

**SELF-EFFICACY, PERFORMANCE APPRAISAL AND BURN OUT AMONG  
PUBLIC SECONDARY SCHOOL TEACHERS IN SABATIA SUB-COUNTY,  
KENYA**

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**A Research Thesis Submitted in Partial Fulfillment of the Requirement of the  
Doctor of Philosophy Degree in Educational Psychology of Masinde Muliro  
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## DECLARATION

This research thesis is my original work prepared with other materials herein indicated and has not been submitted to any other university for a degree

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The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a research thesis entitled:  
**“Self Efficacy, Performance Appraisal, and Burnout among Public Secondary School Teachers in Sabatia, Vihiga County, Kenya”**

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## **DEDICATION**

To my family: my wife Rebeccah, children Joy, Bright and Bliss, to whom this work stands as an inspiration.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

Self-efficacy is a vital variable in evaluating teachers' performance and its relationship on their burnout. The purpose of the study was to assess how teachers' self-efficacy affects performance appraisal and burnout among public secondary school teachers in Sabatia sub-county, Kenya. This study sought to: assess the effect of teachers' self-efficacy on their performance appraisal, find out influence of teachers' self-efficacy on burnout, and establish relationship between self-efficacy, performance appraisal and burnout among public secondary school teachers in Sabatia Sub-county, Kenya. This study was anchored on the self-efficacy component of the social cognitive theory by Bandura and the grand theory of burnout by Blankert. It adopted a combination of a descriptive and correlation survey research designs. The sample consisted 227 teachers from twelve schools selected using purposive and stratified sampling technique. Data for this study was collected using interviews, questionnaires, and document analysis. Validity of data collection tools was established through piloting with ten respondents who were not included in the study. Reliability was established using test-retest reliability. Data analysis was done using descriptive and inferential statistics using descriptive and inferential statistics using Statistical Package for Social Studies (SPSS, version 25.0). Analyzed findings were presented using frequency tables, percentage and mean scores. Results showed the R value from the model summary of the regression between self-efficacy and performance appraisal was 0.617. The R square value was 0.381, which implied 38.1 % effect on teacher appraisal were attributed to self-efficacy. Further, constant t-value of 6.894 at  $p=0.000$ . When self-efficacy was introduced in the equation, the value increased to 8.278 at  $p=0.001$ . In objective two, R value from the model summary of the regression between self-efficacy and performance appraisal was 0.688. The results showed a constant t-value of 10.155 at  $p=0.000$ . When burnout was introduced in the equation, the value decreased to -4.425 at  $p=0.001$ . This implied self-efficacy had a negative change on burnout. In objective three, the R value from the model summary of the regression between self-efficacy, performance appraisal and burnout was 0.810. The R square value was 0.656, which implied 65.6 % effect on burnout was attributed to performance appraisal and self-efficacy. The results show a constant t-value of 6.944 at  $p=0.001$ . When performance appraisal was introduced into the equation, it reduced to -8.977 at  $p=0.000$ . In addition, when self-efficacy was introduced into the relationship, it further reduced to -11.161. The results show that there was a negative relationship between the self-efficacy and performance appraisal and burnout. The findings of the study are useful to the Ministry of Education and Teachers' Service Commission in designing programs that focus on increasing teachers' self-efficacy, perfecting performance appraisal, and reducing burnout. The study recommended designing of programs to support young and newly recruited teachers to boost their self-efficacy for service delivery and buffer against burnout, capacity build teachers on identification of professional gaps. Furthermore, teachers' appraisal should be used to motivate teachers to better their performance through rewards and promotions. Finally, teachers should be taught how to set realistic goals to avoid getting into burnout.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>BIS</b>	Behavior Immune System
<b>CDF</b>	Constituency Development Fund
<b>DAS</b>	Developmental Appraisal System
<b>EEA</b>	Employment of Educators Act
<b>ELRC</b>	Education Labor Relations Council
<b>FDSE</b>	Free Day Secondary Education
<b>GOK</b>	Government of Kenya
<b>ICT</b>	Information Communication and Technology
<b>IQMS</b>	Integrated Quality Management System
<b>KEMI</b>	Kenya Education Management Institute
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examinations Council
<b>KNUT</b>	Kenya National Union of Teachers
<b>KUPPET</b>	Kenya Union of Post Primary Teachers
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NACADA</b>	National Authority for the Campaign Against Alcohol and Drug Abuse
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>OPAS</b>	Open Performance Appraisal System
<b>PA</b>	Performance Appraisal

<b>PMS</b>	Performance Management System
<b>QASO</b>	Quality Assurance and Standards Officer
<b>SDG</b>	Sustainable Development Goal
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TALIS</b>	Teaching and Learning Survey
<b>TPAS</b>	Teachers' Performance Appraisal System
<b>TPAD</b>	Teachers' Performance and Appraisal
<b>TPD</b>	Teachers Professional Development
<b>TSC</b>	Teachers' Service Commission
<b>TSE</b>	Teachers Self-efficacy
<b>UNESCO</b>	United Nations Education and Science Committee
<b>WSE</b>	Whole School Evaluation
<b>WHO</b>	World Health Organization

## OPERATIONAL DEFINITION OF KEY TERMS

<b>Appraisal tool</b>	Techniques of evaluating teacher's job performance.
<b>Appraisee</b>	A teacher whose performance is being evaluated.
<b>Appraiser</b>	An officer carrying out performance appraisal of teachers.
<b>Burnout</b>	Feelings of exhaustion resulting from unresolved work related persistent stress.
<b>Self-efficacy</b>	A teacher's belief of possessing the ability to perform personal tasks with mastery.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

In this chapter, the researcher describes the study's background, the problem statement, the study's purpose, the research questions, the hypothesis, the importance of the investigation, the study's underlying assumptions, the study's scope, its limitations, the theoretical framework, the conceptual framework, and lastly the definitions of key terminology.

#### **1.1 Background of the Study**

Teachers are pivotal figures in our society's economic, political, and social systems. The success of any educational system relies heavily on them. No country's educational system is better than the quality of its teachers (FRN, 2006). The perspectives and assumptions of teachers are crucial to comprehending the educational processes in which they engage as practitioners of educational principles and theories (Jia, Eslami, & Bulbaw, 2006). Teachers' views affect their actions in the classroom, which in turn affects students' learning.

As enrollments in developing nations rapidly increase in the direction of Education For All (EFA), the quality of education provided to students has become a significant problem in the setting of scarce resources. Kenya's government has spent a lot of money on facilities and teachers so that all of its children can get good quality education. However, this endeavor will only succeed if instructors' actions to boost effective teaching and learning, such as self-efficacy, are fully understood. Teachers

who are emotionally, socially, and intellectually well have the most potential to impact their students. There is a strong correlation between teachers' perceptions of their own efficacy and the instructional judgments they make in terms of content delivery, confidence in task performance, and students' outcomes.

