

Managing Burnout among Teaching Staff at Private Universities in Uganda: A Case Study

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Abstract

The focus of this study was to examine the causes of burnout among teaching staff and, based on the findings, to suggest a framework to manage burnout among teaching staff at private universities in Uganda. A qualitative research approach with a multiple case study design was adopted in the study. Individual and focus group interviews as well as document analysis aided data collection from 50 lecturers, 40 senior lecturers, 20 faculty deans and five registrars across five chartered private universities in the Central Region in Uganda. Empirical data revealed that burnout was mainly due to institutional causes specifically from their workplaces 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, students' disruptive behaviour, and workload. In a second classification, interpersonal causes such as unresolved family challenges, being overly ambitious, failing to progress academically, financial obligations and limited resources also caused burnout among teaching staff. The recommendations that were made include mandatory workouts to boost morale and mood through continuous aerobic exercises, mandatory rest and repair of the lost resources through a paid annual leave, identification of alternative sources of income to supplement salaries, open communication channels, and employee assistance programmes, among others. The study suggests a framework to manage burnout among teaching staff at private universities in Uganda.

Keywords: burnout; teaching staff; universities; management; model

Introduction

There is considerable insight in the argument that the greater the desire to start a teaching career, the greater the risk of mental exhaustion later in the process. Andela and Truchot (2017) 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, while Basar and Basim (2016) highlight excessive workloads and regular cases of mismanagement as causes making them susceptible mainly to burnout. Burnout is a severe emotional illness, often so severe that an individual is driven into a complete reassessment of his or her academic career, perhaps resulting in a career change (Abos et al. 2018; Khan and Khurshid 2017; Nia and Zadeh 2019).

It is agreed that 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 an excessive workload which affects possible exhaustion, and resources such as social support that defend against depersonalisation and support achievement (Habib 2020; Khezerlou 2017; Schaufeli, Leiter, and Maslach 2009). Resource overload in this context is a result of increased demands; exhaustion appears first, followed by an element of depersonalisation (Hill and Curran 2016).

Previous studies have shown that gender, school size and academic level influence teacher burnout (Antoniou, Ploumpi, and Ntalla 2013). Further evidence shows that teachers who work in large schools tend to receive less social support from the professional community compared to those working in smaller schools (Fernet et al. 2012). 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 found that limited decision-making latitude and representation on academic-related matters were major causes of psychological disorders among teaching staff (Makhdoom, Atta, and Malik 2019). Other aspects cited in the study included petty wages and salaries, limited time for ideal quality work, ignorance of relevant work-related information, and lazy colleagues (Reddy and Poornima 2012; Tascioglu, Kocaeksi, and Balyan 2020).

Similarly, Habib (2020) and Gomes, Faria and Gonçalves (2013) assert that major causes of employee tension in academic institutions include an increased desire for scientific output and excessive work (Tascioglu, Kocaeksi, and Balyan 2020, 375). They further reveal that there is a significant relationship between these factors due to increased research work, published scholarly work and monetary provision (Al-

Shoqran et al. 2021, 84; Chen, Peng, and Ann 2020, 82; Mohamed et al. 2021, 85). According to the researchers, job dissatisfaction and burnout result 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 demands of the role, the size of the learner classroom, and the individual's flexibility and character take part in teacher burnout.

A number of earlier studies conducted have focused on the burnout syndrome among academic employees, for instance, Herman, Hickmon-Rosa and Reinke (2018), and Lee and Lee (2018). Makhdoom, Atta, and Malik (2019) explored "Counterproductive Work Behaviors as an Outcome of Job Burnout among High School Teachers"; Yoleri (2018) examined the association between burnout and temperament and character traits of preschool teachers; Habib (2020) researched "Organizational Commitment among Secondary School Teachers in Relation to Job Burnout"; Chen, Peng and Ann (2020) explored "Job Burnout and Citizenship Behaviour in an Organization"; Tascioglu, Kocaeksi and Balyan (2020) investigated "Work-Related Behaviors and Experience Patterns of Physical Education Teachers according to the Individually Burnout Factors"; Salahshour and Esmaili (2021) researched the "Causes of Burnout among Iranian EFL Academics"; and Mohamed et al. (2021) investigated "Burnout and Its Relationship to Psychological Distress and Job Satisfaction among Academicians and Non-Academicians in Malaysia." Although the existing body of research attempts to locate burnout broadly in the context of a teacher, none of them actually comes up with a model for managing this slow killer phenomenon, the very reason it has continuously existed in private universities, which justifies the urgency in putting it to an end with a model developed to manage it among teaching staff.

