at times generating conflicts, and a decline in the quality of the home life (Boujut et al., 2017:8; Mohammad, 2017:889; Tziner et al., 2015:208; Arenas et al., 2015:2).

3.3.9 Low Job Performance

Wisdom and systematic investigation propose that happy and involved workers are productive while those in need of resources like energy demonstrate performance issues (Ghanizadeh & Jahedizadeh, 2016:3). Accordingly, work performance stresses the contribution of employee performance to achieve the desired set of institutional standards. The 'creative, happy employee' hypothesis proposes that employees who are creative and happy perform better at work than their unhappy colleagues (Sonnetag, 2015:539). The assumption behind this connection is that the creative, happy categories of employees are compatible to work openings and prospects, supportive, self-assured, and enthusiastic. On the other hand, when these employees are challenged with extraordinary work-related threats, such as deadlines, excessive load, and noise, they adopt performance defence approaches through the deployment of sensitive activation and improved employee effort in organising more resources (Demerouti, Bakker & Leiter, 2014:97).

The perception that teacher work-related task difficulties or demands decrease teachers' ability to exercise control and regulate their workstations corresponds with this argument. This situation intensifies unpleasantly impacting their capacity to efficiently function. To this, the exhaustion dimension of burnout facilitates the linkage between tension and performance since exhaustion refers to the draining of specific energy resources leading to diminished task

performance resulting from inadequate resources to successfully neutralise job difficulties (Sonnentag, 2015:539; Pan, 2017:158; Demerouti et al., 2014:97; Ghanizadeh & Jahedizadeh, 2016:3).

3.4 CONCLUSION

In this chapter, several burnout causes have been identified:

- Job insecurity (Shoss, 2017:1916; Wege et al., 2017:2),
- Distributive injustice (Piccoli & De Witte, 2015:250; Chao et al., 2016:157),
- Institutional double binds (Rovithis et al., 2017:648; Armstrong & Woloshyn, 2017:99),
- Absence of job resources such as job autonomy and social support (Kim, 2016:18),
- Perfectionism (Wagner & Upton, 2017:64; Chang et al., 2016:261),
- Occupational loneliness (Fernet et al., 2016:48),
- Other workplace-bullying (Fernet et al., 2016:48; Nguyen et al., 2017:4),
- Workstation politics (Hassan et al., 2017:480; Bodla et al. 2015:67),
- Low self-efficacy (Lauermann & Konig, 2016:10),
- Organisational structure (Bilal & Ahmed, 2016:122),
- The failure to detach from work or to be a workaholic (Gordon et al., 2017:212; Germey & De Gieter, 2017:2).

Certainly, burnout has been connected to deteriorating institutional and individual consequences, including:

- Hopelessness (Basar & Basim, 2016:1837; Germeys & De Gieter, 2017:2),
- Turnover intentions (intentions to quit) (Scherer et al., 2016:3; Wong & Laschinger, 2015:1827),
- Low task engagement (Basar & Basim, 2016:1840),
- Cognitive dysfunction and impairments (Orosz, 2017:112),
- Decreased professional efficacy (Sokka et al., 2017:73; Seibert, May, Fitzgerald & Fincham, 2017:18; Cooper et al., 2017:20; Orosz et al., 2017:112),

- Poor impulse control (Cooper et al., 2017:19; Pan, 2017:157),
- Low career commitment (Seibert et al., 2016:120; Orkibi, 2016:76),
- Decreased job satisfaction (Arenas et al., 2015:2),
- Low job performance (Sonnentag, 2015:539; Pan, 2017:158).

Chapter 4 will comprise of qualitative research and design the researcher used. It will include the study sample population, selected site, participant selection and data collection.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The core of this investigation was to develop a model to manage burnout among teaching staff at private universities in Uganda. The preceding Chapters 2-3 focused on the causes and effects of burnout on performance, models and theories of stress and burnout. Chapter 4, specifically, a detailed overview of the research design is discussed. The researcher further focuses on the research approach and methods adopted in the research. Besides, the researcher explains the research design as well as a paradigm, not forgetting the rationale of his choice. A detailed description of data collection and analysis techniques rendered appropriate for the study, sampling and site selection, ethical considerations as well as procedures to guarantee trustworthiness in the investigation process are also given.

Routed from the research problem and aim, as highlighted in Chapter 1, the research design in this study guided the data collection and analysis.

4.2 RESEARCH PROBLEM AND AIM

The overriding research problem, as stated in Chapter 1, is as follows:

What model can be developed to manage burnout among teaching staff at private universities in Uganda?

The aim of the study thus was to investigate ways how prolonged stressors lead to burnout, establish the major causes of burnout, identify the ways how burnout can affect the performance outcomes, develop a management model to address burnout and among teaching staff, at private universities in Uganda.

In the process of answering this question, the researcher addressed the following research questions:

- What are the stressors of teaching staff in private universities in Uganda?

- How can stressors lead to burnout of teaching staff in private universities in Uganda?
- What are the major causes of burnout among teaching staff in private universities in Uganda?
- How does burnout affect the performance outcomes of teaching staff in private universities in Uganda?
- What management-model can be put in place to address burnout among teaching staff in private universities in Uganda?

4.3 RESEARCH PARADIGM

Given the fact that the investigation seeks to comprehend the burnout phenomenon from the understandings of teaching staff, with the help of multiple data gathering agents, as well as constructing implications from the burnout phenomena through his understanding, as well as that of the teaching staff participating in the study the researcher adopted the social constructionist paradigm (Adom, Yeboah & Ankrah, 2016:6). Besides, the researcher appraised elements of the real facts in his search to establish the reality of burnout among teaching staff and engaged in the daily actions, duties and responsibilities surrounding teaching staff in their natural settings, with the aim of him experiencing it himself or observing others experiencing the same (Moser & Korstjens, 2018:16). Since reality for constructionists is subjective, since it is based on the researcher's interpretation of the participants' involvement in the study, hence many, through the interface with others in social, cultural contexts, the researcher gathered the meaning of actions or proceedings (Adom et al., 2016:6).

Explicitly, the social constructionist paradigm empowered the researcher in the process of developing a vigorous model of managing burnout among teaching staff (Allen & Davey, 2017:4). Johnson and Zitzman (2018:5) sustain the fact that social constructionist paradigm embraces representational social constructionist hypothetical lenses which interpret the meaning as arising from individual connections with the atmosphere and truth as subjective (Johnson & Zitzman, 2018:5). Similarly, social constructionists identify data to be a combination of researcher and participants, and the result as an explanatory reality structure. Thus, the moment the researcher goes into the world of the participant which later affects him

or her, a spontaneous practice is vital (Johnson & Zitzman, 2018:5; Wiesche, Jurisch, Yetton & Krcmar, 2017:688; Goulding, 2017:64).

Allen and Davey (2017:4) maintain that the social constructionist paradigm which centres on a conviction that models are built rather than discovered. Thus, the researcher is aggressively relocated as the architect of reestablishment or reform of meaning and experience (Dunn, Margaritis & Anderson, 2017:200).

Additionally, the social constructionist paradigm further qualified as appropriate for the study due to the fact that it suggests available techniques of advancing qualitative research into the twenty-first century since it rejoices direct understanding of the experimental or first-hand world (Allen & Davey, 2017:4). Additionally, the social constructionist paradigm undertook the belief of several social realities, distinguish the shared knowledge creation by the observer and observed, and target interpretive perception of the meaning of subjects (Wiesche et al., 2017:688). The researcher's choice of the application of social constructionist paradigm is centred on the practice of the methodology in different research disciplines such as strategic management, organisational change, social justice, environmental medicine operations management, consumer behaviour, knowledge management, nursing, as well as marketing (Allen & Davey, 2017:4; Johnson & Zitzman, 2018:6).

Additionally, the constructionist paradigm was perfectly appropriate because its advocates are frequently dedicated into the way individual practices can be abstracted to generate hypothetical perceptions or awareness concerning shared relationships between actors (Dunn et al., 2017:199). Both the teaching staff and the researcher were significant in the knowledge generation process as well as cross-examining the nature of generated knowledge. The fact that the social constructionist paradigm entirely incriminates the researcher in data generation; teaching staff were significant in the knowledge construction, which is reinforced once acknowledgement of the construction process is made. Consequently, the knowledge generated was suggested as constitutive of an interpretive depiction (Allen & Davey, 2017:4; Moser & Korstjens, 2018:17).

This study was open to original, unexpected results. The researcher engaged unstructured interview schedules comprising of open-ended questions. Throughout the data gathering, the researcher remained flexible to openly, in the best way, capture data (Goulding, 2017:64). Openness to the data implied that the researcher was ready to modify or amend the research question resulting from opinions and perceptions gained in the data collection process (Goulding, 2017:64). Equally significant, codes and concepts dialogued with prevailing theories and facts before, during, and after collection of data to argue that ideas and categories are emerging from the data. Thus, the researcher adopted an inductive approach, meaning that understanding of burnout and practices was developed and grounded in the data (Dunn et al., 2017:206).

In the process of constructing a model combined with both abduction and deduction elements, the researcher looked for an understanding of how ideas inducted from data are related to the existing facts. The researcher using the existing knowledge and possible accounts of what transpires in the data facilitated his interpretation of data. To state it differently, the researcher directly took part in the formulation of accounts and or clarifications connected to whatever formulates patterns detected in the data. Irrespective of its operational level, a model grounded from the data subscribed to the constructionist paradigm ideologies (Johnson & Zitzman, 2018:6).

4.4 RESEARCH APPROACH AND DESIGN

Being educational research to advise educational decisions and judgments to improve action, it followed a systematic and careful approach (Edwards & Brannelly, 2017:272). The researcher collected data and assessed it within academic institutions of higher learning to comprehend and improve or make adjustments to it through advising educational stakeholders, the government through the ministry of education as well as educationists (Almalki, 2016:289; Edwards & Brannelly, 2017:272).

Subsequently, the researcher adopted a qualitative research approach which emphasised understanding and exploring the significance, groups and individuals assigned to the social problem (Florczak, 2017:297; Almalki, 2016:291). In this research, the researcher intended to arrive at a perception of problems having investigated them from their settings and their

implications from an individualistic or personal point of view (Florczak, 2017:298) Additionally, the researcher believed that with this approach, reality would be a combination of opinions and experiences of the teaching staff. Besides, qualitative approaches are frequently labelled as inductive, based on the traditions that reality is socially constructed, collected data entails the insider's perspective, and that variables are complex to quantify (Edwards & Brannelly, 2017:272). Consistent with this understanding, Almalki (2016:291) further argue that culture, social justice, and individuality are key elements responsible for 'content and context-rich' scope of information, which is up to date through individual-based. The approach allowed the researcher to thoroughly understand social conduct targeting to gather a thorough, as well as an exhaustive interpretation or description of teaching staff and their opinions within their work settings, specifically their spheres of influence such as lecture rooms, libraries, examination rooms, with students, colleagues, and line supervisors (Florczak, 2017:297). Furthermore, the suggested line of inquiry would describe and discover how teaching staff conduct themselves, behave and understand (Almalki, 2016:292).

The daily teaching staff experience would best be understood with the help of the non-numeric approach, specifically its natural setting and complexity. Cleland (2017:62), in support, argues that qualitative research adapts to the accepted wisdom that reality is based on social constructs, implying that reality is not quantifiable since its existence is based on individual and observer perception. To rephrase this: the reality is subjectively constructed and interpreted (Cleland, 2017:63). Based on the fundamental principle that reality is a social construct, this research would emphasise answers to why and how questions of conceptualising burnout. For instance, how can burnout affect the performance outcomes of teaching staff? (Cleland, 2017:62-63; Florczak, 2017:299).

As a traditional category of qualitative research first sighted way back in the nineteenth century, the researcher would adopt a case study design, which is considered suitable for detailed and in-depth social science disciplines education and management inclusive (Gaikwad, 2017:3431). The case in this study referred to a current complex operational component, investigated in its natural setting. As such, multiple cases were the sources of evidence considered for this study to guarantee thick descriptions (Gaikwad, 2017:3434; Larrinaga, 2017:149). Subsequently, the researcher investigated lecturers, senior lecturers, faculty deans, directors of teaching and learning and academic registrars in the five chartered

private universities in central Uganda purposively selected which constituted the multiple cases in this study. These were subjected to the same questions from which descriptions and themes which are case based were developed (Shaban, Considine, Fry & Curtis 2017:19) to facilitate the model formulation.

4.5 HIGHER EDUCATION SYSTEM IN UGANDA

According to the Uganda National Council for Higher Education (UNCHE, 2018:13-37), the higher education system in Uganda splits institutions into three subcategories:

- Universities,
- Other Degree Awarding Institutions (ODAI), and
- Other Tertiary Institutions (OTI).

The university subcategory stands at 42 (82 per cent) private and 9 (18 per cent) public institutions giving a total of 51 universities and these constitute 23 per cent of the tertiary sub-sector. There are over 473 academic programmes, with the bachelor's programmes occupying the largest proportion in the universities. Seventy-one per cent of the accredited programmes belonged to university category of higher education institutions whereas 23 per cent and 6 per cent belonged to OTI and ODAI, respectively. Accordingly, the research component is still neglected, and UNCHE echoes an urgent need for higher education institutional partnerships with industry in supporting research initiatives as well as programme reviews to provide graduates with appropriate expertise.

The teaching staff is key personnel in the academic process of teaching and learning. The availability of adequate qualified and competent Teaching staff contributes largely to the quality of research outputs and graduates trained at higher education institutions. Part-time staff composes the biggest percentage of teaching staff countrywide and the numbers are higher than 13 485. Way too high contrary to the ideal, teaching staff with PhD is over 1 755, demonstrating the need for a deliberate effort to train and retain staff if universities are to create a pool of academicians to meet the growing need for higher education. The overall staff /student ratio, which includes part-time staff, stands at 1:19 due to the decline in enrolment (UNCHE, 2018:45).

4.6 SAMPLING

4.6.1 Sampling and site selection

The researcher purposefully sampled five chartered private universities in central Uganda from which information-rich cases such as lecturers, senior lecturers, faculty deans, directors, of teaching and learning and academic registrars by their experience, knowledge, availability and willingness as teaching staff, to communicate their opinions reflectively and expressively, as well as by nature of their responsibilities, and particularly knowledgeable about or proficient with emotional challenges surrounding their work (Patton, 2015:265; Palinkas, Horwitz, Green, Wisdom, Duan, Hoagwood, 2015:534) were obtained.

(a) *Sampling*

Purposefully, the researcher sampled lecturers, senior lecturers, faculty deans, directors, of teaching and learning/ academic registrars in the five selected chartered private universities in central Uganda. The teaching staff is known to be irregular in their daily attendance as well as challenged with achieving expected results by the set deadline as reflected in the analysed documents such as performance evaluations also took part in the study. Subsequently, the researcher conducted 65 in-depth individual interviews with senior lecturers, faculty deans, directors of teaching and learning and academic registrars.

Additionally, focus group interviews aided further data collection with the lecturers until that point when hardly any new data, new theme, new coding, could be realised (Mandal, 2018a:446-447).

In this research, analysis, results, and the quality of the teaching staff quotations, the researcher gathered, regulated whether sampling was enough, therefore, worth ending due to data saturation. The researcher was open to additional Individual interviews and or focus group interviews until when hardly any new data, new theme, new coding, was realised (Patton, 2015:265). Data saturation was realised when the study had offered extreme or enough information on burnout (Moser & Korstjens, 2018:11; Palinkas et al., 2015:534).

(b) Population and Site selection

The sites from which the study was conducted were chartered private universities in central Uganda. Businge (2018:45) argues that there are 42 private universities in Uganda, of which eight are chartered universities; seven of them are in the central region, while only one is in the western region. The researcher purposively selected five chartered private universities in central Uganda, which were constantly referred to as sites in this study. The sites were code-named University A with a population of 419 teaching staff, university B with a population of 238 teaching staff, university C with a population of 228 teaching staff, and university D with a population of 155 teaching staff, E with a population of 440 teaching staff, F with a population of 134 teaching staff, G with a population of 182 teaching staff, in the interest of protecting their identities (Pelzang & Hutchinson, 2018:7). Since five chartered, private universities in central region have qualified teaching staff; the researcher selected them as well as the lecturers; senior lecturers; faculty deans; directors of teaching and learning; and academic registrars, able and willing to elaborate on their experiences and knowledge of individual interviews and focus group questions about burnout (Asiamah, Mensah & Oteng-Abayie, 2017:1610).

The following detail demonstrated a sample from each site, and the participants selected from each site:

Table 4.1: University Details

University Name	University Type	Classification	Location	Number of Students	Number of Full-time Teaching staff	Number of Part-time Teaching staff
University A	Private UCU	Chartered	Central	7 760	159	260
University B	Private NDEJ	Chartered	Central	6 273	188	53
University C	Private NKU	Chartered	Central	6 552	154	64
University D	Private BU	Chartered	Central	3 797	55	100
University E	Private UMU	Chartered	Central	12 000	302	138

Table 4.2: Participants

Participants	University A	University B	University C	University D	University E
Lecturers	10	10	10	10	10
Senior Lecturers	8	8	8	8	8
Faculty /School/College Deans	4	4	4	4	4
Director, Teaching and Learning/ Academic Registrars	1	1	1	1	1
TOTAL PARTICIPANTS	23	23	23	23	23

Table 4.3: Codes the Researcher will use to Categorise Participants

CATEGORY	CODE
University	Univ A, Univ B, Univ C, Univ D, Univ E,
Lecturers	L1, L2, L3, L4, L5, L6, L7, L8, L9, L10 Lectures from each of the participating universities
Senior Lecturers	SL1, SL2, SL3, SL4, SL5, SL6, SL7, SL8 Senior Lectures from the participating universities
Faculty /School/College Deans	D1, D2, D3, D4 Deans from the participating universities
Director teaching and learning/ Registrars	D/AR 1, D/AR 2, D/AR 3, D/AR 4, D/AR 5 Directors, in charge of teaching, or academic registrars from the participating universities.

The sample consisted of the following Participants, as reflected in Tables 4.1 and 4.2.

- a) The director, teaching and learning/ academic registrars from each of the selected five chartered private universities in central Uganda were individually interviewed, which informed the management perception of burnout in their universities.
- b) Four faculty /school/college deans from each of the selected five chartered private universities in central Uganda were also interviewed individually, which also provided the management perception of burnout in their universities.

- c) Eight senior lecturers from each of the selected five chartered private universities in central Uganda were also interviewed individually, which also provided the senior lecturer's perspective of the burnout phenomenon in their universities.
- d) Ten lecturers, from each of the selected five chartered private universities in central Uganda, were engaged in a structured focus group interview, which provided lecturer's perspective of the burnout phenomenon in their universities.

The researcher, therefore, conducted individual interviews with directors of teaching and learning and academic registrars (five), faculty/school/college deans (20), and senior lecturers (40). Collectively, the researcher conducted 65 individual interviews. Additionally, the researcher conducted focus group interviews with lecturers (50), selecting ten from each university; due to their capacity to disclose thick descriptions in the process of understanding burnout among teaching staff. Collectively the researcher conducted five focus group interviews. The total number of participants used in the study was 115. The interviews were conducted depending on the agreed time convenient for the participants.

4.6.2 Data Collection

As a method of arresting and explaining processes and phenomena related to the context, the researcher employed procedures capable of generating theory and concept through working with various forms of data. Thus, an individual qualitative interview (See appendices A, B and C), focus group interview (See appendix D) and document analysis, because of their alignment to the events and processes developing from related data will be used (Cleland, 2017:66).

A pre-interview session was held prior to the beginning of the interview session, where the investigator identified the participants for the pilot test, as well as the interview session and the interview structure to be used. Then, based on research objectives, specific interview questions were planned and formulated. The researcher scheduled the specifics of the interview session; the date, time and location of the participants' interview session. The outcomes of the pre interview session guided question review with the individual and focus group interviews that were used later in the actual data collection.

(a) *Individual Interviews*

An individual interview denotes to the dialogue between both the respondent and an interviewer (Moser & Korstjens, 2018:13). The researcher attempted to sustain honesty to the data which called for mainly semi-structured interviews (Teachman & Gibson, 2018:5). Hypothetically, Moser and Korstjens (2018:14) argue that since the researcher must elaborate concepts emerging in the data, then some form of structured elements was inevitable. In the due process, focusing questions with a target of understanding the difficulty or complexity in the key data processes was mandatory. To state it differently, the researcher progressively got concerned with understanding what the main patterns are and what exactly describes these patterns. With individual interviews, the researcher attempted to investigate and gain a clear understanding of how data grounded actions, happenings and behaviours are shaped by situations (Johnson & Zitzman, 2018:6). Semi-structured interviews were influential in provoking narrative data which permitted the researcher to probe lecturers, senior lecturers, faculty deans, directors, of teaching and learning/academic registrars from the five participating universities by experience, knowledge, availability and willingness, to communicate their opinions in a reflective and expressive greater depth. Supporting evidence for this understanding is Woodward (2017:335) who considers interviewing as a treasured technique of discovering the creation of reality in a natural setting. Ranney, Meisel, Choo, Garro, Sasson, and Guthrie (2015:1105) further maintain that what makes the interviews valuable in this research is the fact that they go beyond analysing words and reporting detailed interpretation, opinions of teaching staff as well as empowering them to express their feelings, thoughts and speaking in their voices (Hort, 2017:4; Teachman & Gibson, 2018:5). Significantly, Corbin and Strauss (2015:140) further argue that as an interactive approach, the interviewer can press for clarity in answers and can investigate into additional emerging subjects. Therefore, interviewing teaching staff is projected to strengthen the scope of understanding burnout phenomenon since its natural, representational with not as much of a structured data collection instrument (Hawkins, 2018:494; Woodward, 2017:335).

The researcher believed that an open-ended scenario in which more freedom and flexibility prevailed to both the teaching staff and the researcher especially in scheduling, carrying out as well as formulating questions and content facilitated effective data collection (Corbin & Strauss, 2015:140). For these reasons, the researcher was extra attentive to track thought-

provoking developments allowing the teaching staff to throw more light or expound on different issues (Hawkins, 2018:493; Teachman & Gibson, 2018:5). The researcher probed participants' reactions hence achievement of depth, which helped to address each of the research questions (Hort, 2017:4). The interview interrogations included questions such as:

- What specifically do you consider to be the major cause of burnout to teaching staff in your University?
- How does burnout affect the performance of teaching staff in private universities in Uganda?
- How can stressors lead to burnout of teaching staff in private universities in Uganda?
- What interventions do you suggest that can help in the management of burnout in a university?
- What coping mechanisms that can be put in place to deal with burnout?

These questions allowed for an in-depth investigation at the same time permitting the researcher to retain the dialogue within the drawn or outlined study parameters (Charmaz, 2014:214; Macmillan & Schumacher, 2014:368; Woodward, 2017:335).

(b) *Focus Group Interviews*

A focus group refers to a group of people with certain attributes who concentrate conversations on a given problem or subject. (Dilshad & Latif (2013:191). The researcher collected data at every focus group sitting (Moser & Korstjens, 2018:15). For every focus group, ten lecturers selected by their experience, knowledge, availability and willingness to communicate their opinions reflectively and expressively, composed each of the five semi-structured focus groups that were conducted at each one of the five universities and last between 45-60 minutes (Hawkins, 2018:493; Nyumba, Wilson, Derrick & Mukherjee, 2018:24). Lecturers by nature of their appointments, being many as compared to senior lecturers gathered in a focus group interview were probed or asked open-ended questions while the researcher was audio recording the focus group to be transcribed later. For extra information, the telephone contacts and email address of the researcher were availed to the participants who were encouraged to contact and give such information (Moser & Korstjens,

2018:15; QHRC, 2017:46). For each of the focus groups, recruitment was done in writing, and the written invitation precisely described the general aim of the study. A copy of the Unis-approved consent form was enclosed as well in the written invitation (Teachman & Gibson, 2018:6; QHRC, 2017:46). When the consensus to take part in the study was confirmed, the researcher counted the number of chosen times most of the participants preferred which were selected. The ten lecturers who agreed to participate in the study were informed of when the focus group was scheduled. On the eve of the planned focus group, the researcher sent a reminder to each one of the ten lecturers together with the summary points ahead of time for their perusal and review (Strudsholm, Meadows, Vollman, Thurston & Henderson, 2016:4; Woodward, 2017:335; Teachman & Gibson, 2018:5).

The focus group participants were mixed gender, which facilitated a natural and comfortable lecturer's self-disclosure, honest and spontaneous views which guaranteed the quality of dialogues and its results. The researcher anticipated no group biases and deliberations depended on lecturers' dynamics, and no social stigmatisation due to disclosure would arise. The researcher-built connection and encourage conversation, by using gestures, rephrasing, or summarising lecturers' responses. Additionally, being the author of the topic of discussion with basic information on burnout, the researcher probed different answers for more in-depth discussion to encourage lecturers' responses. Flexibility to adapt to the flow of the conversation was open to changes in the conversation guide, and there was room to adjust to participants' wishes during the group as well as adjust physical behaviours and activity yet, keeping the discussion relaxed, and encouraging sharing of information while maintaining a social connection (Ochieng, Wilson, Derrick & Mukherjee, 2018:29).

(c) ***Document Analysis***

A document analysis according to Wood, Sebar & Vecchio (2020: 457) refers to the study of written material. Any institution of higher learning lies in its documents rather than structures. A charter is one of the documents that legitimises teaching staff, the name of the university, and warrants the awarding of degrees. Once this perception is believed to be true, it places documents in a significant position within the university, because a charter is an 'utmost' document. Then official university policies and correspondences are also of supreme

significance (Owen, 2014:10). The researcher analysed data from the assessment of university documents such as:

- academic policies,
- personal diaries,
- university newspapers,
- annual report charters,
- strategic plans,
- minutes of meetings,
- university brochures and magazines,
- teaching and examination timetables,
- staff reports,
- student handbooks,
- appointment letters, warning letters and emails, as well as
- websites, which offered and understanding into the experiences and lives of teaching staff (Adom et al., 2016:4).

The explanatory bit of document analysis sought to unveil or discover the unknown reality about teaching staff and interpret them for public consumption. Additionally, the entire process of document analysis integrated coding content into themes just like a focus group and individual interviews (Cleland, 2017:66; Adom et al., 2016:4).

4.6.3 Role of the Researcher

As a human instrument of data collection, the researcher further asked probing questions, then listen to responses, think about responses, and then probe further to gain an in-depth level of the interaction (Palaganas, Sanchez, Molintas & Caricativo, 2017:427). The researcher continuously reflected on his standards and ethics, in making connections with the two parties – the researcher and the teaching staff. Additionally, the researcher safeguarded methodological consistency, in this manner, the researcher acquired acceptable and suitable sample, work inductively, be an approachable detective as well as attend to interpersonal moral values (Palaganas et al., 2017:427; Lynch, Skutnik, Garty & Do, 2016:8).

4.6.4 Data Analysis

Since qualitative data analysis intends to expose or disclose developing themes, understanding, concepts and patterns, the regular methods of qualitative data analysis consisted of an inductive thematic synthesis (Hawkins, 2018:494).

(a) *Inductive Thematic Synthesis*

In this way, code identification amidst lines manifested, merging codes into categories, as well as identification of themes into the data (Strudsholm et al., 2016:5). In the same way, data were simultaneously collected and analysed to permit an investigation of new information as the research progresses. Of central concern, therefore, interviews were audio-recorded to safeguard the fact that nonverbal communication capable of being reduced through transcripts could be observed and appraised in their difficulty (Hawkins, 2018:494). Interview accounts were qualified and endorsed, understood, and validated through the help of transcripts which inevitably simplified and reduced information. Proponents of the interview technique also suggest that making written transcripts is a systematic procedure in which a portion of non-verbal communication is understood and signified. Subsequently, individual interview results were related to those out of the focus group meetings as part of the process (Strudsholm et al., 2016:5; Hawkins, 2018:494).

(b) *Coding*

The coding process of data analysis entailed, “substantive” coding commonly known as open coding, which was followed by “selective” coding sometimes known to be “conceptual saturation” and finally “theoretical” coding or integration (Watkins, 2017:2-3; Ranney et al., 2015:1109).

The researcher began the process with identifying connections with ideas to be acquainted with the data (Johnson & Zitzman, 2018:7; Teachman & Gibson, 2018:7; Stuckey, 2015:8). In the process of open coding, patterns from the data connected to teaching staff were categorised or classified (Ranney et al., 2015:1109). Continuous comparative procedures were used to identify thoroughly potential relationships between classifications or categories,

meanwhile questioning for more data continued. Questioning assisted in provoking as well as produce data that increases on the meaning and characteristics of additional categories (Johnson & Zitzman, 2018:7; Stuckey, 2015:8). This level of coding is what is meant by conceptual clarification. As a final point, theoretical coding included robust engagement next to the primary category which surpassed all the other categories in descriptive meaning and subsequently was ranked a vital concept (Ranney et al., 2015:110). Concluding phases of coding thus comprised theoretical incorporation of the categories, modification of categories and the connection between them. A combination of formulated concepts and their relationships in between established the model. This theoretically positioned data cross-examination accelerated a significant analysis (Lynch et al., 2016:9; Johnson & Zitzman, 2018:8).

(c) *Memos*

A robust frequentative data analysis process required memoing to engage deeply with data (Cleland, 2017:68). Frequent comparison practices and memoing made scrutiny frequentative. In this way, essential concepts only materialised or appeared after several sequences of data analysis. Therefore, frequency in comparison entailed systematic data comparison process against data so that the researcher could detect connections and differences between parts of data as well as concerns nearer to the patterns, incidents, and significant events in the data. Endless comparison leads to advanced coding, classification, and formulation of a model (Teachman & Gibson, 2018:7).

These written accounts of the study were supported with interactive diagrams which recorded the systematic and operational phases engaged by the researcher, theoretical appraisals prepared within the data inclusive. Combined with coding, memos were the chief record of the researcher's detailed engagement with data in search of ideas and theory. A detailed account of concept and category development and scenarios of the emergence of the theory is described the way it had occurred. For that reason, at the onset, memoing begun right away (Johnson & Zitzman, 2018:7). Upon completing coding, the researcher brought together extra model constructional memos in addition to the prevailing theoretical memos to completely describe the development of connections between categories, concepts, and codes. Atlas NVivo, qualitative data management and analysis software was used in making and storing

notes, tracking codes, retrieving data, as well as linking memos to data and clarification of codes (Johnson & Zitzman, 2018:7; Teachman & Gibson, 2018:6-7; Cleland, 2017:67). Subsequently, various frequentative phases of data analysis, typical connections were taken out as explanations and quotations to sustain a documentary report of results. The extensive literature and theory in Chapters 2-3 were used to develop a systematic and logical framework. Before the building of a final model, clarification of data was considered (Cleland, 2017:67).

(d) Theoretical Sampling

Theoretical sampling, according to Johnson and Zitzman (2018:8) denotes to sampling centred on emerging concepts in the data. For this study, theoretical sampling began in the initial stages of the study to better understand the potential discrepancy of emerging concepts and categories in the data (Timonen, Foley & Conlon, 2018:3). Theoretical sampling was more intensive as the study progressed nearer to conceptual interpretation. It is at this stage that theoretical sampling was focused on specific groups, populations and complemented by barely defined questions than initially predicted (Timonen et al., 2018:3). The researcher ensured that “saturation” from the theoretical concepts reached when a proper description of categories was done or complete. At this stage, no substantial fresh visions were developed (Johnson & Zitzman, 2018:8; Corbin & Strauss, 2015:135). In this study, the possibility of more data collection to increase on the defining categories determined the extent to which theoretical sampling went (Johnson & Zitzman, 2018:8; Timonen et al., 2018:3; Corbin & Strauss, 2015:136).

4.6.5 Ethical Measures

Rooted in the “1947 Nuremberg Code” formed after the Nuremberg legal proceedings at the end of the second world war, the consequent unethical human participant in research conduct, through the holocaust together with trials, for instance, the Tuskegee syphilis study, provoked a formal procedure of safeguarding human participants welfare and self-sufficiency in research studies (Bhupathi & Ravi, 2017:73; Woodgate, Tennent & Zurba, 2017:1).

Similarly, the Belmont report curved out of the 1964 Helsinki Declaration defines the overall ethics of respect for humanity and honesty to be followed (Doucet, Nagel, Azar, Montelpare, Charlton, Hyndman, Luke & Stoddard, 2017:3; Virtová, Stockelová & Krásná, 2017:8). Subsequently, the opening of participants (teaching staff) recruitment and data collection, ethics approval from the University of South Africa research ethics review committee' was secured the fact that integration of humanity was inevitable. The consent form subscribed to the *Unisa Policy on Research Ethics* (Woodgate et al., 2017:1; Stanley, Barker, Edwards & McEwen, 2015:6 & 61; Rooney, 2015:82). The Research Ethics Review Committee then examined and recommended. This recommendation later increased protection of the teaching staff as well as the researcher (Doucet et al., 2017:3). Additionally, permission from the body that oversees research and development in the country, the National Council for Science and Technology as well as participating universities and consent forms for teaching staff were obtained (Kılınç & Fırat, 2017:7).

(a) *Informed Consent*

Gaining informed consent was the basis of ethical conduct and guideline of this research (Kılınç & Fırat 2017:7). In this way, it sustained the protection and welfare of teaching staff who took part in the study, the research title particulars together with the contact details, address and name(s) of the researcher subscribed to the *Unisa Policy on Research Ethics*. The informed consent process focused on voluntary participation and the capacity of teaching staff to understand study aim and risks information (Pelzang & Hutchinson, 2018:6; Marshall, Adebamowo, Adeyemo, Ogundiran, Strenski, Zhou & Rotimi, 2014:5). Director teaching and learning/ academic registrar, senior lecturers, lecturers, appended their signatures on the written consent forms for the study. The researcher read and discussed the consent letter with the teaching staff, followed by their recruitment. It is important to note that participants from the five chartered private universities were men and women older than 18 years. The participants received an explanation of the study in the form of an information sheet (Virtová et al., 2017:8).

(b) Voluntary Participation

Teaching staff were educated that their participation was entirely voluntary, and none of them would be rewarded or paid for their participation in the study. Consequently, each one of them would freely pull out of the study at will, without any penalty and the circumstances surrounding his or her withdrawal would stay confidential (Bhupathi & Ravi, 2017:74). This understanding is sustained by the works of Marshall et al. (2014:5) who argue that voluntary participation entails the liberty to choose whether or not to participate in the research as well as ascertaining whether the choice to participate in the study was not mandatory. This ability to pull out of a continuing study demonstrates a significant aspect of voluntary participation in the study (Pelzang & Hutchinson, 2018:7). Teaching staff were given adequate and satisfactory information about the study to facilitate their choice, which would boost their morale in the study as well as to do voluntarily (Kılınç & Firat, 2017:12).

(c) Anonymity and Confidentiality

Participant's names were safeguarded to allow free expression of concerns and experiences. The researcher kept data under lock and key as well as password to safeguard laptop files for over five years when the researcher would finally shred paper and delete soft copies of the data (Bhupathi & Ravi, 2017:74). The employment years of the teaching staff were not revealed. Instead, the researcher used ranges of years throughout the study, reference to participants were gender-sensitive, and the researcher also removed all sorts of classifiable elements from the interview transcripts especially quotations or extracts during the compilation and writing of the main thesis body as well as appendices (Pelzang & Hutchinson, 2018:7). Unique proof of identity was assigned to every teaching staff during data analysis. Audio interview transcripts and records were safe and sound (Virtová et al., 2017:9). Accordingly, pseudonyms were used to safeguard the identities of universities as well as their teaching staff. All the identifiers, such as years of service, names, gender position or assignment, were not accessed (Pelzang & Hutchinson, 2018:7).

4.6.6 Trustworthiness

The researcher conducted the study alongside the benchmarks that safeguard the rigour and trustworthiness first coined by Guba in 1981, in order to ensure credibility and meaningfulness in the application of study findings (Pelzang & Hutchinson, 2018:2; Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016:2). The researcher measured the research against the conservative standards of credibility, dependability, conformability and transferability which would support practitioners and educationists to conceptualise the ways new wisdom was created and how the research was conducted (Doucet et al., 2017:7; Reis, Amorim & Melao, 2017:286). Proponents of the standards argue that it is not a conclusive list for the assessment of the qualitative study, but a preliminary and flexible point for experts to engage with a qualitative study. The researcher thus adopted the standards of trustworthiness, and these included: credibility, dependability, confirmability, and transferability (Pelzang & Hutchinson, 2018:3).

(a) *Credibility*

Credibility stemmed from the study purpose, and reliable study resolutions were those who are reliably aligned to the study purpose or intentions (Reis et al., 2017:286; Doucet et al., 2017:7). Thus, the application of several data collection methods such as document analysis, individual and focus group interviews established this study's credibility (Pelto, 2017:241; Johnson, O'Hara, Hirst, Weyman, Turner, Mason, Quinn, Shewan & Siriwardena, 2017:6). Peer debriefing, or the act of question sharing about the research outcomes process with colleagues was used to supplement the analysis and interpretation. By the same token (Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, McCarthy & Aboagye-Sarfo, 2018:3; Johnson et al., 2017:6); member checking, which scenario witnesses a return of the findings to the participants to determine whether they reveal their experiences (Johnson et al., 2017:6; Moser & Korstjens, 2018:123). For purposes of this study, member checking was part of the data collection process and therefore took place throughout the investigation where data recorded was played back to the teaching staff for reactions and correctness verification (Thomas, 2017:30).

Credibility as well as dependability related to the research focus and contexts, data collection, participant selection and the quantity of the data collected which impacted the accuracy of the answers to the research questions (Moser & Korstjens, 2018:122; Bengtsson, 2016:13; Guba, 1981:79).

(b) *Dependability*

Dependability in this study referred to the reliability of the findings and the extent to which the processes of the study are known and comprehensively analysed for an external practitioner to track and critique the research process to ascertain whether research traditions were properly used (Moser & Korstjens, 2018:122). In this study, the researcher profiled the study design and operationalisation containing the methods and methodology, data collection specifics such as memos and field notes, reflexive evaluation to moderate bias as well as boost transparency of the study process (Moser & Korstjens, 2018:123). To state it differently, the researcher improved dependability through tracking all code resolutions across senior lecturers, and lecturers, and the application of memos to trail changes in the due process (Reis et al., 2017:286). Additionally, an audit trail was maintained to simplify the appraisal of consistency of the research process, all documents linked to the study such as coding records, field notes, and transcripts composed the audit trail of this study (Doucet et al., 2017:7; Reis et al., 2017:286; Guba, 1981:80).

(c) *Confirmability*

Conformability in this study referred to neutrality or objectivity of the data this was enriched in coding data, through compromise on thematic codes as well as content, and use of teaching staff accounts as well as stories to enrich the reporting of research results (Doucet et al., 2017:7; Reis et al., 2017:286). Explanations and quotes signified the participant's information. There is also a possible similarity between two or more autonomous practitioner's opinions about the relevancy, accuracy and meaning of data would explain conformability (Bengtsson, 2016:13). Through availing a comprehensive operational description, the researcher assisted the reader to determine conformability displaying how emerging theories from data can be recognised and acknowledged (Moser & Korstjens, 2018:122; Guba, 1981:80).

(d) *Transferability*

Transferability in this study referred to the degree or extent to which the results pronounced in the study are relevant to the future research or transferable of the results to further frameworks or situations (Høyland, Hagen & Engelbach, 2017:3; Cleland, 2017:68). Thus, the representativeness of the sample would define the generalisability of the results (Moser & Korstjens, 2018:121; Doucet et al., 2017:7; Guba, 1981:79-80). In other words, transferability was boosted by audio and visual records as well as documented explanations of the teaching staff accounts of the frameworks of every research part and audit trails of the sources of data that contextualise the results during the reporting on every non-numeric element of the research (Doucet et al., 2017:7; Cleland, 2017:68; Bengtsson, 2016:13; Moser & Korstjens, 2018:121; Guba, 1981:79-80).