The success of a school is proportional to the quality of its teaching staff as a whole (Serwar *et al*, 2013). Walls, Nardi, Minden, and Hoffman (2002) note that excellent instructors share five characteristics: they create a positive emotional atmosphere, they demonstrate ability in their job, they allow student participation, they are enthusiastic, and they have strong classroom control. These results corroborate those of Walker (2008), who discovered that effective educators are well-organized, enthusiastic, confident, optimistic, fair, caring, humorous, and respectful of their students. Although all of these are observable actions, it is still unclear what motivates or underlies them. Vannatta-Hall (2010) cited in Kihoro & Bunyi (2017) says that there are numerous complex aspects that determine good teaching, but that attitude is of fundamental importance. Teacher views about the subject matter, their own competence as a teacher, and the impact of their instruction on their students' learning all contribute to the formation of teachers' attitudes. Because beliefs are "*the heart of teaching*," they deserve a lot of attention from those who are interested in the field of education (Vartuli, 2005). Since teachers' beliefs influence their decision-making and their actions in the classroom, studying them is essential in teacher training (Fang, 1996b).

Bandura (1977) explains the role of beliefs in what he calls self- efficacy, which he defines as “*beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments*”. When researchers apply the concept of self- efficacy to educational settings, they come up with Teacher Self - Efficacy (TSE), a crucial construct that molds the attitudes and mindsets that make learning possible in the classroom (Bandura, 1997).

There has been an abundance of scientific research over the past three decades indicating that employees are more likely to be effective performers when they have self-efficacy (Towler, 2019). Self-efficacy refers to one's confidence in one's own skills to bring about a desired result. Self-efficacy in the classroom is defined as the belief that one's efforts will produce the desired results (Shahzad & Naureen, 2017). Lewis (2007) defines self-efficacy as an individual's belief in their own ability to successfully complete a given activity. Confident individuals are more driven to take on challenging jobs because they enjoy the internal struggle (Bandura, 1995). They challenge themselves to improve, and then do just that. By making one's own goals more challenging, self-efficacy boosts performance.

The extent to which a teacher believes in their own ability to teach is reflected in the quality of instruction their students get (Garvis, 2013). Teachers with high TSE have faith in the students they teach and the potential for growth in their students' intelligence (Deemer, 2004). They are more likely to utilize classroom management approaches and suitable teaching methods that support students' autonomy, to handle difficulties in the classroom (Chacon, 2005), and to keep students focused on the job

at hand (than teachers with low TSE). Together with the pupils, they experiment with various methods of instruction. They are more likely to use constructive tactics for managing the classroom and maintaining a good outlook, even when dealing with challenging children (Scharlach, 2008). Teachers with high levels of TSE are more likely to attempt new things in the classroom. This includes trying out new materials and methods, looking for ways to enhance their own teaching, and being open to new ideas. Teachers who are confident in their abilities are more likely to engage their pupils with a variety of teaching methods (Muya, 2016) and to include musical activities as part of their lessons. They also tend to remain in the classroom for longer periods of time (Glickman & Tamashiro, 2006). Therefore, it is safe to assert that having a high TSE is an asset in the classroom. Regardless of whether they serve mostly privileged or underprivileged children, schools whose staff members collectively believe themselves capable of encouraging academic achievement endow their schools with a favorable atmosphere for development that boosts academic attainments.

In Kenya, aspects of teachers' self-efficacy, teachers' assessment, and teachers' burnout have been studied, and recommendations have been made. For instance, Agesa (2005) studied how performance reviews impacted the productivity of educators. Teachers should not be treated differently based on their age, gender, ethnicity, or political beliefs, because of the evaluation mechanisms in place at schools. According to research by Oginga, Muola, and Mwanja (2014), educators' lack of confidence in their ability to educate students with special needs and those

living with HIV/AIDS has a negative impact on students' learning because of a lack of interest and motivation to learn about these topics. Principals can use instructional appraisal to help them coordinate, enhance, and maintain effective classroom instruction and student achievement (Maranya, 2001). Kadenyi (2014) investigated the effect of teacher evaluations on students' grades in public high schools in the Vihiga sub-county of Kenya. Research by Odanga, Raburu, and Aloka(2018) on Strategies for Enhancing Teachers' Self-efficacy in Secondary Schools in Kisumu County found that, between 2011 and December 2015, seminars and workshops were not used to address low teachers' self-efficacy but focused in the following areas: child protection, school dropout, exam rating, information and Communication Technology (ICT) integration, and Performance appraisal.

The evaluation of instructors in schools in Shanghai, China, is not a one-and-done occurrence. Appraisal data is collected continuously throughout the year by methods such as lesson observation, student evaluation of teachers, and task verification by teachers, with the actual appraisal procedure taking place at the end of the academic year (Zhang & Na, 2015). Appraisal procedures in the United States are heavily influenced by a focus on personal performance, responsibility, and performance-based compensation. Generally speaking, appraisals in the United States are utilized for administrative objectives including giving out pay raises and determining promotion prospects, with performance appraisal employed for developmental goals (Kagama & Irungu, 2015).

Jammal (2015) avers that, "the performance of high school employees will favorably improve the school's production," underscoring the significance of developing an efficient performance appraisal system. According to the Teachers' Service Commission Act of 2012, the commission is responsible for keeping tabs on the behavior and output of Kenya's school teachers. Appraisal reports were meant to inform crucial managerial choices like staffing levels, promotion policies, and professional development initiatives (Kiplang'at, 2016). The Open Performance Appraisal System (OPAS) was implemented by the commission in 2012 in order to better supervise educators and track their progress in implementing curriculum at the school level. Feedback, better communication, and defined tasks were the goals of the appraisal system, which was renamed the Teachers Performance Appraisal System (TPAS) in 2014. Performance management is at the center of this procedure since it is well acknowledged that this is the most effective way to motivate and inspire educators to give their all in the classroom. The fourth Sustainable Development Goal (SDG) focuses on a variety of aspects of education, including the provision of performance evaluations to ensure that all students have access to a high-quality education. Comprehensive public sector changes, including the implementation of performance contracting and performance appraisal systems, are underway with the goal of enhancing the efficiency and effectiveness of public service management (Kagama & Irungu, 2015).

In conducting the performance appraisal, the Code of Regulations (2015) for teachers established the following: Heads of institutions shall play a supervisory role

in the performance appraisal of teachers in their respective institutions; use performance appraisal reports for purposes of promotion, deployment, and other awards as may be required from time to time; and identify training needs and take corrective action in the event of unsatisfactory performance, among others.

Any teacher who persistently demonstrates poor performance or adverse appraisal ratings may, following due process, have his services terminated. This is in accordance with the appraisal instrument, which states that failure to comply with appraisal standards may bring disciplinary action against a teacher. Therefore, it is essential to conduct a performance appraisal of teachers in order to determine their current level of job performance, their motivation, the training and development needs they have, who should succeed them, to coach and counsel teachers and principals, to enhance internal communication, to set performance goals, to evaluate the potential for promotion of teachers, and much more. In the context of evaluation, good instructors can be singled out and rewarded (OECD, 2015).

There can be no better learning settings without constant monitoring and evaluation of teachers (OECD, 2015). A performance appraisal is a method for assessing, analyzing, and enhancing a teacher's work. They should be able to have an open dialogue about the institution's goals and the teacher's accomplishments. Specifically, the focus is on the educator's professional growth as it relates to the school's goals. All parties involved in education believe that students' academic progress is influenced by the caliber of their teachers' instruction, and that teacher

evaluations can be a useful tool for bolstering this belief and encouraging instructors to improve their craft through CPD (OECD, 2013).

