



## EFFECTS OF EMOTIONAL EXHAUSTION ON DELIVERY OF PROFESSIONALS FUNCTIONS IN UASIN GISHU COUNTY

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### ABSTRACT

The purpose of this study was to find out the effects of emotional exhaustion have on delivery of professional functions among university lecturers in Uasin Gishu County, Kenya. The study adopted the Multidimensional Theory of burnout by Christina Maslach (1946). The study used embedded research design in the mixed method and phenomenological approach. The target population included all universities, all lecturers, and all counselors. Simple random sampling was used to select 2 public universities and Purposive sampling was used to sample 1 private university. Simple random sampling technique was used to sample 178 lecturers. Three counselors were sampled using purposive sampling from the sampled universities. Qualitative research was analyzed in theme derived from the research questions while quantitative data was coded and analyzed using the Statistical Package for Social Science Version 26.0 using descriptive statistics and presented using frequencies and percentages. The hypotheses were tested using linear and multiple regressions. Findings on the hypotheses established that emotional exhaustion,  $F(1, 95) = 4.435, p = 0.038$ , had statistically significant relationship with the delivery of professional functions. The study will be beneficial to the Ministry of Education, university lecturers and the counsellors. The study recommends that university administrations regularize the workload and working schedules to ensure that lecturers are not overwhelmed by workload to reduce work burnout.

**KEYWORDS:** Emotional Exhaustion, Delivery, Professional Functions, Phenomenological Approach

### INTRODUCTION

Psychological burnout is a condition that mostly affects people working in human-service fields (Togia, 2005). Burnout is a long-lasting reaction to ongoing emotional and interpersonal pressures that arises from an individual's sense of a mismatch between demands and available resources. It is usually characterized by apathy, detachment and indifference in inter personal relationships (Ozdemir, 2006). It has been established that high levels of occupational stress often lead to job dissatisfaction, absenteeism, turnover and burnout (Schaufeli et al., 2009). Burnout is a pathological syndrome in which emotional depletion and maladaptive detachment develop in response to prolonged occupational stress (Niku, 2004). Feelings of energy depletion are also a common phenomenon characterizing psychological burnout. An individual is motivated by the desire to realize self-actualization to work towards achieving goals in life (Lichtenstein, 2019). However, the desire to realize self-actualization is usually as a result of depleted energy leaving an individual in a state of helplessness and no longer active at work. Psyching a person to continue with work can help an individual avert situations where they feel exhausted as a result of depleted energy. Feelings of negativism related to one's job have also remained a significant challenge yet to be conquered in a bid to preventing burnouts (Choi et al., 2019).

Emotional exhaustion is one of the dimensions of psychological burnout which this study examined in relation to delivery of professional functions among university lecturers. Due to feelings that emotional resources were used up, lecturers with psychological burnout were emotionally drained, overwhelmed by work, exhausted, stressed and even hit rock bottom. People with emotional exhaustion experience feelings of extreme fatigue, apathy, pessimism, cynism and helplessness (American Psychological Association, 2021). They may also have difficulty concentrating and experience increased illness such as headaches, stomach problems and insomnia. Additionally, they struggle with relationships and have difficulty connecting with others.

A recent study by Chen et al. (2022) investigated the relationship between emotional exhaustion and the delivery of professional functions among university lecturers. The study aimed to examine how emotional exhaustion, as a dimension of psychological burnout, impacts lecturers' ability to fulfill their professional roles effectively. Quantitative analysis revealed a significant correlation between emotional exhaustion and various indicators of professional dysfunction, including decreased job satisfaction, reduced engagement in teaching activities, and diminished interpersonal relationships with students and colleagues. Lecturers experiencing higher levels of emotional exhaustion reported feeling emotionally drained, overwhelmed by work



demands, and lacking the emotional resources needed to effectively carry out their duties. The study's findings underscore the detrimental impact of emotional exhaustion on lecturers' well-being and professional functioning. It highlights the importance of addressing burnout symptoms proactively and implementing strategies to support lecturers in managing their emotional resources effectively.