4.7 CONCLUSION

Due to the need to explore, through studying a group, the researcher adopted the qualitative study approach. The research design and approach in which the research paradigm, the research design is presented. Data collection instruments such as individual and focus group interviews as well as document analysis are presented. The researcher purposively selected participants, the site, which was their working environment while the data analysis strategy comprising of inductive thematic synthesis, coding, memos as well as theoretical sampling, are also presented. Ethical conduct procedures like informed consent, voluntary participation, anonymity, and confidentiality are also taken care of in this analysis. The researcher also attended to benchmarks safeguarding trustworthiness issues such as credibility, dependability, conformability, and transferability. This entire process allowed participants to share their stories. The findings and results of the study are detailed in Chapter 5.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

Chapter 5 details the presentation analysis and discussion of qualitative data gathered from the participants of the five selected private chartered universities in central Uganda. The findings are presented based on the research questions, as indicated in Chapter 1, the models, and theories in Chapters 2-3, respectively following the order of the developed themes and categories. A consistent analysis is made, as discussed in section 4.6.4, of the research design and methodology chapter. Fifty-nine individual fifty-minute interviews with academic registrars, faculty deans, senior lecturers and five one-hour focus group interviews with lecturers were conducted at an agreed time mainly during breaks and in the evenings in the natural setting of the participants. These interviews were appropriately transcribed verbatim and developed into themes and theme categories, as outlined in Tables 5.1, 5.2 and 5.3.

Lastly, the chapter concludes with the development of a model to manage burnout among teaching staff at private universities in Uganda.

Table 5.1: Participants and interview type

Participants	Venue	Interview type
Academic Registrars 1-5	Office	Individual
Faculty Deans 1-5	Office	Individual
Senior Lecturers 1-8	Staff Workrooms	Individual
Lecturers 1-10	Staff Workrooms	Focus Groups

5.2 DEVELOPMENT OF THEMES AND THEME CATEGORIES

In this section, detailed discussions of the findings of the main themes and their categories, as it arises from the literature, theoretical framework and interviews are given. Data trends (themes) were defined, analysed, and recorded using the simple methods of qualitative analysis and thematic analysis due to its rich and comprehensive but complex data account

(Braun & Clarke, 2019:593). The tool further organised and explained data and presented various aspects of the analysis in (rich) detail (Peel, 2020:3).

The four major themes that developed from the data were:

- The causes of teaching staff’s burnout,
- The effect of prolonged stress on the teaching staff’s burnout,
- The impact of burnout on teaching staff performance,
- A management model to address the teaching staff’s burnout.

An outline of the major themes and categories that developed from the literature, theoretical framework and interviews transcripts are indicated in Table 5.3.

Table 5.2: Themes and theme categories

Theme 1	5.4.1 The Causes of Burnout Among Teaching Staff	
	(a) Institutional Causes	
	(i)	Conflicting Directives
	(ii)	Deadlines Pressures
	(iii)	Delayed Contracts
	(iv)	Employee Incompetence
	(v)	Limited Support
	(vi)	Students Disruptive Behaviour’s
	(vii)	University Politics
	(viii)	Unrecognised Effort
	(ix)	Workload
	(b) Personal Causes	
	(i)	Home Demands
	(ii)	Over Ambitious
	(iii)	Failure to Progress Academically
	(iv)	Pressure from Money Lenders and Loans from Banks.
Theme 2	5.4.2 The Effect of Prolonged Stress on the Burnout of Teaching Staff	
	(a) Emotional Effects	
	(b) Physical Effects	
	(c) Behavioural Effects	

Theme 3	5.4.3 The Impact of Burnout on the Performance of Teaching Staff
	(a) Physiological Impact
	(i) Body Disorders (Digestive and Menstruation)
	(ii) Disinterest in Work
	(iii) Employee Turnover
	(iv) Ineffectiveness
	(v) Poor Relationships
	(b) Psychological Impact
	(i) Limited Interest in Work
	(ii) Unfriendliness to Students
	(iii) Poor Performance of Students
	(iv) Poor Decision-Making
Theme 4	5.4.4 A Management Model to Address Burnout Among Teaching Staff
	(a) Individual Management Model
	(i) Daily and Continuous Aerobic Classes
	(ii) Mandatory Physiological Techniques
	(iii) Mandatory 'Paid Off Annual Leave'
	(iv) Identify Alternative Sources of Income
	(v) Planning and Setting Hard Limits
	(b) Institutional Management Model
	(i) Open Communication Channels
	(ii) Improved Communication
	(iii) Streamline Institutional Policies/Procedures
	(iv) Timely Payment of Salaries
	(v) Employee Assistance Programs

5.3 PRESENTATION AND ANALYSIS OF DATA

5.3.1 The Causes of Burnout Among Teaching Staff

People employed in conventional organisations seem always to neglect how each person is armed with a certain alternative energy source that needs to be adequately handled so that it is the source behind significant accomplishments and thus the meaning of fulfilment of the entire duration of career activities (Moczydłowska, 2016:7). There is a considerable insight into the argument that the more desire to start a teaching career, the greater the risk of mental exhaustion later in the process. Burnout is a rather severe emotional illness, often so severe

that an individual is perhaps driven into a complete reassessment about his or her academic career, such as a career change. (Nia & Zadeh, 2019:173-174). The burnout causes in this study have been categorised into institutional and interpersonal causes as detailed.

(a) Institutional Causes

In the subsequent subsections (i) to (viii), data regarding institutional causes of burnout is presented.

(i) Conflicting Directives

The findings as several interviewed participants indicated revealed that university services are a characteristic of conflicting directives, in which a teaching staff member is torn between honouring one directive against the other or leaving one unattended but to each, he or she has a psychological contract. The element of satisfaction with one directive also leads to a dissatisfaction with another that generate emotional distress. In the words of Participant P3SLA:

Teaching and learning are one major directive that is part and parcel of senior lecturers' roles, and as such, I am timetabled to attend to students, though. However, it becomes complex when the time you are timetabled therefore expected to be in a classroom is the same exact time you are required to attend an academic management meeting to vet certain programs of which even programs in your faculty are part and parcel.

This finding is consistent with Rovithis, Linardakis, Rikos, Merkouris, Patiraki & Philalithis (2017:647) who argue that double bind is a predicament or difficulty in which teaching staff attempts to undertake an exceptionally extraordinary workload or want to attend to detail but will not manage to achieve both (Hornung, Lampert & Glaser, 2016:489; Rovithis et al., 2017:648). Conflicting directives manifest in multiple opposing orders, with the suggestion that meeting one will lead to letting down the other. This generates emotionally charged feelings among and cynicism employees (Ee, Teoh & Yen, 2017:1571).

A further manifestation of conflicting directives was rooted in the subsequent roles and responsibilities that the university allocated to teaching staff, as indicated by Participant P5SLA:

Unclear program coordination roles and instructions also, especially to coordinators in this university, generate anxiety-related challenges. Usually when appointed with coordination roles, you also later discover that your head of department who also doubles as your supervisor also has similar roles and many of the times does exactly what you are doing, and yet both of you receive allowances that come with the coordination roles. This element of inconsistency and not striking the difference between what the head of department does and its difference with the coordinator's role really ignites emotionally charged feelings.

These issues, as Participant P5SLA raised, revealed that the failure to draw a straight line between the roles of the program coordinators and heads of department demonstrate an ambiguous nature of duties which emotionally affect teaching staff involved in executing such roles. This understanding is supported by Armstrong and Woloshyn, 2017:99 who maintain that double-bind features also include ambiguity. These experts argue that role ambiguity explains the absence of a clear picture regarding the autonomy, the beginning and the end of the teaching staff's responsibilities and workplace relationships, especially with colleagues. Consequently, ambiguity and role conflict are significantly connected with negative institutional and individual consequences, increased intentions to leave the organisation, impaired mental wellbeing, anxiety, psychological strain, reduced commitment, dissatisfaction and low employee performance (Kalkman, 2017:2; Urien, Osca & García-Salmones, 2017:139).

To add weight to the presence of a life-threatening concern among the teaching staff, Participant P7SLA presented a conflict in the use of resources:

The actual burnout causes are circumstances beyond the senior lecturer's control, such as poor timetable management; there is a growing problem at the directorate of teaching and learning. The timetable conflicts are from semester to semester, and this is an anomaly we are getting used to, unfortunately. Yet, it emotionally upsets any mind ready to attend to students only to find that the lecture room allocated to your group is also allocated to another different group at the same time, hence a conflict.

These findings are consistent with the effects of confrontational job characteristics on employee health and safety, grounded in Karasek's demand-control-support model. Accordingly, undesirable consequences in the work environment are consciously or unconsciously related to job demands and job control (Karasek, 1979:286). In the workstations of knowledge workers such as a university, typical job demands are role conflicts, role ambiguity, time pressure, workload, and psychological and physiological demands, which are regularly conceptualised as job demand characteristics (Asif, 2018:203). According to the Participant P10LA:

... curriculum and timetable department release a teaching timetable every semester but at least every semester [the] issued timetable usually has significant setbacks that only leaves the lecturer wondering and psychologically affected. Many times, the lecture rooms allocated are congested rooms with space that is too limited to accommodate the students' big numbers. Others send three different lecturers to conduct lectures in one single room, hence making them conflicting as in who exactly deserved to teach from the room; and worst still, some times the lecture room you are sent to has no functional teaching media. For instance, the mounted projector has faulty cables and no remote controls to support the use of a laptop, the other may lack whiteboard markers which all ends up wasting the lecturer's time at which the actual lecture starts.

Participants P10LA and P4SLB indicated the existence of an authority that decides who should teach from where. This authority is not open to everyone but is an office and the fact that the teaching staff in this aspect has no control over the timetable drafting or the decision to teach from where is what generates the defeat that later manifests into emotionally charged feelings. These findings are in line with Hwang and Ramadoss (2016:5) who argue that job control, an element in the demand-control-support model also known as decision-making latitude, is the additional job characteristic that denotes the magnitude to which an employee can exercise control over all activity of his or her work and responsibilities, and the autonomy to make binding decisions.

Participant P4SLB revealed similar insights into timetable double binds. In the interviewee's words:

Usually, we can spend over the first three weeks of the semester without a clear timetable. Sometimes you reach the lecture room, yet, it's

occupied by another class with another lecturer, yet, we spend time and fuel on the road to attend to the students. This creates discomfort and encourages dogging. Why should I wait for this long as if I do not have what to do?

The effective management of teaching time is the management of issues and clashes, and a failure in that role is an inconvenience to the other stakeholders, a conflict arising from a failure to avert a clash generates considerable emotional discomfort. Participant P7LD further exposed these conflicting directives:

When the university taps into my expertise to review the curriculum, for instance, in my natural sciences department, then later National Council for Higher Education approves my revised curricular, I expected the university to follow my revised curricular because it's an expert guidance and when the university instead follows what entails in its bulletin as opposed to the revised content, I feel like my energy was a wastage, not necessary, not appreciated, the expert effort and content underestimated. It discourages when your conscience tells what should be done, yet the actual sense what is being done is contrary.

The ideology expressed in this extract is synonymous with the effort-reward imbalance (ERI) model that Siegrist developed originally. The key aspect of the ERI model is that it covers a wider collection of demanding work-related practices and employment components such as employee security arising from a mismatch between high efforts spent (costs) and low reward received (gains) (Siegrist, 1996:28). Whereby, the reward factor correlates with yields that the teaching staff anticipates achieving, for instance, job-related status like perceptions of advancement, job security and self-worth in terms of respect. Consequently, this imbalance, in the long run, is what leads to health-related difficulties, such as vital exhaustion, depression, hypertension, and other cardiovascular risk factors (Siegrist & Wahrendorf, 2016:67).

(ii) Deadline Pressures

The findings further revealed that the need for teaching staff to accomplish tasks by a set deadline is responsible for emotional exhaustion. Participant P2SLE strengthen these arguments:

The need to be an effective senior teaching staff [member] in any university requires that you manage deadlines. However, deadlines come with emotional fatigue resulting from prolonged working hours, absence of sleep and sleep debts, invested to ensure that a task is accomplished, as well as being critical to make sure that no major errors are made. All the above cannot leave the body the same as emotional fatigue and weakness is usually felt by the party involved. The psychological pressure to deliver by the close of the set deadline has been felt due to the fear of failure to submit by the deadline, such as an organisation can make unnecessary loss resulting from the delays to submit. For a university, the failure to submit, for example, the students' results may delay decision on students' academic fate.

Participant P1SLE similarly revealed:

Our roles have hard deadlines that you must invest some real-time, and there is no way of accomplishing this work without foregoing some things. One must go to bed late and even wake up very early to be able to beat some deadlines. Otherwise, it's also not good to over-delay things. It labels you as an incompetent person, but it comes with some emotional fatigue and headaches. Sometimes you feel like it's not worth it because whereas you are putting in a lot, the management does not seem to understand the meaning of motivating a teaching staff [member]. The salary is generally very low and delays to come.

Participant P1SLE's expressions are identical to the ideas reflected in Hackman and Oldham's job characteristics model as Zacher and Schmitt (2016:1411) advanced. Therefore, teaching staff's job characteristics are advocated to produce life-threatening emotional conditions of responsibility, meaningfulness, and an understanding of results. It is work environment characteristics that lead to physiological conditions that result in equivalent behavioural and mental consequences – employee absenteeism if the characteristics are undesirable, motivation and satisfaction where they are positive.

Additionally, Participant P5LB revealed that the need to respect the deadlines as set in the circulars to the teaching staff from the registrar's office let panic set in and generate anxiety and distress. In Participant P5LB's actual words:

We often get a mandatory kind of communication to renew contracts, to issue exams which are usually on short notice than the time it was expected but not delivered. That to some of us with delicate feelings and emotions, you get worried of what will happen if you do not comply by

the specific deadline date as indicated in the circular. This alone destabilises adrenaline levels and generate burnout here.

(iii) Delayed Contracts

The study further revealed that there are delays in the issuance of teaching staff contracts creating an uncertain situation with the potential threat to impact the teaching staff's income, generating anxiety, just like Participant P5LE and Participant P2SLA revealed:

Contract delays here, moreover with errors also generates a lot of anxiety and strain. It really beats my understanding when contracts are delayed and after the delay, then those that are issued come with unnecessary errors. And once contracts have errors that means there will be a delay in signing such contracts because you cannot append as signature to a contract that was poorly drafted. This means that it will first be corrected to be signed. This delay due to errors delays salary as well, which makes me as a lecturer who commutes daily to come to the university to teach, face challenges with transport facilitation to and from the workstation.

Participant P2SLA similarly maintained that delayed contracts remained a strong cause of burnout among teaching staff:

Sincerely, any employee would better serve an institution after an agreement with the terms and conditions stipulated in the contract. However, here when [the] contract is presented halfway [through] the semester, then it loses meaning because an employee will have started the job, whose terms and conditions are not yet known as the contract isn't available. Yet, therefore, not giving me an opportunity to either agree or disagree with the terms, and usually you cannot leave the students unattended to because you are waiting for the contract. All that only creates emotional discomfort.

Consistent with this revelation, experts argue that uncertainty in the context of a delayed contract relates to a reward since the teaching staff-institution relationship is defined by an exchange of costs and results or rewards and resources. Precisely, teaching staff's job is a resource while job uncertainty can be considered a reward in return for teaching staff's effort (Blom, Richter, Hallsten & Svedberg 2018:50).

Findings of the study, as Participant P3LD indicate, indicate that an additional risk to teaching staff is a hidden or absent service contract with contractual terms, which causes job insecurity:

Whereas contracts are given in this university, the moment you sign remember you sign before the vice-chancellor signs, it's taken, and you will never have a copy of it. As such you will never be sure of whether the contract was signed by your boss or not and by the time you realise the semester has ended. It's their deliberate intentions never to return a signed copy of the contract to the lecturers. There was a scenario whereby our colleague was asked where the contract was because they knew very well that there isn't any copy of it returned.

Thus, it is evident that the employer, in this case, does not want to keep evidence of employing a teaching staff member. As such there are no agreed terms between employer and teaching staff since the copy of the contract was taken from the employee without the employer's appended signature – a typical example of an employing university's distributive injustice.

Consistent with this reasoning, Afzali, Sunderland, Teesson, Carragher, Mills and Slade (2017:238) argue that distributive fairness evaluates the observed justice of the result of the processes within the educational institution and the outcomes. In contrast, procedural justice deals with the objectivity in the techniques of decision-making and allocates outcomes, especially with accuracy, unbiasedness and with consistency. Therefore, teaching staff threatened by unfair distributive situations, observe a discrepancy between their input and outcomes. Subsequently, this confrontation can be called a reciprocity deficit and is responsible for a series of undesirable consequences, including strain among teaching staff (Andela & Truchot, 2017:276).

Further demonstration of distributive injustice is indicated in the words of Participant P5FDE:

There are times you wait for the contract for teaching the education students, and it's not issued, and this makes payment for the load taught very impossible, and I think the university intends to do it like that, which gives it an opportunity to cheat the teaching staff, whereby there is no way the staff will challenge them because the would-be evidence of appointment is not issued. This is a very unfair motive that the lecturer victimised, loses hope for the payment.

From Participant P5FDE 's revelation, the lower the distributive justice, the higher the imbalance between the lecturer's effort and the rewards he or she gets, consequently leading to reduced emotional wellbeing (Afzali et al., 2017:238). For this reason, as the teaching staff invests their energy in teacher-related activities, job security is a potential reward for such an investment (Jian, Trip & Probst, 2017:341). The presence of job insecurity among teaching staff indicates a total loss of this reward. Thus, a perception of an imbalance occurs once the effort is not adjusted in the teaching staff's interest. As an extremely treasured reward among teaching staff, losing job security creates an imbalance between effort and gains, resulting in hostile health consequences (De Witte, Van der Elst & De Cuyper, 2015:113; Piccoli & De Witte, 2015:250).

To fully qualify these arguments, Participant P4LB revealed:

Intimidation of teaching staff by the university administration is the order of the day and signing of semester contract renewals is surrounded by all sorts of intimidation which is uncalled for. The fact that you have many applicants for the various teaching jobs with evidence on files doesn't mean that you have to inform the existing employee of that fact, to the extent of even going ahead to show them the files of applicants with even more qualifications. This makes the existing teaching staff work with frequent and constant fear that any moment he or she is being fired from the work, this situation of uncertainty of employment generates sentiments and mental discomforts.

This revelation means that existing teaching staff work with the frequent and constant fear that any moment he or she can be fired. This uncertain situation of employment generates negative sentiments and mental discomforts.

(iv) Employee Incompetence

The findings from the interview with Participants P6SLB and P2FDA show that the level of teaching staff incompetence as revealed by the skills gaps in the executing of the desired roles, created emotional challenges. In their words:

Some of our senior colleagues here have also been in a comfort zone, comfortable with what no longer works based on the trends. In this university, most of my colleagues are proud people, but everyone now begins to accept that we need to be retooled on other strategic skills necessary in effectiveness of our roles as instructors. A student challenged our colleague here that he wanted to send his research by mail since he will be out of the country for three weeks attending to his mother in India, who is scheduled for an operation, but the senior colleague could not allow sending work by mail because he last used his email address the day it was created, and since then, he was not even sure whether it's still functional. I also realised that the same senior colleague was not on WhatsApp and when asked why, he answered that I think I need to venture into that direction, but he did not. To this date, no student would wish to be supervised by this senior colleague since one must be ready for unnecessary delays. Little did I know that the student told the story to colleagues, and till this day, the senior lecturer is bothered and perturbed by rejection from students.

These arguments agree with the person-environment (P-E) fit theory, as highlighted in section 2.2.3 of Chapter 2, which intellectualise as the existing relationship or similarity mis(fits) between the person (teaching staff) and the environment (work setting). Specifically, with this study, the demands-ability fit, which refers to work environment demands and the teaching staff's technical capabilities (Brandstätter, Job & Schulze, 2016:2). It is therefore urgent in maintaining personal health that a teaching staff member needs to be compatible with modern institutions, embracing the use of modern approaches to planning, scheduling meetings and using modern gadgets such as I-pads, desktops and laptops to support instructional initiatives.

In the same way, Participant P2FDA demonstrated the need for teaching staff to be competent to execute certain university tasks. Participant P2FDA revealed that:

Limited advanced training to the teaching staff, yet they are entrusted with teaching roles which are way above their exposure, also beats my understanding. There are some of our colleagues whose competence and qualifications are questionable and doubted, just by the way they are handling and conducting business in their lecture rooms in this university ...

Students will always come out and report. Colleagues need to be grounded in the teaching process. We have received complaints and advised management to offer such training to help colleagues in their professional roles; otherwise, the teaching done lacks several

approaches. The fact that we are all stakeholders in the university when the institution fails because of one of us, we shall all be seen as we are the same. Yet there are a few things we need to correct as a faculty and an institution.

The insights Participant P2FDA revealed, Therasa & Vijayabanu (2016:219) further predicate. They maintain that an individual will be healthy and effective at a work that befits his or her individual qualities. These experts argue that a person-job fit encompasses the demands-ability fit, denoting to the extent to which an employee's abilities, expertise and knowledge correlate with the job requirements, in which case the employee's abilities can be assessed based on education and experience. Job demands are frequently measured in terms of performance requirements and workload. In a similar finding, Participant P5FDA postulated that:

University education today has come in with multiple technological aspects, which have caused a lot of changes in higher education, such as the use of projectors in instruction. For example, we used to write books, and these would just get to the publishing house, then they are published. My biggest issue is that this no longer works. Today they require you, the author, to first run the book chapter into a plagiarism checker such as Ukund and Turnitin, which in most cases rate your work as plagiarised work. This change in the modern way of determining plagiarised work is challenging many academicians ... I have learnt my way, and I am not comfortable with this modern way of doing things, yet it's the trend. I am sure that I am not alone. Even those professors may not jump that professional huddle if we ever engaged their academic publications through the software.

In summary, the more teaching staff 'fits' with their teaching jobs, the less performance-related challenges or issues occur. In this case, 'person-job unfit' defines teaching staff that is not capable of performing their jobs without endangering themselves or colleagues. In circumstances where there is incompatibility or discrepancy, then person-job unfit comes into play igniting emotional disorders (Leng & Chin, 2016:80).

Correspondingly, additional evidence of the misfit theory operationally generating emotional fatigue was revealed in the words of Participant P4SLA, who had little sympathy for senior lecturers' inappropriate behaviours:

As senior lecturers like any other academicians, we need to create a professional distance between students and us, if we are to win respect from the community and our students. However, we have colleagues here who fail on that to the extent of sexual harassment. And they make students suffer getting retakes, one after another because they have not yet slept with the girl. Sincerely, why should you do that? And many of these senior colleagues are married and family men who still have a demon in them that they cannot stop looking into skirts. This really destabilised my mental understanding and emotionally irritated. I was told of a story here of a female student who had failed to graduate just because she was consistently failing some exam of a very senior colleague. Later the issue was managed administratively after some time, but I do not know whether the senior colleague involved, reformed.

From this extract, the person-vocational fit theory, as highlighted in subsection 2.2.3(iii) of Chapter 2, is consistent with the findings. The theory determines the appropriateness of teaching staff for their profession through a comparison of their capabilities, understanding, ability, traits, and benefits which can show the stability between the requirements of the profession and the employee ability (Xiao, Zhou, Wu, Zhang, Miao, Zhang and Peng, 2014:6). Based on this theory, teaching staff with unbecoming behaviours are challenged with professional manners and therefore demonstrates a mismatch between the prospects and the professional demands leading to incompetence, irritating others, and unfavourable work settings (Yu, 2016:39).

Similarly, employee incompetence as a source of burnout was further indicated in the words of Participant P3LA:

The current promotion process and procedure one goes through is so stressing to be achieved, yet it's the only avenue one has to go through. University Management set very high standards not easily achievable, yet even after achieving them the overall salary of a teaching staff [member] remains minimal. Then you wonder why it's very hectic, yet it doesn't add up much in monetary terms as compared to other professions. This reduces the senior staff's commitment to the professional requirements. We grew up seeing this professor who was ever riding a bicycle from January to December, and we were wondering why yet he was a professor.

The procedures that teaching staff must go through for one to achieve a status of, for instance, a senior lecturer is way too complex as it is responsible for emotional discharges among this

category of staff. The personal element reflected in these arguments is comparative to self-efficacy, as talked about in section 2.3.2(i) of Chapter 2, associated with the self-observation of a lecturer's abilities (Kurland & Siegel 2016:1062). A lower sense of self-efficacy among individuals is related to nervousness, hopelessness, vulnerability, and mental pressure. Certainly, teaching staff with these characteristics tend to have low self-esteem and negativity about their progress and endeavours (Berkant, 2016:124).

(v) Limited Support

The study findings more significantly revealed that limited support to private university teaching staff was also responsible for staff burnout; support may take the form of several available resources both material and financial to facilitate teaching and learning. According to Hobfoll, Halbesleben, Neveu & Westman (2018:105), resources entail real objects such as work equipment, institutional vehicles, computers, and projectors. Secondly, some resources are conditional such as contracts, leadership titles. Then personal based resources like knowledge and skills, effectiveness, personality traits, and finally energy resources like salary and allowances. Participants P8SLB and P2SLC indicated:

Congestion as well as limited space for conducting lectures is a major setback, and the problem of space and its access is more annoying. Climbing those steps to the fourth level is hectic, moreover, in a noisy and busy place. The students are almost everywhere in the steps, some climbing up, others slopping down –noise all over that you fail to hear who says what, even during the teaching itself. You will realise that the students taught in this lecture room are actually hearing whatever is said in the room next door, which distracts the kind of communication necessary in the lecture room.

Similarly, Participant P2SLC argued that the continued absence of infrastructural support took centre stage in generating emotional fatigue among senior teaching staff:

The use of modern instruction methods and media, interactive boards, would be an ideal standard for the university education because the teaching staff then uses little energy to deliver content and or pass on a concept. However, when there is a gap in the mode of instruction such as the use of the traditional methods instead of the ideal, it's stressing, and you use a lot of energy to get the point delivered home. This taxing process generates emotional fatigue to the senior lecturer.

Limited support, as Participants P4FDB and P3SLB revealed, was known to manifest in the form of low coordination of the university's core activities:

There are communication challenges of university activities, triggering emotional discomfort teaching staff involved. Especially when they invest their energy to prepare and come to teach only to realise that out of the class of 50 students, they only find two present and the entire rest of the students are sent outside the gate because they are fees defaulters. Whereas the initiative is good, the communication of such an initiative to the teaching staff, so that they do not waste their money and energy to be available on campus, yet the students will not be in class ...

Participant P3SLB in a similar understanding, revealed that the administrative approach to the daily university business goes a long way in demonstrating the presence or absence of support to the other stakeholders involved. Careless talk of a university administrator may cause emotional challenges to colleagues with potential emotional threats to the other stakeholders. Similarly, Participants P8LD and P2LA demonstrated the need for physical and social support in nurturing collegial relationships and how the absence of such support could have an emotional impact on colleagues.

These arguments are synonymous with the need for attachment being central to humanity (Manning, Dickson, Claus, Cunliffe & Taylor, 2016:44). Accordingly, the avoidant attachment model, in section 2.3.1(iii) of Chapter 2, suggests that human beings are inspired to emotionally connect with others while struggling for protection, safety, and comfort (Manning et al., 2016:45). Specifically, in this aspect, the attachment relationship behaviours between learners and teaching staff at the university include a sense of belonging to the university itself and having a network of relationships with the university administration, peers and fellow teaching staff. As a matter of observation, the drive aimed at belonging is always seen in teaching staff's attachment actions to guarantee the preservation of emotional security. Therefore, personality complaints such as those Participant P9LD expressed are mainly a result of attachment anxiety, attachment insecurity and failure to control strong undesirable effect and unbearable fear in close interactions (Eroglu, 2016:151):

As members of staff, we normally support each other socially, spiritually and economically. However, it pains when a colleague and or a member of the team resigns as he or she is unable to cope up with

the working conditions here. In most cases, the rest of us remain physically present but mentally [the] majority of us have as good as followed him. We strengthen one another here, and we would prefer staying together amidst challenges.

According to Rouxel, Michinov and Dodeler (2016:82), as indicated in section 3.2.5(ii) of Chapter 3, social support explains the feeling of being favoured, treasured, valued, well regarded and is an associate of a setup of shared commitments. In a university, such support is significant in helping teaching staff moderate the effects of excessive workload.

Similarly, Peltonen, Vekkaila, Rautio, Haverinen & Pyhalto (2017:158) and Yang et al. (2017:2) believes that social support such as an adequate participatory climate and teamwork between superiors and teaching staff, reduce emotional exhaustion and facilitate retention and job satisfaction. The ideology reflected in the expert's views qualified Participant P9LD's revelations:

Each time teaching staff try to voice their challenges, key top management staff bog them down ... I was disappointed by the vice-chancellor himself when he silences me with my colleagues. He told us that ... "you people can do nothing as I sit on many committees of the national council for higher education, whatever you talk about national council will pass." That should never be told to a lecturer who is rising an issue of concern to the university authority. Such a situation raises more fear, questions and strains to the lecturer and their intentions to offer descent services in the university.

In line with this revelation, Nguyen, Teo, Grover and Nguyen, 2017:4, as indicated in section 3.2.8 in Chapter 3, argue that acts of employee bullying like offensive social isolation and intimidation and unjust internal struggles lead to emotional destruction elements such as anxiety, bad temper and depression.

Absence of financial support, as indicated with the revelations of Participants P7LE, P1LD and P2LC, further demonstrates the scale of the lack of employee support as a major cause of the burnout disorder:

Expectations of the university are not proportional to the received support. Where there is little payment of salary to staff, then how can that salary cater for your daily operational expenses as well as career

growth? The university expects me to upgrade and improve my qualifications, yet, what I receive in terms of salary is just insufficient to cater for all these needs. And since I need the job, I tend to get worried about how to make everything happen the way I like it, yet circumstances cannot support.

Personality complaints, as expressed by Participants P1LD and P2LC, are mainly the result of attachment anxiety; attached insecurity, failure to control strong undesirable affect and unbearable fear in close interactions. The teaching staff in this context interpret distancing behaviours and mistrust in the university's remuneration procedures as avoidance leading to emotional defeat (Eroglu, 2016:151; Levy, Johnson, Clouthier, Scala & Temes, 2015:198):

Recently, there was a sudden and an abrupt drop in the amount of money given to the lecturers here without any communication. We used to be paid monthly; now later we learnt that we are to be paid at the end of every semester, more so, with reduced money. Remember we are human beings who board and fuel vehicles to this place, we have families and children.

The findings in this study, as Participant P2LC revealed, are further grounded in the conservation of resources (COR) theory, as indicated in section 2.3.2 of Chapter 2. According to Hobfoll (2001:499), the COR burnout model suggests that employees' risk perception of valuable work-related resources leads to stress and consequential burnout. In the context of the findings, teaching staff dedicate energy and time to prepare and teach, and the delay in remuneration without any communication pauses a risk to this valuable resource – perceived to be a stressor and a continued threat to invested time and energy, leading to burnout.

Salary delays to me worries me every now and then. Just imagine a lecturer operates Monday to Saturday; he has a family and children; he pays fees for his or her children but also pays fees for herself to upgrade if that's the case. Why should the June salary not be paid in June? But the university administration has to wait until July. We hope because there is no any communication to that effect; and then the previous months of April and May have just been paid. This really causes grumbling and irritation because how does the university expect you to move to the campus and attend to the students as timetabled, yet the money that would have facilitated the movement is still within the university accounts?

More significantly, the P-E fit theory, as indicated in section 2.2.3 of Chapter 2, correlates the existing relationship between the teaching staff and their work environment. Participant P5FDB's complaints are living testimony:

The university campus itself being in the city centre, it's noisy. Either you will be interfered by the moving vehicles producing different sounds or a bursting of a car tyre. Then that's when riots in the city sets in, followed by police and fire noise. In addition, the congested lecture rooms; one at the back of the other; that constant and frequent students movements while as they are awaiting for the lectures to begin; or as they are moving from one lecture room to another. All this generate a lot of discomfort that each time you think of moving to the university to interact with the students, the thought of that daily discomfort demoralises you to the extent of having a feeling of not getting there. That's why these students are suffering with absent lecturers. All those you are seeing there are waiting for their lecturers but find out why they are not yet here. This place is too noisy and chaotic.

According to Caplan, the P-E fit entails both the demands-ability fit and needs-supply fit. The demands-ability fit refers to work environment demands and employees' capabilities while the needs-supply fit describes employees' desires and work setting provisions to satisfy these desires (Caplan, 1987:250; Brandstätter et al., 2016:2). On the whole, the extent to which the university administration fulfils teaching staff's environmental wishes, preferences and desires have a close association with stress indicators and physiological health, like depression and anxiety (Brandstätter et al., 2016:2; Deniz, Noyan & Ertosun, 2015:370).

(vi) Students' Disruptive Behaviours

The study found that students' disruptive behaviours are further responsible for teaching staff's emotional disorders, as Participants P7SLB, P10LE and P5SLE reflected. These findings are consistent with the arguments stipulated in the job demands-resources (JD-R) model that Demerouti, Bakker and Leiter (2014:97) advance, as indicated in section 2.3.3 in Chapter 2, specifically the physical and emotional work demands. Participant P7SLB revealed that:

Unbecoming students' behaviours are also responsible for senior lecturer burnout. Students are the very reason for our existence and the most important asset of this university. Sincerely, without them, then

also our existence can never be sustained here. However, some of them fail to realise the very reason why their parents pay their fees. Many do not attend classes, and it's only when you announce a test next week that the students appear in big numbers. Others are lousy to the extent of hiring mercenaries to write their course works and even tests. Others, instead of concentrating, they are into premarital sexual relationships which perturbs my understanding as a senior lecturer who also doubles as a parent. The most challenging bit of these students that triggers my emotional fatigue is their cross-generational sexual relationships. Sincerely, why would a young girl of 20's move-out with a man of my age? Almost a grandfather here. We have our problems, our bodies are full of HIV, and we are on ARV's, but these students here are desperate for money. Even some of our colleagues have failed to give up on these girls. It really bothers me a lot.

According to Molino, Bakker and Ghislieri (2016:401), such emotional demands in the teaching atmosphere at an educational setting like a university could comprise teaching staff handling their related grief or sorrow. At the same time, when a learner's academic prospects deteriorate, a teaching staff member gets irritated and becomes antagonising towards such a learner or student due to the decline in his or her grades and or behaviour (McGonagle, Barnes-Farrell, Lee, Fischer, Hobbs, Iskra-Golec, Kaliterna & Smith, 2014:832).

Participants P10LE and P5SLE's arguments relate to distributive injustice, as described in section 3.2.2 of Chapter 3, denoting to a mechanism of describing how employment uncertainty affects burnout. From a broader perspective, the organisational justice method looks at unfairness or injustice as a major stressor and burnout cause, specifically as an immediate response to perceived unfairness (Andela & Truchot, 2017:277). Participant P10LE revealed that:

Problematic students also cause emotional irritabilities among lecturers in this university. Some students tend to think that they are exceptional, well-endowed that they will be favoured because they are pretty and good looking. They usually want to block the professional distance between the lecturer and the student to take advantage of that in order to earn favours. They are very bold and tactical in nature that in most cases, very hard to resist. Such students usually become nasty when they realise that the lecturer fell into their trap and in most cases, a lot of unprofessional business will take place thereafter, that the lecturer is tortured by the self-conviction and guilt of everything nonprofessional involvement.

Participant P5SLE's argument is consistent with the findings that an emotional disorder that affects health sets in once teaching staff perceive interfacing with clients as distributive biased. Subsequently, distributive justice facilitates the connection between emotional regulation and teaching staff's health (Martínez-Inigo & Totterdell, 2016:27):

... Indecent and stubborn nature of some female students. Burnout to senior lecturers here is also ignited by some of the young girls with a spoilt mind. I have interacted with a senior colleague who opened up to me the students who seat at the front seats with an intention of diverting and obstructing the mind of the teaching staff. He added that this university also attracts female students who also double as prostitutes who sell their bodies for campus upkeep, tuition and or survival. At first, I thought it was an exaggerated allegation, but later I heard it discussed by other three colleagues. Such students tend to be troublesome instructional obstacles to the senior lecturers who, by the nature of their experience, are thought to be wealthy enough to cater for their financial needs and are responsible for the emotional distress and discomfort to the senior lecturer.

Consistent with this opinion, the inconsistency between the resources and the resource replacement procedure, employees' perception of distributive justice exposes them to worse states, such as job difficulties overstressing them. In the same way, distributivity biased relations will emotionally drain teaching staff (Chao, Shih & Hsu, 2016:157).

(vii) University Politics

The views Participants P5LD and P6LD expressed indicates an institutional disorder capable of messing up university procedures. According to Hassan, Vina and Ithnin (2017:480), as in section 3.2.9 of Chapter 3, the continuous suppression of teaching staff with self-centred or selfish actions sanctions employees to realise selfish gains and profits at the expense of the others within a department, faculty, unit or the entire university. These actions lead to subversion, defamation and unlawful means of realising intentions to the extent of emotionally harming the teaching staff involved:

As a member of the department, one feels that he or she should always contribute and or suggest possible solutions and ideas or opinions. However, the lady in charge of heading the department is always against that. Each time you propose or suggest an idea, she sees you as a threat to her job or headship. And in most cases, she will silence you

by allocating you to teach, for example, a physics course in the following semester, yet your competence is mathematics. Such actions not only serve the head of [the] department's interests but also greatly affects the students we teach. That later, when they fail in life, our names are dented.

In the same understanding, arguments Participant P6LD advances indicate that coercion in the process also generates frustration, a moody atmosphere, and depressed teaching staff. Participant P6LD maintained that:

In most cases, each time you try to inform the head of department that you are not comfortable with the course unit offered to teach, she will never listen to you and rejects any opinion and or suggestion, which only breeds ineffectiveness in that particular subject area.

Participant P1SLA further demonstrated the presence of emotional insecurity arising from the breach of contractual terms, which could destruct individual and institutional efficiency and performance:

Having double standards in terms of contractual terms, to me, is a number one core cause of discomfort among senior lecturers. It is at this university where you are given a contract with terms and conditions. However, later you realise that some of the agreed terms, for instance, the payment of every extra load, later turn out to mean something different. Hence working expecting to be paid only to be tossed around, given false hopes, generates mental upsets resulting from emotionally charged feelings and is responsible for the loss of trust such an employee can have with this university.

Quaiser and Sajid (2017:22-23) sustain these ideas and maintain that workplace politics can significantly impact on social exchange, impair a feeling of fairness and subsequently reduces employees' job commitment and overall workplace satisfaction, finally affecting the organisational performance.

Additionally, Participant P9LE demonstrated insecurity elements within the teaching staff environment which points to the university's administrative follow-up to incriminate its teaching staff. According to the participant:

Watch dogging, and witch-hunting between colleague lecturers and the administration also generates fear, doubt, and uncertainty to the lecturer which elements are responsible for emotionally disconnecting the lecturer. The very low salaries given here makes it inevitable for the lecturer to moonlight elsewhere. However, when administrative follow-ups are made to the lecturer wherever he or she works, and what he does there, then it challenges one's understanding and generates emotionally charged feelings.

According to these expressions, Jimenez, Milfelner, Sarotar Zizek & Dunkl (2017:29) contents that job insecurity, as indicated in section 3.2.1 in Chapter 3, further replicates uncertainties. Prolonged exposure to teacher-related job insecurity is a strain response which leads to draining teaching staff resources. In this case, the witch-hunted or insecure teaching staff observes the risk of losing their teaching employment, a consequence known as a primary appraisal. Blom et al. (2018:50) argue that, as a consequence, the appraisal process during job insecurity results in strain since the situation-demands surpass the available resources. Hence the absence of effective coping strategies (Piccoli & De Witte, 2015:248).

(viii) Unrecognised Effort

The arguments, as Participant P3LC raised, revealed that there is unique treatment is given to different teaching staff categories which he refers to as the imbalance between part-time and full-time lecturers with potential harm to the emotions of the teaching staff:

There are very many imbalances and inconsistencies, by the university administration which begin with the university's failure to understand that both part-time and full-time lecturers serve similar purposes to boost the institutional performance, equally. However, when it comes to motivation, the full-time staff by category are treated in what I can term as being more human than part-time lecturers. All full-time lecturers are given the thirteenth pay check that comes in [the] form of an annual bonus at the end of the year, usually by mid-December. A colleague was bragging about it last year before me, little did he know that me I am not a beneficiary of the same. For heaven's sake, we all contribute to the shaping of a graduate and each one of us, irrespective of the category, has a role to play.

These study findings are identical to the ERI model, where job effort is embedded in the agreement grounded on the social reciprocity model with the provision of rewards. Regarding these arguments, as Participant P3LC indicated, the model explains the employee (teaching

staff) welfare as the discrepancy between more efforts with limited rewards intensifying the danger to the health of employees (teaching staff) (Siegrist & Wahrendorf 2016:89; Loerbroks, Weigl, Li & Angerer, 2016:342).

