



East African Journal of Arts and Social Sciences

eajass.eanso.org

Volume 8, Issue 3, 2025

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda

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Article DOI: <https://doi.org/10.37284/eajass.8.3.3489>

Date Published: ABSTRACT

13 August 2025

Keywords:

Authentic Living,
Maintaining
Perspective,
Psychological
Wellbeing,
Resilience,
Stress Management.

This study assessed the influence of employee resilience on the psychological well-being of teachers in government-aided secondary schools in Nakawa Division, Kampala Capital City Authority, Uganda. Specifically, the study tested whether employee resilience, including living authentically, maintaining perspective, and managing stress, influenced the psychological well-being of teachers. Employee resilience was conceptualised as encompassing interpersonal fit, feelings of competency, thriving, perceived recognition, and a desire for involvement. Using a quantitative approach and correlational research design, the study surveyed 184 teachers and analysed the data using structural equation modelling (SEM). The findings revealed that authentic living and maintaining perspective had a significant and positive impact on psychological wellbeing, while managing stress had a positive but insignificant influence. The study concluded that authentic living and maintaining perspective are important for teachers' psychological well-being, while stress management may not be a priority. Based on these findings, the study recommended that school administrators implement measures to support teachers in practising authentic living and maintaining perspective, but not prioritise stress management. The practical contribution of this study is that it provides insights for school administrators and policymakers to develop and implement effective interventions aimed at promoting teachers' psychological well-being by focusing on authentic living and maintaining perspective, rather than largely emphasising stress management.

APA CITATION

Amutuhair, S., Kato, J. K., Rwothumio, J. & Mugizi, W. (2025). Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda. *East African Journal of Arts and Social Sciences*, 8(3), 183-199. <https://doi.org/10.37284/eajass.8.3.3489>

CHICAGO CITATION

Amutuhair, Shallon, Joshua Kimata Kato, Joseph Rwothumio and Wilson Mugizi. 2025. "Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda." *East African Journal of Arts and Social Sciences* 8 (3), 183-199. <https://doi.org/10.37284/eajass.8.3.3489>.

HARVARD CITATION

Amutuhaire, S., Kato, J. K., Rwothumio, J. & Mugizi, W. (2025), "Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda", *East African Journal of Arts and Social Sciences*, 8(3), pp. 183-199. doi: 10.37284/eajass.8.3.3489.

IEEE CITATION

S., Amutuhaire, J. K., Kato, J., Rwothumio & W., Mugizi "Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda", *EAJASS*, vol. 8, no. 3, pp. 183-199, Aug. 2025.

MLA CITATION

Amutuhaire, Shallon, Joshua Kimata Kato, Joseph Rwothumio & Wilson Mugizi. "Employee Resilience and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda". *East African Journal of Arts and Social Sciences*, Vol. 8, no. 3, Aug. 2025, pp. 183-199, doi:10.37284/eajass.8.3.3489

INTRODUCTION

Employee psychological well-being refers to an individual's overall mental state, encompassing their interpersonal fit, sense of competence, thriving, perceived recognition, and desire for involvement (Sandilya & Shahnawaz, 2018). In recent years, organisations have come to recognise the importance of employee psychological well-being due to its positive impact on work attitudes and productivity (Arslan et al., 2022). Research has shown that employees with high psychological well-being tend to be happier, healthier, and more motivated, leading to increased effort, performance, and productivity. Furthermore, psychological well-being has been linked to promoting organisational citizenship behaviour, underscoring its beneficial influence on employee work-related attitudes and behaviours (Kundi et al., 2020). Employee psychological well-being is essential for an individual's general health, playing a crucial role in determining how individuals cope with stress, interact with others, and make decisions. It is also associated with various benefits, including lower rates of absenteeism and presenteeism, better physical health outcomes, lower rates of mortality, better overall physical health, and reduced healthcare costs (Sikombe & Phiri, 2021). By prioritising employee psychological well-being, organisations can promote a healthier and more productive workforce, leading to improved overall well-being and success.

According to Elsamani et al. (2023), employee psychological well-being has numerous benefits,

including fostering creativity and innovation, as employees are more likely to think clearly and generate new ideas. In addition, employees with good psychological well-being are less likely to take sick leave, provide better customer service, and enhance the company's reputation. Mugizi et al. (2021) indicate that employee psychological well-being positively influences motivation, job outcomes, flexibility, effort, and reduces employee turnover, ultimately affecting the performance of the organisation. Furthermore, high psychological well-being enables employees to build and maintain positive relationships with co-workers and supervisors, leading to a supportive work environment conducive to teamwork and collective problem-solving (Zhenjing et al., 2022).

