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Original Article

Effect of Emotional Self-Awareness Coaching on Professional Burnout Among Teachers in Public Secondary Schools in Kiambu County, Kenya

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Keywords:

Professional Teacher Burnout,
Self-Awareness,
Emotional Self-Awareness,
Accurate Self-Assessment,
Confidence.

Teachers play a pivotal role in the education systems of any nation. Their mental and psychological well-being is critical in achieving positive student educational outcomes. However, professional teacher burnout has been on the rise. Self-awareness is essential to helping individuals connect with their emotional state and how it affects their behavior and those they interact with. This study sought to assess the effect of self-awareness coaching on professional teacher burnout among teachers in public secondary schools in Kiambu County, Kenya. Weiner's theory of attribution and Goleman's mixed model of emotional Intelligence informed this study (Goleman, 1995). Quasi experiment Solomon four design with a target population of 3469 teachers from 277 public secondary schools of all categories in the County was used. Krejci and Morgan's table was used to sample 346 teachers, while eight principals and 40 Heads of departments were purposefully selected for the study. Maslach Burnout Inventory and an interview guide were used to collect data for professional teacher burnout. A training manual was used to coach self-awareness. Validity was achieved through expert advice and piloting, while reliability was established through the split-half method. Paired t-tests and ANOVA were used for data analysis to get the effect size of coaching. The results indicated that self-awareness coaching had statistically significant positive effects on professional teacher burnout at $t = 15.779$ at $df=78$, $>.001$, The effect size (Cohen $d = 0.958$) was high; hence, emotional self-awareness coaching significantly reduced professional teacher burnout. The study recommended that the teacher employer (TSC) develop programs to equip teachers with self-awareness skills to curb professional burnout, thereby increasing their productivity.

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INTRODUCTION

Teachers are key players in the success of any education system worldwide. Their effectiveness depends on their physical, emotional, and mental well-being (Njuguna et al., 2023). However, teachers continually lament over stressful workplace experiences, making this a significant concern. Bermejo-Toro et al. (2016) indicate that Global burnout levels currently stand at 10-20 % for educators. Researchers have also ranked teaching as the highest in the experience of professional burnout (Agyapong et al., 2022). However, this is contradicted by Squilla (2020), who indicated that physicians rank highest in professional burnout. This study helped in clearing such contradictions.

WHO (2019) reported that professional teacher burnout was a leading psychological problem affecting highly effective teachers worldwide. American Federation of Teachers (2017) did a study that found that teachers have high burnout. Okwaraji (2015) also found burnout to be high in Nigeria. AOMINET (2020) ranked central province teachers highly in seeking medical attention due to stress-related ailments, and Kiambu County stood at number 11 nationally. Although other factors could cause such illnesses, professional teacher burnout cannot be ruled out.

Burnout is a syndrome that entails emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach et al., 2001). Factors attributed to professional teacher burnout mainly translate to the high workload that entails the preparation of academic and nonacademic records, maintaining discipline, co-curriculum activities, assessments, and marking. Teachers are also vulnerable to compassionate fatigue (Gullop,

2014). The many people they interact with leave them emotionally drained, hence burnout. This is quite sad, given that teachers determine the academic output of the students. Most studies focus on causes of burnout without suggesting remedies, and this study passionately focuses on interventions.

Research done in the past has shown that emotional intelligence training can help teachers to mitigate burnout. (Goleman, 1995). One domain of emotional intelligence is self-awareness, which is the capacity to comprehend one's thoughts, emotions, convictions, and values and their effect on oneself and others. Sutton et al. (2015) reiterate that this capacity helps people be conscious of their emotions and how to respond to themselves and others. Highly self-aware teachers manage their emotions and bond well with others, reducing burnout. On the other hand, teachers who lack self-awareness have intrapersonal and interpersonal conflicts that heighten their chances of burnout. This study found that self-awareness coaching strongly influenced Professional Teacher Burnout.