Participant P3FDE gave insights into unrecognised effort through, what he referred to as, extremely low and demoralising salaries. According to Participant P3FDE:

In this university, there are very low salaries given completely not proportional at all to the given teaching load. The university is not mindful of the prevailing financial demands and cost of living of the teaching staff, and they are not bothered at all. For example, their payment of teaching a course unit is not competitive at all with the payment given by other private universities in the region, which devalues the skills and knowledge given by such a teaching staff member. The situation generates fatigue in a way that one has to strain the mind to forge satisfaction in order to work. Research supervision needs a serious benchmark and review from a hundred-and-fifty, which is not only way too low but abusive.

These findings demonstrate that exposure to a mismatch between high efforts spent (costs) and low reward received (gains) in terms of salary is the very reason for emotional exhaustion (Amanda, Rodwell and Noblet, 2012:231).

The findings Participant P10LD revealed further indicate a tactical denial of the lecturers' rights to social security which appears to be an act of university dishonesty manifesting in a workplace of distributive injustice with a potential impact on the teaching staff's welfare:

Failure to remit the NSSF contribution by the university to the lecturers' NSSF accounts. The laws of this country regulate that every institution or the employer should remit ten per cent or so to their employees, of which the lecturers are part. However, this is still as set back with this university and when the lecturers compare their benefits with those of their colleagues in that regards it directly sends adrenaline to the bloodstreams and generate emotions. By just a mere forecast into the period after employment, the lecturer begins realising that they will have no money gathered for the period they stayed with the university, which is a breach of fairness.

As Martínez-Inigo & Totterdell (2016:27) argued, emotional control is related to the degree to which teaching staff perceive distributive justice during their daily activities. Similarly,

Participant P5SLB revealed that emotional fatigue results from the absence of recognition and appreciation for good work at the university. In Participant P5SLB's opinion:

In this university, the challenge here is the working conditions to everyone because through interaction, everyone is complaining are not good. Although we are working, the working conditions are not favourable; the strategy of recognising effort still lacks. Teaching staff here go as far as seven months without salary, sometimes eight to nine months. Again the university management does not feel shy to send us circulars directing us to set examinations on time; why should you expect a lot, yet you offer little? That's very disturbing and challenges every teaching staff including all lecturers, doctors and professors here.

Teaching staff interpret this reflection as distributive bias since the emotional control effort surpasses the expected rewards gained from the university, resulting in emotional disorders (Martínez-Inigo & Totterdell, 2016:27).

Participants P8LE, P2FDB, and P5SLB, further revealed that unrecognised effort through delaying salary drained teaching staff emotionally automatically and led to health-related challenges arising from the pressure to survive in the absence of financial resources:

Dragging on without paying us, yet the university is purchasing very expensive cars is a very thought-provoking situation that emotionally disconnects any teaching staff; push them into hopelessness. There is a growing change in the cost of living, yet the university has consistently chosen to delay our own money without a formal communication to its very own people. Sincerely, we take children to school; we travel to and from this campus; we have loans in the banks and money-lenders; we, therefore, need to spend. However, [...] money is not available. I have a university student who even thinks I have dropped my responsibility, yet it's not the case. There is a lot of uncertainty regarding salary here, and it's just not a good practice. I am not happy at all. People are fed up, and management needs to step up its issues.

Similarly, Participant P2FDB compared low and late salaries in return for the given effort to be prevailing conditions, which if analysed leads to emotional fatigue:

Like any other teaching staff in this university will attest to the fact that senior teaching staff as well are victims of delayed payment, in addition to a compensation package that is very low as compared to the economic situation, and living standards. The salary is not enough at

all to settle the multiple bills in the home and transport costs, which makes the teaching staff stay with continuous exhaustions and psychological challenges on how to cope with the demanding situation. Salary here is even not proportional to the workload done in this place, for example, we are engaged in curriculum reviews and whereas this is paid for as a separate component in other universities. Here it's consolidated within the roles of a teaching staff [member], which comparative analysis leads to emotional fatigue.

Participant P5SLB indicated that emotional anger is a result of the university's choice of delaying salaries, accumulating bills and purchasing very expensive cars, yet not paying teaching staff's salaries, believing that the money for salaries meant to be paid to them is being used to purchase such vehicles.

Senior lecturers here are also suffering some salary delays, and the way it's done is not consistent and proportional. For full-time senior lecturers, you can accomplish the second month when the first month is not yet paid. The fact that senior lecturers have families and other daily expenditures, for instance, water bills, electricity bills, YAKA, DSTV bills; buy food, pay school fees for your children, as well as tuition for your studies. Upkeep challenges generate emotional distress to this category of senior teaching staff in this university. Additionally, what weakens more is the fact that there used to be a compensatory gratuity for those who had served the institution longer, but it was removed which also adds a negative score to the university, hence increasing the dissatisfaction. The university method of purchasing very expensive cars, yet the teaching staff salaries are not paid, ignites anger and emotional fatigue as one tends to feel it's his salary being used to purchase such vehicles.

From this argument, the researcher can generalise that the suspension of certain salary benefits, and delayed payment, is a potential threat capable of generating sensitive feelings among teaching staff.

(ix) Workload

Participant P4SLE indicated that there was a lot of work at the university and elsewhere, responsible for emotional fatigue among teaching staff. Participant P4SLE said that:

In this place alone, there is too much, and as a teaching staff [member] you know the life of a lecturer is full of marking and preparation. This

is the most taxing exercise; then there are these endless meetings that take long to start and end. It's time-wasting. All these become too much for me sometimes to the extent of feeling headache. There is pressure resulting from the several tasks in this university. Then, the roles also taken from another workstation is as heavy as this one, and you have no alternative. If it wasn't my family, why would I accept to take on all those roles? But I need money, and no one will give you free things. The money I need has to be worked for; this is why I persist. But the truth is that there are moments when I am overwhelmed that I even feel dizzy.

Similarly, Participants P2LE and P2SLB's ideology is consistent with arguments raised by Airila, Hakanen, Luukkonen, Lusa, Punakallio & Leino-Arjas (2014:1422). They sustain that musculoskeletal pain is a result of increased job demands. Job overload is an example of a job demand responsible for work tension. The experts further argue that an increased psychological workload is common among teaching staff and responsible for increased depressive symptoms leading to anxiety and strain:

Teaching in multiple universities to earn some extra money; however, the money earned leaves you, torn apart. You are ever busy running between institutions to satisfy their demands, so you are ever in traffic jams at times on tension for unexpected delays and the fear of resultant outcomes of such delays to report to the other workstation; and even when you reach there, the amount of work itself is much more than the one you left at Workstation A. Simply you do not get time to rest at all and or even attend to your family.

The mental and physical workload is a true manifestation of university's work environment making depressive indicators obvious, and in the absence of job resources, harmful effects on the teacher's health and wellness become inevitable (Airila et al., 2014:1422).

The ideas Participant P2SLB expressed, further strengthened these findings attesting to the fact that excessive work leads to exhaustion among teaching staff. Excessive roles are demanding in nature, impair health, facilitate the development of anxiety, and exhausting employees' mental and physical resources leads to overall exhaustion (McGonagle et al., 2014:831):

Excessive workload resulting from the different tasks surrounding the teaching staff in this university and elsewhere other than this university. During the process of harmonising personal finances, some senior lecturers tend to take up other responsibilities elsewhere, other than

this university. Such responsibilities come along with continuous emotional struggles that require fresh supply of other resources. The absence of such a supply is what now mounts emotional fatigue to the senior lecturer.

Rouxel et al. (2016:83), as indicated in section 3.2.3 of Chapter 3, consistent with Participant P1LA, believe that for teaching staff to execute multiple daily tasks such as preparing and teaching, administrative work, setting and marking course work and examinations, and communicating with colleagues and the administration about these duties, regularly leads to excessive teacher-related job demands later culminating into emotional difficulties:

Marking both coursework and examinations usually, there are many scripts and the deadline set to have submitted both the marked scripts results and marking guide, just ignites pressure and emotions. Some of which just come as a result of fear of attaining the deadline. It also worsens when you are reading different handwritings. Some students really write very badly that getting a point out of their handwriting also discomforts and raises anxiety. In addition, marking is so demanding and yet the given time to do it is too little, not proportional to the load itself. The same also applies when you have very many course units to teach to different groups.

Participant P6SLA also revealed that in a situation where the department is understaffed, overloading existing staff with work becomes inevitable and can worsen where the department has cross-cutting roles. These increased depressive symptoms lead to anxiety and strain.

Here we do work for literally ten people, due to understaffing of the department. In this place, there is too much work, and our department has mainly very few full-time staff, as such, almost all the work is piled on to you alone. We have frequently indicated the need to restructure this department to have multiple other offices within to reduce [...] the overload, but the directorate of human resources seems not to be listening and its worsening day by day. The nature of our department is that it has cross-sections and cutting all through other departments; therefore, it's central in roles. Joel, we handle almost every postgraduate and graduate admissions for every faculty and or school in the university before the admissions office can finally consider them. This is quite hectic and draining in nature. We are at the centre of all research conducted in the university, few in number as we are.

Manas, Díaz-Funez, Pecino, Lopez-Liria, Padilla & Aguilar-Parra (2018:2) contends in support of the findings that teaching staff job-related demands entail the institutional mental aspects of the teacher's job. These aspects necessitate constant emotional struggles related to physical and mental expenses and higher job demands, necessitating teaching staff to add more energy that could develop into job-related pressure aspects (Santa Maria, Worfel, Wolter, Gusy, Rotter, Stark, Kleiber & Renneberg, 2018:112).

Participants P4LD and P4SLD further strengthened the element of workload as a significant cause of emotional exhaustion. They characterise university work by pressure arising from work necessitating a range of activities, such as engaging employee skills and talents:

Heavy workload is yet another major cause of burnout. There was a time I was given to teach five-course units while my colleague was even given seven; of which some are even not in your specialisation line. Because you need the job, you end up emotionally struggling with teaching the courses. You're just gambling, causing constant and continuous headaches by nature. A lesson has to be prepared before its actual teaching; therefore, the process of preparing for all the five courses becomes taxing and always worsen with those you are not specialised in. Teaching such courses is also challenging itself as students tend to ask you questions which in most cases you are not able to answer there and then because you are not confident of the answer as it's not your expertise.

In the same way, Participant P4SLD revealed that:

The truth be told, [the] majority of us for obvious reasons are serving multiple organisations, of which every organisation has a set of result areas that require your commitment. As human beings, we try to handle all the demands in the multiple organisations due to the need for extra income. However, we also get exhausted as a result of being overwhelmed by the sets of activities of which each one is demanding on its own. Where some may need you in a meeting the entire morning, yet you are also simultaneously expected in a class by the engineering students at one hour past ten AM. The distance between the two organisations mounts to a minimum of two hours' drive, factoring in traffic jam delays. This kind of working is characterised by tension through the week, for a month. Therefore, it can hardly leave a senior lecturer emotionally stable.

This understanding validates the job characteristics model which, according to Zacher and Schmitt (2016:1411), as indicated in section 2.2.2 in Chapter 2, assumes that undesirable or positive work environment characteristics lead to physiological conditions that result in equivalent behavioural and mental consequences, such as employee absenteeism.

Synonymously, Participants P3SLC and P3FDA revealed a scenario of failure to psychologically distance oneself from work-related thoughts, which according to Gordon, Shonin, Dunn, Garcia-Campayo, Demarzo & Griffiths (2017:212), indicate the existence of job-related feelings happening after work such as conducting routine work in the evenings, during their retreat, on leave, and during the holidays. Participants P3SLC and P3FDA revealed that emotional distance occurs among teaching staff who fail to sleep at their homes due to extended university-related working:

I have [a] series of failure to sleep at home, and I find myself occupied by this feeling of an incomplete task. At times I sent an email to my boss but anxious about the feedback which keeps me checking. I have also realised that I have a lot to cover here that even when I get back home, I find myself better of completing some university work. Either making a university-related call of even turning on a laptop to send an email or even reading a university mail. It's completely difficult to withdraw from work, so by the time you realise it's already in the next day, like at two AM, and that's when you turn off the laptop. Sometimes you even lie on bed but still reflect on what is not done yet, which actually explain the time you wake up and leave for work. This, in return, explain the emotional fatigue and body impairment that follows.

Participant P3FDA agreed and detailed emotionally charged feelings and fatigue resulting from engaging the mind of the university workstation, such as thoughtful reflections about work on the road while driving back home:

As senior academicians, we are expected to lead in almost every academic-related activity, teaching, learning and research. In addition, the need to be more knowledgeable than the students you are interacting with makes you engaged almost all the time, searching for an understanding of concepts. This, therefore, makes us ever looking out for information from the university, during traffic jam and even home. This reduces the resting time, even when you enter your bed, the mind will still reflect on a concept not well articulated that even when you are supposed to sleep, you are still awake.

Germeys and De Gieter (2017:2) also sustain this revelation, as indicated in section 3.2.12 of Chapter 3. They claim that once an employee fails to detach from task-related thoughts, more specifically if they are undesirable, during non-working time, then this can nurture extended functional activation. Subsequently, decreasing attention capacity, self-efficacy and reduce control (Schulz, Bloom & Kinnunen, 2017:254; Germeys & De Gieter, 2017:2).

(b) Personal Causes

In the following sub-sections (i) to (iv), data concerning the interpersonal causes of burnout are presented and discussed.

(i) Home Demands

Participants P7SLE and P1FDA indicated that unresolved family challenges are examples of home demands that generate burnout among teaching staff in universities:

Frequently there is pressure generated from homes of the senior lecturers, for example, constant demands of resources such as finances to cater for the food, wastage of resources at home such as throwing expensive left-over food [away], yet the family is strained. Leaving water to flow at home, hence accumulating water bills, as well as leaving electricity bulbs on during [the] day, hence resulting into electricity misuse. School fees for the children. All the above tend to disconnect the senior lecturer to the extent that by the time such a senior lecturer leaves home, he is fed up with his own people who have caused the emotional fatigue. We have had a colleague who is well known to have a naughty spouse who frequently beats him up.

The ideas Participants P7SLE and P1FDA expressed are aligned with Foote's thinking (Foote, 2010:10), who believes that teaching staff's success largely depends on their capacity to harmonise the conflicting burdens at their homes. Such burdens could entail their capacity to be on good terms with their spouses, relatives and friends and social-economic burdens:

School fees and other family obligations, conditions outside the university work environment such as the increasing school educational costs right from the kindergarten to the university is also responsible for the burnout of senior lecturers in this university. Being a senior teaching staff, I also double as a dad of five school-going children, one

joining the university, the other two are graduates, and the rest are in secondary schools senior five and six. All these are provided for, yet the income is too minimal to clear off their home and personal needs. Whenever they place demands, my heart begins right away to pump faster than usual for fear of what will happen next if I fail to supply. Emotional charges set in whenever they are getting holidays and going to school because that's when real material demands come out.

Consistently still, the general appraisal of lower self-worth of the teaching staff also known as lower self-esteem, as indicated in 2.3.2(ii) in Chapter 2, according to Asmaa (2016:36) makes the teaching staff vulnerable to fixation, nervousness and other burnout disorders:

I have realised that the home greatly affects our workstations in many negative ways. For instance, I have a sickle sells patient who is ever on my mind. The girl has really drained every penny at home that every time I expect a call to attend to her. This is the situation of expecting the worse all the time. This really upsets me a lot.

Participant P1FDC consistently argued that the medical demands of a chronic disease generate reduced concentration and depression in teaching staff, to the extent of undesirable arrogance demonstrated in the lecture room and other teacher-related activities. For example, lecturer-learner mistreatment, intimidation, and oppression have been linked to teaching staff's failure to harmonise home demands (Mulyadi, Rahardjo & Basuki, 2016:604).

(ii) Over-Ambition

Participant P3SLB indicated that the situation that requires teaching staff to concentrate highly is related to emotional changes in the teaching staff involved. According to the Participant P3SLB:

This kind of publication needs one to hide, in order to highly concentrate and talk to the research itself, which will lead to a submission of a highly competitive abstract. The nature of most active senior lecturers requires producing quality work for publications which is mostly taxing. That it involves an investment of brains, feelings, silence in order to produce a perfect write up. The concept of producing a perfect write up is what wears on those involved. What worries, is that you write at the same time placing yourself in the shoes of the editor, this takes time and energy resources because sometimes you assess your own idea to be lacking and there is a lot of writing and

deleting in order to arrive at the best. This thinking is that where we are submitting our scripts, they receive many highly competitive writeups that for one to get through, he or she has to be a perfectionist which is the reason why it emotionally disengages the writer.

Participant P3SLB and Participant P3SLE's ideas indicate a shared behavioural characteristic, according to Chang, Chou, Liou & Tu (2016:261), as indicated in 3.2.6 in Chapter 2, which defines individuals that struggle for faultlessness and set unreasonable extraordinary performance values that at times end up in dangerous reactions. Academicians with interests in being creative for original performance such as lecturers, researchers, and professors are examples of such individuals (Wagner & Upton, 2017:64):

Some of the senior lecturers in this university tend to set very hard targets for themselves in the process of being exceptional. I have a colleague who told me that he will want to act differently with or without administrative support. He will revive the department. He had just joined us, and I relaxed, waiting to see how he would move the department to a level he was comfortable with. At first, he would be early, and he seemed to be well on his track, but one time he realised that he could not invest his own money to put in place a number of things and rejection of his request from the registrar pulled down his drive till this day. Whereas the gentleman had a very proper initiative, with relatively high set standard measures and expectations, the failed support from the administration generated a lot of milled energy and emotionally charged feelings.

Schwarzkopf, Straus, Porschke, Znoj, Conrad, Trucksäss & Känel (2016:26) agrees that positive striving is also associated with employees' determination or motivation to execute and better accomplish. Emotional exhaustion only sets in upon disappointment or failure to realise their own set standards.

Participant A1RA specified that the need to remain relevant and sustain the capacity to be employable in an education institution, leads to increased knowledge-based learning demands, as discussed in 2.3.3(ii) in Chapter 2. A scenario which sees employees attaining new professional knowledge. Incessantly struggling for achievement alongside other roles is what generates emotional fatigue to a busy teaching staff member (Kubicek, Paškvan & Korunka 2015:900). Participant A1RA said:

The need for professional growth versus other roles such as mandatory continuous meetings [is] part of teaching staff roles in this university. Then there are these other roles that are not specific to this university, yet very important in the life of an academician. Such roles include preparing and attending conferences, workshops that may not have been organised by the university but important to the teaching staff personal growth and institutional image. For example, I am a senior lecturer with added administrative roles as such I am working on a paper presentation, but I have to submit the abstract for the international conference vetting in Dar Es Salaam. The set of elements to achieve cannot leave you the same, as you end up drained in the process.

In this way, once teaching staff are responsible for their career progress, this would enable them to adapt to the changing demands of and remain relevant to the labour market (Kubicek et al., 2015:889).

(iii) Failure to Progress Academically

Participants P3FDB and P1SLC demonstrated an absence of work morale and career progress arising from the failure to submit academic articles successfully. It could also be stated that employees' experience in such dissatisfaction with their work usually goes hand in hand with drained energy resources (Arenas, Giorgi, Montani, Mancuso, Perez, Mucci & Arcangeli, 2015:2):

Frequent rejection of my publications meant to be electronically published. As a senior lecturer, there is mounted pressure to stay relevant in the academic circles and a number of academic initiatives need to be given attention here, such as research and publications actually every year. One would have produced or published an article or a chapter or a book; however, the process is very hectic, that now I am at the point of accepting that I have failed to make progress in this area. Guys are rejecting my things. Each time I send, they take long to respond, and when they respond negatively, I get discouraged, and I don't see myself with more energy. It emotionally challenges because then it implies accepting defeat which wouldn't be the case in this struggle.

Additionally, failures in academic submissions like the one Participant P1SLC revealed is associated with several job-related outcomes, for instance, a decline in the customer care of

students, desertion from the workplace and turnover intentions as a sign of defeat (Mohammad, 2017:889).

Failure to publish new journal articles is also becoming a major setback among many of us here. The trend is that we must demonstrate academic growth. And the avenues of such an initiative include writing and winning grants, winning scholarships, and publishing in peer-reviewed journals. Failure to achieve any of the above is continuously becoming a big challenge to most of the serious senior teaching staff. All our struggles are there, but failure to progress in that direction is what emotionally strains all of us. We have tried, but no one has succeeded and yet every appraisal, this is required. The fear is that your boys and girls, successful in research and publications, are going to replace us, which is not good news to any of us.

According to Pan (2017:158), a comprehensive agenda of an employee's inspiration to constantly progress with effort in a specific calling over a long time is strongly associated with emotionally charged feelings. Therefore, failure to win a grant as Participant P1FDB indicated was a setback associated with emotional distance.

There is a grant application I submitted with my colleague, and this is purely outside this university schedule, and it took us sleepless nights. Right now, we are feeling the sleep debts. We invested a lot of effort and resources, with hopes and expectations that it will go through. So we have been anxiously waiting. At one point, I was foreseeing my end of university service with the success of that grant, and I had started figuring the structure of my resignation letter to the human resource. However, the thing did not achieve success. There is surprisingly a lot that we did not submit to support the application. This has been eating me up, that I am a true burnout patient as I speak. I lost appetite, and I just feel I need a big success which miracle I do not know when it can happen.

Setbacks in academic progress such as that of Participant P5SLC, have further been affiliated to low self-efficacy, as indicated by Lauermann and Konig (2016:10). Accordingly, Jeung, Kim and Chang (2018:190) believe that teaching staff self-efficacy denotes to the belief in the teacher's capacity to yield anticipated academic results and failure in such a positive yield would lead to emotional fatigue:

Limited academic advancement and growth further escalate the emotionally charged feelings. Everyone would love to grow academically. However, process of growth, for instance, to a level of a

professor requires time and finances. Which also double as scarce resources. With the busy schedules we have, there is hardly enough room to concentrate on a journal publication, and given the emotional challenges of limited finances, it is as good as difficult to grow here. In other universities, a researcher doesn't go into this secondary school approach to teaching. A researcher is just paid to research and publish, and the more the publications, the more the chances of growth and the reverse is also true. Limited publications hinder academic growth since you are taken not to be an academic contributor to the body of knowledge.

Similarly, Participant P1SLD reported that a limited academic growth of upcoming academicians also diminished morale and hope of other teaching staff uplifting the institution to an ideal standard. Participant P1SLD reveals that:

As an academician, I believe in the development of researchers and the growth of all these lecturers would guarantee such research development. However, the situation currently cannot allow such lecturers to get out as serious researchers since their morale has been reduced to zero. Academic growth requires resources such as financial support to acquire the highest qualifications, as a starting point. And failure to achieve that means failure to succeed in the rest. This worries me most as age has caught up with me, and we need people who will come after us to take this university to greater heights. Therefore, there is a research gap in this university. This is responsible for the emotional frustration of senior staff here.

From these responses, teaching staff diagnosed with generally low self-efficacy are prone to emotional exhaustion and depersonalisation from constant worries, interpretation of unclear circumstances as stressful and understanding their demanding academic circumstances as risky, rather than seeing it in a positive light as challenging (Boujut, Roch, Palomares, Dean & Cappe, 2017:10).

(iv) Pressure from Money Lenders and Loans from Banks

Participant P4SLC revealed that financial obligations with limited resources further generate emotionally charged feelings among teaching staff. Exposure to daily destructive irritations tends to lower the teaching staff's self-esteem (Jennings et al., 2013:376):

I am servicing a revolving loan with Centenary Bank, and it's the main headache at the moment. Every time I draw nearer the payment date, I get frequent cockroaches walking in my heart. There is worry knowing that after the deduction of the loan, you remain with nothing. The truth is that you may not manage in this environment if you are relying purely on salary alone. Therefore, there is need to secure other forms of income to sustain you and your family since there is nothing that remains after the monthly loan instalment, then the usual obligations of school fees, home upkeep such as daily home expenditures, and monthly expenditures like bills of water. I have to file returns with URA with my KA business. Man, you are seeing us moving, but burnout is inevitable as the distresses is too much. All the above just is just stressful.

A further argument in a similar direction, Participant P1SLB's indicated that bank loans are another useful but deadly aspects for teaching staff. Emotional challenges that later affect the self-esteem steps in upon defaulting on bank loans, especially if the instalment is not available on the account at the time of deduction:

Almost every senior lecturer in this university is operating on a salary loan which is deducted from the monthly salaries expected on staff accounts. However, whenever it's time to settle and instalment in the bank, yet the university has not, yet, wired the salary, comes, I feel helpless, useless, empty and unable to even talk. For example, we have a colleague here who went to withdraw money from his account, and he realised that the bank had cleared the entire amount because he had defaulted paying an instalment of the previous month, so the bank had to take both instalments together, which caused a lot of emotional setbacks for the employee resulting from the university's failure to pay in time.

The absence of self-esteem is extremely linked to teaching staff's reduced concentration and depression. Undesirable arrogance demonstrated in lecture rooms and other teacher-related activities, for example, teaching staff-learner mistreatment, intimidation and oppression have been linked to low self-esteem among the teaching staff (Mulyadi et al., 2015:12).

With an overview of the causes of burnout among teaching staff provided, the presentation, analysis and discussion of results from this point move on to the effect of prolonged stress on the burnout of teaching staff.

5.3.2 The Effect of Prolonged Stress on the Burnout of Teaching Staff

In the following sub-sections, the results of the effect of prolonged stress on the burnout of teaching staff are presented.

(a) *Emotional effects*

Participant P1SLB revealed that being part of a sub-quality product because of university procedure is damaging, and a challenge to teaching staff is the inevitable alignment with negativity which affects the emotional stability of the teaching staff:

Sharing the negative obligation of producing poorly prepared graduates, yet under the university administration set procedures, inflicts psychological strain to the senior teaching staff. Such a situation is understood as a senior lecturer direct damage of his or her name and image by the university management. This deliberate failure to support the lecturer to transform the student through the teaching and learning strategies cause emotional strain that affects the mental stability of the senior lecturer to the extent of postponing sessions and engagements due to emotional fatigue. For example, a senior lecturer may have made an appointment with research students, but because he is not psychologically strong to sustain a discussion or an engagement, he contacts them himself or herself through their representative and reschedules such an engagement to another day.

The highlighted arguments are identical to job control which can potentially influence teaching staff to see high job demands as challenging and inspiring, hence increasing individual control levels inducing mental exhaustion. In this case, job control in high job demand settings will also create a negative perspective among teaching staff (Tastan, 2016:114).

Participant P2LE revealed that stress arising from limited authority to decide the students' fate later turns out to generate emotional setbacks. Viotti and Converso (2016:440) support this finding that meagre decision authority and skill discretion could forecast poor mental health development among university teaching staff:

When a lecturer interprets a situation where he or she is no longer considered relevant with authority to qualify students or not, then this

generates a lot of emotionally parked challenges such as anger to the supervisor; low self-esteem to the lecturer before the students; inferiority complex; a sense of irrelevance to the department and the entire institution. If such a lecturer has passion for the institution, he or she will feel like he is persecuted; is not supported by the supervisor, and feels demoralised; which generates internal strain, psychological fatigue and irritation.

Blom et al. (2016:112) view this decision authority as autonomous decision-making in the workstation, normally institutionally a facilitated opportunity in teaching staff's spheres of influence. This decision authority allows for decisions such as when (and whether) to:

- Plan for lessons,
- Teach a prescribed course,
- Set and mark examinations and course work,
- Meet and advise learners,
- Attend faculty or departmental based meetings,
- Contribute to the world of academia through research and publications,
- Attend academic conferences and workshops, and
- Present scholarly papers (Samarasekara, Ab Yajid, Khatibi & Perera, 2016:15).

Participants P6SLA and P1LE revealed the presence of workload in the workstation incorporated in assigned teaching staff-related responsibilities. The demonstrated overload distributed throughout the week later sparks tension leading to the draining of energy resources in line with the job characteristics model that assumes that undesirable work environment characteristics, such as having many course units to teach weekly, lead to physiological conditions with equivalent behavioural and mental consequences (Zacher & Schmitt, 2016:1411):

Workload of the teaching staff refer to the mounts of work a senior lecturer must accomplish in a specific time schedule, for example, teaching the courses, setting and assessing students work such as coursework. Such works can be overwhelming that [the] achievement of success in all may be a nightmare. In this case, when the senior lecturer fails to for example submit sample questions for external examination or moderation as part of his or her prescribed roles, in a specific set time period, this automatically is followed by fear of the outcome of such failures, which can manifest through non-contract renewals in the

long run and negative appraisals; negative evaluations leading to emotional and mental struggles.

Consistent with the words of Participant P1LE, there is a scale to which working necessitates a range of several activities, such as engaging employee skills and talents. The job-demands-resources model, as indicated in 2.3.3 in Chapter 2, supports the finding a bit since it hypothesises that job demands arouse health challenges. Health impairments from job demand elements such as teaching work as timetabled could drain and or exhaust the teaching staff's mental and psychological resources culminating in teacher burnout (Gordon, 2015:45):

There are instances when I am overloaded with teaching. This is usually evidenced from the way I am distributed on the timetable all throughout the day to deliver content to different groups, one after another. But being a part-time lecturer, many times our salaries are delayed as such, even having what to eat in between the busy schedule becomes a problem. In most cases, I end up entering another classroom without having eaten something or on an empty stomach because I also have to board a taxi back home. This situation presents multiple opposing demands. Of one, need to eat, and the other attending to a timetable group. This scenario of being torn between two equally demanding situations generate anger and frustration.

The element of delay in paying teaching staff salaries, as Participants P5SLC, P2SLC, and P4LB revealed, directly attack teaching staff's resources. Presence of resources would mean facilitating the activities and absence would imply a denial of support in terms of resources directly connected to emotional distance. This understanding is consistent with the COR burnout model that sustains that once teaching staff dedicates energy and time to teaching activities without compensation, a stressor is created that risk and threaten this valuable resource leading to burnout (Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014:1336). According to Participants P5SLC, P2SLC and P4LB:

Salary delays without prior communication generate emotional fatigue. Especially if there is no communication yet as an employee. I expect payment is interpreted as a denial of my right to payment after work which leads to inconvenience, anger, exhaustion and ignites moody swings. Personally, I really feel used, up to the extent that I may, for example, fail to attend to any student who may need assistance from such me, yet he or she had no formal or planned appointment. Driven by moody swings, I may send them with a lame excuse of having an appointment with other people who fixed their

appointments earlier in the week with me. Yet, in reality, it's a lie, and if I am to attend to a colleague who may need my assistance, I may just tell them that I have no idea of what they want me to assist them with, even when I know. The absence of my emotional stability cannot allow such an engagement to happen.

Participant P2SLC's arguments also indicate a resource absence to counter the demands and salary. In this case, salary is a resource potentially capable of reducing undesirable job demands (Robert, Van Doorn & Hulsheger, 2015:77):

Poor salary payment schedules lead to fear arising from the survival skills and resources the senior staff needs to deploy, in order to manage the emotionally charged feelings resulting from the absence of salary. The daily exposure to domestic hustles such as the need to spend on water, medication at home, electricity food, among others, yet with very limited money makes the senior staff strained, hopeless and the consequential exhaustion of the senior academic staff.

In a similar case, Participant P4LB revealed that:

Any situation that leads to the loss of adrenaline to the bloodstreams of the senior lecturers ignites emotionally charged tiredness. At this university, there are usually salary delays to even more than five months for senior lecturers as well. The fear generated by the uncertainty as to whether a staff will be paid, and the doubt whether the salary will come in when it can address the challenges, all generate an urgent desire to identify another employment opportunity. That's if the current employment is the source of what specifically burns out a teaching staff [member]. I feel like I must speak negative about my current workstation to save others who would fall into the trap by openly discouraging everyone who would wish to join the university as an employee.

The overriding salary gaps such as failure to pay salaries by the expected dates, take charge of teaching staff's moods and emotions, usually transpiring in negative teaching staff responses and reactions to requests.

Additionally, Participant P1SLB revealed that there are emotional demands that emerge as tension in the teaching staff's work atmosphere because of the need to improvise in a crisis. Once such emotional demand increase with time may lead to musculoskeletal pain among teaching staff:

The stress resulting from absence of a clearly defined teaching timetable during the first weeks of the semester, as well as the continuous clash of courses on the teaching timetable, leads to a generation of other psychological demands on the side of the senior teaching staff. Every teaching staff [member] would love to settle earlier in the lecture room and start off the semester teaching earlier ... the absence of an early guide to lecture rooms at specific times to the senior teaching staff leads to an increased demand by the senior teaching staff to think outside the box to supplement with alternatives, as the university administration settles itself. This demand is what triggers emotional fatigue that is responsible for draining the senior lecturer's energy.

The works of Airila et al. (2014:1422) sustain this finding. They believe that increased psychological workload is responsible for increased depressive symptoms leading to anxiety and strain. Identifying a free lecture room to conduct lessons from following an absence of a properly allocated room, demonstrates a psychological load; therefore, depressive indicators may be understandable.

Participant P2LD revealed that top management continuously insults teaching staff each time an issue is raised, causing emotional fatigue among the teaching staff, also related to the person vocational fit, as indicated in section 2.2.3(iii) in Chapter 2. In a sense, the teaching staff's interpretation of the top management's capacity to address their challenges appropriately is what creates a fit or a misfit. A misfit generates anger and emotional challenges, commonly known as burnout. Participant P2LD indicated that:

The top management's arrogance and careless talks to their own teaching staff ignite anger, and with time this turns into triggered emotional charges and feelings for the lecturers, and the continuous existence of such an environment only breeds conflicts and emotional fatigue between parties involved. To the extent of loss of morale to continue in the same institution; loss of mood and other burnout related challenges like withdraw of creativity; capacity to better execute roles; and a sense of ... I don't mind whether what I am doing is adding production or not at the university.

In further support of this revelation, El-Sakka (2016:53) argues that the beliefs incompatibility, due to conflict between teaching staff and supervisors within the organisation, drains employees' energy. In contrast, the pressure of the conflict and the uselessness of the misused ability leads to burnout. Teaching staff's exposure to discouraging

circumstances, where they are demoralised by not chasing what is valuable to them, raises anxiety and pressure.

Participant P2LA reflected on the conflict in responsibilities between the administrative assistant and the teaching staff, typical of institutional double binds, as indicated in section 3.2.4 in Chapter 3. This specifies work role conflicts defining a situation where there are mismatched hopes or anticipations towards teaching staff about how they are expected to execute their duties and responsibilities:

Anger, generated by an administrative assistant who ends up crossing to asking or questioning you, the lecturer, whether you have not failed the students at the time of submitting the students' results, leads to the lecturers drop in the interest of the teaching job, especially if an administrative assistant can authoritatively ask a professional. One wonders where the administrative assistant gets the moral authority over the lecturer to the extent of asking whether he or she has not failed the students at the time of submitting the students' results. This continuous underestimation of the lecturer's capacity to handle the students' affairs professionally is what disconnects the emotions of the teaching staff.

The display of multiple opposing scenarios, as indicated in this argument, creates emotionally charged feelings among teaching staff (Ee et al., 2017:1571).

Furthermore, Participant P2LD revealed that emotional attacks arise from continuous unfair insults to part-time teaching staff, consistent with the distributive injustice category of interactional justice, replicating the degree to which teaching staff are treated with respect and fairness. A discrepancy between their input and outcomes causes a reciprocity deficit responsible for a series of undesirable consequences, including strain among teaching staff (Andela & Truchot, 2017:276).

Constant reminders to part-time lecturers that they are not full-time staff is stressing on its own, since being a part-time lecturer in this university means that you are full-time elsewhere, even when it's not the case with you. And this means that there are a number of benefits and privileges that come with a full-time position that you are already missing out; however, when there is a constant reminder of how you are part-time staff means that this person reminded is insulted continuously and the more this insult is done, a lecturer reaches a time when he or

she gets torn apart, hopeless and helpless; an emotional fatigue and irritated as the unlevelled ground situation leads to exhaustion.

Similarly, Martínez-Inigo and Totterdell (2016:27) argue that emotional disorder that affects health sets in once teaching staff perceives interfacing with clients as distributively biased.

(b) *Physical effects*

Participant P4LD revealed that job security is a key factor in an employee's mental stability, negatively influenced by the absence of such security, for example, the absence of job contracts. Shoss, Jiang and Probst (2018:112) argue that job level psychological stressors triggered by work-related situations are revealed by the employee's perceptions of the possibility of losing the job:

In my case, when I am required to teach a class of over 40 students without a running contract, that means I am risking. A contract guarantees you an opportunity to even secure a loan and meet your financial needs, and any delay in signing this contract put you in a panic mood with fear of a situation when it finally fails to come. Which means that I will have no employment, therefore, unable to support my family. And the failure to communicate the delayed contract is the worst. Getting to the classroom bearing in mind that you have no contractual obligations drains my energy, and by just a mere thought of contract, absence weakens me largely to the extent of speaking alone. At times you end up diverting every conversation with anyone to the other unresolved issue eating you up.

More significantly, Participant P4LA similarly strengthened the need for a service job contract to guarantee work-related health and continuous service without that security is a risk to teaching staff's energy resources responsible for emotional anger:

You can never be sure until a contract has been brought to you indicating your teaching load, which leads to doubts all the time. The persistence of such scenarios later leads to accept an abnormal situation as a situation part of teaching staff which creates uncertainty that further turns into emotional anger, and exhaustion ... when you are called upon to endorse the contract that there can be some form of stability. A lot of comfort comes with the signed contract.

Jimenez et al. (2017:29) strengthen these findings, as indicated in section 3.2.1 in Chapter 3, through believing that the absence of a service contract characterises precarious employment. More specifically, Participant P2LC in this study reveals that delayed payment after submission of examination results is a source of panic and anxiety, which later explain the corresponding emotional responses among teaching staff:

The element of waiting for salary for months, yet, you met your contract obligations also not only causes anger to me but also panic, anxiety and emotional problems to me. I would think that prompt salary, especially when a condition of submission of exams is met would be affected instantly. Otherwise, it affects my mood; you end up being angry at the innocent students and or colleagues. Such impatience arises from the fact that the lecturer is fed up and emotionally disengaged.

Similarly, Participant P3LE indicated the relevance of financial resources in moderating anger generated by the university's failure to provide what belongs to the teaching staff. The participant reveals that their emotional build-ups arising from complaints of delayed pay even when a service has long been offered to the university:

Let me argue this out from the financial point of view. We all accept that the love for money to take care of the bills and other domestic expenditures brought us here. However, in a situation where you have even denied me what belongs to me, then this is the very reason why I must get angry with you. The process of waiting for payment of salary for the services I have rendered to this university make one fed up. Waiting for salary from one month which has 30 days to another month with the same amount of days, makes one wait to the extent of losing hope, and control of the situation which drives one emotionally.

Blom et al. (2018:49) in a similar argument, reveals that an imbalance in the institutional exchange relationship, based on the social exchange model, through breaching psychological teaching staff-institution contracts triggers undesirable emotional responses leading to burnout (Shoss, 2017:1916).

The explanation given by Participant P3SLE indicated that there is a combination of daily work-related challenges in the work environment. These are resources known to pause threats to the employee and are therefore responsible for the subsequent emotional exhaustion. Although money is a known tangible resource, there are other non-tangible resources such as

abilities like the ability to communicate, circumstances, standards and beliefs. The belief in a university's promise, can, for example, impact adjustment and assist the process of gaining supplementary resources or can impair the process (De Witte, Pienaar & Cuyper, 2016:20):

The build-up of stresses, such as overload. Poor communication or absence of funds. Empty promises by the university management. The pressure resulting from submission of results and other university demands in terms of hitting the deadlines. Limited resources, low salaries piled by the individual senior lecturer. The work environment should be dealt with accordingly to turn the image into a positive one, and when this is not done, then they usually lead to physical and emotional deterioration of the one affected by the stressors that state of emotional fatigue.

Participant P3LB revealed that a university could potentially hinder the growth of academic staff by consciously or unconsciously generating challenges that later act as roadblocks for the teaching staff's academic advancement:

Stagnation in this university is when as a lecturer would wish to grow academically, but unable to due to institutionally-generated challenges. There is no way under normal circumstances a lecturer can be able to develop a publication with a very low morale resulting from unnecessarily delayed salaries. We are now getting used to a situation where a lecturer cannot help himself, his family, and his students. You go to teach a class with worries of the people you left at home and how you will also get on a taxi back home which situation only generates worry and a feeling of impatience, unfairness and burdened with many problems.

