



Effect of Self-regulation Coaching on Professional Teacher Burnout in Public Secondary Schools in Kiambu County, Kenya

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Abstract: Teachers' mental state is paramount in carrying out their work. However, their burnout has been on the rise. Self-regulation has been found to help professionals overcome this challenge. This study assessed the effect of self-regulation coaching on teacher professional burnout in Kiambu County. Attribution theory by Weiner and emotional intelligence (EI) theory by Goleman were employed. A Quasi experiment Solomon four design with a target population of 3469 teachers from 277 schools. Krejcie Morgan table yielded a sample of 346 teachers who were subjected to a Maslach burnout inventory to solicit data on teacher's professional burnout. Moreover, 40 HODs and 8 principals were randomly selected and subjected to interview guides for qualitative data. A training manual was used to coach emotional self-regulation. Validity was determined through expert advice and piloting in 4 schools. Reliability was determined by split half method that yielded a coefficient of 0.75. Paired t-test and ANOVA were used for analysis of quantitative data while thematic analysis was used for qualitative data. The results showed that self-regulation coaching had significant positive effects on teacher burnout, with statistically significant mean differences in burnout for those who were coached and those who were not. ($t = df = 78, = 17.654, 001$) with high effect size (Cohen $D = 0.811$). The study concluded that self-regulation coaching significantly reduced teacher burnout. The researcher recommended that the teacher employer develop programs to equip teachers with self-regulation skills to manage professional burnout hence increase productivity.

Keywords: Professional Teacher Burnout, self-regulation, Emotional control, Emotional adaptability, Emotional suppression.

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1. Introduction

In recent years, increasing attention has been given to the growing issue of teacher burnout, particularly within the teaching profession, where educators face daily stressors such as high workload, emotional exhaustion, and the constant pressure to perform. Teacher burnout has been linked to negative outcomes such as reduced job satisfaction, diminished teaching effectiveness, and a higher turnover rate in the profession. Consequently, the

need to explore solutions to mitigate burnout has become more pressing. One promising area of intervention is self-regulation coaching, a form of professional development aimed at helping teachers manage their emotions more effectively in the face of stress. This study aims at assessing the effects of self-regulation coaching on reducing professional teacher burnout. All over the world, teachers have continuously lamented the stressful workplace experience that consequently led to professional teacher burnout with a significant range of 10-20%.

Furthermore, recent research has illustrated the frequent trend in professional burnout. For instance, the World Health Organization (WHO) indicated that there is loss of approximately 12 billion working days annually to anxiety and depression incurring a cost of US\$ 1 trillion in lost productivity (World Health Organization, 2024). Several researchers globally and locally have shown the immense rate at which teacher burnout has affected teachers. In Malaysia for example, a study by Thomas et al. (2024) purports that teacher burnout has affected their emotional mental wellbeing causing their attrition. Moreover, in Canada, Agyapong et al. (2024) found low resilience and high stress levels among the teachers to culminate to burnout and there was need to mitigate it. Similarly, Guider et al. (2022) reported teacher burnout in high school to be high in Morocco. In Kenya, Wanyonyi and Poipoi (2019) found out that burnout impacted productivity of teachers negatively. Specifically, this study focuses on Kiambu county. According to Gakinya et al. (2024) majority of teachers in Kiambu County (50.5%) suffered depression moderately while 31.8 % suffered anxiety. This justifies the need to undertake a study in this county that provides mitigation against such depression and anxiety which are indicators for burnout.

Despite having other factors that can cause psychological problems, professional teacher burnout can be one of the causes. According to Maslach (2017) burnout is a syndrome that entails exhaustion and depersonalization which is a mental distance from the job. Depersonalization encompasses increased cynicism and negativism of an individual's job that led to decreased professional accomplishment. The overload of teachers is caused by forcing them to carry their work home. The government of Kenya rolled out 100% transition to high school in 2019 that has seen the workload of teachers increase and may lead to professional burnout among them. One of the emerging potential interventions to mitigate professional teacher burnout is emotional regulation coaching, which evidently plays a crucial role in stress management. According to Yin et al (2019), there is a clear indication that there was a positive and significant relationship between EI coaching and professional burnout of teachers. Therefore, this study was significant to evaluate and illustrate self-regulation coaching among secondary school teachers and how it helps mitigate and control professional teacher burnout.