Despite the significance of psychological well-being for employees, teachers in government-aided secondary schools in Uganda reported alarmingly low levels of psychological well-being. According to Kambasu (2021), a staggering 63% of teachers in Uganda reported feeling low. Moreover, only 16% of teachers expressed a desire to remain in the profession, indicating that a significant 84% were considering leaving. Furthermore, a substantial 59% of teachers in Uganda reported that they would not choose to become teachers if they were starting their careers anew, and 37% intended to leave their positions within the next year (Mugizi et al., 2019). The low psychological well-being of teachers in Uganda is further evident in their high levels of disengagement and lack of motivation to perform their duties. Teachers are failing to fulfil their

professional responsibilities, including effective classroom teaching, student management, and maintaining discipline and regularity. Moreover, many teachers in Ugandan schools are frequently absent, neglect to prepare schemes of work, fail to develop lesson plans, and shirk their weekly duties. This widespread disengagement and demotivation among teachers not only undermines the quality of education but also has long-term consequences for the students' academic achievement and personal growth (Mugizi et al., 2022). The above situation highlights the need for interventions to support teachers' psychological well-being.

Nonetheless, government efforts seem not to aim at addressing the problem of the low psychological well-being of teachers. Instead, recent government policies seem to be worsening low psychological well-being of some sections of teachers. For instance, the government has implemented the policy of discriminatory pay with teachers of science subjects paid four times higher than their counterparts of arts subjects (Tumusiime, 2022). Consequently, the teachers of the arts feel rejected, unsupported, and undervalued (Namara & Lindrio, 2022). Attempts by teachers of the arts to protest discriminatory pay by teachers were quelled with threats of dismissal (Kamurungi & Nafula, 2022). This situation has led to low psychological well-being among teachers. The above situation attracted this study to investigate the factors that made teachers continue to persist in their jobs despite unfair discriminatory policies, looking at employee resilience and psychological well-being of teachers. By examining the resilience of teachers concerning their psychological well-being, this study sought to identify the strengths and resources that support their psychological well-being, despite the adversity they face, and to provide insights into how to promote and enhance their psychological well-being in the face of ongoing challenges. Hence, this study assessed the resilience of the teachers concerning their psychological well-being.

LITERATURE REVIEW

The literature review provides an overview of the theoretical framework and relevant empirical studies examining the relationship between resilience and employee psychological well-being. The review involved a critical analysis of existing studies, synthesising their findings to identify patterns and gaps that informed this study.

Theoretical Review

This study was grounded in Resilience Theory, which has its origins in the pioneering work of Michael Rutter in 1964 and 1965 (Fleming & Ledogar, 2008). This theoretical framework helps explain the psychological concepts that influence an individual's capacity to adapt and cope with stress, adversity, and change. According to Resilience Theory, it is not the nature of adversity that is most crucial, but rather how one responds to it. The theory identifies three essential elements, namely, living authentically, maintaining perspective, and managing pressure that impact an individual's ability to deal with and adapt to stress and adversity (Yates et al., 2015). These elements are critical in understanding how teachers can develop resilience to navigate the challenges they face in their profession. Authentic living is characterised by an individual's needs being met, fulfilled, and experiencing self-actualisation, enabling them to thrive. It involves a harmonious balance between inner experiences and outer expressions, where one's true self is aligned with their external actions and behaviours (Gino et al., 2020). Authentic living represents an individual's needs being met, fulfilled, experiencing self-actualisation, and being able to thrive. In essence, authentic living concerns synchronisation of internal thoughts, feelings, and values with external actions, allowing individuals to be genuine, transparent, and true to themselves, leading to a more fulfilling and meaningful life (Lutz et al., 2023).