The University Academic Staff Union (UASU) showed that Kenyan universities are facing a crisis in staffing due to inadequate funding and the lack of a clear career progression structure for academic staff. The University Academic Staff Union has called for improved payment of staff, improved working conditions, and greater recognition of their role in university administration (UASU, 2019). In most cases the university lecturers become disillusioned, frustrated and unproductive at the workplace due to high levels of stress. The pressures include the teaching and research workload, paper writing for conferences, seminar and workshops, marking of scripts, meeting deadlines, supervising students' projects and other practical work, attending and making meaningful contributions at post graduate thesis and dissertation defense, emergency meetings at departmental and faculty levels as well as membership of various personnel committees (Anazodo et al., 2012). This means that the lecturer is always on the move. A Lecturer in a university serve as a registrar, a teacher, administrator and counselor roles which call for dedication, transparency and lots of commitment (Bada & Falana, 2012).

The ratio of student to lecturers is high and especially in Kenyan public universities, where a lecturer can teach up to 500 students. In some of the universities there is no public address system which makes the lecturer to strain and therefore compromise the quality of teaching. The lecturer is supposed to mark the work within a specified period of time. Due to the numbers and time constrains, she /he was not able to be 100% accurate and this compromises the outcome of exam results and the health of the lecturer owing to working long hours. The nature of lecturer's job seems to complicate the problem and this study intends to investigate this. Kwambai et al. (2020) carried a study on the impact of high student enrolment to existing resources in selected public universities in Kenya. The findings revealed that student enrolment and instructional resources correlated negatively. The increasing population had affected the quality of teaching, instructional methods and the administration of examinations. This implied that lecturers experienced stress due to the problems the study found.

## STATEMENT OF THE PROBLEM

The demand for university Education in Kenya is overwhelming. The demand put on lecturers to meet crazy deadlines while dealing with a large number of students could have them stressed and even burned out which in turn affects their delivery of professional functions (Njoroge et al., 2020). Apart from workload, lecturers are involved in other functions which include mentorship, supervision of postgraduate students, research,

publishing, setting, moderating and administering exams, administrative work and coordinating university programs (Anazodo et al., 2012). All these functions have timelines and therefore the lecturer is always under pressure in the process of carrying out these duties. This may have led to ineffective delivery of these functions by the lecturers. The World Health Organization posits that when this happens, the individual is affected psychologically and may lead to poor health which includes high blood pressure, constant headaches and general body weakness (WHO, 2021).

A research was carried out at the University of Malaga in Spain by Fernández-Suárez et.al. (2021) which looked at the impact of psychological burnout on the delivery of professional functions among university lecturers. The findings indicated that burnout was significantly associated with a decrease in professional functions and found that burnout was significantly associated with a decrease in professional functions. The research also found that psychological burnout was significantly associated with lower job satisfaction, higher levels of fatigue, and reduced commitment to professional activities. Furthermore, the study found that exhaustion was associated with an increase in the perception of difficulty in completing professional tasks. The findings of the aforementioned research suggest that psychological burnout can have a detrimental effect on the delivery of professional functions among university lecturers, and can lead to decreased job satisfaction, fatigue, and reduced commitment to professional activities. These findings emphasize the importance of addressing psychological burnout among university lecturers to ensure the delivery of quality professional functions (Fernández-Suárez et. al., 2021).

A study conducted in Kenya by Ochieng et al. (2020) found that psychological burnout was associated with a decrease in the delivery of professional functions of lecturers. The study further found that workload, lack of administrative support, and lack of job satisfaction were the main predictors of psychological burnout for the lecturers in the sample. Therefore, it is for this reason that this current study sought to find out the effects of psychological burnout on delivery of professional functions among lecturers in Uasin-Gishu County.

## PURPOSE OF THE STUDY

The aim of this research was to investigate on the effects of emotional exhaustion and delivery of professional functions among university lecturers in Uasin Gishu County. By examining this relationship, the study sought to identify how psychological burnout influenced lecturers' capacity to effectively perform their professional duties. It is not clear whether psychological burnout has an effect on delivery of professional functions which include teaching, research and community and how they influence delivery of professional functions among university lecturers.