2. Literature Review

2.1 Self-regulation and teacher burnout

The psychological well-being of a teacher is very crucial in ensuring that education systems all over the world are successful (Molina-Moreno et al., 2024). This is because the teacher sets the emotional climate in a classroom which impacts heavily on the responses, motivation and

eventually the overall performance of the students (Cunningham, 2023). Emotional regulation enables teachers to respond to challenges without becoming overwhelmed, fostering a healthier emotional state. Various researchers have consistently illustrated that emotional regulation is critical in managing stress. Teachers who practice mindfulness and emotional awareness report significantly lower levels of burnout. For instance, Wang et al. (2019) illustrate the significance of EI in education focusing on the ability of teachers to regulate and understand their emotions. Teachers who possess strong emotional regulation skills can better cope with the emotional demands of their profession, reducing the risk of burnout. They are also equipped to manage classroom stress, engage positively with students, and maintain resilience in the face of challenges. Emotional regulation coaching involves training educators in techniques such as mindfulness, cognitive re-framing, stress-reduction strategies, and reflective practice, which can enhance their emotional resilience and overall well-being.

One aspect of self-regulation is emotional self-control. It refers to an individual's ability to manage and control their emotional responses to external stressors. In the teaching context, emotional self-control is critical, as teachers regularly face emotionally charged situations that require effective regulation to maintain professional demeanor and classroom stability. An empirical study was done by Mattern and Bauer (2014) to test the importance of emotional self-control and the role it plays in helping teachers with high workloads outside school and possibly increasing their professional well-being. The study investigated the structure of emotional self-control of teachers and whether it fosters job satisfaction among the teachers by reducing their emotional exhaustion. The study also investigated whether there is a significant relationship between emotional regulation and gender and school track. The study used a structural equation modeling with 664 German secondary mathematics teachers as participants. The model was used to hypothesize the second-factor structure of self-control in teachers. The findings of the study illustrated that emotional self-regulation provides a positive impact to teachers since it enhances job satisfaction across school track and gender. This echoes the importance of the current study.

Emotional regulation theory, rooted in cognitive-behavioral frameworks, suggests that individuals who are trained to monitor, evaluate, and modify their emotional responses can reduce the negative impact of stress. Emotional self-control coaching, which focuses on these skills, helps individuals develop proactive strategies for managing stress, such as cognitive reappraisal and mindfulness, which may alleviate the symptoms of burnout. Although different studies focus on the personality aspect of teachers to determine emotional self-control. The current study attempts to

show how the skills of emotional self-regulation could help the teacher reduce their burnout.

emotional self-control is seen as a protective factor that can mitigate the emotional exhaustion and depersonalization experienced by teachers (Lee & Chelladurai, 2016). Several studies have explored the impact of emotional regulation training and coaching on teacher well-being. Tsouloupas et al. (2010) conducted a meta-analysis illustrating teacher-focused interventions, finding that programs designed to improve emotional self-regulation significantly reduced stress and improved overall teacher effectiveness. The Cultivating Awareness and Resilience in Education (CARE) program, for instance, focuses on mindfulness-based emotional regulation training for teachers and has been shown to reduce emotional exhaustion and increase job satisfaction (Ng et al., 2023). Similarly, Shen, (2022) explored the role of emotional self-control coaching in preventing burnout among early-career teachers. Their research demonstrated that participants who underwent emotional self-control coaching reported lower levels of emotional exhaustion, higher levels of emotional resilience, and improved job satisfaction compared to those who did not receive the coaching. These findings suggest that emotional self-control coaching could be an effective intervention for reducing burnout among educators, particularly those in high-stress environments (Yin, Huang & Chen, 2019).

2.2 Adaptability to new changes

Another significant contributor to burnout is the inability to cope with changes and stressors inherent in the educational environment. Teachers must continually adapt to new policies, teaching methods, and student needs. The lack of emotional adaptability in the face of such changes may exacerbate feelings of helplessness and contribute to emotional exhaustion (Donker et al., 2020). Therefore, developing emotional adaptability through targeted coaching interventions may be key to mitigating burnout and improving teacher resilience. Emotional adaptability refers to the ability to flexibly manage and modify emotional responses to changing situations.