Kubicek et al. (2015:900) support the argument that knowledge is a fundamental economic resource offering institution the chance to stay relevant in a multifaceted world. Like software that requires annual or daily updating, teaching staff ought to develop their knowledge as the only way to remain relevant and employable. This fact has led to increased knowledge-based learning demands, as indicated in section 2.3.3 (ii) in Chapter 2. Therefore, the absence of any physical or financial support to academic initiatives results in employee stagnation, emotionally exhausting the teaching staff.

According to Participant P3LA, in the academic world, a lecturer is considered growing if he can publish in reputable and peer-reviewed journals. However, when a teaching staff member

continuously fails to progress in that direction, given several attempts, it is perceived as a sign of academic incompetence with potential health risks arising from the negative or undesirable connotations associated with failure. The finding is synonymous with planning related to one's career as a job demand. For this reason, teaching staff must constantly protect their value to the universities they serve and improve their marketability. This would enable them to adapt to the changing demands of the labour markets (Kubicek et al., 2015:889):

At the moment I have so far not yet achieved success to have any publication approved, my first publication was returned with a hell or comments from the editors, and till this day I have not been able to address each one of them. By a mere thinking of the editor's comments and how they need them addressed, I feel very weakened to even continue looking at it. This has continuously caused constant fear of failure to have this done, yet it's the only avenue to promotions and academic growth. Each time I think about the time I took to prepare what was rejected, I lose energy to continue in a similar direction, yet there is no short cut.

This result is not any different from a case scenario of a low self-efficacy. Lauermaun and Konig (2016:10), as indicated in section 3.2.10 of Chapter 2, uphold that employees diagnosed with generally low self-efficacy are susceptible to constant worries, interpret unclear circumstances as stressful and understand demanding academic circumstances as risky rather than challenging. They are prone to emotional exhaustion and depersonalisation. These findings, as Participant P2SLB highlighted, indicate the presence of role ambiguity imposing extra demands on teaching staff when institutional goals and objectives are complex and difficult to comprehend and equally weakening teaching staff's ability for self-regulation and worth (Bilal & Ahmed 2016:120):

Inability to manage the schedule due to conflicting demands from multiple supervisors also generates headache and fears for either a negative evaluation or losing the job at the end of the contract. Such fears are demonstrated through expressions of tough faces and a responding in a high voice especially during a meeting, an engagement and or a dialogue as a way to fight back in order to manage the situation. In some instances, our colleagues tend to react in an eruptive manner, especially when they are not contented with an explanation or situation. For example, a lecturer may need some financial support for an activity from the university, yet the allocated finances are not enough to take care of the support needs that even when the teaching

staff is explained to, it becomes very difficult to convince them to understand such a situation.

Experts like Andrews and Mostafa agree that teaching staff will misdirect their energy to insignificant work-related actions and be less productive and committed if they do not understand the organisational purpose (Andrews & Mostafa, 2017:6).

(c) Behavioural Effects

Participant P2FDB said that work environment challenges like limited autonomy, overload and pressure arising from set deadlines result in emotional exhaustion unless they are dealt with (Belias, Koustelios, Sdrolas & Aspidis, 2015:326):

Stressors such as work-related demands, deadline pressure, failure to have decision-making authority in the university work environment, once addressed may not at all result into emotional fatigue and or exhaustion, but the challenge comes with underestimating each one of them. Failing to find ways of dealing with each one of them that leads to another level where stressors become chronic, some even get to the acute level. But it's at the chronic level where people start sending signals of [the] absence of mood to work with others, loss of appetite, feeling like you want to start a quarrel, becoming careless at almost everything. That one is now emotionally disengaged. It's the failure to treat the stressors that ignite the emotionally charged feelings characterised by moody swings, among others.

Participant P3SLA further exposed that load allocation to a teaching staff member should factor in the teaching staff's competence with managing assigned roles. Failure will cause students' irritations through engagement, generating further emotional discomfort among teaching staff:

When a senior lecturer, grounded in a different area, is assigned to teach a course unit without the technical experience in it and or extensive knowledge of the subject, he or she will be doing an activity which can never generate satisfaction to him or her because many times the students will either not understand the concepts he teaches or keep asking the senior lecturer questions. Yet, he lacks the technical capacity to address them appropriately, which will generate anxiety, depression, and later emotional discomfort.

The person-vocation fit theory reinforces these findings, as indicated in section 2.2.3 (III) in Chapter 2, which focuses on the degree of similarity between an employed professional's job-related interests and the work environment to fulfil such a calling as teaching. Therefore, a mismatch leads to dissatisfaction (Chuang, Shen & Judge, 2016:68; Yu, 2016:39).

Conflicts of responsibilities, as presented by Participant P4SLA, is another revelation that indicates the absence of a line between the conflict between teaching as timetabled or attending a meeting. Senior lecturers are tasked to attend academic management and board meetings, but they are timetabled to teach at the same time:

An overload of responsibilities such as the constant meetings, one after another, yet as an academic staff [member] you are also timetabled to teach prescribed courses ... many times you will have to send excuses to the students for having failed to attend to them as you were in a meeting. Intrinsicly demoralises you, generates panic within you and makes you guilty which situations strain the senior lecturer emotionally.

This argument has been documented by Ee et al. (2017:1571) and labelled as university double-binds or multiple opposing orders causing teaching staff to let down one to accommodate the others which scenarios generate emotionally charged feelings and cynicism.

Participant P1SLA presented that once stressors, resulting from faculty-based activities, have escalated, they should never be left unattended because they drain resources:

Burnout is the result of escalated stressors resulting from work-related tasks such as the faculty-based demand to do the marking and submit results for further processing and by a set time period; curriculum review and resubmission by a set deadline. Such stressors tend to stay in the mind, and as time goes by, they eat up the psychological capacity to the extent of draining all the emotional resources to manage. Once emotional resources are drained the senior lecturer tends to lose interest in the job, can even resign the job, others begin searching for other jobs without fear or favour, while others feel hopeless and helpless.

Identically, Santa Maria et al. (2018:112) reflected on job difficulties such as a hostile work environment, excessive workload, and emotionally challenging interfaces, as the causative

agents of emotional exhaustion. Self-esteem, in line with Participant P6SLA's argument, is a key aspect of a work environment. Any attack on teaching staff's self-esteem through work pressure because of their profession increased the rate at which they wear and tear:

When a teaching staff [member] has an issue, which should be addressed by the administration or the university top management, this should be addressed and resolved rather than making the interested parties in the issue, wait for so long to get the outcome and dragging on without a significant attempt to find a solution. Such a challenge continues straining the teaching staff that he or she feels no longer interested in serving the university in a specific capacity of if serving, does not do so with the passion.

Related to these expressions, academicians argued that the difficulty lies in retaining teaching staff as compared to attracting quality teaching staff. Efforts to improve emotional support and repair self-esteem can guarantee effective retention (Yousaf, 2015:140).

Additional findings, as Participant P3LB presented, indicate uncertainty among teaching staff because of interactional injustices replicating the extent to which teaching staff were treated without respect and fairness:

Institutional injustices may further be a compilation of different stressors such as segregation of teaching staff based on religion, where a Roman Catholic is given a listening ear as compared to a non-Roman Catholic, then salary advanced to some senior staff in one faculty and department, while others are still demanding their pay and other selective procedures. All of which may generate anxiety to the teaching staff. So the failure to address them may mean a continuous happening of the same, which with time causes emotional fatigue and psychological irritabilities of the offended section of employees.

The indicated religious segregation in whatever weight or extent is a live example of an unfair scenario, with these teaching staff threatened by unfair distributive situations, detecting inconsistency between their input and outcomes which leads to teaching staff strain (Andela & Truchot, 2017:277). Distributive injustice will continue to manifest among teaching staff when they notice inadequate rewards on their invested resources (Martínez-Inigo & Totterdell, 2016:30; Chao et al., 2016:157).

Participant P2LE indicated a discrepancy between efforts and rewards in return. Siegrist and Wahrendorf (2016:89) support these findings, maintaining that job effort is embedded in the

social reciprocity agreement with the provision of rewards. Consequently, the ERI model, as indicated in section 2.2.4 in Chapter 2, explains the employee welfare in various ways, for instance, a mismatch between effort and limited rewards that poses a danger to employee health:

Entering the lecture room, yet you well know that the people at home know that you went out to work, therefore expect you to get back home with food. Now burnout sets in when you fail to raise money for essential things at your home, yet you are witnessing the day ending. The situation generates psychological upsets which later explain the emotional exhaustion to such a senior lecturer.

Participant P7LD's argument revealed the work environment as a major irritation, and that humanity may never survive the emotional charges generated by continuous exposure to such an environment:

The same applies to other challenges encountered in this university, such as the congestion of having too many students with a very limited space where they can freely sit, even when they are not attending any lecture. The mere thinking of the noise created by the students as well as the university campus location at Kampala makes one tired even before moving to the university to conduct lectures.

Consistently, Jager, Kelliher, Peters & Blomme (2016:803), as indicated in section 2.2.3 in Chapter 2, argue that the P-E fit model is renown and used to evaluate employee job contentment and health. For instance, a misfit among teaching staff could result in their resignation. Whether teaching staff fits their work setting depends on how job demands, work ethic and institutional beliefs meet expectations, capabilities, individual values, and wants. Given the effect of prolonged stress on teaching staff burning out, the demonstration, analysis, and discussion further entail the results of the impact of burnout on teaching staff's performance.

5.3.3 The Impact of Burnout on the Performance of Teaching Staff

The sub-sections discuss and analyses the physiological and psychological impact of burnout on the performance of teaching staff.

(a) ***Physiological Impact***

The following sub-sections present the physiological impact of burnout aspects such as body disorders, disinterest in work, employee turnover, ineffectiveness and poor relationships.

(i) **Body Disorders**

Participant P4SLC revealed that as a result of emotional exhaustion, teaching staff tend to be very low on-task engagement among, a practice also referred to as work neglect and usually manifests in employees carelessly absconding from or deserting work, emotional negligence and absentmindedness.

Burnout makes senior lecturers worn out psychologically to the extent of not being able to move out of their houses to go to the university and attend to the learning needs of the students. Emotionally exhausted employee has no emotional energy that can facilitate the lesson preparation processes for effective student teaching and learning.

This normally happens due to undesirable work-related dynamics, for instance, job dissatisfaction and breach of a psychological contract. According to Basar and Basim (2016:1840), other practices include arriving late to their workstations and then leaving earlier than the designated normal time to end the workday, rendering excuses for not, among others, attending meetings.

Participant P8SLE indicated the cognitive workplace deficiencies known to result into a syndrome characterised by physical fatigue, irritability, sleep disorders, loss of focus, absence of energy, as aligned by Grossi, Perski, Osika & Savic (2015:627):

Burnout can lead to absence of sleep that even when you go for work at the university, you end up dosing off during meetings with students as well as colleagues. The sleep debts can affect the lessons leading to either not accomplishing the amount of time you as a lecturer is supposed to spend attending to the students' needs, just to run back home to take a nap in order to compensate. This leads to a number of issues, first of all, the students will have missed. I have a colleague who also teaches with us here. He also doubles as a PhD student. There was a time, we were marking examination, and she checked her mail.

Earlier on, she had submitted her work for assessment to her supervisor, and when she received a lot of negative comments, contrary to her expectation, she broke down and collapsed. We only saw her quiet. We took her to Nsambya hospital. Later we were told she got [a] stroke.

The argument reflected in this finding further relate with He, Zhang, Zhan, Wang, Du, Yin, Cao, Ning, Soares & Zhang (2017:237) in their analysis of burnt-out knowledge workers, often diagnosed with mental impairments like attention difficulties, failure to recall and concentrate, impaired working memory, and prolonged fatigue. Cognitive dysfunctions include reduced capacity to attend to demands, handle deadlines. Failure to receive a quality nap or rest; the absence of strength; bodily fatigue; chest and muscle aches are other cognitive dysfunctions associated with burnt-out employees (Grossi et al., 2015:632; Orosz, Federspiel, Haisch, Seeher, Dierks, Cattapan, 2017:112).

According to Orosz et al. (2017:112), failure to receive quality nap or to rest, absence of strength, bodily fatigue, chest and muscle aches are cognitive dysfunctions also associated with burnt-out employees this is consistent with the Participant P2FDB and the revelations of physical bodily pain resulting from emotional fatigue:

Burnout has caused coronary heart disease to some of us. I was recently diagnosed with heart issues; one on my left blood vessel is under close monitoring. Further physical bodily pains resulting from emotionally charged feelings have been found to exist, for example, majority of the senior lecturers here have either blood pressure or diabetes which in a way, impairs their effectiveness.

Participant P2LE further demonstrated that digestive disorders, for example, overeating are a result of emotional disconnection, which usually happens because of poor impulse control as reflected in section 3.3.6 in Chapter 3:

Burnout among senior lecturers leads to digestive disorders which result into elements such as overeating of a senior lecturer. The impact of such a disorder is that overeating is problematic in its own way as it sparks coronary heart diseases to the senior lecturer and being diabetic as a result of an intake of too much proteins and carbohydrates.

Consistent with this understanding, Pan (2017:157) maintains that burnout can drain resources attached to self-regulation or control since there are potential emotional threats responsible for exhausting the desired teacher resources to engage self-control resources successfully. Once self-control resources are drained, an employee will exhibit the worst performance relationships with colleagues, eating behaviours and performance.

Similar findings as Participant P6LA's further pointed towards draining self-control resources. The lecturer's drug abuse is a manifestation of bad choices and guiding behaviours, negative social actions and conducts, for instance, hostility or anger demonstrated in quarrels and fights in the workstation are all acts of employees who have lost self-control resources (Cooper, Seibert, May, Fitzgerald & Fincham, 2017:20):

A burnt-out lecturer sometimes ends up into drinking and use of other drugs. I have a colleague who was ever drinking, and he was ever arriving at the school in the midmorning of the next day, especially whenever he had drunk the previous evening. He was ever going to class when he is not ready at all and students could tell that Mr. was drunk. One-time students drew his pictures and added his name in their toilet with words, and when the authorities read this, he was relieved of his duties and finally laid off.

(ii) Disinterest in Work

Accordingly, the interpersonal relationship theories propose that emotional growth and health is based on connection, contrary to the study findings as indicated by Participant P5LB there is the absence of the emotional need to associate with others or a connection between the teaching staff and the institution to the extent of distancing due to distress at the time he or she is expected:

A lecturer who is pre-occupied with emotional distress cannot even have the energy of attending the university organised activities. For example, there are times all of us the teaching staff are invited to attend to the graduation ceremony to witness the passing out of our own students, however when you remember that the student who is graduating fully paid tuition yet you as the teaching staff still demand the salary of six months, as a human being you can never attend such a function.

Additionally, the concept of loneliness is as also known as isolation signifies an employee opinion of absence in one's social relationships. The absence of needed relationships triggers a feeling of loneliness, and once academicians commit to managing work pressures, their detachment can manifest into professional isolation as a defence mechanism against valued resources (Kurland & Siegel, 2016:1063).

These arguments are further supported by a similar finding in this study as indicated by Participant P8LC who argue that deliberate absenteeism is a sign of occupational loneliness or deliberate isolation which signifies an act of an emotional distance:

Absenting of lecturers from university major functions that require the lecturer's presence is not by mistake. It's a deliberate motive intended to send a signal that I am emotionally not part of you because of the way you are treating me. I saw this happening during the last graduation, where all lecturers were expected to join the chancellor's procession, but only a handful of them were able to turn up. Others were around the university, but they had dedicated their time to their other things that matter most to them than the university organised activity this sends a very bad signal to those who understand the value of such a procession to not only the students but also the public since it's an event covered by the media. It also paints a picture of teamwork issues.

The literature in support of these findings reflected by the participants indicated that emotionally exhausted employees tend to feel less interested, depressed with reduced morale, standards, expectations which end up in a feeling of emotional detachment during the working time (Ghanizadeh & Jahedizadeh, 2016:4). Participant P5FDA adds that:

Senior lecturers have further withdrawn their emotional support to the university, that even when there is an organised meeting at the university where they are invited, they have not shown interest to participate in such a university arrangement and as such many have deliberately failed to participate in graduation ceremonies organised by the university to finally send off their products.

Emotional detachment, as reflected in the revelation by Participant P5FDA referred to teaching staff a sense of absence from work and separation and distancing from work connected feelings in work time. As a matter of observation, during detachment, the teaching staff are not physically or mentally engaged in teacher-related responsibilities such as

participating in mandatory graduation processions which is an example of detachment affecting the routine activities and service delivery of that teaching staff as a consequence of emotional exhaustion (Germeys & De Gieter, 2017:2).

Participant P4LC additionally disclosed that because of burnout, employees are bound to behave unprofessionally. An acceptance to teach a course without technical competence to handle ends up into misleading the learners in the name of earning. Experts have guided that such cases lead to low job satisfaction among employees and is also responsible for an increase in the employee intentions to leave the organisation (Yee, 2018:65):

Sometimes you end up telling lies which is unprofessional. Whereas a teacher is expected to be all knowledgeable of the subject content being delivered to students, if your supervisor allocates you to teach a course unit which is not in your specialisation, you may not reject it because you as the lecturer wants to continue in service and earn, but because you have not mastered every detail of the course unit you end up misguiding learners of give them content that is not well thought which in many cases is contrary to the actual expert knowledge as required by the course unit.

In a similar observation, employees experience dissatisfaction with their work when they undergo through draining of resources without any opportunity for an adjustment (Arenas et al., 2015:2).

Participant P1LC argued that carelessness that may manifest in the lecturer's work environment was a sign of lost interest and attention to protect and safeguard the university property and students at large. As high lightened by the participant:

Lecturers lose interest and attention to protect and safeguard of the university property and students at large. A burnt-out lecturer usually loses focus on many things; he or she loses interest, for example, science lecturers, for example, I am a biology lecturer. Literally, I am meant to serve the interests of the university both on university compound and in the lecture room or laboratory, but if the university administration chooses to stress me, then its property and students will then likely suffer the consequences which will negatively paint my image as a professional academician.

Mohammad (2017:889) in line with this gospel argues that teacher job-related outcomes could entail errors in the workplace, the decline in the customer care to learners, desertion from the workplace and turnover intentions, and baseless absence.

Participant P2FDD, and Boujut et al. (2017:8), explained that these arguments influence greatly on the work environment with potential extensions to the employee families at times generating conflicts, and the decline in the quality of life at home:

When a senior lecturer is burnt-out, she can turn out to be an irritation and careless to the university resources such as the office allocated to him or her, the petty cash or money, the university vehicle, the computer and or printers and stationery and may not be so attentive to whether everything is in proper custody. A careless senior lecturer usually loses interest in the institution and the way she is executing her roles.

This understanding is identical to decreased professional efficacy, as indicated in section 3.3.5 in Chapter 3. Teaching staff experiencing extended job-related pressures frequently exhibit reduced effectiveness in their performance regarding their regular work, on top of complications in effectiveness (Sokka, Leinikka, Korpela, Henelius, Lukander, Pakarinen, Alho & Huotilainen, 2017:71).

The findings, as reflected in the words of Participant P1LB, further demonstrated that low task commitment was a significant burnout consequence characterised by an absence of working morale and activity progress. Accordingly:

Burnout among senior lecturers leads to a reduction in the job commitment, impatience, and a mental detachment from the university. It's at this stage where the senior lecturer picks up a pen and writes a resignation letter because at that point the senior lecturer has lost the battle and is no longer interested in serving the organisation.

These arguments are like low task engagement, a practice that has also been referred to as neglect of work which manifests in carelessly absconding from work, emotional negligence, absentmindedness, or desertion by employees. It is important to note that this normally happens due to undesirable work-related dynamics, for instance, job dissatisfaction, and breach of a psychological contract (Basar & Basim, 2016:1840).

As presented by Participant P1FDB teaching staff could tolerate work situations to worsen through rendering limited or no attention to their daily activities, desist from attending to their routine activities, and emotionally withdraw from work:

A burnt-out senior lecturer certainly loses interest in his or her roles. For instance, he or she will no longer prepare for the lessons, do extensive reading and being available to the learners for consultation, among others. He also develops elements of rudeness to fellow senior lecturers, which all affect the usual and normal working ethic and relationship at the workplace.

The moment teaching staff neglects their work roles; the practice could lead to harmful, deadly repercussions, for instance, learner or client dissatisfaction and disappointment (Basar & Basim, 2016:1840).

The element of diverting the time meant to be for their employers/workstations to their private businesses at times referred to as moonlighting as indicated by Participant P7LE was also discovered in this study as a significant consequence of burnt-out teaching staff. According to the participant:

Burnout leads to frequent absenteeism from the university. Especially to the senior lecturers who work in more than one places so gain an extra income. As a matter of fact, you cannot be in three different places at the same time still there will be one employer of the three who will be cheated at the expense of the other. Hence the absenteeism of that senior teaching staff from the station he or she is expected to be which is a result of the urgent need to supplement the low income from the university that even takes longer to reflect on the account.

The arguments reflected in these findings are related to Berkant (2016:123) who explains the concept of trading energy resources to gain other resources such as financial resources. Accordingly, such resources include resources with a personal element such as self-efficacy, self-esteem, and occupational skills.

Participant P5LE also revealed that the abrupt procedural changes in the normal business operations without prior communication challenged the teaching staff capacity to be effectively available at the time of need. In the words of the interviewee:

Staff Absenteeism from work increases resulting from abrupt changes of the Bus departure time schedule without involving the teaching staff. The fact that the senior lecturer is left, now lead to transport inconveniences, in which the student who would have been the beneficiary now turns out to miss out on the lecturers reporting to work late.

The demand to attend to students needs correlate with the resources available such as university transport to encounter them. The teaching staff will automatically experience constructive results; for instance, there will be an increase in employee motivation, commitment, and engagement and vice versa (Kimber & Gardner, 2016:224).

Further in the study findings, Participant P1SLA and P1FDE reported that as a significant consequence of emotionally charged feelings among teaching staff, there was the absence of commitment to any task at the university faculties and or departments:

Reduced morale and enthusiasm have manifested in a senior lecturer who is burnt-out due to multiple absences, and inadequate support can never have the energy and creativity to give in much more than what is proportional to the quality of the motivation offered. In fact, there can never be commitment to submission of examinations by the deadline date to the examinations room, even the actual marking of examinations will be characterised by errors or inconsistencies. If it's done on time then still it will be lacking the technical quality as compared to that of the one who is not burnt-out.

With this finding in mind, career commitment describes an employee enthusiasm or inspiration to constantly progress with effort in a specific calling or ability over a long time (Pan, 2017:158).

As reported by Participant P1FDE, a loss of interest in the activities surrounding the teaching profession is a clear manifestation of the long-term impact of a burnt-out employee. This finding is comparable to a study of eight hundred twelve pre-service teachers and working educators as reported in section 3.3.7 in Chapter 3, who revealed that prolonged work-related stressors had a great impact on their career obligations and intentions to quit. As well as a study across ten European countries revealed that burnout was regularly connected with healthy workers intentions to quit their professions which are an alternative for low commitment in a career (Seibert, May, Fitzgerald & Fincham, 2016:120; Orkibi, 2016:76):

There are moments when I feel like no longer interested in what I am doing. One time I even thought I was bewitched only to discover that I needed a different approach to my work. On several occasions, I have felt like resigning these responsibilities, and when again, I think about my family, then I persist.

The creative happy employee hypothesis suggests that creative, happy employees exhibit advanced echelons of work-related performance as compared to the unhappy category of employees (Sonnetag, 2015:539). The opinions expressed by Participant P5FDE are a manifestation of the unhappy category of employees to the extent of negligence of university obligations:

I have witnessed colleagues here arriving late to for lectures, and shortly after a few minutes they disappear, deliberate absenteeism from meetings and failure to attend to the roles as assigned in the senior staff contract. The senior teaching staff who is ever absent from work will later be revealed to be incompetent in that his expected load will be half complete, which will affect both the students and the staff himself. This could further hamper the achievement of academic target of the university.

Basar and Basim, 2016:1840 in a similar argument reveal that unhappy employees demonstrate relatively elements of giving in less yet low task engagement has all along been known to result from burnt-out. This practice has also been known to manifests in carelessly abscond from work, emotional negligence, absentmindedness, or desertion by employees. The moment the teaching staff neglects their work roles; the practice could lead to harmful, deadly repercussions, for instance, learner or client dissatisfaction and disappointment.

(iii) Employee Turnover

Teachers abandon the profession for various reasons such as infrastructural quality, like resources, salary, and policies; the psychological and physiological factors such as work-related stress and emotional exhaustion. These reasons stand out of the many to explain the rampant exit in the teaching profession (Collie, Shapka, Perry & Martin, 2016:789). Emotional distress, as Participant P6LE revealed, further agreed with the arguments according to the results:

Absenteeism and turnover at the workplace. Usually, a burnt-out lecturer due to emotional distress also loses energy to give attention to the students. Burnt-out lecturer may be needed at a specific time period, but on numerous occasions, they are not available due to their reduced morale and enthusiasm. The lecturer usually diverts his attention to his or her health and other engagements which he or she consider to be more lucrative and paying than the ones which are stressors. They will either forget the timetabled engagement or deliberately dodge. This can eventually lead to leaving the workplace and or have their services being suspended involuntarily.

In the same characteristic, Participant P7LC indicated that premature exit from the teaching profession was a result of engaging a teaching staff member in an environment characterised by frustrations arising from the employee's failure to put skills to use. Apart from salary teaching should also be intrinsically rewarding if the teaching staff are to be retained in a university. The participant complained that:

A situation where your supervisor allocates you teaching load from a subject where you are not widely specialised with intentions of frustrating you, you reach a point at which you see no benefits of still serving an institution that does not allow you to demonstrate your skills out of experience. Whereas payment is guaranteed, but payment for teach a frustrating course unit in an environment that is not friendly is not intrinsically rewarding and leaving such a station would be better.

Additionally, Participant P6LC further strengthened that overload could significantly result in voluntary turnover of the would-be wanted teaching staff, specifically as a result of handling more than one job that with time the teaching staff surrenders one at the expense of the other:

Usually, a burnt-out senior lecturer whose burning out results from the workplace overloads may many times fail to cope up with it to the extent of surrendering one job at the expense of the other. Here most of senior lecturers have left the university to better or green pastures abroad while others have secured employment with government institutions. The concept of the senior teaching staff, leaving for a better employment elsewhere in the process of concentrating to manage his workload affects one institution whose retention strategy has gaps as compared to the other.

According to Upadyaya, Vartiainen and Salmela-Aro (2016:103), overload and mental demands with reduced autonomy and social support forecast burnout which certainly leads to absenteeism due to sickness. These highlighted work environment challenges are in a similar

category with those that Participant P2SLD reported, about that causes turnover rates. The participant argued:

Many senior lecturers may be forced to leave the university either by the university work environment which exposes the senior teaching staff to stressors, or the university may request the senior lecturer who has fallen on competence to exit the university service.

Again, similarly, the death of teaching staff may happen, resulting from burnout related disorders according to Participant P4SLE. Others may be impaired to the extent of not being able to continue offering their services. In cases of the mental disorder beyond repair, an institution may be forced to retire such an employee:

Withdrawal of the senior lecturer services. The burnt-out senior lecturer may abandon the profession due to circumstances beyond her or his control. Circumstances such as mental disorder, death, formal resignation may also occur due to burnout which may affect the institution and the senior lecturer's reputation.

According to Participant P3FDD's findings, when an institution such as a university ignores employee challenges and work-related issues, then voluntary employee turnover may be inevitable in the process of preserving energy resources. This turnover will certainly dent the university's capacity as replacing the exact human resource may not be possible or even may be more expensive to the university. Accordingly:

A burnt-out senior lecturer may decide to withdraw his or her skills and services in an institution of higher learning that has no concerns about its employee health. The senior teaching staff withdraw of his or her services from that university will further affect the academic goals of that university, research may also be crippled which may affect the students and the university ranking with the webometrics.

These arguments are directly identical to a study of 106 health workers as indicated in section 3.3.2 of Chapter 3 which revealed that work complexity, work-related strain and tension, excessive work, inadequate resources and work-life disparity were significantly linked to employee plans to quit their jobs (Wong & Laschinger, 2015:1827).

Further analysis of the findings revealed that burnout caused absenteeism at the workplace. In the words of Participant P5FDB:

Usually, a burnt-out Senior Lecturer due to emotional discomfort also loses interest in waking up to go for work the burnt-out Senior Lecturer may be needed at a specific time, but on several occasions, they are not available. They will either forget the planned engagement to a reduced memory or they will dodge it deliberately without fear or favour. As such, they will be recorded absent, and their contributions will be missed.

The aspect of the loss of interest implies the insufficiency of energy resources. Other similar job resources include prospects to advance professionally, appreciation and job credit, exploration of new talents, and autonomy which could potentially shield the teaching staff against job demand effects such as prolonged stressors. Robert et al. (2015:77) as indicated in section 2.3.3 of the chapter sustain that to qualify them as job resources; they should have the capacity to encounter and reduce job demands, realise work aims and reduce the related emotional and physical expenses.

Participants P1FDB and P2LB demonstrated that burnout leads to absenteeism of a teaching staff member which later affects the expected students' coverage. This revelation is an explanation of emotionally exhausted employees according to Ghanizadeh and Jahedizadeh (2016:4), as in section 3.3.1 of Chapter 3, who tend to feel less interested, depressed with reduced morale, standards, expectations which end up in feeling emotionally detachment at work. The participant reveals that:

A burnt-out senior lecturer ends up absenting from work so frequently which later affects the business for instance students meant to be taught end up missing the lectures of such a senior lecturer who is absented from work, and the course coverage may be very minimal.

Implying that during detachment, the teaching staff are not physically or mentally engaged in teacher-related responsibilities because of emotional exhaustion (Germeys & De Gieter, 2017:2). In Participant P2LB's words:

The lecturer fails to be consistent with his or her attendance to the students, which in the long run, affect the content coverage of the

students. In most cases, the students will be cheated on the time to be with the lecturer and the time the lecturer has for himself or herself for personal self-reflection.

Such elements arise due to the absence of emotional energy and demonstrate a lack of specific resources responsible for restoring mood to connect with work.

(iv) Ineffectiveness

The arguments, as revealed by Participant P10LD, pointed to prolonged impairments due to both emotional and physical fatigue. The concept of engagements with multiple work settings each one with a set of duties significantly affects the quality of decision taken. As indicates:

Service delivery is much affected since serving very many universities makes one inefficient. To break this down, marking over 100 students' examination scripts from one university requires maximum concentration and attention to read every handwriting and make sense out of the content is very taxing but if you must do the same in over three universities and two secondary schools, then, by all means, the assessment made will not truly reflect the reality of the students' performance.

Consistently, Grossi et al. (2015:627) argued that burnt-out knowledge workers like teaching staff are often diagnosed with mental and cognitive problems. According to Orosz et al. (2017:112), burnt-out teaching staff have difficulty recalling scheduled meetings, lectures, examinations, deadlines for submissions and assignments, or even fail to recall academic procedures. Participant P4FDB indicate memory challenges resulting from scheduled sessions:

On several occasions, I have realised that I could hardly remember that we had scheduled meetings and students' viva voce examinations, and yet we had even informed students earlier to be ready to defend their thesis. Even sometimes, you can reschedule the lecture with the students but fail to recall when it's due ... I do not follow my diary because sometimes there are programs that I do not record in the diary and yet they are important.

Similarly, Participant P3LC mentioned that when irritabilities and monotony characterise an academic environment, teaching staff tends not to remember obligations. According to Participant P3LC:

At times you are just reminded that the lesson starts at three PM when it is already off your memory, and yet you came knowing the number of classes you are to teach on that day. Even sometimes scheduled meetings get off your memory. We also mark examination scripts but returning the scripts after marking very many papers becomes a challenge. Many times, I don't remember them.

Additionally, mental, and physical health and wellbeing can significantly be affected by burnout, as mentioned in section 3.3.4 of Chapter 3, impacting teaching and learning operations and later impacting general institutional operations of learners' educational and on social levels. Some consequences of prolonged professional stressors in the teaching profession include, according to Boujut et al. (2017:8), institutional malfunctioning, the absence of respect and conflicting workstation relationships. This understanding is consistent with Participant P9LB's revelations:

The institution can also fail to realise its goals with burnt-out teachers. Take an example of the lecturer who was marking and got an attack, that bit actually affected the marking exercise itself, timely assessment and grading of students. Timely submission of marks to the department was also impaired. Even the resultant effect of burnout hindered the continuation of studies that would have resulted into publications.

Participants P2LC, P5LA, P6SLE and P4FDA further revealed that ineffectiveness of a burnt-out teaching staff manifested in their failed capacity to research and publish as a way of academic growth. Participant P2LC said that:

A burnt-out mind, usually, is unable to comprehend situations, analyse and synthesise concepts accurately, which are key elements in the teaching staff [member]'s capacity to contribute to the body of knowledge. Extensive reading and synthesis of other scholarly work to identify researchable gaps become complex too for such an endangered mind. And other duties that define an academic staff such as quality of marking, teaching as well gets compromised by a burnt-out mind of a teaching staff member.

Participant P5LA's observations further confirmed that research needs a stable mind:

Burnout impairs the senior lecturer's capacity to conduct academic investigation and disseminate findings. An emotionally exhausted senior lecturer can hardly concentrate, in any way. Yet, research requires a mentally stable mind as such. It hinders the academic progress through research and publications which later hinders the institutional growth of such a university where that senior lecturer is attached.

Further, in the same argument, the low self-efficacy beliefs explain the failure while a teaching staff member's success rests upon his or her high self-efficacy and determines his or her survival in the education profession or withdrawal from the profession and dismissal (Hemmings 2015:5).

With weight added to the same aspect by Participant P6SLE's evidence, one can easily conclude that research can never flourish in an academic environment characterised by stress and burnout:

Burnout drains the energy to do research which may contribute to the academic development, and research capacity of both the senior lecturer and the department, since a burnt-out senior lecturer is usually emotionally sick [without] the mental capacity to assemble mood to creatively and originally think of a constructive article that will end up in a peer-reviewed journal deteriorates.

This study, in the same manner, revealed that research, being a demanding exercise, needs to be conducted with clear-headed attention. According to Participant P4FDA:

Research needs to be done with a sober mind since it's a taxing exercise; therefore, the psychological fatigue makes one unstable to identify current issues that may require further investigation in the process of finding solutions to the academic problems. This will not only fail to boost the research capacity of the individual senior lecturer but also the research-based presence of the university.

Sokka et al. (2017:71) support these revelations, as indicated in section 3.3.5 of Chapter 3. They argue that employees experiencing extended job-related pressures are frequently not so effective in performing their regular work, and they struggle with ineffectiveness.

Study findings, as indicated by Participant P5LC, further revealed that ineffectiveness of burnt-out teaching staff at the university manifests in the quality of the work itself done in the classroom. According to Participant P5LC:

The quality of the work itself is compromised because the lecturer is just going to the class, not to add value, but to teach for the sake of teaching so that he is not told that he or she has not taught. Some reach in the classroom and end up just banging kaboji (telling stories), instead of teaching, to accomplish a component of the curricular. In the end, the graduates will be half-backed because they did not cover adequate content as expected.

These arguments are like the elements of low task engagement, as indicated in section 3.3.3 of Chapter 3, indicating work neglect and manifests in, among others, abscondment, and desertion. It is important to note that this is normally brought about by undesirable work-related dynamics, for instance, job dissatisfaction. Basar and Basim (2016:1840,) in support of this argument, indicates that stumpy task engagement in universities could occur in the form of, as mentioned in Chapter 3, among others, teaching staff making excuses for failing to attend meetings, inadequate preparation and chatting while teaching.

Participant P5SLE's observations indicate a reduction in teaching staff' enthusiasm or inspiration to constantly put in the effort to teach, research and guide students, which academicians like Pan (2017:158) have referred to as low career commitment. Participant P5SLE stated that:

Burnout leads to a reduction in the senior lecturer's commitment to his or her roles. The burnt-out senior staff tends to become hopeless in nature due to [an] emotionally exhausted body. As such, he or she automatically loses morale necessary to invest considerable energy on behalf of the university.

This psychological belonging to the university erodes which explains the poor performance of such a senior lecturer, especially at realising the university set standards. The study further revealed that stagnation of a senior lecturer would also be a resultant effect of being burnt-out. According to Participant P3LA:

The fact that burnout is closely associated with helplessness, the senior lecturer who has failed to develop a required publication for

her or his personal academic development as well as the institutional development will be academically useless. The emotional fatigue may hinder the mental resources and energy to write acceptable research paper or publication, even submitting required abstract to conferences.

These arguments portray staff with low self-efficacy. The performance of academic staff and their failure depends upon their self-efficacy, which also determines their longevity in the education profession, removal from the profession and dismissal (Elaldi & Yerliyurt, 2016:346, Hemmings, 2015:5).

Teaching staff's work-related task difficulties or demands decrease their ability to exercise control and regulate their workstations, many times explaining failure in accomplishment of specific tasks. As Participant P3LE revealed:

A burnt-out senior lecturer may fail to accomplish the required subject content and or coverage by the end of the semester. May fail to set an examination or may fail to attend a specific meeting. Hence the senior lecturer's performance in such areas may be crippled by the burnout which, in return, will widely affect the university.

Experts reason that this situation intensifies, unpleasantly impacting their capacity to efficiently function. Burnout's exhaustion dimension link tension and performance since exhaustion refers to specific energy resources being drained, leading to diminished task performance (Demerouti et al., 2014:97; Ghanizadeh & Jahedizadeh, 2016:3).

Participant P5SLC's revealed that there are delays of students' and other university business due to the slow speed of burnt-out senior lecturers. Participant P5SLC said:

Usually, these senior teaching staff gain seniority that also come with experience and age. As part of their burnout characteristics, they are never rushed, they usually take their time in each and everything they are meant to do, and if you are to deal with them, you need to prepare your brain to contain patience and be delayed if you are a little in a hurry. The fact that burnt-out senior lecturers are usually caught up with deadlines, they tend to paralyse business as they are analysing the detail.

Arenas et al. (2015:2) as well as Soler, Martín, Flichtentrei, Prats, Braga, Mayolas and Gras (2014:83) support this assumption, contending that employees experience work dissatisfaction when they undergo resource-draining without an opportunity to adjust. Because of their age and the work characteristic that energy reduces as age increases, which explain the inevitable delays common with this teaching staff category.

Participants P3FDC and P7SLE respectively revealed that ineffectiveness of a teaching staff member manifests in their job performance when evaluated by the university stakeholders, revealing extremely low task engagement:

Senior teaching staff members just like other university employees are subjected to a performance evaluation exercise in which the result areas of the senior lecturer are placed together with the actual grade per area. A senior lecturer known to be a serial dodger will automatically score low as compared to the one who has always shown presence and relevance to the students and the university.

To strengthen this observation, Participant P7SLE said that teaching staff inconsistency is also an element of ineffectiveness. Sonnentag (2015:539), in support, sustains that work performance stresses the contribution of employee performance to achieve the desired set institutional standards:

The senior teaching staff, who is irregular at work, will later be degraded in competency in that her expected load will be half-complete, which will affect both the students and the staff [member] herself. The students will be disadvantaged, in a way that they will have been deceived with very minimal content compared to the ideal which could further hamper the achievement of academic target of the university, and the students' expectations will not have been met.

Participant P2SLB's argument demonstrated that teaching staff's loss of energy and emotional resources because of exhaustion leads to submissions with errors:

Usually, their submissions have many unnecessary technical errors since they usually attend to such submissions when they have already fatigued themselves. They attend to some of the works just as an obligation. Their exhaustion does not allow them to concentrate and make final edits to their submissions, for example, a sample question for an end of semester examination can be submitted with question content that does not correspond with the examination title, which

wouldn't be the case. In such a situation, they want the task accomplished and off their desks in whichever state it may be. Usually, even the writings made a burnt-out senior lecturer lacks a logical flow in most cases. There are disconnected statements made in most of their write-ups.

In support, Fallan & Opstad (2016:33) state that the outcome expectation of burnt-out teaching staff's results will be related to low self-efficacy among teaching staff.

Participant P4FDA said that as teaching staff grew nearer to retirement age, they got weaker and did not have the capacity to handle heavy tasks. With additional age generating complaints, emotional drain and ineffectiveness:

With the growing in age, the senior lecturer gets weak and weak, that many times he or she is unable to arrive on campus before lecture time. The senior lecturer also finds difficulty in managing a heavy workload. Usually, senior lecturers who are seventy years or older tend to be diabetic and with unstable blood pressure, which factors generate emotional, physiological and psychological challenges to the senior lecturer, hence making him or her ineffective.