## RESEARCH HYPOTHESIS

H<sub>0</sub>1. There is no significant relationship between emotional exhaustion and delivery of professional functions among University lecturers in Uasin-Gishu County.

## METHODS

The study employed embedded design in the mixed methods approach. The mixed methods approach involved philosophical assumptions that guides the direction of the collection, analysis, and the mixture of qualitative and quantitative approaches in many phases of the research process. Its central premise is that the use of quantitative and qualitative approaches, in combination, provided a better understanding of research problem than either approach alone (Creswell & Clark, 2007). The current study used mixed method research approach. Quantitative research approach is driven by the researcher with the need to quantify data (Creswell, 2003). In a quantitative approach, the study employed Ex Post Facto research design. Ex-post facto was employed because the researcher did not manipulate the independent variable which in this current study is psychological burnout. This study was undertaken in Uasin Gishu County which is one of the 47 counties in Kenya. Uasin Gishu County was chosen for this study because it attracts a large number of students and lecturers given the Universities and many tertiary institutions in the county. The target population included all counselors and all lecturers in both public and private universities in Uasin Gishu County. The total population of lecturers in both public and private universities in Uasin Gishu County is 1,700 (Commission for University Education, 2019). The researcher adopted simple random sampling procedure to select the lecturers and purposive sampling to obtain the counselors from the sampled public and private universities. To determine the actual sample size for the lecturers, Nassiuma formula by Nassiuma (2000) was used as follows:

$$n = \frac{Nc^2}{c^2 + (N-1)e^2}$$

Where: n = sample size,

N= Target population (1700)

c= Coefficient of Variance (0.3)

e= standard error (0.02)

Therefore:  $1700 \times (0.3)^2$

$$0.3^2 + (1700-1)0.02^2$$

$$= 178$$

The sample size used was 178 lecturers.

The study employed questionnaires for lecturers and in-depth interview guide for counselors. The data was analyzed using both qualitative and quantitative data analysis processes. Qualitative data was transcribed and analyzed through themes, for quantitative data analysis, the researcher first defined variables and assign numeric values and labels to the variables. SPSS version 26 was used to key in the variables. Data was presented by use of tables.

## REVIEW OF RELATED LITERATURE

García-Arroyo and Segovia (2019) analyzed the relationship between work overload, coping styles and emotional exhaustion

in a sample of 202 university lecturers in Ecuador. The study employed a hierarchical regression model analysis and the results showed that work overload and evasive coping are positively related to emotional exhaustion, while active coping was negatively linked to emotional exhaustion in the study of university lecturers in Ecuador. The findings also showed that evasive coping mediated the connection between work overload and emotional exhaustion so that lecturers who use more evasive coping in situations of high work overload experience less burnout than lecturers who use this coping style less.

Sarah et al. (2020) carried out a study aimed to explore the effects of emotional exhaustion on university lecturers in the United States. The study involved 10 lecturers and used a qualitative research design and data were collected through semi-structured interviews with ten university lecturers. The results revealed that university lecturers experienced emotional exhaustion due to a variety of factors, such as heavy workloads, perceived lack of control over their work, and feeling disconnected from their students. The study also found that emotional exhaustion had negative effects on lecturers, such as decreased motivation and productivity, as well as physical and mental health problems.

This research used a quantitative survey method to investigate the effects of emotional exhaustion on university lecturers in Brazil. 150 university lecturers in Brazil were invited to take part in the survey and the data was collected through an online questionnaire. The questionnaire contained closed questions to measure the respondents' levels of emotional exhaustion and open-ended questions to assess the sources of their exhaustion. The data was analyzed using descriptive and inferential statistics to explore the effects of emotional exhaustion on the participants. The findings of the research showed that emotional exhaustion had a negative impact on the participants' quality of teaching, job satisfaction and performance. The findings also revealed that the main sources of emotional exhaustion for the participants were workload and stress (Moura et al., 2020).