Also, by promoting teachers and giving them additional duties based on how well they do, an efficient teacher rating system can help schools be more attuned to the talents of their students' individual teachers. Teachers can build schools as professional learning communities with the help of strong administrative support and constructive comments on their performance. Appraising classroom teachers is one method in which institutions can take responsibility for their students' learning environments and improve the performance of underperforming educators.

While there are many benefits to having an efficient assessment system in place, having one that isn't also increases the danger of inefficiency, low morale in the workplace, and high turnover (Goe *et al.*, 2012). Teachers may not receive effective professional development and may have skepticism about the equity of their workload, pay, and bonuses. When top achievers don't feel appreciated or perceive that even poor workers get paid the same, morale might plummet (Gesme & Wisemen, 2011).

In addition to their primary responsibilities as educators, teachers must often take on other responsibilities (Holzberger & Kunter, 2013). According to Raesh and Sugathi (2013), teachers' motivation, exhaustion, and health are all negatively affected by the various tasks they are expected to do in today's extremely difficult educational environment. Demands on educators have resulted in significant turnover rates.



When considering the significance of performance management in the context of how motivation shifts at work, it is important to note that (Canrinus, *et al*, 2012).

In a commentary on the results of teacher performance evaluation in Kenya, Kihumba (2018) noted that, thanks to the system's built-in mechanism to record classroom attendance, teacher absenteeism has been greatly reduced. Furthermore, he claims that TPAS-adopting institutions enjoy improved outcomes. This is due to the fact that educators who consistently create schemes of work, plan lessons, take notes during instruction, and keep track of student progress are better able to deliver the curriculum. Sossion (2017), the secretary general of the Kenya National Union of Teachers (KNUT), argues that TPAS should be recalled because it caused teachers immense anguish and prevented them from performing their duties. He claimed that educators were neglecting their students because they were too busy correcting papers. Stress among teachers has increased, he said, because of TPAS's threat of repercussions for those who make mistakes.

Regardless of how you feel about the impact of TPAS on teachers' stress as Sossion (2017) argues, you can't deny that teaching is a highly stressful profession (Johnson et al., 2005). A major focus of current studies in the field of education is the issue of teacher burnout. There is a direct correlation between long-term stress and teacher burnout. Burnout is now widely acknowledged as a pervasive issue in a variety of educational settings; it is widely acknowledged as a significant component in any career and life success (Dick & Wagner, 2001, Kyriacou, 2001). Existing research (Otieno, 2011; Ambunya, 2019) shows that most teachers experience stress on the

job, and identifies role conflict ambiguity; time pressure; inadequate salary and perceived low status of the profession; student misbehavior; and relationships with supervisors as sources of stress that decrease job satisfaction and increase burnout (Caprara *et al*, 2006). Teachers who are overworked and exhausted may experience negative emotions such as rage, anxiety, depression, cynicism, and exhaustion. As a result, these factors reduce their productivity on the work.

## **1.2 Problem Statement**

Self-efficacy is vital in psychological research because of its implications on teaching effectiveness, instructional effectiveness, and moderating effect on burnout ( Tze, 2014).

However, measurement of teachers' self-efficacy is still at its infancy ( Dellinger,Olivier & Bobbet, 2008). Educational researchers have attempted to measure teacher-efficacy, but their attempts have been fraught with theoretical and measurement issues. Although research conducted elsewhere has proved Self-efficacy to be a natural protective factor against teacher burnout, there is scanty demonstration of the same locally hence, the current study.

NACADA report (2017), indicated western region, Sabatia Sub-county being part of it, had recorded a steady increase in prevalence of alcohol usage. Futhermore, the sub-county recorded a steady increase in prevalence of use of bhang from 2012 to 2017. The report showed that alcohol abuse contributed the highest burden of substance use disorders which ranked western second after Nairobi. Additional

report from the Deputy County Commissioner Sabatia Sub-county called on wellness experts to assist many government workers affected by alcoholism. A report from Sabatia Sub-county TSC Director indicated there was a rising number of teachers who were becoming chronic absentees to duty, reporting on duty intoxicated and being referred for rehabilitation. Among variables that could be pushing teachers into such a situation are their self-efficacy, performance appraisal and burnout, thus the need for this study.

Performance appraisal for teachers has been proven to improve effectiveness in teaching. However, for better understanding of performance evaluation crucial elements of teachers such as their efficacy must be considered. The researcher was inspired to begin this investigation because instructional performance appraisal is affected by teachers' self-efficacy.

The problem of teacher burnout persists despite a large number of studies on the subject. It is blamed to be the major cause of psychosomatic diseases among teachers. Due to the high prevalence of burnout syndrome in the teaching profession, it is necessary to find variables that protect instructors from burnout. According to the preceding discussion and literature the researcher has come across, the extent to which teacher efficacy, performance evaluation, and burnout influence the success of education in Sabatia Sub-county has not been clearly demonstrated. In light of this, it was deemed important to conduct an empirical study to determine the relationship between 'Teacher Efficacy, Performance Appraisal, and Burnout among Public Secondary School Teachers in Sabatia Sub-county, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to assess how teachers' self-efficacy affects performance appraisal and burnout among public secondary school teachers in Sabatia Sub-county, Vihiga County.

### **1.4 Research Objectives**

The study was guided by the following objectives:

- i) To assess the effect of teachers' self-efficacy on their performance appraisal in public secondary schools in Sabatia Sub-county.
- ii) To find out the influence of teachers' self-efficacy on burnout in public secondary schools in Sabatia Sub-county.
- iii) To establish the relationship between self-efficacy, performance appraisal, and burnout among public secondary teachers' in Sabatia sub-county.

### **1.5 Hypotheses**

**H0<sub>1</sub>:** There is no significant effect between teachers' self-efficacy and teacher's performance appraisal in public secondary schools in Sabatia Sub- County, Vihiga County

**H0<sub>2</sub>:** There is no significant influence between teachers' self-efficacy and teacher burnout in public secondary schools in Sabatia Sub- County, Vihiga County.

**H0<sub>3</sub>:** There is no significant relationship between teachers' self-efficacy, performance appraisal, and burnout.

## **1.6 Significance of the Study**

It is envisaged that the findings of this study would contribute knowledge to academia. In addition, the findings will help school administrators and other key education sector stakeholders understand the relationship between teachers' self-efficacy, performance appraisal, and burnout. The findings will be relevant to Ministry of Education and Teachers' Service Commission officials in the creation of programs aimed at enhancing teachers' self-efficacy and decreasing teacher burnout. In addition, the outcomes of this study will assist the Teachers Service Commission in enhancing the teachers' evaluation instrument.

By establishing a curriculum that focuses on teachers' self-efficacy, teacher preparation programs will profit immensely from the findings of this study. This study offers questions and challenges that may pique the interest of future researchers studying teacher self-efficacy, teachers' performance evaluation, and teacher burnout. In addition, it may demonstrate the impact of teacher efficacy on the growth of performance evaluations and teacher burnout among Kenyan public secondary school teachers.

## **1.7 Assumptions of the Study**

It was assumed that;

- i) Information given by respondents while filling in the questionnaire was accurate.
- ii) Teachers' self-efficacy affects performance appraisal and burnout.

