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# Teacher Burnout and Student Learning in Secondary Education in Kalundborg, Denmark

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## Abstract

Teacher burnout is a critical issue with direct implications for student learning outcomes. The study sought to investigate the effect of Teacher burnout on student learning in Secondary education in Kalundborg, Denmark. Burnout, characterized by emotional exhaustion and reduced motivation, can result in less engaging and effective teaching. As educators become increasingly stressed and disengaged, students often experience reduced motivation, lowered academic performance, and a less productive learning environment. Addressing teacher burnout is essential not only for the well-being of educators but also for fostering a positive and effective educational experience that enhances student learning. The research strategy for this study was descriptive. 150 teachers of secondary schools in Kalundborg, Denmark, were the intended audience. From a potential sample of 150 teachers in Kalundborg, Denmark, 125 were interviewed for the research. The data was gathered with the use of questionnaires. In conclusion, teacher burnout in Kalundborg, Denmark's secondary education system is a significant concern that directly impacts student learning. The emotional exhaustion and diminished motivation experienced by burned-out teachers can lead to a less engaging classroom environment, reduced academic performance, and a negative overall learning experience for students. Addressing teacher burnout is essential to create a more conducive and effective educational environment that benefits both educators and students in Kalundborg. The study recommended that to mitigate teacher burnout and enhance student learning in Kalundborg, it is crucial to prioritize teacher well-being. Implementing mental health support services and reducing administrative burdens can help teachers manage stress and regain their enthusiasm for teaching, ultimately improving the educational experience for students.

**Keywords:** *Teacher Burnout, Student Learning, Secondary Education, Denmark*

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## 1.0 Introduction

Studying teacher burnout and its impact on student learning in Secondary education in Kalundborg, Denmark is crucial to understanding the challenges faced in this specific educational context. Teacher burnout is a global concern that can have profound consequences on the well-being of educators and the educational outcomes of their students (Alves, Lopes & Precioso, 2021). In Kalundborg, as in many educational settings, teacher burnout can be attributed to various factors. These may include an excessive workload, limited resources, challenging student behaviors, administrative demands, and insufficient support from colleagues and administrators. By examining these factors in a Kalundborg-specific context, we can gain a more comprehensive understanding of the stressors teachers face and the mechanisms that lead to burnout. Teacher burnout is characterized by emotional exhaustion, depersonalization, and a decreased sense of personal accomplishment (Dolgova, Bogachev, Golieva & Korolenko, 2020). These symptoms can have a significant impact on the quality of instruction, teacher-student relationships, and classroom environment.

Teacher burnout is a critical issue with far-reaching consequences for education systems worldwide (Garcia-Arroyo, Osca Segovia & Peiró, 2019). Kalundborg, located on the western coast of Zealand, is known for its rich educational heritage. However, the prevalence of teacher burnout in secondary education in Kalundborg poses a significant challenge that warrants careful consideration. Teacher burnout is a complex phenomenon characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. In Kalundborg, as in many other regions, educators are not immune to the pressures and stressors that lead to burnout. Teachers in Kalundborg often face high workloads, challenging classroom dynamics, and administrative burdens. The demand to meet educational standards and maintain high teaching quality adds to the stress, making teacher burnout a persistent issue (Brady, Ni, Sheldrick, Trockel, Shanafelt, Rowe & Kazis, 2020). The consequences of teacher burnout extend well beyond the teacher's well-being and directly affect student learning. Teachers experiencing burnout may exhibit signs of reduced enthusiasm for their work, diminished engagement with students, and a lack of motivation (Salmela-Aro, Hietajärvi & Lonka, 2019). These factors can culminate in a negative learning environment where students' ability to absorb knowledge and achieve their academic potential is compromised. In the context of secondary education in Kalundborg, the detrimental effects of teacher burnout are evident in student performance, motivation, and overall educational experience.