A study conducted in China on the impacts of work-life balance on the emotional exhaustion and well-being of college teachers (Wei & Ye, 2022). An online survey was conducted. The valid subjects included 586 college teachers (367 females, 62.6%). The findings revealed that among the Chinese college teachers, work-life balance was negatively correlated with EE, but positively correlated with work balance; EE was negatively correlated with work balance, EE partially mediated the relationship between work-life balance and work balance; and College teachers who are male, class tutors, and in public colleges scored higher on EE and lower on work-life balance and work balance than those who are female, non-class tutors, and in private colleges, respectively. The authors concluded that the negative impacts of emotional exhaustion on psychological health cannot be neglected and suggest that lecturers should be encouraged to manage their emotions in order to improve job satisfaction and psychological health.



Ngalagou, et al., (2019) evaluated the epidemiology of burnout syndrome among university teaching staff in Cameroon. The study also aimed to establish whether the practice of physical activities and leisure could have preventive impact. The study employed a cross-sectional study using a self-administered questionnaire on socio-demographic characteristics, socio-professional conditions, Maslach Burnout Inventory-Educator Survey (MBI-ES) to evaluate burnout syndrome, and Ricci-Gagnon metrics to assess rates of physical activities practice among grades of teaching staff, in the various faculties of the University of in Douala, Cameroon. The findings indicated that burnout affected 55.4% of lecturers, 38.3% senior lecturers and 6.3% professors. Burnout was significantly associated with poor working conditions, unsatisfactory salary, part time teaching in private university institutions, sensation of strenuous job, conflict with colleagues, sedentariness. Sport and physical activities showed significant protective effects against burnout the same with leisure.

Mwenda et al. (2019) assessed the relationship between job stressors and faculty performance at private universities in Kenya. The researchers collected data from a sample of 384 full time and part time lecturers. Job stressors were broken down into three sub categories; work load, job security and career progression while lecturer performance was evaluated as a component of research, teaching and service. Findings showed an inverse relationship between job stressors and faculty performance. The null hypothesis was rejected, revealing a statistically significant relationship between job stressors and faculty performance. The research findings implied that universities should have strategies to maintain low levels of stress for better lecturer performance.

Ogolla and Aomo (2018) investigated the relationship between Type B personality trait and stress management among secondary school principals in Kenya. The study adopted a Convergent Parallel research method within the mixed method approach. The study population was 295 principals and the study sample size was 169 principals obtained using stratified random sampling. The quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) windows version 22 as well as Pearson’s Product Moment Correlation Coefficient while qualitative data was analyzed using thematic analysis. The study established a positive relationship between Type B personality trait and stress management. Qualitative findings showed that most principals used multi-tasking to manage and accomplish their tasks thus reducing their stress. The above literature has revealed that psychological burnout and other kinds of burnouts affect the performance of teachers both in universities and other levels of teaching across the globe. However, the various studies do not clearly indicate how psychological burnouts influence specific functions of lecturers. In Kenya particularly this aspect has not been well researched and documented and this research intended to cover the study gap.

**RESULTS AND DISCUSSIONS**

This section presents the descriptive analysis of each item of the sub-scale. The researcher wanted to assess the frequency of emotional exhaustion using the following key: 0 (never), 1 (a few times per year), 2 (once a month), 3 (a few times per month), 4 (once a week), 5 (a few times per week), and 6 (every day). The results of the descriptive statistics are presented in Table 1.