LITERATURE REVIEW**Empirical review**

One aspect of self-awareness is emotional self-awareness, which is the capacity to be aware of, control, and express an individual's emotions while at the same time handling interpersonal relationships with empathy. Emotionally aware teachers manage their emotions and hence have good relationships. Teachers who lack emotional self-awareness are out of touch with their emotions and are likely to displace them on others, creating poor interpersonal relationships and, hence, stress and burnout. The last aspect of self-awareness is self-confidence. This is how an individual can proficiently handle and

execute particular tasks and responsibilities (Skaalvik & Skaalvik, 2017). The heavy challenges associated with teaching require teachers to display their talents, abilities, and potential to realize excellent outcomes. Studies on teacher self-confidence indicate that highly confident teachers are more effective in instructional practices and more resilient in the face of challenges. Accordingly, they can develop better relationships with their colleagues and students that shield them against burnout. The current study focused on the effect of self-awareness coaching on teacher professional burnout in Kiambu County, Kenya.

Another aspect of self-awareness is accurate self-assessment, which is an inner awareness of one's strengths and limitations without ill-placed pride or shame (Sutton et al., 2015). It creates healthy self-esteem and self-development that shields individuals from the burnout of a feeling of non-accomplishment. Accurate self-assessment also helps individuals make better decisions, which improves their workplace engagement and reduces burnout. According to Ronoh et al. (2024), there are several gaps in conception, with several studies focusing on mental health concepts and teachers' performance. However, no specific studies have shown the concepts that tie particular interests with the performance of teachers in public schools in Kenya, making this study significant in filling those gaps.

THEORETICAL REVIEW

Attribution theory

The theory developed by Weiner (1985) suggests that attribution is a perception where individuals explain why an event's success or failure takes place. By doing so, they assign a cause to their behavior and that of others. The dimensions of attribution include locus of causality that identifies whether the cause of the behavior is internal or external to the individuals. The second is stability, where an event is viewed as permanent and unlikely to change over time, and the third is controllability, where an individual looks at an event as being under or beyond their control. Weiner (1985) expounded that if the event is seen as external, stable, and uncontrollable, it creates a sense of hopelessness that is impossible

to change, hence burnout. On the other hand, if an event is seen as internal, unstable, and controllable, it creates hope that things may change with time, reducing burnout.

Goleman mixed model of Emotional intelligence

Emotional intelligence is one's ability to identify, regulate, and process emotions. (Goleman, 1995). One critical domain of EI is self-awareness, which refers to knowing and understanding one's thoughts and feelings and how they impact one's behavior. It includes emotional self-awareness, accurate self-assessment, and self-confidence. Goleman (1995) suggests that emotional intelligence is learned and can be trained. People with high self-awareness can deal with negative emotions, unlike those with low self-awareness, who view their situations with hopelessness and, thus, burnout. Teacher's work is highly emotional because they interact with many stakeholders with different emotional responses, especially students who are going through an adolescent crisis. Self-awareness helps them not to displace their emotions to them. Consequently, they build better relationships and reduce burnout.

The theory of attribution and the mixed model of EI have essential implications for understanding teachers and their responses to work-related stress. Self-awareness was found to play a significant role in helping them overcome any negative attribution.

MATERIALS AND METHODS

A mixed methodology was used using a Quasi-experimental Solomon four-group design for quantitative data and interview guides for qualitative data. The two data sets were collected and simultaneously analyzed, and the results were merged, interpreted, and compared. Two experimental and two control groups were randomly assigned. The experimental groups were treated while the control was not. Further, the groups were randomized into pretest and post-test. The first treatment group was pretested and post-tested, while the second was treated and post-tested. One control group was pretested and post-tested, while the second was only post-tested. The interview guide for both the HODs and the administrators had ten open-ended questions based on three themes, including programs put in place for your school. The

second theme was the causes, signs, and effects of burnout in your department. The third theme was on the intervention measures with questions like how does the department help its members overcome burnout? Finally, the HODs and Principals were asked to recommend what the school and the TSC could do to mitigate teacher burnout.