Theoretical Framework

For this investigation, a number of theories were adopted as perspectives and this study mainly focused on the conservation of resources (COR). According to Hobfoll (1989, 2001), the COR burnout model suggests that employees' risk perception of valuable work-related resources leads to stress and consequential burnout. For instance, teaching staff dedicate energy and time to prepare and teach, and a delay in remuneration without any communication poses a risk to this valuable resource and is perceived to be a stressor and a continued threat to invested time and energy, leading to burnout. The COR model explains the process whereby prolonged stress leads to burnout (Halbesleben et al. 2014). Although money is a resource, Hobfoll (2001) 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 the resistance and flexibility needed to become familiarised 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

be impacted by cumulative strain because of increased anxieties that overshadow the available resources (De Witte, Pienaar, and De Cuyper 2016).

An additional perspective that provided a significant understanding of burnout among teaching staff was the job demands-resources model (JD-R). In Bakker and Demerouti's (2007) job demands-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, and Ghislieri 2016). Similarly, Angelo and Chambel (2014) argue 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. Motivational processes involving proper job resources such as social support, self-esteem, and autonomy boost employee morale, in turn leading to quality results and work engagement (Van Doorn and Hülshager 2015). Conversely, health impairments as a result of job demands could drain and exhaust the teaching staff's mental and psychological resources, culminating in teacher burnout, and could well reduce teachers' health.

The demand-control-support (DCS) model (Hwang and Ramadoss 2017; Karasek 1979; Martinez, Latorre, and Fischer 2015) clarifies the manifestation of mental strain in the work environment (Griep et al. 2010; Häusser et al. 2010; Häusser, Schulz-Hardt, and Mojzisch 2014; Karasek 1979). Accordingly, undesirable consequences in the work environment are consciously or unconsciously related to job demands and job control (Karasek 1979). In the workstations of knowledge workers, role conflicts, role ambiguity, time pressure, workload, and psychological and physiological demands are regularly conceptualised as job demands.

Methodology

A case study design was selected and used in this study to emphasise an understanding and explore the significance of groups and individuals assigned to the social problem (Almalki 2016; Florezak 2017). The social constructionist paradigm was adopted given that the investigation sought to understand the phenomenon of burnout from teaching staff's point of view with the help of multiple data gathering agents and to draw implications from the data based on the researcher's understanding and that of the teaching staff participating in the study (Adom, Yeboah, and Ankrah 2016).

The research purposefully sampled all five private chartered universities in the Central Region of Uganda. From these, information-rich cases such as lecturers (50), senior lecturers (40), faculty deans (20), directors of teaching and learning and academic registrars (five) were chosen based on their experience, knowledge, availability and willingness as teaching staff, as well as their responsibilities and particularly their knowledge about emotional challenges surrounding their work in order to

communicate their opinions reflectively and expressively (Palinkas et al. 2015; Patton 2015).

Data were collected with the aid of individual qualitative semi-structured interviews, which were influential in provoking narrative data and permitted the researcher to probe teaching staff from the five participating private universities on their experience and knowledge in greater reflective and expressive depth. The interviews report the detailed interpretations and opinions of teaching staff and empowered them with open-ended questions; they were carried out by formulating questions and content that facilitated effective data collection (Corbin and Strauss 2015). Focus group interviews (Moser and Korstjens 2018) were also employed to collect data from the lecturers. For every focus group, 10 lecturers were selected by virtue of their experience, knowledge, availability and willingness to communicate their opinions in a reflective and expressive way. These composed each of the five semi-structured focus groups that were conducted at each of the five universities and lasted between 45–60 minutes (Hawkins 2018; Nyumba et al. 2018). The focus group participants were mixed gender, which facilitated a natural and comfortable self-disclosure on the part of the lecturers, as well as honest and spontaneous views, which guaranteed the quality of dialogues and their results.