### **1.8 Scope of the Study**

This study examined the association between self-efficacy, performance appraisal, and teacher burnout in public secondary schools in Sabatia Sub County, Vihiga County, Kenya. Sabatia Sub-county was selected because it is home to several secondary public schools in all categories, including national, extra-county (boys and girls), county (boys, girls, and mixed), and sub-county. In addition, the schools are dispersed from major thoroughfares to the interior. In addition, teachers in the Sabatia Sub-county are well-represented in terms of gender, experience, status, and responsibility, resulting in a large sample of responses.

The scope of the study was limited to secondary schools in Sabatia Sub-County, Vihiga County. Data was obtained from public secondary school teachers and principals in Sabatia Sub-County, as well as the Sub-County Director of the Teachers' Service Commission (TSC). On the one side, teachers were included since their self-efficacy influences their implementation of the evaluation and burnout, while on the other, the process is overseen by principals and the TSC Sub-county director.

### **1.9 Limitations of the Study**

Since the study was confined to Sabatia Sub-county in Vihiga County, the results of the study might not be generalizable. The researcher proposes replication of a similar research in other areas to compare the findings.

Some teachers were reluctant to give information because of fear of victimization by the supervisors. This was overcome by assurance of confidentiality of all information given by respondents.

## **1.10 Theoretical Framework**

This study was based on the self-efficacy component of the social cognitive theory by Bandura (1989) and grand theory of burnout by Blankert (2014).

### **1.10.1. Social Cognitive Theory**

According to social cognitive theory, watching others and picking up on cues from them are crucial components of learning and carrying out socially appropriate behaviors (Shunk, 2011). In accordance with a major component of Albert Bandura's social cognitive theory, people are motivated to execute and complete tasks in which they have confidence. Self-efficacy is an individual's intrinsic orientation toward acts that produce favorable outcomes (Shunk, 2011). Bandura discovered a system that played a crucial influence in people's lives through his studies. This method was based on the concept that individuals had control over their own life. Self-efficacy (SE) is a motivational construct defined as the extent to which individuals believe they can plan and execute the actions required to achieve a goal (BUSPH, 2013). Self-efficacy is a self-evaluation, perception of one's actual skills to commence and complete successful activities specified at distinct organizational levels, exert greater effort, and perseverance in the face of adversity (Holzberger *et al.*, 2013). Self-efficacy is a crucial component of a system that generates human competence, leading and influencing the actions of instructors in the classroom. Generally,

teachers' goals and actions are influenced by their belief system, which impacts their classroom practices and routines. TSE changes the cognitive patterns and emotions that enable classroom activities and hence influences directly classroom outcomes (Bandura, 1997).

Self-efficacy impacts what coping behavior an individual engages in when confronted with stress and problems, as well as how much effort will be wasted to attain one's goals and how long one will pursue these goals (Bandura, 1999). Bandura hypothesized that self-efficacy is a self-reinforcing attribute; when a person is motivated to work through their challenges on their own terms; they acquire positive experiences that further increase their self-efficacy. TSE is centered on four pillars: vicarious experiences, mastery experiences, verbal persuasion, and physiological states, which can be addressed particularly in teacher training programmes (Akhtar, 2008).

A student's parents, grandparents, aunts, uncles, elder siblings, teachers, administrators, coaches, mentors, and counselors are only few of the potential sources of vicarious learning. To achieve mastery, one must first attempt and then succeed at a difficult task. Putting what we've learned into practice is the surest path to mastery. The power of words to boost confidence is reflected in the verbal persuasion factor. Context and general health and welfare are crucial to the growth and maintenance of self-efficacy, and here is where "emotional and physiological states" come in. James Maddux proposed a fifth major source of self-efficacy, imagined experiences or visualization, in addition to the aforementioned four.



Developing confidence that success is attainable can be aided by exercises that encourage vivid visualization of such success.

Understanding one's own self-efficacy as a change agent is crucial (Shunk, 2011). Motivational mechanisms that elicit "activation and persistence of conduct" emerge from the perception of one's own competence and the associated cognitive processes (Bandura, 1977 cited in Wildman, 2015).

According to Carrinus (2013), teachers' belief in their own abilities is a key element of their standing as professionals. Self-efficacy, along with motivation and job satisfaction, is a key component of how a teacher sees themselves as a professional. To evaluate their own and the school's effectiveness, teachers can use this framework you establish through your decision. Beliefs in one's own ability to successfully carry out a task have long been a determining factor in an individual's success in the workplace. Job success has been linked to high levels of self-efficacy, as proposed by Ghonsooly and Ghanizadeh (2011). Such people are more likely to become involved, work more, set loftier objectives, devote more time and resources to achieving their goals, and keep going even when things get tough. Motivated students, more productive instructors, and lasting improvement are all hallmarks of the new, improved culture.

The self-efficacy sub-component of social cognitive theory provides a useful theoretical framework for analyzing the effects of the performance evaluation procedure on teachers' creative capacities. Specifically, we think about how effective use of one's cognitive, social, and behavioral abilities contributes to that

effectiveness. Educators who excel in the classroom have high levels of self-efficacy and are able to overcome the challenges they face in their daily work (Lewis, 2011).

While social cognitive theory is appropriate in addressing self-efficacy, it does not do much for burnout, which is why the latter requires its own theory, the grand theory of burnout.

### **1.10.2 Grand Theory of Burnout**

This theory was advanced by Blankert (2014). The theory explains why burnout patients have inflammation and how this phenomenon can be accounted for, and it incorporates the concept of burnout into mainstream medical thought. Mastery of the "Behavioral Immune System (BIS)" is crucial to the big picture theory (Schaller & Park, 2011). Research on BIS confirmed that living organisms avoid hazards and dangers for survival, in large part 'subconsciously,' using automatic psychological learning and psychological mechanisms that are not part of our conscious thinking.

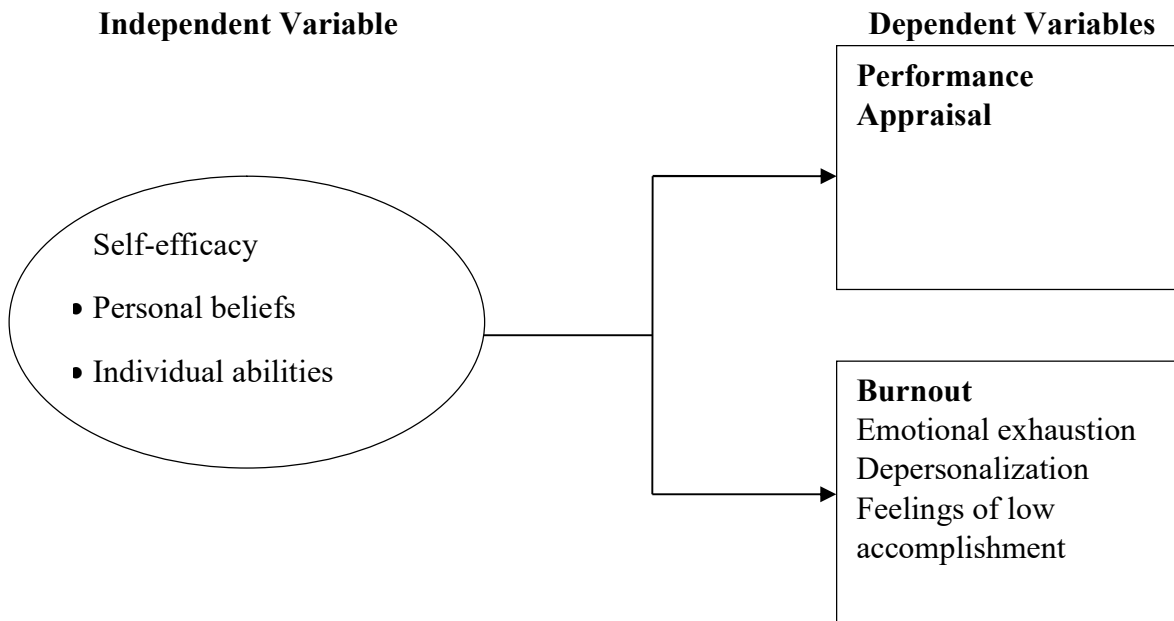
There can be a chain reaction of failed trials in the workplace that demoralize the worker. More and more needs aren't being met, despite the fact that it was originally expected that they would be. Workplace culture and interactions with particular coworkers about particular parts of work provide the setting in which need frustrations occur ( Hossain & Sultana, 2022). Feeling burned out is an ailment caused by daily social contacts. Emotional depletion, also known as emotional tiredness, occurs when needs are not met despite the persistence of the scenario. Following a string of "emotional depletion," a person may begin to perceive a

