EFFECTS OF EMOTIONAL INTELLIGENCE COACHING ON PROFESSIONAL BURNOUT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

ESTHER WARUGURU MUCHIRI

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY OF MOUNT KENYA UNIVERSITY

OCTOBER, 2024

DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has never been presented for any academic award in any institution.

Name: **ESTHER WARUGURU MUCHIRI**

Reg. No. **PHDED/2013/45504**

Signature..... Date..31/10/24.....

Approval

This thesis is being submitted for examination with our approval as University supervisors

Name: **Dr. SUSAN MACHARIA**

Mount Kenya University

Signature..... Date..31/10/24.....

Name: **Dr. BENSON NJOROGE**

Mount Kenya University

Signature..... Date..31st October, 2024

DEDICATION

This thesis is dedicated to my dear parents the late Johnson Mwangi and Hannah Waithira Mwangi for giving me the zeal for education.

ACKNOWLEDGEMENT

First I would like to acknowledge the Almighty God for enabling me undertake this programme. Secondly, I would wish to appreciate and acknowledge my supervisors; Dr. Macharia and Dr. Njoroge of Mount Kenya University who tirelessly held my hand, encouranging me to go on even when I felt like giving up. Thank you for your willingness to offer scholarly advice. To all my Lecturers who took me through various units in this course, I salute you. I owe special gratitude to my Sister Dr. Njoki and nephew Steve for constantly reminding me to do all corrections, Patrick for helping me in the analysis and Martin for prove reading this work. Finally, I acknowledge my mother Hanna, sister Naomi and Sophia, my friends Florence, Martha and Josephine for your prayers. To my family, thank you so much for the financial, moral and emotional support. God bless you

ABSTRACT

Teacher professional burnout has been a great impendiment to . Many teachers have been seeking treatment for mental-related illnesses that leave them professionally unproductive. This study assessed the effect of Emotional Intelligence coaching on professional teacher burnout. The objectives analyzed included; determining the effect of emotional self-awareness coaching, assessing the effect of emotional self-regulation coaching, establishing the effect of self-motivation coaching, determining the effect of social awareness coaching, and examining the effect of relationship management coaching on professional burnout of teachers in public secondary schools in the County of Kiambu. Attribution theory by Weiner (1985) and Goleman's mixed model of Emotional intelligence (1995) guided this study. The study also used A quasi-experiment Solomon Four design with a target population of 3,479 teachers from all 277 public secondary schools in the County of Kiambu. Based on Krejci and Morgan's table, a sample of 346 teachers from four categories of schools (National, Extra County, County, Sub County) were selected. Maslach Burnout Inventory (MBI) was used to measure their level of burnout. Content Validity was based on expert advice from the Department of Educational Psychology, while Reliability was done using split-half reliability (r=0.756, > .001) that showed high internal consistency. A training manual was used to coach the experimental groups on Emotional intelligence, while an Interview guide was employed to collect qualitative data from the school administrators and heads of departments. Piloting was done in four schools, one from each category, which were not used for the actual study. Data were processed using SPSS version 25, with descriptive analysis done using means, percentages, and standard deviations. Quantitative data were analyzed through paired t-tests, and the effect size was determined using Cohen d. Qualitative data was analyzed thematically and described in narrative form. The results showed that emotional intelligence coaching had effects on professional teacher burnout in various dimensions. There was a statistically significant mean difference in professional teacher burnout for those who received self-awareness coaching and those who were not coached (t = 15.779 at df=78, > .001, with a high effect size (Cohen d = 0.958), those who were coached in emotional regulation and those who were not coached (t= 17.654, at df=78.001), with a high effect size(Cohen d = 0.811). This was the same for self-motivation coaching which yielded a statistically significant mean difference for those who were coached and those who were not coached (t=13.2654 at df=78 .001,.) and high effect size (Cohen d = 0.7543); Social awareness coaching(t= 13.2654 at df=78.001, .) with a high effect size (Cohen D = 0.87645)for those coached and relationship management coaching (t= 15.779.001,.) with a high effect size (Cohen d = 0.876). The study concluded that teacher's emotional intelligence coaching contributed to the reduction of professional teacher burnout. The study recommended that the teachers' employer (TSC) should develop programs to cater to teacher's emotional intelligence to equip them with skills for work-life balance, thereby reducing professional teacher burnout and increasing their productivity at work.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA - Analysis of variance

ASE - Academic self-efficacy Scale

BOM - Board of Management

DP - Depersonalisation

EE - Emotional Exhaustion

EI - Emotional Intelligence

EIC - Emotional Intelligence Coaching

EMS - Economic and Management Science

EQ-i: S -Emotional Quotient Inventory short form

HOD - Head of Department

IBM - The International Business Machines Corporation

MBI - Maslach Burnout Inventory

MED - Master of Education

MOEST – Ministry of Education, Science and Technology

MSC - Mayer Salovey-Caruso

NACOSTI - National Commission of Science technology and Innovation

NS - Natural Sciences

PA - Personal accomplishment

PSS - Perceived Stress Scale

SPSS - Statistical Package for Social Sciences

SUEIT - Swinburne University emotional intelligence test

TPAD - Teachers professional appraisal and development

TPD - Teacher professional Development

TSC - Teachers Service Commission

WLEIS - Questionnaires for EI Intellectual scale

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provided the background to the study, highlighting the general status of professional burnout of teachers on a global overview. This is followed by the regional data on teacher burnout and how it impacts on their work. Finally the focus has been narrowed down to Kenya and Kiambu County in particular. The teacher Emotional Intelligence as depicted by Goleman's mixed model of EI and its effect on professional teacher burnout has also been examined. In addition, this chapter provides information that relates to the nature of the study. This includes the statement of the problem, purpose of study, scope, research objectives and hypothesis, limitations, delimitation, assumption, significance of the study and operational definition terms. All the above components are based on the study that was directed towards assessing the effect of Emotional Intelligence training on the professional teacher burnout in public secondary schools in Kiambu County, Kenya.

1.1 Background to the Study

Teachers play a pivotal role in the Education systems of the world. Their effectiveness depends on their mental, emotional and physical wellbeing (Njuguna et al., 2022). However, this has not been the case as teachers have lamented over stressful workplace experiences that have reached high levels making psychological and mental health issues a subject of growing concern. Luhombo et al., (2023) indicate that Professional teacher burnout has ravaged the teaching profession over the recent years. Global burnout levels range between 10-20 % for educators (Bermejo-Toro et al., 2016). This trend is worrying. Likewise, Agyapong et al., (2022); Akdemir (2019); Scott (2019) and Smetackora (2017) agree that the teaching profession is among the leading professions in

burnout. This is supported by Gallup Panel workforce in US who argue that teachers exhibit the highest burnout compared to other professions (Marker & Agrawal 2022). This was however found to be contradicting by Squilla (2020) who indicated that physicians rank higher in professional burnout yet still acknowledging that lack of accomplishment which is one of the dimensions of burnout is highest among teachers. This current study could help deal with such disparities. The world health organization released a report that indicated that professional teacher burnout is a leading psychological problem that has recently affected highly effective teachers all over the world (WHO, 2023). This raises a lot of concern for educators. Further, a report released by AOMINET (2020) indicated that teachers have been seeking medical attention with depression related issues. Although other factors could be the cause of such illnesses, professional teacher burnout (PTB) cannot be ruled out. This revelation on professional teacher burnout has elicited a lot of concern for many scholars. In America, 61% of teachers indicated that their job was stressful with 58% citing poor mental health as a result (American Federation of Teachers, 2017). In Canada, 8096 teachers reported difficulties in work life balance (Froese German, 2014) as Darling Harmond (2015) confirmed that 56% of teachers reported fatigue by the end of the day which affected their enthusiasm and their ability to deliver their work effectively. This is a pointer that professional teacher burnout is real and needs to be addressed.

In Turkey, Esfandari and Kamali (2016) did a study on teacher burnout and job satisfaction that involved 207 teachers using convenient sampling and three non-parametric test to analyse collected data. Teachers lamented spending a lot of energy dealing with indiscipline cases and other students related issues. There was however a weak relationship found between teacher burnout and job satisfaction. Convenient sampling and a small sample of only 207 teachers used in this study may fail the generalizability test especially that only one department of languages was

also used. Perhaps a study of this nature using more teachers randomly selected could yield more generalizable results.

Lyer and Rao (2017) conducted a study in India among 250 nurses to investigate the prevalence of work related muscular skeletal disorders and job risk factors. They found out that 89.1% of nurses were suffering from pains and discomfort all over the body especially on the low back, shoulders and neck. The study concluded that excessive workload had harmful effects on a person's health which could also lead to negative emotions. This study is supported by Bodenheimer and Shuster (2020) who implied that multiple tasks may overwhelm the person emotionally, mentally and physically. The pressure builds leading to emotional exhaustion and loss of personal attachment to work they could have enjoyed before. This study was done on nurses and it could be interesting to find out if it can have similar results with teachers in public secondary school due to exposure of high workload.

In Tanzania a study to establish how occupational stress impacts on Job satisfaction in primary school teachers found the two factors to be positively related (Mwakasungula & Mwita, 2016). This means that the more dissatisfied a teacher with the job, the more stress hence burnout. In Kenya, several studies have been undertaken on professional teacher burnout. Njuguna et al., (2022) carried the study of association between workload and burnout and job satisfaction among high school teachers in Kiambu County. Three hundred and sixty seven (367) teachers in public secondary schools, were subjected to MBI to assess the three dimensions of burnout, and job satisfaction survey scale,(JSS-5) to assess teachers job satisfaction. Results indicated that teacher burnout had a strong and positive association with Job satisfaction. The study recommended the need to address causes of burnout to enhance job satisfaction among teachers but unfortunately no

intervention was suggested. This current study addressed interventions for professional teacher burnout.

In Nairobi County, Njoroge (2015), carried a study on prevalence and correlation of stress among teacher in mixed public primary schools and found out that 67 % of teachers were having high stress. The most affected were females, those about to retire and the untrained teachers. This is a very high percentage that need to be checked.

Professional teacher burnout is a syndrome that entails emotional exhaustion, depersonalisation and lack of personal accomplishment (Maslach et al., 2001). According to Durham et al., (2023) the burnout facets are progressive yet still overlap. Burnout progresses in three major ways starting with emotional fatigue that basically lead to low energy and inadequate/ depleted energy resources. This graduates to depersonalisation where someone feels cut off from other people. They also detach from meaningful relationship and treat other people impersonally. Finally, the last phase makes a person feel a decreased sense of personal accomplishment. They feel like they are never achieving anything significant professionally and in their individual life. This definition is very accurate in the life of teachers who because of heavy work load become so tired day in day out. They become emotionally drained and start treating their students impersonally. This may then affect the learners' academic achievement that may leave the teacher wondering why their work was not fruitful hence a feeling of non-accomplishment. The teacher feels so demotivated, discouraged and demoralized becoming prone to somatic physical illnesses (Maslach & Leiter, 2017; Maslach, 2017). This needs a serious scrutiny, and a deliberate effort to look for interventions in order to salvage the teachers. Of the three domains, the feeling of lack of accomplishment has the greatest effect though Emotional exhaustion is also very critical because it leads to the other two (Aren & Morris, 2016).

The above revelation should send clear concerns about the state of teachers. If this is not handled urgently, it could cripple the entire education system (Olombe et al., 2023). Teachers are supposed be in proper psychological health in order to deliver well to learners. More so the teacher sets the climate for learning. If this is interfered with by mental health that is burnout, then the effects will trickle down to the learners and to all other stake holders (Zhang et al., 2019). This is why the direction for this study is to get an intervention through EI coaching with the aim of arresting the teacher professional burnout.

Several factors have been attributed to professional teacher burnout which translates to high workload for teachers. Desonkey and Allan, (2017), broke down the teachers' workload as follows: they prepare lessons plans, organize co-curriculum activities, supervise classes, maintain discipline, maintain academic and non academic records as well as give many continuous assessment to students which they mark and give feedback. This is truly very involving and seem to put a lot of pressure on the teachers. No wonder, Tehseen and Hadi (2015) confirmed that many teachers leave their jobs largely because of working conditions and the fact that this high workload compromises their relaxation. This agrees with Skaalvik and Skaalvik (2015) who indicated that high workload accumulates stress leading to physical emotional exhaustion, lack of social life and many sick leaves. This interferes with the teacher productivity. Skaalvik and Skaalvik (2016) further indicated that burnout affect the teachers and the quality of education, reduces teacher efficacy and lower their job satisfaction .This is quite a sad affair given that teachers determine largely the academic output for the students. Leah et al., (2021) found teachers to fall prey to teaching burnout due to heavy workload. This study is passionately focused on interventions to this menace.

In Sweden, studies indicate that 9/10 teachers reported very high work related stress attributed to unreasonable workload (Jendle & wallna, 2017). This sentiment is supported by Malik (2019) who argued that high workloads cause reduced physical and emotional energy which are aspects of burnout. This is indeed an area of concern. Other pointers of high workload includes big class sizes (Zhang et al.,2018l), class indiscipline that affect the attitudes of teachers, hence poor student teacher relationship (Skaalvik & Skaalvik, 2017), high job demands (Arrizat et al., 20211) as well as inadequate facilities This highlights helps in the conceptualization of the seriousness of professional teacher burnout

Teachers are equally vulnerable to compassionate fatigue. Gullop (2014) argued that this is because the teachers deal with adolescents who are also going through their adolescent crisis. Young people in secondary schools are in the age of between 15-19 years, which predisposes them to many issues that are synonymous to this stage. This may provoke a lot of teacher student conflicts, weighing down the emotional status of a teacher. If they don't have the skill to overcome them, then they develop burnout. Wei and Abdalla (2016) continues to say that since most students come from broken families, the teachers act as surrogate parents which is emotionally draining. This together with the teaching of pedagogy, leaves the teacher drained to a point of burnout.

In addition, Bodenheimer and Shuster (2020) indicated that since teaching is a service-oriented occupation, teachers engage in emotional labour where they utilize their emotions in a nuanced way as they display high degree of control. Since they have a responsibility to satisfy the students, their parents, the general community as well as the administrator, they are pressured to manage their emotions by faking politeness, smile always, have surface and deep acting to make their clients feel good. Eventually this culminates into mental exhaustion, a feeling of depersonalisation

and lack of personal achievement which is burnout. Something needs to be done to help the teachers be able to express their emotions.

The 8.4.4 system is highly examination oriented (Mackatian, 2017). This creates a cut throat competition among schools to remain at the top prompting teachers to use teacher centered approaches in learning like drilling the students as well as using intensive testing, revision and marking scripts. The stakeholders especially in public national schools expects the students to perform extremely well thus teachers engage in remedial lessons, holiday tuition, intensive assessments that leaves teachers overloaded, which jeopardizes their health, their family relations, and a lack of personal accomplishment.

In 2010 the government rolled out free primary education and subsidized secondary education (Republic of Kenya, 2013). Blegon (2015) reported on Kaimenyi (the then minister of Education) that he had introduced new school fees guideline that enabled students to enroll in schools. This enabled many students to get into secondary schools without much difficulties. In 2019, the government also rolled out 100 % transition to high schools that actually achieved a 90% success. This in essence translated to very big number of students in a single class which was difficult for teachers to handle

In Kenya, MOEST (2014) recommended teachers to teach twenty-seven (27) lessons per week but due to the 100% transition, they teach up to 40 lessons (Basic Education, 2016). The TSC commitment to employ one thousand teachers (1000) per year has not yet attained the required number and so shortage of teachers still looms due to high ratio of pupils to teachers. This is especially so in Kiambu County which hosts six of the oldest national schools that usually perform very well. This means that a lot of efforts are put by the teachers to achieve this.

The recent developments in the teaching career includes Teacher performance appraisal and development (TPAD) (TSC,2016). This requires the teachers to do a lot of paper work that poses professional challenges where teachers now work beyond 8 hours a day and also carry work home. This interferes with the family relationships, creates more stress and a sense of alienation from social life hence depersonalisation. The Teacher professional development programme (TPD) was also established in 2022 which requires teachers to study over the holidays as a way of improving their skills (Wafula et al., 2023). This robs the teachers' time for personal development and also time to rest and regain their energies over the holidays. Worse still, they have to pay for the course from their meagre salary which leaves them very frustrated and demotivated which could have set them out for burnout.

Aomo and Ogolla (2018) insinuates that in Kenya, high teacher turnover is due to work related stress. This is contained in a 2015 report by the TSC. This is supported by Kilonzo et al., (2018) who indicated that about 80% of teachers in Machakos County left their work due to work related stress. This turnover widens the teachers' gap. UNESCO (2019) anticipated that more teachers would continue leaving their jobs which could ruin the gains acquired by the current effort to address teacher shortage in schools. In turn, this would aggravate the situation that would finally lead to poor educational outcomes. Other negative outcomes include chronic absenteeism, lack of motivation as well as poor mental and physical wellbeing for both students and teachers (Makhdoom et al., 2019) . This needs an urgent address.

Teachers in Kiambu County are likely to suffer high professional teacher burnout given that the County hosts the original six (6) National schools with high expectations from all stakeholders for continous good performance Again, there are very many sub-County schools from an environment plagued with extreme poverty that may compromise the mental health of the students especially

those from day schools. Moreso, Kiambu County being on the outskirts of Nairobi City could be predisposed to a lot of indiscipline cases that adds on to the emotional toll of teachers. Most parents within this County are formally employed which robs them time to stay with their children over the holiday leaving them with no time to guide them.The parents expects the teachers to guide them instead which increases the teachers chances of developing emotional labour hence burnout. All the above justifies the need to conduct this study in Kiambu County.

Failure to manage professional teacher burnout may result to increased casualties leading to perpetual illnesses, exiting the service prematurely, and poor relationship with students' that would lead to poor performance. The initial training given to teachers did not prepare them well to handle work life balance and especially to help them handle the emotional laden jobs. More so the in-services they go for do not train them for the same and so burnout has prevailed on them. Several efforts have been made to counter this gap. A survey on the state of American teachers' wellbeing and intentions to leave found out that 3/4 of the teachers reported to have had access to mental health support though it was inadequate. Some of the teachers also indicated that relationship with colleague teachers offered them support to relief burnout (Steer et al., 2023).this may have partly helped them deal with some amount of stress but not in a great way.

In Kenya, some of the interventions for teacher burnout include setting of Guidance and Counseling (G/C) departments in schools as well as teachers' wellness department in TSC headquarters to cater for teacher psychological welfare. The G/C department however focuses on students and nothing much is done for teachers. The G/C teachers also lack training that is required to support the teachers. More so, they experience role conflict as they are also supposed to be teaching in the same schools. Again, teacher wellness department in TSC is only found in Nairobi with limited human resource to handle all teachers in Kenya and so it is inaccessible to many

teachers in the different counties. The teacher wellness department at the TSC headquarters mainly handle teachers with alcoholism issues and HIV and other mental issues are not put in consideration. Therefore, the teachers don't benefit much from the teachers' wellness department. There is need therefore to find alternative ways to help the teacher manage themselves by building internal capacity to deal with burnout. This study takes that direction.

Despite the fact that the School Board of management (BOM) continuously organizes for teacher's team building to try and boost their morale, burnout still persists. The initial training of teachers did not prepare them on how to have work-life balance, so the teachers have had to put up with burnout. This study focused on assessing what effect EI coaching could have on professional burnout on public secondary school teachers in Kiambu County.

Emotional Intelligence (EI) has been proposed to help alleviate professional burnout. Maama and Saloum (2023) indicated that emotionally intelligent teachers are effective in their work. Alamaush (2023) suggests that EI has significant influence on behaviour of relationship between teachers and their students learning. According to Ellatar et al., (2023), emotional intelligence has a protective role on psychological capital and performance. A study to evaluate the effect of EI based training programmes on burnout, psychological capital and job performance among psychiatrist nurses at mental health hospital in Bemba city concluded that there is efficacy of EI training program in reducing burnout. This study takes the direction of EI coaching and assess its effect on professional teacher burnout.

Emotional Intelligence denotes the ability to identify, regulate and process emotions (Vesely et al., 2014). This study employed Goleman's mixed Model of Emotional intelligence based on five domains namely self-awareness, self-regulation, self-motivation, social awareness and

relationship management. Self-awareness is the ability to recognize one's feelings, differentiate between them and know the cause of the feeling (Grayson 2013). Self-regulation is a person's state of calmness in the midst of upsetting and conflictual circumstances without employing defenses and instead employ reasoning. This ensures that they are in charge of their thoughts, emotions and performance (Goleman, 1995). Self-motivation is the ability to control set goals, keeping focus and positivity amidst setbacks. This makes a person take responsibility for their success and failure without blaming others.social awareness denotes an ability to get into the experiences of others and feel with them greatly known as empathy. It helps individuals support each other in times of high stress. Relationship management is the ability to manage relationships based on such social skills as respect, mutual regard, tolerance commitment negotiation and communication (Schuetz, 2013). This helps someone relate well with the others, be confident, gain social acceptance and work in a team. This will in turn help someone complete tasks they would not have managed alone thus reduce burnout.

EI is associated with positive intrapersonal outcomes (Schute & Malouff, 2013), better interpersonal outcomes (Malouff et al., 2014), hence better psychological health. People with higher EI also perceive having more social support and with which they feel satisfaction (Austin et al., 2005). They are also able to perform better in pressure oriented workplace (Joseph & Newman 2010), and solve conflicts more constructively (Schlaerth, 2013). All these may promote a positive sense of wellbeing thus reduce instances of teacher burnout. Due to the positive outcomes associated with EI much attention has been given to its trainability.

According to Mattingly and Kraiger (2019) emotional intelligence can be trained yet not many studies have been done on emotional intelligence coaching. No wonder, the question of professional teacher burnout still persists. The current study was done to assess the effect of

Emotional intelligence training on professional teacher burnout in Kiambu County, Kenya. It is hoped that this would offer an intervention that would equip teachers with skills to help them overcome or prevent burnout hence better educational outcomes in terms of improved students' performance.

1.2 Statement of the Problem

Professional teacher burnout has been on the rise. Recent studies by AON MINET reported that majority of teachers in the country have been seeking medical attention with stress related ailments. Ideally, teachers are supposed to be in good mental and physical health, devoid of emotional overload in order to help students achieve their educational goals. However, this has not been the case. Teacher handle great workload to meet the demand of a highly exam-oriented curriculum, great expectations from parents and other stakeholders to the detriment of their health. Part of this workload includes setting and marking many exams, disciplining the students, handling their emotional and psychological issues as well as being surrogate parents. This coupled with their family related responsibilities leaves them overwhelmed and helpless.

If the current situation is not addressed, many teachers will continually become sick, develop poor interpersonal relationships at workplace and at home hence become professionally unproductive, eventually quitting teaching prematurely. The academic performance of the learners may suffer greatly making any gains of the free education null. The government's funds which should have been used for the employment of teachers to reduce shortage, continue to be used for the treatment of teachers instead. To try and mitigate these condition, schools have set up Guidance and Counseling departments while TSC has set up a wellness department to cater for teacher's psychological welfare. The BOM has been organizing teachers' team building activities to try and raise their morale. However, teacher burnout still persists. The initial educational training that

teachers received emphasized on pedagogy alone without preparing them to handle work life balance. Given the financial, health and social implication of teacher burnout, EI coaching need to be considered urgently. Most studies done have focused on causes of teacher burnout, without offering intervention. However, this study focused on the effects of EI coaching on professional teacher burnout in public secondary schools of Kiambu County. It was hoped that this study would help the teachers become more aware of the critical role EI could play to help them overcome burnout.. This would in turn improve their overall wellbeing impacting on the ability to teach and relate well with the students which will culminate to good performance in schools.

1.3 Purpose of the Study

The purpose of this study was to assess the effect of Emotional intelligence coaching on professional teacher burnout in Public secondary school in Kiambu County, Kenya

1.4 Objectives of the Study

The objectives of this study were to:

i. Determine the effect of emotional self-awareness coaching on professional teacher burnout in public secondary schools in Kiambu County
ii. Assess the effect of emotional regulation coaching on Professional teacher burnout in public secondary schools in Kiambu County
iii. Establish the effect of self –motivation coaching on professional teacher burnout in Public secondary schools in Kiambu County
iv. Determine the effects of social-awareness coaching on professional teacher burnout in public secondary schools in Kiambu County

v. Examine the effect of relationship management coaching on professional teacher burnout in public secondary school in Kiambu County.

1.5 Research Questions

The study was guided by the following hypotheses;

H_o1: There was no statistically significant difference in professional teacher burnout between teachers who received emotional self-awareness coaching and those who did not in public secondary school of Kiambu County

Ho2: There was no statistically significant difference in professional teacher burnout between teachers who received emotional regulation coaching and those who did not in public secondary school of Kiambu County

Ho3: There was no statistically significant difference in professional teacher burnout between teachers who received self-motivation coaching and those who did not in public secondary school of Kiambu County:

Ho4: There was no statistically significant difference in professional teacher burnout between teachers who received social awareness coaching and those who did not in public secondary schools in Kiambu County.

Ho5: There was no statistically significant difference in professional teacher burnout between teachers who received relationship management coaching and those who did not in public secondary school of Kiambu County

1.6 Rationale for the Study

The number of teachers seeking treatment for depression related ailments is on the rise (AON, 2020). This points to high burnout levels among teachers especially in public schools who deal with multiple interactions from students in different cultural backgrounds, many stakeholders, colleague teachers and parents, all demanding and expecting good performances in National Examinations. While most studies done seek for causes and effect of professional teacher burnout, few have focused on intervention measures. To fill this gap, this study enlists a mixed methodology and was seeking to assess the effect of emotional intelligence coaching on professional teacher burnout in secondary schools of Kiambu County. Due to feasibility factors, similar studies for other causes of teacher burnout were recommended for further studies. It was hoped that the Emotional Intelligence training could help the teachers to strike a work –life balance hence alleviate burnout.

1.7 Significance of the study

This study findings may help policy makers like TSC and MOE to put matters of teacher's psychological wellbeing to the fore and provide opportunities for equipping teachers with skills for work life balance. This could mean organizing in-service trainings as well as posting counselors in schools to help teachers cope with the emotional laden job. Results from this study could help Curriculum developers to integrate EI training within the teacher training syllabus to prepare them for work life balance. The school administrators and all stakeholders could realize how serious teacher burnout is thus help them reform their professional support to psychological wellbeing of teachers.

Individual teachers in the experimental group may benefit largely with the skills for emotional intelligence which could go a long way in reducing their burnout hence better psychological

wellbeing. The findings from this study will also add to important information and seal the gap for recommended further studies in EI and professional teacher burnout. In turn, it will act as a basis for literature review for those who want to do research in the same area.

1.8 Scope of the study

The study was conducted among teachers in 16 public secondary schools in the County of Kiambu. The study was mixed methodology using quasi experimental Solomon four design while interview guide yielded the qualitative data. Convergent triangulation design was used for purposes of collecting both quantitative and qualitative data concurrently and merge it at the point of data interpretation. The data collection period was only one year and was guided by two theories; Goleman's mixed model of Emotional Intelligence and Attribution theory by Weiner (1985).

1.9 Limitation of the study

Due to feasibility issues, this study was limited in several ways.

1) Only teachers from public secondary schools in the County of Kiambu were used for this study yet there were other teachers from private schools and primary schools. To address this limitation, the researcher recommended similar studies to be done in those institutions.
2) Only professional teacher burnout was studied though there were many more factors that could have caused burnout. To counter this limitation, similar further studies could be done based on other causes of professional teacher burnout.
3) The respondents were unwilling to disclose the information about the state of their professional burnout. To counter this, the researcher explained the reasons for the study and also assured the respondents of confidentiality.

4) The numbers of public schools were 277 yet only 16 schools were used for the study which yielded a small sample. However, since the sample contained teachers from all categories of schools in the public secondary schools, it would allow for generalization.

1.10 Delimitation of the Study

This study delimits itself to effects of Emotional intelligence coaching on professional teacher burnout in 16 public secondary schools of the County of Kiambu. This County is among the top 15 counties whose teachers have been seeking treatment on depression related ailments. Though there are many factors that could be influencing professional teacher burnout, emotional intelligence has been singled out since most studies have concentrated on external factors of the teacher. Further, emotional intelligence coaching is the focus for this study because most other studies have focused on causes and effect of teacher burnout without giving due weight on intervention measures. Goleman's mixed model of emotional intelligence encompassing five domains that focus on both trait and ability intelligence was used to give a wholesome view of teacher emotional intelligence. Though there are other factors like home,personality and environmental sources of teacher burnout, this study delimits itself to professional teacher burnout because of the nature of the emotional laden work and the implication it has on overall learning.

1.11 Assumptions of the study

i. Teachers in public secondary schools in Kiambu County experienced burnout.

ii. That emotional intelligence coaching would influence professional teacher burnout.

iii. The respondent provided correct information on their state of professional teacher burnout.

1.12 Operational Definition of Terms

Emotional intelligence: Refers to a teacher consciousness about their own emotions and that of others and the ability to use that awareness to achieve work-life balance.

Professional Burnout: Emotional toll that teachers succumb to because of prolonged stress when professional demands outweighs their personal resources. It is characterized by physical fatigue, depersonalisation and non accomplishment

Emotional Intelligence coaching: Refers to an attempt to train teachers on how to be consciously aware of their emotions as they relate to themselves and others to achieve life work balance.

Self awareness Refer to a teacher's psychological state of identifying,and understanding their emotions and how they affect aspects of their work and that of others

Self-regulation: This is the ability of the teacher to control/direct disruptive impulses and emotions that arise as they do their work.

Self-Motivation: This refers to a teacher's ability to pursue goals with energy and persistence despite difficulties in their work.

Social awareness: This is the ability of a person to feel with another that would prompt them to stand with them in times of high stress

Relationship Management: This is the ability of a teacher to establish interpersonal relationships that enable them relate well with the many people they interact with school set up

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Review of literature in this chapter was based on effects of Emotional Intelligence on professional teacher burnout. First, the concept of emotional intelligence coaching was defined followed by a review of studies based on five domains and how they affected professional teacher burnout.

Research gaps emanating from the reviewed literature were identified. Goleman's mixed model of EI and the attribution theory underpinned for this study were discussed. Additionally, a conceptual framework denoting how the two variables related was developed. A summary of the reviewed literature was finally done.

2.1 Empirical Literature

This section was based on the main variables of study. The dependent variable was professional teacher burnout indicated by emotional exhaustion, depersonalisation and lack of personal accomplishment. The independent variable was emotional intelligence coaching based on self-awareness, emotional regulation, self- motivation, social awareness and relationship management based on Goleman mixed model (1995).

2.1.1 Professional Teacher Burnout

Though professional burnout is evident on all professions, it seemed to be more prevalent among the care giving professions like teaching and nursing (Maslach, 1982; Durr et al., 2014). Teachers work in especially highly emotional laden given that they handle different people whose expectations are very high. This ranges from parents, supervisors and the students whom they are not only expected to teach but also parent. More so, in secondary schools, teachers handle students undergoing a lot of emotional turmoil of adolescence which makes it even more complicated for them. Their work is poorly remunerated and more so, it does not seem to be appreciated by the society. All this predisposes the teacher to burnout.

A cross-sectional study involving randomly sampled 462 teachers (340 female and 122 males) in Brazil was conducted through interview to investigate the prevailing factors causing professional teacher burnout in Kindergarten, primary and secondary public-school teachers (Silvia et al.,

2017). The preliminary burnout identification Questionnaire (SPE) and the Maslach Burnout Inventory (MBI-ED) for education were used. All data was analyzed with the help of SPSS 20.0 as descriptive statistics was presented by means, frequencies and standard deviations. Chi Square was used to establish the relationship between burnout syndrome and associating factors. Results indicated that the burnout syndrome was highest among the teachers who are permanently employed and hired teachers of public and free education network. This study was based on many categories of teachers from different levels of schools, but the current study only used teachers from public secondary schools in the County of Kiambu.

Okwaraji and Aguwa (2014) conducted a descriptive study among secondary school teachers in Enugu East (Nigeria) with the aim of examining how job satisfaction is affected by both burnout and psychological distress. Four hundred thirty two (432) teachers sampled responded to General Health Questionnaire, Maslach Burnout and Generic Job Satisfaction Scale. Prevalence of burnout and stress was on almost an equal percentage with 40% suffering from emotional exhaustion, 39.4 % depersonalisation and 36.8% emotional exhaustion. This was a clear pointer of burnout. All data was analyzed through SPSS version 16. T-test and chi square was also employed for data analysis. The study by Okwaraji and Aguwa (2014) main concern was teacher job satisfaction while the current study is focused on how emotional intelligence coaching would impact on teacher burnout.

In Mathira East district, a descriptive survey was carried by Waithanji (2014) to investigate the impact of burnout on secondary school teachers in public schools. Simple stratified sampling yielded a total of 201 teachers from 16 schools that were stratified into diploma, bachelor holders and masters/PhD. Data was collected using questionnaires and observations with a reliability correlation of 0.82. Descriptive statistics was used for analysis based on SPSS version 19. Results indicated that academic qualifications contributed to teacher burnout with master degrees' holders

having the lowest burnout of 38% with diploma and degrees having 43% and 46% respectively. This study was based on teachers' qualification but the present study focused on all teachers.

Another study carried in Kenya by Wanyonyi and Poipoi (2019), provided glaring reports on professional teacher burnout. The study sort to establish how burnout impacted on productivity of teachers in Bungoma south sub County. Using a survey research design, a sample of 121 teachers stratified randomly, 12 principals and 1 sub County director who were purposively sampled were used for this study. Data was collected through the use of questionnaires and interviews and was analyzed using ANOVA and thematic analysis. The results indicated that there was a psychological influence of burnout on teacher's productivity. The study recommended that the MOE and the TSC develop policies that would promote teachers, enforce the payment of school fees by parents in good time so that the students could remain in schools and also help parents to appreciate the ability of their children so that they don't place unrealistic demands on the teachers. This study did not indicate whether the teachers would be helped on how to overcome burnout which the current study majors on. Additionally, the sample is drawn from only one sub-County which may pose generalization issues. The current study was more representative since the sample is drawn from the whole County with a wide range of categories of school which may make generalizability more possible.

2.1.2 Emotional Intelligence Coaching and Teacher Professional Burnout

EI coaching is an attempt to help individuals gain the skills to manage their emotions. According to Kotsou et al., (2011) EI enhancement/coaching is possible within 15-18 hours. This was a result of an overview of studies using a sample of 10 individuals obtained on databases such as Medline, Francis, psychoInf and sports discussion based on EI competencies training and intervention

development which also concluded that the individual life changes were noted by others after training on emotional intelligence.

Dolev and Leshem (2016) employed mixed methodology to investigate the impact of EI training of teachers in secondary schools of Israel with a sample of 21 teachers(4 males, 17 females) aged 33-64 years old who had all taught for 5 years in the school. Some were actively in schools while others were teaching from home. Using EQ-1 by Baron, pretests and posttests were done to 21 teachers while 20 out of the 21 were interviewed using semi structured questions. The training was school based using 12 group workshops and 10 personal coaching. Training was done through external teams of experts. The group workshops focused on EI using Goleman model of EI. Results indicated that training programme greatly enhanced EI competencies which also influenced personal professional life. While this study was based on EI training, it did not specify which aspect of teacher aspect it meant to improve.. Again, the sample was too small to be generalized in other populations of teachers. The current study is focused on assessing how emotional intelligence coaching of teachers could impact on their professional burnout using a sample of 346 teachers which is large enough for generalization.

Corbi-Gilar et al., (2018) examined the impact of EI intervention on the university student's emotional skill level in Spain using a quasi-experimental non-equivalent design. The study aim was to improve the emotional abilities of Maters of Primary Education degree students. The sample constituted of 192 students (68.8% females and 31.3 % males,) who were subjected to 8 group sessions while doing their regular course without affecting their syllabus content. Of these, 93 students were assigned to experimental groups while 99 were in control groups respectively. General factors of EI were measured using Emotional Quotient Inventory short form (EQ-i: S) while Mayer Salovey-Caruso (MSCEIT) test measured students skill ability. Finally, objective

tests based on Education psychology were used to measure academic performance. Aspects of Emotional Intelligence training included perception of own and others' emotions, identification and understanding of relationship between one's feelings, emotional expression and decision making. With the help of SPSS version 20, data was analysed. Independent t-tests measured the changes in the means of EI scores between the two groups. The means were used to compare if there was any significant difference. Multilevel analysis was employed to analyze the effectiveness of the intervention. Results indicated a significant improvement in EI with a big effect size. This means that EI training was significant in reducing burnout and the same could be used in the current study to see if the same results could be realized on professional teacher teacher.

While this study focused on the EI of the student teachers, using Baron and Mayor Caruso ability model, training based on Goleman mixed model may be more comprehensive because it gives skills of both trait and ability EI. This study was conducted among trainee teachers, but the current study was conducted among teachers who are already working hence the aspect of professional teacher burnout may show out more than with the student teachers. While the current study used a quasi-experiment, Solomon four design to test for the significant of the EI training, it also sought the opinions of the teachers on the experience of burnout hence the use of mixed methodology. This sealed the gap of qualitative aspect which the study by Corbi-Gilar et al., (2018) did not capture.

In South Africa, a study was carried out to investigate how EI training boosts academic success through enhancement of personal psychological resources. Specific areas of EI were based on balanced affect, self-efficacy, and ways to reduce stress. The study used a controlled experimental design based on 2 group nonequivalent designs. The sample comprised of 114 first year university students (55 % females and 44.7 % males) from the faculty of natural sciences (NS) and economic

and management science (EMS). Their mean age was 18.63 with an SD of 1.45. Random assignment into experimental and control groups based on natural occurring groups to reduce threat of internal validity was done. Forty six (46) experimental and twenty two (22) control group participants were from EMS while NS had twenty one (21) and twenty two (22) participants consecutively.