The target population was 3,479 teachers from 277 public secondary schools in Kiambu County. Using Krejcie and Morgan's table, 346 teachers were sampled from 16 schools, four from each category: National, Extra, County, and sub-county schools. The groups were randomly assigned into experimental and control groups, and only the experimental group was given interventions. Eight guidance and counseling teachers were trained for self-awareness and acted as research assistants to coach their colleague teachers on the same. Five HODs and a school administrator from each category of schools were interviewed. The Maslach Burnout (MBI-Education) was used for the pretest and post-test for burnout, while a training manual was used for self-awareness coaching. MBI contains 22 items that are self-reports with three sub-scales, namely Emotional exhaustion (EE) with nine items, Depersonalization (DP) with five items, and Personal accomplishment (PA) with eight items. The teachers responded to a seven-point frequency rating scale that ranged from never to every day (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 on the EE and DP sub-scale point to high burnout, while lower scores on the PA sub-scale are characteristics of high burnout.

Piloting was done on four schools that were not used for the final study. Split-half reliability and Spearman rho yielded a correlation coefficient of .756. The pretest was done on Experimental group 1 and Control group 1. The academic HODs and principals of the experimental group were subjected to an interview guide to provide in-depth information about teacher burnout. Coaching on emotional self-awareness, accurate self-assessment, and self-confidence was done to the experimental groups which commenced one week after the pretest. This was administered for three sessions in three weeks, each taking one hour daily. The post-test was done after about two months for all the groups to ensure that the results truly reflected the coaching.

FINDINGS AND DISCUSSIONS

Descriptive statistics

To find out the level of teacher burnout, the Maslach Burnout Inventory (MBI- education) based on a 7-point Likert scale ranging from 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 was scored and analyzed using frequencies and percentages.

Table 1: Pretest Burnout Descriptive Statistics

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(7.7%)	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(8.3%)	15(9.6%)	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(12.7%)	25(16%)	63(40.3%)
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(34.3%)	0(0%)
17. I feel energetic	46(29.3%)	26(16.6%)	28(17.8%)	0(0%)	21(13.4%)	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(27.3%)	23(14.6%)	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(26.3%)	12(7.7%)	0(0%)	8(5.1%)	91(58.3%)	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(23.7%)	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 month, 4-Once a week, 5-A few times a week, 6-Everyday

Source: Maslach Burnout Inventory (2001)

Three themes denoting burnout were summarized as follows.

Emotional and physical fatigue

Teachers responded to how many times they felt tired, experienced migraine, stomach upsets, heavy chest pains, generalized pains, sleep change patterns, and emotional drain. The most significant percentage of the teachers, 117 (74.5 %), indicated having felt tired every morning a few times a week, 16 (10.2 %) never felt tired every morning, and 17 (10.8 %) felt tired every morning once a month. Another portion, 7 (4.5 %), felt so only a few times a month. Sentiments shared by one of the principals' observations on teachers seemed to agree as he noted;

"It happens often. Different teachers display evidence of fatigue in the way they walk and respond to others. This mostly happens in the later days of the week, especially on Fridays

which may signify that much work over the week had taken toll on them. It becomes difficult for them to deliver in in class". [KI 02].

This agrees with a study by Agyapong (2022), who found the prevalence of teacher burnout to be high, with 40% of the teachers suffering from emotional exhaustion and fatigue. Over half of the teachers, 87 (55.4 %), experienced stomach upsets once a week, while 64 (40.8 %) experienced it a few times a week. A large percentage of the teachers, 89 (56.7 %), experienced generalized pains once a week, while 57 (36.3 %) did a few times a week. The most significant portion of the teachers, 93 (59.2 %), experienced a change in sleep patterns a few times a week, while another portion, 60 (38.2 %), felt emotionally drained from their work once every week. Similarly, 50 (31.8 %) of the teachers felt used up at the end of the workday a few times a week. Bousquet (2012) found out that burnt-out teachers

are clinically depressed, anxious, and often ill, which makes them not work optimally.