Participants P2SLC and P3SLB observed that a teaching staff member's ineffectiveness manifests in professional incompetence, as highlighted by Participant P2SLC:

They also give students a lot of reading materials using the pumping method without explanation. This usually has great impact in the long run, that students will never understand what the senior lecturer intended to teach since it was mainly issuing of notes. And when the senior lecturer evaluates himself or herself, in line with what he taught, he or she will be discovered to have been effective since students cannot apply the concepts he or she taught. Therefore, students are never supported, and the curriculum coverage may also be minimal with a burnt-out senior lecturer.

Concerning professional incompetence, Participant P3SLB revealed that the act of selling examinations and or marks because of a failure to be paid adequately was an act of duty or emotional negligence. Basar and Basim (2016:1840) contend that the moment teaching staff neglect their work roles; the practice could lead to harmful, deadly repercussions:

Usually, a senior lecturer who is burnt-out depending on the cause of burnout loses on upholding ethical standards as demanded by the profession. For example, senior lecturers burnt-out as a result of failure to be paid adequately may end up selling examinations and or marks to the students, which is contrary to the professional ethics of a senior lecturer.

Cognitive impairments and dysfunctions explain irregularities such as the employee inability to synthesise situations. Examples of this were Participant P2FDA's reflection:

Inability to understand situations analyse concepts correctly, which are the basics in the senior lecturer's capacity to contribute to the existing knowledge. The technical quality of coursework marking, teaching and private research, participation in other activities, do not measure to the required standards by a burnt-out mind of a senior lecturer.

May, Bauer and Fincham (2015:127) agree that self-appraisals of cognitive deficiencies indicate a relationship between burnout and prolonged impairments on executive control task demands and regulation of responsive processes such as verbal reasoning, working memory, abstract thinking and immediate problem-solving.

Decreased professional efficacy, as Participant P1FDC observed, where free marks are awarded out of deadline pressure mounted on the senior teaching staff. According to the results:

The quality of their input will always be wanting, for instance, in case a senior lecturer is handling a number of assignments for a group of students, meant to be marked following a certain deadline to submit results, one will question the senior lecturer's capacity to read all the scripts to ensure a fair assessment to the students. That, in so doing some will receive free marks because the senior lecturer couldn't mark, so she or he awarded bracket marks to even those who would have deserved to fail. The quality of the marking will be driven by the deadline pressure without necessarily attending to the detail.

These results are supported by Sokka et al. (2017:71), who argued that employees, such as university teaching staff experiencing extended job-related pressures frequently struggle to be effective in regular work, directly impacting teaching staff's status.

(v) Poor Relationships

Study findings revealed that a burnt-out lecturer ends up boycotting university initiatives such as university activities and events, an element of being antisocial. According to Participants P1SLE and P3SLB:

There are bloody interpersonal relationships between the senior lecturer and the university administrators to the extent of boycotting the university-led activities. Anger caused by a section of university administrators such as the registrar and the bursar who happen to have very poor customer care even to their very own people.

To further strengthen this finding, Participant P3SLB also reported employee isolation; according to the finding as a burnout outcome with significance to teaching staff performance:

There is a state of emotional discomfort which has generated a lot of self-social isolation of senior lecturers in this university. Guys no longer gather. We used to interact with some of our senior colleagues, but it's either they have become too busy elsewhere, or they have deliberately withdrawn their energy to gather. For example, other factors remaining constant; we are all invited to join the procession during graduation. As senior lectures, we are all expected to wear our academic regalia or full gowns to accompany the chancellor and the vice-chancellor and DVC to the graduation ground, but some of our colleagues whom we used to attend such gatherings have pulled half weight. Some even report to the university during the graduation but not with intentions of gathering with colleagues, and as you try to find out, they tell you how they got fed up.

These arguments indicate an impaired feeling of fairness and the presence of mistrust and suspicion among the teaching staff, which eventually affects their morale and confidence to participate in university activities (Quaiser & Sajid, 2017:22). The administrators need to be taught a better approach to colleagues because they both need to support one another. That is the very reason why some senior lectures will never attend events such as joining the academic procession during graduation day.

The study found that burnt-out teaching staff also psychologically cause harm to their colleagues. Participant P9LA indicated:

I realised that I had become a problem to my colleague. I had my own personal challenges. It so happened that I was supposed to teach a certain course unit, but my boss gave it out to another colleague of ours, which offended me though I did not say a word ... he is my boss. I wouldn't mind if he had told me earlier because I had prepared for it. I have been teaching it. I had gathered a lot of teaching material in this area, only to be seen changed on the timetable that came out later. So, it was too much for me that I went on narrating the situation to friends and I couldn't avoid telling the same to my immediate friend. It was emotional, and inevitably. I had tears in my eyes which sparked a similar mood to her.

Afzali et al. (2017:238) argue that a reciprocity deficit leads to a series of undesirable consequences among teaching staff and could lead to reduced employee self-esteem and efficacy (Andela & Truchot, 2017:276).

The study results also revealed that senior lecturer tends to bully colleagues at the university.

Participant P7SLC indicated:

A burnt-out Senior Lecturer usually barks at colleagues. Colleagues here tend to lose their humanity, and any normal disagreement almost turns out to be a bitter exchange or a quarrel. For me, when I am emotional, I even shed tears, and in most cases, I do not want to be seen crying. It even worsens the situation. I have a colleague who is even worse. When he is emotional, he has to break a glass. You can wonder how God configured human beings.

In line with these findings, this frequent and irrational awkward conduct takes the shape of intimidating, threatening, humiliating and victimising. Above all, consciously or unconsciously, deliberately or not, actions and behaviours amount to workplace bullying if they repeatedly marginalise or reject employees and pose threats to employees' health and well-being (Bernotaite & Malinauskiene, 2017:630; Khademi, Soderberg, Osterman, & Bjorkqvist, 2017:3).

The study findings, as Participant P6LA presented, revealed that failure to correct a colleague staff member who is in the wrong, out of fear of being victimised, is an element of poor working relationships with others. According to the participant, even when they observed an anomaly about their supervisor, they kept quiet to maintain a good working relationship with this supervisor:

Part-time lecturers have short contracts of four months, renewable on a semester basis but not automatic. But it depends on your relationship [with] the supervisor. Such a lecturer will never be part of the corrective measure to the supervisor, in case of the supervisor or the supervisors associate, for fear of being victimised. Why should I mention a problem in a meeting which I very much know that if I mention an issue, however true, it may be the next semester I will not have teaching hours and contract?

The arguments reflected in this revelation are sustained by Jimenez et al. (2017:29), who believes that risky employment is characterised by the lack of a transparent service contract and job uncertainties with generally no control over future salary opportunities and limited say over their work.

Careless talking has also stood out to be a manifestation of poor relationships among burnt-out teaching staff, as Participant P5SLB revealed:

Since this category of senior lecturer is fed up and is being driven by psychological allusions and emotions, they tend to lose humanity as they are under the influence of a psychological sickness. As such, they are talking carelessly at the top of their voices, and much of what they talk may not be to the right platform. They may loudly share something that would have been private. For instance, one of our colleague here was preoccupied with challenged at home, so she ended up blowing out how she was even no longer active sexually, as she is ever into university work that she had lost feelings for her man. A normal person can hardly say such ...

These ideas indicate an element of being less interested, and speaking with an ‘I don’t care’ element as Ghanizadeh and Jahedizadeh (2016:4) contended, common among emotionally exhausted employees.

According to Participant P5FDA, having communication gaps was another way burnout impacts a teaching staff member. These communication gaps manifest in drained resources to the extent of impairing teaching staff’s capacity to communicate to colleagues, clients, and students. According to Participant P5FDA:

The communication of a burnt-out senior lecturer also ceases to be ideal. Some tend to keep quiet, not only to students who may come in to seek assistance from their senior lecturer on academic and or research-

related issues but also to fellow senior lecturers and or colleagues. I have a colleague who will never say a single word when they are burnt-out, and she will even state it that I am not in good mood to say a word. And without communicating, then academic business will automatically be affected. Therefore, burn out significantly affected the communication levels of a senior lecturer.

Failure to communicate is an unpleasant outcome of the exhaustion dimension of burnout, meaning the draining of specific energy resources to the extent of impairing the communication capacity (Sonnetag, 2015:539).

(b) Psychological Impact

In the next sub-sections, the psychological impact of burnout aspects like limited interest in work, unfriendliness to students, the poor performance of students, and poor decision-making is presented.

(i) Limited Interest in Work

Failure to respect deadlines, as Participant P10LC indicated, was found to be an impact of burnout associated with reduced interest in the work:

When set deadlines are not met, it affects the entire system. In a case where it's not the intension of the lecturer but the nature of the load surrounding the lecturer, business will not be accomplished at the set time, and this may lead to a negative evaluation or to score a negative to an employee who has gone on record for failure to realise the importance of deadlines, such as students receiving their results on time, hence understanding their academic progress by the expected time.

The nature of teaching staff roles demands that submissions should be timely, not to delay decisions. Although, under the circumstances engineered by emotional exhaustion, such delays are inevitable, amounting to reduced professional efficacy in teaching staff's performance of regular work (Sokka et al., 2017:71).

Study findings, as Participant P1FDD highlighted, concluded that business impairment manifests in malfunctioning departmental business due to overwhelmed senior teaching staff:

University malfunctioning resulting from the impaired senior lecturer, who also doubles as a head of department. I have witnessed a senior lecturer who double as a head of department mandated to execute extra roles such as approving departmental requests, conducting departmental results-based meetings and examination moderation sessions. However, there came a time when he was overwhelmed by work that he crippled everything. He was continuously absent with his phones off, and he did not delegate his roles. Therefore, a lot of departmental business became at a standstill until when he was finally accessed through his mobile phone five days later.

This revelation is consistent with cognitive dysfunction, as indicated in section 3.3.4 in Chapter 3. Executive control of task demands such as regulation of responsive processes including verbal reasoning, abstract thinking, intellectual flexibility and problem-solving explain task performance (May et al., 2015:127).

Additionally, the study revealed that the teaching staff's late submission of results is caused by reduced energy resources, normally manifesting among dissatisfied teaching staff, those whose psychological contract has been tampered with or those associated with low task engagement (Basar & Basim, 2016:1840). Participant P1LC stated that:

The burnt-out senior lecturer usually are last-hour people who submit examinations very late. At times, they come in last to collect students' scripts for marking. Many times, they are just reminded, implying that they had no plan of submitting without a reminder. Even if it's a meeting without a reminder, they usually miss. Sometimes those senior lecturers double as heads of departments as such their responsibilities are overwhelming. He may schedule a meeting with the starting time at nine-thirty. However, you realise that he actually comes in at twenty minutes passed ten AM. Then you wonder why. Therefore, they are last-hour people.

These ideas are also linked to cognitive dysfunctions among teaching staff as Orosz et al. (2017:112) sustain, which manifest in a reduced capacity to attend to faculty demands, difficulties and deadlines, for instance, marking and submitting results in a predetermined time (Orosz et al., 2017:112).

The study further indicates that low career commitment manifests in elements such as distorting subjects and giving inadequate subject content due to the absence among teaching staff of working morale. Participant P5LD stresses that:

Other lecturers have reduced the content to be delivered to the learners, while others have completely distorted the content given to the students, out of anger. Lecturers have, instead of teaching the ideal content, have ended up giving what is proportional to the outcome they receive from the university, which has affected the quality of the services. Quality of the graduates is compromised.

Furthermore, advocates of the career choice theory suggest that individuals employed in organisations and environments aligned to their occupational personality type are expected to be contented with such professions. In comparable thinking, experts further argue that the similarity between professional personality type and the workstation or atmosphere forecasts employee career obligation and stability (Orkibi, 2016:75).

(ii) Unfriendliness to Students

The study findings proved that because of burnout the teacher's relationship with students and colleagues deteriorates. Participant P9LE states that:

Relationships between students, the university administration and the burnt-out lecturer deteriorates. Lecturer relates with the students through teaching and learning, assessment and being available for consultation, and also related with the university administration. When his or her roles are well executed, all the above will automatically change when he or she is burnt-out. Burnout comes with being temperamental and angry to even innocent individuals across the board. A burnt-out lecturer may easily pick up a quarrel with everyone, including his supervisors without fear since his mental faculty is affected.

The aspects expressed in this revelation are consistent with the avoidant attachment style, as indicated in section 2.3.1(iii) of Chapter 2, which denotes a situation of absence of care (Konok, Gigler, Bereczky & Miklosi, 2016:537). Experts argue that at this point the teaching staff member is also preoccupied with negative internal working models such as seeing students and colleagues as unreliable, dishonest, and undependable, according to Manning et al. (2016:45).

Further in the study, it was revealed that teaching staff lose self-esteem and respect from the students. According to Participant P6LD:

The fact that the university has withheld salary for a period of over four months has left the lecturer to be shabby. That even the students they teach are far decent than them. The students have also heard the lecturers grumbling, a situation that is really unfair to the lecturers. This has reduced the lecturers to a level of a beggar which is contrary to the demands of the teaching profession. Lecturers no longer feel worthy to stand before their students.

According to Asmaa (2016:36), self-esteem is an element of personal resources which refers to a general appraisal of self-worth. The understanding that individuals inspired to high self-esteem tend to progressively reflect about his- or herself through daily practices, consistent with this study's findings. This understanding has been linked to social performance, which includes the scale of one's dignity and self-reception, sense of individual ability and value, and can significantly influence teaching staff's action attitudes and beliefs.

Further results of the study revealed that as an impact of burnout, teaching staff might suffer rejection the moment the student-teaching staff relationship turns nasty. According to Participant P2FDE:

The students in the process of valuing their tuition may also reject the senior lecturer whose track record is characterised by unavailability. Usually, students tend to communicate with their fellow students in other years and always tend to inquire about their colleagues. One of the students get an understanding of the complexity of the senior lecturer; they then find ways of sharing such information among themselves to the extent of gathering against the senior lecturer, due to [his or her] incompetence.

These study results maintain the position that teaching staff with low self-efficacy issues may suffer rejection. Teachers' self-efficacy indicate their self-confidence, especially their capacity to prepare and perform the necessary activities to effectively accomplish teaching and learning responsibilities. Therefore, highly efficient teaching staff dedicate a lot of time to support learners and strengthen their motivation intrinsically (Ghilay & Ghilay, 2015:384). The study findings further revealed that teaching staff's failure to communicate with the students creates a relationship gap, as indicated by Participant P5SLA:

Usually, when I am unable to make it to class, I usually communicate to any of the two class representatives. However, I realised that I have been not attending to the students as expected, and neither have I been

communicating my inability to teach them. As such, I was contacted by the head of [the] quality assurance department that I had missed out on lecturing students, and I was supposed to give an explanation. So also, my relationship with colleagues deteriorated.

It was thus showing employee low task engagement. Basar and Basim (2016:1840) believe that low task engagement manifest in teaching staff rendering excuses for not doing their work, arriving late, not meeting deadlines, not preparing for lectures and being rude.

The weakening of student-teacher relationship arising from mood swings is a characteristic of negative internal working models seen in the anxious attachment style which sees learner-teaching staff interaction creating an intellectual desire to see their relationship or connection sustained (Honari & Saremib, 2015:153). Participant ARA indicated:

Burnout comes with being moody and angry to even innocent students, and those without self-control may start up a quarrel with the students and fellow teaching staff or any other university employee you may come across in the corridors and on campus. A burnt-out senior lecturer may not be patient with students with academic challenges. However much they may try to be good and usually being driven by the moody feelings, she or he tends to lose the parenthood elements. Even when it comes to assessment of the students work, a burnt-out senior lecturer may end up failing students who in actual sense would have performed better since she is just doing the marking to fulfil that obligation.

These study results show more evidence of the loss of resources such as impatience with students, which can impact the adjustment of the teaching staff and assist the process of gaining supplementary resources to sustain their self-control. This is extremely significant if compared to gaining resources (Hobfoll et al., 2018:105).

Further, the argument in support of these revelations includes the wisdom of Ghilay & Ghilay (2015:384), as indicated in section 2.3.2(i) in Chapter 2. They sustain that in a school setting, teachers' efficacy is based on their ability and technical proficiency to disable outside dynamics like the learners' background, to excite and inspire learners and impact learning. According to the academicians, self-efficacy also influences teaching staff's willpower and flexibility in challenging, frustrating times. Differently put, teaching staff with high self-

efficacy do not criticise learners' mistakes and show a lot of interest in the teaching profession. (Ghilay & Ghilay, 2015:384).

The study results revealed that when the students who expect teaching staff to attend to them, but later discover that the staff were off-campus, yet no communication was made, it can ruin their relationship. Interviewee P4SLB indicated that:

Senior lecturers fail to attend to students needs while in hiding. A burnt-out teaching staff tends to be absent from the workstation, mainly at the time he or she is supposed to meet his students. This ends up into affecting the teacher-student relationships since students will end up seeking administrative intervention for the senior lecturer who has continuously not attended to the students at the time he or she is supposed to.

Thus, impairing teaching staff's contribution to achieving the desired institutional set standards. This situation intensifies unpleasantly impacting the teaching staff's capacity to efficiently function. With the absence of energy resources leading to diminished availability to teach the learners, task performance becomes affected, which explains the ruined student-teacher relationship (Pan, 2017:158).

Further justification for such a result is seen in teaching staff's low self-esteem. According to Mulyadi et al. (2016:604), the absence of self-esteem among teaching staff is extremely linked to reduced concentration and depression.

(iii) Poor Performance of Students

Harmful perfectionism, as stated in section 3.2.6 in Chapter 3, is linked to teaching staff aspiring to be faultless and needing others' authorisation, or fearing disappointment if they do not beat or realise their own set standards, leading to emotional exhaustion (Chang et al., 2016:261; James, Verplanken & Rimes, 2015:124).

Study findings from the input of several participants indicate that weak student performance manifests in a poor quality student produced at the end of the course, connected to supervisor

interference in the teaching staff roles of assessing the students. To begin this analysis, Participant P10LE revealed:

In an environment characterised by inability to assess learners, even when you are the one who taught and [is] responsible for assessing; interference from the supervisor, especially if you as the lecturer feels that a student does not qualify to sit for an examination out of following the university policy as well as an assessment of the students' capacity to do so. A supervisor who would want to always interfere with lecturers' business in form of unprofessional behaviours' such as having vested interests in specific students without declaring any; will not only compromise the quality as required in universities but also only produce half-baked products, call them graduates instead of professional experts.

Thus, the study reveals an absence of a job autonomy kind of resource which, according to Jeung, Kim and Chang (2018:190), denotes the amount of liberty or freedom teaching staff have in terms of decision-making and planning while executing their daily duties.

In further support of the findings, Wheatley (2017:301) argues that autonomy has consequences for the academic institution (employer) through teachings staff's performance, productivity and their health. Both parties could benefit employees controlling their decisions about how to execute their duties, complete tasks and time work which will improve teacher satisfaction (Malinowska, Tokarz & Wardzichowska, 2018:3-4).

Further study results, as Participant ARE indicates, show that poorly motivated teaching staff lack the energy resources to guarantee good student results. From the words of the interviewee:

Poor students result, and poor graduation products from this university will be a guarantee due to exhausted senior lecturers; poorly motivated and moody senior lecturers. The lecturer who lacks the morale due to the affected mood will have no option but to withdraw his or her energy. Such teaching staff only offers what is proportional to the kind of attention they receive, since that attention has to be divided to other employers who could be giving something more.

In line with this result, work performance, as Ghanizadeh and Jahedizadeh (2016:3) observed, stresses the employee contribution of performance to achieve the desired institutional set standards. Similarly, as mentioned earlier, according to the creative happy

employee hypothesis, creative, happy employees are productive with higher work performance than unhappy employees. At the same time, those in need of resources like energy demonstrate performance issues (Sonnentag, 2015:539).

Participant P4LC supplemented an additional study result by revealing that the graduates who happen to be products of the unavailable teaching staff might find it hard to demonstrate the required skills and understanding in the labour market. The interviewee stated that:

The quality of the graduates sent out to the labour market by the unavailable senior lecturers is in most cases not capable of competing with the others who had their senior teaching staff [who] gave them the required knowledge and skills. That by the graduation date, they are competent and ready for the world of employment. The truth of the matter is that this university does not attract the best cream at admission, they instead admit students on minimum requirements as such students need to be given a lot of time to polish them out to be ready for the competition and creativity. Such graduates are the likes that fail to defend their degrees during interviews; they are never confident and usually never hired for competent jobs.

In the same aspect, Participant P5FDC also added weight in justifying that poor preparation of students is a given in a burnt-out work environment. According to the interviewee:

students when needed, will certainly make an When the senior lecturer in charge of teaching and research activity support is incompetent to handle, due to stressing working atmosphere, then the product quality will automatically reflect that teaching staff's competence gaps. An unavailable senior teaching staff [member] who only relies on sending notes to the students but never committed to being available to offer an explanation, and also being available for consultation by the incompetent graduate.

Furthermore, Participants P1FDB and P2LC stated that graduates' professional competence in demonstrating technical knowledge acquired at school could hardly be possible when teaching staff experience performance challenges. According to the interviewees:

Poor performance of the senior lecturer that will subsequently affect the students' performance at executing the taught skills. The challenges arising from delayed salaries include tempting the senior teaching staff to find other means of earning from the workstation and other avenues such as selling of examinations; passing students who would have

failed, and taking of bribes from the students could also gain momentum. ... I do not mean that this is taking place or not right now because either way, it may not be easy to detect it, though we have heard rumours, although we have not yet seen anyone doing it or caught in that action.

Strengthening this study finding, Participant P2LC insinuated that a moody lecturer tends to have a negative reaction while teaching students which is later responsible for the outcome or the results of such kind of teaching. According to the participant:

No burnt-out lecturer will have the energy to read through every written point by the student while marking and examination script exercise. There is no morale to attend to the quality with worries of where to get the transport and food for your family. This, in the long run, will affect the quality of the service delivered in such a work environment. Graduates will be smart in gowns but will lack the technical expertise to solve challenges witnessed in the employment work because they were prepared by a demoralised workforce.

Employee dissatisfaction with salary, allowances, and other dimensions, for instance, the employee relations with superiors and subordinates are taken to be emotional resources that could arbitrate difficult circumstances of employee emotional stability. This instability implies that the absence of such resources would spark irregularities leading to work errors and desertion, lesser customer care of learners, intentions to leave and unsupported absence (Mohammad, 2017:889).

The study results, as Participant P4SLA displayed, suggested that because of teaching staff's personal emotional challenges, students may academically fail to progress as expected. This academic stagnation may also accumulate unnecessary financial costs to the student. According to Participant P4SLA:

A burnt-out senior lecturer ends up delaying students on study or on the course, due to his or her personal psychological challenges. Therefore, students fail to accomplish with their studies in the expected period of time due to an available supervisor who happens to be the appointed supervisor. Burnout, in this case, makes the senior lecturer ineffective with the student's research supervision, also renders the student to be unserious. It also leads to unnecessary costs to the student.

Further study results indicate that the absence of emotional and energy resources necessary to conduct private, extensive reading usually lead to a compromise in the content delivered in training sessions. Participant P5LC indicated that:

The quality of the methodology and the content itself is usually compromised by the lecturer, who is burnt-out. Such lecturers do not even bother to go online to research about recent information about a concept he or she is about to introduce to the learners. Since that lecturer has no morale to teach, he or she also has no energy to prepare, following the trend of changes. Thereby preparing a learner without dated information which later determined the ill-prepared nature and quality of graduate[s].

The results further indicated that in situations where a burnt-out teaching staff is replaced with an alternative to allow continuity, students may suffer challenges of adaptation or getting used to the new teaching staff's styles which may also reflect in their final performance. According to Participant P3SLE:

In most cases where the students are used to a specific instructor, an abrupt change of instructors result into grumbling and complaints among the students since the teaching style and attachments of the students to their lecturers differ from one instructor to another. Students may be moving on well with the specific lecturer. However, the same students may reject any replacement, depending on the style of teaching. And also, adapting to the different style in the short time may be a big problem, leading to students' failure in the final examinations.

Study results similarly suggest that ever-busy or engaged teaching staff usually have performance challenges that arise from their unavailability. Students may wish to consult them on a specific concept, but their busy schedule may not allow them to be available as required, as Participant P8LD stated:

In the university context, the ever-busy lecturers, elsewhere, other than serving the university alone, comes with many performance issues. For instance, the students may miss out on consulting their senior lecturer who is not available on a daily basis for consultation. Secondly, the senior lecturer and other consultants end up giving in half-weight energy to the university and dividing their energy to other business ventures, which only punishes the innocent students with incomplete subject contend coverage.

The study results, as Participant P8LB stated, further revealed the fact that universities are sustained by both teaching staff and students; these could as well fail the institution. Since the product reflects the producer's image when the teaching staff is compromised, so is the student and their institution:

The university where there are burnt-out lecturers loses competence since the quality of its product will be affected. These circumstances will certainly impact the local and international reputation of the university. It will also degrade the academic credentials of the graduates. For instance, this university used to be between number two and three, but if you checked the ranking now, it is clear that there has been a backslide to number thirteen. And the truth is that the people who are responsible for pushing the university in front, are the same people who are emotionally not upright due to failure to pay salaries, having management that cannot listen and or take advice from the staff among others.

Similarly, the perception is that teacher work-related task difficulties, or demands decrease the teachers' ability to exercise control and regulate their workstations. If this situation intensifies, it will unpleasantly impact their capacity to efficiently function.

(iv) Poor Decision-Making

The study results indicate the tendency of marking alongside set deadlines creating a panic mood that leads to wrong decisions about students' marks. This finding has been brought forward by multiple participants. Although it is presented differently, it all strengthens the finding, for instance, Participants P1LE's revelation:

Poor decision-making has also been associated with burnt-out lecturers. Due to overload, especially, lecturers [are] marking very many scripts. Lecturers tend not to read every aspect on paper in an answer booklet. Therefore, some of the marks are awarded to students in error which error is generated by emotions and psychological upsets of the lecturer.

According to Pan (2017:157) and Cooper et al. (2017:19), problem-solving such as marking scripts and decision-making in establishing who has passed or failed are all responsible for exhausting and draining teachers' resources; and deciding when one lacks decision-making energy leads to poor decision-making.

Similarly, Participant P8LC, as stressed in his argument, showed that the decisions made by burnt-out teaching staff could never be reliable. In this case, the professor had lost self-efficacy resources due to multiple exhaustions. Participant P8LC said:

Sometime back, we had a program that was supposed to be sent back to for accreditation by [the] national council. We started by delaying to meet over this program, and we all delayed because there was a professor everyone believed would offer significant help, but this guy also had issues with his body at that time as he was emotionally fatigued, was diabetic, and he was in and out of the hospital. Unfortunately, he passed on. But he could appear and drives everyone mad that his suggestions were never rejected of which some of them could no longer add up. Recently we discovered that a bigger percentage of that program still needs a professional touch. What do I want to tell you? The professor was burnt-out, yet, he was trusted to do a better job with the program though much of what he guided, and we accepted at that time, was not the best option.

Subsequently, self-efficacy is a resource with a personal element which was drained at the time of engagement. This drained resource aided technical errors under the guidance of the drained professor, which later reflected in the final product (Berkant, 2016:123).

Participants P6SLB and P3LD similarly stated that the deadline set for academic result boards to decide students' fate rings at the back of teaching staff's minds while marking scripts, leaving one to wonder whether every word was read. Furthermore, this becomes worse in big classes of 50-70 students, according to the result:

Senior lecturers marking very many scripts to manage the two weeks deadline they are required to submit the result to the faculty; senior lecturers tend not to read every detail written by the students in an answer booklet. As such, they tend to award marks to those that do not deserve them or to fail students who actually passed had reading of their content been made. So, these senior lecturers in most cases are exhausted with the current marking and the deadline associated with it, that they are only interested in accomplishing the task.

The arguments, reflected in this interview, are routed in the outcome expectancy, which is part of self-efficacy. Self-efficacy, in this case, symbolises the teaching staff's appraisal of the possible impact of carrying out an assignment trusting that a specific action will determine the anticipated results (Elaldi & Yerliyurt, 2016:347).

The results, as Participant P3LD stated, are not any different. A teaching staff member, diagnosed with burnout, tends to be forgetful and unable to remember key aspects of his or her job and may subsequently cause unnecessary delays. The loss of memory resources, in this case, meant that the situation was out of the teaching staff's control:

A teaching usually forgets that he actually has not yet set and submitted a specific examination paper for moderation, to the extent that he may argue about it, creating an impression that it was done. And it's only during the printing of examinations that through an inquiry that it will be discovered. This comes about because the emotionally disconnected mind has a reduction in the performance of the mind. He may even drive his car to the parking, but later in the evening, he struggles with identifying where exactly he left the car. The reduction in memory performance of a senior lecturer can be responsible for the failure of all the entire class in an examination because the senior lecturer doesn't remember the required pass mark, a situation that can cause delayed decision and or a students' strike.

Similarly, Sokka et al. (2017:73) maintain that substituting a single assignment such as setting students' examinations for another like submitting them for moderation and further printing usually results in being extra prone to faults and sluggish performance.

The study also found that because of burnt-out teaching staff, decisions on students' academic fate are bound to occur as evidenced in the input of Participants P4LE and P2SLE:

When a burnout senior lecturer absconds from duty, neglect of students and attend to personal engagements instead of the allocated classroom of students because of a low pay or a delayed pay, this will later negatively impact the existing university work, such as attending to his or her phone at the moment he is expected to answer students concerns in the lecture room; arriving late for a departmental meeting to discuss results or lecture room; even delaying to submit results because he is still marking.

Similarly, a delay in teaching staff's submission of students' results or marking a dissertation due to body pains such as neck and back pain are examples of delays in actions and decisions, according to Participant P2SLE's argument:

Delay action and or decisions. The fact that senior lecturers who are burnt-out usually have challenges with meeting deadlines, this may delay decisions meant to be taken in the university. For instance, if a

senior lecturer delays to submit results of an assessment of a dissertation because he is suffering from severe headache, and other physiological ailments such as neck and back pain, the faculty board or senate may not be in position to pronounce itself on such a student. And the student's case may be referred to another future sitting, hence prolonging the student's stay on the course.

These results further show reduced effectiveness in teaching staff's regular work (Sokka et al., 2017:71). Observations, as Participant P6SLB revealed, further indicate that the decisions taken by a teaching staff member who is a victim of workstation burnout might be misleading and misinforming. Participant P6SLB said:

Since burnout is associated with poor decision-making, such decisions made by the burnt-out person may result into dire consequences for the students. The senior lecturer is teaching. For example, the student may be forced to retake an examination which was assessed and evaluated by a burnt-out mind. Or the senior lecturer may mislead the students in terms of subject content, or the senior lecturer may end up setting a different assessment tool and administer it to the wrong group.

Whereas the teaching staff has the autonomy to extend decision-making outright, it may mislead in such a situation where he or she is led by emotional forces (Charkhabi, Alimohammadi & Charkhabi, 2014:365).

The lack of energy resources to concentrate and accomplish a given task is yet another way burnout could impact the performance of teaching staff. Participant P10LB demonstrated this reasoning and stated:

When you are burnt-out, you lack the concentration necessary to deliver quality work. I once wanted to publish the student's dissertation with her, but I also needed to do a thorough editing of the work following the strictness of editors before it's published. But each time I tried, I could hardly progress to even a quarter a page because the nature of my work tiers leaves me emotionally drained, that little energy is left.

Whereas teaching staff are anticipated to be additionally determined and enthusiastic in undertaking job-related tasks once their beliefs and those of the organisation are perceived to

be similar; only possible under normal circumstances to guarantee excellent task performance (Chhabra, 2016:394).

Before the presentation, analysis and discussion of the documents analysed in this study, the participants' revelation regarding the management model to address burnout among teaching staff is presented, discussed, and analysed in section 5.4.4.

5.3.4 A Management Model to Address Burnout Among Teaching Staff

In the subsequent sections and sub-sections, the results of both the individual and institutional management models to address burnout among teaching staff response-data are presented.

(a) *Individual Management Model*

In this presentation, the individual management model aspects are presented. These include:

- daily and continuous aerobic classes,
- mandatory physiological techniques,
- mandatory paid-off annual leave,
- identifying alternative sources of income, and
- planning and setting hard limits.

(i) Daily and Continuous Aerobic Classes

The results of the study indicate that as a management strategy of emotional exhaustion among teaching staff, aerobic classes could be useful. As experts proposed, for decades, physical exercise has been accepted to prevent illness, maintain health and facilitate mental health treatment. Aerobic classes' efficacy in relieving anxiety and other related conditions has been credibly shown, and it is proven to improve the mindset and alleviate severe depression (Silveira, Alcover, Burgos, Marcos & Santed, 2020:3).

Different participants indicated that the concept of physical fitness had a lot to do with killing the monotony of the work setting. Participants P1SLE, P3SLE, P4SLE, P4FDC, P2FDB and

P5FDB all indicated the relevance of exercising in managing emotionally charged feelings. Consistently, the theory of social interaction, the interpersonal networks that are generally embedded in regular exercise, or even the shared values that exist among people participating in the exercise, play a significant role in exercise beneficially reducing anxiety and boosting emotional wellbeing. Exercising approaches are an enticing idea in this sector (Sharon-David & Tenenbaum, 2018:23).

Participant P1SLE revealed that there is a need to reduce weight among teaching staff, a basic ingredient in boosting morale and restoring mood. Weinstock, Farney, Elrod, Henderson & Weiss (2017:42) warns that new exercisers can find it difficult to sustain aerobics as part of everyday life. However, in these situations, developing a workout plan that suits the person's level of fitness is also crucial. Participant P1SLE stated:

Physical fitness programs should be adopted by the university management with a purpose of helping the senior teaching staff to have time off their usual schedules and join fitness clubs or units as a method of reducing unnecessary weight to boost morale and mood.

Furthermore, experts have shown that a variety of chronic diseases equate sedentary life. Therefore, exercise is recommended to be an as effective medication for anxiety like any other psychotherapy or medical approach, and sometimes it even has improved outcome (Paniora, Matsouka & Theodorakis, 2017:227).

In a similar observation, Participant P3SLE felt that when a teaching staff member is burnt-out, it is evident that resources have been lost and there is a need to restore these lost resources. The university management needs to create the freedom to exercise, and by making it a continuous strategy, teaching staff can stabilise daily mood swings. According to Participant P3SLE:

Frequent indoor and outdoor exercises should be adopted in this university to create room for the senior staff to freely do exercises as a mechanism to restore the lost resources. Access to the university gym with support should be an ongoing strategy for the senior lecturers. All the above would be ideal to stabilise the mood swings of the senior lecturers, hence re-energising.

Consistent with this result, Sharon-David & Tenenbaum (2018:21) sustain that exercise is one technique useful for reducing distress. The experts add that interlinked research has

proved the efficacy of regular physical activity in relieving anxiety and its physical disorders. Aerobic training such as aerobics classes, running, cycling, jogging, dancing, which promotes significant outcomes in one's psychological health and the ability to handle difficult situations are examples of such exercises.

(ii) Mandatory Physiological Techniques

Additionally, Participant P4SLE suggested making such physiological techniques intended to relax muscles mandatory to all teaching staff. The results further suggested that making them a must to every teaching staff member was the only way the university could benefit from such a management strategy. In Participant P4SLE's actual submission:

Senior lecturers should be enrolled into daily physiological techniques, and such techniques should be made mandatory to all academic staff; techniques like relaxing of muscles, aerobic activities, meditation, eating balanced meals and other physical exercises. The department of health services should ensure that all the above are made with mandatory checks for the good of the university.

Accordingly, Bretland and Thorsteinsson (2015:10) contend that the favourable health and wellbeing of mental health and individual achievements appear to be intricately linked to exercise. Similarly, psychological distress and exhaustion have been identified to be directly proportional to exercise for stress and burnout health state measures.

Furthermore, Participant P4FDC proposed that dedicating a considerable period of up to two hours of working out, not only make teaching staff fit but also restores the affected moods to normal. Among the initiatives designed to build employment resources, person-driven approaches included a structured exercise system in which participants in the study was required to work out to optimise fitness (Pijpker, Vaandrager, Veen & Koelen, 2019:12). In Participant P4FDC's words:

Exercising to gain physical fitness is a practice every academic staff needs to adopt to clear off the stress. Mood swing tends to disappear whenever I work out; the mind gets refreshed. And I usually do this from six PM in the evening to eight-thirty PM. Walking works for me. Sometimes I even leave the car, and I walk back home, although it's

sometimes risky when it's done late. Once in a while, I visit the gym but that usually on weekends.

The involvement in regular exercise is consistent with a 20-40 per cent reduction in all mortality factors. Any type of physical exercise, especially regular and coordinated exercise, is now regarded as the best means of preventive medicine. Recent research suggests that exercising does not only seem to have a significant emotional impact on the quality of human lives in general but especially on the overall quality of life affected with acute or chronic health issues (Paniora et al., 2017:226).

Similarly, interviewee P2FDB further detailed that in addition to physical fitness, there should be relaxation techniques. The participant exposed that scheduled days should be dedicated among teaching staff to ensure a robust re-energising of the body, mind, and soul. According to Participant P2FDB:

The university management through its welfare department should deliberately schedule mandatory paid days off university work for every senior lecturer; taken in intervals and or even the lecturers to reset the body and mind through exercises. It may be upon the senior lecturer whether he sleeps the whole day or exercises. However, such a day should be intended to compensate for the sleep debts and or to rest of university work or even to stay home working and repairing domestic relationships as a burnout management strategy for the employee.

Consistent with these observations, Hecimovich, Peiffer and Harbough (2014:571) believe that while adherence to a workout plan happens on a personal basis and yields personal outcomes, team members' departmental implementation and encouragement is likely to enhance the impact of the initiative and enhance organisational engagement, motivation, and social opportunities for interacting employees. Additionally, institutional fitness plans are cost-effective, saving institutions on average \$4 in health care expenses for every \$1 invested. Similarly, Participant P5FDC suggested that a mandatory exercise schedule needed to be put in place and incorporated in the university programming with attached penalties to defaulters. The participant justifies that once a teaching staff member is stressed and burnt-out, it is the university's quality that is compromised. Hence fighting the common enemy to effective performance should be given the attention it deserves:

The university management should redevelop a mechanism of attaching a mandatory exercise schedule and day for lecturers. That an employee performance tool should also capture how the senior lecturers are performing and should be taken with a serious penalty to the defaulters. This is because once the senior lecturers are burnt-out, the university suffers as most of the quality is compromised by a burnt-out senior lecturer. Hence failure to attend to the mandatory exercise should be taken to be an enemy to the effective performance.

Consistent with these suggestions, the P-E fit theory, specifically the person-job fit, indicated in section 2.2.3(i) of Chapter 2, as Caplan (1987:250) sustained, identify the demands-ability fit. This fit denotes the demands of a work environment like a university and the capabilities of the employee, or teaching staff and implies that mentally unfit teaching staff may not survive in an environment that requires teaching staff's mental taxation and physical fitness (Therasa & Vijayabanu, 2016:219). The extent to which teaching staff's abilities, expertise and knowledge correlate with teacher-related daily activities of which their capacity can be assessed based on experience with handling such a workload, determines the teaching staff's capacity to fit the job.

At the end of the working day, there is a noticeable increase in energy levels and less fatigue, which is typical of rehabilitation activities. Teaching staff, therefore, feel more relaxed, less agitated, more collected, satisfied, less rushed, with much more mental energy with the ability to relax. It is worth noting, however, that these effects vanish when teaching staff stop the physical exercise (Silveira et al., 2020:5).

(iii) Mandatory 'Paid-Off Annual Leave'

The study results further suggested that as a policy guideline, there was a need to incorporate the concept of mandatory leave to be implemented to all teaching staff throughout the university. According to Participant P6SLB, this would guarantee mandatory resting to all teaching staff to allow a bodily repair of lost resources resulting from work-related stressors. Participant P6SLB suggested:

The university management should make annual leave a mandatory break off work strategy. There is evidence that most of the stressed and burnt-out senior lecturers have not been taking their leave effectively. There are cases where some of the senior teaching staff could take off a

few days, and even when they take the leave days, they stay in touch with the university business such as their offices due to the demands in their offices. The mandatory break off work strategy will guarantee complete repair of the senior teaching staff body and mind.