A document analysis according to Wood, Sebar and Vecchio (2020) refers to the study of written material. The researcher analysed data from the assessment of university documents such as academic policies, university newspapers, annual reports, charters, strategic plans, minutes of meetings, university brochures and magazines, teaching and examination timetables, staff reports, written circulars to the teaching staff pinned on notice boards, appointment letters, warning letters and emails, which offered an insight into the experiences and lives of teaching staff (Adom, Yeboah, and Ankrah 2016). Additionally, the entire process of document analysis integrated coding content into themes just like a focus group and individual interviews (Adom, Yeboah, and Ankrah 2016; Cleland 2017). To guarantee the ethical nature of the study, the Research Ethics Review Committee of the University of South Africa (UNISA) examined and recommended the study. This recommendation later increased the protection of the teaching staff as well as the researcher (Doucet et al. 2017). Additionally, permission was sought from the Gulu University Research Ethics Committee (GULU-REC) and the body that oversees research and development in Uganda, the Uganda National Council for Science and Technology (UNCST), and consent forms from teaching staff were obtained prior to the actual data collection. (Kılınç and Fırat 2017).

Findings

This section presents the results on the causes of burnout among teaching staff and provides a model for managing burnout among teaching staff at private universities in Uganda.

Causes of Burnout among Teaching Staff

The empirical investigation's results demonstrated that burnout among teaching staff was primarily caused by institutional causes.

In the following subsections, data regarding institutional causes of burnout are presented.

Conflicting Directives

Several interviewed participants indicated that university services are characterised by conflicting directives; as a result, the teaching staff member is torn between honouring one directive against the other or leaving one unattended, but with each he or she has a psychological contract. Satisfaction with one directive also leads to dissatisfaction with another, which generates 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. However, it becomes complex when the time you are timetabled and expected to be in a classroom is the same exact time you are required to attend an academic management meeting to vet certain programmes of which even programmes in your faculty are part and parcel.

This finding is consistent with those of Rovithis et al. (2017) who argue that a double bind is a predicament or difficulty whereby teaching staff attempt to undertake an extraordinary workload and want to attend to details but are unable to achieve both (Hornung, Lampert, and Glaser 2016; Rovithis et al. 2017). Conflicting directives manifest in multiple opposing orders, with the implication that meeting one will lead to letting down the other. This generates emotionally charged feelings and cynicism among employees (Ee, Teoh, and Yen 2017).

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

Unclear programme 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 has similar roles and many of the times does exactly what you are doing, 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, raised by Participant P5SLA, reveal that the failure to draw a straight line between the roles of the programme coordinators and heads of department demonstrates an ambiguous nature of duties, which emotionally affects teaching staff involved in executing such roles. This understanding is supported by Armstrong and

Woloshyn (2017) who maintain that double binds also include ambiguity. These experts argue that role ambiguity explains the absence of a clear picture regarding 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 well-being, anxiety, psychological strain, reduced commitment, dissatisfaction and low employee performance (Kalkman 2018; Urien, Osca, and García-Salmones 2017).

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 strengthens 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 are 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 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 a 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 advanced by Zacher and Schmitt (2016). The job characteristics of teaching staff should not produce life-threatening emotional conditions, but instead instil a sense of responsibility, meaningfulness, and an understanding of results. The characteristics of the work environment lead to physiological conditions that result in equivalent behavioural and mental consequences; for example, employee absenteeism results from undesirable characteristics, and motivation and satisfaction result from positive characteristics.

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 lets panic set in and generates anxiety and distress. In Participant P5LB's actual words:

We often get a mandatory kind of communication such as 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 generates burnout here.