Maintaining perspective involves adopting an objective viewpoint, considering a situation within

the larger context of life events. It requires taking a step back, examining the situation from multiple angles, and thoughtfully considering its long-term implications for one's life (Chen & Bonanno, 2020). By maintaining perspective, individuals can gain a more balanced understanding, prioritise what truly matters, and make informed decisions that align with their values and goals. This skill is essential for resilience, as it enables individuals to navigate challenges with clarity and understanding. Concerning managing stress, it involves identifying and acknowledging the sources of stress in one's life, and proactively taking steps to mitigate or eliminate them (Nartova-Bochaver et al., 2021). This may involve setting boundaries, prioritising self-care, reframing negative thoughts, and developing coping strategies to manage stressors. By addressing the root causes of stress and implementing healthy management techniques, individuals can reduce feelings of overwhelm, improve their overall well-being, and enhance their resilience in the face of challenges (Kaur & Singh, 2022). Grounded in the resilience theory, the study tested whether employee resilience in terms of living authentically, maintaining perspective, and managing stress influenced the psychological well-being of teachers, considering the following hypotheses:

H1: Living authenticity has a significant influence on the psychological well-being of teachers.

H2: Maintaining perspective has a significant influence on the psychological well-being of teachers.

H3: Managing stress has a significant influence on the psychological well-being of teachers.

Employee Resilience and Psychological Well-Being

Employee resilience refers to the ability of an individual to effectively cope with and recover from challenging situations and adversities in the workplace (Näswall et al., 2019). Kašpárková et al. (2018) indicate that resilience is the positive

psychological capacity to rebound, to bounce back from adversity, uncertainty, conflict, and failure, experiencing positive change, progress, and taking on increased responsibility. Relatedly, Nartova-Bochaver et al. (2021) indicate that it is the capacity to bounce back from difficult experiences, learn from them, and emerge stronger and more resilient, enabling personal and professional growth. According to Teng-Calleja et al. (2020), employee resilience is a vital asset for organisations, as it fosters a positive work attitude, satisfaction, and environment that support employees' mental health. Wut et al. (2022) contend that resilience is a useful means of promoting the mental health and well-being of employees. According to Winwood (2013), workplace resilience includes living authentically, maintaining perspective, and managing stress.

Authentic living describes being true, genuine, and full of energy. The person can be true to themselves, their nature, and their life trajectory. This kind of living is a sign of a person's reorganisation (Nartova-Bochaver et al., 2021). Studies (e.g. Buskila & Chen-Levi, 2021; Sutton, 2020; Van den Bosch et al., 2019; Rivera et al., 2019; Van den Bosch & Taris, 2018) indicate that authentic living has a significant influence on the psychological well-being of employees. However, the studies revealed methodological, empirical, and population gaps. Methodologically, Sutton's (2020) study was not empirical; hence, the need for an empirical study. Empirically, all previous studies were conducted in foreign contexts, indicating a lack of studies in the Ugandan context. With the population gap, the studies by Van den Bosch et al. (2019) and Van den Bosch and Taris (2018) involved workers in other sectors, hence not addressing the unique dynamics of teachers. This study sought to address these gaps by investigating the relationship between authentic living and psychological well-being among secondary school teachers in Uganda, providing a more contextualised and empirically grounded understanding.

Maintaining perspective is the employee's ability to reframe adversities in a positive light, focus on solutions despite challenges, and generate momentum to overcome negativity (Sanhokwe & Takawira, 2022). Maintaining perspective is linked to several positive outcomes, including lower levels of fatigue, reduced sleep problems, and decreased emotional strain (Winwood, 2013). This helps individuals develop a stronger sense of self-awareness and have a more optimistic outlook, ultimately leading to a happier and healthier life. Studies (e.g. Klainin-Yobas et al., 2021; Li & Hasson, 2020; Riepenhausen et al., 2022) revealed the existence of a significant relationship between maintaining perspective and psychological well-being. However, previous studies had not examined it as a standalone construct but instead implicitly covered it with resilience indicators. Thus, by isolating and examining it as an independent construct, this study sheds new light on its importance independently of psychological well-being.

Stress management refers to the techniques an individual employs to deal with stress by analysing the specific stressors and taking positive actions to minimise their effect (Ramesh et al., 2022). Managing stress is concerned with ensuring a positive work-life balance (Sanhokwe & Takawira, 2022). Achieving a positive work-life balance can lead to reduced stress levels, improved mental and physical health, and increased job satisfaction (Jessica et al., 2023). Studies (e.g., Chepkwony, 2017; Park et al., 2021; Khan & Khurshid, 2017; Hameed & Khwaja, 2023; Srivastav, 2021) indicate the importance of stress management on the psychological well-being of employees. However, knowledge and population gaps emerged. With respect to the knowledge gap, findings by Khan and Khurshid (2017) contradicted those of all other scholars, who reported a positive and significant relationship between the variables. This inconsistency suggested that the relationship was not absolute and highlighted the importance of considering the context of each study. For the

population gap, none of the existing studies reviewed focused on teachers, whose work dynamics might differ significantly from those of other workers. By examining the unique challenges and circumstances faced by teachers, this study aimed to provide valuable insights into stress management and psychological well-being in this critical profession.