(iv) Identify Alternative Sources of Income

The results further suggested that teaching staff struggling with minimal salary need to devise other sources of income, such as through grants writing. Venturing into such alternative investments would reduce the limited income stress, and therefore teaching staff would be earning elsewhere to support their initiatives and rising costs. As stated by Participant P1FDC:

The teaching staff should find alternative sources of income such as writing and winning grants so as to finance personal initiatives and this personal finance boost otherwise the student fees from which salary is attained seems not to be enough to award lecturers a motivating salary or compensation package.

(v) Planning and Setting Hard Limits

The study further suggested that teaching staff need to adapt and acquire skills in planning, prioritising, and task management. Setting hard limits would enable the teaching staff to be mindful of reserving some energy resources to contain emotional pressure generated in their work settings. Official working hours according to the results need to be respected and all efforts needed to be geared towards avoiding extensions. Participant P7SLA declared:

The senior lecturers should be trained techniques of setting hard limits. When senior lecturers define and communicate their maximum in their daily work roles to their workmates that could save them on continuous distress with the university and other engagements and would enable them to reserve energy resources to be able to handle business continuously. For instance, when its lunchtime, every senior lecturer should stop engagement during that time, apart from having lunch. Secondly, when it's the official end of business time at the university, for example, when it clocks five PM, every senior lecturer should leave their workstations and get back to their homes of residences, and this should be communicated to everyone.

In support of this revelation, when teaching staff with insufficient resources are exposed to multiple work-related job demands, they might inevitably show reduced commitment to their profession, work and organisation. However, when the demands correlate with available resources to encounter them, constructive results can be automatically experience expected, for instance, better engagement, motivation and commitment (Kimber & Gardner, 2016:224).

The presentation of the institutional management model according to this study entails:

- opening communication channels,
- streamlining institutional policies and procedures,
- implementing employee assistance programs,
- ensuring the timely payment of salaries, and
- improving communication.

(b) *Institutional Management Model*

The presentation of the institutional management model according to this study entails:

- opening communication channels,
- streamlining institutional policies and procedures,
- implementing employee assistance programs,
- ensuring the timely payment of salaries, and
- improving communication.

(i) Open Communication Channels

In the process of managing burnout among teaching staff, different participants suggested that higher education institutions should open communication channels to ensure the proper flow of information from the teaching staff to the university management and again from the university management back to the teaching staff. The proper information flow is a live example of social support. According to Hausser, Schulz-Hardt and Mojzisch (2014:25), the social support perception comprises of supervisors helping physically and mentally and the institutional supporting. Therefore, the university mandate allowing the opening of communication channels is an example of an institutional support initiative.

The results as Participants P4SLD, P5SLE, P5SLD, P7SLC, P3SLD, P3LD, P5FDA, P1FDB and P5SLA presented, in one way or another, advocate for open communication channels. Accordingly, the continued absence of such communication channels implied the continued existence of the problem.

In the first place, Participant P4SLD suggested that there was an urgent need to create a window through which teaching staff could offload what they considered to be roadblocks to effective teaching and research. According to Participant P4SLD:

The university management needs to create a window through which senior lecturers can air out their academic-related views without fear or favour. This will create an avenue of informing the administration [of] the actual situation on the ground hindering effective teaching and research. To grow the university, this offload of challenges also relieves the senior lecturer of the stress, and once this is achieved, then burnout may not occur.

Participant P5SLE further revealed that there was much information regarding policy adjustments, procedures that took place at different interfaces and platforms only accessed by faculty deans and heads of departments, yet, affecting teaching staff. The participant stated that access to such information and communications needs to be opened to avert the impact of failure to implement certain procedures. According to Participant P5SLE:

There is need to open communication flow from top-down to the senior lecturer. For example, a lot of communication takes place from platforms where faculty deans and heads of departments sit, and much of the decisions tend to impact greatly on the senior lecturer. The deans here need to ensure that frequently they communicate key decisions made, to their senior lecturers to avert burnout that would result in failure to receive communication of a procedure or policy guideline.

Since universities are constantly evolving and pursuing an innovative management model to guarantee their survival on a dynamic, small, and competitive global arena, adequate organisational communication is essential for effective organisations because it affects strategic management's capacity to interact employees and achieve goals (Sadia, Salleh, Kadir & Sanif, 2016:34).

Communication is, of course, utilised along with management to define and convey university strategy and organisational process objectives. As a result, everyone has a shared goal within the institution that offers strong internal communication for the best possible advantage.

Further assessment of the results as Participant P5SLD presented indicated a formulation of staff welfare associations within the university where teaching staff could freely voice their work-related challenges when they were still manageable. As Participant P5SLD indicated:

The university needs to allow an establishment of staff welfare associations whose platforms and gatherings may be able to pick a lot of inconsistencies within the staff members within the university, and are able to address them beforehand before they get out of hand. If this is not done there can be a lot of speculation, rumourmongering that certainly stress and lead to burnout.

Similarly, Participant P7SLC emphasised an independent body that could allow free sharing of stressors:

Staff associations should also be encouraged to happen in the university freely. There should be discussion platforms combining senior lecturers and or other lecturers, both part-time and full-time staff to allow a free dialogue and sharing of university stressors. It would be ideal if the management is represented as well on such platforms to clearly help the university management to access the real challenges affecting the university teaching staff community.

Similarly, Participant P3SLD voiced a formulation where questions could meet answers to the various challenges within the academic setting, with the possibilities of the exchange of ideas. The participant believes that such open dialogues are vital in bridging communication gaps which could spark emotionally charged feelings. According to Participant P3SLD:

There is real need to have dialogues and talks with the academic staff to be able to create a free exchange of ideas; a platform where questions can meet answers between management and the senior lecturers. This will solve the challenge of piling academic problems senior lecturers are facing in the process of executing their roles. Such conversations help in bridging communication and miscommunication gaps as well as creating an element of togetherness in the effort to offer students academic-related services.

Open contact between a management team and its workers tends to be an effective method to establish an atmosphere in which employees experience emotional support from their organisation and can work on their performance.

Communication greatly affects the cycle of creativity in each establishment. For instance, several findings have shown that the core of numerous problems that occur during innovation processes is inadequate or ineffective communication, especially between the organisations' various functional departments. Hence, organisations must prioritise the creation of good and open communication (Hauer, Harte & Kacemi, 2018:10).

Participant P3LD observed that teaching staff were preoccupied with issues, challenges and setbacks that needed to be downloaded from their hearts, necessitating a free and open form of communication that relieve them of the emotional burden. The formulation of such platforms, according to Participant P3LD, will guarantee that issues of concern are resolved before they escalated:

The university can put in place staff platforms, intended to allow exchange and discussion platforms; intended to address teaching staff concerns without fear or favour. The truth is that there are rare cases when we have departmental meetings. As such, we end up having a lot of issues that are not downloaded from our hearts and minds. So, if such platforms are put in place or instituted, they will help a long way in addressing issues of concerns before the situations go out of hand.

Colleague mentorship was another suggested form of open communication and support that Participant P5FDA considered will best address burnout among teaching staff. The participant indicated that some senior teaching staff are experts, tested and proven and could support to avert stressors with mentorships in the form of presentations, some of which could settle emotional battles among teaching staff. Participant P5FDA mentioned:

The university should establish platforms to support colleague mentorship. Many senior lecturers are experts with proven track records; however, there is still a gap in providing such platforms to address this, as such many would-be beneficiaries of such healthy presentations lose out in an environment without the platform. Life skills interpersonal skills, self-audit, time management are big enough to settle emotional challenges among teaching staff.

Open debates and discussion forums could clear away all isolated university officers' lies. Participant P1FDB revealed that this, in practice, would go a long way in restoring confidence among the teaching staff:

Open-discussion forums and debates, in this university, is yet another communication strategy that can guarantee burnout management in the university. There is need for the university management to continuously and consistently communicate to the teaching staff irrespective of the category, to settle their minds [about] the many lies regarding salaries and pay; should [...] restore the teaching staff's confidence in the university administration.

Results in a similar manner suggested that benchmarks needed to be set on the operation of staff associations common in government universities to tailor one, fit to table teaching staff challenges to the administration for collective bargaining. According to Participant P5SLA:

I would propose a practice of frequent discussion forums and formation of staff associations such as those common in government universities such as MUASA. A benchmark could be made from the government institutions where such associations have been successful. These will go a long way in collective bargaining on issues faced by teaching staff that are the results of burnout.

The arguments expressed by these different participants are identical to work-related social support which according to Willemse, De Jonge, Smit, Visser, Depla & Pot (2015:406), defines the supportive social work interface from supervisors and colleagues, as indicated in section 2.3.4 in Chapter 2. These experts argue that the backing of workmates and supervisors act as surviving resources against the work pressure's influence on teaching staff at work.

Additionally, arguments in support of these suggestions indicate that colleagues' support such as mentorships, as reflected, is a major aspect in sustaining workstation resources, specifically in institutions that value and emphasise teamwork. Supervisor support is thus significantly connected to workers' commitment and job satisfaction (Hwang & Ramadoss, 2016:5).

(ii) Improved Communication

Several participants revealed that there was a need to improve on the existing form of communication to the teaching staff. Accordingly, P1FDA, P4LE, ARE and P2FDE reacted differently, though with common ground, systematically directing towards improved communication to teaching staff.

The study results, as Participant P1FDA revealed, indicate that the administration-teaching staff communication gap, especially about the status of their employment contracts needs to be improved. Receiving information ahead of time allows teaching staff to plan accordingly instead of staying in an uncertain state:

The university can improve the communication between the senior lecturer's and the academic administration in terms of the time period when part-time contracts can be available for signing. Once the senior lecturer is informed of the delay or the time when it will be convenient for the university to issue out the contracts, then this will reduce on the pressure that mounts every time a senior lecturer thinks about the contract and in the process, burnout will be managed.

McTernan, Dollard, Tuckey & Van den Berg (2016:2), to support the argument of this participant, state that the need for trust (an employee's expectation of open and honest communication by management, fair compensation and investment in that employee), may be seen as a treasured resource to teaching staff, therefore, considered effective in managing emotional charges.

The study results further revealed that improved communication created a much better psychological outlook on the future than waiting in vain or later starting to guess. According to Participant P4LE:

Communication improvement to the employees in this university will also help a great deal in managing the anxieties of the teaching staff. For example, if the university management used the teaching staff salaries to purchase a piece of land or a building like in Kampala or even to settle off a university loan, it's very important to get back to the university employees and inform them the truth. On the ground that we had a setback that we had to pay off a lump sum of money and we had to take a portion of two months of your salary to have this

settled; however we are going to refund it. This communication is very friendly to the teaching staff and would enable them to psychologically settle, waiting for the reimbursement. This is so much better than waiting in vain where no one knows when he or she will be pain.

Following these ideas, internal communication enhances confidence in organisations, which is also related to success in the industry. Experts have observed that it is consistency, not the quantity of information that better predicts trust in colleague-supervisor relationships.

Furthermore, researchers observed that confidence was closely related to expectations of organisational transparency, which, in effect, predicted employee participation. Management should pay a great deal of attention to information sharing because it has a positive impact on the organisation. Supervisor and contact with management particularly play a significant role, as mentioned (Sadia et al., 2016:36).

Participant ARE revealed that whether the news is good or bad, it is better to inform the teaching staff before they generated their own communication which could be misleading at times. Participant ARE stated:

Communication to senior teaching staff and consultants should be thought about and improved accordingly. Whether the university management has good or bad news regarding salaries, efforts should be made to have a communication made instead of leaving the staff to generate their own communication which may be misleading and could taint the university image, out of being left in suspense.

The study results further showed that there is a gap between the different generations of teaching staff that characterises the different needs and approaches. The communication between the teaching staff from different generation categories was wide, and this hampered any would-be progress. Participant P2FDE stated:

There is also [a] need to unite the generations as a university; the teaching staff is characterised by multiple generations ranging from millennials, Generation X's and Generation Y's as well as we who are the Boomers. We all have different interests, and we also react differently to different situations, so the management has to devise a means of harmonising generations since some of the emotional discharges are mainly sparked by the communication Gaps between

different generations aspects of senior lecturers. For example, a relatively aged senior lecturer in his early sixties would love to be respected by a younger senior lecturer in his thirties. And this respect would be demonstrated in the way the younger would communicate with the aged senior lecturer when needed.

Open contact with teaching staff can usually be used as a tool to improve employees' work drive. Without consistent contact and free access to information, teaching staff may be unable to interpret the information. Stacho, Stachova, Papula, Papulová and Kohnová (2019:392) sustain that a motivated employee applies more creativity through open communication; they can think outside of the box and implement innovation in their workstations. The lack of imagination or creative action is also considered one of the best basic justifications for institutional failures.

(iii) Streamline Institutional Policies/Procedures

The study results show that there is a need to rethink staff development policies for the initiative to serve the intended cause. The results revealed that whereas teaching staff are assisted in developing through pursuing further studies, work overload equally denied them the time to offer their studies the attention such studies deserved. According to Participant P2LC:

Workload pressure should be managed through favourable staff development policies or procedures that can ensure a real development of a teaching staff [member]. A teaching staff [member] should not only be supported by paying fees for him or her to a university in the country or outside the country to acquire certain specialised knowledge or a skill in the form of development but also consider a reduction in load expectations from the university administration. Otherwise, if it's not done that way, there will be an overload to the side of the lecturer and will certainly be a major contributor to the lecturer's failure to accomplish the studies on time; to fulfil the institutional intentions of developing such a teaching staff [member]; and will ignite more exhaustion that comes with failure to achieve a certain target.

The results further suggested that as a burnout management strategy, the office of the deputy vice-chancellor for academic affairs and or the teaching and learning directorate should operationalise communication about teaching hour allocation, ahead of time, to allow the teaching staff mental preparation. Participant P8LA stated:

The director in charge of teaching and learning, as well as the timetable officers, should ensure that timetable management is done in advance, to allow proper planning by the teaching staff. It's always good to be psychologically prepared to handle both quality and quantity and where that preparation lacks, then there will be a lot of weight on one's mental capacity. It is always good to know how many teaching hours one will have in a given semester.

Further still, the study results suggested that teaching staff and students, as stakeholders and victims of policies and university procedures, should also be granted an opportunity to add a brick to the formulation or review of the policies which will act as a buffer to the stressors arising from the implementation of such procedure. Participant P7SLB opines:

The university management should ensure that there are opportunities given to students and staff to be part of the policy review and formulation to allow a free contribution of procedures which will later be implemented by the staff. There should also be a method of feedback out of teaching staff evaluations, as well as bridging the policy communication gaps between staff and students, then university administration and staff. This will go a long way in managing the stressors and consequential burnout associated with the same.

The study results further reveal that there is a need for a strategic move to kill monotony through a reduction of teaching staff's physical presence or appearance. Prospects such as blending of courses or open distance learning should be explored to manage burnout arising from disruptive students' behaviours. According to Participant P6LB, this would reduce the physical interface between students and teaching staff:

The university management should reduce on the physical engagement of senior lecturers, as most of the engagements that require their physical appearance is actually the usual business, and so monotonous and or boring in nature. Blending of university courses to kill monotony, holding Zoom meetings, Skyping or meetings that can be attended to without physical appearance of the senior lecturer could be thought [of] as an alternative, in order to tap into their expertise without their physical availability which generates emotions. In addition to reducing the direct interface of the female students who happen to be more disruptive and irritating.

Teaching load, in terms of contact hours, from time to time, need to be streamlined and revised to serve the needs of teaching staff and the university. The results indicated the need

for a policy guideline to eliminate overload elements among teaching staff arising from a random distribution of the teaching load. Participant P5LD suggested:

Under normal circumstances, no lecturer should teach sixteen to twenty course-units. That should stop as it overloads the lecturer, who also fears for the security of his or her existence on the job. Whereas they are minimising costs, there is a serious compromise of standards and leads to mental sickness to the lecturer; hence leading to burnout. All opportunities should be explored to benchmark with other academic institutions to set basic standards teaching hours manageable by the teaching staff.

The study results further suggested that there was an urgent need to sensitise faculty and departmental supervisors, principals and director's basic office operations and teamwork. The results indicated that this would go a long way in facilitating the support needed by their subordinates. According to P1LA:

The supervisor-subordinate relationship also needs to be repaired to support department and faculty business as well as freedom of expression. Our supervisors tend not to be supportive in a way that they are not available. However, they are empowered to transact business on behalf of the institution with considerable decision-making latitude. But their failure to be available at the time they are needed in addition to their failure to delegate responsibility to another team member is an indicator of a struggling relationship that needs repair to add production to a university department.

The study results further suggest that the university's regulatory body needed to step up its role of ensuring quality in operation standards regarding general employee/human resource management procedures to ensure that oppressive employee elements responsible for generating emotionally charged feelings were dealt with accordingly. Participant P1LD stated:

The government and university regulatory bodies, in this case, the National Council for Higher Education institute and follow up quality assurance standards that can frequently harmonise standards in these privately-owned universities. There should be a confidential check into the operations of certain universities, especially personnel-related procedures. There is [a] need to know what actually happens on the ground other than what is told to them in the media, and magazines. This will help to improve the services of a Ugandan based university

and the employee protection in the university as well as reduce burnout arising from such procedural challenges.

Further suggestions from the results indicate the urgent need for universities' set structures to reduce institutional politics and its consequences. Participant P4FDB believes that once structures could operate, then elements of selective implementation of university policies to serve selfish interests would be eliminated, which would restore confidence among the teaching staff. Participant P4FDB stated:

The university management should also empower university structures to function, which will eliminate elements of institutional politics. Transparency of university officers, the Reverend Fr. and Sisters should be stewards in that, for example, when an evaluation of a senior teaching staff is made or assessed to be a positive in the presence of the teaching staff. Then it should not be reversed to a negative in his or her absence this is one element confidence could be restored among teaching staff in the process of managing emotionally charged feelings.

The study further suggested the urgency of continuous and frequent policy sensitisation drives within the universities aimed at informing newly recruited university teaching staff and reminding the old existing staff of the policy guidelines for university operations. A major step towards managing burnout arises from fighting ignorance of set university procedures. In that direction, Participant P6SLE revealed:

The university management needs to do wide consultations in the process of enacting policies. There is need to do a lot of dissemination and sensitisations on policy-related guidelines and issues, and this should be a continuous activity and or service to the senior lecturers. The fact that senior lecturers are recruited frequently from time to time, chances are many that some senior lecturers who may be new to the staff could have no idea about the existing policies and procedures through which duties are executed.

Further suggestions are that some incredibly old policies should be revisited. The fact that several participants pointed towards deadline pressure arising from policy procedures, the participants suggested that a comprehensive review of some of the academic policies could go a long way in managing work-related pressures. Participant P2SLA similarly stated:

The university's academic management needs to revisit the policy guidelines associated with marking- and results-submission. There is need to rethink the time period the scripts are expected to be marked and results submitted. Such a time period needs to be restructured based on the students' numbers. Therefore, the examination scripts a senior lecturer is expected to mark and submit the results; bigger numbers need or require more time as compared to the small numbers, and expecting results at the same time will only create panic and misrepresentation.

As a policy review suggestion, the study indicated that in situations where research students are allowed to identify their preferred research supervisors, based on their competence to offer constructive guidance to their research and their expertise, would help in managing the supervisory generated burnout arising between teaching staff and a student appointed for supervision. Participant P8SLA stated:

The university should allow students to identify their own supervisors instead of being allocated unserious students who have not done extensive reading about their preferred research topics. The senior lecturers' research profiles should be placed on the university websites to enable students to identify experts in the areas they would wish to conduct studies, and then they contact their prospective supervisors about their research plans themselves.

The study results further suggested that universities ought to outsource recruitment services to guarantee that they were attracting the right candidates to fill up teaching staff roles. The results also indicated that this strategy would eliminate the conflicts of interests which had previously ended up into hiring employees not technically competent to offer a good service. Such a strategy would eliminate burnout arising from knowledge gaps between teaching staff. In that regards, Participant P4LD stated:

The university should entrust external recruitment agencies to conduct recruitment exercises on its behalf to avoid conflict of interests and the hiring of relatives who end up into the teaching profession not because of competence but because of their relationships with the hiring officers and or top management.

Additionally, Participant P4SLC suggests that payment procedures and guidelines within the university need to be refocused and communicated to teaching staff. The study indicates that

such a strategy would help in managing payment misinformation among teaching staff and enabling the university management to stick to the communicated payment policy guidelines:

The university management needs to streamline its payment policies and procedures and ensure that these are revised from time to time, depending on the available circumstances and well-communicated to the senior lecturers. This will avert the pressure that comes with miscommunication of policies and procedures to the senior lecturers, which will ensure service with diligence as well as emotional comfort.

The study findings noted that following the amount of stress generated from lecture's teaching space and the consequential burnout from lecturing in such rooms through the semester, and failure to align students' numbers with the appropriate lecture rooms, there was a need to expand space or recruit according to available space. Participant P2SLC discovered:

Efforts should be put in place by the university to expand the lecture rooms or space for conducting lectures, as well as aligning students' numbers or lecture room to the lecture room size. This will eliminate irritabilities and discomfort that comes with allocating a big group of students to a very small lecture room size that cannot allow teaching and learning/group interactions to take place with ease.

(iv) Timely Payment of Salaries

Appropriate remuneration and payment of teaching staff salaries were suggested by the study results to have a bearing on their burnout. The results that different participants, such as P6LC, P2LB, P1FDC, P2LE and P1FDE, presented all indicate that employee remuneration needed to be attended to in managing burnout among teaching staff.

Consistent with the study results, the ERI model, suggested that there should be an equal exchange which motivates all social life relations. Subsequently, perceived effort invested by the teaching staff at a university should be equally aligned with the salaries and allowances, esteem and job security received as rewards (Chen, Peasey, Stefler, Malyutina, Pajak, Kubinova, Chan, Bobak & Pikhart, 2016:1254). In this manner, the absence of this exchange will threaten the teaching staff's self-esteem and self-efficacy since the situation provokes emotional fatigue, exhaustion, and anxiety.

According to Participant P6LC's observations, the universities should endeavour to pay employees in time and at the same time. As the study results suggest, both full-time and part-time staff contribute to students' academic success and therefore payments needed not to be based on staff category since both staff categories shared the impact on the institution's success:

Timely remuneration, to me, once the payments are made uniformly in time, then that will automatically put burnout at bay. The challenge comes when we are all required to enter the classroom and attend to students, even the head of quality assurance follows you up to be sure that you are teaching as expected the prescribed course, but only to pay full-time staff month[ly] and leaving the part-time staff to wait to another date; sometimes in another two months. There is a need to be consistent with the service delivery if we are to guarantee consistent results. The inconsistency through remuneration affects emotions greatly.

Just like these arguments, Participant P2LB suggested that salaries could potentially generate worries, especially when they were not paid in time. Universities should, therefore, be consistent with implementing such payments to guarantee consistent employee results. Participant P2LB revealed:

Salaries should be set aside and paid timely. Teaching staff salaries should be made uniformly in time to settle employee worries. Consistent teaching, learning and research can only be guaranteed with a consistent remuneration in order to determine consistent results. The inconsistency through remuneration emotionally disconnect employees, killing their morale. Further here, salaries need to be mindful of the changes in the costs of living.

Observed in these expressions is the failure to timely receive an expected physical resource may affect resources with a structural element such as good health, and work status; permitting control of resources with a personal element such as self-efficacy, self-esteem, and the acquisition of other resources like occupation skills. Bear in mind that resources can be taken to be entities, situations, and individual dynamics that one can appreciate for existence, openly or ultimately (Berkant, 2016:123; De Witte et al., 2016:20; Moalosi & Forcheh 2015:3), as explained in section 2.3.2 in Chapter 2.

The results, as Participant P2LE indicated, further suggest that an alternative income to the university is a major step to harmonising teaching staff salaries and is the way to go:

University administration needs to step up to the many challenges the senior staff are going through expanding of the university income to cater for the staff remuneration which is later responsible for the motivation and results needs to be well thought. The payroll setbacks and stress need to be corrected to be able to support the wing responsible for results in the university.

The study results further suggest that to arrive at a motivational compensation strategy specifically concerning research supervision, universities need to implement a pay package good enough to increase and or boost teaching staff's energy resources. Participant P1FDE revealed:

Efforts should be made to benchmark with other higher education institutions in the region in terms of remuneration of research supervision. This will enable the university to structure friendly research procedures and policies as well as remuneration to motivate the senior lecturers involved in the research to continue working with minimal complaints.

The suggestions arising from the study are further supported by the COR theory, as indicated in section 2.3.2 in Chapter 2, which suggests that the employee perception of risk to their valuable work-related resources such as salary, leads to stress and consequential burnout. Teaching staff dedicating energy and time to marking examination scripts of a colleague without compensation is perceived to be a stressor risking their valuable resources and leading to burnout (Halbesleben et al., 2014:1336).

(v) Employee Assistance Programs

The study results suggested that there should be programs intended to assist teaching staff and other stakeholders in managing burnout arising from their work environments effectively. As Participant P6LA suggests, novice lecturers should be the first beneficiaries of such mentorship programs as an orientation into their teaching profession. Such programs should be well-structured to equip teaching staff with robust skills on how to manage their work environments. Participant P6LA suggested:

There should be serious colleague mentorship of novice or young lecturers. For instance, when one joins a university and has not taught at that level before, there should be sessions where expectations are communicated, such as minimum standards, training on certain activities, institution culture. Since new staff don't always be fast to ask certain questions than old ones, just because they are new in the environment. A new staff is usually challenged by something small, and they normally don't ask a colleague for fear of being misinterpreted and doubted.

Abdullah, Sipon, Nik Nazli & Puwasa (2015:60) also sustain the logic embedded in these arguments and maintain that in the employee-work context, personal communication and observed social support could protect teaching staff from burnout, given its significant optimistic impact on stressors. Nevertheless, the extended mood of burnout among teaching staff increases the moment relations with co-workers and colleagues at different levels and in various statuses start to tense. Similarly, the absence of supervisor and colleague support at the managerial level of the university has the potential to boost the burnout pattern in any given work environment.

Universities further need to assist their teaching staff in acquiring higher qualifications to be able to gain academic confidence in managing their work environments. This practice will go a long way in protecting the teaching staff challenged with such knowledge gaps and confidence that comes with the acquisition of such higher-level qualifications. In the words of Participant P3FDC:

The university should further explore ways of educating its staff to acquire more advanced or highest levels of qualification such as doctorates in various fields, in order to manage the understaffing and people who can handle the busy university pool of academic activities such as research and, teaching and learning. Scholarship opportunities should be thought about the current teaching staff as another alternative supplement to pay in order to motivate the workforce.

These results are sustained by earlier studies about service professionals such as Robert et al. (2015:77) indicating that job resources significantly include prospects that could potentially shield the employee against job demand effects such as stress, as mentioned in section 2.3.3 in Chapter 2. Resources, to qualify as job resources, should be able to counter and reduce job demands, realise work aims and reduce related emotional and physical expenses. Positive

social contact among faculty associates can act as shock absorbers against emotional demands.

The study results further suggested that teaching staff should be granted rest days. Participant P4LB suggests that management schedule rest days to ensure that daily university business is not affected. This rest day will enable teaching staff to regain lost resources to allow them to be refreshed the next day. Participant P4LB suggested:

Senior lecturers should be granted a full day or two off their work to enable their bodies to regain the lost energy resources. This could be through a mandatory strategy of creating rest days scheduled by the university management to every teaching staff to take off a day every [...] two months.

The study results further suggest the need to extend social support to teaching staff with emotional struggles, for example, those that have lost their loved ones or with sick family members. Accordingly, such a phone call or text message of encouragement could go a long way in encouraging the struggling teaching staff member. As Participant P2FDA indicated:

There is need to offer social support to benefit the senior lecturer. This will go a long way in addressing emotional issues that could later turn into psychological fatigue to the teaching staff. For instance, if a senior lecturer loses a beloved one, or gets an accident and is bedridden, the attempt to visit such a senior lecturer and or give him or her a call and talk to him or her in a caring and courageous way is an element that is not included in the physical contract such an employee could be having; but of extensive support emotionally to give courage to such a senior lecturer, hence managing would be psychological strain. If a head of department and or a supervisor provide such psychological contract to an employee that will boost the morale and energy to continue serving such an education institution.

In line with the results, Choi & Kim (2015:584) guides that the consequences of continuously connecting with individuals imply emotional harmony in confiding in and supporting each other. Similarly, social support responding to and regulating demanding circumstances and decreasing likely unwanted pressures in teaching staff's daily affairs helps mental harmony. Further, the results suggested that the university management as stakeholders in teaching staff's affairs ought to be trained in detecting early warning signs of stressors that would later turn into burnout among teaching staff. It is assumed that once a sign is detected, strategies

should be implemented to address it immediately to avert would-be consequences to teaching staff and the entire university. As suggested by Participant P3FDE:

The University management stakeholders such as the human resource manager, the finance and administration deputy vice-chancellor and the one in charge of academic affairs, faculty deans and heads of departments should be trained or sensitised on how to identify early warning signs of burnout and be equipped to address them as soon as they show up. Teaching staff need to be contacted before their departure from the university service, and there should be open discussions with the management together with the teaching staff.

The results observed that failures to progress academically through successful submissions to publications lead to teaching staff suffering emotional fatigue. Efforts should, therefore, be made to offer mandatory, extensive, hands-on training to teaching staff on how to develop successful publications. Participant P5SLB stated:

[The] majority of the teaching staff, senior lecturers inclusive, are also failing to publish and now are strained by the prospects of perishing; and leaving to the challenges of the university teaching profession. Therefore, the university management can offer rigorous and extensive training to staff on how to develop and publish academic papers and journal articles ...

In line with these arguments, employees confronted with shared aims tend to work together, sharing the available resources to accomplish designated tasks. Such shared resources include but are not limited to the time that a senior colleague and research and publication expertise can offer a teaching staff member as a resource to train other teaching staff in the same situation (Kimber & Gardner, 2016:225).

The study results further suggested that there are gaps among the teaching staff that can only be filled by offering certain customised training like emotional intelligence and other soft-management skills to teaching staff to enable them to cope with work-related situations where emotions take centre stage. In Participant P3FDB's guidance:

The university administration welfare department and the human resource or training and development departments should organise emotional intelligence training intended to equip senior lecturers with soft control and management skills; to be able to survive and regulate

their emotions generated from their daily duties in their work environment. This training will go a long way in helping many of our colleagues who by the nature of their roles, get emotional and need to manage their emotion.

The study further suggests that support groups need to be initiated an empowered at departments or faculties to constantly and continuously interact with the teaching staff to identify challenging situations that could be antecedents of stressors that could even lead to burnout. Participant P3SLC guided:

Support groups at the university level should be put in place to frequently come together and discuss issues and challenges senior lecturers are facing in the process of executing their duties. Such groups may be faculty-based, or department-based or even may be organised with a variety of individuals even from the top management.

The study suggestions also entail the establishment of mentorship programs between professionals and non-professionals; experts and novice teaching staff; which would spearhead the exchange of ideas and sharing of work-related challenges generated at the workstation. It was hoped that this would eliminate or reduce the stressors that could later turn out to be emotional challenges to the teaching workforce. Participant P1SLB directed:

Mentorship programs should also be established between professional educators and the non-professional; the trained teachers and the non-trained; the experienced and the fresh recruited senior lecturers; intended to build gaps of professional relationships between students and senior lecturers. Such groups can support the senior lecturers in terms of exchange of ideas and or challenges arising from the workstation-student-senior lecturer interactions, among others.

Identical to this result, McTernan et al. (2016:3-4) and Shankar and Kumar (2014:269), as indicated in section 2.3.2(c) of Chapter 2, uphold that building a conducive and supportive atmosphere in a university together with a guaranteed supportive work environment goes a long way in reconciling undesirable emotional pressures and psychological disorders.

The study results further highlighted the need for departmental heads to consult with teaching staff about their physical and emotional availability to handle certain teacher-related roles prior to allocation. Participant P2FDC hoped that this would eliminate the pressure that came

with workload overload to some teaching staff and underload to others, yet they would have avoided it. In Participant P2FDC's statement:

The heads of departments should always consult senior lecturers on matters of teaching load, ahead of time before allocating it to them. There is a need to constantly involve the senior lecturers in drafting the data forms and teaching load and or timetable. A discussion forum between the senior lecturer and the head of department needs to take place. This will reduce the pressure that comes with allocating the senior lecturer subjects and or load that he or she is not comfortable with.

Selvarajan, Singh and Cloninger (2016:40) in support of these suggestions, as indicated in section 2.3.2(c) in Chapter 2, sustain the ideology that social support is considered a significant private resource to deal with emotional disorders and plays an active role in the burnout process. Teaching staff who perceive supervisory support frequently focus on the problem to cope.

Participants P4SLA and P6SLA revealed that as a burnout management strategy, the university management needs to retool its teaching staff's ability to use modern technology and provide professional counsel to ensure that they embrace the technological drive. Such assistance was expected to reset teaching staff's minds to appreciate the relevance of such technology in their work settings which would later enable them to cope with their work demand:

The university management needs to train its senior lecturers [about the] modern approach, especially with technology. [The] majority of the senior lecturers are computer illiterate, yet their roles require them to be modern and compatible with computers. So, it should be frequent and continuous for the management to organise mandatory assistance training to all the senior lecturers in order to manage the challenges senior lecturers encounter resulting from technological incompetence and gaps.

Consistent with this result, university support successfully moderates the emotional pressure by defending workplace contentment from the outcomes of burnout, as indicated in section 2.3.2(c) in Chapter 2. In this case, support generated at the university level strengthens

teaching staff's satisfaction and ultimately boosts work contentment (Selvarajan et al., 2016:40; Choi & Kim, 2015:584).

Similarly, Participant P6SLA suggested that the assistance offered could be programmed and made permanently available in the work environments of teaching staff to attend to individual work-related challenges:

The university should also support the senior lecturers with ICT faculty-based assistance programs as well as processes regarding the use of modern results management techniques and or the MIS. There should be permanently assigned technical persons to faculties to ensure their availability when needed by any senior lecturer in the process of managing students results such as examinations and coursework.

According to Shankar and Kumar (2014:270), the impact of burnout on teaching staff's job contentment has been protected by the strong support, but a weak presence of workplace support at the university has been linked to controlled stress and emotional disorder.

The study results also revealed that support platforms in the form of fellowships should be established at faculties or departments to offer collegial emotional support to burnt-out teaching staff in the form of counselling. In the guidance of Participant ARA:

Not only money but also the emotional support does too much. Platforms intended to support the weak colleagues should be put in place. There should be efforts at the institutional or departmental level intended to team up senior lecturers on the basis of weak versus strong ones. This colleague support can solve a lot of individual inabilities that are responsible for the depressions among senior lecturers. And if they are dealt with, much can be achieved.

The study further suggested that as a burnout management mechanism, the university management should not stop at issuing employee contracts but also customise an employee assistance program in the form of financial literacy to enable them to value every earned penny and spend it wisely. This assistance will likely enable teaching staff to effectively manage their expenditures and or even avoid unnecessary loans from banks and money lenders, later turning out to be sources of stress and emotional fatigue. As stressed by Osman, Madzlan, and Ing (2018:60), there appeared to be a specific psychological pattern among

persons with extra financial expertise, enabling them to make specific financial choices that result in increased rates of financial health. In Participant P3FDA's guidance:

Financial literacy. The university management needs to commission an employee assistance program where it educates its employees on how best to manage their finances in order to avoid unnecessary expenditures. Many senior lecturers need to be educated on how to leave within their financial means, which will enable them never to strain themselves in absence of finances. In addition, senior lecturers need to be taught how to venture into other income-generating avenues to supplement their salaries, but the university should step up with regulatory mechanisms to regulate individual money lenders on the basis of stress and burnout management.

Limited exposure to personal money management skills constrains personal monetary practices and, consequently, may trigger financial difficulties resulting in lower financial health (Osman et al., 2018:59).

The ideas of Royce, Davenport and Dahle (2019:237) further support this revelation. According to these experts, the progressively well-defined exhaustion crisis among educators is probably an overly complex framework, but related forces in individual economic factors are, among others, debt burden. Hence, good financial health will promote personal and professional freedom and reduce burnout- and related stressors. For practitioners at the early stages of their career, the essential principles of good financial viability entail complete debt management.

5.3.5 Document Analysis

As indicated in section 4.6.2(c) in Chapter 4, the researcher analysed data from paper and computerised university documents that offered an understanding of teaching staff's work experiences, among others, academic policies, annual reports, charters, minutes of meetings, timetables, student handbooks, first-person accounts (Adom, Yeboah & Ankrah 2016:4). Through document analyses, the study explained teaching staff's unknown reality and interpreted it for public consumption. Document analysis includes integrating coding content into themes, like the focus groups and individual interviews (Cleland, 2017:66; Adom et al., 2016:4).

The document analysis silently supplemented the focus group and individual interviews in the study and offered a structured analytical framework for obtaining value from textual evidence. The quest for underlying meanings, themes and patterns was the focus of this emergent process. The interpretative method was both sequential and reflective as the researcher shifted between creating definitions, measurement, collection, analysis, and interpreting data (Wood, Sebar & Vecchio, 2020:457).

A careful review to identify the most important documents for this research included a consideration of multiple sources or forms of triangulation documents to obtain a broad overview, the content of the documents and the facts they provided. The chosen documentation regarded not just as passive ‘informants’, but also as shaping teaching staff behaviour (Wood et al., 2020:464).

From the analysed documents, the treatment reflects potential burnout aspects identified in the document content.

(a) *Absence of Resources*

Regarding the corpus selected from the internal memorandum, *Salaries for April 2020 and Subsequent Months*, the author of the memorandum from the university code-named UNIB (UNIB, 2020b), cautioned employed teaching staff of using money sparingly as there was a likelihood of no salaries for April and other subsequent months, which all pointed to the absence of financial resources. In line with the analysis, Gordon et al. (2015:49), sustain that job resources offer additional motivation to quicken actions. Therefore, resources, once available, will enable employees to realise work aims.

... This message seeks to caution and implore all of us to use money sparingly since there is no likelihood that salaries of April and subsequent months will be available given that University derives all its revenue from students ... (UNIB, 2020b).

Another observation further strengthens this analysis, as highlighted in the *Institutional Self-Assessment Report (2010-2019)* (UNIE, 2020:45). According to the report, there was an outcry from teaching staff in university code-named UNIE about salaries that were fixed

without any form of adjustment to cater for the increased cost of living. Here the report cited four years without increment – a clear indicator of insufficient financial resources:

4.11 Staff Remuneration and Rewarding ... however, there is across the board outcry from ... staff that the salaries are so fixed, no salary increment has been done for the last four years, and the salaries themselves are quite low as compared to other institutions in the same business category. This de-motivates staff (UNIE, 2020).

Similarly, through email correspondence, an authority mandated to communicate to employees in an email with the subject, *Payment of Salaries to all staff* (UNIE, 2018b) demonstrated an absence of financial resources. One can easily observe that the university code-named UNIE, had suffered setbacks with its finances to the extent of delaying the payments:

As we may all be aware, we are currently experiencing some challenges in meeting our basic financial obligations. Although the CFO and her team have worked tirelessly to click the February salaries, we may have to wait just a little while for the March click. Management, however, wishes to assure each one of us that everything humanly possible is being done to streamline ... operations and help us get back to our comfort zone. With God's help and our collective efforts and hard work, we'll definitely get there (UNIE, 2018a).

The institutional report university code-named UNIE (UNIE, 2020:60-62), shows that the university has its biggest percentage of income derived from tuition. In the absence of students, therefore, tuition could hardly be collected, the university operations and more specifically capacity to remit teaching staff salaries, could hardly be possible. The report further clarified that as long as it derives 75 per cent of its income from the tuition, then its financial health was in jeopardy.

Over the years, the major sources of income ... is Students' Tuition ranging from 80% to 94% of the total income of the University between 2011 and 2017 ... according to NCHE (2014) capacity indicators of the Financial Health of an institution, over 75% of income derived from tuition is an unacceptable standard. It will be noted from ... income trend that since 2011 to 2017 our range is between 80%-94% this is unacceptable (UNIE, 2020).

In the same understanding, the institutional report (UNIE, 2020:107-108), further revealed that university code-named UNIE was challenged with motivating its staff since a low remuneration of staff was accepted. The report also indicated that a gratuity entitlement for all staff, those in the teaching category inclusive, had been scraped off due to absence of sufficient resources to sustain it, and finally due to other obligations elsewhere, teaching staff's performance was compromised. The researcher observed that a later drop in teaching staff's performance due to part-time roles elsewhere could have been ignited by the lost teaching staff-financial resource arising from the scraping of the gratuity entitlement, as indicated in the report extract:

... low remuneration to staff that does not motivate them to be committed and dedicated in their work. Many of them have part-time jobs elsewhere, and this affects their performance and the quality of services offered ... the recent scraping of gratuity entitlement for all staff. This had earlier been provided for in the Human Resources Manual ... depends to a greater extent on the income raised from tuition. This is insufficient to cater for the numerous needs of the University. Though the university recommends staff for scholarship, it lacks the funds for Staff Development (UNIE, 2020).