"threat" or "danger" in their environment. There are two ways this might occur: either the threat is recognized consciously, prompting well-established responses like "flight" and "fight," or the threat is received unconsciously, resulting in BIS. Once an employee has been subjected to a string of "threats" for long enough, they get emotionally drained and give up actively pursuing solutions. This is the beginning of burnout.

Through exposure to the BIS system, animals learn to both decrease their interaction with and disgust at the presence of potentially harmful stimuli in their environment (Oaten, Stevensun, Case, 2009). Patients suffering from severe burnout often exhibit traits of "disgust" and "avoidance." It's likely that orders like "return to work now" won't be carried out because some deeper unconscious force prevents the body from complying. Many doctors say that burnout develops due to a lack of adaption. To add insult to injury, the immune system has its limits and when those limits are reached, it drains the body of its vitality and can lead to feelings of irritation or cynicism. When the BIS determines that an individual is no longer capable of coping and no changes have been made to the individual's environment such that more requirements are met and fewer unmet needs remain, the BIS will activate the biological immune system to provide assistance. If the troubled patient gives up on finding a remedy and instead "become ill," this is the result. Inflammation, somatic reactions, and, in chronic situations, neuroinflammation are all brought on by the biological immune system. 'Cognitive impairment,' a hallmark of burnout, is the result of neuroinflammation (Blankert, 2014).

### 1.11 Conceptual Framework

A conceptual framework is a kind of graphic that illustrates the causality between several factors (Young, 2009). According to Mugenda (2008), a conceptual framework is "a short representation of the phenomenon under inquiry via a graphical or visual depiction of the important factors in the study." Self-efficacy is the independent variable in this study of teachers' performance evaluations and burnout in public secondary schools. As depicted in Figure 1.1, a conceptual framework supports researchers in making sense of later findings.



**Figure 1.1: Conceptual Framework Showing the Interaction between Self-efficacy, Teachers' Performance Appraisal, and Burnout**

**Source: Researcher's Own Conceptualization, 2021**

Among the proficiencies in both knowledge and practice that teachers need to demonstrate, the ability to plan and execute lessons in accordance with the latest

standards and curricula, as well as keep detailed records of student work, make use of a variety of teaching and learning resources, and evaluate each student's progress is crucial. If a teacher has done their homework, they will have far more confidence in their ability to impart knowledge. A strong level of confidence in one's own abilities is more common in this type of educator. The students benefit from this since they are able to perform better.

Teacher performance competencies include time management, demonstrated by regular class attendance, adherence to the school schedule, and participation in extracurricular activities and staff meetings. There should be a timely practice of keeping teacher evaluations and other professional documents. Teachers also have the responsibility of scheduling and conducting tests, as well as marking and providing feedback on student work, within the allotted time frame.

Teachers who are able to wing it and make use of whatever materials are at hand in their classrooms are models of innovation and creativity in the classroom. The goal is to increase the depth and breadth of students' understanding by incorporating ICT into the classroom.

Teachers are required to be able to evaluate their own performance, recognize areas of improvement, and use this information to guide their professional development planning. Peer learning at the zonal and cluster levels, as well as discussions with education experts and connections made through professional organizations like the KNEC, KICD, and MOEST, are all great ways for teachers to advance in their careers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter the researcher reviewed literature related to teachers' self-efficacy performance appraisal, and teachers' burnout.

#### **2.1.1 Conceptualization of Teacher's Self Efficacy**

Teachers' perceptions of their own abilities in the classroom are what we call "teacher self-efficacy," a subset of the broader concept of "self-efficacy" (Savas, Bozgeyik, & Eser, 2014). Self-efficacy in the classroom, involves meeting professional expectations, planning lessons, implementing classroom procedures, and navigating the social and political dynamics of the school. The efficiency of the educational system rises in direct proportion to the expertise of its educators. Lack of self-efficacy in teachers is linked to a wide range of mental health issues, including insecurity and low self-worth, which in turn undermine student learning. Self-efficacy leads to establishing more difficult goals. Because the individual has established challenging objectives, they tend to increase their effort and persistence over time (Bandura, 2012). Teachers with a high level of self-efficacy exert a great deal of effort to meet their commitments, relate their failures to controllable factors, and are likely to attain their own goals.

Research has linked teachers' sense of self-efficacy to a variety of student outcomes, including motivation, innovation adoption, competence, successful classroom management tactics, student referrals for special education, and pacing throughout

the school day (Hischi, 2011). It has been observed that teachers with high self-efficacy have an optimistic outlook on things.

Those with strong self-efficacy have an internal locus of control, to put it in other words. The locus of control relates to whether you believe that the ability to influence your life events belongs within you (internal locus of control) or externally (external locus of control) (external locus of control). Social cognitive theory posits that people learn best in situations where they may actively participate in a dialogue among themselves, their surroundings, and their actions (Lamovate, 2016).

Self-efficacy is best explained using social cognitive theory. This theory is founded on six constructs: Reciprocal determinism: the dynamic interplay between person and conduct, behavioral capability: the individual's actual ability to do the right behavior, observational learning: learning a new skill or piece of knowledge by observing others (and maybe modeling them as well), reinforcements: the external responses to the individual's behavior that either promote or discourage the behavior, and expectations: the individual's preconceived notions about what is expected of him or her (Lamovate, 2016).

The social cognitive theory includes many independent, unique contextual elements when predicting or explaining a person's behavior, offering it a broad variety of potential applications including health, local environment, and the local community. A mastery of goal-directed conduct requires an understanding of how people govern their behavior through control and reinforcement. Henson (2001) argues that our

belief in our own abilities has a significant impact on how we act and feel in a variety of situations.

Education on the ground depends critically on the work of teachers (Shahzad & Naureen, 2017). Research demonstrates that the type of learning environment and teaching approach can promote self-efficacy in the classroom. Teachers who believe in themselves may find it simpler to inspire their students and foster their intellectual growth. These teachers may also be rebound from setbacks and more open to try with new ideas or strategies. Teachers who felt more confident in their abilities were shown to be better planners and organizers, more creative and open to new ideas, more patient and resilient, and less judgmental of their students in a study by Protheroe (2008). Teachers with low levels of efficacy may be more likely to use a strict pedagogical approach and have a harsher critical tone with their students (Woolfolk, 2003). A study by Muola and Mwaura (2014) on educators' perceptions of their own efficacy in teaching students with special needs and those living with HIV/AIDS found that low teacher efficacy severely impacted curriculum implementation.