METHODOLOGY

This section outlines the methodologies employed in conducting the study's investigations. The methodologies provided a transparent and systematic framework for collecting appropriate data, which guaranteed the validity and dependability of our results, providing a solid foundation for our conclusions and recommendations.

Research Design and Sample

This study employed a quantitative approach, utilising a correlational research design to examine the relationship between resilience and the dependent variable. This design enabled the collection of numerical data, which was then analysed to identify the strength and direction of the correlation between the two variables (Stangor & Walinga, 2019). By utilising this design, the study was able to identify and interpret the causal linkages between resilience and psychological well-being, providing valuable insights into their interconnectedness. This design enabled determining the strength and direction of the relationship between the two variables, shedding light on the role of employee resilience in promoting psychological well-being. The data were collected from a sample of 184 out of 338 secondary school teachers of Naakawa division, Kampala Capital City Authority. The sample size was determined based on the sampling Table by Krejcie and Morgan (1970). The sample from each school was determined by proportionate sampling to ensure equitable representation of each secondary school

and the study participants, which permitted the production of generalizable findings.

Measurement of the Variables

Given the quantitative nature of this study, a closed-ended self-administered questionnaire was employed to collect data from participants. This type of questionnaire allowed respondents to select from pre-defined response options, enabling the collection of numerical data that could be statistically analysed. The dependent variable, psychological well-being, was measured in terms of interpersonal fit, feeling of competency, self-acceptance, perceived recognition, thriving, and desire for involvement (Malik & Garg, 2018; Nikolaou, 2003; Sandilya & Shahnawaz, 2008). The predictor variable of employee resilience was measured in terms of: living authentically, maintaining perspective, and managing stress (Winwood et al., 2013). The questionnaire featured construct-specific indicators that were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to express their level of agreement or disagreement with each statement. This scaling approach enabled the collection of clear data, capturing a range of attitudes and opinions from the teachers.

Data Analysis Methods

The data were subjected to statistical analysis using Structural Equation Modelling (SEM) techniques, implemented using SmartPLS 4. This involved developing and testing measurement models, structural models, and path estimates to examine the complex relationships between variables. SEM

allowed us to model complex interactions, assess the validity and reliability of our measures, and estimate the strength and direction of pathways between constructs (Hair et al., 2021). This provided a comprehensive understanding of the underlying structural relationships in the data.

FINDINGS

This section presents the study's findings, which include background characteristics, measurement models, structural models, and path estimates. The measurement models were used to assess the validity and reliability of the indicators, ensuring that they accurately captured the underlying constructs. The structural models and path estimates examined the relationships between the study's variables, specifically investigating the impact of employee resilience on the psychological well-being of teachers. The results provide insights into the demographic characteristics of the sample, the appropriateness of the measurement tools, and the complex relationships between employee resilience and psychological well-being.

Participants' Demographic Profiles

This section presents the demographic characteristics of the teachers participating in this study. The results provide an overview of the demographic profile of the sample that includes the distribution of male and female teachers, the age range of participants, the highest level of education attained, the responsibilities held, and the teaching experience in years. These demographic profiles presented in Table 1 provide important context for understanding the study's findings.

Table 1: Teachers' Demographic Profiles

Variables	Categories	Frequency	Per cent
Sex	Male	89	48.4
	Female	95	51.6
	Total	184	100
Age groups	up to 30	59	32.1
	40-50 years	29	15.8
	50 and above	1	0.5
	Total	184	100
Education	Diploma	58	31.5
	Bachelor's degree	88	47.8
	Postgraduate qualifications	38	20.7
	Total	184	100
Responsibility	Subject teacher	60	32.6
	Class teacher	73	73
	Head of subject	30	16.3
	Head of department	21	11.4
	Total	184	100
Working Experience	Less than 5 years	47	25.5
	5-10 years	100	54.3
	10 years and above	37	20.1
	Total	184	100