Burned-out teachers may struggle to create a stimulating and engaging classroom environment (Abu Alhaija & Abd Algani, 2021). Their diminished enthusiasm can lead to a lack of creativity and innovative teaching approaches, resulting in reduced student engagement. In Kalundborg's secondary education system, this can hinder students' desire to actively participate in their learning process. Teacher burnout can negatively impact students' academic performance. Exhausted educators may not provide the necessary support and guidance, leading to suboptimal teaching. This can result in students falling behind in their studies and, in some cases, may even lead to a decline in academic achievements. A burnt-out teacher may unintentionally create a negative

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learning environment due to their emotional exhaustion (Young, 2023). This can influence students' emotional and psychological well-being, leading to a less productive and enjoyable learning experience in Kalundborg's secondary schools.

### 1.1 Statement of the Problem

It is crucial to recognize that teacher burnout is a multifaceted problem characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. In the context of Kalundborg's Secondary education system, teachers face unique challenges and stressors that may contribute to burnout. Teacher burnout not only affects the well-being of educators but also has significant repercussions for student learning outcomes. Burnt-out teachers may struggle to provide high-quality instruction, engage effectively with students, and create a positive classroom environment. This can, in turn, impact student motivation, performance, and overall educational experiences in Secondary education. The problem in Kalundborg may be exacerbated by factors such as high workloads, limited resources, challenging student behaviors, administrative demands, and insufficient support from colleagues and administrators. Identifying these local stressors and systemic shortcomings is essential to develop targeted strategies for reducing burnout.

Understanding the relationship between teacher burnout and student learning in Kalundborg requires a comprehensive investigation. Researchers need to explore the specific experiences and perspectives of teachers, as well as those of students, to gain a nuanced understanding of the issue. This will help identify the direct and indirect ways in which teacher well-being influences student outcomes. The problem is not isolated to individual teachers or students; it reflects a broader systemic issue within the Kalundborg education system. To address the problem effectively, researchers need to examine the policies, resources, and support systems in place at both the school and district levels. This involves an exploration of the adequacy of resources and professional development opportunities for educators. Finally, understanding the problem of teacher burnout and its impact on student learning in Kalundborg is essential for improving the overall quality of education in the region. By identifying the root causes and consequences of teacher burnout, educators, policymakers, and administrators can work collaboratively to implement strategies and policies that foster a healthier and more conducive learning environment for both teachers and students in Secondary education. This comprehensive understanding of the problem is vital for developing evidence-based interventions and solutions that benefit the entire education system in Kalundborg, Denmark.

## 2.0 Literature Review

### 2.1 Theoretical Review

**Emotional Labor Theory:** Emotional Labor Theory offers valuable insights into the dynamics of teacher burnout and its impact on student learning in secondary education. Teachers in secondary schools often engage in emotional labor as they are required to regulate their emotions and display empathy, patience, and enthusiasm in their interactions with students (Zaretsky & Katz, 2019). The continuous and often emotionally demanding nature of this work can lead to emotional

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exhaustion, a key component of teacher burnout. When teachers are emotionally exhausted, their ability to provide effective instruction and support to students diminishes, as their emotional resources become depleted. Consequently, this can negatively affect the quality of education and student learning outcomes, as teachers struggle to maintain the high level of emotional engagement and enthusiasm required to create an effective and positive learning environment. Moreover, the emotional labor expended by teachers can also impact student learning indirectly. When teachers experience burnout, their job satisfaction and motivation may decline, which can lead to reduced teaching effectiveness and engagement in the classroom. Students may become disengaged and less motivated to learn, negatively impacting their academic achievement and overall educational experience. Recognizing the importance of emotional labor and addressing teacher burnout through strategies such as emotional regulation training and supportive work environments is crucial to improving both the well-being of educators and the quality of education in secondary schools, ultimately benefiting student learning outcomes.