Regardless of whether they teach primarily privileged or disadvantaged kids, schools whose teachers and administrators believe they have the capacity to foster academic success create an environment conducive to growth and learning for all their students (Bandura). In a study to determine the correlation between self-efficacy and work performance as mediated by environment, Abun (2021) found that work environment affects self-efficacy and work performance. This study however did not indicate the



relationship index between self-efficacy and the work environment. It also did not indicate the quantity of participants as well as sampling.

Woolfolk (2022) claims that personal experience is the most important factor in shaping an individual's sense of self-efficacy. To the extent that a teacher is successful in a given endeavor, this is indicative of a good effect on students' self-efficacy. In contrast, a lack of confidence in one's own abilities is reflected in an outcome of failure. Physiological and emotional states, such as stress, excitement, or joy, are cited by Bandura (1997) as elements that influence self-efficacy.

Bandura (1997) identified four essential sources of self-efficacy for educators: mastery teaching experiences, vicarious experiences, social persuasion, and physiological emotional responses. When educators discuss their own experiences of teaching with mastery, they demonstrate their competence and belief in their own abilities by feeling confident about their approaches. Teachers' self-efficacy rises when their lessons go smoothly and they see positive results from their efforts; it falls when their lessons don't go as planned and they feel less confident in their own talents. As a result, self-reflection and self-belief play a part in teacher self-efficacy, just as much as the activities themselves, which, if teachers have low self-efficacy, will cause doubts and make their tactics less result-oriented.

Self-confidence can be boosted just by witnessing other individuals achieve their goals. Teachers are inspired to do something new and creative when they hear about others' achievements in the classroom. The actions of highly effective educators have

a ripple effect that improves the quality of education for all students. With the help of social persuasion, teachers' confidence can be boosted through positive feedback. A more positive disposition is seen if they receive help from many community members. A person's ability to accomplish a task can be evaluated by witnessing the results produced by the activities of others. As a result of being exposed to positive role models, educators are more likely to have strong convictions about how best to do their work. Teachers can model in three ways: by observing other experienced models at task performance; by being watched while performing the task; and by receiving feedback on performance. Teachers' perceptions of their own effectiveness are affected by social comparison with their peers.

Teachers' self-efficacy is influenced by their physiological and emotional conditions. Teacher efficacy is directly correlated with their level of optimism and self-assurance. Negative outcomes will be seen, however, if educators feel depressed or anxious about the impact of their actions. The potential to affect outcomes, teacher confidence is crucial.

Tournaki & Podell (2005) published data from more than 300 educators on how their actions impacted student achievement and how educators' expectations for their students' futures turned out. Their research showed that teachers who have high levels of efficacy make more accurate predictions about their students and reflect on why they were wrong when they did so, while those with lower levels of efficacy were more likely to make incorrect predictions and resort to harsh discipline when dealing with challenging students.

Mojavezi (2012) surveyed 80 secondary school educators and 150 high school seniors across four Iranian cities. He used a self-efficacy scale for instructors to assess their own confidence and a motivation survey to determine the enthusiasm of their pupils. He then categorized the educators into groups based on their confidence in their own abilities to affect student learning. Bandura's (1994) observation that teachers with a strong belief in their own abilities are better able to inspire their students' mental growth was confirmed by his research. The findings point to a beneficial relationship between teacher self-efficacy and student conduct, performance, and accomplishment.

Self-efficacy has been portrayed as both a constant trait and as a situation-specific state that varies between domains, both of which are true. Randhawa (2004) in a study, examined the relationship between self-efficacy and work performance. Data was collected from 300 scientists . the findings showed a significant positive relationship between job specific self-efficacy and work performance. This signifies that the higher the job specific self-efficacy of gteachers the higher will be work performance. Bandura (2001) asserted that individuals gain mastery in a limited number of areas; it would be impossible to attain mastery in every aspect of life (Towler, 2019). It's also undeniable that teachers' sense of personal and group competence is crucial. Considering how their implementation impacts educators' senses of competence is crucial in the context of sustainable development (Wildman, 2015). Teachers' levels of confidence in their own abilities have a significant impact on student achievement in the classroom (Yin, Lie, Jin & Zhong, 2012)

A study by Randhawa (2004) on self-efficacy and work performance collected data from 300 scientists in India. This study targeted teachers in public secondary schools in Sabatia sub-county. The former research was conducted in an agricultural factory setting while the later was conducted in schools. The current study addressed the gap of time of research, location, and sample size. Another study by Abun (2021) on the correlation between self-efficacy and work performance as mediated by work environment found that work environment affects self-efficacy and work performance. Despite the fact that the study was conducted almost similar period with this one, participants of the study all employees of Divine Word College. The study also used a questionnaire as the only data collection tool. This study however had teachers sampled from public secondary schools as participants. For data collection tools, it utilized questionnaire, interview schedules and document analysis. The study thus addressed the gap of target population and methodology.

## **2.3 Conceptualization of Teacher's Performance Appraisal**

### **2.3.1 Concept of Teacher's Performance Appraisal**

Teaching and learning are at the heart of education, and this can only happen with qualified instructors (Stronge & Tucker, 2013). Quality evaluation mechanisms for teachers are essential if educational reforms are to be implemented successfully. Teachers' evaluations are seen as a means to improve education (Zhang, 2017), with the ability to aid in educators' growth as professionals and spark pedagogical innovation in the classroom. However, some who disagree with the practice see it as little more than a useless mechanical process (Hammond *et al.*, 2012).

It is the goal of the performance appraisal process to help educators become better at what they do. Teacher and evaluator should be able to have frank conversation about what is expected of them and what the teacher has accomplished. That is to say, the major focus is on the employee's long-term growth as it relates to the organization's goals. Teacher performance in the classroom is what matters most when evaluating performance, not the teacher's character. Quantitative scores are often provided based on the judged level of the instructor's job performance on the dimensions or criteria employed, and the scores are communicated with the teacher

Newly created teacher professional and regulatory performance standards have led to the development of performance appraisal processes as an accountability mechanism (Liew, 2012). The goal of these criteria is to establish a baseline for professional teaching practice by outlining the kind of conduct, beliefs, and knowledge that constitute an efficient and effective educator (Evans, 2011).

Goals are established, performance is evaluated in relation to those goals and objectives, results are communicated back to the team, and any necessary adjustments are made to the set of objectives as part of the performance assessment process. One of the key goals of any performance review should be to provide the appraisee with a chance to reflect on their own work and learning requirements with the goal of enhancing their performance (Moghal, 2016). This can be done by providing them with constructive and encouraging comments on their job performance and opportunities for growth. Grobler (1993) notes that a teacher's

performance evaluation is the consequence of a value judgment about the quality of a worker's output based on evidence gleaned via comparisons of that output to benchmarks of excellence.

There is a general consensus that performance management practices, which aim to improve organizational effectiveness by comparing employees to predetermined criteria and encouraging them to make adjustments where necessary, are unjust and arbitrary (Bostanci *et al*, 2010). Wildman (2015) cites a suggestion by Mathew (2011) that unequal adoption of systems that are merely "inspection and audit regimes" are to blame for the failures of performance management processes in education, leading to environments with fewer opportunities for collegial contact and trust within the organization.