Delayed Contracts

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

Contract delays here, moreover, with errors also generate 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 a 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. This does not give 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 relationship between the teaching staff and the institution is defined by an exchange of costs and results or rewards and resources. That is, the teaching staff's job is a resource while job certainty can be considered a reward in return for the teaching staff's effort (Blom et al. 2018).

A finding of the study, indicated by Participant P3LD, reveals 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 the 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 the reasoning above, Afzali et al. (2017) argue that distributive fairness evaluates the observed justice of the result of the processes within the educational institution. In contrast, procedural justice deals with the objectivity in the techniques of decision-making and allocates outcomes with accuracy, unbiasedness and consistency. Therefore, teaching staff threatened by unfair distributive situations observe a discrepancy between their input and outcomes. This confrontation can be called a reciprocity deficit and is responsible for a series of undesirable consequences, including strain among teaching staff (Andela and Truchot 2017).

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

There are times you wait for the contract for teaching and educating students, and it's not issued, and this makes payment for the load taught 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 and the lecturer is victimised and loses hope for the payment.

Based on Participant P5FDE's statement, 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 well-being (Afzali et al. 2017). For this reason, as the teaching staff invest their energy in teacher-related activities, job security is a potential reward for such an investment (Jiang, Trip, and Probst 2017). The presence of job insecurity among teaching staff indicates a total loss of this reward. Thus, the perception of an imbalance occurs once the effort is not adjusted in the teaching staff's interest. As a treasured reward among teaching staff, losing job security creates an imbalance between effort and gains, resulting in negative health consequences (De Witte, Van der Elst, and De Cuyper 2015; Piccoli and De Witte 2015).

To fully qualify these arguments, Participant P4LB revealed the following:

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 negative sentiments and mental discomforts.

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

Employee Incompetence

The findings from the interviews with Participants P6SLB and P2FDA show that the level of teaching staff incompetence as revealed by the skills gaps in the execution of desired roles creates 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 for effectiveness in our roles as instructors. A student challenged our colleague here that he wanted to send his research by email 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 email 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, which concerns the existing relationship and fit or misfit between the person (teaching staff) and the environment (work setting). This study specifically used the demands-ability fit theory, which refers to work environment demands and the teaching staff's technical capabilities (Brandstätter, Job, and Schulze 2016). 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 iPads, 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 there is:

Limited advanced training to the teaching staff, yet they are entrusted with teaching roles which are way above their exposure, [which] 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 provided are affirmed by Therasa and Vijayabanu (2016). They maintain that an individual will be healthy and effective in a position that befits his or her individual qualities. These experts argue that a person-job fit encompasses the demands-ability fit, denoting 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. On a similar note, 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 checkers such as Urkund 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 hurdle if we ever engaged their academic publications through the software.

In summary, the more teaching staff "fit" with their teaching jobs, the less performance-related challenges or issues occur. In this case, the "person-job misfit" defines teaching staff that are not capable of performing their jobs without endangering themselves or colleagues. In circumstances where there is an incompatibility or discrepancy, a person-job misfit comes into play, igniting emotional disorders (Leng and Chin 2016).

Correspondingly, additional evidence of the misfit theory 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.

As can be seen from this extract, the person-vocation fit theory 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; this can show whether there is a good fit between the requirements of the profession and the employee's ability (Xiao et al. 2014). Based on this theory, teaching staff with unbecoming behaviours challenge the professional manners required of them and therefore demonstrate a mismatch with professional demands, leading to incompetence, irritating others, and unfavourable work settings (Yu 2016).

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 stressful to achieve, 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 he was still a professor.

The procedure that teaching staff must go through to achieve the status of, for instance, a senior lecturer is far too complex, and it is responsible for emotional distress among this category of staff. The personal element reflected in these arguments is related to self-efficacy associated with the self-observation of a lecturer's abilities (Kurland and Siegel 2016). 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).