Using the Swinburne University emotional intelligence test (SUEIT), Perceived Stress Scale (PSS) Academic self-efficacy Scale (ASE), participants were pre-tested one week before the training that took 6 weeks. Again, a post test was done a week after the intervention and three months later to ensure sustainability. Training was done in small groups training sessions (4 students per 1 facilitator) on a 2-hour weekly contact session for a period of five weeks consecutively. Analysis was done through STATISTICA (Stat Soft Inc, 2012) as repeated measures were done using Analysis of variance (ANOVA) to investigate the differences between levels at pretest, post test1 and post test 2 which was a follow up. Based on the three tests, results indicated significant differences meaning that the intervention had a positive influence.

While this study employed 3 tests, the current one employed two tests due to time constraint. The study's population was university students and focused on their academic success while the present study was on teachers who are already working. Again, the study used an experimental nonequivalent design without soliciting the views of the students missing out on the rich data of their input. The current study employed the mixed methodology using the quasi experiment, Solomon four design and an interview guide from the school administrators which was able to collect detailed information on teacher burnout.

2.1.2.1 Self-Awareness coaching and Teacher Professional Burnout

Self-awareness is a process of knowing one's thoughts, feelings, convictions and values as they are going on within the self. Arnold (2015) reiterates that this capacity helps someone to be conscious about their own emotional reactions, how to respond to their own emotions and that of other people.

Hen (2020) carried out a mixed methods study in Israel aimed at increasing EI skills on hospital teacher Heads at work through one academic course. The skills focused on appraisal, expressions, regulation and utilization of emotions to achieve professional satisfaction at work using a sample of 50 teachers (48 females, 2 males) between 28-62 years mean age 37 SD =5 having taught between 2 -32 years. This study made use of focus groups, interviews and course summary papers. Based on theory, experience and reflection, the study was conducted from the beginning of the course to the end and three months later as a follow-up. The EQ questionnaires were filled as pretest, midway and post tested. Three focus groups were used in stages. First, in small groups of four, participants were asked to describe the work of schoolteachers and the emotional skills required for the job, and then share the experiences of what they had learnt, as they examined the skills that had helped them. Presentations were made to the larger group who then discussed the conclusions. In the second stage, semi structured interviews with 28 participants by the Master of Education (MED) students were conducted to get the views of the teachers. The course final paper summaries included taking a case in the hospital schools and analyzing it in form of journals.

Data analysis was done through independent t- tests for independent samples and Cohen d was used to indicate the effect size. To get qualitative data, CQR method was done to get central themes. The results indicated that overall perceived EI and its components increased for teachers who participated in the 10-week academic EI course. However, there was not a meaningful

implementation. The sample was too small for it was based on students doing an elective course in special education and only those teachers who were interested registered hence the data lacked representation. There was also no comparison control group, and this made it difficult to know if the EI increase was due to other factors rather than training. It was therefore not a true experimental study. All tools that were used were self-report that could have been biased. The current study employed an experimental Solomon four design as well as interview guides with administrators that would serve to authenticate their feeling hence reduce bias. The study was done on teachers in public secondary schools with teachers of all categories making generalization possible.

Dost et al., (2017) carried a quasi-experimental study aimed to find out how self-awareness instruction impacted English achievement among Iranian pre-university students and whether their level of self-awareness affected how the instructions were given. A sample of 60 female third grade high scholars were randomly assigned into experimental and control groups who were subjected to self-awareness pretest questionnaires. Kolmogorov-Smirnov (k-5) test, independent pane t-test and independent t-test were used to analyze data. The final post-test was administered after the experimental group was trained on self-awareness for six weeks. The results indicated that those who were instructed on self-awareness had positive impacts on English achievements. More so, it showed that self-awareness improved through instruction. This study focused on female English teachers only which could have limited generalization. The current study used both males and females already in the teaching profession.

Hatami et al., (2016) carried a randomized controlled study in Iran using 80 adolescent orphans whose fathers had died and had no relatives. The aim was to establish how self-efficacy and self-awareness was impacted by theoretical self-awareness training. Through balance block randomization, they were divided into a control and intervention group with 40 orphans in each

group. Awareness tests and self-efficacy questionnaires were used for pretest and two posttests, one after 1 week and the other six weeks after intervention. The training was conducted for the 40 boys in the intervention group through five minutes session that involved some personal questions on education objectives. Teaching was then done through group discussion, brainstorming, self-awareness skill training booklets, workbooks, and flip charts. The individual sessions were based on educational props and painting.

All data analyses were done with the help of SPSS version 19 with a statistical significance of $p<0.05$. Descriptive data was analyzed through means and standard deviations, frequencies and percentages. To compare mean differences, independent t-test was used while comparison of mean changes over time by groups was though analysis of variance (ANOVA). Chi-square test was used for qualitative variables. Result indicated a significant increase in self-awareness and self-efficacy of the orphaned adolescent after the self-awareness training. Unlike the current study whose focus was on teachers in secondary schools, this study used adolescents whose self-awareness training may have helped them deal with issues that are not professional.

2.1.2.2 Emotional Regulation coaching and Teacher Professional Burnout

Emotional regulation coaching helps a teacher put on hold disruptive impulses and only express their emotions in a way that would help them achieve their goals. According to Lee (2013), this is possible with people who are aware of their emotions as at that time. They know when they are thinking best and can manage to govern whatever is going on right then. This is important because they will not displace what is going on inside them to others.

In USA, Lee (2017) conducted a study among public service workers to investigate if EI, job satisfaction and burnout were related. A sample of 169 surveys of volunteer's, participants with

an age range of 25-29 years old, majority of them (71%) with between 7 years of public service work was used. Instruments of study included: Questionnaires for EI, Intellectual scale (WLEIS). Job satisfaction and Burnout Questionnaires and Emotional Labor scale. Exploratory factor analysis, structural equation modeling and standardized regression were used for data analysis. The study concluded that training in self-regulation reduced burnout and increased job satisfaction. The study by Lee (2017) focused on public service workers in USA without specifying a particular profession yet different professions could have different environments dictating their level of self-awareness. Again, the study was done in a different cultural setting and so there is need to see if findings can be replicated. This study addressed the gap by studying the burnout among professional teachers in Kenya only which is a different cultural group than the one in USA.

Tikkanen and Pretanhen (2017) carried out a descriptive survey with school principals in Finland to find out if there was a relationship between proactive self-regulation strategies and risk of their burnout. Probability sampling yielded 420 principals who responded to questionnaires based on the two variables. Data was coded to IBM SPSS statistics 22. Descriptive analysis was done using means and standard deviations as Hierarchical K mean and one way ANOVA were used for analysis. Results indicated that the principals had low level of workplace burnout because they used proactive self-regulation strategies. This is a clear indication that training of self-regulation strategies would go a long way in stabilizing the emotional experiences of teachers hence reduce burnout. This study was done on principals of schools alone and it would be important to see if the same results would be replicated with all other teachers which is the basis for the current study. Again, this study was only based on fact finding, and did not reveal whether the principals were first trained on emotional regulation. The current study is solution focused to see the impact of emotional regulation training on teacher professional burnout.

Salehi and Rezaei(2023) undertook a quasi experimental study with pretest -posttest design with a control group using all first grade female high school students in Lande between 2017-2018. The aim of the study was to investigate the effects of self compassion focused emotional regulation skills training to reduce psychological distress on the students. Placing them in two test(18) and control group(18), the depression, anxiety and stress questionnaire were used in two stages of pretest and posttest. To train the students , self employment emotional skill training intervention for 90minutes session were performed one week per session for the test group while the control group did not receive any intervention .Covariance was used for analysis.

Results indicated that compassion emotional regulation skills training focused on self compassion and depression.The training was able to help the students reduce depression, anxiety and stress which means that emotional self regulation was an effective method of training to reduce psychological distress at school level.while this study used female students from the same school, it is not clear how long the training took.However, it would be intresting to see if the study could be replicated with similar results on emotional self regulation and burnout of teachers in Kiambu County ,Kenya. Additionally, it is worth noting that using one group from only one school could greatly pose generalizability issues and the current study took care of this by using respondents from four categories of schools to afford generalizability.

2.1.2.3 Self-Motivation coaching and Teacher Professional Burnout

Dorrnyei and Ushioda (2011) posits that teacher motivation is the internally driven reason why they choose teaching and choose to remain in it. Lesch et al., (2016) carried a randomized controlled study in Salzburg university of Austria to find out how well procrastination would be reduced through coaching. The sample consisted of 84 participants (20 males, 64 females) aged 19-56 years who were randomly divided into four groups. The experimental groups consisted of

23 individual participants, 13 group participants and 27 self-coaching participants. The control group consisted of 21 students. Online recruitment of students who procrastinated academic work was done using flyers. The coaching was given for 3 sessions of 2 hours each with a period of 10 days in between. The individual coaching was done by eight (8) Master of Educational Psychology Students, while group sessions were undertaken by three master's students who designed the training programme. The self-coaching participants were given the manual from where they read for themselves.

Satisfaction questionnaire to test on coaching and outcome satisfaction, and multi-choice test for procrastination, process evaluation scale for goal attainment and academic procrastination State Inventory to measure the state of procrastination were used as tools for this study. During the intervention program, pretest and post test, was given to measure leadership behavior into either transformational or transaction. Multi-factor Leadership Questionnaire, work climate questionnaire and short intrinsic motivation scale was used to measure leadership behavior, autonomy and intrinsic motivation of both leaders and coaches while analysis was done using ANOVA. Results indicated that procrastination reduced greatly due to group and individual training. Group coaching helped members acquire relevant knowledge while individual coaching led to member satisfaction hence goal attainment. Coaching for leadership increased personal motivation and autonomy. This pointed to the usefulness of the training. Performance independently without the support of the coach was found to be insufficient for higher goal attainment.

This study used a sample whose group distribution was very small for generalization. The Solomon four designs that was used for the current study demands a higher sample thus generalization was possible. This study was done on university students based on academic procrastination and goal

attainment while the current study looked at all areas of self-motivation and how coaching the teachers on the same could help them reduce burnout. The study by Dorrnyei and Ushioda, (2011) was done in Austria with different cultural orientation and another study of the same nature needed to be conducted with respondents from another cultural background to see if result could be replicated which justifies the current study.

Roohani and Dayei, (2019) carried out mixed methods sequential design study to identify the relationship between Iranian EFL teacher burnout and motivational profile, how teacher motivation relate with burnout and if motivational factors in any way led to teacher burnout The sample was 115 EFL teachers from the language school. The researcher used the Maslach Burnout Inventory and the Motivation to teach Questionnaire. Follow-up was done using 15 participants who responded to semi-structured interviews. Data was analysed through descriptive statistics, correlational analysis and multiple regression. Results from descriptive statistics revealed that autonomously motivated teachers had low levels of burnout, while the correlational analysis revealed that burnout related negatively with autonomous motivation. This was a discrepancy in the results hence the need to seal that gap. This study aimed at finding out if the same results could be replicated using the secondary school teachers in Kiambu County and what effect coaching of the same would have on the teacher burnout.

2.1.2.4 Social awareness and professional teacher burnout

This refers to the ability to understand how others are feeling and respond to them appropriately. This could mean that one treats them with concern, extra care or simply be there for them as they go through difficult situations and encourage them. People with high emotional intelligence are sensitive to their coworkers and clients' emotions. Bracket (2010) contends that the optimistic

caring coworkers with positive emotions can solve conflicts and help others preempt their tensions.this would consequently reduce burnout.

A cross-sectional single interview study using 150 medical postgraduates from tertiary care hospitals in Mumbai was carried out to assess emotional intelligence based on empathy, anger and relationship of EI and anger and empathy of medical students. The emotional questionnaire self-assessment checklist, multidimensional emotional empathy scale and the clinical anger scale were used (Faye et al., 2011). Data analysis was done using the SPSS v 16 using the multivariate analysis with analysis of covariance test. Results indicated that married males were more empathizing as well as those who had many problems at home. Again, those who had voluntarily chosen this course (medicine and surgery) were more empathetic. More so, those who had enough time for recreation activities, and had less workload scored highly on empathy. The current study was based on secondary school teachers and how empathy as a domain for EI would help the teacher reduce their burnout. It was not clear in this study whether the medics received any training for empathy, which is a gap that this study seeks to fill by coaching the teachers to see if it could reduce their professional burnout.

Another cross-sectional descriptive correlational study using stratified random sampling was done to find out the relationship between empathy and emotional intelligence among 320 nursing and midwifery students in Tehran University (Faye et al., 2011; Hajibabaeel et al., 2018). Jefferson scale of empathy and Schutte self-report of EI test were used for data collection. Results showed a strong positive relationship between empathy and emotional intelligence. What whether training for empathy took place. The current study was conducted among teachers to find if the same results can be replicated.

Hussein and Mohammed (2020) carried out a quasi experimental design in zagazig university with psychiatric nurses with the aim of investigating the effect of empathy based training on their communication skills.Purposive sampling yielded 13 nurses for pretest and posttest.to collect data, Socio demographic data sheet, Jefferson Scale of Empathy (JSE) Nursing Student Version R, Communication Skill Scale and Maslach Burnout Inventory (MBI) were used with results showing a decrease in in mean score as regards knowledge about empathy and burnout from pre intervention and post intervention as the communication skills increased accordingly.There was also statistically significant difference between pre and post intervention regarding knowledge about empathy and Maslach Burnout Inventory. However,the statistical difference between pre and post intervention on communication skill was insignificant.

The study concluded that empathy based training skills improved the nurses burnout as well as communication skills and recommended there be continous training on the same to increase the nurses empathetic skills. This study was found to be very relevant to the current study and it is interesting to see if the same results for social awareness/empathy coaching could reduce teacher professional burnout.A lot on empathy training seem to have been done with nurses and very few with other professions like teaching which is the direction the current study followed to seal that gap.

2.1.2.5 Relationship Management and Teacher Professional Burnout

Relationship management refers to the ability to interact well with others so as to enhance daily interactions and communications (Schuetz, 2011). This helps individuals maintain proper social interaction that may give social support in times of overwhelming pressure like the one experienced in teaching.

Rath and Vasantha (2017) conducted a study on the relationship between EI and relationship management in a formal organization using 280 randomly sampled workers from public and private sectors in Odisha. Participants answered structured questions while data was analysed through t-tests, ANOVA and Pearson correlation. Results showed that EI related positively with the components of relationship management. It is not clear whether the respondents were exposed to any training for relationship management for the variables of relationship management to be measured. This current research used mixed methodology with quasi experimental Solomon four designs to collect quantitative data to establish the teacher burnout and offer emotional intelligence coaching to the teachers.

Valente and Lourenco (2020) undertook a study in Portugal to establish the role of EI in management of conflict in classroom among the 7^{th}-12^{th} grade teachers. Using convenience sampling, 382 teachers (67 % females, 33 % males) filled the competency questionnaire and organization conflict inventory. Findings indicated that teachers with high emotional intelligence have better strategies for conflict resolution. SPSS Amos 25 was used for data analysis. Further, Pearson r correlation and structural equation model analysis was done for descriptive statistics. The study finally recommended Emotional skills training programs to be included in the teacher's academic training to improve their level of EI. Based on this recommendation, this study used Emotional intelligence coaching to secondary school, teachers in Kiambu County to assess whether there was a difference between those that was trained on the EI skills and those who were not, in their handling conflicts arising from their professions. Again, this study used the competence-based EI tool while the current study used the mixed model of Emotional intelligence for both trait and competence skills that was able to capture more of the EI of the teacher.

A study using 794 secondary school teachers from Madrid using structural modeling methodology was carried out to analyze information on the interpersonal relationship and development of workplace burnout (Rodríguez-Mantilla & Fernández-Díaz, 2017). To measure teacher burnout, a measuring instrument for burnout syndrome was used as well as a climate measurement instrument were used to measure teacher's interpersonal relationship. Results indicated that that teacher student relationship influenced their burnout syndrome. Similarly, teacher–supervisor, teacher co-workers relationship showed moderate effects on teacher burnout. It was recommended that teachers should take care of their interpersonal relationship to ensure their wellbeing. What this study did not specify was whether the teachers had been given any skills for interpersonal skills or not which the current study aims at handling and later assess whether the skills given will have helped the teachers reduce their burnout.

2.2 Theoretical Literature Review

Two theories were underpinned for this study. Goleman mixed model and the Attribution theory by Weiner.

2.2.1 Attribution Theory

This theory was originated by Heider (1958) but it was greatly developed by Weiner as a theoretical framework in (1985, 2000 & 2010). Attribution is the perception that individuals develop in explaining causes of success or failure in an event. This helps them assign a cause of their own and other people's behavior. Weiner (1985) brought out three dimensions of the attribution theory which are the basis of attribution. The first one is Locus of causality which identifies the location of the cause as whether internal or external to the individual. The second is stability which denotes a likelihood of a behavior changing or enduring for a long time. This affects expectations or possibilities of change in expectations of future outcome. The third is

controllability which refers to whether a cause attributed to an occurrence is within an individual control and the ability of the individual to change that behavior. This indicates that an individual's ability and effort could change a failure into success denoting that a person is in control of an event. On the other hand, non-controllability would denote that effort and ability would not change an event.

This theory has been found relevant to the current study of professional teacher burnout in the following ways. According to Maslach (1981) burnout is explained in three aspects including Emotional exhaustion which is a feeling of depletion in one's emotional and physical energies, lack of personal accomplishment which is inability to fulfill professional and personal responsibility and depersonalisation which is a psychological detachment towards other people. Teachers interact daily with various people and especially the students, with the main focus being the good performance in examinations. If the teacher causal attribution for poor performance is the internal locus of control of students, lack of ability and the situation attributed to being stable, then the teacher may suffer a lot of frustration because they would feel that chances of success are minimal and out of their control. Moreover ,the teachers may feel that their efforts would only lead to emotional exhaustion without foreseen rewards, and this would lead to burnout. Today, the promotion of teachers is pegged on the Teachers professional appraisal development tool (TPAD) whose basis is value addition based on students' outcome. Teachers then get so frustrated if their attribution of poor performance is stable meaning that their possibility of promotion is not guaranteed. This naturally reduces their effort, leading to more deteriorated results and hence burnout emanating from poor relations with their employers and supervisors.

Teacher's attribution affects how they relate with other people and may heighten their emotional responses. For example, when dealing with students at their adolescent stage which is the age of

the secondary school students, teachers may often conflict with them especially if they attribute their misbehavior to controllability. The teachers would see the students as choosing to be deviant to annoy them. This may always call for punishments and poor relations with the students which heighten the possibilities of burnout. On the contrary, if the teacher's attribution is based on internal causality of the adolescence age that make them behave defiantly, then the attribution would be seen as unstable and likely to change with time. This would enable the teacher to empathize with the students hence better interpersonal relations and reduction of burnout.

In other instances, teachers are seen by parents and other stakeholders as the sole cause of anything that happens to the students despite other causes. They are usually punished by their employer through transfers, interdiction, and dismissals. This makes the teachers have an internal locus of causality of inability to improve their circumstances. They also feel that they are unable to control what happens to them, which continually frustrates them leaving them emotionally exhausted, depersonalized and unable to find any professional accomplishment.

Teachers go through a lot of work-related experiences and how they interpret it depends on whether they attribute their experiences internally or externally. If they attribute it to the internal stable factors, (I am completely unable to do this work, it is my personality, I cannot control myself etc.) then they find themselves helpless, overwhelmed and they will have no motivation hence burnout. This makes the teacher become unproductive, perform poorly in their work as reflected in National examinations and this would confirm their helplessness and inability to change the situation.. Teachers who attribute their behavior to external factors were motivated to know that these factors are not permanent and that they could change over time. A teacher with this type of attribution would not be so prone to burnout.

This theory provided a basis for guiding the teacher in understanding their attributions and how they impact on their burnout. Teachers whose attributions are positive and optimistic may have lower burnout compared to those with negative attributions. This theory seems to put a nail on individual causal attributions and giving them no chance of changing those attributions. The theory does not give room for the improvement of a condition or behavior or experience beyond the attributions they and others make of their behavior.This theory is therefore insufficient in helping the teacher work out their professional burnout. This called for the need to supplement the attribution theory with the Emotional Intelligence theory based on mixed model by Goleman.

2.2.2 Goleman's mixed model of Emotional Intelligence

Emotional intelligence is defined as one's ability to identify regulates and process emotions. (Goleman, 1995). The theory has its history from 1920's and it is not until late 1980's when Goleman brought it to the limelight in his book "why it matters more than IQ". In his presentation, Goleman introduced five domains of the EI of which were used for this study namely: self-awareness, self-regulation, self-motivation, social awareness and relationship management. Self-awareness refers to knowing and understanding one's own thoughts and feelings and how they impact on their behavior. Some of its subdomains include accurate self-assessment, confidence and emotional self-awareness. Self-regulation is the ability to control one's own emotions and impulses in order to delay a reaction. It is divided into self-control, adaptability and conscientiousness; self-motivation is the intrinsic reasons emanating from within a person's value that makes them continue working despite difficulties. It is divided into achievement drive, initiative and optimism.self awareness is the ability to feel with others and is dividexd into:empathy, Finally, relationship management which is the ability to interact well with others to

enhance daily interactions entails among other things conflict management, collaboration and cooperation as well as building bonds.

Goleman suggests that unlike IQ, emotional intelligence is learnt and can therefore be trained. According to Goleman (1995) people with high EI was able to overcome emotions. This helped them look at the circumstances they are going through with positive mind thus reduce chances of burnout. On the other hand, people with low emotional intelligence view their situations with hopelessness, become overwhelmed and burnout sets in.

This theory is found to be relevant to the current study in that teacher's work is highly emotionally laden. The teachers in secondary schools interact with students every day who at their level are also going through a lot of emotional turmoil. To manage them, they need emotional intelligence. For example, teachers who are aware of themselves was keen to notice when their emotions are out of the way and was sensitive to control them before they interfere with their relationship with others. If they understand their emotions, it was easy for them to empathize with the others and as such will build better relationships. They will also attract empathy so when they seem to be overwhelmed by work, it was easier for them to get someone to stand by them as well as encourage them. This will eventually motivate them to go on with the hope that things was better. This indeed lowers their chances of burnout.

Teachers, who have high EI with accurate self-assessment, was keen on how their emotions are. They will not transfer their emotions to the students they handle nor to the college teachers, instead managing their emotions may foster positive relations with the others who they come into contact with. They will easily empathize with their students, the principal and other colleagues and probably offer to walk with them as they go through overwhelming states in their place of work.

This might make them be appreciated and in return, they will feel more motivated, and work for better outcomes. This will lead to good performance which will also lead to a lot of motivation hence lowered chances of burnout.

On the contrary, those with low EI will keep transferring and displacing their emotions on others, creating very poor relationships devoid of collaboration or teamwork. It means they have no one to empathize with them when they are going through difficulty situation which will really demotivate them to continue working. They will feel rejected, act impulsively and can easily invite issues with the principals and the employers. This will increase their chances of mental, emotional and physical burnout.

Attribution theory and mixed model of emotional intelligence are interrelated. EI affects how a person will attribute reasons for their behavior. A person with high EI will attribute failure to external factors with the belief that they are able to overcome through internal abilities. Those with low EI will attribute failure to internal factors within themselves and belief there is nothing they can be able to do to overcome their inability. Goleman indicates that EI is learnt and so teachers can be equipped with skills of self-awareness, self-management/regulation self-motivation, and empathy and relationship management. This will help them to overcome their burnout and improve their productivity. The attribution was that what causes burnout is controllable, it's not stable and will change with training/coaching on required skills.

The theory of attribution and the mixed model of EI by Goleman have important implications in understanding teachers and their responses to work related stress. There is need to find out what attribution teachers have on their burnout and assess how emotional intelligence coaching could help them overcome any negative attribution.

2.3 Conceptual Framework

According to Luse et al., (2012), a conceptual framework allows for specification and definition of the concepts of the research title. This conceptual framework was guided by the Attribution and Goleman mixed model theories. The dependent variable was the teacher professional burnout which teachers are likely to have attributed to external, permanent and uncontrollable events. On the other hand, the Independent variable was Emotional intelligence coaching aimed at helping teachers deal with burnout . Cognizant of the fact that home and social factors can also cause burnout, the two were used as intervening variables. The MBI tool measured burnout in terms of emotional fatigue, depersonalization and reduced personal achievement. The indicators of Emotional intelligence articulated by Goleman, (1995) included self-awareness, self-regulation, self-motivation,social awareness and relationship management which were used for the EI coaching. Teachers in public Secondary schools deal with a great number of interpersonal relationships owing to the large population they interact with in terms of students, colleague teachers, non-teaching staff, parents and other stakeholders. Their relationship management is therefore very key. The ability of the teacher to be self-aware and understand the emotions they are going through would help them manage the emotions. They would in turn feel motivated to work and realize results which would change their attribution, giving them a sense of self satisfaction, and personal accomplishment. This would translate into psychologically, socially, and physically conducive atmosphere leading to proper relationship management likely to reduce emotional exhaustion hence individual and group productivity is realized. The current study sought to assess how EI coaching impact teacher professional burnout. Figure 1 shows the conceptual framework.

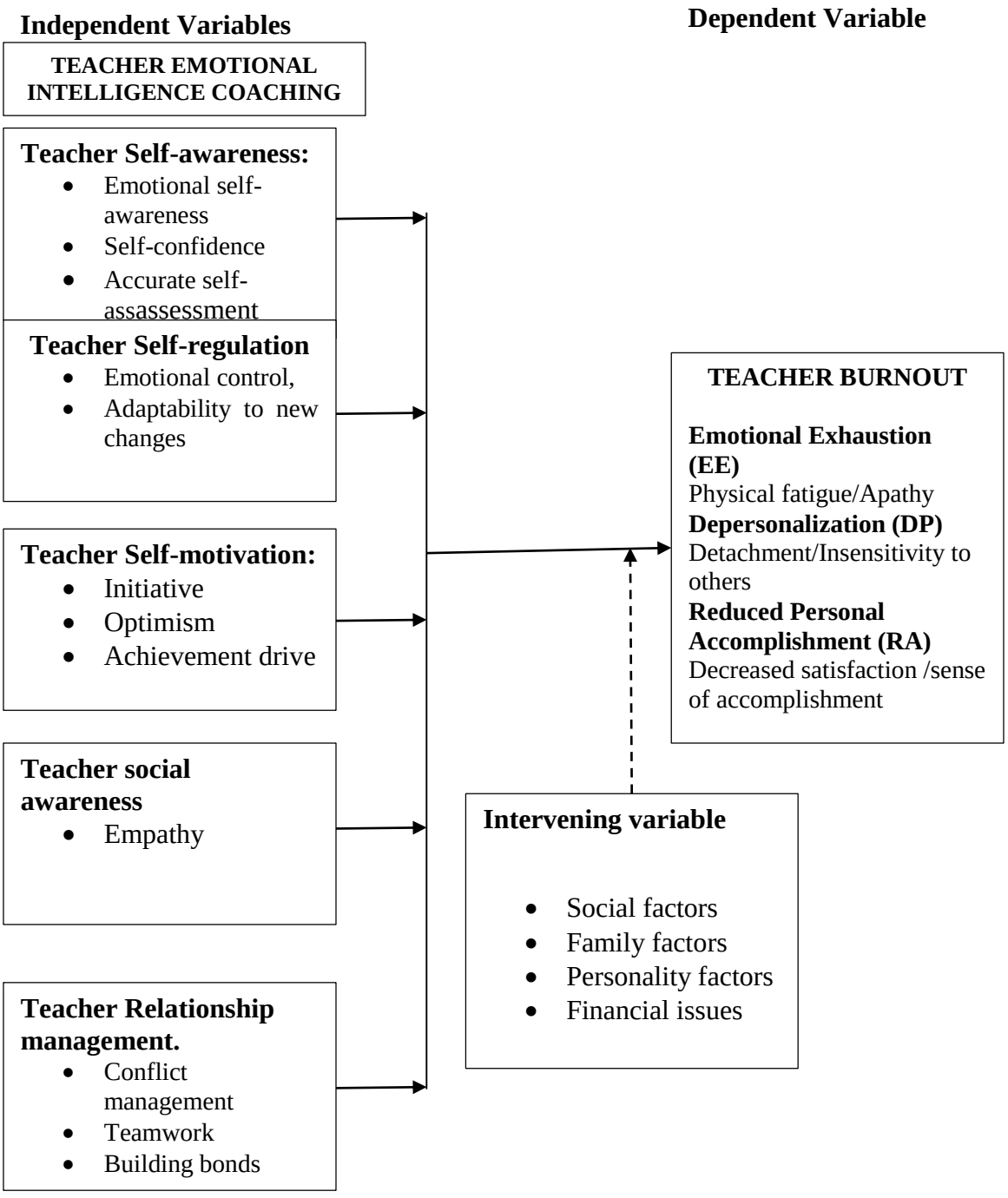


Figure 1 Conceptual Framework

Source: Reseacher, 2024

2.4 Research Gaps

The research identified relevant gas from the literature review this study intended to fill. While various studies have been undertaken, none have explored the effect of emotional intelligence on teacher professional burnout. It is important to note that emotional intelligence plays a pivotal role in reducing teacher burnout. If effectively coached on this scale, their mental health would improve, hence high productivity that would impact the students positively (Ellatar et al.,2023).

For example, Hen's (2020) carried out a study aimed at illustrating ways to meet the educational needs of children and teachers.They were expected to display the emotional abilities to enhance creativity, flexibility and innovation to address the work distressing situations. The study's results illustrated that the teachers felt increased self-awareness, empathy, and understanding of emotions. However, the course offered in the study was short in terms of the course period, and few participants could make a generalized conclusion about the study.in the current study , the respondent were more and sourced from different categories of schools making generalisation possible. Furthermore, the study was necessary to contribute practical literature on the significance of emotional intelligence skills in teachers in the education system.

Another study gap identified in the literature review was in the study by Dost et al. (2023), which was meant to evaluate the effects of self-awareness instruction on pre-university students in Iran. In the study, the experimental group received instructions on self-awareness, while the control group did not get the instructions. Therefore, the findings of the study illustrated that the self-awareness of the experimental group participants improved through their activities, unlike the control group participants. According to the study, the experimental research was done on different genders and at the primary level of the students. Further, more details on the study were required to explore the relationship variables of learning a foreign language and self-awareness to identify

its impact on second language students. Also, more significant numbers of participants would be adequate if more time were allocated to conclude the research. Therefore, this study increased the number of participants, allocated more time to the research and increased the study's details to improve the research's validity.

2.5 Recap of Literature Review

Literature reviewed clearly demonstrated that EI coaching impacts professional teacher burnout greatly. It also emerged that EI was trainable. While majority of reviewed studies confirmed a positive relationship between professional burnout and EI, a few others showed contrary findings. Again most of the studies used other EI models like the Bar-on, and Mayer Salovey model and only a few used the Goleman mixed models. Most studies on EI have been conducted with students' academic achievements and a few on teachers' burnout. Another gap was that most studies reviewed were done in Eastern population, a few in western counties while only a few were done in Africa. This means that the studies provided insufficient information in the African context on teacher burnout and EI. There is scarcity of information on EI coaching in Kenya as most studies focused on causes and effects of teacher burnout only. The current study addressed the gaps by assessing the effect of EI coaching on professional burnout of teachers in public secondary schools in Kiambu County. Findings are hoped to add knowledge in attribution theory and emotional intelligence theories as well as professional teacher burnout. It is also hoped that findings will act as a direction for professional teacher burnout intervention.

CHAPTER THREE

RESEACH METHODOLOGY

3.0 Introduction

This chapter discussed research methodology that included the following aspects: Research methodology, design, location of study, study population, sample size and sampling strategy, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research Methodology

This study employed a mixed methodology. According to Creswell (2012) this method involves the integration of both the quantitative and qualitative methods in the same study. Consequently, it helps gain a comprehensive understanding of the whole study. Creswell continues to emphasize that using the two methods enhances complementarity and expansion of the breadth and range of inquiry giving richer, more detailed findings. This makes the research findings more acceptable to the advocates of quantitative as well as qualitative methods. However, this study was largely quantitative to capture the theme of the study which was effects of emotional intelligence coaching on the professional teacher burnout in Kiambu County. The qualitative method helped in triangulation of results that enriched the findings on teacher's burnout. Quantitative data was obtained using Quasi experimental Solomon four designs while qualitative data was obtained through interviews to seek the opinion of teachers and school administrator on teacher burnout.

3.2 Research Design

The main research design adopted for this study was quasi experimental Solomon four group design for the quantitative data. Convergent triangulation design was used where quantitative data was collected and analysed simultaneously with the qualitative data and then results merged, interpreted and compared (Creswell & Creswell, 2018). This is illustrated in the figure 2 below.

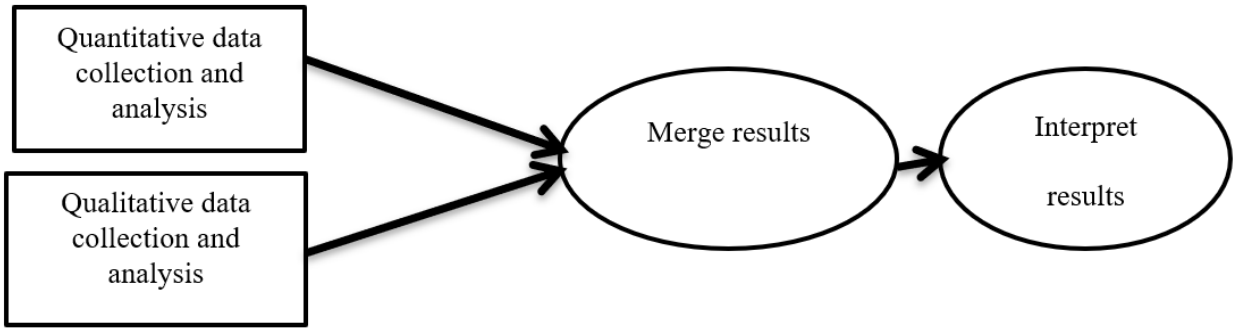


Figure 2 Convergent triangulation design

Source: Creswell and Creswell (2017)

3.2.1 The Quasi Experimental, Solomon's Four Group design.

According to Leedey and Ormrod (2010) this method constitutes of two experimental and two control groups randomly assigned. Treatment/intervention is given to treatment group while control group acted as a benchmark for comparisons (Navarro & Siegel, 2018). Groups are further randomized into testing condition of pre-test and post-test. In this design, the first treatment group was pretested and post-tested while the second one was only post-tested after the treatment. One control group was pre and post-tested while the second was only post-tested as indicated in the table below.

Table 1: Solomon Four Design

Group	pre-test	Treatment	Post-test
Control group 1	X1		X2
Control group 2			X3
Experimental group 1	X4	T1	X5
Experimental group 2		T2	X6

Key: X-testing conditions T-treatment group No treatment

Source: Leedy and Ormrod (2010)

According to Leedey and Ormrod (2010), this method has the advantage of comparing the differences of variables in participants before and after treatment. Comparisons between the control groups are also made. This makes Solomon four design favourable for this study.

Solomon Four design eliminates interactions between testing and the treatment as well as providing data that would reveal the amount of such interactions. Muchiri et al, (2015) indicate that this method allows the researcher to have a lot of control in the selection of sample population. This elucidates the fact that there is a lot of advantages in using this method despite its complexity. The qualitative data was collected through interviews to the academic heads of department as well as the school administrator to gather data relating to the perception of teacher burnout and what they are doing to offer intervention.

The main unit of analysis of this study was teachers in secondary schools in the County of Kiambu, Kenya, with the dependent variable (DV) as professional teacher burnout which was measured using the Maslach Burnout Inventory (MBI) through pretest and post test, while the independent variable (IV) was the effect of emotional intelligence on coaching which was measured through the effect size of change of burnout of pretest and post test. The indicators for the emotional intelligence included self-awareness, emotional self-regulation, self-motivation social awareness and relationship management. The indicators of burnout included emotional exhaustion, depersonalization and professional non accomplishment.

3.3 Location of the Study

This study was undertaken in the County of Kiambu, Kenya which has a total of 277 public secondary schools with 3,479 teachers. According to AON Minet, the medical provider for the teachers in the country, Kiambu held position 15 out of 47 counties with teachers treated with depression related illnesses in the financial year 2019/2020 (AON Minet Report, 2020). This is an implication that teachers in Kiambu County could be suffering from burnout. While the County of Nairobi held position 1, the fact that most referral hospitals by AON Minet are in Nairobi and owing to its proximity with the County of Kiambu, most teachers could be seeking their treatment in Nairobi.

Many studies on teacher burnout have been done in other regions of the country e.g, Kakamega, (Baraza et al., 2016), Bungoma (Sichambo et al., 2012) and Machakos (Kilonzo et al., 2018) but there is no evidence of such a study in Kiambu County. Those studies attributed to teacher burnout are based on external factors, but the current study attempted to assess the influence of an internal attribute (Emotional Intelligence) of the teacher and the effect that coaching of the same would have on professional teacher burnout.

3.4 Target population

The target population was 3,479 secondary school teachers in 277 public secondary school in the County of Kiambu (County Director of Education, 2021). The schools are in four categories namely National, Extra-County, County and sub County schools as shown in the table below

Table 2 : Number of schools and teachers in public secondary schools in Kiambu County

School category	No of schools	No of Teachers
National	6	436
Extra-County	19	665
County	84	1350
Sub-County	168	1028
Total	277	3479

Source: County Director of Education (2021)

3.5 Sampling Procedures and Sample Size

This section discusses determination of sample size and the sampling procedure that was employed for this study.