Consistent with this analysis, as indicated in section 2.3.3 in Chapter 2, earlier studies of service professionals reveal that job resources significantly include, among others, prospects to advance professionally and explore new talents which could potentially shield the employee against job demand effects such as stress (Robert et al., 2015:77).

The institutional report (UNIE, 2020:107-108) further strengthened these analyses. The report indicated that due to insufficient financial resources, the university code-named UNIE was still challenged with infrastructure and facilities not proportional to students' numbers. The argument expressed in the extract, have significant pedagogical and andragogical emotional implications to teaching staff.

Limited infrastructure and facilities, especially room space for teaching and learning, which has affected the increase in number the full-time students ... the insufficient build-up of practical skills among the students ... fewer computers to run the practical subjects. Several PCs in the labs are not functional (UNIE, 2020).

Furthermore, according to the *Statute on Academic Promotion 2007 – Promotion of Academic staff* from university code-named UNIA (UNIA, 2012), teaching staff were required to have contributed to scholarship with a minimum of three new scholarly article publications in internationally recognised journals in the area of academic expertise, further demonstrating reasons why teaching staff report an absence of self-efficacy resources frequently arising from failure to meet this mandatory requirement. Self-efficacy according to Garcia, Escorcia and Perez (2017:107) as indicated in section 3.2.10 in Chapter 3, replicates a personality propensity to assess employees and teaching staff in this context as capable of positively influencing one's atmosphere and achieve objectives through conditions and domains of life. At the same time, self-efficacy with its roots in resources theories such as the social cognitive model has been documented among significant negative emotional exhaustion predictors (Kose, Kose & Avci, 2017:226).

... statute on academic promotion to the rank of ... published at least three new scholarly articles in internationally recognised journals in their area of academic expertise...contribution to scholarship with a minimum of three new scholarly article publications in internationally recognised journals in the area of academic expertise since promotion to the rank of senior lecturer or at least two articles and two book chapters or a book in one's area of specialisation (UNIA, 2012:7-19).

In line with these arguments, Jeung et al. (2018:190) believe that teaching staff self-efficacy denotes to the belief in the teacher's capacity to yield anticipated academic results. Employees such as teaching staff, diagnosed with generally low self-efficacy are prone to emotional exhaustion and depersonalisation as compared to those with extraordinary self-efficacy. These arguments come because of constant worries, interpretation of unclear circumstances as stressful and understanding demanding circumstances academically as risky rather than positively challenging (Lauermann & Konig, 2016:10).

This analysis agrees with arguments reflected with Participants P2SLC, P7LE, P1LD, P2LC as contributors and Participants P3FDC, P8LE, P2FDB, and P5SLB followed by Participant P3LE and Participants P3SLE, P3LD and P5FDA, respectively.

(b) Job Insecurity

According to the *Internal Memorandum to All Staff-References* as ‘differ of salaries’ job elements, insecurity manifested when the management of university code-named UNIC communicated its inability to pay staff salaries effective in April due to the country-wide lockdown. Consistent with the analysis, job insecurity, according to Shoss et al. (2018:112) denotes to a job level psychological stressor triggered by work-related situations that reveal the employee perceptions of possibilities of losing the job:

The purpose of this letter is to inform all staff members that following the extension of the closure of education institutions due to the Covid-19 disease, Management will not be able to pay salaries beginning this April 2020. You will note that the university depends on cash flows from student tuition and given the fact that they are all away locked at home; the university cannot raise any funds to pay staff salaries and other essential items. The salaries will hence be paid as and when the funds are available (UNIC, 15 April 2020).

From this analysis, it is observed that when the employer communicated that salaries would be paid as when funds are available, then that implies that the purchasing power of the affected teaching staff is directly impacted. Emotional fatigue is bound to occur if funds continue to be unavailable (Jimenez et al., 2017:27).

Similarly, further aspects of job insecurity manifested in an ‘Internal Memorandum – to all staff references as ‘Suspension of Contracts’ of university code-named UNIC. From the analysed extract, whether contingent or precarious, the work environment revealed a very clear image of job insecurity sending the teaching staff, among other employees into a state of panic and risky engagement is characterised by open or hidden lack of stable or continuing service contract as indicated:

That notwithstanding and coupled with all the financial challenges that the university has grappled within the recent past, ...the university secretary on the 15th of April 2020 communicated to the members of staff deferring payment of the April salaries as the university lacked funds... In light of the above, the following resolutions have been made; That all staff employment contracts be suspended effective the 1st day of May 2020 for the duration of the closure of the contract ... that since all members of staff employment

contracts shall be suspended; none shall be entitled to any salaries throughout the duration of the suspension (UNIC, 18 May 2020).

Jimenez et al. (2017:29), in support of this analysis, argues that teaching staff in risky professions are exposed to uncertainties in their jobs with generally no control over their future salary opportunities and limited rights over their work. Therefore, the two employment uncertainties, i.e. chronic job insecurity and prolonged job instability reflected in the analysis, are closely related to emotional wellbeing.

Job insecurity further reflected in university code-named UNID, service contract titled, *Human Resource Department: One-year Undergraduate Teaching Contract: Main Campus*. According to the contract component, the teaching staff signed well-knowing that it could be discontinued by the employer at the employer's discretion if he or she deemed it fit to do so. Additionally, the labour rights, as reflected in employment activities such as gazetted public holidays, annual leave, maternal leave, not mentioning paternal leave, were conditioned. To add salt to injury, the teaching staff signed the contract bearing in mind that in case of issues between the contract parties during the contract tenure, the teaching staff accepted ahead of time to settle the issue outside the courts of law. The job insecurities reflected in the contract extract further replicates uncertainties which were a strain response which leads to draining teaching staff resources. According to Blom et al. (2018:49), such circumstances triggered undesirable, emotionally charged responses leading to employee burnout.

Terms and conditions of service ... the contract can be discontinued by the employer or the employee, on a notice of one month from either party in lieu of the relevant considerations. But this clause does not apply to gross misconduct cases ... Public holidays, annual and maternity leave shall be granted as applicable to situations ... In case of disputes, the parties to this contract agree in advance to settle their issues out of court, before proceeding to courts of law in Uganda for final resolution (UNID).

In this analysis, insecure teaching staff observes the risk of losing their employment, which risk is a consequence known as a primary appraisal. On the other hand, the unclear future employment complicates the process of evaluating management approaches necessary to resolve the uncertainty, which qualifies it to be a secondary appraisal (Blom et al., 2018:50).

This analysis further measured to what Andela and Truchot (2017:277) refer to as distributive injustice. From a wider perspective, the organisational justice method as indicated in section 3.2.2 in Chapter 3, looks at unfairness or injustice as a major stressor and burnout specifically if one of the immediate responses is perceived unfairness. Additionally, organisational justice indicators, as suggested by scholars, include procedural, interactional, and distributive. Afzali et al. (2017:238) argue that distributive Fairness evaluates the observed justice of the result of the processes within the educational institution and the outcomes. In contrast, procedural justice deals with the objectivity in the techniques of decision-making and allocated outcomes, especially with accuracy, unbiasedness and with consistency.

Teaching staff threatened by unfair distributive situations, observe a discrepancy between their input and outcomes. Subsequently, this confrontation can be called a reciprocity deficit and is responsible for a series of undesirable consequences, including strain among teaching staff.

Job insecurity received a wider coverage in the documents analysed the last one being an “Internal Memorandum Issued electronically to All Staff entitled Performance of Contracts of Employees during the Covid-19 Pandemic” the memo highlights a salary decrease from 100 per cent to 75 per cent for May only, for emphasis, the word Only was bold in upper case contrary to the employee’ expectations. The analysis drawn from the implications of the memorandum included but not limited to the low task; absence of resources; occupational loneliness; distributive injustice which are all aspects of job insecurity capable of generating emotionally charged feelings.

Similarly, Blom et al. (2018:50) argue that just like an exchange of costs and results, rewards, and resources define the teaching-service relationship, this framework is typical of teaching staff’s institutional relationship. Similarly, Wege, Angerer and Li (2017:2) maintain that the job of teaching staff is a resource while job uncertainty can be considered as a reward in return for the effort given by the teaching staff. Subsequently, Sakakibara and Endo (2016:176) uphold that teaching staff threatened by the loss of their jobs are expected to concentrate on the amount of their invested energy and the received outcome (input-output ratio). Hence prone to evaluating the nature of their relations with the educational institution.

The management of ... has taken into consideration the current and very unusual circumstances. Thus, and after a lot of thought ... The following are the measures to be put in place for the abovementioned purpose: ... will pay salaries for the month of May 2020 only, to all members of staff on Full-Time Contracts of Employment! Full-Time Members staff at the rate of 75% (seventy-five per cent) of what is due to each one of them under their respective Contract(s) of Employment (the Contracts). This is all the University will be able to pay (UNIA, 2020:3).

In the same analysis Sakakibara and Endo (2016:176) and Elenko, Makikangas and Stride (2017:858) sustain a belief that physical ways of measuring an unbalanced relationship in terms of teaching staff-institution exchange include a breach of a perceived shared responsibility between teaching staff and the institution. This psychological contract denotes teaching staff's establishment of shared beliefs about their roles as teachers and their claims regarding payments for their effort (Shoss, 2017:1916):

(ii) The performance of the duties, obligation and responsibilities under the Contracts of Employment will stand suspended effective 1st June 2020. This means that the affected employees of ... will not be required to report to work as there will be no work to do, and in many cases, the obligation to report to work and perform their respective duties will not be ... As such, ...will, during the suspension referred to, stand discharged of its obligations(s) to among other; provide work to its employees and will not be required to pay any salaries to employees in this category ... (UNIA, 2020:3).

Consistent with this understanding, work-related loneliness as expressed in this memorandum in which employment contracts were suspended effective on June 1, 2020, was grounded on interpersonal relationship theories which propose that emotional growth and health is based on an element of connectedness. De Witte et al. (2016:20) similarly contend from a general point of view, as indicated in section 3.2.7 in Chapter 3, that the concept of loneliness or isolation, denotes an employee's opinion of absence in social relationships with the absence of much-needed relationships triggering feelings of loneliness. Social isolation is rooted in the absence of the desired connection with others. The absence of colleagues automatically generates work-related stressors which, if not well-managed, may consequently end up in emotional expenses and burnout. This process of loss of resources is synonymous with the COR theory (Fernet, Torres, Austin & St-Pierre, 2016:48).

To sum it up, observations through the analysis is synonymous with ideas Participants P1LD, P2LC, P4LA and P4LD expressed.

(c) *Distributive Injustice*

Further document analysis entailed an extract from e-mail correspondence with the subject, *Payment of Salaries to all staff* (UNIE, 2018b). The email indicated that there were teaching staff victims without payment and communication about the anticipated financial crisis causing delayed payments to teaching staff were requested. Once extraordinary effort levels are denied suitable or proper rewards, the scenario leads to emotional distress. According to the architects of distributive injustice, stressors arise from perceived unfairness such as being denied communication of delayed salaries as indicated in the email content which leads to reduced expert self-esteem and efficacy (Andela & Truchot, 2017:276). In such circumstances, the increased levels of demand for fairness, as shown in the extract are responsible for increased teaching staff fatigue and exhaustion:

Am praying that this time the consultants will not be forgotten, as they have spent a rough time during this Easter period and last year's Christmas. I would also request that communication should always be made in such cases of the financial crisis. We are people who understand and can work accordingly even if the demands of money are not met in time be if informed ... (UNIE, 2018b).

In a similar observation, teaching staff's anticipation of a balanced effort-reward service engagement would be dishonoured once the rewards gained from their service to customers failed their invested efforts to encounter emotional control objectives. Usually, this dishonesty manifested in distributive injustice commonly described to be dangerous to teaching staff's welfare.

A comparable argument revealed that distributive injustice could generate emotional exhaustion, a burnout component, due to intensified self-control demands. Unbalanced interactions activate a situation that stimulates effort to restore unfairness. Consistent with the self-control strengths theory, limited self-control resources are consumed in the process of managing this undesirable situation (Han, Bonn & Cho, 2016:101).

Further evidence, like the ideology expressed in the analysis of the institutional report (UNIE, 2020b:107-108), there was an accepted communication gap among the weaknesses. Teaching staff going through distributive injustice would notice receiving inadequate rewards and receiving timely communication on their invested resources as stakeholders in the university.

“The weaknesses ... include: Management and organisation. There is a communication gap in the flow of information, especially between the institution and the outside world, such as potential students (poor marketing strategy) (UNIE, 2020b).

Chao et al. (2016:157) state that inadequate resource replacement, a discrepancy between resources and resource replacement procedure, will be observed among teaching staff exposing them to worse states, such as job difficulty overstretching and distributive biased relations emotionally draining teaching staff (Martínez-Inigo & Totterdell, 2016:30).

The views expressed by Participants P4FDB, P3SLB and P10LD, then Participants P2LD and P3LB, hold similar viewpoints with this analysis.

(d) Institutional Double-Binds

Aspects of role ambiguity signifying institutional double-binds as observed in the internal memorandum, *Passing on Coursework Assignments and Reading Lists to Students During the Recess Period*, (UNIB, 2020a). From this analysis, it is clear that the memorandum referred to recess, a period in which teaching staff were expected to reach out to students via email to pass on course works, assignments and reading lists, implying that whereas they were expected to be on holiday, they were still be expected to work.

It's in line with this that you are expected to inform respective lecturers in your department to avail students with coursework, assignments and reading lists during the recess through their emails ... Thank you, looking forward to your usual cooperation, wishing you a safe stay throughout the recess ... (UNIB, 2020a).

According to Armstrong and Woloshyn (2017:99), and in line with these arguments, double-bind features include ambiguity which describes doubt about interactive choices and the possible results. Teaching staff experience the absence of a formal method to identify strategy

as negative. Role ambiguity, which occurs when teaching staff's autonomy, responsibilities and work relationships are not clearly defined, has negative institutional and individual consequences such as low employee performance, psychological strain, impaired mental wellbeing, anxiety, and dissatisfaction (Kalkman, 2017:2; Urien et al., 2017:139).

Similarly, role ambiguity suggests that teaching staff have no clear strategies, guidelines or procedures about behaviour, provoking them to create their own guidelines or procedures. Creative teaching staff could use ill-defined teacher-job roles to guard against failure. Subsequently, the impact of ambiguity depends on teaching staff's perception of their ability to handle these anxieties (Hornung et al., 2016:491; Ee et al., 2017:1567).

From the analysis further, the aspects of role conflict manifested in the *Examination Policy Booklet – Guidelines to the Invigilators/ Examiners'* of university code-named UNID (UNID, n.d., 38). In the first place, the regulations required that teaching staff be available whenever his or her examination paper was done. Later the same regulations indicated that invigilator(s) should not read through the examination question paper especially before the commencement of the examination, but did not clarify circumstances where the teaching staff who taught, set the examination. However, the writer was the invigilator who created an aspect of a mismatch.

... It is mandatory for the lecturer to be available whenever his or her examination is done as per schedule ... Invigilator(s) shall not read through the examination question papers, especially before the commencement of the examination(s) (UNID, n.d. 38).

To support this analysis, Ee et al. (2017:1571) and Rovithis et al. (2017:648) contend that work role conflict describes a situation with mismatched hopes or anticipations of how teaching staff should execute their duties and responsibilities. This could include an uncoordinated timetable, counterproductive procedures and directives from supervisors and guidelines or instructions that hinder the teaching and learning process and teaching staff from accomplishing goals (Ebbers & Wijnberg, 2017:1344). This viewpoint is shared by Participants P2SLB and P4SLA, as indicated in section 5.4.2(iii).

(e) **Organisational Structure**

The content of the document, following below, indicates acceptance of structural gaps. The institutional report (UNIE, 2020b:37) accepted that there were human resource structural gaps that could be responsible for the burnout aspects surrounding teaching staff. From the analysis of the extract, it is recommended that more sections needed to be added to the human resource department to cater for staff welfare and recruitment. It could be noted that all the issues identified and reported on by other interviewed participants indicate gaps in the general welfare management of teaching staff.

... It was observed that the HRD needs to create sections within the department with a human resource officer responsible for a respective section. These sections may include: a) Staff Welfare and Recruitment; b) Performance Appraisal and Staff Development; c) Human Resource Records Management ... It is also recommended that the Director Human Resource should provide strategic direction to the Department in terms of policy and overall supervision to make sure that the environment is favourable for staff to give their best to the University ... (UNIE, 2020b).

Identical to this analysis, Bilal and Ahmed (2016:123) argue that the organisational structure illustrates how an institution positions itself, operates and functions. As indicated in section 3.2.11 of Chapter 3, it influences promotional opportunities, communication and integration and makes resources available to employees, safeguarding them against emotional exhaustion, anxiety, depersonalisation and cynicism that leads to employee burnout (Gurianova & Mechtcheriakova, 2015:398).

Additionally, Bilal and Ahmed (2016) argue that the formalisation of the organisational structure refers to the magnitude that tasks, procedures and regular practices are aligned with management's expectations. A formal organisational structure diminishes insecurity and doubt at work; offers employees strategies to deal with challenges, accomplish tasks and manage changes; directs employees' efforts and reduces unclear prospects. The lack thereof causes obstruction, frustration, and confusion and has a direct connection with employee burnout (Bilal & Ahmed, 2016:121).

(f) Hopelessness

The content reflected in the issued internal memorandum (UNIE, 2020a) further created aspects of hopelessness. With the employer communicating to staff on short notice that there was a likelihood that salaries for April and May would not be paid soon, it left the teaching staff emotionally disconnected.

Management informs you that there is no likelihood that salary of April and May will be paid soon, given that the university derives all its revenue from students, who were unfortunately sent home on 20th March 2020 on account of COVID-19 ... I encourage you to continue using all available resources within your means to engage students academically and also ... (UNIE, 2020a).

Thus, emotionally fatigued employees tend to feel less interested, depressed and in work time, detached emotionally (Ghanizadeh & Jahedizadeh, 2016:4).

(g) Staff Turnover Intentions

The analysis further revealed that there was an accepted position of high staff turnover as reflected in the institutional report (UNIE, 2020b:40-43). The following report extract indicates that this turnover increased annually, and several concerns were raised as possible causes. This analysis indicates that in cases where professionals were leaving, such as at university code-named UNIE was a revelation that the overload of other faculty staff colleagues became inevitable. The circumstances in the work environment, as observed by various reports from interviews and documents, played a key role in the emotional stability of teaching staff.

... Staff recruitment. The resignation and retirement rates at ... are quite high, especially with the Academic Staff ... Staff Retention. HRD looked at retention rate as the percentage of employees that stay with the organisation over a period of time. It was noted that the staff turnover at ... is currently at a high rate ... Staff Turnover ... by either voluntary resignation or involuntary termination. There is a high rate of staff turnover, especially among senior academic staff. In 2016/17 the rate was five per cent and 2017/18 it rose to seven per cent among Academic Staff. The major causes of staff resignation at ... among others are: new opportunities; low salaries; lack of progressive clear

career growth; personal reasons; employees do not disclose reason
(UNIE, 2020b).

A similar report indicator still with the institutional report (UNIE, 2020b:107-108) revealed that it was observed that business was affected whenever competent people left an organisation.

There is high staff turnover which affects continuity in the different faculties/institute and departments of the university (UNIE, 2020b).

In support of this analysis, Scherer, Allen and Harp (2016:3), as indicated in section 3.3.2 in Chapter 3, sustain the fact that burnout has been largely associated with employees' plans to resign their jobs in a range of professions. The ideology of resigning a job is consistent with the COR theory in that burnout is a consequence of shattered resources, creating a need for employees to distance themselves from drained or diminished practice. Therefore, teaching staff would contemplate quitting due to burnout because of exhausted resources.

Additionally, this turnover demarcates that workers quit voluntarily because of work complexity, strain and tension, excessive work, inadequate resources and work-life disparity (Wong & Laschinger, 2015:1827).

The analysis here is strengthened by Participants P7LC, P6LC, P4SLE, P3FDD, P1FDB and P2LB's ideologies.

(h) *Low Self-Efficacy*

As indicated in the institutional report (UNIE, 2020b:107-108) extract, most academic staff in the university code-named UNIE were victims of low self-efficacy. Lauermann and Konig (2016:10) in support of these arguments state that employees diagnosed with generally low self-efficacy are prone to emotional exhaustion and depersonalisation as compared to those with extraordinary self-efficacy.

Most of the academic staff have no teaching background. This affects their preparation and mode of delivery of the subject content ... the challenge in managing the quality of distance learning programmes since students are spread throughout Uganda and other countries. The

communication and information flow from the university to the students is problematic (UNIE, 2020b).

Further arguments in support, as explained in section 3.2.10 of Chapter 3, indicate that self-efficacy replicates a personality propensity to assess employees as capable of positively influencing one's atmosphere and achieve objectives through conditions and domains of life (Kose et al., 2017:226; Garcia, Escorcia & Perez, 2017:107). Therefore, a low self-efficacy arise because of constant worries, interpreting unclear circumstances as stressful and understanding demanding academic circumstances as risky rather than challenging. Arguments observed in this analysis are consistent and in agreement with results revealed by Participants P1SLC, P3FDB, P5SLC and P1SLD.

5.4 MODEL DEVELOPMENT

Based on the findings, it was possible to develop a model that was built on and included multiple levels of the correlational interplay between research elements. The framework explained and suggested institutional and interpersonal strategies in managing burnout among teaching staff before it arises, causing the university setbacks. Knowledge of the institutional and interpersonal causes responsible for teaching staff burnout helps the institution to prevent unexpected shortcomings in its teaching staff.

(a) Open Management Strategies and Interventions

The developed model suggests that both institutional and individual management strategies and interventions can significantly avert reasons for burnout among teaching staff. Open communication channels at an institutional level can be accomplished, as indicated in Table 5.1, through:

- creating windows through which teaching staff can offload roadblocks;
- access to information regarding policies discussed in executive boards;
- formulation of independent staff welfare associations where teaching staff can freely voice challenges;
- open debates, discussion forums and platforms to unblock communication gaps;
- mentorships in the form of expert presentations which will settle emotional battles.

(b) Streamline Institutional Policies and Procedures

The model further sustains that streamlining institutional policies and procedures at the university level, as indicated in Table 5.1, further deter burnout causes and its physiological and psychological impact among teaching staff. Aspects of such institutional policies and procedures include a deliberate move to:

- reduce the engagement of teaching staff pursuing further studies,
- incorporate the concept of ‘mandatory annual leave’ to all teaching staff,
- operationalise communication about teaching hour/load allocation to teaching staff to allow mental preparation,
- provide a mandatory inclusion of teaching staff and students in policy formation and reviews,
- killing monotony through blending courses to minimise physical engagement of teaching staff during instruction,
- effectively draft a load management policy to eliminate overload,
- customise basic office operation training and teamwork to stakeholders in top management,
- conduct frequent, and abrupt quality assurance audits to ensure quality general employee/human resource management procedures,
- operationalise university set structures to function as a strategy to eliminate politics,
- set up continuous and frequent programmed university policy sensitisation drives across the teaching staff,
- consistently and continuously review academic operation procedures and guidelines to manage related pressures,
- revisit research supervision policies and procedures to allow for student autonomy in the selection of a suitable supervisor killing emotional fatigue arising from merely appointing supervision without consultation,
- outsource recruitment services to guarantee the independent selection of the right candidates for teaching roles,
- streamline payment policies and procedures,

- recruit students according to the available space to manage emotional exhaustion arising from congestion in small lecture rooms.

(c) Institutionally Established Teaching Staff Assistance Programs

The established framework further points to the development of institutionally established teaching staff assistance programs that can significantly prevent the prolonging of stressors. University management should:

- provide colleague and stakeholder mentorship classes,
- support teaching staff in the acquisition of higher qualifications,
- instigate mentorships and personal initiatives on how to withdraw from work,
- issue mandatory rest days to allow teaching staff to regain lost resources,
- extend social support initiatives to teaching staff who are emotionally challenged,
- be trained in detecting early warning stress signs,
- customise extensive and robust hands-on training to teaching staff on how to develop successful publications,
- customise and extend emotional intelligence training to teaching staff,
- facilitate departmental consultations of teaching staff before load allocation,
- provide professional counsel to embrace technology in teaching staff's daily activities, and
- customise and extend financial literacy training to teaching staff.

(d) Timely Payment of Remuneration

The timely payment of salaries and improved communications about remuneration such as timely notice of delayed salaries between the administration and teaching staff further reduces institutionally generated burnout causes arising from stressors associated with such strategies.

(e) Continuous Aerobic Exercises

The individual management model identified aspects such as:

- daily and continuous aerobic exercise like aerobic classes, cycling, walking and running,
- mandatory physiological techniques intended to individually restore affected teaching staff's mood to normal,
- mandatory 'paid off annual leave',
- identifying alternative sources of income,
- stabilising the individual burden work environment stressors generate, and
- planning and setting hard limits.

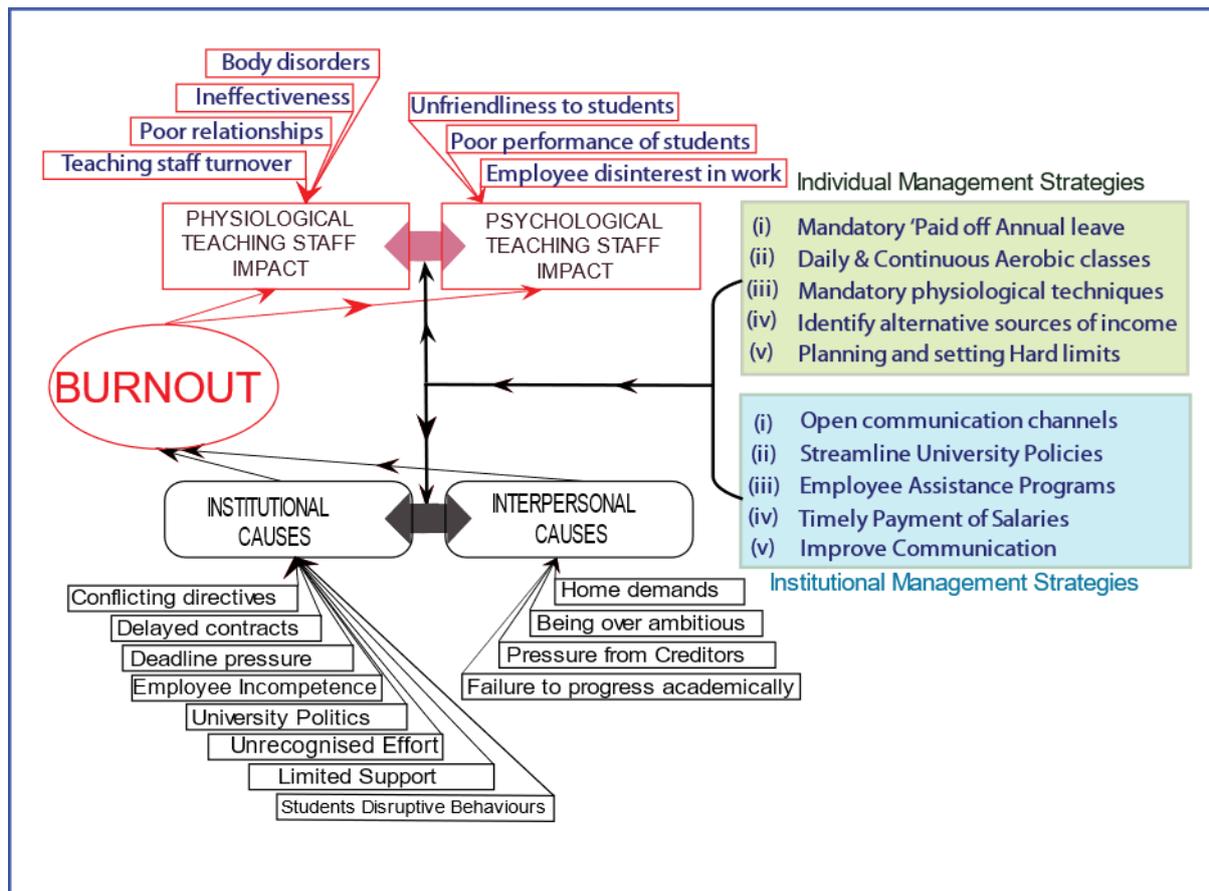


Figure 5.1: A management model to address burnout among teaching staff at private universities in Uganda

A management model to address burnout among teaching staff at private universities in Uganda is given in Figure 5.1

This research further contributed to existing knowledge by evaluating the physiological and psychological impact of emotional fatigue on teaching staff performance. The development

of a burnout management model among teaching staff at private universities in Uganda is vitally relevant for higher education participants. This developed framework is selected to be the centre for other academicians to look for additional reasons that might affect teaching staff and university performance. Furthermore, analysts could perhaps expand the framework to explore other variables that can influence the performance of the teaching staff and their intentions to leave their workstations.

5.5 INTEGRATION OF QUALITATIVE DATA APPROACHES

The study adopted a qualitative approach as indicated in section 4.4 of chapter four, in order to address the research questions which included What are the causes of burnout among teaching staff? How can prolonged stressors affect the burnout of teaching staff? How can burnout impact the performance of teaching staff? What management model can address burnout among teaching staff? Three methods of qualitative data collection were used which included the Individual interviews, focus group interviews and well as document analysis as indicated in sub-section 4.6.2 parts a-c.

The integration of data gathered from the three qualitative data approaches i.e. Individual interviews, focus group interviews and well as document analysis point to the aspects of similarities identified in the themes and subthemes developed from the three sources of data. For instance, an aspect of limited support as observed in both individual interview data and focus group interview data is later supported by a similar observation of absence of resources reflected in the document review or analysis. Further observations of job insecurity indicated by absence of teaching contracts as indicated in the document analysis is later supported by absence and delayed contracts reported during the individual interviews and the focus group interviews. The institutional double binds as a major cause of burnout as reported in subsection 5.3.5 in chapter five resulting from the analysed documents is synonymous with the conflicting directives within the university services as reported from both the individual interviews and focus group interviews across the universities sampled.

5.6 CONCLUSION

The study aimed to investigate the ways that prolonged stressors lead to burnout; establish the causes of burnout; studied the effect of prolonged stress on burnout of teaching staff; explained the impact of burnout on teaching staff's performance; develop a management model to address burnout among teaching staff at private universities in Uganda. The study found out that the cause of burnout among teaching staff in chartered private universities was categorised into institutional and interpersonal causes.

Among the institutional burnout causes was conflicting directives that manifest in:

- attending lectures at the same time expected in participating in a meeting;
- unclear coordination roles and instructions between coordinators and their heads of departments;
- timetable clashes in terms of room allocations;
- teaching accredited courses against non-accredited ones;
- deadline pressure, such as submitting students' results at a specific date.

Another conflicting directive is problematic employee contracts such as:

- contracts generated with errors,
- produced after the execution of roles,
- signed without the employers' signature,
- signed under duress,
- not returned by the university's administration, and
- contracts that are promised but not issued at all, yet the work was made.

Employee incompetence is another conflicting directive, manifesting in:

- available technological skills gaps;
- teaching by non-educationists;
- the delivery of plagiarised content;

- non-professional behaviours arising from failure to create a professional lecturer-student gap; and
- relatively high standard promotional procedures.

Limited support is a conflicting directive that can be seen in:

- small and congested lecture rooms;
- the absence of instructional support;
- universities' communicational challenges;
- intimidation from administration;
- staff/colleague resignations from university service;
- an imbalance between university expectations and employee support;
- salary delays without prior communication,
- a poor work environment characterised by noise.

Students' disruptive behaviours causing conflicting directives are such as:

- expecting favours from teaching staff in exchange for intimate relationships;
- unbecoming student behaviours;
- indecent and stubborn nature of some female students.

University politics as conflicting directives are:

- subversion;
- unlawful ways of realising intentions;
- being coerced to teach a course unit without the needed technical competence;
- contractual double standards witchhunting between fellow teaching staff and colleagues.

Another conflicting directive is unrecognised effort manifesting as:

- the unique treatment of full-time staff at the expense of part-time teaching staff;

- low salaries not proportional to teaching staff's input;
- the university's tactical denial of teaching staff's rights;
- general poor work conditions;
- buying expensive vehicles for the university at the expense of paying teaching staff salaries;
- delayed salaries.

The workload is also a conflicting directive such as:

- lecture preparation;
- administrative roles of teaching staff;
- marking examination and coursework scripts;
- multiple teacher-related obligations elsewhere;
- moonlighting;
- understaffing in the department;
- unnecessary heavy work teaching roles; and
- failure to detach from work while at home.

Among the personal causes of burnout, home life demands came out strongly manifesting in:

- financial demands to cater for home needs,
- school fees for both parents and children,
- medical bills for chronic disease;
- being over-ambitious such as the need to produce quality publications, setting higher unrealistic expectations, need for professional growth vs other university demands;
- failure to progress academically such as a rejection of a submitted manuscript for publication, failure to successfully publish new research work, a rejected grants application given vested energy,
- limited promotional prospects,
- limited financial support for further education,

- pressure from money lenders and loans from banks such as revolving loans, monthly salary loan deductions.

The study further revealed that the effect of prolonged stress on the burnout of teaching staff was categorised into firstly emotional effects:

- being part of sub-quality products due to university procedure later affects emotional stability,
- limited authority to decide students' fate later generate emotional setbacks,
- the presence of weekly overload later sparks tension and an energy resource drain,
- salary delays and poor payment schedules lead to a resource drain,
- emotional work demands lead to musculoskeletal disorders,
- continuous insults from the top administration generate emotional fatigue,
- conflicting responsibilities between administrative assistants and the teaching staff creating exhaustion.

Secondly, physical effects such as:

- the absence of teaching contracts that leads to emotional aspects of job insecurity,
- delayed payment after submission of results that generate anxiety and emotional build-ups,
- the presence of role ambiguity leads to the engagement of extra resource demands.

In the third place, the behavioural effects revealed through emotional exhaustion arose from:

- limited autonomy,
- overload;
- deadline pressure;
- staff's incompetence in handling a given load;
- conflicts of tasks;
- work pressure;
- uncertainty because of the presence of interactional injustices; and

- a discrepancy between invested effort and the rewards received.

The study further revealed that the impact of burnout among teaching staff had a physiological impact, such as:

- body disorders;
- employees' disinterest in their work;
- teaching staff turnover;
- ineffectiveness; and
- poor relationships.

Psychological impacts are unfriendliness to students, poor students' performances and poor decision-making.

The study categorised the aspects of a management model to address burnout among teaching staff in, firstly, an individual management model with daily and continuous aerobic classes, intended to restore the affected teaching staff mood to normal manifest.

Secondly, the institutional management model entails:

- open teaching staff-management communication channels;
- independent staff welfare associations and mentorship;
- streamlined institutional policies and procedures,
- mandatory annual leave for all teaching staff;
- inclusion of teaching staff and students in policy formation and reviews,
- a load management policy; and
- regular quality assurance audits.

The study further showed that it is imperative that salaries should be paid on-time to reduced emotional stress leading to burnout.

In Chapter 6, the conclusions and recommendations of the study are presented.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents a summary of the literature and empirical investigation, suggests future research, and indicates the study's limitations. The study aimed to develop a model to manage burnout among teaching staff at private universities in Uganda.

The study, to present the empirical investigation's results as reflected in Chapter 5, investigated burnout causes, the effect of prolonged stress on teaching staff's burnout, the impact of burnout on teaching staff's performance and developed a management model to address burnout among teaching staff at private universities in Uganda.

As indicated in section 4.4 of Chapter 4, the study adopted a qualitative approach and design, and this chapter further contains the conclusions and recommendations made in line with the empirical investigations of the study.

6.2 SUMMARY OF THE STUDY

Chapter 1 observed that several factors could affect university teaching staff and influence their daily activities. Hence an understanding of these factors could help to guide efforts to manage burnout among teaching staff in private chartered universities in Uganda. As such, a continuous absence of a burnout management model among private university teaching staff would threaten efforts to boost performance and realise the national aims of education, and the universities' goals of research, teaching and learning. Subsequently, the proposed study sought to develop a model to manage burnout among teaching staff at private universities in Uganda.

The study's aims, objectives, the motivation for the study, a summarised presentation of the theoretical framework, research design and methodology are also part of this chapter, and lastly, this chapter presents a chapter outline of the whole study.

Chapter 2 provides an overview of stress and burnout models and theories in the process of understanding the stress and burnout phenomenon. As indicated in section 2.2 of this chapter, four stress models and four burnout models were selected to guide a detailed understanding of the concepts:

- The transactional model of stress and coping (2.2.1) focuses on work setting events that start the cognitive appraisal process of whether psychological demand is a risk to employee health.
- The job characteristics model (2.2.2) assumes that there are essential job dimensions that affect both work-related and individual-related results.
- The person-environment fit theory (2.2.3), was selected due to the way it associates teaching staff with the work setting. This theory is sub-categorised into the person-job fit, person-organisation fit, and person-vocation fit (2.2.3(a-c)).
- The effort-reward imbalance (ERI) model of stress was selected for this study because it covers a wide collection of demanding work-related practices, since it embraces employment components, for example, employee security.

Additionally, the burnout models and theories selected for this study included the teacher-performance-motivation (TP-M) theory, as cited in section 2.3.1, subcategorised into the anxious attachment style (2.3.1(a)); the secure attachment style (2.3.1(b)); and the avoidant attachment style (2.3.1(c)). The conservation of resources (COR) theory was included in the study due to its capacity to explain the prolonged stress-burnout process, sub-categorised into the self-efficacy, self-esteem and social support, as cited in subsections 2.3.2(a-c), respectively considered for the study as resources that can engage burnout and its related challenges.

The job demands-resources model (JD-R), as cited in section 2.3.3, is yet another burnout model included in this study since teaching staff's work settings have exceptional features categorised into two broad classifications known as job demands and job resources. The model's subcategories are:

- physical and emotional work demands (2.3.3(a)),
- knowledge-based learning demands (2.3.3(b)),

- professional planning and decision-making demands (2.3.3(c)), as well as
- skills-based learning demands (2.3.3(d)).

The final model used was the demands-control-support model due to its unique summary of the effects of confrontational job characteristics on an employee, in this case, teaching staff's health and safety. The researcher deemed this model necessary to the study because it observed undesirable consequences in the teaching staff's work environment, consciously or unconsciously related to teaching staff job demands and job control.

In Chapter 3, the researcher explored the possible causes and effects of burnout on teaching staff's performance, as cited in section 3.2 of the chapter. Among the causes, the chapter explored job insecurity; distributive injustice; job demands; institutional double-binds; and absence of job resources, sub-categorised as job autonomy and social support (3.2.5(a-b)). Other causes this study gives attention to include perfectionism, occupational loneliness, workplace bullying, workstation politics, low self-efficacy, organisational structure, failure to detach from work/workaholic (3.2.1 to 3.2.2).

The researcher further observed that burnout remained an issue of concern among human service professions, such as teaching staff, due to its undesirable consequences to both individual teaching staff and their academic institutions. Among the effects of burnout on teacher performance given attention in the chapter included hopelessness, turnover intentions (intentions to quit), low task engagement, cognitive dysfunction and impairments, decreased professional efficacy, decreased professional efficacy, poor impulse control, low career commitment, decreased job satisfaction, low job performance (3.3.1 to 3.3.9).

In Chapter 4, the researcher detailed a discussion of the research design and methodology which included the research paradigm, approach and design, and aspects of the higher education system in Uganda were also given attention in the chapter (4.1 to 4.5). The study also inspected the aspects of sampling and site selection. Data collection instruments, such as individual interviews, focus group interviews, and document analysis, were also described (6.6.2). The study further included the data analysis aspects which entailed inductive thematic analysis, coding, memos, and theoretical sampling (4.6.4); and aspects of ethical measures such as informed consent, voluntary participation, anonymity, and confidentiality (4.6.5).

Finally, the chapter discusses conventional aspects of trustworthiness like credibility, dependability, confirmability, and transferability (4.6.6).