Bowles and Arnup (2016) did a study to test the connection between adaptive functioning and resilience in early career teachers (ECT). According to Kangas-Dick and O'Shaughnessy (2020), resilience is significant in the capability of teachers and their research illustrates resourceful teachers develop positive strategies of management and demonstrate agency to overcome adversity. Bowles and Arnup (2016) aimed to closely examine the strategic processes linked to resilience and its impact variation in the ECT cohorts. The participants of the study were a sample of ECT ($n = 160$; $M = 31.09$, $SD = 6.92$). In the study, the findings illustrated that there were three emerging groups consistent with previous

studies. The groups that emerged were stabilizers who were the least resilient, adapters who were more resilient, and innovators who were the most resilient. Also, the study found that there was no link between resilience and the length of service of teachers since resilience was strongly linked with adaptive functioning.

However, Despite the benefits of emotional adaptability coaching, there are challenges to implementing these interventions in schools. One major barrier is the lack of time for professional development. Many teachers already face heavy workloads and may struggle to find time for additional training, even if it is aimed at improving their emotional resilience. Furthermore, school culture and administrative support play a crucial role in the success of such interventions. Without supportive leadership and a culture that values emotional well-being, teachers may not feel empowered to engage fully with coaching programs (Klusmann et al., 2016). There is also a need for more research on the long-term effectiveness of emotional adaptability coaching. While short-term improvements in teacher well-being and reduced burnout have been documented, it remains unclear whether these benefits are sustained over time or whether ongoing coaching is required to maintain emotional adaptability.

2.3 Emotional suppression

Another component of emotional regulation among teachers is emotional suppression which refers to the conscious effort to inhibit or hide outward signs of one's internal emotional state, often to maintain a sense of professionalism or control. Emotional suppression, a response-focused strategy, involves concealing or inhibiting emotional responses to maintain composure, often in stressful or challenging situations. Teachers frequently use emotional suppression as a coping mechanism in the classroom, especially in managing difficult student behavior, maintaining professionalism, and adhering to school norms (Kumschick, Piwovar & Thiel 2018).

A significant study done by Chang (2020) investigated the relationship between emotional regulation, emotional display, and teacher burnout. According to the study, emotional suppression and reappraisal are generally two forms that regulate emotions. The study used a survey that was collected from 561 full-time teachers and analyzed against the hypothetical test using a structural equation modeling. The model provided supporting evidence on the pathway between expressive suppression and emotional display rules. According to Chang et al. (2022), the display rules are specifically impactful on emotional suppression that leads to depersonalization, emotional exhaustion, and reduced personal accomplishment. The results of the study by Chang (2020) illustrate that professional development among teachers should be designed to enhance detection and re-

framing from teachers' beliefs on emotional display rules engagement to reappraisal. The gap identified by this study is that previous research has focused more on teacher emotion. Hence, there is a need to research the beliefs and cognitive processes that influence the emotional reactions that cause burnout.

For instance, a teacher might suppress feelings of frustration or anger when dealing with a disruptive student to avoid escalating the situation or to meet expectations of emotional neutrality in front of students. However, research indicates that while emotional suppression may help teachers maintain outward professionalism, it can also have negative psychological effects. Suppressing emotions over time increases emotional strain, leading to cognitive fatigue and emotional dissonance, which occurs when there is a disconnect between felt emotions and expressed emotions (Kumschick, Piwovar & Thiel 2018). These negative consequences can accumulate, ultimately contributing to teacher burnout.

3 Methodology

The study employed a mixed methodology with convergent triangulation. This is where the quantitative data and qualitative data were collected and analysed simultaneously. The main design used as quasi experiment Solomon four design and supplemented by interview guides. The target population was 3,479 teachers from 277 public secondary schools in Kiambu County. Krejcie and Morgan table yielded a sample of 346 teachers. Stratified sampling yielded 16 schools, 4 from each category :(National, Extra County, County and sub county schools). The groups were randomly assigned into experimental and control groups and only the experimental groups were given interventions. From the experimental schools chosen, 5 academic HODs and a principal from each school were purposively selected yielding a sample total of 40 HODs and 8 principals to provide the qualitative data. Eight (8) guidance and counseling teachers were subjected to self-regulation coaching and later they acted as research assistants to coach their colleague teachers on the same. Data was collected through the Maslach Burnout (MBI-Eds) for pretest and posttest while a training manual was used for self-regulation coaching. MBI(Eds) consisted of 22 items with three sub-scales. Emotional exhaustion (EE) had 9 items, Depersonalization (DP) had 5 items and Personal accomplishment (PA) had 8 items. 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 indicated high burnout.