Limited Support

Significantly, the study's findings 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 et al. (2018), resources encompass real objects such as work equipment, institutional vehicles, computers, and projectors. Secondly, some resources are conditional, such as contracts and leadership titles. There are also personal resources such as knowledge and skills, effectiveness, personality traits, and finally there are energy resources such as salaries and allowances. Participants 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, media, and interactive boards would be an ideal standard for the university education because the teaching staff then use 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 for the senior lecturer.

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

There are communication challenges of university activities, triggering emotional discomfort for the 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 2% 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 et al. 2017). Accordingly, the avoidant attachment model suggests that human beings are inspired to emotionally connect with others while struggling for protection, safety, and comfort (Manning et al. 2017). Specifically, in this respect, the relationship of attachment 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.

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) advance, specifically regarding physical and emotional work demands. Participant P7SLB revealed that:

Unbecoming student 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 in her 20s 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 ARVs, 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), other emotional demands in the teaching environment at an educational setting like a university could comprise teaching staff handling their own 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 et al. 2014).

Participants P10LE's and P5SLE's arguments relate to distributive injustice, denoting 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 and Truchot 2017). 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 [and] 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 and 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, such that the lecturer is tortured by the self-conviction and guilt of every nonprofessional involvement.

Participant P5SLE's argument is consistent with the finding that emotional disorders that affect one's health set in once teaching staff perceive interfacing with clients as a form of biased distributive justice. Distributive justice facilitates the connection between emotional regulation and the health of the teaching staff (Martínez- Íñigo and Totterdell 2016). Participant P5SLE elaborated on the

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 [about] the students who sit in 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 three other 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 resources, the resource replacement procedure and employees' perception of distributive justice exposes them to negative states, such as job difficulties overstressing them. In the same way, distributively biased relations will emotionally drain teaching staff (Chao, Shih, and Hsu 2016).

Workload

Participant P4SLE indicated that a lot of work at the university and elsewhere is responsible for emotional fatigue among the 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 getting a headache.

There is pressure resulting from the several tasks in this university. Then, the roles also taken from another workstation are 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 so overwhelmed that I even feel dizzy.

Similarly, Participants P2LE and P2SLB's ideology is consistent with arguments raised by Airila et al. (2014). They claim 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 is responsible for increased depressive symptoms leading to anxiety and strain. As P2SLB explained:

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 a 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).

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 exhaust employees' mental and physical resources, leading to overall exhaustion (McGonagle et al. 2014). Participant P2SLB revealed the

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 a fresh supply of other resources. The absence of such a supply is what now amounts emotional fatigue to the senior lecturer.

Rouxel, Michinov and Dodeler (2016), 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 that later culminate in emotional difficulties.

Interpersonal causes of burnout are presented and discussed below.

Home Demands

Participant P7SLE 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 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 in 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 P1FDA expressed are aligned with Foote's thinking (Foote 2010). Foote 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. P1FDA explained:

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 are 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, the teaching staff's general appraisal of their low self-worth, also known as low self-esteem, makes them vulnerable to fixation, nervousness and other burnout disorders (Asmaa 2016). P1FDC explained:

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 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, lecturers' mistreatment, intimidation, and oppression of learners have been

linked to their failure to harmonise home demands (Mulyadi, Rahardjo, and Basuki 2016).

Overambition

Participant P3SLB indicated a situation that requires teaching staff to concentrate and be highly focused for extended periods, and this is related to emotional changes in the teaching staff involved. According to this participant:

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 write-ups 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 P3SLE's ideas indicate a shared behavioural characteristic. According to Chang et al. (2016), this characteristic defines individuals who struggle for faultlessness and set unreasonable performance values that at times end up causing dangerous reactions. Academicians with interests in being creative and producing original work, such as lecturers, researchers, and professors, are examples of such individuals (Wagner and Upton 2017, 64). As Participant P3SLE indicated:

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 standards and expectations, the failed support from the administration generated a lot of milled energy and emotionally charged feelings.