Chapter 5 details the presentation analysis and discusses the qualitative data gathered from the participants in the five selected private chartered universities in central Uganda. A detailed discussion about the findings in the main themes and categories, from the literature, theoretical framework and interviews were also given attention in this chapter. Burnout's causes among teaching staff were discussed (5.4.1), followed by the effect of prolonged stress on teaching staff's burnout; burnout's impact on teaching staff's performance; and a management model to address burnout among teaching staff (5.4.2 to 5.4.4). This chapter gave attention and discussed the document analysis with detailed reflection (5.4.5). A model for managing burnout among teaching staff at private universities in Uganda was also developed (5.5).

6.3 CONCLUSIONS FROM THE EMPIRICAL INVESTIGATION

From the four generated themes that emerged from the qualitative data, major conclusions about the research problem and question were chronologically made, as follows.

6.3.1 The Causes of Burnout Among Teaching Staff

The study found that burnout among teaching staff had both institutional and interpersonal causes (5.4.1(i) and 5.4.1(ii)), respectively. Among the institutional causes of burnout (5.4.1(a)(i-ix)) the study revealed conflicting directives in which teaching staff are torn between two commitments, where choosing one would leave the other unattended to, yet having a psychological contract to both. The element of satisfaction with one also leads to a dissatisfaction with the other that generate emotional distress. This study further revealed that failure to draw a straight line between the roles of the program coordinators and heads of department demonstrate an ambiguous nature of duties which emotionally affect teaching staff involved in executing such roles.

It was further revealed in subsection (ii) of section 5.4.1(a) of the chapter that the need for teaching staff to accomplish tasks by known deadlines is responsible for emotional

exhaustion, anxiety and distress and that panic arises from the need to respect the deadlines, as set in circulars from the registrar's office to teaching staff.

Empirical data further reported that there are delays in the issuance of teaching staff's contracts which creates a situation of uncertainty with a potential threat impact to the teaching staff's income, generating anxiety. Teaching staff are also at risk when they do not have a decent service contract with contractual terms, causing job insecurity. Findings revealed that some employers do not want to show evidence of a teacher's employment, resulting in the absence of agreed terms or the teacher's copy of the contract taken away without an appended signature (5.4.1(a)(iii)).

The study further pointed out that the level of teaching staff incompetence as skills gaps revealed in the executing of roles created emotional challenges because of their misfit for the work environment and the teaching roles. The person-vocational fit (2.2.3(iii)), became a living testimony of the study findings.

Empirical data revealed that teaching staff receive limited support with inadequate material and financial resources and no infrastructural support generating emotional fatigue in senior teaching staff and poor coordination of a university's core activities. The administrative approach to the daily university business goes a long way in demonstrating the presence or absence of support to the other stakeholders involved. A university administrator's careless talk may emotionally challenge colleagues with potential emotional threats to other stakeholders. Teaching staff's insecurity and failure to control strong undesirable effect and unbearable fear in close interactions can come because of attachment anxiety, also responsible for staff burnout in private universities (5.4.1(a)(v)).

The data further revealed that students' disruptive behaviours such as destruction and prostitution, cause troublesome instructional obstacles to the teaching staff and are responsible for some of the teaching staff's emotional disorders. University politics culminating in institutional disorder capable of messing up university procedures such as coercion generates frustration, a moody atmosphere and depression. A breach of contractual terms ends up destructing individual and institution efficiency and performance. Unnecessary university administrative follow-ups of the teaching staff were also cited as causes of burnout

among teaching staff (5.4.1(a)(vi-v)). According to the study findings, automatically draining and harming teaching staff's emotions were:

- A feeling of unrecognised effort because of the unbalanced difference in the treatment of full-time teaching staff at the expense of part-time staff.
- The tactical denial of the lecturer's rights to social security, appearing to be an act of university dishonesty.
- The absence of recognition and appreciation for good work.
- Exceptionally low, demoralising, and delayed salaries; draining and harming teaching staff's emotions (5.4.1(viii)).

Empirical data further showed that teaching staff's physical and psychological workload at the university and elsewhere in situations where the institution is understaffed, existing staff are inevitably overloaded with work, worsened where a department has cross-cutting roles. Additionally, university work is characterised by work pressure with employees engaging their skills and talents, and failure to psychologically distance themselves from work-related thoughts, emotionally charged feelings, and fatigue because of constant mindfulness at the university workstation was found to be responsible for increased depressive symptoms leading to emotional fatigue.

Among the interpersonal causes, the empirical data (5.4.1(b)(i-iv)) showed that home demands also generate burnout among university teaching staff, manifesting in unresolved family challenges, such as:

- the burden of being on good terms with their spouses, relatives, and friends,
- social-economic burdens,
- a general appraisal of lower self-worth or self-esteem (5.4.1(b)(i)).

The study results further indicated that being over-ambitious, needing to remain relevant and employable in an educational institution leads to increased knowledge-based learning demands that require total concentration. Failure to progress academically because of unsuccessful submissions, to win a grant despite the invested effort, limited academic growth of upcoming academicians diminish teaching staff's morale, the hope of uplifting the

institution to an ideal standard. Pressure from money lenders and banks about financial obligations having limited resources and defaulting on these loans, further generate emotionally charged feelings (5.4.1(b-d)), respectively.

6.3.2 The Effect of Prolonged Stress on the Burnout of Teaching Staff

From the data, it was found that prolonged stress causes teaching staff to burn out emotionally, physically, and behaviorally (5.4.2(a)(b)(c)). Data revealed that being part of a sub-quality product because of university procedure is emotionally damaging, and more so the inevitable alignment with negativity, which affects teaching staff's emotional stability. Additionally, extended stress arising from limited authority to decide the students' fate later turns out to generate emotional setbacks. Furthermore, the presence of workstation workload incorporated within the assigned teaching staff-related responsibilities later sparks tension leading to an energy resource drain. Empirical data further showed that overriding salary gaps such as the continuous failure to pay salaries by the expected dates, take charge of teaching staff's moods and emotions, they then need to improvise in the crisis. Top management's continuous insults of teaching staff each time an issue is raised and conflicting responsibilities between the administrative assistant and the teaching staff is typical of institutional double-binds as well as emotional attacks and continuous unfair insults to the part-time category of teaching staff (5.4.2(i)).

Empirical data further suggested that physically, there is a need for a service job contract to guarantee work-related health and continuous service so that insecurity is not a risk to energy resources. Delayed payment after submission of examination results is a source of panic, anxiety, and emotional build-ups, especially when teaching staff must complain about delayed pay when the university has long received service. The combination of daily work-related work environment challenges poses a threat to the employee and are therefore responsible for the subsequent emotional exhaustion. The failure to progress in publishing given several attempts is a sign of academic incompetence with potential health risks, arising from the negative or undesirable connotations associated with failure (5.4.2(b)).

Further evidence of prolonged stress' behavioural effects on burnout, later resulting in emotional exhaustion, manifests in work environment challenges, such as:

- limited autonomy,
- overload,
- deadline pressure,
- teaching staff incompetence, and
- conflicts of responsibilities.

Findings indicate that the work environment is a major irritation that humanity may never survive, emotionally charged by continuous exposure to such an environment, as can be seen in teaching as timetabled or attending a meeting as needed, yet, one conflicts with the other; an attack on self-esteem through work pressure; and the presence of uncertainty (5.4.2(c)).

6.3.3 The Impact of Burnout on the Performance of Teaching Staff

Transcribed data from the interviews further revealed that burnout impacted the performance of teaching staff, physiologically and psychologically. Under the physiological aspect, the empirical data indicated that body disorders manifest in cognitive workplace deficiencies resulting in a syndrome characterised by physical fatigue, irritability, sleep disorders, loss of focus, and digestive disorders draining self-control resources; causing very low task engagement manifesting in teaching staff carelessly absconding from work, emotional negligence and absentmindedness (5.4.3(a)(i)).

It was also revealed that burnt-out teaching staff were found to be disinterested in their work, manifesting in:

- the absence of the emotional need to associate with others,
- deliberate absenteeism,
- emotional detachment,
- the acceptance of teaching a course without the technical competence,
- carelessness,
- limited or no attention to daily activities,
- the absence of commitment to any task at the university faculties and or departments (5.4.3(a)(ii)).

Employee turnover, premature exit from the teaching profession, was also found to be a burnout impact on teaching staff because of work environment frustrations. Empirical data further revealed that work overload because of handling more than one job, could significantly cause the voluntary turnover of would-be teaching staff. In time, teaching staff surrenders one job at the expense of the other. Turnover may also manifest in the form of absenteeism and death from burnout-related disorders. Further arguments revealed that when an institution such as a university ignores employees' challenges and work-related issues, then voluntary employee turnover may be inevitable to preserve energy resources (5.4.3(a)(iii)).

Ineffectiveness observed in prolonged impairments due to both emotional and physical fatigue manifests in memory challenges, the failed capacity to research and publish to academically grow, compromised classroom work quality, the reduction of teaching staff's enthusiasm or inspiration to put in an effort in teaching, research and students' guidance always, thus stagnating. All of these decrease the teachers' ability to exercise control and regulate their workstations and cause unnecessary delays to students' and other university business. Burnt-out teaching staff display sluggish speed; exhaustion; very low task engagement; inconsistency; loss of energy, concentration span and emotional resources; cognitive impairments and dysfunctions that lead to submissions with unnecessary errors, incompetence and unprofessional acts like selling examination papers and altering marks (5.4.3(a)(v)).

The study further indicates that poor relationships manifest in boycotting university initiatives such as activities and events, observed as an antisocial element causing emotional harm by insulting and bullying colleagues, failing to correct a colleague out of fear of being victimised, careless talk and communication challenges were also cited (5.4.3(a)(v)).

Under the psychological impact, empirical data indicated that teaching staff's limited interest in work manifest in:

- the failure to respect deadlines causing the late submission of results,
- business impairment demonstrated in the malfunctioning of the departmental business,

- low career commitment resulting in distorted and inadequate subject content due to the absence of work morale,
- unfriendliness to students causing deteriorating relationships with students and colleagues,
- loss of self-esteem and respect from students, suffering rejection from students,
- the failure to communicate with students (5.4.3(b)(i)(ii)).

Empirical data further showed that the poor performance of students manifests in the quality of the student, produced at the end of the course. Students obtain bad results because teaching staff have no energy resources and are unavailable. Graduates thus do not demonstrate the required skills and understanding in the labour market; do not show professional competence in demonstrating acquired technical knowledge, fail to academically progress as expected due to inadequate content covered and struggling to adapt to a new teaching staff member's style. Burnt-out teaching staff could display poor decision-making when marking student scripts out of panic to meet the set deadline. Burnt-out teaching staff's forgetfulness and inability to remember key aspects of the job may cause delayed decisions on students' academic fate. Submission of results could be late because of neck and back pain or the lack of energy resources to concentrate and accomplish a given task (5.4.3(b)(iii-iv)).

6.3.4 A Management Model to Address Burnout Among Teaching Staff

Data regarding a management model to address burnout was categorised into individual and institutional management models.

Under the individual management model, empirical data (5.4.4(a)(i)(ii)) suggest that daily and continuous aerobic classes should be thought of due to its efficacy in:

- relieving anxiety and other related conditions,
- reducing weight among teaching staff,
- boosting morale and restoring mood,
- stabilising teaching staff's daily mood swings, and
- relaxing muscles.

The freedom to exercise must be created and be made a continuous and mandatory physiological strategy. Individuals should dedicate up to two hours of working out either by walking, not only making them fit but also restoring affected mood. Scheduled days should be dedicated among teaching staff to ensure a robust re-energising of the body, mind, and soul. A mandatory exercise schedule thus needed to be put in place and incorporated in the university programming.

Empirical data further suggest that mandatory 'paid-off annual leave' in policy review guidelines need to incorporate the concept of mandatory leave for all teaching staff throughout the university, to guarantee that everyone rest and allow their bodies to recuperate lost resources. Alternative income sources through grants and writing should be identified, especially for teaching staff struggling with a minimal salary, who need to devise extra income. Alternative investments would reduce limited income stress and its consequential burnout. Hard limits should be planned and set in such a way that teaching staff need to adapt and acquire skills in planning, prioritising, and task management. Setting hard limits would enable the teaching staff to reserve some energy resources to contain emotional pressure (5.4.4(a)(iii, iv and v)).

Regarding the Institutional Management Model, empirical data revealed that open communication channels would go a long way in managing teaching staff burnout at private universities in Uganda. Data suggested that there was an urgent need to create a window through which teaching staff could offload what they considered to be roadblocks to effective teaching and research, access to such information and communications regarding policy adjustments and procedures made at various interfaces and platforms only accessed by faculty deans and heads of departments needs to be opened to avert the impact of failure to implement certain procedures. The formulation of staff welfare associations within the university is advocated as a place where teaching staff could freely voice their work-related challenges when they are still manageable, a forum where questions could be answered about various challenges in the academic setting, possibly to exchange of ideas. Colleague mentorship was another suggested form of open communication and support. Open debates and discussion forums could clear away all the isolated university officers' lies (5.4.4(b)(i)). Streamlined institutional policies and procedures such as rethinking staff development policies to support teaching staff as they pursue their studies; operationalising the

communication of teaching timetable allocation ahead of time to allow teaching staff to prepare mentally; a wide stakeholder scope such as teaching staff and students as victims of policies and university procedures should be able to add to the formulation or review of policies will act as a buffer to the stressors arising from this procedure implementation. Supervisors such as faculty deans and heads of departments, principals and directors' basic office operations and teamwork should be sensitised, and the university regulatory body needs to ensure quality in the operational standards regarding general employee/human resource management procedures (5.4.4(b)(ii)).

Empirical data further suggested that employee assistance programs should be implemented, such as mentorship programs, the orientation of novice teaching staff, assistance to teaching staff to acquire higher qualifications, scheduled rest days for teaching staff, social support to teaching staff with emotional struggles. Data also suggests that universities' management should be trained in detecting the early warning signs of stressors, and teaching staff must receive extensive mandatory training about developing successful publications. Further management strategies (5.4.4(b)(iii)) included the training of teaching staff about emotional intelligence and other soft managerial skills to help them cope with work-related situations, Departmental or faculty-based support groups must continuously interact with the teaching staff to identify challenging situations and offer collegial support or advice. University managements need to retool its teaching staff about the usage of modern technology.

Data also suggested the timely payment of salaries as an institutional management strategy, banishing the need for time-consuming alternative incomes as a major step in harmonising teaching staff's salaries. Universities need this benchmark to arrive at a pay package good enough to increase and or boost teaching staff's energy resources (5.4.4(b)(iv)).

Empirical data further suggested improved communication specifically to bridge the administration-teaching staff communication gap about the status of their employment contracts. Hence it needed to be reworked.

6.4 RECOMMENDATIONS

Consistent with the setbacks observed, the reviewed literature and the analysis made from the empirical findings as participants suggested, the researcher considers the following recommendations relevant in the process of managing teaching staff burnout at private universities in Uganda.

6.4.1 Mandatory Continuous Aerobic Exercises

The university teaching staff should consider dedicating two hours a day to working out to get fit and boost morale and mood. Establishing a mandatory exercise schedule in university policy and programming would enable the implementation scheduled exercise days among teaching staff to ensure the re-energising of their bodies to their benefit and the university.

6.4.2 Mandatory ‘Paid-Off Annual Leave’

Whereas it is a legal right for every employee to take annual leave, to implement the concept of mandatory leave of all teaching staff throughout the university as part of the university’s policies is recommended to guarantee mandatory rest and repair of the lost resources. The researcher recommends that this should not be optional since the impact of failure to rest is severe on the side of the business itself.

6.4.3 Identify Alternative Sources of Income

It is further recommended that teaching staff should urgently think and establish other alternative sources of income, to supplement their salaries. The fact that the cost of living increases day-by-day affects energy resources through the absence of financial resources. Therefore, other sources of income, such as writing and winning grants, would bring in money to counter the stress of a limited income and consequential burnout.

6.4.4 Open Communication Channels

It is further recommended that universities urgently need to permit the formulation of independent staff welfare associations within the universities where teaching staff could in-time to manage work-related challenges still, voice their opinions.

6.4.5 Streamline Institutional Policies/Procedures

It is further recommended that the university management rethink staff development policy guidelines to support teaching staff as they pursue further studies.

Through an academic policy alteration, universities should urgently reduce the physical presence of teaching staff through the blending of courses and resorting to open distance learning to manage burnout arising from disruptive students' behaviours.

As the regulatory body, the Ugandan National Council for Higher Education needs to schedule and conduct annual, or quarterly quality-audits among private universities to ensure ideal operational standards about general employee/human resource management procedures.

6.4.6 Employee Assistance Programs

Apart from support groups and assistance programmes, the researcher further recommends that departmental heads consult with teaching staff about their physical and emotional availability to handle certain teacher-related roles before allocation.

6.5 RECOMMENDATIONS FOR FURTHER STUDY

Whereas this study concentrated on teaching staff in private chartered universities in the central region in Uganda, this study recommends that a similar study could be done in government or public universities and could be conducted in a way that participants are drawn from administrative staff as well as support staff to compare the results.

The researcher recommends that another study be commissioned to establish the burnout antecedents among university postgraduate students in private universities in Uganda as well as a comparative study about burnout experiences in Uganda among privately funded university students and those government-funded.

The researcher finally suggests a study to establish the impact of Covid-19 on university employees in private universities in Uganda.

6.6 LIMITATIONS OF THE STUDY

This study covered five private chartered universities in the central region of Uganda. Only teaching staff available for the group session at the time of the study were allowed to participate, meaning that some teaching staff in faculties and or departments whose programs were not offered at that time were not given an opportunity, as issues surrounding these teaching staff work environments in their departments and or programs were left out.

One academic registrar and four faculty deans in some of the five selected universities were not able to participate in the interviews despite numerous planned appointments. Still, the input of unsuccessful appointments could, however, not significantly affect the study findings.

6.7 CONCLUSIONS

A university signifies both a higher learning institution and a community of intellectuals and experts. It is an institution of higher learning that takes women and men to a high level of academic growth in the arts and sciences as well as conventional technical disciplines and encourages high-level research (Alemu, 2018:211).

Additionally, universities play a significant role in the dissemination of information, the production of innovation, the promotion of sustainable development, and the promotion of cultural growth. Whether private or public, they further develop adult skills including abstract thinking, logical reasoning, the ability to communicate, imagination, analytical thinking, self-regulation, which in our rapidly evolving world are more important than ever. However, this

development can never be achieved in an environment characterised by stressors and consequential burnout among teaching staff – the key stakeholders in these initiatives (Miotto, González & Feito, 2018:61).

The study aimed to develop a model to manage burnout among teaching staff at private universities in Uganda, attention was given to specific areas, causes of burnout among teaching staff were identified, effects of prolonged stress on the burnout were revealed, and the impact of burnout on the performance of teaching staff established. The study further developed a management model comprising of institutional and individual management strategies to address burnout among teaching staff at private universities in Uganda. The researcher strongly believes that once the model is implemented, burnout among teaching staff could be hearsay, guaranteeing innovation, high-level research, teaching and learning among other traditional relevancies of such institutions of higher learning.

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APPENDIX A

Appendixes A, B, C, and D, are the data collection instruments.

APPENDIX A: INDIVIDUAL INTERVIEW SCHEDULE: FINAL V. 19/06/2019

(Director of Teaching and Learning or Academic Registrar)

- a) How would you describe stressed teaching staff members? What types of behaviour do these teaching staff reveal?
- b) From your experience, do teaching staff members manage their own stress? If so, how do they do it?
- c) How can prolonged stressors result into the burnout of teaching staff in a university?
- d) How would you describe teaching staff that is burnt out? What types of behaviour do these teaching staff reveal?
- e) What are main causes of burnout of teaching staff in your university?
- f) From your experience, how does burnout affect the performance of teaching staff?
- g) In the case of staff members experiencing burnout, how does your university manage the burnout of staff in your university?
- h) What role can the university play to control burnout among teaching staff?
- i) What strategies would you propose to effectively to deal with burnout in your university?



APPENDIX B

APPENDIX B: INDIVIDUAL INTERVIEW SCHEDULE: FINAL V. 19/06/2019

(Faculty /School/College Deans)

- a) What experience do you have of a stressed teaching staff in your Faculty?
- b) From your experience, do teaching staff members manage their own stress? If so, how do they do it?
- c) How would stressors result into a staff member's burnout?
- d) How would you describe your experience of a burnt-out teaching staff member in your Faculty?
- e) What are the main causes of burnout to teaching staff in your Faculty?
- f) From your experience, how does burnout affect the performance of teaching staff?
- g) How do you assist teaching staff to manage burnout arising from the work?
- h) What control mechanisms can the university management employ to manage burnout in your university?
- i) What strategies would you propose to effectively to deal with burnout in your university?



APPENDIX C

APPENDIX C: INDIVIDUAL INTERVIEW SCHEDULE: FINAL V. 19/06/2019

(Senior Lecturers)

- a) How would you describe stressed senior staff members? What types of behaviour do these teaching staff reveal?
- b) How can prolonged stressors to you result into burnout?
- c) How would you describe a senior lecturer that is burnt out?
- d) What are the core causes of burnout a senior lecturer in your university?
- e) How does burnout interfere with the performance of senior lecturers?
- f) What measures have senior staff members taken to manage their burnout?
- g) Is the burnout of staff members managed in this university? If so, how is it done?
- h) What strategies would you propose to effectively to deal with burnout in your university?

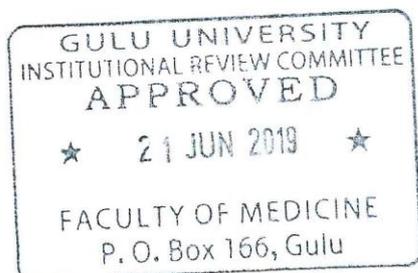


APPENDIX D

APPENDIX D: FOCUS GROUP INTERVIEW SCHEDULE: FINAL V. 19/06/2019

(Lecturers)

- a) How would you describe stressed lecturers in your university? What types of behavior do these teaching staff reveal?
- b) How can prolonged stressors to you result into burnout?
- c) What are the signs of burnt-out lecturer in this university?
- d) What specifically causes work related burnout to lecturers in this university?
- e) How does burnout interfere with the performance of lecturers in this university?
- f) What procedures have you previously taken to manage burnout challenges as a university lecturer?
- g) What measures have lecturers taken to manage their burnout?
- h) What coping mechanisms can the university management adopt to manage burnout among lecturers?
- i) What strategies would you propose to effectively to deal with burnout in your university?



APPENDIX E

UNCST APPROVAL OF RESEARCH NOTICE



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS256ES

10th July 2019

Mr. Joel Masagazi Yawe
Principal Investigator
Uganda Christian University
Mukono

Dear Mr. Yawe,

I am pleased to inform you that on **10/07/2019**, the Uganda National Council for Science and Technology (UNCST) approved your study titled, **Developing a Model to Manage Burnout among Teaching Staff at Private Universities in Uganda**. The Approval is valid for the period of **10/07/2019** to **10/07/2020**.

Your study reference number is **SS256ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above study.

Please, note that as Principal Investigator, you are responsible for:

1. Keeping all co-investigators informed about the status of the study.
2. Submitting any changes, amendments, and addenda to the study protocol or the consent form, where applicable, to the designated local Research Ethics Committee (REC) or Lead Agency, where applicable, for re-review and approval prior to the activation of the changes.
3. Notifying UNCST about the REC or lead agency approved changes, where applicable, within five working days.
4. For clinical trials, reporting all serious adverse events promptly to the designated local REC for review with copies to the National Drug Authority.
5. Promptly reporting any unanticipated problems involving risks to study subjects/participants to the UNCST.
6. Providing any new information which could change the risk/benefit ratio of the study to the UNCST for final registration and clearance.
7. Submitting annual progress reports electronically to UNCST. Failure to do so may result in termination of the research project.

Please, note that this approval includes all study related tools submitted as part of the application.

Yours sincerely,

Hellen Opolot
For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

APPENDIX F

APPENDIX F: INFORMED CONSENT DOCUMENT (INDIVIDUAL INTERVIEWS):

FINAL V. 12/07/2019

TITLE OF THE STUDY: DEVELOPING A MODEL TO MANAGE BURNOUT AMONG TEACHING STAFF AT PRIVATE UNIVERSITIES IN UGANDA.

INVESTIGATOR(S): MASAGAZI JOEL YAWE

Institution(s) **University of South Africa (UNISA)**

Introduction:

I Masagazi Joel Yawe (+256(0)772834748/ email 55384758@mylife.unisa.ac.za.) am doing research under supervision of Prof. G. M. Steyn, a Professor in the Department of Educational Leadership and Management towards a Doctoral of Education at the University of South Africa. The aim of the study is to investigate ways how prolonged stressors lead to burnout, establish the major causes of burnout, identify the ways how burnout can affect the performance outcomes, develop a management model to address burnout among teaching staff, such as senior lecturers and lecturers at private universities in Uganda.

This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

PROVIDE A BRIEF DESCRIPTION OF THE SPONSORS OF THE RESEARCH PROJECT

This study is sponsored by the researcher (Masagazi Joel Yawe)

Purpose:

The study seeks to develop a model to manage burnout among teaching staff at private universities in Uganda. The findings of this study will help to investigate ways how prolonged stressors lead to burnout, establish the major causes of burnout, identify the ways how burnout can affect the performance outcomes of teaching staff, such as senior lecturers and lecturers at private universities in Uganda.

PROCEDURES:

Your participation in this study will involve a semi-structured individual interview sharing your experiences and opinions regarding burnout as a member of client-oriented service. The



individual interview will involve audio recording, and you are invited to take part in the Semi-structured individual interview, which will last between 45 – 60 minutes detailing what you consider to be the main cause of burnout, how stressors lead to burnout, ways it can affect performance and the coping strategies to address burnout. These transcripts and audio records will be transcribed later, for my verification and coded to ensure confidence to the teaching staff. These individual interviews will be scheduled basing on your availability. Individual interview questions will be sent to you on the eve of the interview and where possible, further follow up will be made. The cardinal aim is to develop a model to manage burnout among teaching staff at private universities in Uganda.

Who will participate in the study?

You have been chosen to participate in this study because you are a teaching staff prone to experiencing pressures and demands resulting from work and its environment.

The individual interview will last for approximately 45 – 60 minutes and Five (5) Directors of teaching and learning or Academic registrars selecting one (01) from each one of the five sites; twenty (20) Faculty Deans selecting four (04) from each one of the five sites as well as Forty (40) Senior Lecturers, selecting Eight (08) from each one of the five sites.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits:

Your daily exposure to teaching, research activities, paper presentations, supervision, setting and marking course work as well as examinations, meeting with and advising as well as addressing students' needs has a wealth of qualitative in-depth insights relevant to this study, that sharing them will significantly aid the processes of developing a model to manage burnout among teaching staff at private universities in Uganda.

Feedback procedure will entail making available a copy of the thesis to the participating universities as well as the key findings to individual participants, and any new information that affects the study participants (including incidental findings) will be made available to research participants.



Confidentiality:

Your name and or identity will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including me as the researcher and my research supervisor. The final report on this data will be submitted as a thesis for my doctoral degree and may be used for other purposes, such as in journal articles and/or conference proceedings and you will not be identified in any of the publications.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years the researcher will finally shred paper and delete soft copies of the data from the computer and its recycle bin. Any other Confidential information will only be accessed by the principal investigator.

Alternatives:

You will not lose any benefit in case of no participation.

Cost:

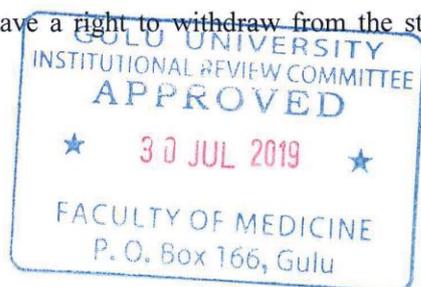
There will not be any additional cost incurred as a result of participating in this study. Nevertheless, if a participant incurs any transport costs to the individual interview venue, arrangements will be made to reimburse him or her UGX 5,000. Since the individual interview is envisaged to last for a relatively longer period of time, refreshments in terms of a drink and a bite will be provided to you as a participant.

Questions:

If you have any questions related to the study, or your rights as a research participant, you can contact the principal investigator, Masagazi Joel Yawe on telephone number +256(0)772834748/ 0701834748 or via email on 55384758@mylife.unisa.ac.za

Statement of voluntariness:

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues



pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

I _____ grant consent that as a Director of teaching and learning Or Academic Registrar ; Faculty Dean ; Senior Lecturer selected by virtue of my experience, knowledge, availability and willingness to communicate my opinions in a reflective and expressive way, the information I share during the interaction may be used by Masagazi Joel Yawe for research purposes. I am aware that the discussions will be audio recorded and grant consent for these Audio recordings, provided that my privacy will be protected. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this form will be provided to me.

Participant 's Name (Please print): _____

Participant Signature/ Thumb Print: _____

Researcher's Name: _____

Researcher's Signature: _____

Date: _____



APPENDIX G

APPENDIX G: INFORMED CONSENT DOCUMENT (FOCUS GROUP INTERVIEW): FINAL V. 19/06/2019

TITLE OF THE STUDY: DEVELOPING A MODEL TO MANAGE BURNOUT AMONG TEACHING STAFF AT PRIVATE UNIVERSITIES IN UGANDA.

INVESTIGATOR(S): MASAGAZI JOEL Yawe

Institution(s) **University of South Africa (UNISA)**

Introduction:

I Masagazi Joel Yawe (+256(0)772834748 email 55384758@mylife.unisa.ac.za.) am doing research under supervision of Prof. G. M. Steyn, a Professor in the Department of Educational Leadership and Management towards a Doctoral of Education at the University of South Africa.

The aim of the study is to investigate ways how prolonged stressors lead to burnout, establish the major causes of burnout, identify the ways how burnout can affect the performance outcomes, develop a management model to address burnout among teaching staff, such as senior lecturers and lecturers at private universities in Uganda.

This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

PROVIDE A BRIEF DESCRIPTION OF THE SPONSORS OF THE RESEARCH PROJECT

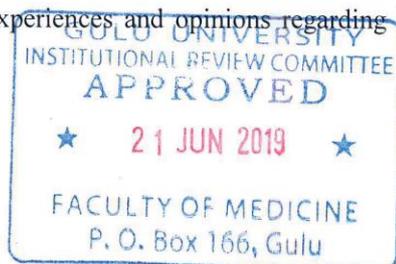
This study is sponsored by the researcher (Masagazi Joel Yawe)

Purpose:

The study seeks to develop a model to manage burnout among teaching staff at private universities in Uganda. The findings of this study will help to investigate ways how prolonged stressors lead to burnout, establish the major causes of burnout, identify the ways how burnout can affect the performance outcomes of teaching staff, such as senior lecturers and lecturers at private universities in Uganda.

PROCEDURES:

Your participation in this study will involve a semi-structured focus group interview sharing your experiences and opinions regarding burnout as a member of client-oriented service. The



focus group interview will involve recording, and you are invited to take part in the focus group interview, which will last between 45 – 60 minutes detailing what you consider to be the main cause of burnout, how stressors lead to burnout, ways it can affect performance and the coping strategies to address burnout. These transcripts and audio records will be transcribed later, for my verification and coded to ensure confidence to the teaching staff. These focus group interview will be scheduled basing on your availability. Focus group interviews questions will be sent to you on the eve of the interview and where possible, further follow up will be made. The cardinal aim is to develop a model to manage burnout among teaching staff at private universities in Uganda.

Who will participate in the study?

You have been chosen to participate in this study because you are a Lecturer prone to experiencing pressures and demands resulting from work and its environment.

The focus group interview will last for approximately 45 – 60 minutes and fifty (50) lecturers, selecting ten (10) from each one of the five sites are expected to participate in the focus group interviews.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits:

Your daily exposure to teaching, research activities, paper presentations, supervision, setting and marking course work as well as examinations, meeting with and advising as well as addressing students' needs has a wealth of qualitative in-depth insights relevant to this study, that sharing them will significantly aid the processes of developing a model to manage burnout among teaching staff at private universities in Uganda.

Feedback procedure will entail making available a copy of the thesis to the participating universities as well as the key findings to individual participants, and any new information that affects the study participants (including incidental findings) will be made available to research participants.



Confidentiality:

Your name and or identity will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including me as the researcher and my research supervisor. The final report on this data will be submitted as a thesis for my doctoral degree and may be used for other purposes, such as in journal articles and/or conference proceedings and you will not be identified in any of the publications.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years the researcher will finally shred paper and delete soft copies of the data from the computer and it recycle bin. Any other Confidential information will only be accessed by the principal investigator.

Alternatives:

You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study. Nevertheless, if a participant incurs any transport costs to the focus group interview venue, arrangements will be made to reimburse UGX 5,000. Since the focus group discussions are envisaged to last for a relatively longer period of time, refreshments in terms of a soft drink and a bite will be provided to the participants.

Questions:

If you have any questions related to the study, or your rights as a research participant, you can contact the principal investigator, Masagazi Joel Yawe on telephone number +256(0)772834748/0701834748 or via email on 55384758@mylife.unisa.ac.za



Statement of voluntariness:

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

I _____ grant consent that as a lecturer, selected by virtue of my experience, knowledge, availability and willingness to communicate my opinions in a reflective and expressive way, the information I share during the focus group interaction may be used by Masagazi Joel Yawe for research purposes. I am aware that the group discussion will last between 60min - 120minutes. I am aware that the group discussions will be audio recorded and grant consent for these Audio recordings, provided that my privacy will be protected. I am aware that I may withdraw at any time. I understand that social stigmatisation due to the disclosure of feelings and opinions may arise, and i undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Participant's Name (Please print): _____

Participant Signature/ Thumb Print : _____

Researcher's Name: _____

Researcher's Signature: _____

Date: _____



APPENDIX H

UNISA CEDU REC APPROVAL OF RESEARCH NOTICE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: **2019/02/13/55384757/20/MC**

Dear Mr Masagazi

Name: Mr JY Masagazi

Student: 55384757

Decision: Ethics Approval from
2019/02/13 to 2024/12/13

Researcher(s): Name: Mr JY Masagazi
E-mail address: 55384757@mylife.unisa.ac.za
Telephone: +256 77 283 4748

Supervisor(s): Name: Prof GM Steyn
E-mail address: steyngm1@unisa.ac.za
Telephone: +27 12 664 4256

Title of research:

Developing a model to manage burnout among teaching staff at private universities in Uganda.

Qualification: D. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

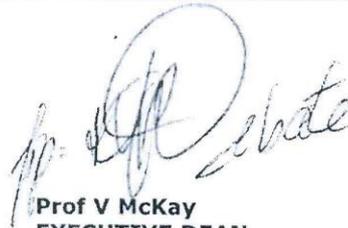
Note:

*The reference number **2019/02/13/55384757/20/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



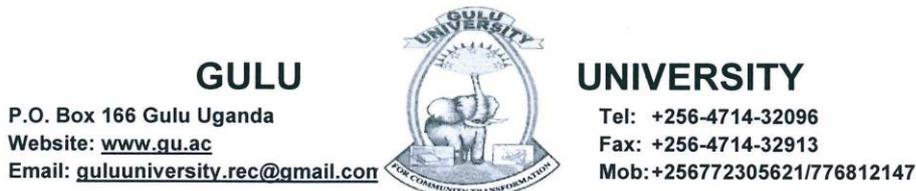
Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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APPENDIX I

GULU REC APPROVAL OF RESEARCH NOTICE



RESEARCH ETHICS COMMITTEE

21st June 2019

APPROVAL NOTICE

MR. MASAGAZI JOEL YAWE,
UNIVERSITY OF SOUTH AFRICA,

Re: Application No. GUREC-054-19

Type of review:

Initial review

Amendment

Continuing review

Termination of study

SAEs

Other, Specify: _____

Title of Proposal: **“DEVELOPING A MODEL TO MANAGE BURNOUT AMONG TEACHING STAFF AT PRIVATE UNIVERSITIES IN UGANDA”**

I am pleased to inform you that at the 51st convened meeting on 18th April 2019, the Gulu University Research Ethics Committee (GUREC) voted to approve the above referenced application.

Approval of the research is for the period of **18th April 2019 to 17th April 2020**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the GUREC for re-review and approval prior to the activation of the changes. The GUREC application number assigned to the research should be cited in any correspondence.



3. Any unanticipated problems involving risks to participants must be promptly reported to the **GUREC**. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for the **GUREC** review.
4. Only approved and stamped consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The **GUREC** may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the **GUREC** eight (8) weeks prior to the above expiration **date of 17th April 2020** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely manner may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following documents have been approved in this application by the **GUREC**:

	Document	Language	Version	Version Date
1	Protocol	English	Version 2.0	19 th June 2019
2	Data Collection Tools	English	Version 2.0	19 th June 2019
3	Informed consent Document	English	Version 2.0	19 th June 2019

Signed,  
 Mr. Robert Kiduma, Faculty of Medicine, P.O. Box 166, Gulu
For; Chairperson
Gulu University Research Ethics Committee

APPENDIX H
PROOF OF REGISTRATION



0815 M1RST

MASAGAZI J Y MR
TRIO SOLUTIONS LIMITED
P O BOX 362 MITYANA
UGANDA

STUDENT NUMBER : 5538-475-7
ENQUIRIES NAME : W ROUX
ENQUIRIES TEL : 012-441-5702

DATE : 2020-07-20

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : PHD (EDUCATION) (90019)
TITLE : Developing a model to manage burnout among teaching staff at private universities in Uganda
SUPERVISOR : Prof GM STEYN (trudiel@talkomsa.net)
ACADEMIC YEAR : 2020
TYPE: THESIS
SUBJECTS REGISTERED: TPEPM01 PhD - Education (Education Management)

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Yours faithfully,

Prof AP Phillips
Acting Registrar



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APPENDIX I

PARTICIPANTS AND THEIR CODES AS USED IN THE STUDY

Participant Category	Academic Registrar	Code
	Academic Registrar	ARA
	Academic Registrar	ARB
	Academic Registrar	ARC
	Academic Registrar	ARD
	Academic Registrar	ARE
Faculty Dean	Participant 1	P1FDA
	Participant 2	P2FDA
	Participant 3	P3FDA
	Participant 4	P4FDA
	Participant 5	P5FDA
Faculty Dean	Participant 1	P1FDB
	Participant 2	P2FDB
	Participant 3	P3FDB
	Participant 4	P4FDB
	Participant 5	P5FDB
Faculty Dean	Participant 1	P1FDC
	Participant 2	P2FDC
	Participant 3	P3FDC
	Participant 4	P4FDC
	Participant 5	P5FDC
Faculty Dean	Participant 1	P1FDD
	Participant 2	P2FDD
	Participant 3	P3FDD
	Participant 4	P4FDD
	Participant 5	
Faculty Dean	Participant 1	P1FDE
	Participant 2	P2FDE
	Participant 3	P3FDE
	Participant 4	P4FDE
	Participant 5	P5FDE
Senior Lecturer	Participant 1	P1SLA

	Participant 2 Participant 3 Participant 4 Participant 5	P2SLA P3SLA P4SLA P5SLA P6SLA P7SLA P8SLA
Senior Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5	P1SLB P2SLB P3SLB P4SLB P5SLB P6SLB P7SLB
Senior Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 Participant 7	P1SLC P2SLC P3SLC P4SLC P5SLC P6SLC P7SLC
Senior Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5	P1SLD P2SLD P3SLD P4SLD P5SLD
Senior Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 Participant 7 Participant 8	P1SLE P2SLE P3SLE P4SLE P5SLE P6SLE P7SLE P8SLE
Lecturer	Participant 1 Participant 2	P1LA P2LA

	Participant 3 Participant 4 Participant 5 Participant 6 Participant 7 Participant 8 Participant 9 Participant 10	P3LA P4LA P5LA P6LA P7LA P8LA P9LA P10LA
Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 Participant 7 Participant 8 Participant 9 Participant 10	P1LB P2LB P3LB P4LB P5LB P6LB P7LB P8LB P9LB P10LB
Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 Participant 7 Participant 8 Participant 9 Participant 10	P1LC P2LC P3LC P4LC P5LC P6LC P7LC P8LC P9LC P10LC
Lecturer	Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 Participant 7 Participant 8	P1LD P2LD P3LD P4LD P5LD P6LD P7LD P8LD

	Participant 9	P9LD
	Participant 10	P10LD
Lecturer	Participant 1	P1LE
	Participant 2	P2LE
	Participant 3	P3LE
	Participant 4	P4LE
	Participant 5	P5LE
	Participant 6	P6LE
	Participant 7	P7LE
	Participant 8	P8LE
	Participant 9	P9LE
	Participant 10	P10LE