Piloting was done on four schools that were not used for the final study. Split half reliability for internal consistency and the Spearman rho correlation coefficient yielded .756. which was high. The pretest was done on Experimental group1 and control group 1. The academic HODs of the experimental groups and their principals were also subjected to an interview guide to provide in-depth information about teacher burnout. This was done by the researcher and three assistants within the same day to reduce participant interaction.

The researcher got permission to carry out research from NACOSTI through the post graduate school of Mount Kenya University afterwards, permission was sought through the principals of the sampled schools to coach the teachers on self-regulation. The teachers signed a consent form that gave the researcher permission to subject them to pretest, coaching and post-test. The researcher also promised the respondents confidentiality and anonymity of their responses.

The coaching for the experimental groups commenced after the pretest. This was administered for three sessions in three weeks. 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. In some instances, Google meet was used to offer virtual coaching to overcome the challenge of time. The areas of coaching included emotional self-regulation, emotional suppression and adaptability to new changes. In each session, trainees were given an experiential assignment based on skills coached and they were also required to write a weekly journal to reflect on their self-regulation. The first session contained the introduction and signing of the consent form as well as emotional self-regulation coaching. During the second and third sessions emotional suppression and adaptability to new changes was coached consecutively. The posttest was done after two months.

4 Results and Discussion

4.1 Self-regulation coaching on professional burnout of teachers

The study purposed to assess the effect of self-regulation coaching on professional teacher burnout. This was in line with the study question on whether self-regulation coaching influences teacher burnout. This was answered through the MBI (eds) questionnaire containing 22 items based on a 7-point likert 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). The analysis was done based on three levels that included descriptive statistics (means, frequencies and standard deviations.), inferential statistics (t-test and ANOVA) and thematic analysis that was done narratively.

The teachers from one control group and one experimental group were first subjected to a pretest using MBI to ascertain their level of burnout. The experimental group was then coached on emotional regulation based on three aspects that included: Emotional self-control, emotional suppression and adaptability to new changes. Teachers were helped to identify and describe the emotions they were experiencing at that time. The researcher then noted any physiological changes experienced because of the identified emotions. The teachers were then put on simulations to help them practice self-regulation. At the end of the session, the participants were given homework based on the skill they

had learnt. This was done for all the three areas of self-regulation. After two months, the researcher re-administered the MBI test to all the four groups and this was scored as post-test on teacher burnout levels.

4.2 Pre-test descriptive statistics analysis on level of burnout

The burnout descriptive statistics in pretest on emotional regulation is presented in Table 1.

Table 1 Pre-test on Teacher Professional Burnout

How often do you feel;	0	1	2	3	4	5	6
Feel very tired every morning	16(10.2%)	0(0%)	17(10.8%)	7(4.5%)	0(0%)	117(74.5%)	0(0%)
Experience headaches/migraines	0(0%)	0(0%)	13(8.3%)	0(0%)	38(24.2%)	106(67.5%)	0(0%)
Experience stomach upsets	0(0%)	0(0%)	6(3.8%)	0(0%)	87(55.4%)	64(40.8%)	0(0%)
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%)
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%)
Experience heavy chest pains	0(0%)	0(0%)	0(0%)	7(4.5%)	45(28.7%)	105(66.9%)	0(0%)
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%)
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%)
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%)
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%)
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%)
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%)
I feel burned out from my work	21(13.4%)	22(14%)	19(12.1%)	13(8.3%)	15(9.5%)	27(17.2%)	40(25.5%)
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%)
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%)

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%)
I feel energetic	46(29.3%)	26(16.6%)	28(17.8%)	0(0%)	21(13.3%)	36(22.9%)	0(0%)
I feel frustrated by my job	37(23.6%)	32(20.4%)	27(17.2%)	0(0%)	28(17.8%)	33(21%)	0(0%)
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%)
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%)
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%)
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

Three themes denoting burnout were summarized as follows.