3.5.1 Sampling Procedure

Stratified sampling was used to select 16 schools, 4 from each stratum of National, Extra County, County, and sub County schools. According to Navarro &Siegel (2018), Solomon four design works with groups of four and so 16 schools were justifiable. Moreover, an experimental study requires a small sample size. Simple random sampling was then used to select the actual schools

for the study. The names of all schools in each category were written down and papers folded and put in a container. Hand picking was done to pick 4 schools from each category without replacement. The rationale behind this was to retain the natural groups that would prevent a lot of group disorganization. This is supported by Muchiri et al., (2015) who alluded to the fact that this method uses natural groups like students in the same class. In the current study, teachers in the same schools formed the natural group.

Random assignment of the groups into either experimental or control group was done. This yielded two experimental and two control groups for each category of schools. The groups were also randomized for pretest. This yielded two pretest groups (E1, C1). All groups were subjected to post-test. Since the numbers of teachers in the different categories of schools varied; proportionate allocation was used to assign the number of teachers for each category as shown in the table 3 below.

Table 3 : Sampling size determination

SCHOOL CATEGORY	GROUP	NUMBEROF TEACHERSPER SCOOLCATEGORY	TEACHERS TRAINED
National	E1	90/600X346=52	52
	C1	90/600X346=52	0
	E2	90/600X346=52	52
	C2	90/600X346=52	0
Extra-County	E1	30/600X346=17	17
	C1	30/600X346=17	0
	E1	30/600X346=17	17
	C2	30/600X346=17	0
County	E1	20/600X346=12	12
	C1	20/600X346=12	0
	E2	20/600X346=12	12
	C2	20/600X346=12	0
Sub-County	E1	10/600X346=6	6
	C1	10/600X346=6	0

	E2	10/600X346=6	6
	C2	10/600X346=6	0
Total		346	174

KEY: E-Experimental group 1, 2 C-CONTROL GROUP 1, 2

Source: Reseacher 2024

A total of eight (8) Guidance and Counseling HODs, from the experimental groups were trained by the researcher on emotional intelligence to help train the fellow teachers in their respective schools. Again, from each experimental school, five academic HOD and a school administrator were subjected to an interview guide meant to obtain in-depth information about professional teacher burnout. This yielded a total of 8 administrators and 40 heads of department.

3.5.2 Sample Size

The Sample size was determined using Krejcie and Morgan table which has been constructed using the formulae $s=X^2NP(1-P)+d^2(N-1)+ X^2 p(1-P)$.

Where, s=required sample size

X^2=table value of chi square for 1 degree of freedom at the desired confidence level (3.841)

N=the population size

P=the population proportion (assumed to be .50 since this would provide the maximum sample size

d=the degree of accuracy expressed as a proportion (0.05)

The table was formulated to make it easier to get the sample without calculations, and is designed in such a way that each target population has a designated sample size. This makes it easier and

more convenient to use. In this study, a target population of 3,479 teachers yielded a sample size of 346 teachers.

3.6 Research Instruments

Maslach Burnout Inventory (MBI-education), a training manual for emotional intelligence coaching and an interview guide were used for data collection.

3.6.1 The Maslach Burnout Inventory for teachers (MBI-education)

This tool was developed by Maslach et al., (1996). It contains 22 items that are self-reports with three sub-scales namely: Emotional exhaustion (EE) with 9 items, Depersonalization (DP) with 5 items and Personal accomplishment (PA) with 8 items. After piloting and expert advice, the language for some items were modified to be relevant to the current study. The teachers responded to a seven-point frequency rating scale that ranged from never to everyday (0 = never, 1 = a few times a year or less, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = every day). High scores of EE and DP sub-scale point to high burnout while lower scores on PA sub-scale are characteristics of high burnout.

3.6.2 Training manual for Emotional Intelligence

The manual was developed by the researcher with the help of group of experts in Educational psychology of Mount Kenya University. The manual consisted of the objective of the training drawn from Goleman mixed model of intelligence. Training content was focused on teacher understanding of what emotional intelligence is and how to develop the five domains of emotional intelligence that included self-awareness, emotional self-regulation self-motivation, social awareness and relationship management. The training was done and after teachers learnt each skill, they were subjected to homework for one week that helped them apply what they had learnt. This

was reported before the next session began. After all the five skills had been coached, the experimental groups were post tested to identify the level of their burnout.

3.6.3 Interview Guide for Heads of Departments and School Administrators

The interview guide had ten open ended questions soliciting in-depth information about teacher burnout from the Heads of Departments, based on three themes that include; programs put in place in their schools with questions like “what programs are in place for your school?” and “are there deadlines to be met by teachers in your departments” The second theme was on causes, signs and effects of burnout among the teachers in their department with questions like “What are some causes of teacher burnout in your department?”, “what are the observed consequences of the teacher burnout?” The third theme was on the intervention measures put across by the department to help teachers overcome burnout with questions like “how does the department help its members overcome burnout?” Towards the end, the HODs were asked to recommend what they would think the school, TSC and the MOE could do to mitigate teacher burnout. Information acquired helped obtain in-depth information on teacher burnout.

3.6.4 Interview guide for school administrator

The interview guide had 10 questions whose aim was to solicit in-depth information about teacher professional burnout. Questions ranged from “what programmes are in place for the school to “what programmes are in place to help overcome teacher burnout” and to “what are your recommendations for MOE and TSC to help reduce the teacher burnout”.

3.7 Piloting of Research Instruments

Forty (40) respondents were conveniently selected for pilot study, ten from each category of the schools in Kiambu County that were not used for final study. The researcher administered the MBI

questionnaires to the teachers and the interview guide to the HODs and the school administrator. The results of the pilot study assisted the researcher to determine validity and reliability of the test. The feedback was used to improve the research instruments for validity and reliability.

3.7.1 Validity of the Instruments

Content validity was assessed by experts from the Department of Educational Psychology of Mount Kenya University. After reading the questionnaires, they provided recommendations which the researcher adopted. Again, based on the pilot study, the inappropriate questions were revised. Muchiri et al., (2015) indicates that Solomon four design controls for most internal validity. However, to control for selection and instrumentation, the instrument was given under similar conditions. In this case, pre-test and post-test was given at the same time to groups with similar characteristics. The training for the two experimental groups also ran concurrently. Random selection for the experimental-control groups and pretest groups also controlled for selection and maturation. The interviews were conducted within the period of training to the administrators and the HODs.

3.7.2 Reliability of the Instruments

The Maslach Burnout Inventory is standardized and has largely been used from other studies especially in the West. However, piloting was done to establish their reliability. The questions were subjected to split half reliability to test internal consistency for use in this study. The Burnout Questionnaires results were split into two halves using the odd/even items and because the results were similar, then this would be an indication of reliability (Chakrabartty, 2013). The questions were then subjected to correlation analysis because the two halves had equal lengths.

Table 4 shows that sum scores of the first 40 (10% of sample) and considered odd-even pairing.

Table 4 : Experimental Group Pre-Test Score

Odd#	Score	Even#	Score
1	19	2	21
3	22	4	21
5	21	6	19
7	16	8	16
9	21	10	21
11	16	12	16
13	18	14	16
15	18	16	19
17	21	18	19
19	21	20	21
21	19	22	21
23	14	24	15
25	16	26	15
27	16	28	18
29	16	30	21
31	15	32	17
33	20	34	21
35	16	36	18
37	15	38	14
39	14	40	16

Source: Reseacher 2024

Table 4 shows scores tabulated in an odd-even pairing to limit biasness. The pair of the data was correlated, and the results are as presented in Table 5.

Table 5: Correlation Analysis for Reliability Test

			oddscores	evenscores
Spearman's rho	oddscores	Correlation Coefficient	1.000	.756**
		Sig. (2-tailed)	.	.000
		N	20	20
	evenscores	Correlation Coefficient	.756**	1.000
		Sig. (2-tailed)	.000	.
		N	20	20

**. *Correlation is significant at the 0.01 level (2-tailed).*

Source: Reseacher, 2024

Table 5 shows that the Spearman's rho correlation coefficient is .756 with n= 20. The table also shows that the correlation is significant at the 0.01 level (2-tailed). This was found to be higher than the proposed threshold for sufficient reliability value (r=0.7) for a research instrument, according to Chakrabartty (2013).

3.8 Data Collection Procedures

An approval from the university through the department of Educational Psychology was sought to help researcher get a permit from NACOSTI. The reseach permit was submitted to the Kiambu County Commissioner for further permission after which the County Director of Education,Kiambu County authorized the researcher to access the principals of sampled schools. The reseacher then sought permission to coach the HODs counseling department who would later coach their colleague teachers for Emotional intelligence. On an agreed date with all the HODS, the first meeting was held in one of the schools where the researcher explained what the coaching entailed. Training then commenced and continued for five continuous weeks, a day per week for a period of one hour (1 hr). In each day/session, a domain on emotional intelligence was coached including: self-awareness, emotional self-regulation, self-motivation,social awareness and relationship management. The training manual that was used for training the HODs was the same one used for the treatment group. During the third session, there was role play of a mock coaching for 15 minutes each to ascertain the extent to which the HODS were developing the ability to coach/train, which acted as feedback to the researcher. During the mock training, one HOD acted as the coach, and the other HODs acted as the trainee.. After every presentation, the other HODs

gave feedback to the trainer HOD. The researcher also had a checklist based on a 4-point scale ranging from 1-retrain, 2-further training, 3- competency nd 4-good. If the feedback was at 4, then the HOD was eligible to train. Areas of competence that were checked included the ability to communicate, the right content and methodology used. This helped in rating the mock trainer and perfect their skills. This was repeated in between remaining session to enhance perfection.

The principal was asked to allow the Guidance and counseling teachers to coach the fellow teachers on a time that was uniform to all of them one day per week. This ensured that none of the groups influenced the outcome of the others hence reducing the group interaction effect. With the help of the HODs, the groups were made aware of the intention of the study and their consent was sought. The pretest was done on Experimental group1 and the Control group 1. The academic HODs of the experimental groups and their principals were also subjected to an interview to provide in-depth information about teacher burnout. This was done by the researcher and three assistant researchers to complete this within the same day. This helped reduce participant interaction.

The coaching for the experimental groups commenced one week after the pretest. They were coached once a week between 4-5 pm on a uniform day agreed upon. The whole training took five sessions (5weeks) and another one session for post-test. The post test was done after about two months to ensure that the results were a true reflection of the influence of skills attained because of the coaching. This reduced the bias of experiencing an immediate effect because of the euphoria of the coaching. The treatment/coaching sessions included strategies on acquiring; (a) Self-awareness (b) emotional self-regulation, (c) self-motivation, (d) social awareness and (e) relationship management. In each session, trainees were given an experiential assignment based on skill trained for purposes of application. They reported on their experiences as they met for the

next session. Trainees were also required to write a weekly journal to reflect on their learning. On the sixth session, a post- test for Burnout was administered to all the teachers in the treatment and control groups. The training was done for short periods of one hour per session between 4-5pm or during the lunch hour (1-2 pm) especially where time was a challenge. This is because some schools may have had emergency meetings that were not scheduled for hence interfering with the schedule of coaching. In some instances Google meet was used to offer a virtual coaching to overcome the challenge of time.

The content of coaching included 6 sessions. The first session contained the introduction, setting the objectives and signing the consent form and emotional self awareness coaching.. This was followed by a coaching on emotional regulation, self-motivation, social awareness relationship management consecutively up to the fifth session. Post-test was done on the sixth session.The procedures enabled recording of scores in the order presented in Table 6.

Table 6: Samples Treatment and Control

Group	Pretest	Treatment	Post-test
Experimental 1	X1	Yes	X2
Experimental 2	-	Yes	X3
Control 1	X4	No	X5
Control 2	-	No	X6

Source: Reseacher, 2024

The data collection took six months, from May 2022 to October 2022. The teachers were to do their assignment of practicing the skills during the term. The post-tests were given in third term

which was also a very short and busy term. When a post test was given after two months, it provided good reflection of the influence of emotional intelligence on professional burnout.

3.9 Data Analysis Procedure

Data processing was done using the SPSS version 24. The descriptive statistics was analysed using means, frequencies and standard deviations. The differences in burnout levels after was obtained by performing a paired t -test at $\alpha = 0.05$ significance level as shown in the table below.

Table 7: Paired t-test illustrating differences in burnout levels

Groups	pretest	posttest	mean difference	t-test (paired)
Control	**X_1**	**X_2**	**X_2-X_1**	√
Control		X_3	X_3-X_2	
Experimental	X_4	X_5	**X_5-X_4**	√
Experimental		X_6	X_6-X_5	

Cohen d formula was used to evaluate the effect size, using the formula:

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

$$SD\ pooled = \sqrt{\frac{SD^2 Exp\ Group + SD^2 Control\ Group}{2}}$$

According to Caldwell and Vygotsky, (2020), effect size communicates the magnitude of statistical findings. It is categorized as small if it is 0.2 and below, medium at 0.5 and large at 0.8

and above. A large effect size is an indicator of a large effect of EI Coaching for professional teacher burnout.

The qualitative data was analysed thematically. The data was winnowed to sort it out, meaning that important data was focused on while the rest was disregarded. The data was then coded with a word to represent a category of data. Further, it was then assembled into themes. Creswell (2012) indicate that 5-7 themes are sufficient. Therefore, the themes were then described narratively.

3.10 Ethical Consideration

Permission was sought from National Council for Science and Technology (NACOSTI) through the Mount Kenya University approval. It was also obtained from the County director of Education in Kiambu County, and the principals of the sampled schools in order to access the respondents. To help respondents make an informed decision, the researcher explained the purpose of the study then provided a consent form to be filled by respondents. Confidentiality was assured to the respondents by ensuring that no names appear on the question papers provided. Security codes were assigned to the information collected from the individuals to maintain anonymity.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

In this chapter, detailed information on study findings, interpretation and discussion were made on the influence of Emotional Intelligence coaching on professional teacher burnout. The objectives of the study included: to determine effect of emotional self-awareness coaching, assess the effect of emotional self-regulation coaching, establish effect of self-motivation coaching, determine the effect of social awareness and examine the effect of relationship management coaching on professional teacher burnout.

The study targeted the teachers, the HOD and the Principals of four categories of schools namely National, Extra-County, County and sub-County levels in public secondary schools in the County of Kiambu. Questionnaires and interviews were used for data collection while tables and graphs, pie charts and scatter grams were used to present the study findings. Paired t-tests were employed for data analysis to establish the mean differences at α=0.05 significant level while Cohen d was used to evaluate the effect size of EI coaching to teachers professional burnout. The qualitative data for interview guide was analyzed thematically and described in narrative form.

4.1 Response Rate

The study sample was 364 teachers in public secondary schools in the County of Kiambu. While ethical and careful research procedures were followed, there were lapses in responses from the study as some of the teachers opted out before the completion of data collection. As such, the study did not attain the 100% response rate, and instead achieved 87.57%. This return rate is sufficient to make conclusion as supported by Mugenda (2008) who posits that 50 % return rate is ideal for

reporting and analysis, 60 % is good and above 70 % is very good return. The response based on various groups and categories that the teachers were placed on are shown in Table 9 and 10.

Table 7: Questionnaire Response Rate

Group	Type	Sample	Response	%
1	Experimental 1	87	79	90.80
2	Experimental 2	86	76	88.37
3	Control 1	87	77	88.51
4	Control 2	86	71	82.56
Total		346	303	87.57

Source: Reseacher, 2024

Table 9 shows responses in group types E1, E2, C1 and C2 as 79, 76, 77 and 71 teachers respectively. Experimental 1 entailed the group which was involved in all the three undertakings; pre-test, treatment (coaching) and post-test. The experimental 2 was the group involved in treatment (coaching) and post-test without pre-test. Control 1 was the group which was involved in pre-test, but without treatment (coaching) but also undertook post-test. The control 2 was the group that was not involved in both pre-test and coaching but was involved in post-test.This is shown in table 10

Table 8: Frequency and percentages of study group of respondents

Participant's grouping	f	%
Experimental 1	79	25.7
Experimental 2	76	23.4
Control 1	77	26.1
Control 2	71	24.8
Total	303	100.0

Source:Reseacher,2024

Table 10 shows the respective distribution of the study participants of each of the four groups used in the study. This grouping is based on Solomon four design that categorizes respondents into four groups. Leedey and Ormrod (2010), indicates that in this method, the experimental group is given intervention while the control group is not given any intervention. The Experimental group 2 had the highest number of respondents 79 (26.1%). This was followed by Control group 1 with a total number of 77 (26.1 %), the experimental group 1 (76 (23.4 %) while control group 2 had the least number of respondents with a total number of 71(23.4%).

From the groups, the results of the tests were recorded in 6 categories and coded as presented in Table 11.

Table 9: Tests Results Distribution and Coding

Group	Results Coding	Code
Group 1	E1 Pre-test	X1
Group	E1 Post-test	X2
Group 2	E2 Post-test	X3
Group 3	C1 Pre-test	X4
	C1 Post-test	X5
Group 4	C2 Post Test	X6

Source: Reseacher,2024

Table 11 shows the scores of the different categories that resulted from the study. Group 1 yielded X1 and X2, Group 2 yielded X3, and Group 3 yielded X4 and X5 while Group 4 yielded X6. The various groups were based on the nature of testing that included pretest, and post test. Muchiri et al, (2015) revealed that this method has a great advantage of testing the respondents before and after intervention.

4.2 Descriptive Statistics Analysis

To find out the level of professional burnout before coaching, the researcher used a Maslach Burnout Inventory for teachers (MBI- education) questionnaire. From the 22 items in the inventory, the teachers rated their levels of burnout on a 7-point Likert scale ranging 0-Never, 1-A few times a year or less, 2-Once a month or less, 3- A few times a month 4-Once a week, 5-A few times a week, and 6-Everyday. The collected data on the level of burnout before coaching of the teachers on emotional self-awareness was scored and analyzed using descriptive statistics including frequencies and percentages as presented using Table 13

Table 10: Burnout Descriptive Statistics in pre-coaching

1. Feel very tired every morning	16(10.2%)	0(0%)	17(10.8%)	7(4.5%)	0(0%)	117(74.5%)	0(0%)
2. Experience headaches/migraines	0(0%)	0(0%)	13(8.3%)	0(0%)	38(24.2%)	106(67.5%)	0(0%)
3. Experience stomach upsets	0(0%)	0(0%)	6(3.8%)	0(0%)	87(55.4%)	64(40.8%)	0(0%)
4. Experienced generalized pains in your body always	0(0%)	0(0%)	9(5.7%)	2(1.3%)	89(56.7%)	57(36.3%)	0(0%)
5. I experience a change in sleep patterns	0(0%)	0(0%)	32(20.4%)	5(3.2%)	27(17.2%)	93(59.2%)	0(0%)
6. Experience heavy chest pains	0(0%)	0(0%)	0(0%)	7(4.5%)	45(28.7%)	105(66.9%)	0(0%)
7. I feel emotionally drained from my work	0(0%)	0(0%)	27(17.2%)	35(22.3%)	60(38.2%)	5(3.2%	30(19.1%)
8. I am used up at the end of the workday	25(15.9%)	39(24.8%)	20(12.7%)	39(24.8%)	0(0%)	34(21.7%)	0(0%)
9. I am fatigued when I get up in the morning and have to face another day on the job	27(17.2%)	0(0%)	31(19.7%)	25(15.9%)	50(31.8%)	24(15.3%)	0(0%)
10. I feel I treat some students as if they were impersonal objects	64(40.8%)	23(14.6%)	22(14%)	5(3.2%)	12(7.6%)	18(11.5%)	13(8.3%)
11. Working with people all day is really a strain for me	1(0.6%)	15(9.6%)	9(5.7%)	18(11.5%)	82(52.2%)	30(19.1%)	2(1.3%)
12. I deal very effectively with the problems of my students	32(20.4%)	7(4.5%)	8(5.1%)	10(6.4%)	40(25.5%)	25(15.9%)	35(22.3%)
13. I feel burned out from my work	21(13.4%)	22(14%)	19(12.1%)	13(8.35)	15(9.5%)	27(17.2%)	40(25.5%)
14. I'm positively influencing other people's lives through my work	17(10.8%)	5(3.2%)	0(0%)	27(17.2%)	20(12.8%)	25(16%)	63(40%)
15. I've become more detached towards people since I took job	59(37.6%)	29(18.5%)	21(13.4%)	0(0%)	18(11.5%)	30(19.1%)	0(0%)
16. I worry that this job is hardening me emotionally	18(11.5%)	5(3.2%)	35(22.3%)	0(0%)	45(28.7%)	54(34.4%)	0(0%)
17. I feel energetic	46(29.3%)	26(16.6%	28(17.8%)	0(0%)	21(13.3%)	36(22.9%)	0(0%)
18. I feel frustrated by my job	37(23.6%)	32(20.4%)	27(17.2%)	0(0%)	28(17.8%)	33(21%)	0(0%)
19. I feel I'm working too hard on my job	33(21%)	43(27.4%)	23(14.7%)	0(0%)	16(10.2%)	42(26.8%)	0(0%)
20. I don't really care what happens to some students	36(22.9%)	30(19.1%)	14(8.9%)	0(0%)	10(6.4%)	67(42.7%)	0(0%)
21. Working with people directly puts too much stress on me	5(3.2%)	41(26.1%)	12(7.6%)	0(0%)	8(5.1%)	91(58%)	0(0%)
22. I can easily create a relaxed atmosphere with my students	56(35.7%)	35(22.3%)	14(8.9%)	0(0%)	37(23.6%)	0(0%)	15(9.6%)

Scale: *0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday*

Source: Maslach Burnout Inventory (2001)

Table 13 shows that the largest percentage of the teachers 117 (74.5 %) indicated having felt very tired every morning a few times a week in the pre-test stage. This was an indication of physical fatigue as well as emotional exhaustion which is an indicator of burnout. While the table shows that only a few of the teachers 16 (10.2 %) never felt tired every morning, there were other who felt tired every morning once a month or less 17 (10.8 %) and another portion 7 (4.5 %) who felt so only a few times a month. This shows that there were experiences of feeling very tired every morning among the teachers who participated in the study. These findings reflect the sentiments shared by some principals about the observation of teachers in their schools. One principal noted;

> *It is something that happens often. Every day of the week, different teachers display evidence of fatigue. This is evident in the way they walk, the way they respond to me and to each other. When I observe them, I can tell that everything is not right. However, this mostly happens in the later days of the week especially from Thursday and Friday which may signify a lot of work during the week. It's easy to pick especially as they attend the afternoon lessons on Friday. I also understand that when a teacher depicts such behaviors, it becomes difficult for them to deliver in the classroom, and that they may need physical rest as well as some psychological interventions.* [KI 02].

The shared sentiments is a reflection of what the teachers experience in their workplaces which pointed to the need for emotional intelligence coaching among them. Similar arguments were advanced by Azeez and Azeez (2018) who studied the importance of teachers' body language in delivering in a classroom context. A tired teacher lacks innovativeness in creating unique classroom environment that would spark students' learning and achievement. The author recommends strategic approaches to handling teachers' tiredness that targets enhancing their class movements and use of non-verbal communication. Emotional self-awareness coaching was important intervention because it made the teacher be in touch with what they were experiencing which could alert them to be cautious and take a break, do exercises or even ask for assistance

from other teachers. This would prevent a situation where the fatigue would turn to burnout. With this awareness, there would be reduced episodes of tiredness in the mornings.

The table shows that the largest percentage of the teachers 106 (67.5 %) experienced headaches/migraines a few times a week with about 38 (24.2 %) experiencing it once a week. The findings implied that professional burnout among the teachers in the pre- coaching of Emotional intelligence was evident. This agrees with a study conducted by Okwaraji and Aguwa (2014) who found out that the prevalence of teacher burnout was high with 40% of the teachers suffering from emotional exhaustion and fatigue. The teachers may be lacking some key aspects of training as proposed by Politika et al., (2021) which includes the use of latest technologies in pedagogy on teacher training. The authors argue that methods such as the use of games may help train the teachers on how to curb burnout while in their teaching practice. This indicates the justification for EI coaching.

Further, the table shows that quite over half of the teachers 87 (55.4 %) experienced stomach upsets once a week while another significant portion of them 64 (40.8 %) experienced it a few times a week. Silva and Henderson (2022) identified and argued that bowel problems are among the challenges that manifest in burnout. This indicates that the stomach upset experiences among the teachers was a sign of work burnout. This is very unfortunate to imagine that the teachers would miss out to attend classes because of such a manifestation. If the burnout is taken care off, the teachers would be more comfortable and be able to deliver to the students appropriately.

Table 14 shows that a large percentage of the teachers 89 (56.7 %) experienced generalized pains in their bodies once a week. This condition was very common and interestingly, they were not able to clearly pinpoint where the pains were coming from. This generalized pains were pointers to

burnout. Another portion of respondents, 57 (36.3 %) experienced the same generalized pains a few times a week. This agrees with Bousquet (2012) who found out that burnt out teachers are clinically depressed, anxious and are often ill which makes them not work optimally.

In another aspect of the Maslach scale, the table indicates that the largest portion of the teachers 93 (59.2 %) experienced a change in sleep patterns a few times a week. Another portion of 105 (66.9 %) indicated having experience heavy chest pains a few times a week. Consequently, a large portion of teachers 60 (38.2 %) felt emotionally drained from their work once per week. Similarly, 50 (31.8 %) of the teachers felt used up at the end of the workday a few times a week. The teachers were also fatigued when they got up in the morning and had to face another day on the job with 89 (56.7 %) experiencing the same a few times a week. These features are common in professional work burnout which implicate study findings that in the pre-coaching, the teachers exhibited signs of being psychologically worn out. These findings were supported by a study that indicated that care giving jobs are physically and emotionally draining. The quantitative findings were triangulated with the qualitative findings through the guidance and counselling teacher coupled with similar sentiments from the sampled principals. One guidance and counseling teacher said;

> *We have handled cases where teachers often complain of some issues affecting them. From their explanations, we realize that it is work burnout challenges. Many times, teachers have reached out to my office to consult on issues around loss of sleep to an extent that they have to use medication to attract sleep .Others have been feeling fed up with working and they reported how they keep dreading every day they have to report to work, .The many duties assigned to them apart from teaching makes them feel used up and the thought of it all makes them get difficulties in waking up to take more responsibilities. In extreme cases, others seek for off-duty days. From my observations, a teacher who is given a day or two off duty feels relaxed, and even look happy when they resume. The issue of work burnout is thus evident among our teachers* [KI 04].

The sentiments reflect existing literature that advocate for some days off for organization staff who feel worn out at their workplace. Silva and Henderson (2020) pointed out the cases where staff

members may suffer burnout and exhibit irritability and impatience either to clients or to fellow work mates. They may also show significantly decreased concentration at work. The authors argue that when staff members show such symptoms at work, it is likely to be attributed to work burnout. The researchers recommend that workers take rest especially over the school holidays to minimize the harmful effects of burnout and be able to work well with their colleagues once they report back to school.

In related findings that were acquired through interviews with principals, the study revealed that some teachers exhibited fatigue when they woke up in the morning and thus experienced difficulties in facing another day. He lamented;

> *It is not so strange that we encounter some teachers with unusual symptoms. You may think that the teacher is medically unwell, only to later on learn that it was work related stress. We have had cases where teachers exhibit quite evident fatigue that we can't allow them to stay on at work for the obvious reason that they will not be productive. We follow up with the social welfare office only to discover that they needed some rest. We cannot refute the fact that teaching is a draining profession that requires resilience to protect the teacher against breakdown.however, I feel there is need to train teachers on how to deal with the stress that come with it so as to maintain emotional stability* [KI 08].

The findings cement the study problem and its background where concerns on the burnout among teacher in public secondary schools in Kiambu County has been an impediment in classroom delivery. Many teachers have evidently been unable to deliver good grades for a long time due to stress related to work and a feeling of non accomplishment therefore makes them even more stressed thus burnout. The findings are in tandem with the positing of Plata, (2022) who argue that reduced work performance is a symptom for work burnout among organizational staff. The author points at some of the manifestation of features such as differences in service quality coupled with hard work rather than with smart working. The working could be associated with taking more time to deliver on a task that earlier on took less time, having less concentration and even struggling

with more effort in executing the task. This can be very frustrating for teachers who are required to deliver in this examination oriented education system failure to which fingers will be pointed at them. This agrees with a study undertaken by Evers (2011) who indicated that burnout compromises the learning atmosphere leading to poor grades of learners.

Table 14 uniquely shows that the largest portion of the teachers 64(40.8%) indicated having never felt that they treated some students as if they were impersonal objects. While this item is also drawn from the Maslach Burnout Inventory for teachers, it is possible that the teachers shied away from disclosing on how they treated the students to reduce personal vulnerability and guilt. The work of the teachers is more centered on the students and their indication of how they feel about students; as impersonal objects would jeopardize their goals in schools. This was despite the fact that the researcher assured them of confidentiality in their response to the study.

Moreover, Table 14 shows that more than half of the teachers 82 (52.2 %) felt that working with people all day was really a strain for them once a week. Almost half of such portion of the teachers 40 (25.5 %) indicated having to deal very effectively with the problems of their students once a week. In the same pre-coaching context, the findings showed that largest portions of teachers felt burnt out daily from their work (n=40, 25.5 %). Those who positively influenced other people's lives through their work were (n=63, 40%) and they had become more detached towards people since they took their teaching job (n=59, 37.6%). In line with these findings, Plata (2022) posit that sometimes workers feel like they just need a break to recuperate from their negative and overwhelming feelings. These findings are validated by Roloff and Brown (2011) who indicates that burnout leaves the teacher with physical exhaustion, illnesses, low self-esteem and non-productivity that may even cause them to exit from their work prematurely. Professional burnout

may not have an obvious solution but it begs a quick action which the researcher employed through the emotional intelligent coaching.

The quantitative findings were corroborated by the qualitative findings through interviews with principals. According to Creswell and Creswell, (2018), this methods yields better understanding of the study variables hence better results. The principals revealed that sometimes burnout deteriorated the condition of the teachers in many ways thus affecting their productivity. They revealed that most often, some teachers lacked patience and resilience to work with others as a team. When such happen, their effectiveness is also affected and therefore there is reduced productivity. One of the principals narrated;

> *Working with people sometimes have proved to be very challenging. We work so passionately to accommodate one another. As a leader and team leader for that matter, it is my responsibility to not only direct others but also ensure that their welfare is taken care of. However, it becomes difficult when some teachers refuse to be accommodating and turn out to be almost hostile to their colleague teachers. This interferes with their interpersonal relationship. Working together as a team requires that people come together in their groups and even as larger team as teachers. But this sometimes become impossible when some individual teachers refuse to work in groups or as teams. We don't consider this disrespect but take it as an issue of diversity. Notably, we learn that such cases are caused by increased stress that make the teachers want to isolate themselves from others. It seems like there is nothing we can do to them and this can be very frustrating* [KI 02].

The findings are in tandem with the posting of Mayo clinic (2021) on the symptoms of job burnout where some staff become critical, cynical and therefore very difficult to handle .This is coupled with being irritable and impatient as they deal with fellow staff and clients thereby interfering with their interpersonal relationships. The clinic goes on to associate these symptoms with low staff productivity, vulnerability to stress and even insomnia.This is also supported by other researchers like Răducu & Stănculescu, (2022) who considered COVID-19 pandemic to have caused burnout among organizational employees. They found out that exhaustion (16.1 %) and being cynical (7.7

%) were key symptoms of burnout among many professionals. The researchers also found out that professional experience influenced the level of staff work burnout. The study recommended that there be tailored programmes to contain work burnout among the staff members. The current study introduced an intervention of emotional intelligence coaching to assess the effect that it would have on various aspects of burnout including physical exhaustion, depersonalisation and a feeling of non-accomplishment in the different areas of their life and especially their profession as teachers.

Table 14 also shows that largest portions of the teachers rated the existence of some burnout features as a few times a year or less with "I worry that this job is hardening me emotionally" at 54 (34.4 %); "I feel energetic" at 36 (22.9 %); "I feel frustrated by my job" at 33 (21 %); "I feel I'm working too hard on my job" at 42 (26.8 %); "I don't really care what happens to some students" at 67 (42.7 %) and "Working with people directly puts too much stress on me" at 91 (58 %). These are Personal accomplishment (PA) items in the Maslach Burnout Inventory for teachers which denote a high level burnout. There were very low scores almost equivalent to Never (Very low scores – equivalent to never) in their personal accomplishment. This is in tandem with the findings of Maslach et al., (2001) who concluded that Professional burnout entails emotional exhaustion, depersonalisation, and lack of personal accomplishment. This must have been very frustrating to teachers especially to imagine that their efforts were not yielding much. They lamented that due to the poor results posted following effects of fatigue and depersonalisation, they were never getting promoted from one job group to another. This made them feel very demotivated and constantly felt stuck with little personal and career accomplishment. The findings reflect the sentiments by the guidance and counseling teachers who pointed out that the teachers

sometimes not only showed how they felt but acted out with their overt behaviors clearly pointing towards burnout. One of the guidance and counseling pointed out;

> *"Teachers are just like any other person. When we get tired and feel that the work is too much, and we get overwhelmed, we tend to react. While our reactions differ in magnitudes, majority of the teachers may not show it in physical actions, but their behaviors will be a clear indications of their inner state which would imply that the internal feelings were negative. Some teachers may manifest worry wondering whether they will make it in this teaching profession that is attributed to a lot of work. Others even shouted a lot to students and colleague teachers, communicating that they are getting tired with teaching. They also display a body language that just show that they are trying very hard to stay in this work because they have nowhere else to go to. Some teachers fall out on relationships with students and fellow teachers. In such circumstances, many incidents go unnoticed and the affected teacher tend to keep off or they withdraw from others so that they are not noticed. However, the isolation and separation behavior communicate the whole idea of stress related burnout* [KI 05].

The findings depict existence of high levels of work burnout. However, the above statement is from an individual school that may limit application to others. The changes that characterize teachers during burnout are a common issue across many academic contexts. Yoleri (2018) examined the effect of preschool teacher burnout for classroom effectiveness. The study that used Maslach Burnout Inventory (like the current study) showed that temperament changes were associated with emotional exhaustion among the teachers. The study also showed that depersonalisation emerged in burnout scenarios among the teachers. All the above made the teachers have a feeling of non accomplishment which is one of the domains of burnout.

To examine the causes of burnout, the research used interviews to pose a question to the HODs; what are some of the programmes put in place for teachers in this school? The respondents pointed out various issues including tight school programmes such as scheduled three (3) exams per term that must be marked and students provided with immediate feedback, teachers conducting early morning and evening remedial classes,continuous assessments which are also marked promptly

and science science cycles which are given two days a week from 4-6 pm The HODS were also interviewed on whether there were able to recognize signs of burnout among teachers in their departments. They pointed out some recorded information where the teachers complained of feeling overburdened, suffered constant headaches, experienced general fatigue, poor interpersonal relationships, and lethargy. These findings are supported by Evers, (2011) and Bousquet (2012). Other sources of burnout among the teachers were verified by the HODS. They pointed out that the professional demands of work was overwhelming with several other responsibilities apart from teaching like being on duty, being a class and dorm mistress/masters or even being a member of games and G/C. Moreover, the issues of TPAD and TPD from TSC has greatly weighed the teachers down. The personality of individual teachers as well as individual family issues added to the weight of burnout. The most frustrating thing was that they may not have been able to do anything about it which increased their sense of hopelessness.

This study was meant to assess the effect of Emotional Intelligence on the professional burnout of teachers. This is based on five objectives that included: determining the emotional self-awareness coaching, assessing the influence of self-regulation coaching, self-motivation coaching, social awareness coaching and relationship management coaching on professional teacher burnout among public secondary school teachers in Kiambu

4.2.1 Effect of Emotional Self-Awareness Coaching on Professional Burnout among Teachers in Public Secondary Schools in Kiambu County

4.2.1.1 Descriptive Statistics

The first objective of the study was to examine the effect of emotional self-awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County. The teachers

in the experimental group were first subjected to a pre-test based on MBI. The emotional self-awareness coaching was done which was basically to help the teachers identify and describe emotions they were experiencing at that time. The teachers were then put into role play groups and they were subjected to emotional experiences that helped them identify and name different emotions like anger, being overwhelmed, anxious among other emotions. The teachers were also given some homework related to emotional self awareness where they were supposed to keep consciousness in the way they emotionally responded to different situations in their daily interactions with their students and other people in the work place , for a period of one week. The idea was to help the teachers gain awareness of their emotional experiences always thus gain emotional self awareness. The researcher then brainstormed about the possible changes that the teachers may have noted in their emotional behaviour based on the skill of self-awareness they had acquired. After sometime, the researcher re- administered the MBI test to the teachers. The test was scored as post -test on teacher burnout levels and the results analyzed using both descriptive and inferential statistics. The burnout descriptive statistics in post-coaching on emotional self-awareness is presented in Table 14.