The analysis of demographic profiles revealed a diverse sample of teachers, with a slightly higher proportion of female teachers (51.6%) compared to male teachers (48.4%). The age distribution showed that the majority (51.6%) were between 30-40 years old, followed by those under 30 (32.1%), 40-50 (15.8%), and a small percentage (0.5%) above 50. In terms of education level, nearly half (47.8%) held a bachelor's degree, while 31.5% had diplomas and 20.7% had postgraduate qualifications. The teachers held various responsibilities, including subject teaching (32%), class teaching (39.7%), head of subjects (16.3%), and head of departments (21%). The years of experience ranged from less than 5 years (25.5%) to 5-10 years (54.3%) and 10-37 years (20.1%). This diverse representation of teachers with varying backgrounds and educational experiences ensures that the study's findings can be generalised to the wider teaching population.

Measurement Models

The measurement models involved rigorous testing of data to ascertain their validity and reliability. The measurement model's results include Average Variances extracted (AVE) and discriminant validity values, reliability, and collinearity results.

Measurement Model 1

This measurement model involved assessing convergent validity using Average Variance Extracted (AVE) to confirm that the variables were accurately measured by the constructs. The model also includes discriminant validity using Heterotrait-Monotrait (HTMT) Ratio Correlations to ascertain that the constructs distinctly measure the variables. Convergent validity and discriminant validity values are presented in Table 2.

Table 2: Heterotrait-Monotrait (HTMT) Ratio Correlations for Discriminant Validity

Measures	PW	DI	FC	IF	PR	T
PW						
DI	0.209					
FC	0.253	0.891				
IF	0.594	0.576	0.442			
PR	0.602	0.845	0.844	0.779		
T	0.233	0.575	0.600	0.673	0.669	
Measures	ER	LA	MP	MS		
ER						
LA	0.893					
MP	0.838	0.771				
MS	0.796	0.501	0.372			

DI = Desire for Involvement, DJ = Distributive Justice, ER = Employee Resilience, FC= Feeling of Competency, IF = Interpersonal Fit, IJ = Interpersonal Justice, LA = Living Authentically, MS = Managing Stress, MP = Maintaining Perspective, PW = Psychological Wellbeing, T = Thriving

The results in Table 2 demonstrate that the measurement models exhibit satisfactory validity. Specifically, the EVA values exceed the recommended threshold of 0.5, confirming convergent validity (Hair et al., 2021). Furthermore, the Heterotrait-Monotrait (HTMT) ratio of correlations falls below the maximum threshold of 0.90, establishing discriminant validity (Ringle et al., 2023). These findings indicate that the measures effectively capture the intended constructs and distinguish between them. With the validity thresholds met, the results are deemed suitable for further analysis, providing a solid foundation for subsequent statistical tests and interpretations.

Measurement Model 2

The model contains reliability results that were established through Cronbach's alpha and composite reliability. The model also includes a collinearity diagnostic assessment performed to detect multicollinearity using the value inflation factor (VIF). The results (Table 3) collectively indicate the accuracy, consistency, and independence of the constructs, providing confidence in the instrument's ability to measure the variables.

Table 3: Reliability and Collinearity (VIF)

Measures	α	CR	AVE	VIF
Desire for Involvement	0.920	0.938	0.715	1.504
Feeling of Competency	0.731	0.848	0.650	2.234
Interpersonal Fit	0.828	0.878	0.592	2.149
Perceived Recognition	0.839	0.895	0.689	2.144
Thriving	0.515	0.783	0.651	1.559
Living Authentically	0.845	0.928	0.866	2.004
Maintaining Perspective	0.890	0.914	0.603	1.820
Managing Stress	0.889	0.912	0.568	1.245

Table 3 presents the reliability analysis results, which reveal that both Cronbach's alpha and composite reliability values exceed the recommended threshold of 0.70, indicating a satisfactory level of reliability for exploratory research. The collinearity test results, which assess high correlations between constructs in formative measurement models, showed no evidence of collinearity, as the variance inflation factor (VIF) values are all below 5 (Hair Jr et al., 2021). This indicates independence among the constructs measuring the variables, further supporting the reliability and validity of the measurement model.

Structural Model for Psychological Wellbeing

The structural model (Figure 1) illustrates the linkages between employee resilience and psychological well-being. The path links between these constructs demonstrate the direct effects of employee resilience on psychological well-being, providing a visual representation of the underlying dynamics. This offers a comprehensive understanding of how employee resilience influences psychological well-being.