One guidance and counseling teacher supported this and said;

“Teachers often complain due to physical fatigue and emotional overload. They complain of loss of sleep to an extent of using medication to attract sleep. Others dread reporting to work feeling used up due to the many duties they have apart from teaching. In extreme cases, others seek for off-duty and upon resumption they look better. The issue of fatigue is thus evident among our teachers” [KI 04].

Bermejo-Toro et al. (2016) recommend that organization staff members take rest to minimize the harmful effects of burnout. The findings cement the need for this study.

Depersonalization

Teachers responded to how many times they felt the way they did for items 10 to 16 on the MBI. The most significant number, 64(40.8%), did not treat students impersonally. More than half of the teachers, 82 (52.2 %), felt that being with people all day was a strain for them once a week. Almost half of the teachers, 40 (25.5 %), indicated having to deal very effectively with the problems of their students once a week. The findings indicated that most teachers felt burnt out daily (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%). These findings are validated by Roloff and Brown (2011), who indicate that burnout leaves the teacher with physical exhaustion, illnesses, low self-esteem, and non-productivity. Professional burnout begs a quick action, which the researcher employed through self-awareness coaching.

In support, one principal narrated;

“Working with people sometimes have proved to be very challenging. Some teachers are reluctant to team with others and are withdrawn hence interfere with their interpersonal relationship. As a leader, I try to find out why this happens and realize it is due to increased

stress. It seems like there is nothing we can do to them, and this can be very frustrating” [KI 02].

Bousquet (2012) supports this, indicating that some staff members become critical, cynical, irritable, and impatient as they deal with fellow staff and clients, interfering with their interpersonal relationships and leading to burnout.

A feeling of non-accomplishment

Teachers responded to questions on the level of professional non-accomplishment: “I worry that this job is hardening me emotionally” was at 54 (34.4 %); “I feel energetic” at 36 (22.9 %); “I feel frustrated by my job” at 33 (21 %); “I feel I am working too hard on my job” at 42 (26.8 %); “I do not care what happens to some students” at 67 (42.7 %) and “working with people directly puts too much stress on me” was the highest at 91 (58 %). The above scores denoted high burnout. There were shallow scores almost equivalent to Never in their accomplishment. This was very frustrating to teachers who lamented that they felt stuck with little personal and career accomplishment. One HOD of guidance and counseling echoed the sentiments.

She said:

“Teachers are just like any other person. They often come in my office with lamentations of feeling stuck despite their hard work. They displayed very negative attitudes towards work and kept wishing they would quit. This in turn interfered with their interpersonal relationships leading to more unproductivity that left them frustrated and eventually burnt out. [KI 05].

Skaalvik (2017) argued that reduced work performance leads to burnout among organizational staff. This called for an intervention for teachers. To examine the causes of burnout, HODs, and principals were interviewed about programs that run in their schools. They included many assessments with prompt feedback, remedial classes, and co-curricular activities. Teachers felt overwhelmed by their work, had general fatigue and constant headaches, poor interpersonal relationships, and lethargy. Bousquet (2012) confirmed that these were some signs of burnout.

Most teachers developed hopelessness, hence vulnerability to burnout. Teachers in the experimental group were subjected to self-awareness coaching based on emotional self-awareness, accurate assessment, and self-confidence. Then, they

were post-tested on their level of burnout using MBI. The findings are presented in Table 2.

Table 2: Burnout Descriptive Statistics after self-awareness coaching

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 et al. (2001)

Emotional exhaustion/physical fatigue

Table 2 shows that the most significant portion of the teachers, 46 (15.2 %), never felt very tired every morning compared to the previous 117 (74.5 %) who thought it a few times a week in pre-test and only a comparatively smaller portion of the teachers 9 (3 %) felt very tired. The most significant portion, 155 (51.2 %), experienced headaches only once a month or less after emotional self-awareness coaching compared to 106 (67.5 %) of the respondents in the pre-test who experienced it at least once a week. This is a likely implication that the emotional self-awareness coaching yielded positive results.