Schwarzkopf et al. (2016) agree that positive striving is associated with employees' determination or motivation better to execute and accomplish their tasks. 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—a scenario that sees employees attaining new professional knowledge. Incessantly struggling for achievement alongside other roles is what generates emotional fatigue in a busy teaching staff member (Kubicek, Paškvan, and Korunka 2015). 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's 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 the labour market and remain relevant (Kubicek, Paškvan, and Korunka 2015).

Failure to Progress Academically

Participant P3FDB 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 with such dissatisfaction with their work usually goes hand in hand with drained energy resources (Arenas et al. 2015). Participant P3FDB mentioned:

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 connected to academic submissions, such as the one Participant P1SLC revealed, are associated with several job-related outcomes, for instance, a decline in the customer care of students, desertion of the workplace and turnover intentions as a sign of defeat (Baraty 2017). P1SLC explained:

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), an employee's agenda 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, is a setback associated with emotional distance. Participant P1FDB explained:

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 [department]. 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 [my] appetite, and I just feel I need a big success, a miracle I do not know when it can happen.

Setbacks in academic progress, such as that of Participant P5SLC, have further been affiliated with low self-efficacy, as indicated by Lauermaun and König (2016). Jeung, Kim and Chang (2018) assert that teaching staff's self-efficacy denotes belief in the teacher's capacity to yield anticipated academic results, and failure to yield such positive results leads to emotional fatigue. Participant P5SLC revealed:

Limited academic advancement and growth further escalate the emotionally charged feelings. Everyone would love to grow academically. However, the 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 limited academic growth of upcoming academicians also diminished morale and hope of other teaching staff uplifting the institution to an ideal standard. Participant P1SLD stated 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.

Based on these responses, teaching staff diagnosed with generally low self-efficacy are prone to emotional exhaustion and depersonalisation from constant worries; they interpret unclear circumstances as stressful and understand their demanding academic circumstances as risky, rather than seeing it in a positive light as challenging (Boujut et al. 2017).

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). Participant P4SLC explained:

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 a 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 [Uganda Revenue Authority] with my KA [small] business. Man, you are seeing us moving, but burnout is inevitable as the distress is too much. All the above is just stressful.

Similarly, Participant P1SLB indicated that bank loans are another useful but stress-inducing aspect for teaching staff. Emotional challenges that later affect one's self-esteem step in upon defaulting on bank loans, especially if the instalment is not available in the account at the time of the deduction. Participant P1SLB asserted:

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 an instalment in the bank, the university has not yet wired the salary, [and] 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 linked to teaching staff’s reduced concentration and depression. Moreover, undesirable arrogance demonstrated in lecture rooms and other teacher-related activities, for example teaching staff’s mistreatment, intimidation and oppression of learners, have been linked to low self-esteem among teaching staff (Mulyadi Rahardjo and Basuki 2016).

A Model to Manage Burnout among Teaching Staff at Private Universities

Based on the findings of the empirical evidence, a model to manage burnout among teaching staff at private universities in Uganda is proposed in Figure 1.