4.2.1 Emotional and physical fatigue

The teachers responded to items from MBI that denoted emotional/ physical fatigue and their frequencies. This included feeling tired, experiencing migraine, stomach upsets, change of sleep patterns, heavy chest pains as well as emotional drain. The most significant percentage of the teachers, 117 (74.5 %), indicated having felt tired every morning a few times a week, and only a small portion 16 (10.2 %) never felt tired every morning. 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. This is a clear indication that teachers had burnout. Bousquet (2012) found out that burnt-out teachers are clinically depressed, anxious, and often ill, which makes them not work optimally.

A further analysis showed that a significant portion of the teachers, 93 (59.2 %), had changes in their sleep patterns a few times a week, and another portion, 60 (38.2 %), felt emotionally drained once every week. This agrees with sentiments shared by the principal. He said

“As I observe some teachers, they display evidence of fatigue in the way they do their work, how they walk and even respond to others. This seems to increase as the days of the week go by and especially on Fridays. This disposition makes it very difficult for them to deliver in class. ”. [KI 02].

This agrees with a study conducted by Agyapong (2022) indicating that the prevalence of teacher burnout was high, with 40% of the teachers suffering from emotional exhaustion and fatigue. One HOD supported this. She said:

“Teachers in my department often complain of fatigue especially during the marking days. Sometimes, they indicated they must mark papers through the whole night and honestly, it can show through their faces the following day. Some confided to me that they dread every morning they have to report to work and that actually they don't prepare thoroughly for the lessons” [KI 04].

These findings agree with Madigan & Kim, (2021), Ramberg et al., (2020) & Yawe, (2020) who indicated that burnout teachers fail to do proper preparation, demotivate students and have poor delivery. This shows how critical this menace is. One of the recommendations by Bermejo-Toro et al. (2016) as that staff members need to take some rest to minimize the harm that come with overload. These findings cement the need for this study.

4.2.2 Depersonalization

Teachers responded to item 10-16 of the MBI that indicated how they felt as they related to other people, a significant number 64 (40.8%), did not feel that they treated students impersonally. This seemed contradictory because more than half of the teachers, 82 (52.2 %), felt that being with people all day was a strain for them once a week and “working with people directly puts too much stress on me” was the highest at 91 (58 %). Probably, they didn't want to be judged for treating their students distantly though such fear should have been alleviated by a promise of confidentiality. A further analysis showed

that most teachers (n=59, 37.6%) had become more detached towards people since they took their teaching job. The findings also indicated that almost half of the teachers felt burnt out daily (n=40, 25.5 %) which as a confirmation of depersonalisation. These findings are validated by Ghanizadeh & Jahedizadeh, (2015), who indicate that burnout out teachers is depersonalised and are likely to treat other people inhumanly. Professional burnout begs a quick action, which the researcher employed through self-regulation coaching. In support, one principal said:

“Sometimes, it is difficult working with some teachers. They are reluctant to be team players. At times, they are completely withdrawn. Students often come to report cases of teachers who humiliate them in class and treat them very harshly. If they want to consult them, it becomes very difficult. As their leader, I sometimes try to find out what they are going through and I have come to realize that they have increased stress. I also get frustrated that I don't know how to help them ” [KI 02].

Bousquet (2012) seems to support these findings where he denotes that teachers who are burnt out show signs of irritability, impatience is critical and cynical. Consequently, this could destroy their interpersonal relationships, making them unproductive in their work. There is a need to help them overcome burnout and this study takes that direction.

4.2.3 A feeling of non-accomplishment

Teachers responded to items in the MBI that pointed to the level of professional non accomplishment. More than half 54 (34.4 %) indicated that they worry the job has hardening them emotionally while 50 (31.8 %) of the teachers felt used up at the end of the workday a few times a week. “I feel frustrated by my job” as a 33 (21 %) response by teachers while almost half others 42 (26.8 %). However below half of the respondents 36 (22.9 %) felt “energetic” and could still find hope in this

work. Another below half respondents 33(21%) felt they were very frustrated in their job and 67 (42.7 %) no longer cared about what happened to their students. From these responses, most teachers felt a sense of professional non accomplishment. One HOD echoed these sentiments. He said:

“I often get teachers who consult on what to do next as far as their career is concerned. They come lamenting about lack of professional growth and wonder why they should continue working so hard yet they are never promoted. One of them confided to me that they no longer put any effort in their work because they don't find it worthy. This in turn had put them into trouble with the principals and colleagues that finally led to further failure and a feeling of non-accomplishment.” [KI 05].