Table 11 : Burnout Descriptive Statistics in Post-Coaching on Emotional Self-Awareness

	How often do you feel;	0	1	2	3	4	5	6
1	Feel very tired every morning	46(15.2%)	19(6.3%)	169(55.8%)	41(13.5%)	19(6.3%)	9(3%)	0(0%)
2	Experience headaches/migraines	89(29.4%)	19(6.3%)	155(51.2%)	0(0%)	11(3.6%)	29(9.6%)	0(0%)
3	Experience stomach upsets	132(43.6%)	14(4.6%)	131(43.2%)	0(0%)	8(2.6%)	18(5.9%)	0(0%)
4	Experienced generalized pains in your body always	116(38.3%)	10(3.3%)	154(50.8%)	0(0%)	5(1.7%)	14(4.6%)	4(1.3%)
5	I experience a change in sleep patterns	88(29%)	98(32.3%)	22(7.3%)	0(0%)	26(8.6%)	59(19.5%)	10(3.3%)
6	Experience heavy chest pains	201(66.3%)	7(2.3%)	0(0%)	0(0%)	81(26.7%)	14(4.6%)	0(0%)
7	I feel emotionally drained from my work	74(24.4%)	115(38%)	31(10.2%)	17(5.6%)	61(20.1%)	0(0%)	5(1.7%)

8	I am used up at the end of the workday	58(19.1%)	83(27.4%)	74(24.4%)	18(5.9%)	29(9.6%)	0(0%)	41(13.5%)
9	I am fatigued when I get up in the morning and have to face another day on the job	72(23.8%)	91(30%)	50(16.55)	14(4.6%)	44(14.5%)	0(0%)	32(10.6%)
10	I feel I treat some students as if they were impersonal objects	138(45.5%)	54(17.8%)	41(13.5%)	12(4%)	21(6.9%)	28(9.2%)	9(3%)
11	Working with people all day is really a strain for me	143(47.2%)	18(5.9%)	31(10.2%)	62(20.5%)	33(10.9%)	15(5%)	1(0.3%)
12	I deal very effectively with the problems of my students	102(33.8%)	85(28%)	18(5.9%)	10(3.3%)	13(4.3%)	48(15.8%)	27(8.9%)
13	I feel burned out from my work	80(26.6%)	62(20.4%)	40(13.3%)	28(9.1%)	30(9.9%)	28(9.2%)	35(11.5%)
14	I'm positively influencing other people's lives through my work	112(37%)	54(17.8%)	41(13.5%)	54(17.5%)	42(13.8%)	0(0%)	0(0%)
15	I've become more detached towards people since I took job	138(45.6%)	54(17.8%)	35(11.6%)	0(0%)	35(11.6%)	0(0%)	41(13.5%)
16	I worry that this job is hardening me emotionally	136(44.9%)	79(26.1%)	68(22.4%)	0(0%)	6(2%)	0(0%)	14(4.6%)
17	I feel energetic	113(37.3%)	74(24.4%)	43(14.2%)	17(5.6%)	13(4.3%)	0(0%)	43(14.2%)
18	I feel frustrated by my job	111(36.6%)	55(18.2%)	48(15.8%)	0(0%)	59(19.5%)	0(0%)	30(9.9%)
19	I feel I'm working too hard on my job	122(40.2%)	91(30%)	8(2.6%)	24(7.9%)	24(7.9%)	3(1%)	31(10.2%)
20	I don't really care what happens to some students	36(22.9%)	67(42.7%)	14(8.9%)	0(0%)	10(6.4%)	30(19.1%)	0(0%)
21	Working with people directly puts too much stress on me	91(58%)	41(26.1%)	12(7.6%)	0(0%)	8(5.1%)	5(3.2%)	0(0%)
22	I can easily create a relaxed atmosphere with my students	0(0%)	14(8.9%)	35(22.3%)	0(0%)	37(23.6%)	56(35.7%)	15(9.6%)

Scale: 0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday

Source: Maslach, (2001)

Table 14 shows that the largest portion of the teachers, 46 (15.2 %) never felt very tired every morning compared to the portion 117 (74.5 %) who indicated that they felt it a few times a week in pre-coaching test. The table shows that a comparatively smaller portion of the teachers 9 (3 %) felt very tired in the emotional self-awareness post-coaching. This difference implies a negative change in the level of burnout among the teachers with a difference of about 71 % in the 'a few times a week' rating. The teachers self awareness on what could be happening to them must have made them take precautions that helped them avoid instances that would lead to fatigue.This could have caused a big change in levels of burnout.

For those who experienced headaches/migraines among the teachers, the table shows that the largest portion 155 (51.2 %) experienced it only once in a month or less after emotional self-awareness coaching. This is compared to pre-coaching results that showed that about 106 (67.5 %) of the respondents having had experienced the migraines at least once a week. This is a very high deviation from the pre-coaching levels of burnout. This implies that the emotional self awareness coaching yielded positive results in as much as that attribute was concerned. However, the level of significance was accounted for in the inferential statistics in the next section.

The table also shows that the largest portion of the teachers 132 (43.6 %) never experienced stomach upsets after the emotional self-awareness coaching. This was compared to the largest portion of the teachers; 87 (55.4 %) who had experienced stomach upsets after the emotional self-awareness pre-coaching. The pre-coaching results showed that all of the teachers had experienced at least some level of stomach upsets in the pre-coaching stage (never rated at 0.0 %). This implies that about 43 % of the teachers had gained positively from the emotional self-awareness coaching thus reducing burnout. The implication is that due to self awareness coaching, the teachers could have been more keen to reduce their negative emotions or avoid situations that would have caused them burnout. This was able to significantly reduce their levels of burnout meaning the self awareness coaching had a positive effect.

The table also shows that the largest portion of the teachers 154 (50.8 %) experienced generalized pains in their bodies always at once a month or less. Moreover, the statistics show that 16 (38.3 %) of the teachers never experienced generalized pains in their bodies always. This is largely different and a great improvement after the emotional self-awareness coaching where about 89 (56.7 %) and 57 (36.3 %) of the teachers had experienced generalized pains in their bodies always once a week and a few times a week in the pre-coaching test.

Moreover, the table shows that the largest portion of the teachers 98 (32.3 %) indicated having experienced a change in sleep patterns once a year or less and about 88 (29 %) having indicated that they never experienced the same after the emotional self-awareness coaching. This compares to the largest portion of the teachers 93 (59.2 %) who had indicated that they had experienced a change in sleep patterns a few times a week and 27 (17.2 %) experiencing it once in a week. This is a clear indication that there was a drop in the proportion of teachers who experienced a change in sleep patterns after the emotional self-awareness coaching. Interestingly, all the teachers had experienced negative changes in sleep patterns (never rated at 0%) in the pre-coaching period.

Table 14 shows that the largest portion of the teachers 201 (66.3 %) had never experienced heavy chest pains in the post-coaching period (emotional self-awareness coaching). This is compared to the 105 (66.9 %) of respondents who had experienced the same a few times a week in the pre-coaching. This indicated that there was a positive change in burnout among the teachers through the emotional self-awareness coaching. The self awareness achieved through coaching may have made the teachers alert on the dangers that would come with continous burnout and hence the skills learnt may have been very useful. A reduced percentage of those with chest pains is a great indication of reduced burnout.

Similarly, the changes in the subsequent items show a positive improvement in level of burnout among the teachers in the emotional self-awareness post-coaching stage. “I feel emotionally drained from my work” the largest portion of the teachers 115 (38 %) indicating a few times or less a year compared to 60 (38.2 %) who indicated that they felt emotionally drained a few times a week in the pre-coaching period. About 83 (27.4 %) of the teachers indicated that they felt being used up at the end of the workday once a year of less compared to 39 (24.8 %) who indicted the same in a few times a month in the pre-coaching on emotional self-awareness stage.

The table also shows that the largest proportion of the respondents 91 (30 %) who experienced fatigue when they got up in the morning and worried that they had to face another day on their job a few times a year or less had decreased after the emotional self-awareness coaching. Another portion of 83 (27.4 %) never had this experience. This also contrasts the emotional self-awareness pre-coaching where the largest portion 50 (31.8 %) had this experience once a week.

According to the table, the largest portion of the teachers 138 (45.5 %) indicated that they had never felt that they treated some students like impersonal objects after attending the emotional self-awareness coaching. This contrasts the pre-coaching period where the largest but less portion 64 (40.8 %) of respondents indicated that they had never felt this way about their students. Similarly, only the teachers who felt this way in the pre-coaching a few times a week dropped from 18 (11.5 %) to 28 (9.2 %) after the emotional self-awareness coaching. This implies a drop in the burnout levels among the teachers after the emotional self-awareness coaching.

The results show that after the emotional self-awareness coaching, the largest portion of the teachers 143 (47.2 %) indicated that working with people all day was never really a strain for them. This compares to the largest portion of the teachers 82 (52.2 %) who indicated having the strain once a week in the pre-coaching period. This also depicts improvement from burnout among the teachers through the emotional self-awareness coaching.

The results indicated similar trends with the drops in the level of rating of the items with the largest portions of the teachers indicating never where “I deal very effectively with the problems of my students” 102 (33.8 %), “I feel burned out from my work” 80 (26.6 %), “I’m positively influencing other people’s lives through my work” 112 (37%), “I’ve become more detached towards people since I started ” 138 (45.6 %), “I worry that this job is hardening me emotionally” 136 (44.9 %),

"I feel energetic" 113 (37.3 %), "I feel frustrated by my job" 111 (36.6 %) and "I feel I'm working too hard on my job" 122 (40.22%).

The responses of the "never rating" of the items 1-22 in the pre-coaching versus the post-coaching in emotional self-awareness is depicted the trends in Figure 7.

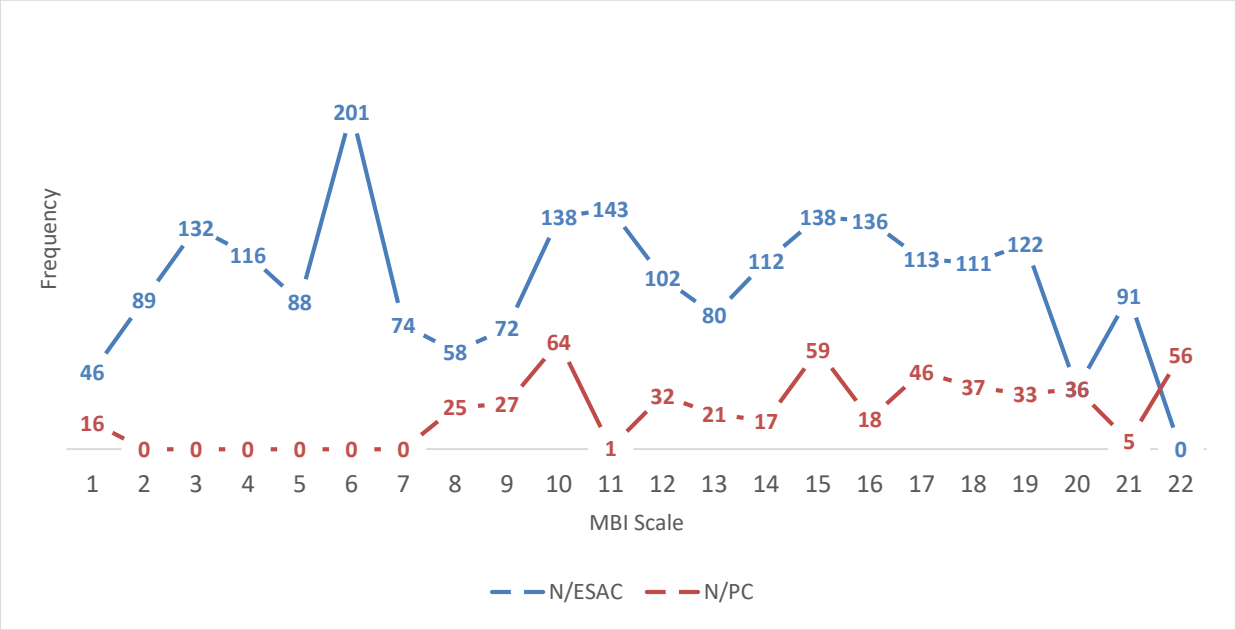


Figure 3 Comparison of Frequencies "Never" in the Pre-coaching Vs Post-Emotional self-Awareness Coaching

KEY
N/PC – Never rating in the Pre-coaching
N/ESAC – "Never" rating after the Emotional Self-Awareness Coaching

Source: Reseacher , 2024

Figure 7 depicts lower levels of burnout through the lower ratings of most of the 22 items in the Maslach Burnout Inventory for teachers (MBI-education). Except for item 22 and 20, the rest of the items NEVER rating was increased between pre-coaching and post-emotional self-awareness coaching. Specifically, item 22 - "I can easily create a relaxed atmosphere with my students" had

no 0% in never rating in pre-coaching period and quite over n=50 in post-emotional self-awareness coaching. For item 20 - “I don’t really care what happens to some students”, the NEVER rating did not change between the pre-coaching and the post-coaching on emotional self-awareness.

The data was also analyzed and the trends in rating between the pre-coaching and post-coaching on emotional self-awareness are presented using Figure 8.

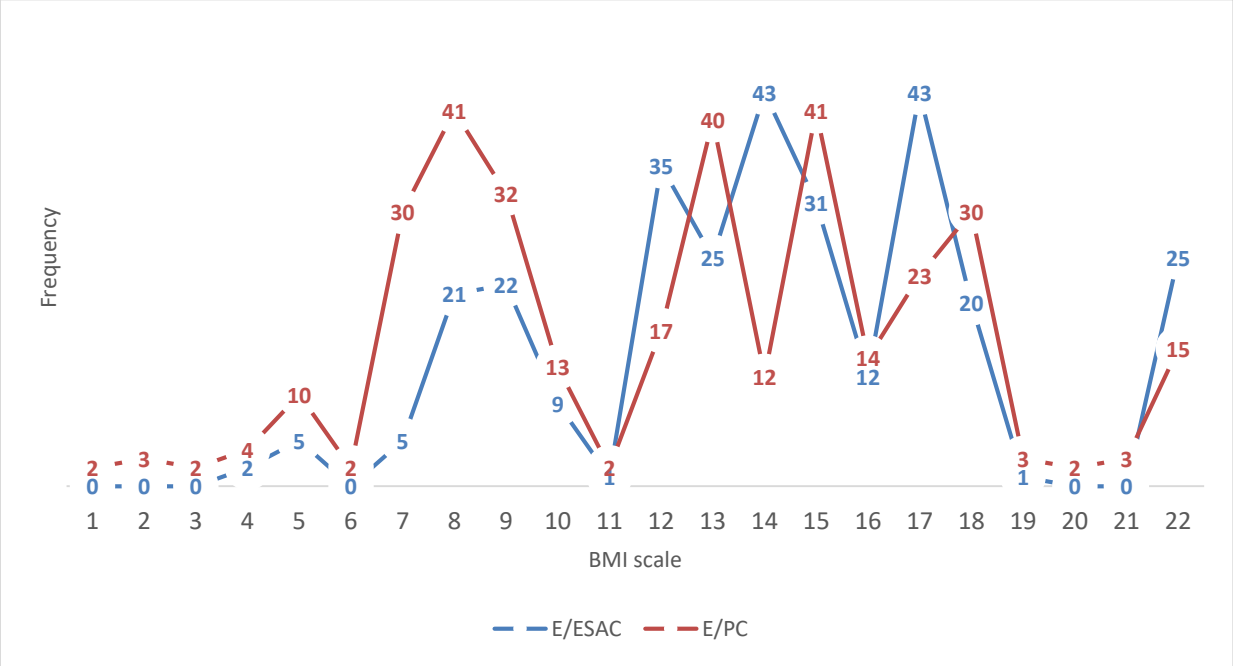


Figure 4 Comparison of Frequencies "Everyday" in the Pre-coaching Vs Post-Emotional self-Awareness Coaching

KEY

E/PC - EVERYDAY rating in the Pre-coaching
E/ESAC – EVERYDAY rating after the Emotional Self-Awareness Coaching

Source: Reseacher, 2024

Figure 8 shows trends in two periods of the sampled teachers’ scores in rating on “everyday” incidents with the items in the Maslach Burnout Inventory for teachers (MBI- education). The

trends show that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. The trends imply that the coaching on emotional self-awareness had a positive change effect on the level of burnout among the teachers.

4.2.1.2 Inferential Statistics

The study entailed inferential statistics to ascertain the level of effect of the emotional self-awareness coaching on burnout among the sampled teachers in public secondary schools in Kiambu County. The study employed paired sample t-test using the scores in experimental groups for both pretest and posttest to compare the means from the two groups. The paired samples statistics is presented in Table 15.

Table 12 : Paired Samples Statistics for Emotional Self-Awareness Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Exp 1 Group pretest	15.4557	79	5.76416	.64852
	Score in Exp 1 Group posttest	8.9494	79	5.12134	.57620

Source: Reseacher , 2024

Table 15 shows the means, the sample sizes, standard deviations, and standard error means of the scores in experimental 1 group pretest as well as the posttest. While the sample sizes are equal (n=79) the means of the scores were different with the pretest scores (15.4557) being higher than the post test mean (8.9494). With rating of the scores from the lowest 0-never to highest 6-

everyday, higher mean implies higher burnout levels. Thus, the statistics show that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on emotional self-awareness.

The analysis further generated the paired sample t-test correlations on emotional self-awareness coaching. The findings are presented in Table 16.

Table 13 :Paired Samples Correlations on Emotional Self-Awareness Coaching

		N	Correlation	Sig.
Pair 1	Score in Exp 1 Group pretest & Score in Exp 1 Group posttest	79	.779	.000

Source: Reseacher , 2024

Table 16 shows a correlation coefficient of .779 between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. The strength of association between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was strong and positive which implies that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group posttest by .779 units. This would be significant as the significance level = .000 is less than the critical p-value of .05. Hence, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The statistical outputs on comparison of the means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest were presented using Table 17.

Table 14: Paired Samples Test on Emotional Self-Awareness Coaching

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Score in Exp 1 Group pretest - Score in Exp 1 Group post test	6.50633	3.66506	.41235	5.68540	7.32726	15.779	78	.000

Source: Reseacher , 2024

Table 17 shows that mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group posttest was 6.50633 and standard deviation of 3.66506. The table shows a 95% confidence interval of the difference ranging between 5.6854 and 7.32726. The table also shows a t-test =15.779 at df=78 at sig.=.000. This implies that the difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05.

In a second inferential analysis, the study employed independent t-test to assess whether there was significant difference between the experimental 1 posttest and experimental 2 posttest. The results were presented using Table 18.

Table 15 : Experimental Groups Posttest Statistics for Emotional Self-Awareness Coaching

	Group	N	Mean	Std. Deviation	Std. Error Mean

Score in Exp Groups posttest	1.00	79	8.9494	5.12134	.57620
	2.00	65	12.8462	5.35674	.66442

Source: Reseacher , 2024

Table 18 shows that experimental 1 group posttest had 79 teachers and mean of 8.9494 while the experimental 2 group posttest had 65 teachers and a mean of 12.84562. The two groups had also varying standard deviations and standard mean errors of 5.12134 and .57620, and 5.35674 and .66442 respectively. Table 19 was used to examine if the differences in the means were significantly different.

Table 16: Independent Samples Test for Emotional Self-Awareness Coaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp Groups posttest	Equal variances assumed	.007	.934	-4.450	142	.000	-3.89	.87561	-5.62	-2.16
	Equal variances not assumed			-4.431	134.18	.000	-3.89	.87947	-5.63	-2.15

Source: Reseacher , 2024

Table 19 shows an f-statistic of .007 which depicts a small variance in statistical terms with a mean difference of -3.89 for both the equal variances assumed and not assumed. Similarly, the table shows t-test statistic of -4.45 and -4.431 for the equal variances assumed and not assumed respectively. The significance levels for both the cases are .000 which implies that the differences in the means are significant (sig. level is greater than p-value .05).

Further, the researcher conducted paired sample to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group posttest. The results were presented using Table 20.

Table 17: Paired Samples Statistics for Emotional Self-Awareness Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Control 1 Group pretest	15.39	79	6.74	.75
	Score in Control 1 Group posttest	15.81	79	6.81	.76

Source: Reseacher , 2024

Table 20 shows the mean scores in the two control groups (pretest, X=15.39 and posttest, X=15.81) with equal number of research participants (n=79) but different means, standard deviations (6.74 and 6.81) and standard error means (.75 and .76).A correlation coefficient between the two groups yielded a strong positive correlation (r=.996) which is significant (sig. =.000) as shown in Table 21.

Table 18: Correlation between Scores in Control 1 Group pretest and Score in Control 1 Group posttest

		N	Correlation	Sig.
Pair 1	Score in Control 1 Group pretest & Score in Control 1 Group posttest	79	.996	.000

Source: Reseacher , 2024

Through the paired sample test, the study used the data on scores in control 1 group pretest and scores in control 1 group posttest. The statistics were presented in Table 22.

Table 19 : Paired Samples Test between Score in Control 1 Group pretest and Score in Control 1 Group posttest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score in Control 1 Group pretest - Score in Control 1 Group posttest	-.41	.59	.066	-.55003	-.28541	-6.28	78	.000

Source: Reseacher , 2024

Table 22 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group posttest was -.41 with standard deviation of .59 and error of .066. The table shows that the lower and upper confidence intervals (at 95%) would be -.55003 and -.28541 respectively. With a t-test statistic of -6.26, df=78 and significance level of .000, the results imply a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the emotional self-awareness coaching on professional burnout. This is consistent with the interview findings with the HODs

who pointed out some coping burnout mechanisms employed by the teachers as withdraw from others, alcoholism and displacement to the children and other teachers and parents.

On what the consequences of the teacher burnout were, the HODs stated absenteeism, low productivity, poor interpersonal relationships, and stress/high blood pressure, mental illnesses and others. The HODs were also asked “What interventions does your department provide for teacher burnout?” They mentioned several issues related to emotional self-awareness including belt making eases fatigue of marking papers alone, good results are motivating, personal counseling within the department, exposing teachers to workshops and bonding, team teaching and having reasonable workload.

In order to find out if the control groups’ posttest were significantly different, the study used the independent t-test, and the group statistics were presented using Table 23.

Table 20 : Independent T-test Group Statistics for Posttest Scores in Control Groups

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Control 1 Group posttest	1.00	79	15.8101	6.81453	.76669
	2.00	79	13.8861	7.87724	.88626

Source: Reseacher , 2024

Table 23 shows that the scores in control groups 1 and 2 in the posttest had equal research participants (N=79) but different means; 15.81 and 13.88 for group 1 and 2 respectively.

To test whether the differences in the means were significant, the independent samples tests statistics were presented using Table 24.

Table 21: Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Control 1 Group posttest	Equal variances assumed	3.30	.071	1.64	156	.103	1.92	1.17	-.39	4.23
	Equal variances not assumed			1.64	152.8	.103	1.92	1.17	-.39	4.23

Source:Reseacher, 2024

Table 24 shows F-Statistic = 3.3 and T-Test statistic =1.64 for equal variances assumed with significance levels greater than .05 (.071 and .103 respectively). The table also shows the t-test for equality of means statistics having equal significance (=.103 (2-tailed)), mean difference = 1.92, standard error = 1.17 and even the lower and upper confidence intervals at 95% = 4.23. The statistics imply that there was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05). This depicts consistence on the burnout scores among the teachers in the control groups after the emotional coaching sessions.

In a different statistical analysis to test the mean scores differences in the experimental group 1 pretest and the control group 1 pretest, independent t-test was conducted. The results are presented in Table 25 and 26.

Table 22 : Group Statistics for Scores of Experimental Group 1 and Control group 1 Pretests

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp and Contr Group	1.00	79	15.4557	5.76416	.64852
pretests	2.00	79	15.3924	6.74141	.75847

Source: Reseacher, 2024

Table 25 shows that despite the number of teachers (N=79) being equal for the experiment group 1 pretest and control 1 group pretest, there was a difference in mean scores (15.45 and 15.39 respectively). Similarly, the standard deviations and standard error of the means were different.

In order to test if the difference was significant, the following statistics in Table 26 were used.

Table 23 : Independent Samples Test for Scores of Experimental Group 1 and Control group 1 Pretests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp 1 Group pretest	Equal variances assumed	3.165	.077	.063	156	.950	.063	.99	-1.90789	2.03448
	Equal variances not assumed			.063	152.3	.950	.063	.99	-1.90827	2.03485

Source: Reseacher, 2024

Table 26 shows relatively small values of F-statistic = 3.165 and t-test statistic = .063 for the equal variances assumed at df =156. The Table also show that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant. Similarly, the t-test for equality of means show equal mean difference = .063 for both the assumed and not assumed. This

depicts no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

In the last section of testing the effect of emotional self-awareness coaching among the teachers, the researcher conducted ANOVA to compare the mean scores of all post-test results. This was to ascertain if there were differences in the mean scores regarding the self-awareness coaching based on the levels of burnout among the teachers revealed in descriptive statistics in section 4.3. The descriptive from the ANOVA are presented in Table 27.

Table 24 : ANOVA Descriptives for Posttest scores (Post Emotional Self-awareness Coaching)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Exp 1 posttest	79	8.94	5.121	.576	7.8022	10.0965	.00	18.00
Exp 2 posttest	66	13.00	5.460	.672	11.6577	14.3423	.00	24.00
Contr 1 posttest	78	15.71	6.808	.770	14.1828	17.2531	.00	27.00
Contr 2 posttest	79	13.88	7.877	.886	12.1217	15.6505	.00	27.00
Total	302	12.87	6.898	.396	12.0930	13.6553	.00	27.00

Source: Reseacher, 2024

Table 27 shows that there were varying portions of the post-test groups starting with the size (N), the means, standard deviations, errors, confidence intervals for the means, and maximum. The values for minimum were equal at 0.00. To ascertain whether the differences were statistically significant, the ANOVA table presented below (Table 28) shows the f-statistic and related statistics.

Table 25 : ANOVA Table for Posttest scores (Post Emotional Self-awareness Coaching)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1929.652	3	643.217	15.466	.000
Within Groups	12393.567	298	41.589		
Total	14323.219	301			

Source: Reseacher, 2024

Table 28 shows F-Statistic =15.466 a significance level of .000. This implies that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of emotional self-awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County.

In a further analysis, the differences in burnout levels after emotional self-awareness coaching intervention was obtained by performing a paired t -test at $\alpha = 0.05$ significance level. The results are presented in Table 29

Table 26 : Paired T-Test illustrating Differences in Burnout Levels after Emotional Self-Awareness Coaching

Groups	**pretest**	**posttest**	**mean difference**
Experimental	**1221**	**707**	**514**
Experimental		936	229
Control	1216	849	**367**
Control		1097	152

Source: Reseacher, 2024

Using the Cohen d formula, the following statistic was determined to ascertain the emotional self-awareness coaching effect size on teachers' burnout.

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

Cohen d = (371.5 – 259.5)/ 116.685564. Cohen d = 0.958

A value of Cohen d = 0.958 was relatively large which implied that emotional self-awareness coaching had a large effect on professional teacher burnout among teachers in public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of emotional self-awareness coaching for professional teacher burnout (Caldwell & Vygotsky, 2020). The experts posit that Cohen d value of 0.2 and below denotes a small effect, a value around 0.5 denotes a medium effect while a value at 0.8 and above denotes a large effect. This coaching on emotional self awareness had a very great significance on the teachers burnout.

4.2.2 Effect of Emotional Regulation Coaching on Professional Burnout among Teachers in Public Secondary Schools in Kiambu County

4.2.2.1 Descriptive Statistics

The study examined the effect of emotional regulation coaching on professional teacher burnout among teachers in public secondary schools in Kiambu County. The study objective was answered through an intervention given to teachers through emotional regulation coaching. Based on the initial pretest on burnout using the Maslach Burnout Inventory, the teachers were coached on how to regulate their emotions. Since this was the second session, the review was done on how to identify the emotions they were going through at that particular time based on the coaching they received from emotional self awareness. The aspects of emotional regulations they were coached

on was how to control their emotion as well as learn how to adapt to new changes without emotional upheavals. The teachers were then put out into role play on an emotional experiences and were asked to respond naturally without repressing their emotional. response. They were also asked to simulate a case where a teacher would display a proper emotional response. The researcher then brainstormed about the possible changes that the teacher experienced and whether they were better able to cope with an issue than they had before. The teachers were also given some homework related to emotional regulation based on the coaching that had been made and asked to observe how they responded to different issues in their day to day interactions with the aim of finding out if they could control their impulses and have proper emotional response. After sometimes, the MBI test was re administered to find out the level of the teacher burnout after emotional regulation coaching . The test was scored as post -test on teacher burnout levels and the results analyzed using both descriptive and inferential statistics. The burnout descriptive statistics in post-coaching on emotional regulation is presented in Table 30.

Table 27: Burnout Descriptive Statistics in Post-Coaching on Emotional Regulation

	0		1		2		3		4		5		6	
How often do you feel;	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Feel very tired every morning	31	10.2	22	7.3	170	56.1	22	7.3	14	4.6	22	7.3	22	7.3
Experience headaches/migraines	72	23.8	26	8.6	141	46.5	21	6.9	14	4.6	25	8.3	4	1.3
Experience stomach upsets	128	42.2	17	5.6	120	39.6	13	4.3	12	4.0	9	3.0	7	2.3
Experienced generalized pains in your body always	130	42.9	16	5.3	90	29.7	29	9.6	15	5.0	13	4.3	10	3.3
I experience a change in sleep patterns	121	39.9	100	33.0	24	7.9	12	4.0	19	6.3	20	6.6	7	2.3
Experience heavy chest pains	215	71.0	23	7.6	9	3.0	1	0.3	45	14.9	9	3.0	1	0.3
I feel emotionally drained from my work	92	30.4	122	40.3	32	10.6	11	3.6	41	13.5	2	0.7	3	1.0
I am used up at the end of the workday	108	35.6	78	25.7	50	16.5	24	7.9	19	6.3	4	1.3	20	6.6
I am fatigued when I get up in the morning and have to face another day on the job	98	32.3	109	36.0	56	18.5	7	2.3	27	8.9	1	0.3	5	1.7
I feel I treat some students as if they were impersonal objects	151	49.8	77	25.4	32	10.6	9	3.0	10	3.3	19	6.3	5	1.7

Working with people all day is really a strain for me	140	46.2	99	32.7	11	3.6	29	9.6	13	4.3	7	2.3	4	1.3
I deal very effectively with the problems of my students	12	4.0	4	1.3	7	2.3	45	14.9	98	32.3	13	4.3	124	40.9
I feel burned out from my work	111	36.6	109	36.0	37	12.2	13	4.3	13	4.3	11	3.6	9	3.0
I'm positively influencing other people's lives through my work	0	0.0	1	0.3	32	10.6	57	18.8	65	21.5	21	6.9	127	41.9
I've become more detached towards people since I took job	158	52.1	107	35.3	13	4.3	2	0.7	10	3.3	1	0.3	12	4.0
I worry that this job is hardening me emotionally	149	49.2	89	29.4	58	19.1	2	0.7	2	0.7	1	0.3	2	0.7
I feel energetic	1	0.3	2	0.7	9	3.0	11	3.6	40	13.2	95	31.4	145	47.9
I feel frustrated by my job	151	49.8	62	20.5	45	14.9	2	0.7	32	10.6	2	0.7	9	3.0
I feel I'm working too hard on my job	158	52.1	76	25.1	41	13.5	12	4.0	14	4.6	1	0.3	1	0.3
I don't really care what happens to some students	141	46.5	121	39.9	29	9.6	4	1.3	4	1.3	3	1.0	1	0.3
Working with people directly puts too much stress on me	109	36.0	107	35.3	76	25.1	4	1.3	4	1.3	2	0.7	1	0.3
I can easily create a relaxed atmosphere with my students	0	0.0	8	2.6	22	7.3	34	11.2	45	14.9	98	32.3	96	31.7

Scale: 0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday

Source: Reseacher, 2024

Table 30 shows that the largest portion of the teachers 170 (56.1 %) felt very tired every morning once a month or less compared to the portion 117 (74.5%) who indicated that they felt it a few times a week in pre-coaching test. The table shows that a comparatively small portion of the teachers about 4.2 % felt very tired once a week before emotional regulation coaching was offered. This difference implies a negative change in the level of burnout among the teachers with a difference of about 10 % in those who never felt tired. This study seem to agree with that one done by Aldossary, (2019) on nurses dealing with stress and burnout. The study found out the emotional intelligence training program for psychiatric mental health nursing was very important in helping them deal with stress and burnout and promotes their mental health. More so, in a study aimed at evaluating the emotional intelligence among psychiatric mental health nurses in Egypt, Ong (2021)

indicated that emotionally intelligent nurse were able to act appropriately with their emotions and that of others hence reduce burnout. This is a clear pointer that the burnout of teachers was going down due to the coaching of Emotional regulation.

About the level of experiencing headaches/migraines among the teachers, the table shows that the largest portion 141 (46.5 %) experienced it once a month or less after the emotional regulation coaching was done. This is compared to pre-coaching results that showed about 155 (51.2 %) having experienced the migraines at least once a week. This implies that there was a reduction in the level of burnout in as far as experiencing migraines among the teachers was concerned. This was attributed to emotional regulation coaching. This finding agree with a study done by Lee (2013) who indicated that people who are able to regulate their emotions are more productive. The level of significance in the difference between the pretest and posttest in burnout based on emotional regulation was accounted for in the inferential statistics in the next section.

The table also shows that the largest portion of the teachers about 120 (39.6 %) indicated that they only experienced stomach upsets after the emotional regulation coaching once in a month or less. This was compared to the largest portion of the teachers 154 (50.8 %) who had experienced stomach upsets before the emotional regulation pre-coaching. The pre-test results showed that all the teachers had experienced at least some level of stomach upsets in the pre-coaching (never rated at 0.0 %). This implies that about 10% of the teachers had gained positively from the emotional regulation coaching thus reducing burnout.

The table shows that the largest portion of the teachers 130 (42.9%) never experienced generalized pains in their bodies compared to the largest portion that had experienced them at least once a month or less before the coaching. Moreover, the statistics show that the never rating of the

teachers who experienced generalized pains rose from 16 (38.3 %) in the pre-coaching test. This is a large difference and improvement after the emotional regulation coaching where about 9.3% and 5% of the teachers had experienced generalized pains in their bodies always once a week and a few times a week in the pre-coaching test. This agrees with another study conducted in USA by Lee (2017) that focused on public service workers with a sample of 169 surveys of volunteer with an age range of 25-29 years old which concluded that emotional regulation coaching reduced symptoms like migraines and stomachaches hence a reduction in general burnout. It is therefore clear that emotional regulations went a long way to help the teachers reduce their burnout.

Consequently, the table continues to show that the largest portion of the teachers 121 (39.9 %) indicated having not experienced a change in sleep patterns after the emotional regulation coaching. This compares to the largest portion of the teachers 93 (59.2 %) who had indicated experiencing the change in sleep patterns a few times a week and 27 (17.2 %) of them experiencing disparity and disturbances in sleep patterns once in a week. This denotes a drop in proportion of the teachers who had this experience after the emotional regulation coaching. Interestingly all the teachers had experienced a change in sleep patterns (never rated at 0%) in the pre-coaching period.

Table 14 shows that the largest portion of the teachers 215 (71.0 %) never experienced heavy chest pains in the post-coaching period (after emotional regulation coaching). Compared to the 105 (66.9 %) who had experienced the same a few times a week in the pre-coaching. This indicates that there was a positive change in burnout among the teachers through emotional regulation coaching.

Similarly, the changes in the subsequent items show improvement in burnout among the teachers in the emotional regulation post-coaching stage. “I feel emotionally drained from my work” the largest portion of the teachers 122(40.3%) indicating a few times or less a year compared to

60(38.2%) who indicated feeling the same a few times a week in the pre-coaching period. About 78(25.7%) of the teachers indicated being used up at the end of the workday once a year or less compared to 39(24.8%) who indicated the same in a few times a month in the pre-coaching on emotional regulation stage. This study agrees with another done by Tebani, (2017) whose study on nurses' stress and burnout found out that the effectiveness of therapeutic program in the development of emotional intelligence skills results in alleviating of burnout among the study subjects.

The table shows the largest portion of the respondents 109(36.0%) having had fatigue when they got up in the morning and had to face another day on the job a few times a year or less after emotional regulation coaching. Another portion of 83(27.4%) never had this experience. This also contrasts the emotional regulation pre-coaching where the largest portion 50(31.8%) had the experience once a week.

The table shows the largest portion of the teachers 151(49.8%) having never felt that they treated some students as if they were impersonal objects after attending the emotional regulation coaching. This contrasts the pre-coaching period where the largest number of respondents but less portion 64(40.8%) indicated that they had never. Similarly, only the teachers who felt this in the pre-coaching a few times a week dropped from 18(11.5%) to 28(9.2%) after the emotional regulation coaching. This implies a drop in the burnout among the teachers after the emotional regulation coaching.

The results show that after the emotional regulation coaching, the largest portion of the teachers 140 (46.2%) indicated that working with people all day was never a strain for them. This compares to the largest portion of the teachers 82 (52.2%) who indicated having the strain once a week in

the pre-coaching period. This also depicts improvement from burnout among the teachers through the emotional regulation coaching. Tikkanen and Pretanen (2017) conducted a study on 420 Principals in Finland to establish if there was a relationship between proactive emotional regulation and burnout. The study posits it that principals who were found with emotional regulation coaching had low levels of workplace burnout. This acts as a basis for a further recommendations that teachers in Kiambu County should to continue being coached in emotional self-regulation.

The results indicate similar trends with the drops in the level of rating of the items with the largest portions of the teachers indicating everyday "I deal very effectively with the problems of my students" 124(40.9 %), never "I feel burned out from my work" 111(36.6 %), everyday "I'm positively influencing other people's lives through my work" 12741.9 %), "I've become more detached towards people since I took job" 138(45.6%), "I worry that this job is hardening me emotionally" 136(44.9 %), "I feel energetic" 113(37.3 %), "I feel frustrated by my job" 111(36.6 %) and "I feel I'm working too hard on my job" 122(40.2 %). Barkley, (2013) seems to be in support of these findings from his study on relationship between burnout and emotional regulation among social workers. Actually, the study found out that there was significant and inverse relationship between emotional intelligence and burnout. The study brought to the realization that coaching in emotional intelligence decreased depersonalisation, emotional exhaustion as well as made the individuals feel more accomplished in their daily work. The results amplify the need for emotional regulation among the teachers in Kiambu County.

In an approach to depict the never rating of the items 1-22 in the pre-coaching versus the post-coaching in emotional regulation depicts the trends in Figure 9.