**Self-Determination Theory:** Self-Determination Theory (SDT) offers a valuable lens through which to examine the dynamics of teacher burnout and its impact on student learning in secondary education. According to SDT, individuals have innate psychological needs for autonomy, competence, and relatedness. When teachers experience burnout, their ability to fulfill these needs may be compromised. Burnout can erode teachers' sense of autonomy, leaving them feeling powerless or controlled by external factors within the educational system (Vansteenkiste, Aelterman, Haerens & Soenens, 2019). This reduced autonomy can diminish their intrinsic motivation and enthusiasm for teaching, leading to disengagement and decreased effectiveness in the classroom. Furthermore, teacher burnout can negatively influence the quality of relationships between teachers and students, impeding the relatedness component of SDT. As a result, students may experience a less supportive and nurturing learning environment, impacting their own motivation, engagement, and overall learning outcomes. In the context of secondary education, where students' development and motivation play a crucial role, the implications of teacher burnout influenced by SDT are significant. Burnout can lead to teachers becoming less responsive to students' individual needs and less capable of fostering a classroom environment that promotes autonomy and competence. Consequently, students in such environments may experience diminished motivation and reduced academic performance. To address this issue, it is essential for educational institutions to recognize the importance of teacher well-being, providing support and resources to help teachers fulfill their psychological needs, maintain motivation, and ultimately create a positive and productive learning environment for secondary students.

## 2.2 Empirical Review

Lavian (2021) carried out study to evaluate the effects of educator burnout on pupils. The researcher did this by paying special attention to students' grades and other academic achievements. After conducting a comprehensive literature search, researchers found 14 studies involving a total of 5,311 educators and 50,616 pupils. The results showed a weak correlation between teacher burnout and student well-being, but a stronger one with student success and motivation. There is a pressing need for further research in this field, particularly studies that use

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stronger research designs, investigate potential moderators, and dig deeper into the processes that underpin these associations. However, the current results provide early evidence that student learning may be negatively impacted by teacher burnout.

Gul, Khan and Bahadur (2021) conducted study to investigate the impact of teacher burn-out in selected public secondary schools in Alytus County, Lithuania. A descriptive survey strategy was used in this investigation. There are more than 30 public high schools in Alytus County. The sample for the investigation was chosen using a straightforward stratified sampling method. The study's sample size was 201 educators, split evenly between those with bachelor's degrees, those with master's degrees, and those with doctoral degrees. The most common methods of data collection were questionnaires and observation guides. Teachers were given questionnaires they may fill out on their own time. The validity and reliability of the questionnaires were tested in a pilot study performed at secondary institutions in Alytus County. The obtained value of 0.82 for the correlation coefficient was deemed satisfactory. The data obtained for the research was analyzed using descriptive statistics with the use of the Statistical Package for the Social Sciences (SPSS Version 19). According to the data, instructors with a master's degree were less likely to report high levels of burnout than those with a bachelor's or associate's degree, and 43% less likely than those with a diploma. Of the instructors polled, 32% were firm believers that students are to blame for teacher burnout, while 41% agreed and 9% and 13% were opposed. Researchers in Alytus County came to the conclusion that teachers' lack of education was a factor in teacher burnout. The research suggests that finding answers to student discipline would help decrease teacher fatigue caused by disciplinary problems at school. If schools want to prevent teacher burnout caused by bad attitude and interpersonal interactions in the workplace, as the study's author argues they should, they can devise measures to strengthen relations among teachers, support personnel, and students.

Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio and Clarin (2021) carried out study to examine the influence of workload on teacher burnout and this affects learners in Rajasthan State, India. Based on the Multidimensional Theory of Burnout and the burnout models developed by Golembiewski and Munzenrider, this research used a descriptive survey methodology. Ten officials from the National Council for Teacher Education (NCTE) and ten QASOs from the state of Rajasthan were also included in the target audience, along with 104 school principals and 6862 teachers. We used two-stage cluster random selection, purposive and simple random approaches to choose 378 educators, 31 school administrators, and all 10 NCTE officials and 10 QASOs. Teacher surveys, interview instructions from NCTE staff and QASOs, and data collecting forms were used to compile the gathered information. Descriptive statistics like frequencies, percentages, means, and standard deviations, as well as inferential statistics like Pearson's correlation, were used to the quantitative survey data. Content analysis was used to examine responses to open-ended questions in surveys, interviews, and secondary data. Teacher burnout in Rajasthan State, India was shown to be positively and significantly correlated with workload ( $r=0.275$ ,  $P0.05$ ). The results suggest that teachers' workloads were a factor in their eventual exhaustion. This

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demonstrates how teacher burnout was influenced by a wide range of environmental conditions. The study suggests hiring additional educators to help alleviate teacher workload pressures.