The most significant portion of the teachers, 154 (50.8 %), experienced generalized pains in their bodies only once a month or less. In comparison, 16 (38.3 %) of the teachers never experienced it always, compared to about 89 (56.7 %) and 57 (36.3 %) of the teachers who had experienced it always once a week and a few times a week in the pre-test. About 88 (29 %) never experienced a change in sleep patterns compared to 98 (32.4%) at pre-coaching. Interestingly, all the teachers experienced negative changes in sleep patterns (never rated at 0%) in the pre-test period. Heavy chest pains reduced significantly, with 201 (66.3 %) teachers experiencing it only once a month compared to 105 (66.9 %) who experienced it a few times a week in the pre-test.

Depersonalization was reduced after the self-awareness coaching as 138 (45.5 %) teachers never

felt they treated some students impersonally, contrasting the pre-coaching results with 64 (40.8 %) respondents having indicated so. Similarly, 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. Similarly, 143 (47.2 %) teachers indicated that working with people all day was no longer a strain. This compares to the most considerable portion of the teachers, 82 (52.2 %), who indicated having the strain once a week before. This also depicts improvement from burnout among the teachers, most likely due to the coaching.

Other responses showed a drop, with the most considerable portions of the teachers never indicating 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%), “ 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 self-awareness coaching may have alerted teachers about the dangers of burnout, so they were cautious.

Inferential Statistics

To show effect of the emotional self-awareness coaching on burnout paired sample t- test were done and presented in Table 3.

Table 3 : 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: Researcher, 2024

Table 3 shows that while sample sizes for the pre and post-test were 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 a rating of scores from the lowest 0-never to the highest 6-everyday, a higher mean implies higher

burnout levels. This shows that teachers had higher burnout before they were coached on self-awareness. Paired sample t-test correlations on emotional self-awareness coaching were further generated, as indicated in Table 4.

Table 4: 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: Researcher, 2024

Table 4 shows a correlation coefficient of .779 between Score in Exp 1 Group pretest and Score in Exp 1 Group post-test at a significance level of .000. There was a strong and positive association between the scores, implying that a unit increase in Score in Exp 1 Group pretest would increase Score in Exp 1 Group post-test by .779 units. 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 the Score in Exp 1 Group post-test. The statistical outputs comparing the means of the Score in the Exp 1 Group pretest and the Score in the Exp 1 Group post-test were presented in Table 5.

Table 4: 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	15.77978		.000

Source: Researcher, 2024

The mean of the pair of Score in Exp 1 Group pretest - Score in Exp 1 Group post-test was 6.50633 and a standard deviation of 3.66506 with 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. The 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) since .000 is less than the critical p-value of 0.05. Independent t-tests were also done to assess whether there was a substantial difference between the experimental 1 and 2 post-tests. The results were presented using Table 6

Table 6: 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: Researcher, 2024

Table 5 shows that the experimental 1 group posttest had 79 teachers and a mean of 8.9494, while the experimental group 2 posttest had 65 teachers and a mean of 12.84562. The two groups also had varying

standard deviations and standard mean errors of 5.12134 and .57620 and 5.35674 and .66442, respectively. Independent sample tests were done to examine if the differences in the means were significantly different, as shown in Table 6.

Table 6: 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: Researcher, 2024

Table 6 shows an f-statistic of .007, which depicts a slight variance with a mean difference of -3.89 for both the assumed and not assumed equal variances. Similarly, the table shows the t-test statistic of -4.45 and -4.431 for the equal variances assumed and not assumed, respectively. The significance levels for

both cases are .000, implying that the differences in the means are significant (sig. level is more excellent than p-value .05). Paired sample to compare the means of the Score in Control 1 Group pretest and Score in Control 1 Group post-test were done and results presented in table7.

Table 7: 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: Researcher, 2024

Table 7 shows the mean scores in the two control groups (pretest, X=15.39 and post-test, 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 8.