A similar study by Skaalvik (2017) found out that reduced work accomplishment among organisational staff leads to their burnout. This leaves them emotionally devastated and so there was a need through this study to help the teachers overcome such frustrations by coaching them in self-regulation. The HODs, and principals were interviewed about programs that run in their schools. They included three assessments of students per term notwithstanding the many quizzes given weekly. Most of them insinuated that the feedback had to be given promptly. There were also several remedial classes and co-curricular activities. Teachers felt overwhelmed and felt constantly fatigued even developing somatic illnesses. Bousquet (2012) confirmed that these were some signs of burnout. Most teachers developed hopelessness, hence vulnerability to burnout.

4.3 Post-test descriptive statistics analysis on level of burnout

The teachers were subjected to self-regulation coaching and later post tested. The findings are presented in Table 2.

Table 2: Burnout Descriptive Statistics in Post-Coaching on Emotional Regulation

How often do you feel;	0		1		2		3		4		5		6	
	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	12	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	12	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	14	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

Table 2 shows responses of teachers on burnout levels after they were subjected to self-regulation coaching. This was based on three themes that included emotional/physical exhaustion, depersonalisation and a feeling of professional non accomplishment. In this analysis, the levels of burnout are compared to those experienced before the coaching took place.

4.3.1 Emotional exhaustion/fatigue

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 during pretest. A great number of 141 (46.5 %) teachers experienced migraines once a month or less after the emotional regulation coaching was done compared to pre-coaching results that showed about 155

(51.2 %). Similarly, the largest portion of the teachers 120 (39.6 %) experienced stomach upsets once in a month or less compared to 154 (50.8 %) who had experienced stomach upsets before the emotional regulation pre-coaching. This difference implies a negative change in the level of burnout among the teachers. This study agrees with that one done by Aldossary (2019), and Ong (2021) who found out that emotional regulation training of nurses in Egypt greatly helped them act appropriately with their emotions and that of others hence reduced their burnout. There were reduced numbers of those who experienced generalized pains in their bodies every once a month (42.9%) and migraines. Moreover, those who had sleep disturbances often changed from 93 (59.2 %) to 121 (39.9 %). there was an increased in the number of respondents who didn't feel fatigued every morning 109(36.0%) after the coaching compared to only a few 83(27.4%) who did

before the coaching. This was a positive change indicating that emotional regulation coaching had helped the teachers manage burnout. This agrees with another study by Lee (2013) which concluded that coaching on emotional intelligence reduced burnout. This justified the need for this study.

4.3.2 Depersonalisation

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 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. 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 with the pre-coaching period where the largest number of respondents but less portion 64(40.8%) indicated that they had never.

This also depicts improvement from burnout among the teachers through the emotional regulation coaching. Tikkanen and Pretanhen (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 that principals who were found with emotional regulation coaching had low levels of workplace burnout. This acts as a basis for a further recommendation that teachers in Kiambu county need to continue being coached in emotional self-regulation.

4.3.3 A feeling of non accomplishment

Changes in the subsequent items show improvement in burnout among the teachers in the emotional regulation post-coaching stage. a feeling of emotional drain from work reduced with 122 (40.3%) respondents indicating this felt this way a few times or less a year compared to 60 (38.2%) who felt that way a few times a week. About 78 (25.7%) of the teachers indicated they felt being used up at the end of the workday once a year of less compared to 39 (24.8%) who felt that way every week. Substantially the frequency in the numbers who felt this way is a clear indication of reduced burnout due to self-

regulation coaching. This study agrees with Aldossary, (2019), Ong, (2021) & Tebani, (2017) whose study results indicated that emotional regulation coaching reduced burnout greatly. Similar trends were registered for “I feel frustrated by my job” 111(36.6 %) and “I feel I’m working too hard on my job” was 122(40.2 %). those who felt energetic in their work after the coaching increased from 22.4% to 37.4 %.

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” 127(41.9 %), “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 %), “. Barkley, (2013) seems to be in support of these findings from his study on relationship between burnout and emotional regulation among social workers. The study found out that there was a significant and inverse relationship between emotional intelligence and burnout. The study brought us to the realisation that coaching in emotional intelligence decreased depersonalisation , emotional exhaustion as well as making individuals feel more accomplished in their daily work. This therefore guarantees the need for this emotional regulation among the teachers in Kiambu County. 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 .