Figure 1: Structural Model for Employee Resilience and Psychological Wellbeing

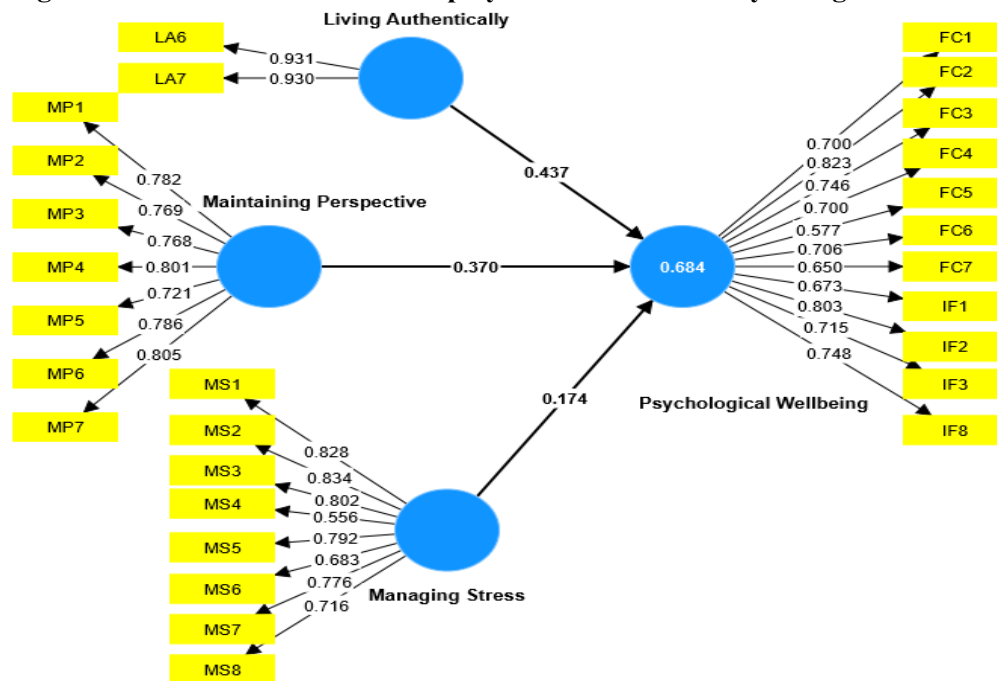


Figure 1 presents the structural equation model, which displays the factor loadings, path coefficients (β s), and coefficients of determination (R^2) that reveal the contributions of the independent variables to the dependent variable. The model comprises three constructs of employee resilience: living authentically, maintaining perspective, and managing stress. After removing items with low factor loadings (<0.5), the final model retained two items for living authentically, seven items for maintaining perspective, and eight items for

managing stress. Psychological well-being was initially conceptualised as a five-component variable (Appendix A), but only two constructs - interpersonal fit and feeling of competency - loaded significantly in the model. The final model included four items for interpersonal fit and seven items for feeling of competency, all with factor loadings above the minimum threshold (0.4) (Hair Jr et al., 2021). Table 4 presents the betas (β s), p-values, R^2 , and R^2 adjusted values, providing a comprehensive overview of the model's parameters.

Table 4: Employee Resilience and Psychological Wellbeing Structural Equation Model Predictions

Path Coefficients	B	Mean	STD	T	P
Living Authentically -> Psychological Wellbeing	0.437	0.401	0.130	3.351	0.001
Maintaining Perspective -> Psychological Wellbeing	0.370	0.382	0.139	2.666	0.008
Managing Stress -> Psychological Wellbeing	0.174	0.196	0.114	1.530	0.126
$R^2 = 0.684$					
Adjusted R2 = 0.679					

Table 4 presents the results of the hypotheses to the effect that living authentically (H1), maintaining perspective (H2), and managing stress (H3) have a significant influence on the psychological well-being of teachers. The findings indicated that living authentically (H1) and maintaining perspective (H2) had a significant and positive impact on psychological wellbeing, with beta values of 0.437 ($p = 0.001 < 0.05$) and 0.370 ($p = 0.008 < 0.05$), respectively. In contrast, managing stress (H3) showed a positive but insignificant relationship with psychological well-being ($\beta = 0.174$, $p = 0.126 > 0.05$). The coefficients of determination revealed that the three resilience constructs collectively explain 68.4% of the variance in teacher psychological wellbeing, while the adjusted R2 indicates that the significant factors, namely, living authentically and maintaining perspective, account for 67.9% of the variance. This suggests that additional factors not included in the model contribute to 31.6% of the variance in teacher psychological well-being. The beta (β) values indicate that living authentically has a slightly stronger influence on psychological well-being compared to maintaining perspective.