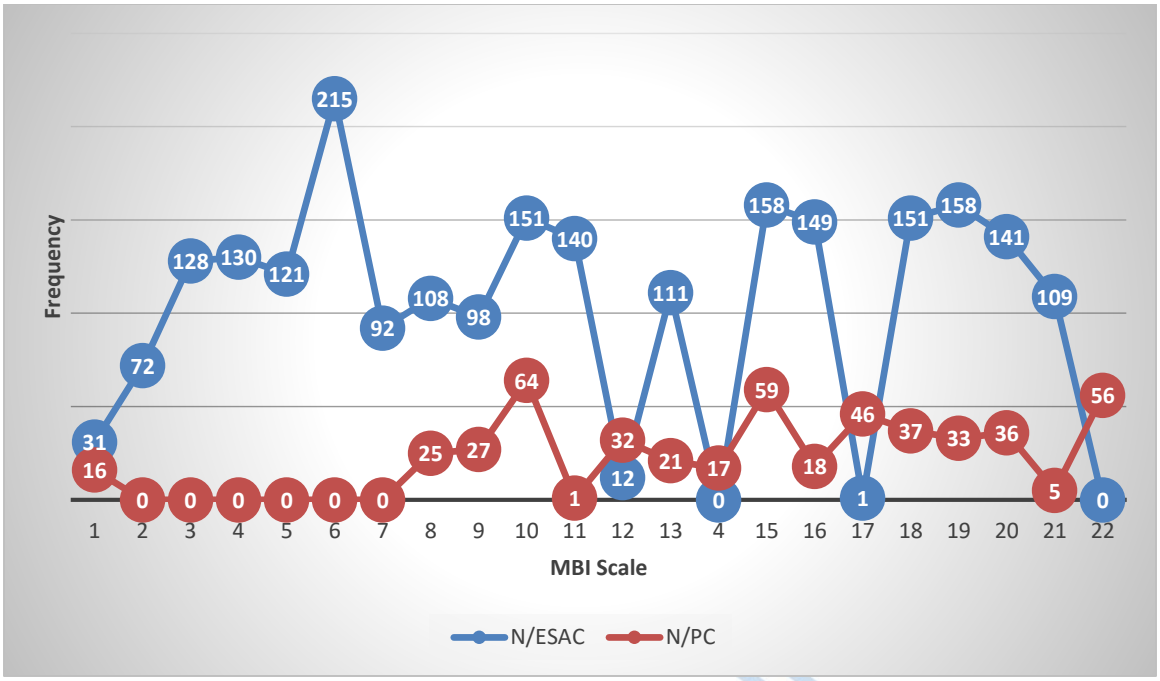


Figure 5 Comparison of Frequencies "Never" in the Pre-coaching Vs Post-Emotional regulation Coaching

KEY
N/PC – Never rating in the Pre-coaching
N/ESAC – "Never" rating after the Emotional Regulation Coaching

Source: Reseacher ,2024

Figure 9 depicts lower levels of burnout through the lower ratings of the most of the 22 items in the Maslach Burnout Inventory for teachers (MBI-education). Except for item 12, 14, 16, and 22, the rest of the items NEVER rating was increased between pre-coaching and post-emotional regulation coaching. Specifically, item 22 - "I can easily create a relaxed atmosphere with my students" had no 0% in never rating in pre-coaching period and quite over n=50 in post-emotional regulation coaching. For item 20 - "I don't really care what happens to some students", the NEVER rating did not change between the pre-coaching and the post-coaching on emotional regulation.

The data was also analyzed and the trends in ALWAYS rating between the pre-coaching and post-coaching on emotional regulation presented using Figure 10.

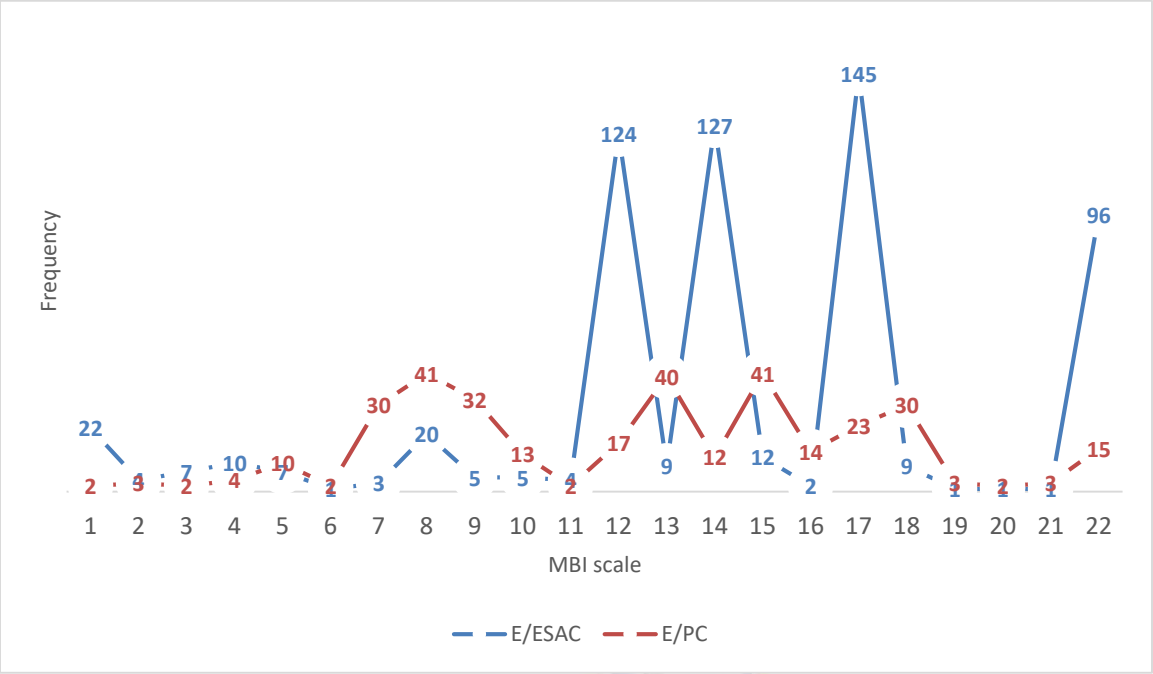


Figure 6 Comparison of Frequencies "Everyday" in the Pre-coaching Vs Post-Emotional regulation Coaching

KEY

E/PC - EVERYDAY rating in the Pre-coaching
E/ESAC – EVERYDAY rating after the Emotional Regulation Coaching

Source: Reseacher, 2024

Figure 10 shows trends in two periods of the sampled teachers' scores in rating on "everyday" incidents with the items in the Maslach Burnout Inventory for teachers (MBI-education). The trends show that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. The trends imply that the coaching on emotional regulation had a positive change effect on the level of burnout among the teachers.

4.2.2.2 Inferential Statistics

The study entailed inferential statistics to ascertain the level of effect of the emotional regulation coaching on burnout among the sampled teachers in public secondary schools in Kiambu County. The study employed paired sample t-test using the scores in experimental groups for both pretest and posttest to compare the means from the two groups. The paired samples statistics is presented in Table 31.

Table 28 : Paired Samples Statistics for Emotional Regulation Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Exp 1 Group pretest	17.4536	79	4.3425	.23415
	Score in Exp 1 Group posttest	8.9267	79	3.5462	.67524

Source: Reseacher, 2024

Table 31 shows the means, the sample sizes, standard deviations, and standard error means of the scores in experimental 1 group pretest as well as the posttest. While the sample sizes are equal (n=79) the means of the scores were different with the pretest scores (17.4536) being higher than the posttest mean (8.9267). With rating of the scores from the lowest 0-never to highest 6-everyday, higher mean implies higher burnout levels. Thus, the statistics show that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on emotional regulation.

The analysis further generated the paired sample t-test correlations on emotional regulation coaching. The findings are presented using Table 32.

Table 29 : Paired Samples Correlations on Emotional Regulation Coaching

		N	Correlation	Sig.
Pair 1	Score in Exp 1 Group pretest & Score in Exp 1 Group posttest	79	.687	.000

Source: Reseacher, 2024

Table 32 shows a correlation coefficient of .687 between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. The strength of association between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was strong and positive which implies that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group posttest by .687 units. This would be significant as the significance level = .000 is less than the critical p-value of .05. Hence, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest. The statistical outputs on comparison of the means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest were presented using Table 33

Table 30: Paired Samples Test on Emotional Regulation Coaching

	Paired Differences	t	df

		Mean difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			Sig. (2-tailed)
Pair 1	Score in Exp 1 Group pretest - Score in Exp 1 Group posttest	8.6	3.5	.35422	5.4536	6.9875	17.654	78	.000

Source: Reseacher, 2024

Table 33 shows that there was a statistically significant mean difference (Mean= 8.6, SD=3.5) in the professional burnout scores between the post-test (Mean = 8.9) and pretest test (Mean=17.5), ($t_{df=78,}$ =17.654, ρ > .001, α =05). Mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group posttest was 5.43565 and standard deviation of 3.53624. The table shows a 95% confidence interval of the difference ranging between 5.4536 and 6.9875. This implies that the difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05.The study employed independent t-test to assess whether there was significant difference between the experimental 1 posttest and experimental 2 posttest. The results were presented using Table 34.

Table 31 : Experimental Groups Posttest Statistics for Emotional Regulation Coaching

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp Groups posttest	1.00	79	7.7645	5.32314	.35242
	2.00	65	11.7865	5.35421	.67453

Source:Researcher, 2024

Table 34 shows that experimental 1 group posttest had 79 teachers and mean of 7.7645 while the experimental 2 group posttest had 65 teachers and a mean of 11.7865. The two groups had also

varied standard deviations and standard mean errors of 5.32314 and .35242, and 5.3421 and .67453 respectively. Table 19 was used to examine if the differences in the means were significantly different.

Table 32 : Independent Samples Test for Emotional Regulation Coaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp Groups posttest	Equal variances assumed	.015	.674	-5.350	142	.000	-3.67	.78564	-5.52	-2.45
	Equal variances not assumed			-5.342	131.23	.000	-3.56	.89642	-5.54	-2.21

Source: Reseacher,2024

Table 35 shows an f-statistic of .015 which depicts a small variance in statistical terms with a mean difference of -3.67 for both the equal variances assumed and not assumed. Similarly, the table shows t-test statistic of -5.35 and -5.342 for the equal variances assumed and not assumed respectively. The significance levels for both the cases are .000 which implies that the differences in the means are significant (sig. level is greater than p-value .05).

The analysis on paired sample to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group posttest yielded results presented using Table 36.

Table 33 : Paired Samples Statistics for Emotional Regulation Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Control 1 Group pretest	15.21	79	6.73	.56
	Score in Control 1 Group posttest	15.67	79	6.72	.65

Source ; Reseacher, 2024

Table 36 shows the mean scores in the two control groups (pretest, X=15.21 and posttest, X=15.67) with equal number of research participants (n=79) but different means, standard deviations (6.73 and 6.72) and standard error means (.56 and .65). A correlation coefficient between the two groups yielded a strong positive correlation (r=.873) as shown in Table 37.

Table 34 : Correlation between Scores in Control 1 Group pretest and Score in Control 1 Group posttest

		N	Correlation	Sig.
Pair 1	Score in Control 1 Group pretest & Score in Control 1 Group posttest	79	.873	.000

Source: Reseacher, 2024

Through the paired sample test, the study used the data on scores in control 1 group pretest and scores in control 1 group posttest. The statistics were presented in Table 38.

Table 35 : Paired Samples Test between Score in Control 1 Group pretest and Score in Control 1 Group posttest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score in Control 1 Group pretest - Score in Control 1 Group posttest	-.39	.429	.057	-.54003	-.31541	-5.54	78	.000

Source: Reseacher, 2024

Table 38 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group posttest was -.39 with standard deviation of .429 and error of .057. The table shows that the lower and upper confidence intervals (at 95%) would be -.54003 and -.31541 respectively. With a t-test statistic of -5.54, df=78 and significance level of .000, the results imply a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the emotional regulation coaching on professional burnout.

In order to find out whether the control groups' posttest were significantly different, the study used the independent t-test, and the group statistics were presented using Table 39.

Table 36 : Independent T-test Group Statistics for Posttest Scores in Control Groups

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Control 1 Group posttest	1.00	79	14.6475	3.35242	.46735
	2.00	79	14.7343	4.36353	.67386

Table 39 shows that the scores in control groups 1 and 2 in the posttest had equal research participants (N=79) but different means; 14.6475 and 14.7343 for group 1 and 2 respectively.

To test whether the differences in the means were significant, the independent samples tests statistics were presented using Table 40.

Table 37 : Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Control 1 Group posttest	Equal variances assumed	4.30	.151	2.14	156	.323	1.67	2.34	-.43	3.43
	Equal variances not assumed			1.53	145.8	.132	1.75	1.43	-.43	3.43

Source: Reseacher, 2024

Table 40 shows F-Statistic = 4.3 and T-Test statistic =2.14 for equal variances assumed with significance levels greater than .05 (.323 and .132 respectively). The table also shows the t-test for equality of means statistics having equal significance (=.103 (2-tailed)), mean difference = 1.67, standard error = 2.34 and even the lower and upper confidence intervals at 95% = 3.43. The statistics imply that there was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05. This depicts consistence on the burnout scores among the teachers in the control groups after the emotional coaching sessions.

In a different statistical analysis to test the mean scores differences in the experimental group 1 pretest and the control group 1 pretest, independent t-test was conducted. The results are presented in Table 41 and 42.

Table 38 : Group Statistics for Scores of Experimental Group 1 and Control group 1 Pretests

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp and Contr Group	1.00	79	14.5434	4.35365	.5645
pretests	2.00	79	15.4543	5.4673	.6567

Source: Reseacher, 2024

Table 41 shows that despite the number of teachers (N=79) being equal for the experiment group 1 pretest and control 1 group pretest, there was a difference in mean scores (14.5434 and 15.4543 respectively). Similarly, the standard deviations and standard error of the means were different.

In order to test if the difference was significant, the following statistics in Table 42 were used.

Table 39 : Independent Samples Test for Scores of Experimental Group 1 and Control group 1 Pretests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp 1 Group pretest	Equal variances assumed	2.432	.005	.056	156	.650	.073	.67	-1.7677	3.209
	Equal variances not assumed			.075	147.3	.660	.073	.78	-1.7898	3.256

Source: Reseacher, 2024

Table 42 shows relatively small values of F-statistic = 2.432 and t-test statistic = .056 for the equal variances assumed at df =156. The Table also show that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant. Similarly, the t-test for equality of means show equal mean difference = .073 for both the assumed and not assumed. This

depicts no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

In the last section of testing the effect of emotional regulation coaching among the teachers, the researcher conducted ANOVA to compare the mean scores of all post-test results. This was to ascertain if there were differences in the mean scores regarding the regulation coaching based on the levels of burnout among the teachers revealed in descriptive statistics in section 4.3. The descriptive statistics from the ANOVA are presented in Table 43.

Table 40: ANOVA Descriptive statistics for Posttest scores (Post Emotional Regulation Coaching)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Exp 1 posttest	79	8.67	4.343	.456	7.5665	10.5676	.00	18.00
Exp 2 posttest	66	12.00	4.655	.564	10.5334	14.4543	.00	23.00
Contr 1 posttest	78	14.62	5.768	.564	13.4345	16.2322	.00	26.00
Contr 2 posttest	79	12.78	7.877	.768	11.4354	15.5645	.00	28.00
Total	302	12.67	6.898	.564	12.5645	13.7674	.00	28.00

Source: Reseacher, 2024

Table 44 shows that there were varying portions of the post-test groups starting with the size (N), the means, standard deviations, errors, confidence intervals for the means, and maximum. The values for minimum were equal at 0.00. To ascertain whether the differences were statistically significant, the ANOVA table presented below (Table 28) shows the f-statistic and related statistics.

Table 41 :ANOVA Table for Posttest scores (Post Emotional Regulation Coaching)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1857.564	3	563.454	18.564	.000
Within Groups	124543.454	298	41.435		
Total	134345.219	301			

Source: Reseacher, 2024

Table 44 shows F-Statistic =18.564 a significance level of .000. This implies that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of emotional regulation coaching on professional burnout among teachers in public secondary schools in Kiambu County.

In a further analysis, the differences in burnout levels after emotional regulation coaching intervention was obtained by performing a paired t -test at $\alpha = 0.05$ significance level. The results are presented in Table 45.

Table 42: Paired T-Test illustrating Differences in Burnout Levels after Emotional Regulation Coaching

Groups	**pretest**	**posttest**	**mean difference**
Experimental	**1221**	**707**	**454**
Experimental		965	345
Control	1211	867	**387**
Control		987	232

Source: Reseacher,2024

Using the Cohen d formula, the following statistic was determined to ascertain the emotional regulation coaching effect size on teachers' burnout.

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

Cohen d = (365.2 – 234.5)/105.99

Cohen d = 0.811

A value of Cohen D = 0.811 was relatively large which implied that emotional regulation coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of emotional regulation coaching for professional teacher burnout. This is postulated by Mulyani et al., (2021) who argue that there should be for work environment improvement for teachers. Maslach et al., (1996) opined that Cohen d value of 0.2 and below denotes a small effect, a value around 0.5 denotes a medium effect while a value at 0.8 and above denotes a large effect.

4.2.3 Effect of Self–Motivation Coaching on Teacher Professional Burnout among Teachers in Public Secondary Schools in Kiambu County

4.2.3.1 Descriptive Statistics

The study examined the effect of Self–Motivation coaching on professional burnout among teachers in public secondary schools in Kiambu County.The study objective was answered through an intervention given to teachers through self motivation. Based on the initial pretest on burnout using the Maslach Burnout Inventory, the teachers were coached on how to develop self motivation. Since this was the third session, the review was done identifying and regulating emotions based on the coaching they had received from the earlier coaching on the same. The

teachers were then coached on the third domain of EI, based on three constructs namely initiative, optimism and achievement drive. The teachers were asked to think and indicate to the group what innately drives them to come to school every day,and whether they had any initiative for their work improvement. The group was allowed to brainstorm and come up with ways that they could enhance self drive. The teachers were then given homework to practice over After sometimes, the MBI test was re administered to find out the level of the teacher burnout after self motivation coaching . The test was scored as post -test on teacher burnout levels and the results analyzed using both descriptive and inferential statistics. The burnout descriptive statistics in post-coaching on self motivation is presented in Table 46.

Table 43 : Burnout Descriptive Statistics in Post-Coaching on Self–Motivation

	0		1		2		3		4		5		6	
How often do you feel;	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Very tired every morning	56	18.5	12	4.0	156	51.5	34	11.2	16	5.3	13	4.3	16	5.3
Experience headaches/migraines	59	19.5	34	11.2	145	47.9	32	10.6	11	3.6	20	6.6	2	0.7
Experience stomach upsets	111	36.6	24	7.9	131	43.2	11	3.6	21	6.9	3	1.0	2	0.7
Experienced generalized pains in your body always	123	40.6	23	7.6	65	21.5	35	11.6	14	4.6	24	7.9	19	6.3
I experience a change in sleep patterns	117	38.6	109	36.0	21	6.9	32	10.6	9	3.0	11	3.6	4	1.3
Experience heavy chest pains	119	39.3	54	17.8	23	7.6	34	11.2	21	6.9	18	5.9	34	11.2
I feel emotionally drained from my work	102	33.7	65	21.5	34	11.2	21	6.9	35	11.6	27	8.9	19	6.3
I am used up at the end of the workday	118	38.9	56	18.5	43	14.2	39	12.9	32	10.6	2	0.7	13	4.3
I am fatigued when I get up in the morning and have to face another day on the job	102	33.7	98	32.3	45	14.9	13	4.3	12	4.0	32	10.6	1	0.3
I feel I treat some students as if they were impersonal objects	140	46.2	45	14.9	27	8.9	31	10.2	17	5.6	21	6.9	22	7.3
Working with people all day is really a strain for me	134	44.2	65	21.5	21	6.9	24	7.9	23	7.6	17	5.6	19	6.3
I deal very effectively with the problems of my students	9	3.0	14	4.6	23	7.6	25	8.3	108	35.6	23	7.6	101	33.3
I feel burned out from my work	98	32.3	111	36.6	23	7.6	23	7.6	9	3.0	12	4.0	27	8.9
I'm positively influencing other people's lives through my work	21	6.9	2	0.7	12	4.0	34	11.2	76	25.1	45	14.9	113	37.3
I've become more detached towards people since I took job	121	39.9	99	32.7	45	14.9	23	7.6	11	3.6	2	0.7	2	0.7
I worry that this job is hardening me emotionally	112	37.0	65	21.5	54	17.8	24	7.9	12	4.0	13	4.3	23	7.6
I feel energetic	12	4.0	13	4.3	20	6.6	34	11.2	56	18.5	65	21.5	103	34.0
I feel frustrated by my job	132	43.6	43	14.2	12	4.0	42	13.9	22	7.3	12	4.0	40	13.2
I feel I'm working too hard on my job	121	39.9	45	14.9	32	10.6	20	6.6	28	9.2	34	11.2	23	7.6
I don't really care what happens to some students	121	39.9	98	32.3	23	7.6	12	4.0	14	4.6	26	8.6	9	3.0
Working with people directly puts too much stress on me	87	28.7	65	21.5	65	21.5	34	11.2	19	6.3	12	4.0	21	6.9
I can easily create a relaxed atmosphere with my students	3	1.0	12	4.0	31	10.2	12	4.0	65	21.5	78	25.7	102	33.7

Scale: *0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday*

Source: Reseacher, 2024

Table 46 shows that 51% of the respondents indicated that they felt very tired every morning once a month. About 47.9% of the teachers had migraines once a month and 43.3% experienced stomach upsets once a month. Almost half of the teachers (40.6%) indicated having never experienced generalized pains in your body always. The table also shows that the largest portion of the teachers never experienced a change in sleep patterns (38.6%), heavy chest pains (38.3%), never felt emotionally drained from their work (33.7%), not used up at the end of the workday (46.2%); never felt fatigued when they got up in the morning and have to face another day on the job (33.7%), and never felt they treated some students as if they were impersonal objects (46.2%), and never felt that working with people all day was really a strain for them (44.2%).

The table shows similar trends for most of the burnout in post-coaching on self-motivation. The table shows that the largest portions of the teachers never felt burned out from their work (32.3%); Never became more detached towards people since they took job (39.9%); never felt worried that the job was hardening them emotionally (37%); never felt frustrated by their job (43.6%); never felt that they were working too hard on their job (39.9%); never really cared what happens to some students (39.9%); and never felt that working with people directly puts too much stress on them (28.7%).

Table 46 also shows that there was improvement in burnout among the teachers after coaching on self-motivation for positive items. The table shows that the largest portion of the teachers (33.3%) dealt very effectively with the problems of their students every day; 37.3% of the teacher were positively influencing other people's lives through their work every day; 34% felt energetic every day; and 33.7% of the teachers easily created a relaxed atmosphere with their students every day. The findings depict improvement in the negative aspects of work burnout while reduced the effect of burnout on the positive aspects.

The findings reflect the findings of Dolev and Leshem (2016) who posit that training programme greatly enhanced EI competencies which also influenced personal professional life. This is also supported by Corbi-Gilar et al., (2018) who found a significant improvement in EI with a big effect size. This means that EI training was significant in reducing burnout. Related to the theories that guided the study, Maslach (1981) posit that burnout is explained in three aspects including Emotional exhaustion which is a feeling of depletion in one's emotional and physical energies, lack of personal accomplishment. Teacher's attribution affects how they relate with other people and may heighten their emotional responses. Through self-motivation coaching, the teachers were able to reduce their burnout as they increased their emotional touch with positivity.

In an approach to depict the never rating of the items 1-22 in the pre-coaching versus the post-coaching in Self–Motivation depicts the trends in Figure 11.

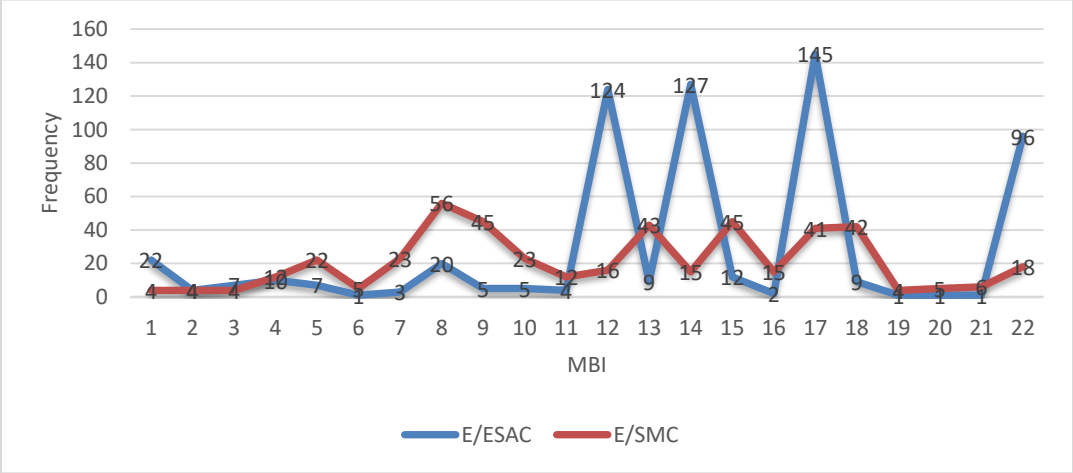


Figure 7 Comparison of Frequencies "Never" in the Pre-coaching Vs Post-Self–Motivation Coaching

KEY
N/PC – Never rating in the Pre-coaching
N/ESAC – "Never" rating after the Self–Motivation Coaching

Source: Reseacher, 2024

The data was also analyzed and the trends in ALWAYS rating between the pre-coaching and post-coaching on Self–Motivation presented using Figure 12.

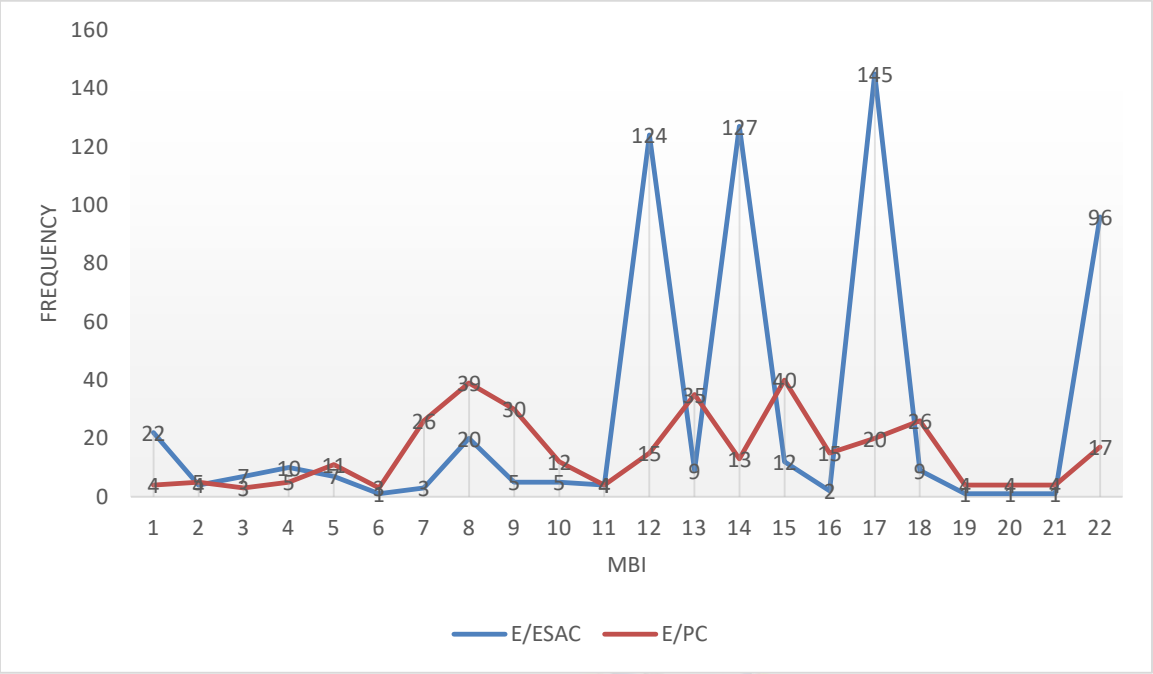


Figure 8 Comparison of Frequencies "Everyday" in the Pre-coaching Vs Post-Self–Motivation Coaching

KEY

E/PC - EVERYDAY rating in the Pre-coaching
E/ESAC – EVERYDAY rating after the Self–Motivation Coaching

Source:Reseacher, 2024

Figure 12 shows trends in two periods of the sampled teachers' scores in rating on "everyday" incidents with the items in the Maslach Burnout Inventory for teachers (MBI-education). The trends show that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. The trends imply that the coaching on Self–Motivation had a positive change effect on the level of burnout among the teachers.

4.2.3.2 Inferential Statistics

The study entailed inferential statistics to ascertain the level of effect of the Self–Motivation coaching on burnout among the sampled teachers in public secondary schools in Kiambu County. The study employed paired sample t-test using the scores in experimental groups for both pretest and posttest to compare the means from the two groups. The paired samples statistics is presented in Table 47.

Table 44: Paired Samples Statistics for Self–Motivation Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Exp 1 Group pretest	14.5645	79	4.9764	.4534
	Score in Exp 1 Group posttest	7.4645	79	3.4836	.5467

Source:Reseacher, 2024

Table 47 shows the means, the sample sizes, standard deviations, and standard error means of the scores in experimental 1 group pretest as well as the posttest. While the sample sizes are equal (n=79) the means of the scores were different with the pretest scores (14.5645) being higher than the posttest mean (7.4645). With rating of the scores from the lowest 0-never to highest 6-everyday, higher mean implies higher burnout levels. Thus, the statistics show that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on Self–Motivation.

The analysis further generated the paired sample t-test correlations on Self–Motivation coaching. The findings are presented using Table 48.

Table 45: Paired Samples Correlations on Self–Motivation Coaching

		N	Correlation	Sig.
Pair 1	Score in Exp 1 Group pretest & Score in Exp 1 Group posttest	79	.5647	.000

Source: Reseacher, 2024

Table 48 shows a correlation coefficient of .5647 between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. The strength of association between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was strong and positive which implies that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group posttest by .5647 units. This would be significant as the significance level = .000 is less than the critical p-value of .05. Hence, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The statistical outputs on comparison of the means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest were presented using Table 49.

Table 46: Paired Samples Test on Self–Motivation Coaching

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Score in Exp 1 Group pretest - Score in Exp 1 Group posttest	7.64573	1.24653	.32415	4.36353	7.4365	13.2654	78	.000

Source: Reseacher, 2024

Table 49 shows that mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group posttest was 7.64573 and standard deviation of 1.24653. The table shows a 95% confidence interval of the difference ranging between 4.36353 and 7.4365. The table also shows a t-test =13.2654 at df=78 at sig.=.000. This implies that the difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05.

In a second inferential analysis, the study employed independent t-test to assess whether there was significant difference between the experimental 1 posttest and experimental 2 posttest. The results were presented using Table 50.

Table 47 : Experimental Groups Posttest Statistics for Self–Motivation Coaching

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp Groups posttest	1.00	79	7.4542	4.23434	.34543
	2.00	65	13.2343	6.5453	.54345

Source: Reseacher, 2024

Table 50 shows that experimental 1 group posttest had 79 teachers and mean of 8.9494 while the experimental 2 group posttest had 65 teachers and a mean of 14.2343. The two groups had also varying standard deviations and standard mean errors of 4.23435 and .34543, and 6.5453 and .54345 respectively. Table 51 was used to examine if the differences in the means were significantly different.

Table 48: Independent Samples Test for Self–Motivation Coaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp Groups posttest	Equal variances assumed	.231	.324	-2.343	142	.000	-23.32	.45334	-5.34	-2.34
	Equal variances not assumed			-2.345	132.34	.000	-2.43	.76784	-5.43	-2.34

Source: Reseacher, 2024

Table 51 shows an f-statistic of .231 which depicts a small variance in statistical terms with a mean difference of -23.32 for both the equal variances assumed not assumed. Similarly, the table shows t-test statistic of -2.343 and -2.345 for the equal variances assumed and not assumed respectively. The significance levels for both cases are .000 which implies that the differences in the means are significant (sig. level is greater than p-value .05).

Further, the researcher conducted paired sample to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group posttest. The results were presented using Table 52.

Table 49: Paired Samples Statistics for Self–Motivation Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Control 1 Group pretest	14.43	79	5.645	.4536
	Score in Control 1 Group posttest	14.45	79	5.464	.3465

Source: Reseacher, 2024

Table 52 shows the mean scores in the two control groups (pretest, X=14.43 and posttest, X=14.45) with equal number of research participants (n=79) but different means, standard deviations (5.645 and 5.464) and standard error means (.4536 and .3465).

A correlation coefficient between the two groups yielded a strong positive correlation (r=.785) which is significant (sig. =.000) as shown in Table 53.

Table 50 : Correlation between Scores in Control 1 Group pretest and Score in Control 1 Group posttest

		N		Sig.
Pair 1	Score in Control 1 Group pretest & Score in Control 1 Group posttest	79	.785	.000

Source: Researcher,2024

Through the paired sample test, the study used the data on scores in control 1 group pretest and scores in control 1 group posttest. The statistics were presented in Table 54.

Table 51 : Paired Samples Test between Score in Control 1 Group pretest and Score in Control 1 Group posttest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score in Control 1 Group pretest - Score in Control 1 Group posttest	-.43	.434	.135	-.5454	-.2546	-6.30	78	.000

Source: Reseacher, 2024

Table 54 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group posttest was -.43 with standard deviation of .434 and error of .135. The table shows that the lower and upper confidence intervals (at 95%) would be -.5454 and -.2546 respectively. With a t-test statistic of -6.30, df=78 and significance level of .000, the results imply a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the Self–Motivation coaching on professional burnout.

In order to find out of the control groups' posttest were significantly different, the study used the independent t-test, and the group statistics were presented using Table 55.

Table 52: Independent T-test Group Statistics for Posttest Scores in Control Groups

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Control 1 Group posttest	1.00	79	15.8101	6.81453	.76669
	2.00	79	13.8861	7.87724	.88626

Source: Reseacher, 2024

Table 55 shows that the scores in control groups 1 and 2 in the posttest had equal research participants (N=79) but different means; 15.81 and 13.88 for group 1 and 2 respectively.

To test whether the differences in the means were significant, the independent samples tests statistics were presented using Table 56.

Table 53 : Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Control 1 Group posttest	Equal variances assumed	4.43	.064	3.434	156	.204	2.13	1.17	-.39	4.35
	Equal variances not assumed			3.434	152.8	.204	2.13	1.17	-.39	4.35

Source: Reseacher, 2024

Table 56 shows F-Statistic = 4.43 and T-Test statistic =3.434 for equal variances assumed with significance levels greater than .05 (.064 and .204 respectively). The table also shows the t0test for equality of means statistics having equal significance (=.204 (2-tailed)), mean difference = 2.13, standard error = 1.17 and even the lower and upper confidence intervals at 95% = 4.35. The statistics imply that there was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05). This depicts consistence on the burnout scores among the teachers in the control groups after the emotional coaching sessions.

In a different statistical analysis to test the mean scores differences in the experimental group 1 pretest and the control group 1 pretest, independent t-test was conducted. The results are presented in Table 57 and 58.

Table 54: Group Statistics for Scores of Experimental Group 1 and Control group 1 Pretests

	Grp	N	Mean	Std. Deviation	Std. Error Mean
	1.00	79	17.4536	2.3453	.34533

Score in Exp and Contr Group pretests	2.00	79	17.3542	3.6754	.56456

Sources: Reseacher,2024

Table 57 shows that despite the number of teachers (N=79) being equal for the experiment group 1 pretest and control 1 group pretest, there was a difference in mean scores (17.4536 and 17.3542 respectively). Similarly, the standard deviations and standard error of the means were different.

In order to test if the difference was significant, the following statistics in Table 58 were used.

Table 55 : Independent Samples Test for Scores of Experimental Group 1 and Control group 1 Pretests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp 1 Group pretest	Equal variances assumed	2.3542	.001	.054	156	.676	.076	.99	-1.786	2.453
	Equal variances not assumed			.054	152.3	.676	.076	.99	-1.565	2.454

Source: Reseacher,2024

Table 58 shows relatively small values of F-statistic = 2.3543 and t-test statistic = .054 for the equal variances assumed at df =156. The Table also show that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant. Similarly, the t-test for equality of means show equal mean difference = .076 for both the assumed and not assumed. This depicts no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

In the last section of testing the effect of Self–Motivation coaching among the teachers, the researcher conducted ANOVA to compare the mean scores of all post-test results. This was to ascertain if there were differences in the mean scores regarding the self-awareness coaching based on the levels of burnout among the teachers revealed in descriptive statistics in section 4.3. The descriptives from the ANOVA are presented in Table 59.

Table 56:ANOVA Descriptives for Posttest scores (Post Self–Motivation Coaching)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Exp 1 posttest	79	8.94	5.454	.565	6.6564	10.6556	.00	18.00
Exp 2 posttest	66	13.00	5.565	.564	10.5654	14.6754	.00	24.00
Contr 1 posttest	78	15.76	6.567	.565	14.4534	17.6567	.00	27.00
Contr 2 posttest	79	13.76	7565	.565	12.4543	15.6765	.00	27.00
Total	302	12.54	6.546	.434	12.4543	13.6553	.00	27.00

Sources, 2024

Table 59 shows that there were varying portions of the post-test groups starting with the size (N), the means, standard deviations, errors, confidence intervals for the means, and maximum. The values for minimum were equal at 0.00. To ascertain whether the differences were statistically significant, the ANOVA table presented below (Table 60) shows the f-statistic and related statistics.