**Table 1. Effect of Emotional Exhaustion on Delivery of Professional Functions**

Items	A few times per year	Once a month	A few times per month	Once a week	A few times per week
I feel emotionally drained by my work	1 (1.0%)	23 (23.7%)	30 (30.9%)	25 (25.8%)	18 (18.6%)
Working with people all day long requires a deal of effort	1 (1.0%)	7 (7.2%)	21 (21.6%)	43 (44.3%)	19 (19.6%)
I feel like my work is breaking me down	1 (1.0%)	20 (20.6%)	41 (42.3%)	28 (28.9%)	7 (7.2%)
I feel frustrated by my work	1 (1.0%)	8 (8.2%)	28 (28.9%)	22 (22.7%)	30 (30.9%)
I feel I work too hard at my job	1 (1.0%)	13 (13.4%)	19 (19.6%)	27 (27.8%)	31 (32.0%)
It stresses me too much to work in direct contact with people	4 (4.1%)	5 (5.2%)	8 (8.2%)	45 (46.4%)	32 (33.0%)
I feel like I am at the end of my rope	1 (1.0%)	9 (9.3%)	27 (27.8%)	38 (39.2%)	15 (15.5%)

The study sought to investigate is the lecturers felt emotionally drained majority of the lecturers 30 (30.9%) report experiencing emotional exhaustion as a result of work-related variables on a weekly basis. The finding implies that on a weekly basis lecturers were emotionally drained. Table 16, indicates that most of the respondents 25 (25.8%) encounter this phenomenon many times per week, 23 (23.7%) reported experiencing this phenomenon intermittently during the month; while a considerable number 18 (18.6%) reported experiencing it on a daily basis, and multiple times per week. Based on this finding, it can be inferred that a

significant proportion (30.9%) of individual’s experience emotional exhaustion as a consequence of their work, indicating a susceptibility to burnout. The aforementioned statistics align with the prevalence of emotional exhaustion documented in various regions globally. For instance, in the United States, self-reported rates ranged from 13 percent to 45 percent (Jackson-Jordan, 2013). Similarly, research conducted in Europe revealed that 27 percent of pastors from different denominations in New Zealand, England, and Australia





From the findings working with people all day long requires a deal of effort with 43 (44.3%) expressing this feeling once a week 21 (21.6%), report exerting effort multiple times each month highlights the recurring nature of interpersonal obligations, 19 (19.6%) of the sample, reported the occurrence of effort requirements multiple times per week while only 6 lecturer's (6.2%) who recognize the necessity of daily effort underscores the presence of a distinct subgroup that experiences an ongoing demand for emotional work, which may ultimately contribute to the development of burnout. This assertion is consistent with the research reports across the globe that suggests that teachers were likely to suffer burnout (Cocklin, 2013; Currier, 2016; Miles & Proeschold-Bell, 2013). Francis and Crea (2015) found a significant correlation between emotional exhaustion and low mental health in a study on the psychological health in Italy.

The frequency distribution of the responses of 41 (42.3%) of lecturers who experienced break down a few times per month, 28 (28.9%) of the individuals who experience such sentiments "a few times per week" indicate a persistent challenge in coping with work-related demands, 20 (20.6%) of the lecturer's experience a sense of their employment causing emotional distress "once a month" suggests the presence of ongoing psychological pressure, 7 (7.2%), indicates a significant population contending with enduring emotional strain while only (1.0%) of the lecturer's acknowledge having this sentiment "a few times per year." This finding underscores the presence of a minority group that encounters sporadic yet significant episodes of distress related to their employment. This finding aligns with the research conducted by Sonnentag and Fritz (2015), which highlights the notable influence of occasional but intense stressors on an individual's psychological well-being.

Majority of the lecturers felt frustrated by their work most of the lecturer's as 30 (30.9%) of participants acknowledged experiencing regular frustration in their employment, a few times per week, (28.9%) lecturers occurring on a regular basis of "a few times per month," 22 (22.7%) of lecturer's experience frustration on a weekly basis provides insight into the recurring difficulties encountered by lecturers in their professional capacities. On a monthly basis 8 (8.2%) and the occurrence of frustration on a daily basis 8 (8.2%) and 1 (1.0%) felt frustrated a few times a year. Most of the respondents agreed that they felt frustrated by work. This implies lecturers felt frustrated a few times a week for majority of lecturers within Uasin Gishu County. The statement aligns with existing scholarly literature on faculty stress, which highlights workload and limited autonomy in particular elements of academic work as significant contributors to feelings of frustration (Kinman et al., 2019).