4.4 Inferential Statistics

The inferential statistics entailed several tests to compare the four groups including experiment 1 and 2 and control 1 and 2. The analysis was further based on the conditions of testing that included pretest and posttest. Finally, a Cohen d was calculated to show the value of effect size of self-regulation coaching and professional teacher burnout. The first inferential test was paired sample statistics 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 3.

Table 3: 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

Table 3 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). Thus, the statistics show that there was higher level of 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 4.

Table 4: 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

Table 4 shows a correlation coefficient of .687 between Scores in Exp 1 Group pretest and Score in Exp 1 Group posttest at significance level of .000. 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 was presented using Table 5.

Table 5: Paired Samples Test on Emotional Regulation Coaching

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

Table 5 show that there was a statistically 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, $p > .001$, $\alpha =05$). The difference in means of the two scores 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 6.

Table 6: 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

Table 6 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.

To examine if the differences in the means were significantly different, independent sample t-test was done and results presented in table 7..

Table 7: Independent Samples Test for Emotional Regulation Coaching

		Levene's Test for Equality of t-test for Equality of Means Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error 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

Table 7 shows an f-statistic of .015, a small variance in statistical terms with a mean difference of -3.67 for both the equal variances assumed not assumed. Similarly, the 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 is significant.

Table 8: Paired Samples Statistics for Self-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

Table 8: 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).

A correlation coefficient between the two groups yielded a strong positive correlation (r=.873) which is significant (sig. =.000) as shown in Table 9.

Table 9: 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

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 Table10

Table 10: 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

Table 10 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. The results imply a significant difference in the means between the scores in

the two groups. 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 10 .

Table 21: 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

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 Table11.

Table 11: Independent Samples Test for Posttest Scores in Control Groups

		Levene's Test for t-test for Equality of Means								
		Equality of Variances								
		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

Table 11 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 t test for equality of means statistics having equal significance (=1.03 (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).

To test the mean scores difference in the experimental group 1 pretest and the control group 1 pretest, independent t-test was conducted. The results are presented in Table 12 and 13

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 pretests	1.00	79	14.5434	4.35365	.5645
	2.00	79	15.4543	5.4673	.6567

Table 13 Indicates that there was a difference in mean scores between experimental 1 and control 1 pretests, (14.5434 and 15.4543 respectively). To test if the difference was significant, the following statistics in Table 13 were used.

Table 13: 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	

Table 13 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 shows that the significance levels of the two are greater than the critical p-value of 0.05 which implies that the differences are insignificant. Similarly, the t-test for equality of means shows 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.

The researcher conducted ANOVA to compare the mean scores of all post-test results. 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. The descriptives from the ANOVA are presented in Table 14.

Table 14: ANOVA Descriptives 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		
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

Table 14 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 was done as indicated on table 15.

Table 15: 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			

Table 15 shows F-Statistic = 18.564 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 emotional regulation coaching on professional burnout among

teachers In a further analysis, a paired t test $\alpha = 0.05$ significance level was done to show differences in burnout levels after emotional regulation and results shown in table 16.

Table 16: Paired t-test illustrating Differences in Burnout Levels after Emotional Regulation Coaching

Groups	pretest	posttest	difference
Experimental	1221	707	514
Experimental		965	---
Control	1211	867	344
Control		987	--

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

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

$$\text{Cohen } D = (365.2 - 234.5)/105.99$$

$$\text{Cohen } D = 0.811$$

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. Maslach, Jackson and Leiter (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.

5. Conclusions and Recommendations

5.1 Conclusion

The study sought to assess the effect of self-regulation coaching on professional burnout of teachers in Kiambu County, Kenya. The results indicated that Self - Regulation coaching had a positive significant influence on professional teacher burnout with a high effect size of Cohen d (0.81). This could have been because the practice of these skills eased the work of the teacher leading to a reduction in burnout hence the need for teachers to continuously be coached on this skill.

5.2 Recommendations

From the findings, the study recommendations that:

1. Principals should initiate Self-regulation programmes within their schools to help teachers in addressing professional burnout.
2. The HODs should hold frequent workshops with teachers in their departments sensitizing

them on self-regulation to help them be in touch with their own emotions to reduce burnout.

3. Further studies on the effect of self-regulation coaching and Burnout among teachers in comprehensive and TVET institutions in Kiambu County should be done.

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