Cohen (2005) asserts that worsening teaching standards preceded the implementation of performance appraisal in Kenya's education sector. This is because of the widespread belief that teachers are hired on permanent, pensionable contracts, making layoffs unlikely regardless of how poorly they perform their duties. Public uproar led to the development of performance evaluation (Oteba, 2016). Before performance appraisal was implemented, many schools went unchecked for a long time and continued to underachieve. These institutions were characterized by high rates of teacher absenteeism, a lack of available quality assurance officers, insufficient time spent on each subject area, and excessive testing (Oteba, 2016).

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The TPAD identifies the following performance competency areas: professional knowledge and application, time management, innovation and creativity, learner safety, discipline and teacher conducts, professional development, and collaboration with parents. These areas serve as the foundation for the evaluation and development plan. In addition, annual appraisal reports (TSC/TPAD/01) are compiled from termly appraisal reports.

As much as teachers performance process is observed, the teachers' own motivation should not be ignored. The well being of teachers in their schools equally affects their levels of performance. The implication is that school administrators should be cognisant to the fact that teachers have their own motivation to perform their duties despite the laid protocols. To demonstrate this, a study with objective of analyzing the extent to which teachers' values and self-efficacy moderated by teachers' controlled autonomous motivation for teaching, 227 Italian high school teachers



were involved in a study and asked to complete a self-report questionnaire. Results showed that teachers conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation for teaching. More interestingly, the relationship between openness to change and self-efficacy on the one hand and self-efficacy on the other, varied depending on teachers' motivation (Barni, Danioni, & Benevene, 2019).

### **2.3.2 Purposes of Performance Appraisal**

Training and improvement are both aims of performance reviews, which help employers identify those staff members who might benefit most from more education or instruction. It's useful for measuring how well various training methods are working. It's beneficial to the supervisor-subordinate counseling relationship and nudges the supervisor to keep an eye on the subordinate's actions. Employees' education gaps can also be exposed by this method.

Second is the purpose of rewards. A review of employees' performance helps the company decide who should be promoted or let go. Employees' drive to do their best is bolstered as a result. Oplatka (2007), however, found that most educators have few ways to go up in their fields.

Third, an inspiring reason. The process of evaluating an employee's performance fosters initiative, cultivates a sense of responsibility, and motivates people to work more. Once a goal has been achieved, it serves as a source of pride and inspiration for future endeavors. Furthermore, employees' actions and satisfaction are impacted

by how they are evaluated. Their actions reflect a commitment to doing a good job, going above and above for the company, and remaining with the company in the long run (Guest, 2009).

The last point to consider is the point of the conversation. Subordinates use this to start and continue conversations about work-related topics, and in the process, everyone involved grows closer to one another. A further benefit is that it facilitates open lines of communication between upper-level management and staff.

### **2.3.3 The Performance Appraisal Process**

The performance evaluation of teachers is a procedure with various logical steps that must be followed by all stakeholders. Different studies outline a variety of performance evaluation procedures. Kirchy (1998) defined the following fundamental steps: The employee discusses his or her job and job description with the supervisor, and they both concur on the substance of the job. Performance targets are then made for each responsibility for the next time, and the supervisor and employee meet to discuss and agree on them. Check points are then established for their evaluation of progress, and the supervisor and employee meet to discuss results at the end of the term.

Dessler (2005) asserts that performance evaluation involves three steps: defining the job, assessing performance, and providing feedback. Defining the position entails ensuring that your subordinates agree on his or her responsibilities and expectations. Performance evaluation involves comparing a subordinate's actual performance to

the established standards. Thirdly, performance evaluation calls for multiple feedback sessions.

Melaku et al. (2002) note that a systematic evaluation of a teacher's effectiveness consists of four basic steps:

### **Step 1: Pre-appraisal Meeting**

This is a vital step aimed at building a shared understanding and consensus between teachers and their evaluators. The major purpose of the pre-evaluation meeting should be to secure instructor acceptance and willingness to willingly participate in the evaluation process.

### **Step 2: Observation of the Task and Data Gathering**

Observing teachers in the classroom should play a key role in the process of collecting data on their performance. It assists in objectively identifying a teacher's instructional task performance faults and strengths. This omits systematic research regarding teachers' planning, assessment, and modification of teaching approaches, as well as teachers' working relationships, parents, and possibly the school community.

### **Step 3: Post-evaluation Conference and Goal Setting**

The whole contribution of a teacher to the school is openly addressed, evaluated, and valued. The instructor gets the opportunity to critique and comment on the student's

performance evidence. It promotes and builds a shared understanding between the appraiser and appraisee over what has been observed and evaluated.

#### **Step four involves follow-up and Discussion**

During this phase, performance goals established during the post-evaluation conference are implemented, supported, and monitored. The evaluator must have credibility with the teacher in order for his or her observations, judgments, and suggestions to be valued.

#### **2.3.4 Methods of Performance Appraisal**

The purpose of performance evaluations is to provide information on a broader range of contributions made by teachers in the classroom or to the school as a whole. Traditionally, school administrators evaluated their teachers using confidential reports. An administrator compiled a confidential report outlining his or her subordinate's strengths and flaws. These reports were utilized for a variety of personal decisions, including promotions and transfers. Dager (2014) highlighted eleven main elements that can be evaluated in private report writing, including: character and conduct of an employee, absenteeism, knowledge of an employee, his/her nature of quality of work, timeliness, unauthorized absenteeism or departure without permission, behavior of employee with colleagues, supervisors, and with the public, supervising and controlling capacity, his/her integrity and honesty, and complaints against the employee. Since the system is highly hidden and confidential, confidential reports are detrimental (Abd, 2014, Dager, 2014). Only in cases of unfavourable entry is the assessee provided with feedback. In addition, the method

does not give adequate feedback to employees because ratings are very subjective and susceptible to manipulation.

Administrators observe their schools continuously through strolling around classrooms and instructional areas, attending meetings, and engaging in school events. Throughout the assessment cycle, evaluators are urged to undertake observations by watching instruction and non-instruction procedures. Observations may include both scheduled and unscheduled visits.

Teaching techniques and proof of student learning are perhaps the most pertinent sources of data regarding professional performance. While teachers interact with pupils in the classroom, the majority of crucial parts of teaching are revealed. As a result, classroom observation is typically the cornerstone of teacher evaluations.

The majority of teacher evaluation schemes require the instructor to set performance goals for a specified period of time in conjunction with school administration. The appraiser then evaluates how well the objectives were met. Setting objectives and conducting the evaluation itself typically involves individual interviews that encourage deliberate decision-making between evaluators and teachers. In addition to classroom observations, interviews and conversations with teachers are commonly employed.

Self-evaluation enables teachers to focus on personal, organizational, and institutional issues that have an impact on their teaching, making it necessary that

teachers who are being evaluated analyze their own performance. In addition to lesson plans, teaching materials, samples of student work and commentary samples, self-reported questionnaires and reflection sheets are utilized to evaluate a teacher's performance. Several academics assert that portfolios reveal the degree to which teachers achieve educational criteria (Klecker, 2000; Tucker *et al.*, 2002). Beck *et al.*, (2005) note that a concentration on teacher development improves professional outcomes used in conjunction with other evaluation tools created by the teacher for summative assessment.