DISCUSSION

The results of this study demonstrate a significant positive relationship between authentic living and psychological well-being among teachers. This finding supports the resilience theory, which posits that authentic living is a crucial element in enabling individuals to cope with stress and adversity, thereby promoting psychological well-being. The results were also consistent with findings of existing scholars such as Buskila and Chen-Levi (2021),

Sutton (2020), Van den Bosch et al. (2019), Rivera et al. (2019), Van den Bosch et al. (2019), and Van den Bosch and Taris (2018), who reported that authentic living is a significant predictor of employee psychological wellbeing. Given the alignment of this finding with the majority of existing studies, it can be inferred that authentic living has a significant positive impact on teachers' psychological well-being. This highlights the importance of promoting authentic living among teachers to support their overall well-being.

Further, the study found that maintaining perspective has a significant and positive impact on the psychological well-being of teachers. This finding aligns with existing studies by Klainin-Yobas et al. (2021), Li and Hasson (2020), and Riepenhausen et al. (2022), who also established that maintaining perspective is a significant predictor of employee psychological well-being. Given the consistency of this finding with the majority of existing research, it can be confidently inferred that maintaining perspective is a crucial factor in promoting teachers' psychological well-being. This highlights the importance of cultivating perspective among teachers to support their overall well-being.

On the contrary, the study found that managing stress had a positive but insignificant influence on teachers' psychological well-being. This finding aligned with the results of Khan and Khurshid (2017), who also found that stress management did not significantly predict employee psychological wellbeing. However, this finding contradicted the majority of existing studies, including studies by Chepkwony (2017), Park et al. (2021), Hameed and

Khwaja (2023), and Srivastav (2021), which reported that effective stress management is crucial for promoting psychological well-being. Given this inconsistency, it can be inferred that managing stress in the context of Ugandan schools is not the paramount factor promoting psychological well-being among teachers in schools.

CONCLUSIONS

This study highlights the importance of authentic living and maintaining perspective for teachers' psychological well-being. When teachers live authentically by continuously living by what they believe in and live in accordance with their values and beliefs, their psychological well-being will be high. Also, when teachers maintain perspective by ensuring that nothing tires them so much at work, refuse to accept things that are bad for them, and do not let the negativity of their colleagues. Also, when teachers remain humorous, they try to hold on to their past success, seek support from others, and seek different alternatives when facing challenging situations at work. However, managing stress by remaining vigilant when on teaching duties, ensuring the job does not rule them, maintaining good relations with colleagues, and being involved in activities that reduce stress does not impact on psychological wellbeing of teachers. Also, establishing consistent ways to deal with work anxiety, taking holidays to relax, maintaining a smile, and keeping silent do impact on psychological well-being.

Recommendations

This study recommends that school administrators implement measures to support teachers in practising authentic living and maintaining perspective. To achieve this, teachers should be educated on the importance of living by what they believe in and living in accordance with their values and beliefs, which are crucial for their psychological well-being. Additionally, teachers should receive training on maintaining perspective, including strategies such as setting boundaries, refraining

from accepting harmful situations, and coping with colleagues' negativity. They should also be encouraged to maintain a sense of humour, draw on past successes, seek support from others, and explore alternative solutions to challenging situations. In contrast, the study suggests that prioritising stress management training for teachers may not be necessary, as it was found to have no significant impact on their psychological well-being. Specifically, training on maintaining energy and enthusiasm while teaching, setting boundaries around work, fostering positive relationships with colleagues, and engaging in stress-reducing activities may not be as crucial as previously thought. Similarly, training on establishing consistent coping mechanisms for work anxiety, taking breaks and holidays to relax, and maintaining a positive outlook may not be as impactful as other interventions.