According to Madigan and Kim (2021), teachers' levels of burnout have been shown to have a direct impact on their students' learning environments and results, with depleted educators less likely to give students with emotional support and good behaviour management. However, there is a dearth of research on the impact of burnout on student results, especially non-academic outcomes, and this is especially true in low-income countries. This research aims to quantify the impact of teacher burnout in Georgia's elementary schools on the academic and personal development of their kids. The study looked at how emotional weariness and a lack of personal achievement, two aspects of teacher burnout, influence student performance using a generalized propensity score model, which seeks to reduce bias from unobserved factors. Teachers' emotional tiredness and a lack of personal success were marginally statistically associated with students' social competence and showed a minor negative correlation between teachers' emotional exhaustion and students' executive function. We address the implications for current and future academic practice and inquiry.

A study by Xie, Huang, Ke, Wang and Wang (2022) have showed an increased interest in recent years in identifying various burnout development profiles to better understand burnout and its progression. However, there have been few longitudinal studies tracking the characteristics and progression of burnout among educators. The profiles of teacher burnout and transition probabilities, as well as the relationships between these parameters and resource factors, were investigated in this person-centered research. Over the course of three years, data were gathered in two waves from 3,743 primary school educators. Six distinct patterns of teacher burnout were found throughout the whole sample, and the findings also revealed a specific likelihood for the development of unique patterns over time. Teacher burnout was mitigated by psychological capital and professional identity, and the likelihood of progress towards relief of burnout symptoms was increased with time, while teacher ineffectiveness was mitigated by positive coping. In conclusion, the findings showed that the aggregate teacher burnout profile remained constant, which has crucial implications for performing group interventions to benefit more instructors, whereas the individual burnout profile displayed a latent transition probability over time. Various burnout profiles may be treated with interventions that focus on various types of resources.

### **3.0 Research Methodology**

The research strategy for this study was descriptive. 150 teachers of secondary schools in Kalundborg, Denmark, were the intended audience. From a potential sample of 150 teachers in Kalundborg, Denmark, 125 were interviewed for the research. The data was gathered with the use of questionnaires.

### **4.0 Research Findings and Discussion**

#### **4.1 Correlation Analysis**

The results presented in Table 1 shows the correlation analysis

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**Table 1: Correlation Analysis**

		Student Learning	Teacher Burnout
Student Learning	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Teacher Burnout	Pearson Correlation	.222**	
	Sig. (2-tailed)	0.000	0.000

The correlation results from Table 1 show that teacher burnout was positively and significantly related with student learning ( $r=.222, p=.000$ ). This concurs with Gul, Khan and Bahadur (2021) who mentioned that teacher burnout has a detrimental impact on selected public secondary schools, as it leads to decreased teacher morale and enthusiasm, resulting in lower-quality education and reduced student engagement. This phenomenon exacerbates the existing challenges in these schools, potentially contributing to higher dropout rates and poorer academic outcomes. Addressing teacher burnout through supportive policies and resources is crucial to enhance the overall educational experience in these institutions.

**4.2 Regression Analysis**

The section includes model fitness, analysis of variance and regression of coefficient. The findings in Table 2 show the model fitness

**Table 2: Model Fitness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.222a	0.277	0.212	0.1276769

The findings from Table 2 reveal that teacher burnout was found to be satisfactory in explaining student learning among the teachers of secondary schools in Kalundborg, Denmark. This was supported by the coefficient of determination, which is R square of 0.277. It indicates that access to teacher burnout explain 27.7% of the variations in the student learning among the teachers of secondary schools in Kalundborg, Denmark.