Table 57: ANOVA Table for Posttest scores (Post Self–Motivation Coaching)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16756.435	3	564.434	17.545	.000
Within Groups	11393.567	298	39.454		
Total	14323.219	301			

Source: Reseacher,

Table 60 shows F-Statistic =17.545 a significance level of .000. This implies that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of Self–Motivation coaching on professional burnout among teachers in public secondary schools in Kiambu County.

In a further analysis, the differences in burnout levels after Self–Motivation coaching intervention was obtained by performing a paired t -test at $\alpha = 0.05$ significance level. The results are presented in Table 61.

Table 58: Paired T-Tests:Differences in Burnout Levels after Self–Motivation Coaching

Source: Reseacher, 2024

Groups	**pretest**	**posttest**	**mean difference**
Experimental	**1323**	**565**	**454**
Experimental		846	234
Control	1342	799	**354**
Control		1188	143

From Table 61, and using the Cohen d formula, the following statistic was determined to ascertain the Self–Motivation coaching effect size on teachers' burnout.

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

Cohen d = (349.44 – 262.43)/ 115.3542

Cohen d = 0.7543

The value of Cohen d = 0.7543 was relatively large which implied that Self–Motivation coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of Self–Motivation coaching for professional teacher burnout (Caldwell & Vygotsky, 2020). The experts posit that Cohen D value of 0.2 and below denotes a small effect, a value around 0.5 denotes a medium effect while a value at 0.8 and above denotes a large effect.

4.2.4 Effects of Social-Awareness Coaching on Teacher Professional Burnout among Teachers in Public Secondary Schools in Kiambu County

4.2.4.1 Descriptive Statistics

The study examined the effect of Social-Awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County. The study objective was answered through an intervention given to teachers through social awareness coaching. Based on the initial pretest on burnout using the Maslach Burnout Inventory, the teachers were coached on how to develop social awareness. Since this was the fourth session, the review was done on how to identify the emotions,regulate emotions and how to develop self motivation. The key aspect coached for this domain was Empathy.the reseacher displayed pictures showing faces of people emotional reactions and the teachers were asked to identify them correctly which they were able to based on the coaching on emotional self awareness.the teachers were asked to simulate different

emotional responses and asked to respond with empathy.this was done repeatedly with different members and finally,they were all given homework to see if they could practice empathy appropriately. After sometimes, the MBI test was re administered to find out the level of the teacher burnout after social awareness coaching . The test was scored as post -test on teacher burnout levels and the results analyzed using both descriptive and inferential statistics. The burnout descriptive statistics in post-coaching on social awareness is presented in Table 62

Table 59 :Burnout Descriptive Statistics in Post-Coaching on Social-Awareness

	0		1		2		3		4		5		6	
How often do you feel;	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Feel very tired every morning	52	17.2	15	5.0	145	47.9	39	12.9	34	11.2	9	3.0	9	3.0
Experience headaches/migraines	49	16.2	32	10.6	134	44.2	42	13.9	32	10.6	11	3.6	3	1.0
Experience stomach upsets	108	35.6	28	9.2	117	38.6	21	6.9	21	6.9	5	1.7	3	1.0
Experienced generalized pains in your body always	109	36.0	24	7.9	72	23.8	54	17.8	12	4.0	21	6.9	11	3.6
I experience a change in sleep patterns	101	33.3	103	34.0	33	10.9	42	13.9	10	3.3	9	3.0	5	1.7
Experience heavy chest pains	121	39.9	47	15.5	32	10.6	43	14.2	22	7.3	16	5.3	22	7.3
I feel emotionally drained from my work	111	36.6	56	18.5	45	14.9	33	10.9	31	10.2	17	5.6	10	3.3
I am used up at the end of the workday	112	37.0	42	13.9	42	13.9	43	14.2	43	14.2	13	4.3	8	2.6
I am fatigued when I get up in the morning and have to face another day on the job	97	32.0	70	23.1	65	21.5	23	7.6	23	7.6	21	6.9	4	1.3
I feel I treat some students as if they were impersonal objects	142	46.9	42	13.9	31	10.2	45	14.9	17	5.6	14	4.6	12	4.0
Working with people all day is really a strain for me	129	42.6	65	21.5	23	7.6	26	8.6	32	10.6	19	6.3	9	3.0
I deal very effectively with the problems of my students	11	3.6	16	5.3	32	10.6	28	9.2	98	32.3	20	6.6	98	32.3
I feel burned out from my work	101	33.3	97	32.0	32	10.6	34	11.2	12	4.0	10	3.3	17	5.6
I'm positively influencing other people's lives through my work	23	7.6	10	3.3	14	4.6	43	14.2	74	24.4	41	13.5	98	32.3
I've become more detached towards people since I took job	119	39.3	78	25.7	37	12.2	34	11.2	21	6.9	5	1.7	9	3.0
I worry that this job is hardening me emotionally	110	36.3	55	18.2	56	18.5	43	14.2	10	3.3	16	5.3	13	4.3
I feel energetic	21	6.9	21	6.9	24	7.9	43	14.2	52	17.2	55	18.2	87	28.7

I feel frustrated by my job	123	40.6	33	10.9	20	6.6	54	17.8	23	7.6	11	3.6	39	12.9
I feel I'm working too hard on my job	111	36.6	32	10.6	35	11.6	33	10.9	33	10.9	37	12.2	22	7.3
I don't really care what happens to some students	122	40.3	77	25.4	32	10.6	32	10.6	18	5.9	12	4.0	10	3.3
Working with people directly puts too much stress on me	98	32.3	67	22.1	54	17.8	35	11.6	21	6.9	10	3.3	18	5.9
I can easily create a relaxed atmosphere with my students	10	3.3	16	5.3	41	13.5	22	7.3	50	16.5	54	17.8	110	36.3

Scale: *0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday*

Source: Reseacher,2024

Table 62 shows that the largest portions of the teachers experienced the following once a month after the social-awareness coaching; Felt very tired every morning (47.9%), Experienced headaches/migraines (44.2%), and experienced stomach upsets (38.6%). This is quite different from the experiences in the pre-coaching where their experiences were more frequent than under post-coaching on social-awareness.

The table also shows that the largest portions of the teachers never felt and experience some burnout related issues. About 36.0% of the teachers never experienced generalized pains in their body always in the pre coaching. About 33.3% of the teachers never experience a change in sleep patterns, 39.9% never experienced heavy chest pains, 36.6% never felt emotionally drained from my work experienced, 37.0% never got used up at the end of the workday, while 32.0 % of the respondents never got fatigued when they got up in the morning and had to face another day on the job. The table also shows that about 46.9% and 42.6% of the teachers never felt that they treated some students as if they were impersonal objects and never found working with people all day being really a strain for them. The findings reflect the positing of Bracket (2010) who contends that the optimistic caring coworkers with positive emotions can solve conflicts and tensions are preempted.

The table also depicts improvement in positive aspects related to burnout among the teachers. The largest portions of the teachers pointed to dealing very effectively with the daily problems of their students (32.3%), worrying that this job is hardening them emotionally (28.7%) and easily creating a relaxed atmosphere with their students (36.3%). This study agree with another done by Hussein and Mohammed (2020) on effect of empathy based training to improve the communication skills of Nurses. It was realized that after the coaching, many nurses were able to communicate better with their patients.

In an approach to depict the never rating of the items 1-22 in the pre-coaching versus the post-coaching in Social-Awareness depicts the trends in Figure 13.

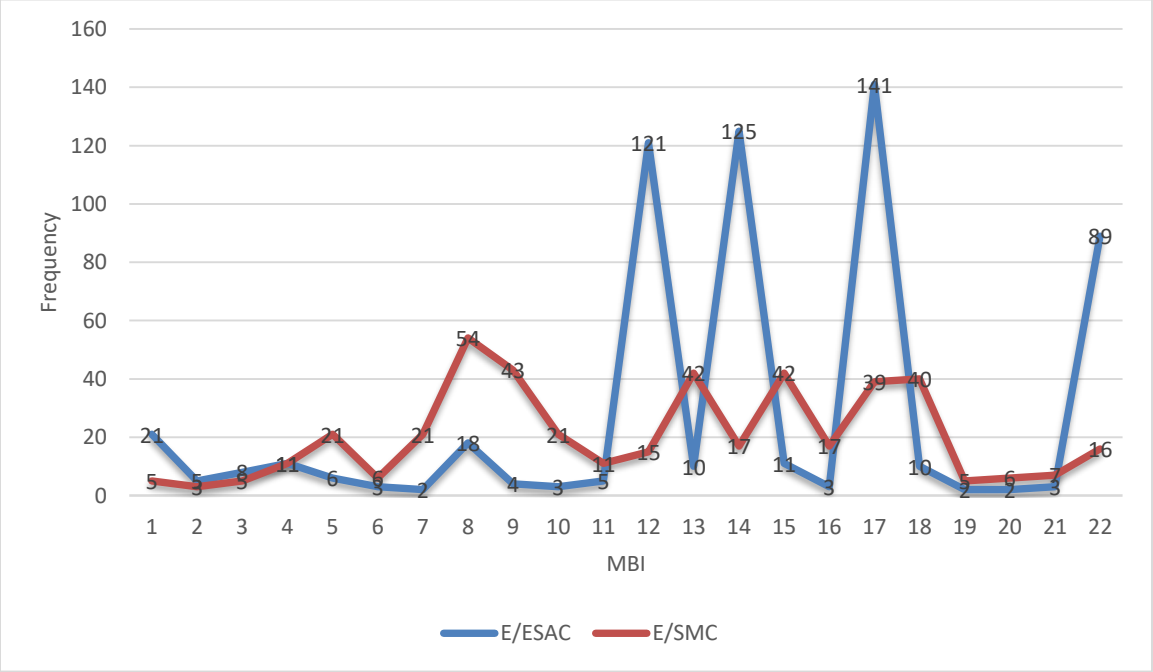


Figure 9 *Comparison of Frequencies "Never" in the Pre-coaching Vs Post-Social-Awareness Coaching*

KEY
N/PC – Never rating in the Pre-coaching
N/ESAC – "Never" rating after the Social-Awareness Coaching
Source: Reseacher, 2024

The data was also analyzed and the trends in ALWAYS rating between the pre-coaching and post-coaching on Social-Awareness presented using Figure 14.

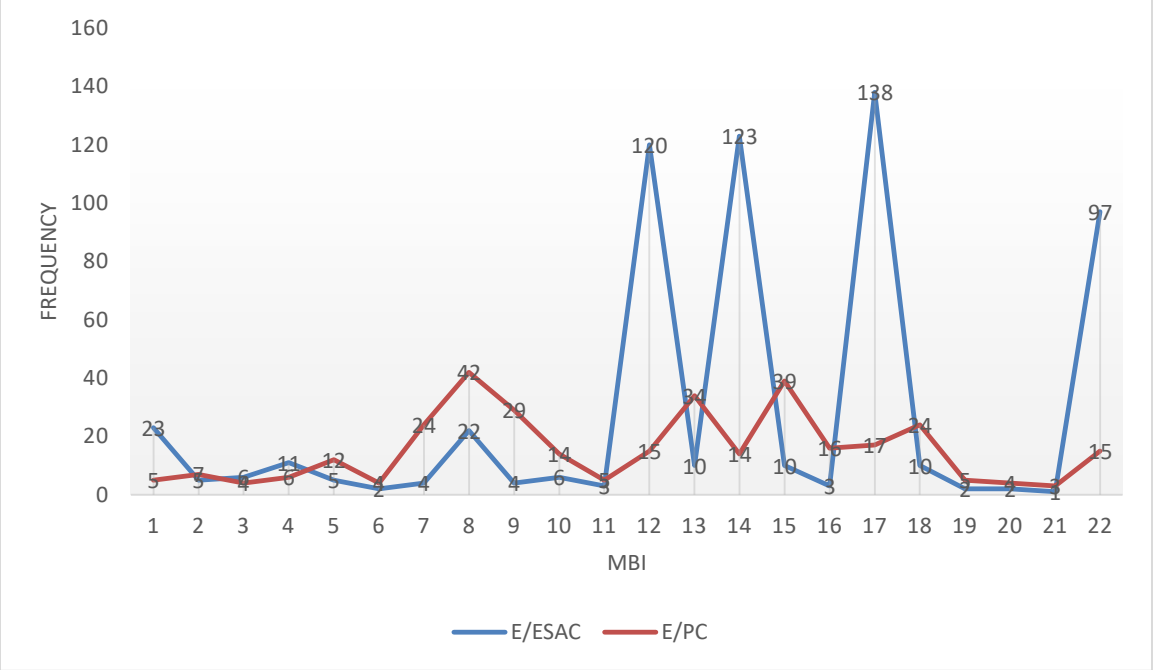


Figure 10 Comparison of Frequencies "Everyday" in the Pre-coaching Vs Post-Social-Awareness Coaching

KEY

E/PC - EVERYDAY rating in the Pre-coaching E/ESAC – EVERYDAY rating after the Social-Awareness Coaching
Source: Reseacher, 2024

Figure 14 shows trends in two periods of the sampled teachers' scores in rating on "everyday" incidents with the items in the Maslach Burnout Inventory for teachers (MBI-education). The trends show that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. The trends imply that the coaching on Social-Awareness had a positive change effect on the level of burnout among the teachers.

4.2.4.2 Inferential Statistics

The study entailed inferential statistics to ascertain the level of effect of the Social-Awareness coaching on burnout among the sampled teachers in public secondary schools in Kiambu County. The study employed paired sample t-test using the scores in experimental groups for both pretest and posttest to compare the means from the two groups. The paired samples statistics is presented in Table 63.

Table 60: Paired Samples Statistics for Social-Awareness Coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Exp 1 Group pretest	15.5465	79	5.001	.3432
	Score in Exp 1 Group posttest	7.4536	79	3.5243	.4532

Source: Reseacher, 2024

Table 63 shows the means, the sample sizes, standard deviations, and standard error means of the scores in experimental 1 group pretest as well as the posttest. While the sample sizes are equal (n=79) the means of the scores were different with the pretest scores (14.5645) being higher than the posttest mean (7.4536). With rating of the scores from the lowest 0-never to highest 6-everyday, higher mean implies higher burnout levels. Thus, the statistics show that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on Social-Awareness.

The analysis further generated the paired sample t-test correlations on Social-Awareness coaching. The findings are presented in Table 64.

Table 61: Paired Samples Correlations on Social-Awareness Coaching

		N	Correlation	Sig.
Pair 1	Score in Exp 1 Group pretest & Score in Exp 1 Group posttest	79	.3456	.000

Source: Reseacher, 2024

Table 64 shows a correlation coefficient of .3456 between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. The strength of association between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was strong and positive which implies that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group posttest by .5647 units. This would be significant as the significance level = .000 is less than the critical p-value of .05. Hence, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The statistical outputs on comparison of the means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest were presented using Table 65.

Table 62: Paired Samples Test on Social-Awareness Coaching

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Score in Exp 1 Group pretest - Score in Exp 1 Group post-test	7.3635	1.2134	.23425	4.35243	7.3546	16.3524	78	.000

Source: Reseacher, 2024

Table 65 shows that mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group posttest was 7.3635 and standard deviation of 1.2134. The table shows a 95% confidence interval of the difference ranging between 4.35243 and 7.3546. The table also shows a t-test =16.3524 at df=78 at sig.=.000. This implies that the difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05.

In a second inferential analysis, the study employed independent t-test to assess whether there was significant difference between the experimental 1 posttest and experimental 2 posttest. The results were presented using Table 66.

Table 63 :Experimental Groups Posttest Statistics for Social-Awareness Coaching

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp Groups posttest	1.00	79	7.1524	3.3425	.3243
	2.00	67	14.3524	3.4534	.3454

Source: Reseacher,2024

Table 66 shows that experimental 1 group posttest had 79 teachers and a mean of 7.1524 while the experimental 2 group posttest had 67 teachers and a mean of 14.3524. The two groups had also varied standard deviations and standard mean errors of 3.3425 and .3243, and 14.3524 and .3454

respectively. Table 67 was used to examine if the differences in the means were significantly different.

Table 64 :Independent Samples Test for Social-Awareness Coaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp Groups posttest	Equal variances assumed	.431	.312	-2.342	142	.000	-12.32	.34254	-4.34	-1.34
	Equal variances not assumed			-2.454	132.34	.000	-4.43	.65354	-4.43	-1.34

Source: Reseacher, 2024

Table 67 shows an f-statistic of .431 which depicts a small variance in statistical terms with a mean difference of -12.32 for both the equal variances assumed not assumed. Similarly, the table shows t-test statistic of -2.342 and -2.454 for the equal variances assumed and not assumed respectively. The significance levels for both the cases are .000 which implies that there are differences in the means are significant (sig. level is greater than p-value .05).

Further, the researcher conducted paired samples to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group posttest. The results were presented using Table 68.

Table 65 : Paired Samples Statistics for Social-Awareness Coaching

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Score in Control 1 Group pretest	14.43	79	5.645	.4536
	Score in Control 1 Group posttest	14.34	79	5.343	.3342

Source: Reseacher, 2024

Table 68 shows the mean scores in the two control groups (pretest, X=14.43 and posttest, X=14.34) with equal number of research participants (n=79) but different means, standard deviations (5.645 and 5.343) and standard error means (.4536 and .3342).

A correlation coefficient between the two groups yielded a strong positive correlation (r=.565) which is significant (sig. =.000) as shown in Table 69.

Table 66: Correlation between Scores in Control 1 Group pretest and Score in Control 1 Group posttest

		N	Correlation	Sig.
Pair 1	Score in Control 1 Group pretest & Score in Control 1 Group posttest	79	.565	.000

Source: Reseacher, 2024

Through the paired sample test, the study used the data on scores in control 1 group pretest and scores in control 1 group posttest. The statistics were presented in Table 70.

Table 67: Paired Samples Test between Score in Control 1 Group pretest and Score in Control 1 Group posttest

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				

					Lower	Upper			
Pair 1	Score in Control 1 Group pretest - Score in Control 1 Group posttest	-.32	.422	.213	-.3432	-.1232	-5.30	78	.000

Source: Reseacher, 2024

Table 70 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group posttest was -.32 with standard deviation of .422 and error of .213. The table shows that the lower and upper confidence intervals (at 95%) would be -.3432 and -.1232 respectively. With a t-test statistic of -5.30, df=78 and significance level of .000, the results imply a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the Social-Awareness coaching on professional burnout. In order to find out if the control groups' posttest were significantly different, the study used the independent t-test, and the group statistics were presented using Table 71.

Table 68: Independent T-test Group Statistics for Posttest Scores in Control Groups

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Control 1 Group posttest	1.00	79	15.8101	6.81453	.76669
	2.00	79	13.8861	7.87724	.88626

Source: Reseacher, 2024

Table 71 shows that the scores in control groups 1 and 2 in the posttest had equal research participants (N=79) but different means; 15.81 and 13.88 for group 1 and 2 respectively.

To test whether the differences in the means were significant, the independent samples tests statistics were presented using Table 72.

Table 69 :Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Control 1 Group posttest	Equal variances assumed	4.43	.064	3.434	156	.204	2.13	1.17	-.39	4.35
	Equal variances not assumed			3.434	152.8	.204	2.13	1.17	-.39	4.35

Source: Reseacher, 2024

Table 72 shows F-Statistic = 4.43 and T-Test statistic =3.434 for equal variances assumed with significance levels greater than .05 (.064 and .204 respectively). The table also shows the t0test for equality of means statistics having equal significance (=.204 (2-tailed)), mean difference = 2.13, standard error = 1.17 and even the lower and upper confidence intervals at 95% = 4.35. The statistics imply that there was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05. This depicts consistence on the burnout scores among the teachers in the control groups after the emotional coaching sessions.

In a different statistical analysis to test the mean scores differences in the experimental group 1 pretest and the control group 1 pretest, an independent t-test was conducted. The results are presented in Table 73 and 74.

Table 70 :Group Statistics for Scores of Experimental Group 1 and Control group 1 Pretests

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp and Contr	1.00	79	17.4536	2.3453	.34533
Group pretests	2.00	79	17.3542	3.6754	.56456

Source:Reseacher, 2024

Table 73 shows that despite the number of teachers (N=79) being equal for the experiment group 1 pretest and control 1 group pretest, there was a difference in mean scores (17.4536 and 17.3542 respectively). Similarly, the standard deviations and standard error of the means were different.

In order to test if the difference was significant, the following statistics in Table 74 were used.

Table 71: Independent Samples Test for Scores of Experimental Group 1 and Control group 1 Pretests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp 1 Group pretest	Equal variances assumed	2.3542	.001	.054	156	.676	.076	.99	-1.786	2.453
	Equal variances not assumed			.054	152.3	.676	.076	.99	-1.565	2.454

Source: Reseacher, 2024

Table 74 shows relatively small values of F-statistic = 2.3543 and t-test statistic = .054 for the equal variances assumed at df =156. The Table also show that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant. Similarly, the t-test for equality of means shows equal mean difference = .076 for both the assumed and not assumed. This

depicts no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

In the last section of testing the effect of Social-Awareness coaching among the teachers, the researcher conducted ANOVA to compare the mean scores of all post-test results. This was to ascertain if there were differences in the mean scores regarding the self-awareness coaching based on the levels of burnout among the teachers revealed in descriptive statistics in section 4.3. The descriptives from ANOVA are presented in Table 75.

Table 72 :ANOVA Descriptives for Posttest scores (Post Social-Awareness Coaching)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Exp 1 posttest	79	8.94	5.454	.565	6.6564	10.6556	.00	18.00
Exp 2 posttest	66	13.00	5.565	.564	10.5654	14.6754	.00	24.00
Contr 1 posttest	78	15.76	6.567	.565	14.4534	17.6567	.00	27.00
Contr 2 posttest	79	13.76	7565	.565	12.4543	15.6765	.00	27.00
Total	302	12.54	6.546	.434	12.4543	13.6553	.00	27.00

Source: Reseacher, 2024

Table 75 shows that there were varying portions of the post-test groups starting with the size (N), the means, standard deviations, errors, confidence intervals for the means, and maximum. The values for minimum were equal at 0.00. To ascertain whether the differences were statistically significant, the ANOVA table presented below (Table 76) shows the f-statistic and related statistics.

Table 73 :ANOVA Table for Posttest scores (Post Social-Awareness Coaching)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16756.435	3	564.434	17.545	.000

Within Groups	11393.567	298	39.454
Total	14323.219	301	

Source: Reseacher, 2024

Table 76 shows F-Statistic =17.545 a significance level of .000. This implies that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of Social-Awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County.

In a further analysis, the differences in burnout levels after Social-Awareness coaching intervention was obtained by performing a paired t -test at $\alpha = 0.05$ significance level. The results are presented in Table 77.

Table 74 : Paired t-test illustrating Differences in Burnout Levels after Social-Awareness Coaching

Groups	pretest	posttest	mean difference
Experimental	**1323**	**565**	**454**
Experimental		846	234

Control	1342	799	**354**
Control		1188	143

Source: Reseacher, 2024

Using the Cohen d formula, the following statistic was determined to ascertain the Social-Awareness coaching effect size on teachers' burnout.

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

Cohen d = (363.52 – 262.43)/ 115.3542

Cohen d= 0.87645Cohen

The value of Cohen d = 0.87645 was relatively large which implied that Social-Awareness coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of Social-Awareness coaching for professional teacher burnout (Caldwell & Vygotsky, 2020). The experts posit that Cohen d value of 0.2 and below denotes a small effect, a value around 0.5 denotes a medium effect while a value at 0.8 and above denotes a large effect.

4.2.5 Effect of Relationship Management Coaching on Professional Burnout among Teachers in Public Secondary School in Kiambu County

4.2.5.1 Descriptive Statistics

The study examined the effect of relationship management coaching on professional burnout among teachers in public secondary schools in Kiambu County. The study objective was answered

through an intervention given to teachers through relationship management coaching. Based on the initial pretest on burnout using the Maslach Burnout Inventory, the teachers were coached on how to manage their relationships with the many stakeholders they have. Since this was the fifth session and the last one for coaching the teachers, the review was done on previous areas of coaching. The aspects of relationship management they were coached included conflict management,teamwork,and building bonds. Teachers were provided with cases denoting conflict in working places and asked to brainstorm on how they can be solved. they were also given a team building exercise from which they drew lessons for building bonds and teamwork. To enhance this skill,the teachers were given some homework related to relationship management based on the coaching that had been made and asked to observe how they responded to different issues in their day to day interactions. After sometimes, the MBI test was re administered to find out the level of the teacher burnout after emotional regulation coaching . The test was scored as post -test on teacher burnout levels and the results analyzed using both descriptive and inferential statistics.

The burnout descriptive statistics in post-coaching on emotional relationship management is presented in Table 78.

Table 75:Burnout Descriptive Statistics in Post-Coaching: Emotional Relationship management

How often do you feel;	0		1		2		3		4		5		6	
Feel very tired every morning	49	16.2	16	5.3	132	43.6	48	15.8	35	11.6	12	4.0	11	3.6
Experience headaches/migraines	33	10.9	36	11.9	143	47.2	42	13.9	32	10.6	13	4.3	4	1.3

Experience stomach upsets	10	34.7	2	6.1	12	39.6	1	6.9	2	7.2	1	3.0	6	2.0
Experienced generalized pains in your body always	10	33.0	2	8.7	7	25.6	5	17.3	1	4.4	1	5.8	1	5.0
Experience heavy chest pains	12	40.4	5	18.9	2	7.3	3	12.9	2	7.4	1	5.7	1	6.3
I feel emotionally drained from my work	9	32.3	4	15.2	4	14.2	3	10.2	4	14.3	1	6.9	2	7.6
I am used up at the end of the workday	11	37.2	5	18.5	2	7.3	3	10.1	5	17.4	1	5.6	1	3.6
I am fatigued when I get up in the morning and have to face another day on the job	9	32.5	5	19.5	6	21.5	2	6.9	3	10.6	2	7.3	6	2.0
I feel I treat some students as if they were impersonal objects	13	45.3	4	14.2	3	10.6	3	11.2	2	7.6	1	5.3	1	5.3
Working with people all day is really a strain for me	12	39.2	5	17.2	3	10.6	2	7.3	4	14.2	2	6.9	1	3.6
I deal very effectively with the problems of my students	1	4.0	1	4.3	3	10.1	2	6.9	9	31.4	3	9.1	10	33.3
I feel burned out from my work	9	32.8	9	31.4	2	6.9	4	14.2	2	6.9	1	4.3	1	4.6
I'm positively influencing other people's lives through my work	1	4.3	1	3.6	2	7.3	3	10.2	6	21.5	5	16.8	11	36.3
I've become more detached towards people since I took job	11	37.4	5	19.8	3	10.2	5	17.4	2	7.3	1	3.6	1	4.0
I worry that this job is hardening me emotionally	11	38.9	4	15.5	4	14.5	4	14.9	1	5.0	1	5.6	1	5.3
I feel energetic	2	7.9	3	10.2	2	8.6	4	14.3	4	14.2	4	15.9	8	29.4
I feel frustrated by my job	12	40.3	2	7.6	3	10.2	3	11.4	3	10.9	1	3.0	4	16.9
I feel I'm working too hard on my job	10	35.3	2	7.2	3	10.6	2	7.3	5	17.8	3	10.6	3	10.9
I don't really care what happens to some students	12	39.9	7	25.1	3	11.4	2	7.6	2	6.9	1	5.3	1	4.0
Working with people directly puts too much stress on me	10	33.0	6	20.8	4	14.9	3	10.6	2	7.6	1	6.9	2	6.9
I can easily create a relaxed atmosphere with my students	2	7.3	2	8.6	3	10.2	2	6.4	4	14.5	4	14.9	11	37.3

Scale: 0-Never, 1-A few times a year or less, 2-Once a month or less, 3-A few times a month, 4-Once a week, 5-A few times a week, 6-Everyday

Table 78 shows that the largest portion of the teachers (43.6%) felt very tired every morning once a month while another portion of the teachers (47.2%) experienced headaches/migraines once a month similar to 39.6% of the teachers who experienced stomach upsets in the same period. The table shows diminished burnout among the teachers in many aspects. The table indicates that after

relationship management coaching, the largest portion of teachers (33.0%) never experienced generalized pains in their body always; 34.7% never had heavy chest pains; 40.9% never felt emotionally drained from their work; 32.3% never got used up at the end of the workday; 37.0% never got fatigued when they got up in the morning and had to face another day on the job; 32.0% never felt they treated some students as if they were impersonal objects; 45.9% never felt that working with people all day was really a strain for them; 39.9% never felt burned out from their work; 32.3% never became more detached towards people since they took the job; 37.6% never worried that the job was hardening them emotionally; 38.9% never felt frustrated by their job; 40.3% never felt they were working too hard on their job. The table also shows that other aspects were never experienced by the largest portions of the teachers with 40.3% of them never caring about what happened to some students; 35% never felt that working with people directly put too much stress on them. The finding depict how relationship management coaching enhances daily interactions and communications (Schuetz, 2011).

Table 78 also depict the context of positives registered by the relationship management coaching. The table shows that the largest portion of the teachers 33.3%, 36.3%, 29.4% and 37.3% had daily experiences on effective with the problems of their students; daily positively influencing other people's lives through their work; daily felt energetic, and daily could easily create a relaxed atmosphere with their students, respectively. The findings reflect the arguments of Rath and Vasantha (2017) who showed that EI related positively with the components of relationship management as well as Valente and Lourenco (2020) who found that teachers with high emotional intelligence have better strategies for conflict resolution. In relation to the theories, the findings are consistent with the postulation of attribution theory on how the teachers feel worn out with time in their work when they associated their stresses with internal, permanent and uncontrollable

attributions. Emotional intelligence coaching helped them they could handle their events since they were not permanent hence reducing their burnout. In an approach to depict the never rating of the items 1-22 in the pre-coaching versus the post-coaching in emotional relationship management the trends are depicted in Figure 15.

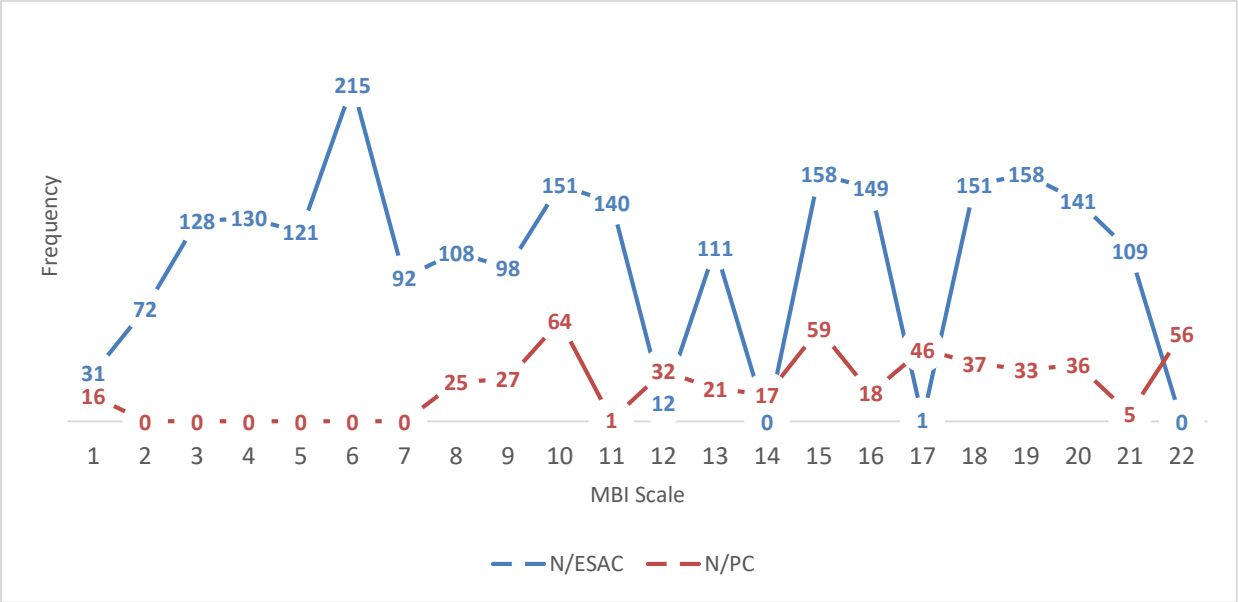


Figure 11 Comparison of Frequencies "Never" in the Pre-coaching Vs Post-Relationship management coaching

KEY
N/PC – Never rating in the Pre-coaching
N/ESAC – "Never" rating after the relationship management coaching
Source: Reseacher, 2024

Figure 15 depicts lower levels of burnout through the lower ratings of the most of the 22 items in the Maslach Burnout Inventory for teachers (MBI-education). Except for item 22 and 20, the rest of the items NEVER rating was increased between pre-coaching and post-relationship management coaching. Specifically, item #22 - "I can easily create a relaxed atmosphere with my students" had no 0% in never rating in pre-coaching period and quite over n=50 in post-relationship management coaching. For item #20 - "I don't really care what happens to some students", the NEVER rating did not change between the pre-coaching and the post-coaching on emotional relationship management.

The data was also analyzed and the trends in ALWAYS rating between the pre-coaching and post-coaching on emotional relationship management presented using Figure 16.

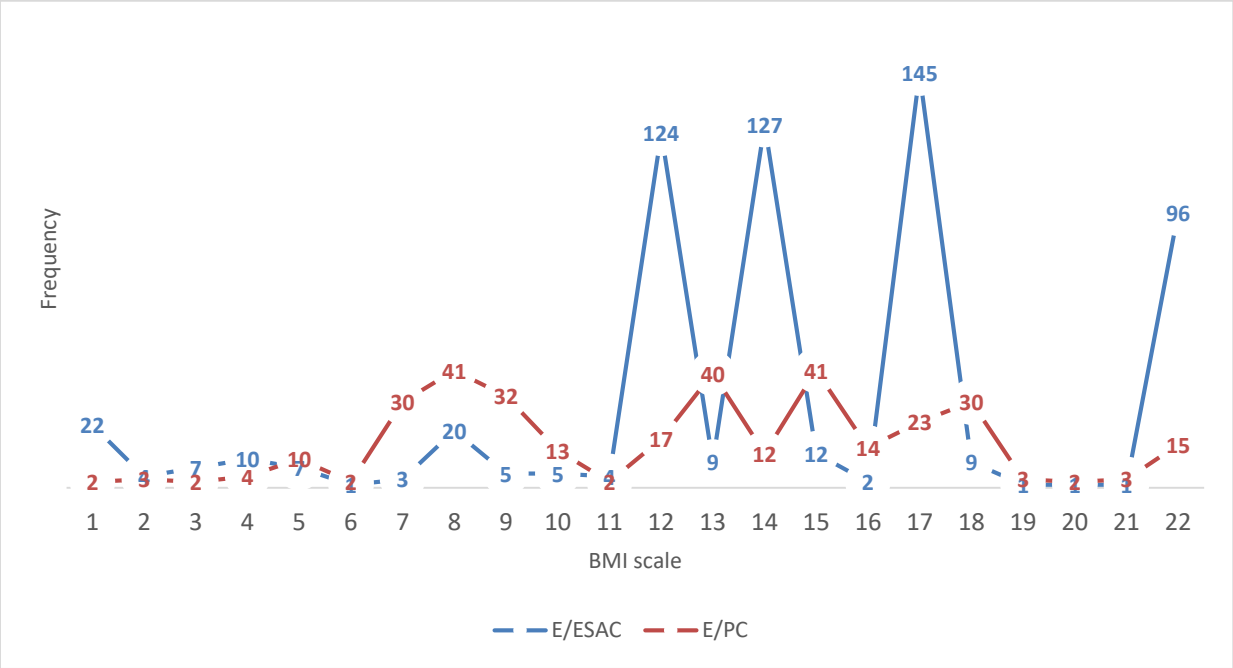


Figure 12:Comparison of Frequencies "Everyday" in the Pre-coaching Vs Post-relationship management coaching

KEY

E/PC - EVERYDAY rating in the Pre-coaching
E/ESAC – EVERYDAY rating after the relationship management coaching

Source: Reseacher, 2024

Figure 16 shows trends in two periods of the sampled teachers' scores in rating on "everyday" incidents with the items in the Maslach Burnout Inventory for teachers (MBI-education). The trends show that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. Rath and Vasantha (2017) seem to agree with these findings based on their study on the relationship between EI and the relationship management in an organization

using 280 workers. Using t-tests, ANOVA and Pearson correlation the study concluded that there is a relationship between EI and relationship management of people in that organization. The trends imply that the coaching on emotional relationship management had a positive change effect on the level of burnout among the teachers. The study entailed inferential statistics to ascertain the level of effect of the relationship management coaching on burnout among the sampled teachers in public secondary schools in Kiambu County. The study employed paired sample t-test using the scores in experimental groups for both pretest and posttest to compare the means from the two groups. The paired samples statistics are presented in Table 79.

Table 76 ***:Paired Samples Statistics for relationship management coaching***

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Exp 1 Group pretest	15.3245	79	5.45345	.45434
	Score in Exp 1 Group posttest	8.4534	79	5.4543	.45456

Source: Reseacher, 2024

Table 79 shows the means, the sample sizes, standard deviations, and standard error means of the scores in experimental 1 group pretest as well as the posttest. While the sample sizes are equal (n=79) the means of the scores were different with the pretest scores (15.3245) being higher than the posttest mean (8.4534). With rating of the scores from the lowest 0-never to highest 6-everyday, higher mean implies higher burnout levels. Thus, the statistics show that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on emotional relationship management.

The analysis further generated the paired sample t-test correlations on relationship management coaching. The findings are presented using Table 80.