Limitation

This study investigated the influence of resilience and employee psychological well-being among secondary school teachers. While the study provided valuable insights, some limitations emerged. Notably, the findings revealed a positive but insignificant influence of stress management on teachers' psychological well-being, contradicting the majority of previous research. This unexpected outcome highlights the need for further investigation into the complex dynamics between stress management and psychological well-being, particularly in diverse contexts. In addition, the study's scope was limited to government-aided secondary schools, suggesting a need for further research to explore the relationship between resilience and stress management in private secondary schools. Future studies can build upon this research by expanding the sample to include private schools, providing a more comprehensive understanding of the phenomenon.

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APPENDIX A: INSTRUMENT

Section A: Psychological Wellbeing

Feeling of Competency (FC)	FC1	I know my value as a teacher within this school
	FC2	I know I am capable of teaching my students effectively without a doubt.
	FC3	I confidently deliver all my lessons to students.
	FC4	I use student-centred methods only to deliver lessons to students.
	FC5	Within this school, teachers prepare effective lesson plans and conduct lessons accordingly.
	FC6	I easily work with others at a professional level, which has helped me to improve my abilities as a teacher.
	FC7	I consider the individual needs of every student as I teach.
Interpersonal (IF)	IF1	Within this school, teachers value one another, having another one lined up
	IF2	I enjoy working with my fellow teachers within this school.
	IF3	I get along well with all the teachers at this school.
	IF4	Within this school, a relationship of trust with each other has been built.
	IF5	Teachers help each other within this school.
	IF6	Within this school, teachers display kindness towards each other.
	IF7	Teachers respect each other in this school.
	IF8	Teachers show positive feelings towards each other within this school..
Thriving (T)	T1	I find teaching within this school exciting
	T2	I like teaching at this school.
	T3	I am proud of teaching within this school and not any other.
	T4	Teaching within this school gives my life meaning.

	T5	Within this school, teachers use suitable language while speaking to each other.
	T6	Within this school, teachers commit themselves to accomplishing challenging tasks.
	T7	Within this school, teachers look for stimulation in teaching.
Perceived Recognition (PR)	PR1	I felt that my superiors within this school recognised my teaching effort.
	PR2	I sense that my work efforts are valued in school by my superiors.
	PR3	Within this school, I felt that my fellow teachers recognised my teaching abilities.
	PR4	The head teacher gives me feedback on my teaching quality.
	PR5	I have the opportunity to share my opinions for the betterment of this school.
Desire for Involvement (DI)	DI1	I make an effort to take initiatives the contribute to the development of this school.
	DI2	I care about the good working of this school.
	DI3	I make an effort to contribute to the attainment of the goals of this school.
	DI4	Within this school, I seek to be in the know of whatever is taking place.
	DI5	I participate in professional development events organised for teachers within this school.
	DI6	I cooperate with others to carry out self and peer evaluations about work performance.
Section B: Employee Resilience		
Authentic Living (AL)	AL1	On the total, I am content with myself
	AL2	I consider it enhanced to be recognised than to be myself.
	AL3	I am strongly influenced by the opinions of others.
	AL4	I felt I knew myself very well.
	AL5	I am true to myself in most circumstances.
	AL6	I continuously live by what I believe in
	AL7	I live in accordance with my values and beliefs within this school.
	AL8	I have vital core principles that I embrace to fast while teaching within this school.
	AL9	I know my strengths and use them properly when executing my duties.
	AL10	I am able to alter my temperament at school.
Maintaining Perspective (MP)	MP 1	Nothing ever tires me so much at work
	MP 2	I refuse to accept things that are bad for me within this school
	MP3	Negative teachers at this school rarely affect my morale and feelings
	MP4	I often try to find humour in difficult workplace situations within this school
	MP5	I often remind myself of my past successes and how I overcame previous challenges when carrying out my duties as a teacher
	MP6	I often seek support from others when facing a challenging situation within this school
	MP7	When faced with challenging situations at work, I often seek alternative perspectives
Managing Stress (MS)	MS1	I take some time off to maintain vigor as I carry out my teaching duties
	MS2	I am careful to ensure that my teaching within this school does not rule my personal life

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| MP3 | I build good interpersonal relationships with my colleagues within this school |
| MP4 | I involve in stress reduction activities like games and sports to relax from work pressure after teaching within this school |
| MP5 | I have established some consistent ways to deal with work anxiety |
| MP6 | Termly holidays help me to relax after a terms' teaching |
| MP7 | I always keep a smile on my face and laugh regularly while |
| MP8 | doing my teaching activities |
| | I keep silent in certain situations to avoid exploding issues |
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