Table 1 shows that the highest proportion 31 (32.0%) of respondents expressed feeling overworked "a few times per week", 27 (27.8%) expressing this sensation on a weekly basis, 19 (19.6%) of respondents reported feeling that they work excessively on a regular basis, specifically "a few times per month", while 13 (13.4%) of respondents reported experiencing

this sensation on a monthly basis. The percentage of lecturers who report experiencing this sensation "every day" at 6 (6.2%) is significant, indicating a noteworthy proportion of individuals in this profession who continuously face the high level of obligations associated with their employment. Finally, the indication of 1 (1.0%) representing the sentiment "a few times per year" denotes a minority of occurrences in which occasional perceptions of excessive effort are observed, possibly linked to particular situations characterized by high demands. The findings show that most of the lecturers felt they were overworked on a weekly basis may be due to the nature of lecturers' assessments of their workload, which underscores the persistent difficulties in effectively managing several academic obligations. This observation is consistent with the research conducted by Maslach and Leiter (2008), whereby they explore the relationship between workload and burnout experienced by faculty members.

Findings of if the lecturers felt like they were stressed too much when working in direct contact with peoples, results shows that lecturers 45 (46.4%) experience stress on a weekly basis when engaging in direct interpersonal contacts. This indicates that most of the respondents were not too stressed to work in direct contact with people, suggesting that they were probably at their element when working with people. Thirty three (33.0%) who reported experiencing stress "a few times per week", 8 (8.2%) indicates a recurring but relatively infrequent occurrence of stress, once a month" by 5 (5.2%) of individuals underscores the occurrence of sporadic yet significant stressors in face-to-face encounters, 4 (4.1%) of the lecturer's report experiencing stress "a few times per year", while 3 (3.1%), represents a relatively smaller subset of the population that consistently encounters elevated levels of stress in their day-to-day interactions. This pertains to intermittent presentations, workshops, or other public activities that elicit sensations of tension. This observation is consistent with previous research on the impact of work-related stressors and emotional tiredness, highlighting the significant burden imposed by frequent interpersonal demands (Bianchi et al., 2018).

On whether respondents felt like they were at the end of their rope most 39 (39.2%) of the lecturer's expressing "once a week". This resonates with the concept of burnout, where individuals can feel emotionally exhausted and overwhelmed due to prolonged stressors (Maslach & Jackson, 1981). Following this, the 27 (27.8%) indicating this sentiment "a few times per month" suggests a recurring sense of emotional exhaustion. The 15 (15.5%) noting this feeling "a few times per week" highlights frequent emotional distress among lecturers. Moreover, the 9 (9.3%) experiencing this sentiment "once a month" reflects intermittent but impactful feelings of being overwhelmed. This might align with cyclically demanding periods in academia, such as grading periods or peak research times. A total of 7 (7.2%) lecturers indicated that feeling at the end of their rope "every day" reflects a subset of lecturers consistently grappling with emotional distress. Lastly, the 1 (1.0%) facing this sentiment "a few times per year" signifies a small minority experiencing infrequent but impactful emotional distress. The results imply that



on average, lecturers felt that they were at the end of their rope. The findings align with the concept of burnout and the cumulative effects of ongoing stressors on emotional well-being. Addressing these challenges through support systems, resources for managing stress, and fostering a positive work environment can contribute to the overall mental health and job satisfaction of lecturers within the academic setting. This pattern aligns with studies on work-related stress and its impact on emotional well-being (Bianchi et al., 2018). These findings align with previous research conducted by Afsar, et al. (2015), which also highlighted the negative impact of administrative pressures on teachers' productivity, leading to burnout.