Table 8: 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: Researcher, 2024

Paired sample tests on scores in control 1 group pretest and scores in control 1 group post-test were done and presented in Table 9.

Table 9: 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	-1.41	.59	.066	-.55003	-.28541	-6.28	78	.000
	-								
	Score in Control 1 Group posttest								

Source: Researcher, 2024

Table 9 shows that the paired differences in the mean between the Score in Control 1 Group pretest and Score in Control 1 Group post-test was -.41. 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 a significance level of .000, the results implied a significant difference in

the means between the scores in the two groups. There was a reduction in the levels of teacher burnout. Independent t-test group statistics were used to determine if the control groups' post-tests were significantly different and presented in Table 10.

Table 10: 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: Researcher, 2024

Table 10 shows that the scores in control groups 1 and 2 in the post-test had equal research participants (N=79) but different means: 15.81 and 13.88 for groups 1 and 2, respectively. To test whether the

differences in the means were significant, the independent samples test statistics were presented using 11.

Table 11: 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: Researcher 2024

Table 10 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). T-test for equality of means statistics had equal

significance. The statistics imply that there was no significant difference in the mean scores of the two control groups in the post-test. An Independent t-test was done to get the differences of the mean scores in

the experimental group 1 control group 1 pretest, and results presented in Tables 11 and 12.

Table 12: 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: Researcher, 2024

Table 12 shows a slight difference in mean scores of experimental group 1 and control group 1 pretest (15.45 and 15.39, respectively). An Independent sample test was done to show if the difference was significant, as shown in Table 12.

Table 12: 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	Equal variances assumed	3.165	.077	.063	156	.950	.063	.99	-1.90789	2.03448
Exp Group	Equal variances not assumed			.063	152.3	.950	.063	.99	-1.90827	2.03485
pretest										

Source: Researcher, 2024

There are relatively small values of F-statistic = 3.165 and t-test statistic = .063 for the equal variances assumed at df =156. The significance levels of the two are more significant 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 Pre-test are insignificant. Similarly,

the t-test for equality of means shows equal mean difference = .063 for both the assumed and not assumed.

To test the effect of emotional self-awareness coaching, ANOVA was done to compare the mean scores of all post-test results, presented in Table 13.

Table 13: 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: Researcher, 2024

Table 13 shows 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. The ANOVA was presented in Table 15 to ascertain whether the differences were statistically significant.

Table 14 : 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: Researcher, 2024

Table 14 shows F-Statistic =15.466, a significance level of .000. This implies that the differences in the means were relatively small but significantly affected self-awareness coaching on professional teacher burnout. In a further analysis, the

differences in burnout levels after emotional self-awareness coaching intervention were obtained by performing a paired t-test at $\alpha = 0.05$ significance level, and results presented in Table15

Table 15: 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: Researcher, 2024

Cohen's formula was used to determine the effect size of emotional self-awareness coaching 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 is very high, implying that coaching on emotional self-awareness greatly impacted professional teachers' burnout in Kiambu County, Kenya.

CONCLUSION

The study assessed the effect of self-awareness coaching on professional teacher burnout and found that most teachers in the pre-coaching phase had high levels of burnout. Still, after self-awareness coaching, the levels went down. However, the burnout levels for the control group remained as high as they were. This indicates that the self-awareness coaching helped the teachers reduce burnout. In addition, the effect size of self-awareness coaching was high at Cohen d = 0.958, indicating the impact the coaching had on burnout. The significant findings were that self-awareness coaching positively and significantly affected professional teacher burnout among public secondary school teachers in Kiambu County.

Recommendation

The study established that self-awareness coaching positively and significantly reduced professional teacher burnout among secondary school teachers in Kiambu County. The researcher recommended that the Ministry of Education, through TSC, should devise ways to train all teachers in self-awareness to alleviate burnout, which is so natural in this teaching profession. The Kenya Institute of Curriculum Development (KICD) could also devise a syllabus of self-awareness skills during pre-service training to prepare them for work-life balance because mentally healthy teachers would translate to high productivity.

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