Table 77: Paired Samples Correlations on Relationship management coaching

		N	Correlation	Sig.
Pair 1	Score in Exp 1 Group pretest & Score in Exp 1 Group posttest	79	.565	.000

Source: Reseacher, 2024

Table 80 shows a correlation coefficient of .565 between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. The strength of association between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was strong and positive which implies that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group posttest by .565 units. This would be significant as the significant level = .000 is less than the critical p-value of .05. Hence, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The statistical outputs on comparison of the means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest were presented using Table 81.

Table 81: Paired Samples Test on Relationship management coaching

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			

Pair 1	Score in Exp 1 Group pretest - Score in Exp 1 Group posttest	6.5656	3.5453	.41235	5.68540	7.32726	15.779	78	.000

Source: Reseacher, 2024

Table 81 shows that mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group posttest was 6.5656 and standard deviation of 3.5453. The table shows a 95% confidence interval of the difference ranging between 5.6854 and 7.32726. The table also shows a t-test =15.779 at df=78 at sig.=.000. This implies that the difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05.In a second inferential analysis, the study employed independent t-test to assess whether there was significant difference between the experimental 1 posttest and experimental 2 posttest. The results were presented using Table 81.

Table 78 :Experimental Groups Posttest Statistics for Relationship management coaching

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp Groups posttest	1.00	79	9.4534	5.12134	.57620
	2.00	65	11.2342	5.5453	.66442

Source: Reseacher, 2024

Table 81 shows that experimental 1 group posttest had 79 teachers and a mean of 9.4534 while the experimental 2 group posttest had 65 teachers and a mean of 12.84562. The two groups had also varied standard deviations and standard mean errors of 5.12134 and .57620, and 5.5453 and .66442 respectively. Table 82 was used to examine if the differences in the means were significantly different.

Table 79 :Independent Samples Test for Relationship management coaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp Groups posttest	Equal variances assumed	.016	.934	-4.450	142	.000	-3.89	.87561	-5.62	-2.16
	Equal variances not assumed			-4.431	134.18	.000	-3.89	.87947	-5.63	-2.15

Source: Reseacher, 2024

Table 82 shows an f-statistic of .016which depicts a small variance in statistical terms with a mean difference of -3.89 for both the equal variances assumed not assumed. Similarly, the table shows t-test statistic of -4.45 and -4.431 for the equal variances assumed and not assumed respectively. The significance levels for both the cases are .000 which implies that there are differences in the means are significant (sig. level is greater than p-value .05).

Further, the researcher conducted paired samples to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group posttest. The results were presented using Table 83.

Table 80: Paired Samples Statistics for Relationship management coaching

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score in Control 1 Group pretest	15.39	79	6.74	.75
	Score in Control 1 Group posttest	15.81	79	6.81	.76

Source: Reseacher, 2024

Table 83 shows the mean scores in the two control groups (pretest, X=15.39 and posttest, X=15.81) with equal number of research participants (n=79) but different means, standard deviations (6.74 and 6.81) and standard error means (.75 and .76).A correlation coefficient between the two groups yielded a strong positive correlation (r=.996) which is significant (sig. =.000) as shown in Table 84.

Table 81: Correlation between Scores in Control 1 Group pretest and Score in Control 1 Group posttest

		N	Correlation	Sig.
Pair 1	Score in Control 1 Group pretest & Score in Control 1 Group posttest	79	.786	.000

Source: Reseacher, 2024

Through the paired sample test, the study used the data on scores in control 1 group pretest and scores in control 1 group posttest. The statistics were presented in Table 85.

Table 82: Paired Samples Test between Score in Control 1 Group pretest and Score in Control 1 Group posttest

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Score in Control 1 Group pretest - Score in Control 1 Group posttest	-.41	.59	.066	-.55003	-.28541	-6.28	78	.000

Source:Reseacher, 2024

Table 85 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group posttest was -.41 with standard deviation of .59 and error of .066. The table shows that the lower and upper confidence intervals (at 95%) would be -.55003 and -.28541 respectively. With a t-test statistic of -6.26, df=78 and significance level of .000, the results imply a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the relationship management coaching on professional burnout.In order to find out if the control groups' posttest were significantly different, the study used the independent t-test, and the group statistics were presented using Table 86.

Table 83 :Independent T-test Group Statistics for Posttest Scores in Control Groups

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Control 1 Group posttest	1.00	79	15.4543	6.81453	.76669
	2.00	79	13.8786	7.87724	.88626

Source: Reseacher, 2024

Table 86 shows that the scores in control groups 1 and 2 in the posttest had equal research participants (N=79) but different means; 15.45 and 13.88 for group 1 and 2 respectively. To test whether the differences in the means were significant, the independent samples tests statistics were presented using Table 87.

Table 84 : Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Control 1 Group posttest	Equal variances assumed	5.40	.071	1.64	156	.103	1.92	1.17	-.39	4.23
	Equal variances not assumed			1.64	152.8	.103	1.92	1.17	-.39	4.23

Source: Reseacher, 2024

Table 87 shows F-Statistic = 5.4 and T-Test statistic =1.64 for equal variances assumed with significance levels greater than .05 (.071 and .103 respectively). The table also shows the t_est for equality of means statistics having equal significance (=.103 (2-tailed)), mean difference = 1.92, standard error = 1.17 and even the lower and upper confidence intervals at 95% = 4.23. The statistics imply that there was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05. This depicts consistency on the burnout scores among the teachers in the control groups after the emotional coaching sessions.In a different statistical analysis to test the mean scores differences in the experimental group 1 pretest and the control group 1 pretest, an independent t-test was conducted. The results are presented in Table 88 and 89.

Table 85 : Group Statistics for Scores of Experimental Group 1 and Control group 1 Pretests

	Grp	N	Mean	Std. Deviation	Std. Error Mean
Score in Exp and Contr Group pretests	1.00	79	15.4557	5.76416	.64852
	2.00	79	15.3924	6.74141	.75847

Source:Reseacher, 2024

Table 88 shows that despite the number of teachers (N=79) being equal for the experiment group 1 pretest and control 1 group pretest, there was a difference in mean scores (15.45 and 15.39 respectively). Similarly, the standard deviations and standard error of the means were different.

In order to test if the difference was significant, the following statistics in Table 89 were used.

Table 86: Independent Samples Test for Scores of Experimental Group 1 and Control group 1 Pretests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score in Exp 1 Group pretest	Equal variances assumed	3.165	.077	.063	156	.950	.063	.99	-1.90789	2.03448
	Equal variances not assumed			.063	152.3	.950	.063	.99	-1.90827	2.03485

Table 89 shows relatively small values of F-statistic = 3.165 and t-test statistic = .063 for the equal variances assumed at df =156. The Table also shows that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant. Similarly, the t-test for equality of means shows equal mean difference = .063 for both the assumed and not assumed. This depicts no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

In the last section of testing the effect of relationship management coaching among the teachers, the researcher conducted ANOVA to compare the mean scores of all post-test results. This was to ascertain if there were differences in the mean scores regarding the relationship management coaching based on the levels of burnout among the teachers revealed in descriptive statistics in section 4.3. The descriptives from ANOVA are presented in Table 90.

Table 87 :ANOVA Descriptives for Posttest scores (Post Relationship management coaching)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Exp 1 posttest	79	8.94	5.121	.576	7.8022	10.0965	.00	18.00
Exp 2 posttest	66	13.00	5.460	.672	11.6577	14.3423	.00	24.00
Contr 1 posttest	78	15.71	6.808	.770	14.1828	17.2531	.00	27.00
Contr 2 posttest	79	13.88	7.877	.886	12.1217	15.6505	.00	27.00
Total	302	12.87	6.898	.396	12.0930	13.6553	.00	27.00

Source: Reseacher, 2024

Table 90 shows that there were varying portions of the post-test groups starting with the size (N), the means, standard deviations, errors, confidence intervals for the means, and maximum. The values for minimum were equal at 0.00. To ascertain whether the differences were statistically significant, the ANOVA table presented below (Table 91) shows the f-statistic and related statistics.

Table 88: ANOVA Table for Posttest scores (Post relationship management coaching)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1929.652	3	643.217	13.5434	.000
Within Groups	12393.567	298	41.589		
Total	14323.219	301			

Source: Reseach, 2024

Table 91 shows F-Statistic =13.5434 a significant level of .000. This implies that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of relationship management coaching on professional burnout among teachers . further analysis, the differences in burnout levels after relationship management coaching intervention was obtained by performing a paired t -test at $\alpha = 0.05$ significance level. The results are presented in Table 92.

Table 89: Paired T-Test illustrating Differences in Burnout Levels after relationship management coaching

Groups	pretest	posttest	mean difference
Experimental	**1221**	**710**	**543**
Experimental		936	229
Control	1345	849	**367**
Control		1097	152

Source: Reseacher, 2024

Using the Cohen d formula, the following statistic was determined to ascertain the relationship management coaching effect size on teachers' burnout.

$$Cohen\ d = \frac{MeanEXp - Mean\ Control}{SD\ pooled}$$

Cohen d = (371.5 – 269.3)/ 116.685. Cohen d = 0.876

A value of Cohen d = 0.876 was relatively large which implied that relationship management coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of relationship management coaching for professional teacher burnout (Caldwell and Vygotsky, 2020). The experts posit that Cohen d value of 0.2 and below denotes a small effect, a value around 0.5 denotes a medium effect while a value at 0.8 and above denotes a large effect.

4.4 Discussion of Study Findings

The study was designed to address the effects of emotional intelligence on professional teacher burnout. The teachers in the experimental group 1 and control group 1 were first subjected to a pre-test on their burnout levels using the MBI before the coaching of emotional intelligence was administered. After a while, the teachers in experimental group 1 and 2 were coached on various aspects of emotional intelligence that included self-awareness, emotional self-regulation, self-motivation, social awareness and relationship management. Later, all the four groups were subjected to a post- test using the Maslach burnout inventory to establish their burnout levels. A paired t- test was done to establish whether there was any significant effect on the teachers' burnout after the coaching. Finally Cohen d was used to establish the effect size of the coaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study on the influence of Emotional Intelligence coaching on professional burnout of teachers in public secondary schools in Kiambu County, Kenya were summarized and conclusions and recommendations given based on the research findings. This study was guided by the following objectives:

i. To determine the effect of emotional self-awareness coaching on professional teacher burnout among teachers in Public secondary schools in Kiambu County

ii. To assess the effect of emotional regulation coaching on Professional teacher burnout in Public secondary schools in Kiambu County

iii. To establish the effect of self –motivation coaching on professional teacher burnout in Public secondary schools in Kiambu County

iv. To determine the effects of social-awareness coaching on professional teacher burnout in public secondary schools in Kiambu County

v. To examine the effect of relationship management coaching on professional teacher burnout in Public secondary schools in Kiambu County.

5.1 Summary of Study Findings:

A summary of the findings based on five objectives of the study were presented as follows.

5.1.1 Burnout in Pre- Coaching

The study found that the largest percentage of the teachers suffered from burnout. This was evidenced by the response from the Maslach Burnout Inventory (MBI) which sought to verify the number of teachers that manifested different conditions that pointed to emotional, physical fatigue, depersonalisation and a feeling of non-accomplishment. These results were also validated by the sentiments shared by principals and H.O.D's in the interviews guide. A big number of teachers for example 117 (74.5%) indicated having felt very tired every morning a few times a week in the pre-coaching stage. The study showed that the largest percentage of the teachers 106 (67.5%) experienced headaches/migraines a few times a week with about 38 (24.2%) feeling it once a week. The study further reported that over half of the teachers 87 (55.4%) experienced stomach upsets once a week while another significant portion of them 64 (40.8%) experienced it a few times a week. The study clearly then found evidence of professional burnout among the teachers in the pre-coaching on emotional intelligence.

Moreover, a large percentage of the teachers 89 (56.7%) experienced generalized pains in their bodies once a week while another portion 57 (36.3%) experienced the same few times a week. The study found that that largest portion of the teachers 93 (59.2%) experienced a change in sleep patterns a few times a week. Moreover, the largest portion of the teachers 64 (40.8%) indicated having never felt that they treated some students as if they were impersonal objects. The study showed that more than half of the teachers 82 (52.2%) felt that working with people all day was really a strain for then once a week. The findings showed that largest portions of the teachers rated the existence of some burnout features as a few times a year or less with "I worry that this job is hardening me emotionally" at 54 (34.4%); "I feel energetic" at 36 (22.9%).from the preceding findings, it was evident that teachers in public secondary schools in Kiambu County experienced professional burnout.

5.1.2 Effect of Emotional Self-Awareness Coaching on Professional Burnout

While the first objective of the study which was to determine the effect of emotional self-awareness coaching on professional teacher burnout in Public secondary schools in Kiambu County, Kenya, the researcher established that only a comparatively small portion of the teachers 9 (3%) felt very tired after the emotional self-awareness coaching. This difference implies a negative change in the level of burnout among the teachers with a difference of about 71% in the a few times a week rating. The study showed a reduction in the level of burnout aspects related to migraines among the teachers attributed to emotional coaching. The study found that about 43% of the teachers had gained positively from the emotional self-awareness coaching thus reducing burnout.

Notably, the study found a drop in proportion of the teachers who experienced most of the negative emotions after the emotional self-awareness coaching. Interestingly all the teachers had experienced change in sleep patterns (never rated at 0%) in the pre-coaching period. There was,

however, a positive change in burnout among the teachers through the emotional self-awareness coaching. Moreover, the study showed that about 83 (27.4%) of the teachers indicated being used up at the end of the workday once a year or less compared to 39 (24.8%) who indicted the same in a few times a month in the pre-coaching on emotional self-awareness stage. The findings indicated a drop in burnout among the teachers after the emotional self-awareness coaching.

The study findings showed that coaching on emotional self-awareness had a positive change effect on the level of burnout among the teachers. The statistics showed that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on emotional self-awareness. Similarly, there was a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The study found a difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group post-test was high and significant (2-tailed). The study reported that the difference in the means are significant (sig. level is greater than p-value .05). A correlation coefficient between the two groups yielded a strong positive correlation (r=.996) which is significant (ρ. =.001). This indicated a change in the level of burnout among teachers in public secondary schools in Kiambu County following the emotional self-awareness coaching on professional burnout.

The study found that there was no significant difference in mean scores of the two control groups in posttest. There was no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping but by emotional awareness coaching. The study results depicted significant effect of emotional self-awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County. A value of Cohen d = 0.958 was relatively large which implied that

emotional self-awareness coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County. This large effect size is an indicator of a large effect of emotional self-awareness coaching for professional teacher burnout.

5.1.3 Effect of Emotional Regulation Coaching on Professional Burnout

Various dimensions of burnout from the Maslach Burnout Inventory were assessed to determine the effect of emotional regulation coaching on Professional burnout among teachers in Public secondary schools in Kiambu County, Kenya. The study showed that the largest portion of the teachers 170 (56.1%) felt very tired every morning once a month or less compared to the portion 117 (74.5%) who indicated that they felt it a few times a week in pre-coaching test. The findings implied a negative change in the level of burnout among the teachers with a difference of about 10% in the never felt tired in the post-coaching. The study found that about 46.5% (slightly less than a half) of the teachers experienced migraines once a month or less after emotional regulation coaching compared to 51.2% in the pre-coaching (over a half). The findings also depicted that about 10% of the teachers had gained positively from the emotional regulation coaching thus reducing burnout. Further, the study found a drop in the proportion of the teachers who experienced the symptoms of burnout after emotional regulation coaching. Interestingly all the teachers had experienced change in sleep patterns (never rated at 0%) in the pre-coaching period. The findings depict positive change in burnout among the teachers through emotional regulation coaching. The aspect of burnout among the teachers had been reduced among 31.8 % of the teachers from almost daily to once a week after the emotional regulation coaching. Thus, the study indicated an improvement from burnout among the teachers through the emotional regulation coaching.This perfectly agrees with Lee (2017) in his study based in USA investigating whether EI, job

satisfaction and burnout were related. Using 169 volunteers, the study concluded that emotional regulation training reduced the level of burnout amongst the respondents.

Based on the study's trends, the pre-coaching rating of the incidents of burnout as everyday were greater than the post-coaching rating. The study showed a strong significant correlation (r= .687) between Score in Exp 1 Group pretest and Score in Exp 1 Group posttest. There was a significant difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05. An F-statistic = .015 at sign. = .000 implied that there were differences in the means of the scores in the pre-coaching and post-coaching. This depicted a change in the level of burnout among teachers in public secondary schools in Kiambu County following the emotional regulation coaching on professional burnout.

The study found no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05). This depicts consistence on the burnout scores among the teachers in the control groups after the emotional coaching sessions. The findings implied that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests were insignificant. Similarly, the t-test for equality of means show equal mean difference = .073 for both the assumed and not assumed. This depicted no difference in level of burnout between the two groups as a way of confirming that any differences in level of burnout among the teachers was not attributed to grouping.

The study showed that the differences in the means between pretest and posttest were relatively small but significant (sig level is less than .05). This depicts a significant effect of emotional regulation coaching on professional burnout among teachers in public secondary schools in

Kiambu County. A value of Cohen D = 0.811 was relatively large which implied that emotional regulation coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County.

5.1.4 Effect of Self–Motivation Coaching on Teacher Professional Burnout

This summary was based on objective three which was to establish the effect of self –motivation coaching on teacher professional burnout among teachers in Public secondary schools in Kiambu County, Kenya. The study found that in the post-self-motivation coaching, about 51% of the respondents indicated that they felt very tired every morning once a month. About 47.9% of the teachers had migraines once a month and 43.3% experienced stomach upsets once a month. Almost half of the teachers (40.6%) indicated having never experienced generalized pains in your body always. The largest portions of the teachers never felt burned out from their work (32.3%); Never became more detached towards people since they took job (39.9%); never felt worried that the job was hardening them emotionally (37%); never felt frustrated by their job. Moreover, (43.6%) of the respondents never felt that they were working too hard on their job (39.9%) after the self-motivation coaching; never really cared what happens to some students (39.9%); and never felt that working with people directly puts too much stress on them (28.7%).These figures were lower in all ways than those recorded during the pre-coaching for self-motivation. These indicated that there was an improvement in burnout among the teachers after coaching on self-motivation.

The reduction in burnout trends showed that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. However, there are exceptional items that show the contrary trend as they were in positive dimension of burnout. The statistics showed that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on Self–Motivation. The strength of association between the Score in Exp 1 Group pretest and Score

in Exp 1 Group posttest was strong and positive, and significant (sig. level = .000). This implied a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

The study found a difference in means of the Score in Exp 1 Group pre-test and Score in Exp 1 Group posttest was high and significant (p= .000, 2-tailed). Thus, there was a significant difference in the means between the scores in the two groups (Control 1 Group pretest and Control 1 Group posttest). This depicts a change in the level of burnout among teachers in public secondary schools in Kiambu County following the Self–Motivation coaching on professional burnout.

The study also reported no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05. The study found that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests were insignificant. However, there was a significant effect of Self–Motivation coaching on professional burnout among teachers in public secondary schools in Kiambu County. The value of Cohen D = 0.7543 was relatively large which implied that Self–Motivation coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County.

5.1.5 Effects of Social-Awareness Coaching on Teacher Professional Burnout

Based on the fourth objective which was to determine the effects of social-awareness coaching on teacher professional burnout among teachers in public secondary schools in Kiambu County, Kenya, the study found that the largest portions of the teachers experienced the following once a month after the social-awareness coaching; Felt very tired every morning (47.9%), Experienced headaches/migraines (44.2%), and experienced stomach upsets (38.6%). This is quite different from the experiences in the pre-coaching where their experiences were more frequent than under

post-coaching on social-awareness. The study showed that there was an improvement in positive aspects that were related to burnout among the teachers. The largest portions of the teachers pointed an great improvement in their daily dealing very effectively with the problems of their students (32.3%), worrying that this job is hardening them emotionally was at (28.7%) and easily creating a relaxed atmosphere with their students (36.3%).

The study found that the pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. The trends in changes in the burnout implied that the coaching on Social-Awareness had a positive change effect on the level of burnout among the teachers. The statistics showed that there was higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on Social-Awareness. The study found a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest.

Additionally, there was a difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed) since .000 is less than the critical p-value of 0.05. The study reported a correlation coefficient between the two groups yielded a strong positive correlation (r=.565) which is significant (sig. =.000). Between the Score in Control 1 Group pretest & Score in Control 1 Group posttest. Moreover, the study found a significant difference in the means between the scores in the two groups. The study showed that there was a change in the level of burnout among teachers in public secondary schools in Kiambu County following the Social-Awareness coaching on professional burnout. There was no significant difference in mean scores of the two control groups in posttest (significance levels are greater than critical p-value = .05). This depicts consistence on the burnout scores among the teachers in the control groups The study further showed that there was no difference in the level of burnout between the two groups.This was a confirmation that any differences in level of burnout among

the teachers was not attributed to their grouping. The study also showed that the differences in the means were relatively small but significant (sig level is less than .05). This depicts a significant effect of Social-Awareness coaching on professional burnout among teachers in public secondary schools in Kiambu County, Kenya. A value of Cohen D = 0.87645 was relatively large which implied that Social-Awareness coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County, Kenya.

5.1.6 Effect of Relationship Management Coaching on Professional Burnout

These findings were based on the last objective of the study which was to examine the effect of relationship management coaching on professional burnout among teachers in Public secondary school in Kiambu County. The study findings based on the Maslach Burnout Inventory showed that the largest portion of the teachers (43.6%) felt very tired every morning once a month. The findings supported that there was diminishing burnout among the teachers in many aspects. The study showed that other aspects were never experienced by the largest portions of the teachers with 40.3% of them never caring about what happened to some students; 35% never felt that working with people directly puts too much stress on them. The finding depict how relationship management coaching enhances daily interactions and communications.

The study findings showed the context of positive aspects in the Maslach burnout Inventory which were registered by the relationship management coaching. The pre-coaching rating of the incidents as everyday were greater than the post-coaching rating. The study showed that coaching on emotional relationship management had a positive change effect on the level of burnout among the teachers. There was also higher burnout among the sampled teachers in the pre-coaching compared to post-coaching on emotional relationship management. The study found a significant strong positive correlation between the Score in Exp 1 Group pretest and Score in Exp 1 Group

posttest. The difference in means of the Score in Exp 1 Group pretest and Score in Exp 1 Group posttest was high and significant (2-tailed).

The results found differences in the means are significant (sig. level is greater than p-value .05). There was a change in the level of burnout among teachers in public secondary schools in Kiambu County following the relationship management coaching on professional burnout. There was consistency on the burnout scores among the teachers in the control groups after the emotional coaching sessions. The study showed that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences in the mean Scores of Experimental Group 1 and Control group 1 Pretests are insignificant.

There was significant effect of relationship management coaching on professional burnout among teachers in public secondary schools in Kiambu County. A value of Cohen D = 0.876 was relatively large which implied that relationship management coaching had a large effect on burnout among teachers in Public secondary schools in Kiambu County.

5.2 Conclusion

The study findings on the effects of emotional intelligence coaching on professional burnout of teachers in public secondary schools in Kiambu County, Kenya yielded the following conclusions:

i. Emotional intelligence coaching had a great impact on teacher professional burnout. This was realized through the significant differences in the means between pretest and posttests of burnout (through paired t-test) in relation to before and after coaching in the different dimensions of emotional intelligence. More significantly is the fact that the value of the significance was high as demonstrated by the results of Cohen d.

ii. The study also concluded that there was a positive change in burnout among the teachers through emotional intelligence coaching. This was evidenced by statistically significant differences between teachers who received the emotional intelligence coaching and those who didn't in Public secondary school of Kiambu County (sig. = .000). This was based on the various levels of emotional intelligence coaching ranging from the effect of: Emotional self-awareness coaching (Cohen d = 0.958;); emotional regulation coaching (Cohen d= 0.811); self-motivation coaching (Cohen d = 0.7543); Social awareness coaching (Cohen d = 0.87645) and relationship management coaching (Cohen d = 0.876).

iii. Based on the parameters used for Emotional Intelligence coaching, emotional self-awareness scored highest in terms of effect size. It means therefore that when teachers become aware of their emotion and that of others, the other parameters of self-regulation, self-motivation, social awareness and relationship management would automatically follow. It is however important to note that emotional intelligent coaching in all the five aspects yielded high effect size that helped reduced teacher burnout.

iv. Lastly, the groups that did not participate in the Emotional intelligence coaching (Control group 1 and Control group 2) had very insignificant difference in the means posttest. However their differences with the experimental group is very significant at posttest.

This is a clear indication that any change in the level of burnout among members was as a result of coaching in the various dimensions of emotional intelligence and not by any means the grouping of the teachers (Experimental or Control). This validates the importance of emotional intelligence in professional teacher burnout in public secondary school teachers in Kiambu County, Kenya.

5.3 Recommendations of the Study

Based on the research findings and summary and conclusions, the researcher came up with recommendations which were addressed to three areas namely: policy, practice and recommendations for further studies.

5.3.1 Recommendations for Practice

The recommends that;

i. The principals initiate emotional intelligence coaching programmes within their schools to help teachers in addressing professional burnout.
ii. The Boards of Management (BOM) of public secondary schools in Kiambu County hold frequent workshops with teachers for sensitization on the need of emotional intelligence counseling as a way of encouraging the uptake of such programmes
iii. To reduce burnout caused by emotional fatigue, the schools should employ professional counselors in schools so that the teachers avoid dealing with weighty issue that will emotionally drain them as they counsel students.
iv. Moreover, the school should sensitize the parents during parent meetings and the Annual General meetings (AGM) on the need to take up their roles as parents to reduce professional burnout of the teachers.

5.3.2 Recommendations for Policy

The study recommends that;

i. The Cabinet Secretary in the Ministry of Education formulates a policy that guides professional growth of teachers in line with the identified areas on the benefits of coaching.

Such policy may be implemented at school levels through the in-service approaches that will reach all teachers in public secondary schools.

ii. The training of emotional intelligence should be integrated in the training of teachers in the colleges and so it should be made part of the curriculum .This will arm teachers with coping skills in case work becoming overwhelming. Later, this should be followed by refresher courses as the institution where the teacher is working.

iii. The Cabinet Secretary in the Ministry of Labour should partner with the Cabinet Secretary in the ministry of Education to provide guidelines for implementation of the policies that address human rights and employee wellbeing at workplace so that the work related stress may not affect the teachers' health.

iv. The Ministry of Education should increase the number of teachers that are employed every year to ease the teacher shortage in the country hence lower teacher burnout.

v. The researcher recommended that the teachers who were coached continue practicing the skills they were coached on so that they perfect the art of Emotional Intelligence, This is because behavior change is gradual and it is realized by practice and consistency.

vi. Finally, since not all teachers were coached, it is important that the County Director In charge of TSC, organizes how all teachers will be coached on the same.

5.3.2 Recommendation for Further Research

The study recommends further studies on the following areas:

i. The effect of emotional intelligence coaching of professional teacher burnout in other private schools and other counties for comparison purposes.

ii. The effect of emotional intelligence coaching of specific genders.

REFERENCES

Agyapong, B, Obuobi-Donkor, G, Burback, L, Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. International Journal of Environmental Research and Public Health 19(17), 10706. https://doi.org/10.3390/ijerph191710706

Akdemir, O. A. (2019). The effect of teacher burnout on organizational commitment in Turkish context. Journal of Education and Training Studies 7(4), 171-179. https://doi.org/10.11114/jets.v7i4.4067

Aldossary, N. (2019). Study of Emotional Intelligence among Psychiatric Mental Health Nurses in Eastern Province, Saudi Arabia. IOSR Journal of Nursing and Health Science (IOSR-JNHS),vol. 8, no. 06, pp. 01-11.

American Federation of Teachers (2017) Education Quality of Work-life survey

Amzat, I. H, Kaur, A, Al-Ani, W, Mun, S, & Ahmadu, T. S. (2021). Teacher burnout and coping strategies to remain in teaching job in Malaysia: An interpretative phenomenological analysis. European Journal of Educational Research, 10(3), 1075-1088. https://doi.org/10.12973/eu-jer.10.3.1075 `

Anap, D. B, Iyer, C, & Rao, K. (2017). Work related musculoskeletal disorders among hospital nurses in rural Maharashtra, India: a multi centre survey. *International Journal of Research in Medical Sciences*, *1*(2), 101–107. Retrieved from https://www.msjonline.org/index.php/ijrms/article/view/2568

Aomo, J. A, & Ogolla, P. O. (2018). Principals' stress in public secondary schools in Kisumu County, Kenya. Self-efficacy as a predictor of stress management among secondary school principals in

Kenya. International Journal of Educational Policy Research and Review 5(5), 77-82. https://doi.org/10.15739/IJEPRR.18.009

AON MINET. (2020). *400 teachers sought mental health support over depression in April – REPORT*. Minet. https://www.minet.com/400-teachers-sought-mental-health-support-over-depression-in-april-report/

Arens, A, Katrin, & Morin, A. (2016). *Relations between teachers' emotional exhaustion and students' educational outcomes formal und inhaltlich überarbeitete Version der Originalveröffentlichung in: formally and content revised edition of the original source in*. https://www.pedocs.de/volltexte/2019/16608/pdf/arens_2016_relations_between_teachers_emotional_A.pdf

Arnold, E, and Boggs, K. (2015). Interpersonal relationships: professional communication skills for nurses. 7th ed. Missouri: Elsevier Health Sciences.

Austin, E. J, Saklofske, D. H, & Egan, V. (2005). Personality, well-being, and health correlates of trait emotional intelligence. Personality and Individual differences, 38(3), 547-558.

Ayshch A(2023)EI among teachers and relationship with students motivation, resilience & EI levels among Nursing students in Jordan.University of Ulster. Faculty life and health sciences. (PhD, Thesis,Jordan)

Baraza, T. Simwata, W, Gogo, O (2016). Levels of stress among secondary School Teachers and its Implication on Students' Academic Performance in Kenya: A Case of Kakamega North Sub County. gjournals.org

Barkley, E. (2013). The relationship between emotional intelligence and burnout amongst social workers in the north and south regions of the Western Cape, mini thesis, university of the Western Cape.

Basic Education Statistics Booklet (2016). Republic of Kenya Ministry of education.

Bermejo-Toro, L, Prieto-Ursúa, M, & Hernández, V. (2015). Towards a model of teacher well-being: personal and job resources involved in teacher burnout and engagement. *Educational Psychology*, *36*(3), 481–501. https://doi.org/10.1080/01443410.2015.1005006

Bermejo-Toro, L, Prieto-Ursúa, M, & Hernández, V. (2016): Towards a model of teacher wellbeing: Personal and job resources involved in teacher burnout and engagement. Educational Psychology 36(3), 481-501. http://dx.doi.org/10.1080/01443410.2015.1005006

Biegon, E. (producer). (2015). Kaimenyi's issues new secondary school fees guidelines. Retrieved from https://youtube/n233OMJ2524

Bodenheimer, G, & Shuster, S. M. (2020). Emotional labour, Teaching and Burnout: Investigating Complex Relationships. Educational Research, 62(1), 63-76. https://doi.org/10.1080/00131881.2019.1705868

Bousquet, S. (2012). Teacher Burnout: Causes, Cures and Prevention. *Online Submission*.

Chakrabartty, S. N. (2013). Best Split-Half and Maximum Reliability. IOSR Journal of Research & Method in Education, 3(1), 1-8. 6.04.005

Corbi-Gilar R, Rico-Pozo T, Feleces-Pertegal m & Sanchez B 2018: Emotional Intelligence trainer Intervention among trainee teachers. A Quasi –experimental study. Psilcologic:reflexdoe.critica.31:33,openaccesshttps//doc.org/101.1186/s41155— 218-0112Y

Creswell, J. W, & Plano Clark, V. L. (2011). Designing and Conducting Mixed Methods Research (2nd ed.). London: Sage Publications Ltd.

Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4th Ed.). Boston, MA: Pearson.

Cui, J, Ren, Y.-H, Zhao, F.-J, Chen, Y, Huang, Y.-F, Yang, L, & You, X.-M. (2021). Cross-Sectional Study of the Effects of Job Burnout on Immune Function in 105 Female Oncology Nurses at a Tertiary Oncology Hospital. *Medical Science Monitor*, *27*. https://doi.org/10.12659/msm.929711

Darling-Hammond, L. (2015). Want to close the achievement gap? Close the teaching gap. *American Educator*, *38*(4), 14-18.

Deci, E, & Ryan, R. (2014). The importance of universal psychological needs for understanding motivation in the workplace. In M. Gagné (Ed.), Oxford library of psychology. The Oxford handbook of work engagement, motivation, and self-determination theory (p. 13–32). Oxford university press

Doler N, & Leshem S (2016).Teacher emotional Intelligence. The Impact of Training. The International Journal of Emotional Education. Special Issue, Volume 8, No 1 75-94.

Domyei, Z, & Ushioda, E (2011) Teaching and Researching motivation.(2nd Ed) Harlow, England. Pearson

Dost, E; Hashemifardnya, A & Jalali, V (2017) Emotional Intelligence in High School: The Effects of Self-Awareness Instruction on Iranian Pre-university Students' Academic Achievement .International Journal of English Literature and social sciences.(IJELS) Vol 2 issue 4. www.ijels.com

Durham MRP, Smith R, Cloonan S, Hildebrand LL, Woods-Lubert R, Skalamera J, Berryhill SM, Weihs KL, Lane RD, Allen JJB, Dailey NS, Alkozei A, Vanuk JR and Killgore WDS (2023) Development and validation of an online emotional intelligence training program. Front. Psychol. 14:1221817. doi: 10.3389/fpsyg.2023.1221817

Durr, T, Chang, L, & Carson, L. (2014). Curbing teacher burnout: the transactional factors of teacher efficacy and emotion management. In P. W. Richardson, S. A. Karabenick & H. M. G. Watt (Eds.), Teacher motivation: Theory and practice (pp. 198– 213). New York, NY: Routledge.

Elattar, Osman, F, & Mahmoud, H. (2023). Effect of Emotional Intelligence Based Training Program on Burnout, Psychological Capital and Job Performance among Psychiatric Nurses. *Menoufia Nursing Journal (Print)*, *8*(1), 259–276. https://doi.org/10.21608/menj.2023.303432

Esfandian R,& Kamali m (2016) Relationship between Job satisfaction, teacher burnout and teacher Autonomy.Iranian Journal of applied language studies .ISSN:200-5494doi 10.22111/IJALS.2016.3081.

Evers, A. T, van der Heijden, B. I. J. M, Kreijns, K, & Gerrichhauzen, J. T. G. (2011). Organisational factors and teachers' professional development in Dutch secondary schools. *Journal of European Industrial Training*, *35*(1), 24–44. https://doi.org/10.1108/03090591111095727

Fernet, C, Guay, F, Senécal, C, & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and teacher education*, *28*(4), 514-525.

Froese-Germain, B. (2014). Work-Life Balance and the Canadian Teaching Profession. *Canadia Teachers' Federation.*

Gallup. (2014, April 10). *Gallup Releases New Insights into the State of America's Schools*. Gallup.com. https://news.gallup.com/opinion/gallup/173615/gallup-releases-new-insights-state-america-schools.aspx

Goldring, R, & Taie, S. (2018). Principal attrition and mobility: Results from the 2016-17 Principal Follow-up Survey First Look (NCES 2018-066). *U. S. Department of Education. Washington DC: National Center for Education Statistics*.

Goleman, D. (1995) EI: Why it can matter more than IQ for character, health and lifelong achievement. *New York: Bantam Books*

Gómez-Domínguez, V, Navarro-Mateu, D, Prado-Gascó, V. J, & Gómez-Domínguez, T. (2022). How much do we care about teacher burnout during the pandemic: A bibliometric review. *International Journal of Environmental Research and Public Health* 19(12), 1-24. https://doi.org/10.3390/ijerph19127134

Grayson, R. (n.d.). Emotional Intelligence: A Summary. Retrieved in 2013 from http://www.visionrealization.com

Greenberg, M. T, Brown J. L, Abenavoli, R. M. (2016). Teacher Stress and Health Effects on Teachers, Students, and Schools. Edna Bennett Pierce Prevention Research Centre, Pennsylvania State University.

Hatami, F, Ghahremani, K, Kaveh, M. & Keshavarzi, S. (2016). The Effect of Self-awareness training and Painting on Self efficacy of Adolescents. Journal of Practice in Clinical psychology,4(2),9-96 .http://dx.doi.org/10.15412/JJCP.06040203

Heider, F (1958).the psychology of interpersonal Relations. New York, Wiley

Hen M, (2020) Teaching emotional Intelligence. An Academic course for hospital Teachers. Continuity in Education, 1(1), 22-36.DOI:http://:doi.org/10.5334/Cie.13.

Hussein, N, A. & Mohamed, B, E. (2020). The Effect of Empathy-Based Training Program on Communication Skill and Burnout among Psychiatric Nurses". IOSR Journal of Nursing and Health Science (IOSR-JNHS), 9(1), pp. 43-55. DOI: 10.9790/1959-0901044355 www.iosrjournals.org 43.

Jendle, H, & Wallnas, A. (2017). *Effects of Exercise, Social Support and Hardiness on Occupational Stress in Swedish teachers*.