### TEST OF HYPOTHESIS

#### H<sub>01</sub> There is no significant difference between emotional exhaustion on delivery of professional functions among university lecturers in Uasin-Gishu County

The study sought to find out the effect of emotional exhaustion of delivery of professional functions of lecturers. The null hypothesis which stated that *there is no significant difference between emotional exhaustion on delivery of professional functions among university lecturers in Uasin-Gishu County*. To test the research hypothesis, a simple linear regression was conducted. A simple linear regression uses the presence of a linear relationship to determine how much variation in the dependent variable can be attributed to the independent variable. The summary of findings is presented in Tables 2, 3 and 4.

**Table 2 Regression Model Summary<sup>b</sup> on Emotional Exhaustion and Delivery of Professions Functions**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.328 <sup>a</sup>	.108	.098	7.036	1.659

a. Predictors: (Constant), Emotional exhaustion

b. Dependent Variable: Professional functions

From Table 2 emotional exhaustion accounted for 9.8% of the variation in delivery of professional functions as shown by the adjusted R square value, with the remaining variation in teaching

functions being accounted by other factors beyond emotional exhaustion.

**Table 3 Regression ANOVA<sup>a</sup> on Emotional Exhaustion and Delivery of Professional Functions**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.28	1	4.282	4.435	.038 <sup>b</sup>
	Residual	91.718	95	.965		
	Total	96.000	96			

a. Dependent Variable: Professional functions

b. Predictors: (Constant), Emotional exhaustion

From Table 3, the regression model was a good predictor for delivery of teaching functions from emotional exhaustion,  $F(1, 95) = 4.435, p < 0.05$ . This implies that linear regression was best

suited to determine the effect of emotional exhaustion on delivery of professional functions.

**Table 4. Regression Coefficients a on Emotional Exhaustion and Delivery of Professional Functions**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	47.023	3.862		12.177	.000	39.357	54.689
	Emotional exhaustion	.211	.454	.134	3.387	.001	.188	.720

a. Dependent Variable: Professional functions

From Table 4, emotional exhaustion had a statistically significant effect on delivery of professional functions,  $p < 0.05$ . The relationship was considered significant since the p-value was less than the selected level of significance (0.05). Based on the findings, the null hypothesis indicating that emotional exhaustion has no significant effect on delivery of professional functions was rejected in favor of the alternate hypothesis. These means that emotional exhaustion significantly affected the delivery of professional functions among university lecturers in Uasin Gishu

County. These findings concur with past researchers; For instance, Sarah et al., (2020) explored the effects of emotional exhaustion on university lecturers in the United States and found that emotional exhaustion had negative effects on lecturers, such as decreased motivation to teach and the overall teaching outcomes. Moreover, Moura et al., (2020) explored the effects of emotional exhaustion on university lecturers in Brazil and discovered that emotional exhaustion had a negative impact on the participants' quality of teaching, job satisfaction and



performance. Another study by García-Arroyo and Segovia (2019) examined the impact of emotional exhaustion on lecturers and revealed that emotional exhaustion was significantly related to lecturers' burnout and negatively correlated to their teaching satisfaction and general psychological health. These findings agreed with the Maslach theory of burnout that suggest that workplace burnout can affect the well-being and the functioning of workers just as it has been proven in this study.

## CONCLUSION

The findings concluded that emotional exhaustion had a statistically significant effect on professional functions. This suggests that lecturers experiencing higher levels of burnout are likely to encounter difficulties in fulfilling their professional responsibilities effectively. Addressing these aspects of burnout is crucial for safeguarding the well-being of lecturers and ensuring the quality of education provided to students. Implementing targeted interventions to mitigate burnout and support lecturers in managing stress and maintaining job satisfaction is essential for promoting a positive and productive academic environment. Based on the conclusion of the study, future research on the effects of emotional exhaustion on the delivery of professional functions among lecturers could consider conducting longitudinal studies to examine how emotional exhaustion evolves over time and its long-term impact on the delivery of professional functions among lecturers. This would provide insights into the trajectory of psychological burnout and its implications for job performance and job satisfaction. Employing qualitative research methods to gain a deeper understanding of the subjective experiences of lecturers regarding emotional exhaustion and its effects on their professional functions. This could uncover nuanced aspects of burnout that quantitative measures may not capture fully.

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