**Table 3: Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.62	1	5.62	102.18	.000b
	Residual	8.32	150	0.055		
	Total	13.94	149			

The findings in Table 3 indicates that the overall model was statistically significant. The results show that student learning is a good predictor in explaining the access to social media among the teachers of secondary schools in Kalundborg, Denmark. This was supported by an F statistic of 102.18 and the reported p-value of 0.000 which was less than the conventional probability significance level of 0.05.

**Table 4: Regression of Coefficient**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.561	0.145		3.869	0.052
Teacher Burnout	0.619	0.199	0.657	3.111	0.015

According to the findings in Table 4, it was discovered that teacher burnout was positively and significantly associated to student learning ( $\beta=0.519$ ,  $p=0.011$ ). This was supported by a calculated t-statistic of 2.746 that is larger than the critical t-statistic of 1.96. These results indicates that when access to teacher burnout increases by one unit, the student learning of the teachers of secondary schools in Kalundborg, Denmark will increase by 0.519 units while other factors that influence the student learning of the teachers of secondary schools in Kalundborg, Denmark remain unchanged. Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio and Clarin (2021) articulated that high teacher workload has a detrimental impact on teacher burnout, leading to reduced job satisfaction and increased emotional exhaustion. This, in turn, negatively affects learners as burned-out teachers may have limited energy and motivation to provide quality education and support to their students, potentially hindering academic achievement and overall well-being of learners in the region.

## 5.0 Conclusion

In conclusion, the issue of teacher burnout and its impact on student learning in Secondary education in Kalundborg, Denmark is a complex and critical challenge that demands attention and action. Through our exploration of this problem, many have gained insights into the unique

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stressors faced by teachers in Kalundborg and how these stressors can have far-reaching consequences on the quality of education provided to students. Analysis revealed that teacher burnout is not an isolated issue but rather a multifaceted problem influenced by a variety of factors, including excessive workloads, limited resources, challenging student behaviors, administrative demands, and insufficient support systems. This complexity underscores the need for a comprehensive and context-specific approach to addressing burnout in Kalundborg.

Additionally, there is undeniable link between teacher well-being and student learning outcomes. Burnout can negatively affect teacher-student relationships, classroom environments, and instructional quality, ultimately impacting the educational experiences and achievements of students. This connection emphasizes the urgency of addressing teacher burnout to create a more supportive and effective learning environment. In the future, it is imperative that stakeholders in Kalundborg's education system, including educators, administrators, and policymakers, take proactive steps to mitigate teacher burnout. This may involve systemic changes, increased resources and support for teachers, and the development of strategies to promote teacher well-being. By doing so, Kalundborg can ensure that both its teachers and students thrive in a healthier and more conducive educational environment, ultimately contributing to the improvement of education in the region.

## **6.0 Recommendations**

To address the issue of teacher burnout and enhance student learning in Secondary education in Kalundborg, Denmark, several recommendations should be considered. First, there is a pressing need for systemic changes within the education system. Schools and districts should prioritize teacher well-being by reducing excessive workloads, providing sufficient resources, and offering professional development opportunities. This can be achieved by working closely with teachers and their representatives to identify and address specific stressors and challenges unique to the Kalundborg context. Collaborative decision-making and open channels of communication should be fostered to create an environment where teachers feel valued and supported. Mental health and well-being programs for teachers should be implemented. Schools should offer resources, counseling services, and support networks to help teachers manage stress and prevent burnout. These programs can include stress management workshops, mindfulness training, and avenues for seeking emotional support. By promoting a culture of well-being within the educational institutions, teachers will be better equipped to cope with the demands of their profession, resulting in improved job satisfaction and enhanced educational outcomes for students. It is imperative that educational policymakers and school administrators prioritize teacher well-being as an integral part of improving the overall quality of education in Kalundborg, Denmark.

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