Joseph, D, & Newman, A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. Journal of Applied Psychology, 95(1), 54–78.ore, NSW

Kevin, L (2016) Role of Motivation in Teachers Job Performance in Public and private secondary schools in Tabora municipality. (Unpublished Dissertation, University of Tanzania)

Kilonzo T, Were S; Odhiambo R. (2018) Job burnout and performance of teachers in secondary schools in Machakos County in Kenya. Journal of management vol 5 Iss.1, pp 551-583

Könings, K. D, Mordang, S, Smeenk, F, Stassen, L, & Ramani, S. (2020). Learner involvement in the co-creation of teaching and learning: AMEE Guide No. 138. *Medical Teacher*, *43*(8), 1–13. https://doi.org/10.1080/0142159x.2020.1838464

Kotsou, I, Nelis, D, Grégoire, J, and Mikolajczak, M. (2011). Emotional plasticity: Conditions and effects of improving emotional competence in adulthood. Journal of Applied Psychology, 96, 827-839

Krejcie, R.V, & Morgan, D.W, (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement.*

Leah, M, Cericos, E, Bacus, J, Vallejo, J, Dionio, B, Bazar, J, Cocolan, J, & Clarin, A. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*, *8*(2), 48–53. https://doi.org/10.15739/IJEPRR.21.007

Lee, H, Nam, S, Kim, R, Kim, B, Lee, M. Y, and Lee, M. (2013). Resilience: a meta-analytic approach. *J. Couns. Dev.* 91, 269–279. Doi: 10.1002/j.1556-6676.2013.00095.x

Lee, H, Seo, M, Lee, M, Park, S., Lee, H, and Lee. M. (2017). Profiles of coping strategies in resilient adolescents. *Psychol. Rep.* 120, 49–69. doi: 10.1177/0033294116677947

Losch, S Traut-Mattan Sch E, Muhlberger D, Jonas E. (2016). Comparing the effectiveness of individual coaching, self-coaching and group training: How leadership makes a difference. University of Salzburg, Austria Italy. Frontiers in psychology.

Louw, O, George, E & Esterhuyse, K. (2011). Burnout amongst Urban secondary schools' teachers in Namibia .South African Journal of industrial psychology /SA Tydskrifvir bedrysielkuunde, 37(1)Art1008 7 pages doi:10.4102/sajip,v37i1.1008

Luhambo K; Omondi O;& Aswani R.(2023) Effective Internal Communication and Teachetr Burnout:A review of Relevant Literature .Kabarack Journal of Reseach & Innovation.Vol 13, issue 2 pages 38-42 : https://www.researchgate.net/publication/370602287

Luhombo, Killian, Omondi, & Aswani. (2023). *Effective Internal Communication and Teacher Burnout: A Review of Relevant Literature*.

Luse, A, Mennecke, B, & Townsend, A. (2012). Selecting a research topic: A framework for doctoral students. International Journal of Doctoral Studies, 7, 143-152.

Maaman B and Saloum Y (2023) The effect of high emotionally intelligent teachers on their teaching effectiveness at universities .the moderating effect of personality traits.International journal of educational management ISSN0951-354X.

Mackatian C (2017) influence of examination-oriented approaches on quality Education in primary schools in Kenya. Journal of Education and practice. Vol 8, No 14

Makhdoom, I. F, Atta, M, Malik, N. I. (2019). Counterproductive work behaviour as an outcome of job burnout among high school teachers. Bulletin of Education and Research 41(2), 79–92

Marek, T, Schaufeli, W. B, & Maslach, C. (2017). Professional burnout: Recent developments in theory and research. London, England: Routledge.

Marken, S, & Agrawal, S. (2022). K-12 workers have the highest burnout rate in U.S. https://news.gallup.com/poll/393500/workers-highest-burnout-rate.aspx

Maslach C, Jackson SE, Leiter MP (1996) Maslach Burnout Inventory Manual. (3rd ed) Consulting Psychological press.

Maslach, C, & Jackson, S. E. (1981). The Measurement of Experienced Burnout. Journal of Occupational Behavior, 2, 99-113. https://doi.org/10.1002/job.4030020205

Maslach, C, & Leiter, M. P. (2017). *Understanding burnout: New models*. In C. L. Cooper & J. C. Quick (Eds.). *The handbook of stress and health: A guide to research and practice* (pp. 36 – 56). Wiley Blackwell. https://doi.org/10.1002/9781118993811.ch3

Maslach, C, Schaufeli, W. B, and Leiter, M. P. (2001). Job burnout. Annu. Rev. Psychol. 52, 397–422.

Maslach, C. (2017). Finding solutions to the problem of burnout. *Consulting Psychology Journal: Practice and Research, 69* (2), 143 - 152. https://doi.org/10.1037/cpb0000090

Masrek, M; Abdullah, S and Jamaludin A. (2012) Exploring the Dimension of EI amongst Malaysians public librarians: A critical incident technique approach. Journal of basic and applied scientific reseach.2 (5), 5206-5214.

Mayer, J, Salovey, P. & Caruso, D. (2000). Models of Emotional Intelligence. InEd.R.J. Sternberg. Handbook of intelligence. Cambridge, UK: Cambridge University press.

Mbwayo, A. W, Mathai, M, Kuria, M. W, Mutavi, T, & Stoep, A. V. (2019). Parents' and Teachers' Perceptions of Factors Affecting Learning in Kenya. *Global Social Welfare*. https://doi.org/10.1007/s40609-019-00161-4

Mikolajczak, M, Balon, N, Ruosi, M, and Kotsou, I. (2012). Sensitive but not sentimental: Emotionally intelligent people can put their emotions aside when necessary. Personality and Individual Differences, 52, 537-540.

MOEST (2014) Sessional Paper No 1 2005 Policy Framework for Education Training & Research. Meeting the challenges of Education Training and Research in The 21st Century, Nairobi

Muchiri,J;Barchok,H & Kathuri (2015). Effects of Computer Assisted teaching strategy on Students achievement in Agriculture in secondary schools in Kenya. International Journal Education and Research.

Mulyani S, Salameh A, Komariah A, Timoshin A, Hashim NAAN, Fauziah RSP, Mulyaningsih M, Ahmad I, Ul Din SM. (2021). Emotional Regulation as a Remedy for Teacher Burnout in Special Schools: Evaluating School Climate, Teacher's Work-Life Balance and Children Behavior. Front Psychol. 2021 Jul 13;12:655850. doi: 10.3389/fpsyg.2021.655850. PMID: 34326792; PMCID: PMC8315152.

Mwakasangula E & Mwita K. (2020). Relationship between Occupational Stress and Job Satisfaction Among Teachers In Tanzanian Public Primary Schools Journal of Co-operative and Business Studies (JCBS) Vol.5, Issue 1, 2020

Navarro, M. A. & Siegel, J. T. (2018). The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. Thousand Oaks, SAGE Publications, Inc. Pérez-Serrano, G, and Pérez-de-

Guzmán, M. V. (2011). Aprender a Convivir. El Conflicto Como Oportunidad de Crecimiento, Vol. 18. Madrid: Narcea, 99–114.

Ndethiu, S. M, Masingila, J. O, Miheso-O'Connor, M. K, Khatete, D. W, & Heath, K. L. (2017). Kenyan Secondary Teachers' and Principals' Perspectives and Strategies on Teaching and Learning with Large Classes. *Africa Education Review*, *14*(1), 58–86. https://doi.org/10.1080/18146627.2016.1224573

Nelis, D, Kotsou, I, Quoidbach, J, Hansenne, M, Weytens, F, Dupuis, P, and Mikolajczak, M. (2011). Increasing Emotional Competence Improves Psychological and Physical Well Being, Social Relationships, and Employability. Emotion, 11, 354-366. Doi: 10. 1037/a0021554

Njoroge, S (2017) Prevalence and Correlates of stress among teachers in mixed cay public primary schools in Nairobi County.University of Nairobi, (Unpublished, and Dissertation)

Njuguna, Odiemo, & Wango. (2023). Fervently Optimistic: Teachers Emotional Exhaustion and a Balance between Workload and Job Satisfaction among High School Teachers. *International Journal of Learning and Development*, *13*(3), 19–19. https://doi.org/10.5296/ijld.v13i3.21210

Nwikina, L & Nwanekezi, A (2010) Management of Job-Related Teacher Burnout in Nigerian Schools University of Port Harcourt. Academia Arena

Okwaraji, F & Aguwa, E (2015) Burnout psychological distress and Job satisfaction among secondary school teachers in Enugu South East Nigeria Psychiatry 18:198.doi 10.4172/2378-5756.1000198.vol 18: issue J psychiatry 14-66

Org,W (2017) he significance of Emotional Intelligence among Nursing.http ://today the Mims.com

Puertas Molero, Pilar, Félix Zurita Ortega, José Luis Ubago Jiménez, and Gabriel González Valero. 2019. "Influence of Emotional Intelligence and Burnout Syndrome on Teachers Well-Being: A Systematic Review" Social Sciences 8, no. 6: 185. https://doi.org/10.3390/socsci8060185

Republic of Kenya. (2013).Sessional paper no 14 of 2012: A policy framework for education and training, Nairobi: Government Printer

Rodríguez-Mantilla J & Fernández-Díaz M (2017) The effect of interpersonal relationships on burnout syndrome in Secondary Education teachers Universidad Complutense de Madrid. Psicothema, Vol. 29, No. 3, 370-377 Doi: 10.7334/psicothema2016.309

Roloff, M.E, & Brown, L.A. (2011). Extra-Role Time, Burnout and Commitment: The Power of Promises Kept. Business Communication Quarterly, 74 (4), 450-474.

Roohani, A & Dayeri (2019) Relationship between Iranian EFL Teachers' Burnout and Motivation: A Mixed Methods Study. Journal of Language Teaching Research 7(1), 77-99

Salehi, A, & Rezaei S (2023) The Effect of Emotional Regulation Skills Training Based on Self Compassion on reduced Psychological Distress in female First high school Students.Edu Strategy MedSci 16(1), 10-20

Salovey, P, & Mayer, J. D. (1990). Emotional Intelligence. Imagination, Cognition and Personality, 9(3), 185–211. doi:10.2190/DUGG-P24E-52WK-6CDG

Salvagioni, D. A. J, Melanda, F. N, Mesas, A. E, González, A. D, Gabani, F. L, & Andrade, S. M. de. (2017). Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies. *PLOS ONE*, *12*(10), e0185781. https://doi.org/10.1371/journal.pone.0185781

Schaufeli, W. B, Leiter, M. P, & Maslach, C. (2009). Burnout: 35 Years of Research and Practice. Career Development International, 14, 204-220. http://dx.doi.org/10.1108/13620430910966406

Schuetz, H. (2011). Acquiring social skills-the key to professional success. Retrieved July 21, 2013, from Magazine for International Management

Schutte, N. S, Malouff, J. M, & Thorsteinson, B. (2013). Increasing Emotional Intelligence through training: Current status and future directions. International Journal of Emotional Education, 5(1), 56–72.

Scott, S. B. (2019). Factors influencing teacher burnout and retention strategies. [Scholarly project].HonoursResearchProjects.https://ideaexchange.uakron.edu/honors_research_projects/798

Sichambo, N, Maragia, N, & Simiyu, M (2012). Causes of burnout among secondar schoolteachers: A case of Bungoma North. International Journal of Academic Research in Progressive Education and Development, 195,201.

Skaalvik, E. M, & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. Teaching and Teacher Education, *27*, 1029–1038.

Skaalvik, E. M, & Skaalvik, S. (2014). Teacher Self-Efficacy and Perceived Autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. Psychological Reports, 114(1), 68–77. Doi 10.2466%2F14.02.PR0.114k14w0.

Skaalvik, E. M. & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors. Social Psychology of Education 20(4) 775-790. DOI 10.1007/s11218-017-9391- 0b

Smetackova, I. (2017). Self-efficacy and burnout syndrome among teachers. *The European Journal of Social & Behavioural Sciences, 20*(3), 2476–2488. https://doi.org/10.15405/ejsbs.219

Smetackova, I. (2017). Self-efficacy and burnout syndrome among teachers. The European Journal of Social and Behavioural Sciences, 20(3) 228-241. doi: 10.3389/fpsyg.2019.02287

Squillaci, L. M. (2020). Are teachers more affected by burnout than physicians, nurses and other professionals? A systematic review of the literature. In N. Lightner, & J. Kalra (eds) Advances in human factors and ergonomics in healthcare and medical devices. AHFE 2019. Advances in intelligent systems and computing, vol 957. Springer, Cham. https://doi.org/10.1007/978-3-030-20451-8_14

Steiner D,Pandey R, Woo A (2023) National Assistance and Amerivcan federation of teachers.American education Panels.

Subon F, & Sigie M, (2016) "Burnout among primary and secondary school teachers in Samarahan district," *IOSR Journal of Humanities and Social Science*, vol. 21, no. 8, pp. 28–41, 2016.

Teacher service commission (TSC, 2016). Teachers Image. Quarterly magazine

Tebani, S. (2017). The effectiveness of a therapeutic program in the development of emotional intelligence and alleviation of psychological burnout in sample of doctors

Tehseen, S, & Ul Hadi, N. (2015). Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences, 6*(1). https://doi.org/10.5901/mjss.2015.v6n1p233

Tikkanen, L & Pietarinen J (2017). Interrelations between Principals Risk of Burnout Profiles and Proactive Self-Regulation Strategies. Social Psychology of Education. Vol 20 (2) 259 -274

UNESCO. (2019, October 7). Attracting and retaining young teachers: World Teachers' Day 2019 Asia-Pacific Regional Forum. https://en.unesco.org/news/attracting-and-retainingyoung-teachers-world-teachers-day-2019-asia-pacific-regional-forum

Valente & Lourenco A.(2020)Emotional Intelligence makes a difference. The impact of teachers' emotional intelligence abilities on conflict management strategies in the classrooms. Know and share Psychology 1(4): 123-134.DOI:1025.115/kasp.Vol 14, 42-49

Vesely, A. K, Saklofske, D. H, and Nordstokke, D. W. (2014). EI training and pre-service teacher wellbeing. Pers. Individual. Diff. 65, 81–85. Doi: 10.1016/j.paid. 2014.01.052

Waithanji, G 2014(Impact of teacher burnout in Secondary Schools in Mathira East District, Kenya. (Unpublished Dissertation, Karatina University.)

Wambu, & Fisher. (2016). *School Guidance and Counseling in Kenya: Historical Development, Current Status, and Future Prospects*.

Wanyonyi* C, & Poipoi M, Burnout Behaviour and its Psychological Influence on Productivity of Secondary School Teachers in Bungoma South Sub-County, Kenya *International Journal of Managerial Studies and Research* 2019, 7(5) : 1-6.

Wei O and A. G. K. Abdullah, (2016) "Burnout and job satisfaction among teachers in Chinese independent secondary school," *International Journal of Elementary Education*, vol. 5, no. 5, pp. 47–50, 2016.

Weiner, B (1986). An attribution theory of Motivation and Emotion. New York.Springer-verlag

Weiner, B. (1985). An attribution theory of achievement motivation and emotion. *Psychological Review, 92*(4), 548–573. https://doi.org/10.1037/0033- 295X.92.4.548

World Health Organization (WHO). (2019, May). Burnout an “occupational phenomenon”: International classification of diseases. https://www.who.int/news/item/28-05-2019-burnout-an-occupational-phenomenon-international-classification-of-diseases Yorulmaz, Y. I, Colak, I, & Altinkurt, Y. (2017). A meta-analysis of the rel

Wright, T. A, & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology*, *83*(3), 486–493. https://doi.org/10.1037/0021-9010.83.3.486

Zhang, Y, Zhang, S, & Hua, W. (2019). The impact of psychological capital and occupational stress on teacher burnout: Mediating role of coping styles. Asia-Pacific Education Researcher 28(4), 339–349. https://doi.org/10.1007/s40299-019-00446-4

Zimbardo, Robert, Ann, & Craig. (2010). *Psychology*: *AP Edition with Discovering Psychology - Hardcover*.

APPENDICES

Appendix I: Letter of Introduction

Esther Waruguru Muchiri

Department of Educational psychology

School of education

Mount Kenya University

P.O Box 341-01000

Thika.

Dear Respondent,

RE: DATA COLLECTION

I am a student at Mount Kenya University undertaking a degree in Doctor of Philosophy (PhD) in Educational Psychology. I am carrying out research on **'Emotional intelligence Coaching on Professional Burnout in public Secondary School Teachers in Kiambu County, Kenya'** which is part of the requirements for this Degree.

Your school has been selected to participate in this study and so I am kindly requesting for your assistance in order to carry out this study. Any information received was treated with utmost confidentiality and will only be used for purposes of this study. Your cooperation is therefore highly appreciated.

Thanking you in advance

Yours faithfully

Esther Waruguru Muchiri.

Appendix II: Informed Consent

Dear Respondent,

My name is Esther Waruguru Muchiri, a student at Mount Kenya University undertaking a degree in Doctor of Philosophy (PhD) in Educational Psychology. I am conducting research on **'Emotional Intelligence Coaching on Professional Burnout among public Secondary School Teachers of Kiambu County, Kenya.'**

You have been selected as a participant to respond to a questionnaire attached .The participation is completely voluntary, and you can withdraw your participation if and when you feel emotionally physically or psychologically threatened. Any information given was treated confidentially and will only be used for purposes of this study. Please answer the questions as honestly as possible. Your cooperation was appreciated highly.

Thanking you in advance

Appendix III: Pre-Test: Teacher Professional Burnout Test

This Questionnaire is intended to measure how Teachers view their job and the people they closely interact with. The questionnaire has 22 statements that regard job related feelings. Kindly read the statements carefully and indicate if you ever felt this way about your job. If you have never felt this way indicate (zero in the space provided). If the feeling has been there, quantify it: **Section A: Personal Data (kindly tick appropriately)**

Gender: Male ( ) female ( )

Age: 20-29 yrs ( ) 30-39yrs ( ) 40-49 yrs ( ) 50 -60 yrs ( )

Marital status: Single ( ) married ( ) separated ( ) divorced ( ) widowed ( )

How long have you been a teacher in National school/s

Less than 1 yrs ( ) 1-5 yrs ( )

5-10 yrs ( )

10-20 years ( )

Over 20 years ( )

SECTION B:MASLACH BURNOUT INVENTORY (PRETEST)

Kindly indicate how often you have this feeling before each statement.

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

Item	How often	Statement
1		I feel emotionally drained from my work.
2		I feel used up at the end of the workday.
3		I am fatigued when I get up in the morning and have to face another day on the job
4		I can easily understand how many students feel about things.
5		I feel I treat some students as if they were impersonal objects.
6		Working with people all day is really a strain for me.
7		I deal very effectively with the problems of my students.
8		I feel burned out from my work.
9		I'm positively influencing other people's lives through my work

10		I've become more callous towards people since I took job.
11		I worry that this job is hardening me emotionally
12		I feel energetic.
13		I feel frustrated by my job.
14		I feel I'm working too hard on my job.
15		I don't really care what happens to some students.
16		Working with people directly puts too much stress on me.
17		I can easily create a relaxed atmosphere with my students.
18		I feel exhilarated after working closely with my students.
19		I have accomplished many worthwhile things in this job.
20		I feel like I'm at the end of my rope.
21		In my work, I deal with emotional problems very calmly.
22		I feel students blame me for some of their problems.

EE_____ _____ DP_____ _____ PA_____ _____

Appendix IV: Post-Test Teacher Professional Burnout Test

SECTION A

This Questionnaire is intended to measure how Teachers view their job and the people they closely interact with. The questionnaire has 22 statements that regard job related feelings. Kindly read the statements carefully and indicate if you ever felt this way about your job. If you have never felt this way indicate (zero in the space provided. If the feeling has been there, quantify it: **Section A: Personal Data (kindly tick appropriately)**

Gender: Male ( ) female ( )

Age: 20-29 yrs ( ) 30-39yrs ( ) 40-49 yrs ( ) 50 -60 yrs ( )

Marital status: Single ( ) married ( ) separated ( ) divorced ( ) widowed ( )

How long have you been a teacher in National school/s

Less than 1 yrs ( ) 1-5 yrs ( )

5-10 yrs ( )

10-20 years ( )

Over 20 years ( )

SECTION B: MASCLACH BURNOUT INVENTORY (POST-TEST)

Kindly indicate how often you have this feeling before each statement.

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

Item	How often	Statement
1		I feel emotionally drained from my work.
2		I feel used up at the end of the workday.
3		I am fatigued when I get up in the morning and have to face another day on the job
4		I can easily understand how many students feel about things.
5		I feel I treat some students as if they were impersonal objects.
6		Working with people all day is really a strain for me.
7		I deal very effectively with the problems of my students.
8		I feel burned out from my work.
9		I'm positively influencing other people's lives through my work
10		I've become more callous towards people since I took job.
11		I worry that this job is hardening me emotionally
12		I feel energetic.
13		I feel frustrated by my job.

14		I feel I'm working too hard on my job.
15		I don't really care what happens to some students.
16		Working with people directly puts too much stress on me.
17		I can easily create a relaxed atmosphere with my students.
18		I feel exhilarated after working closely with my students.
19		I have accomplished many worthwhile things in this job.
20		I feel like I'm at the end of my rope.
21		In my work, I deal with emotional problems very calmly.
22		I feel students blame me for some of their problems.

EE_____ _____ DP_____ _____ PA_____ _____

Appendix V: Interview Guide for The Heads of Department (HOD'S)

This interview guide is meant to gather information about burnout experience for you and the teachers in your department. Kindly answer them as truthfully as you can**.**

1). How long have you been a HOD in this school?

2) What are some of the programmes put in place for teachers in this school?

3). Are there signs of burnout among teachers in your department?

4). As a HOD, what would you say are the sources of teacher burnout in your department, in order of priority?

5). what are some coping mechanisms employed by the teachers

6. What are the consequences of the teacher burnout?

7) What interventions does your department provide for teacher burnout?

8) What do you suggest as an improvement for teacher burnout by the: administrator, by BOM, TSC and MOE?

THANK YOU

Appendix VI : Interview Guide for School Administrator

This interview guide is meant to solicit in-depth information about the experience of teacher burnout. Kindly respond the questions as honestly as you can.

1) How long have you been a principal/deputy principal in this school?
2) What are the main programmes put in place in this school?
3) Are there cases of teacher burnout among the teachers in your school?
4) What do you think are the causes?
5) What are some negative coping methods you have witnessed the teachers employ?
6) What would you say are the effects of the teacher burnout
7) What interventions is your school currently offering to the teachers against burnout
8) What would you recommend being done by BOM, TSC, MOE any other, to deal with teacher burnout?

THANK YOU

Appendix VII: Emotional Intelligence Training Schedule for Secondary School Teachers

Class	Hours	Subject	Teaching methods
1	2	Introduction to Emotional intelligence Goleman five domain of mixed model of EI	Lecture, discussion Personal sharing
2	2	How to develop self-awareness	Reflection, experiential, homework
3	2	Developing self-regulation	Role play film
4	2	Developing self-motivation	Reflection, role play
5	2	Developing relationship management	Experiential, role play focus group

Appendix VIII: Validation for HODs Mock Training: Checklist (√)

ability participant content communication EI skill methodology	Level of competency 1 2 3 4				comment
1 2 3 4 5 6 7 8					

Appendix X:Introduction Letter from PGS of MKU

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

PHDED/2013/45504

25th October, 2021

The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI

Dear Sir/Madam,

RE: ESTHER MUCHIRI – REGISTRATION NO. PHDED/2013/45504

The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the **Department of Educational Psychology and Technology** in the **School of Education.**

The title of her research is *"Effects of Emotional Intelligence Coaching on Professional Burnout of Teachers in Public Secondary Schools in Kiambu County, Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached)

Appendix IX: Krejci and Morgan Table (1970)

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix XI: Ethical Clearance Certificate

Mount Kenya University

REF: **MKU/ERC/1945**
TO: **ESTHER MUCHIRI**

Date: 21 October 2021

REG: **PHDED/2013/45504**

Dear Sir/Madam,

RE: EFFECTS OF EMOTIONAL INTELLIGENCE COACHING ON PROFESSIONAL BURNOUT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1018.** The approval period is **21/10/2021 - 20/10/2022.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University IERC

Chairman, Mount Kenya University IERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,
Cell: +254 720 790 796, 0709 153 000

Appendix XII: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATI

Ref No: **806105**

Date of Issue: **15/Novembe**

RESEARCH LICENSE

This is to Certify that Ms.. Esther waruguru Muchiri of Mount Kenya University, has been licensed to conduct research in Kiambu on the topic: Effects of emotional intelligence coaching on professional burnout of teachers in public secondary schoo Kiambu County ,Kenya. for the period ending : 15/November/2022.

License No: **NACOSTI/P/21/14194**

806105

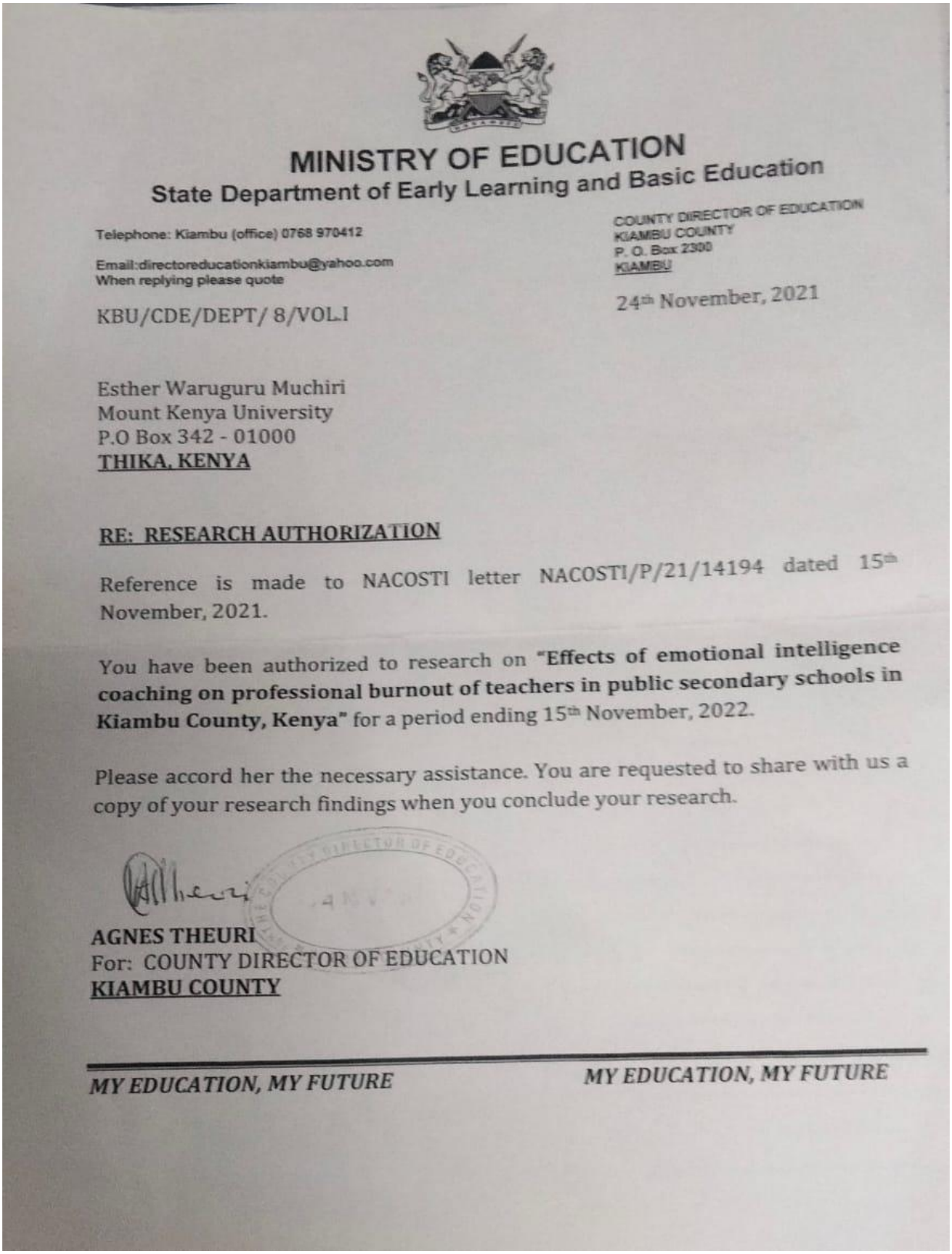
Applicant Identification Number

Director General
NATIONAL COMMISSION FOI
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix XIII:Reseach Authorization by Country Director



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email:directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/DEPT/ 8/VOL.I

24th November, 2021

Esther Waruguru Muchiri
Mount Kenya University
P.O Box 342 - 01000
THIKA, KENYA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter NACOSTI/P/21/14194 dated 15th November, 2021.

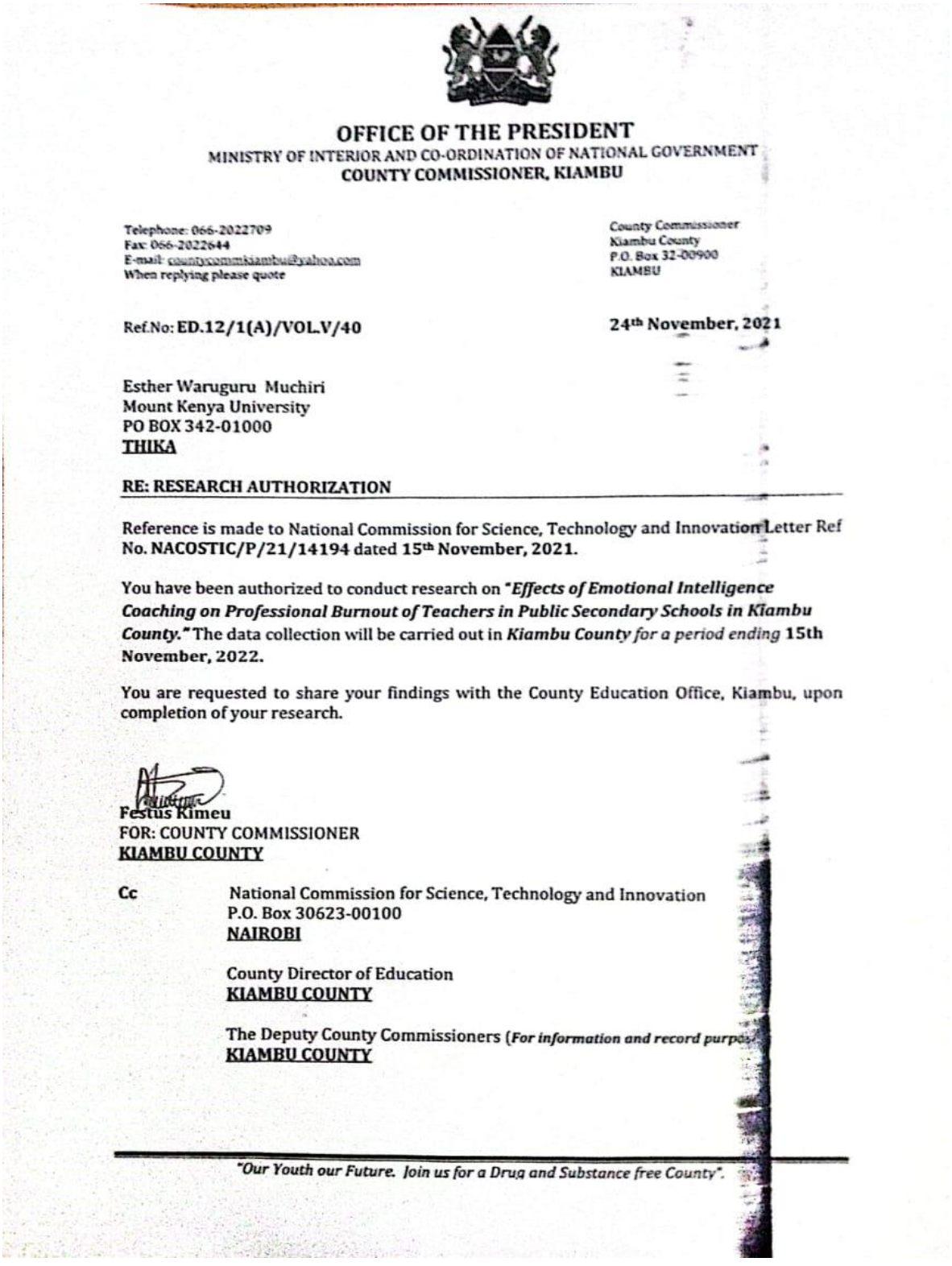
You have been authorized to research on **"Effects of emotional intelligence coaching on professional burnout of teachers in public secondary schools in Kiambu County, Kenya"** for a period ending 15th November, 2022.

Please accord her the necessary assistance. You are requested to share with us a copy of your research findings when you conclude your research.

AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MY EDUCATION, MY FUTURE *MY EDUCATION, MY FUTURE*

Appendix XIV: Reseach Authorization by County Commissioner



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref.No: **ED.12/1(A)/VOL.V/40**

24th November, 2021

Esther Waruguru Muchiri
Mount Kenya University
PO BOX 342-01000
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation Letter Ref No. **NACOSTIC/P/21/14194** dated **15th November, 2021.**

You have been authorized to conduct research on ***"Effects of Emotional Intelligence Coaching on Professional Burnout of Teachers in Public Secondary Schools in Kiambu County."*** The data collection will be carried out in ***Kiambu County*** *for a period ending* **15th November, 2022.**

You are requested to share your findings with the County Education Office, Kiambu, upon completion of your research.

Festus Kimeu
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

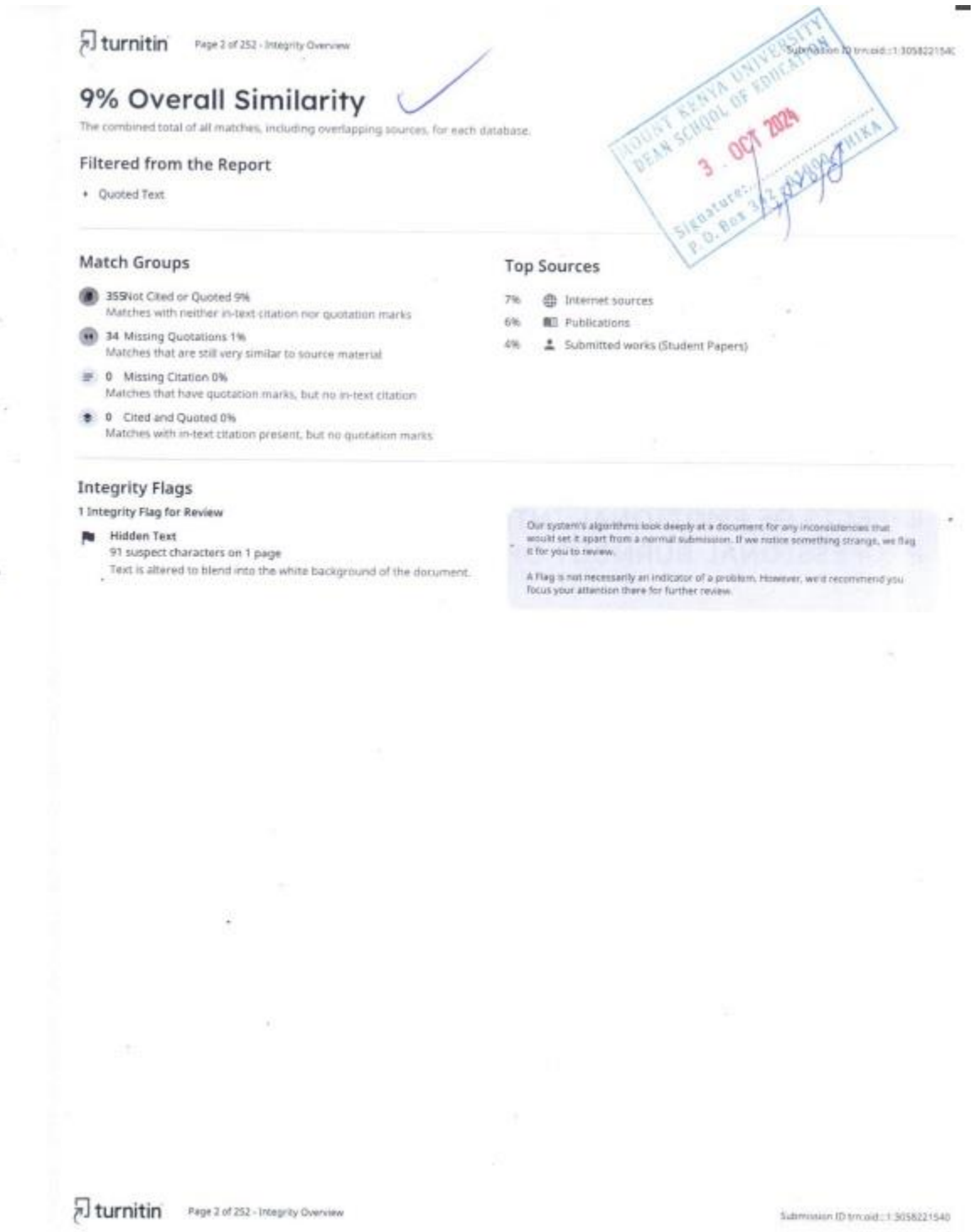
County Director of Education
KIAMBU COUNTY

The Deputy County Commissioners (***For information and record purpo***
KIAMBU COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

Appendix XV:A Map of Kiambu County

Appendix XVI: Similarity Index Report



turnitin Page 2 of 252 - Integrity Overview Submission ID trn:oid:::1:3058221540

9% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Quoted Text

Match Groups

- 355 Not Cited or Quoted 9%
  Matches with neither in-text citation nor quotation marks
- 34 Missing Quotations 1%
  Matches that are still very similar to source material
- 0 Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

- 7% Internet sources
- 6% Publications
- 4% Submitted works (Student Papers)

Integrity Flags

1 Integrity Flag for Review

- Hidden Text
  91 suspect characters on 1 page
  Text is altered to blend into the white background of the document.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

turnitin Page 2 of 252 - Integrity Overview Submission ID trn:oid:::1:3058221540