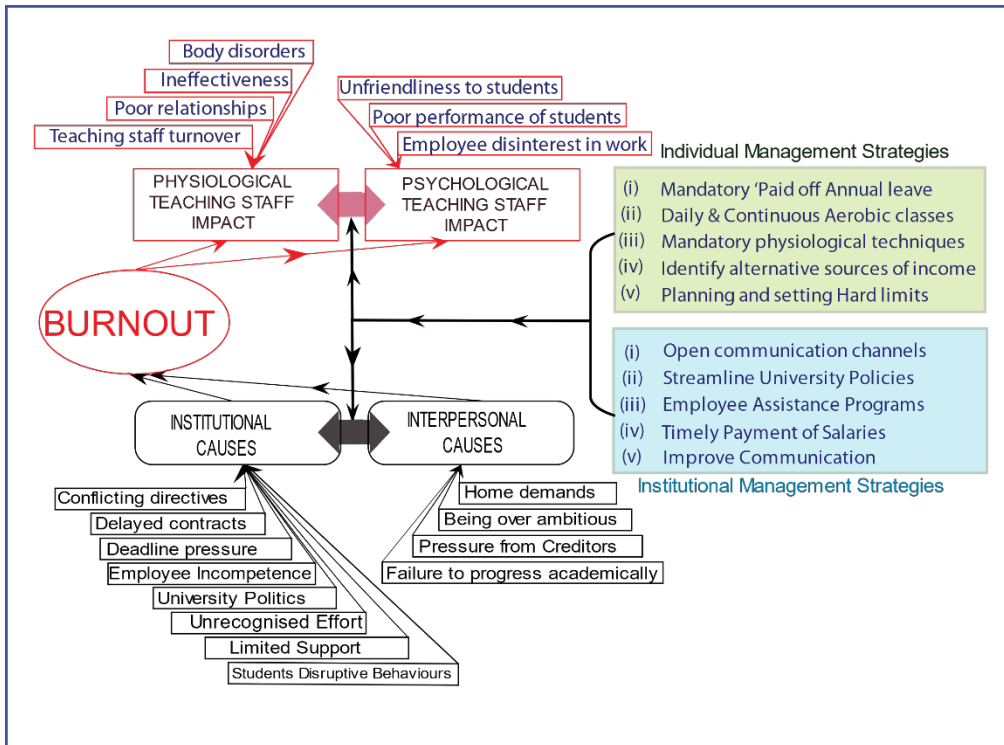


Figure 1: A management model to address burnout among teaching staff at private universities in Uganda

The model explains and suggests institutional and interpersonal strategies for 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. Auxiliary strategies are discussed below.

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 Figure 1, through the following: creating windows through which teaching staff can offload roadblocks (Chaw and Kopp 2021); access to information regarding policies discussed in executive boards; the 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 that will settle emotional battles.

Streamline Institutional Policies and Procedures

The model further asserts that streamlining institutional policies and procedures at the university level, as indicated in Figure 1, can further deter burnout causes and their physiological and psychological impact among teaching staff. Aspects of such institutional policies and procedures include a deliberate move to do the following: reduce the engagement of teaching staff pursuing further studies; incorporate the concept of mandatory annual leave for 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 formulation and reviews; reducing monotony through blending courses to minimise physical engagement of teaching staff during instruction; effectively draft a load management policy to eliminate overload (Türkoğlu and Cansoy 2020); 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 (Edwards et al. 2021); revisit research supervision policies and procedures to allow for student autonomy in the selection of a suitable supervisor; reduce 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 (Blumenthal and Blumenthal 2021).

Institutionally Established Teaching Staff Assistance Programmes

The framework further points to the development of institutionally established teaching staff assistance programmes that can significantly prevent the prolonging of stressors. University managements should implement the following: provide colleague and stakeholder mentorship classes (Guler 2021); 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 (Atabek 2020); extend social support initiatives to teaching staff who are emotionally challenged; provide training on 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.

Timely Payment of Remuneration

The timely payment of salaries and improved communication about remuneration, such as timely notices of delayed salaries, between the administration and teaching staff further reduce institutionally generated burnout causes arising from stressors associated with such strategies.

Continuous Aerobic Exercises

The individual management model makes the following recommendations: daily and continuous aerobic exercise, for example aerobic classes, cycling, walking and running; mandatory physiological techniques intended to restore affected teaching staff members' mood to normal (Guler 2021); mandatory paid annual leave; identifying alternative sources of income; stabilising the individual burden work environment stressors generate, and planning and setting hard limits.

Conclusion

The study investigated how to manage burnout among teaching staff at private universities in Uganda. It was discovered that the causes of burnout among teaching staff in chartered private universities can be categorised into institutional and interpersonal causes. A framework to address burnout among teaching personnel was developed based on the empirical data. This model necessitates deliberate cooperation and coordination in Uganda's private higher education institutions to see a clear drop in the issue while continuing to pursue the primary business of research and innovation as well as teaching and learning. This study concentrated on chartered private universities in the Central Region; further studies on burnout should be conducted in other degree-awarding institutions (ODAI) and government universities upcountry.

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