Teachers may view the obligation to create a portfolio as a burden that diverts their attention from their primary responsibilities. Therefore, portfolio-reliant systems should encourage teachers to build their portfolios to reflect a 'natural harvest' of their labor.

Student and parent questionnaires can offer teachers with valuable formative input. In the majority of instances, student surveys are not submitted to higher levels of school management and are typically used solely for improvement by the concerned instructor. Parents respect teacher attributes that may have little to do with student accomplishment, such as the capacity to encourage student contentment, compassionate treatment of pupils, and excellent communication and collaboration with parents.

Using several appraisal instruments and diverse sources of data in a teacher evaluation system enables evaluators to measure different knowledge and skills to

create a complete picture of the instructor's abilities ( Rocleoff and Speroni 2011). This is especially crucial when evaluation results are used to make high-stakes decisions like as promotion and termination (Sykes and Winchel, 2010). Continuous formal appraisal frameworks include stakeholder surveys, and there is evidence that many instructors view feedback from parents and pupils to be key components of the appraisal.

### **2.3.5 The Process of Performance Appraisal**

Central education authorities sometimes play a significant role in setting appraisal methods, but given the logistical challenges of evaluating every teacher in a country, they are often less involved in the rating process itself. As a result, education departments at the federal or state level almost never act alone as evaluators, but rather collaborate with other organizations and the heads of individual schools. Classroom observations are conducted by external inspectors, however they often just look at the teacher as a whole. To ensure that students are being taught to a uniform standard, a national framework is advantageous.

Since they are the teachers' immediate superiors, school administrators are often heavily involved in the evaluation of their staff. In certain cases, principals and other school officials evaluate not just teachers' pedagogical abilities but also their versatility in performing a wide range of administrative tasks. In some institutions, non-pedagogical skills are the sole ones that are considered when leaders make evaluations. Peer evaluators, typically more experienced teachers, and external evaluators may also assist school administrators with assessments.

In some contexts, more seasoned educators provide feedback on teachers' performance. These raters are likely to be "accomplished" educators, defined here as those widely acknowledged to possess extensive content knowledge and pedagogical skills, and as highly proficient and successful practitioners who can advise and assist their peers.

Having the principal and/or other teachers perform developmental teacher assessments has several benefits since they are familiar with the context in which teachers work, aware of school needs, and able to provide feedback swiftly. Some school heads, however, are primarily administrators. They lack knowledge of how to evaluate teachers, and they may not be specialists in the field in which the teacher being evaluated teaches. Additionally, school administrators may base their assessments on standards that are substantially different from those applied in other schools if there is little external direction about how to conduct a teacher appraisal and the criteria against which performance should be judged.

The evaluation of instructors in schools in Shanghai, China, is not a one-and-done occurrence. Appraisal data is collected continuously throughout the year by methods such as lesson observation, student evaluation of teachers, and task verification by teachers, with the actual appraisal procedure taking place at the end of the academic year (Zhang & Na, 2015). Appraisal procedures in the United States are heavily influenced by a focus on personal performance, responsibility, and performance-based compensation. Generally speaking, appraisals in the United States are utilized for administrative objectives including giving out pay raises and determining



promotion prospects, with performance appraisal employed for developmental goals (Kagama & Irungu, 2015).

In Kenya's present system of evaluating teachers, goals for improvement are set in advance. Both the appraiser and the appraisee have an equal say in the establishment of evaluation criteria. The goals to be attained are determined after considering the broader teaching and learning context, which includes things like available resources, the entering behavior of students, existing facilities, and the general teaching/learning environment. Schemes of work, lesson plans, and adherence to the curriculum are all factors in determining how successful a teacher is. Attendance at classes, department and staff meetings, and extracurricular activities, as well as the ability to create learning and teaching aids, are also evaluated. Teachers are also evaluated on how they apply ICT to improve their pedagogical expertise, student learning, and their own personal growth (TPAD/01).

The conclusions of any evaluation of teachers will only be useful if they are put to good use. That includes developing the channels through which data gathered during teacher appraisal is used during the development of education policy, as well as designing profession development activities to enhance teaching practices, establishing rewards, support systems, and consequences that flow from appraisals results, and so on.

### **2.3.6 Importance of Teachers' Performance Appraisal**

Information gleaned from appraisal can aid in a number of ways, including: identifying and developing future management potential; increasing performance and overall productivity; identifying strengths and managing weaknesses; making clear to employees the organization's expectations for performance levels; and auditing and evaluating current human resources and identifying areas for future development. Managers may use evaluations to influence feedback, or to provide justification for reorganization or other change in human resources (termination, transfer, promotion and so on). Elliot (2015) says that performance appraisal standards give teachers and school leaders a chance to make well-informed decisions about how teachers are doing. They may also help teachers and school leaders figure out where they need to improve in the future.

Appraisal serves other functions, such as revealing an employee's strengths and areas for improvement on the job, and providing a foundation for rewarding workers based on their contributions to business objectives. People are more motivated and their training and development needs are better understood. Individuals and their superiors can benefit from the data provided since it can be used for succession planning, counseling, and coaching. It's a great tool for gauging employee performance, setting benchmarks for future advancement, and enhancing internal communication.

Effective performance appraisal that measures and improves teacher performance may be the best method for ensuring high standards of education (Danielson and McGreal, 2000). Knowing a teacher's strengths and areas of practice that could be

improved is crucial, as the OECD (2009) notes that "improving teacher performance is perhaps the policy path most likely to lead to considerable gains in learning." From this vantage point, the tool of teacher evaluation is an essential part of the effort to boost the efficiency of instruction and the quality of student learning (Elliot, 2015).

Willhmeier (2004) defines assessment as the process of verifying the accuracy and security of a process. Evaluation is the part of educational administration that focuses on making schools more efficient at what they do. In a school setting, classroom activities and student performance serve as the basis for evaluation. The evaluation process provides the school administrator with useful information on the roles and duties of each employee. By conducting an evaluation, a leader can gauge the degree to which the policies, objectives, activities, and events outlined in a plan's long and short-term time frames have been met. Appraisal, a fundamental part of managing a school, incorporates strategies for effective people management, with the purpose of channeling employees' efforts in the direction of the community's educational goals. It's a part of management that helps ensure things run smoothly by keeping an eye on things like employee punctuality and conduct while also easing the transition from antiquated to cutting-edge practices in the workplace (school).

Olina (2010) argues that evaluation should be seen as a public good since it provides educators with valuable assistance in the form of targeted feedback and expert advice on how to boost their classroom practices. An evaluation's focus on strategies for enhancing the quality of instruction is one manner in which it can boost both

teaching and learning. According to Turk and Roolaht (2007), evaluating faculty members is important because it aids in achieving the institution's aims, provides a snapshot of the quality of instruction, clarifies expectations, boosts motivation and discipline, and promotes professional growth. A good PA serves as a gentle reminder to instructors of their responsibilities (accountability). Helps teachers see where they excel and where they need improvement, which in turn leads to higher-quality lessons and better student outcomes (Odhiambo, 2005)

Although studies have shown a correlation between teacher evaluation and student achievement, results relating student achievement directly to teacher evaluation have shown mixed results (Isore, 2009). Discrepancies in teacher evaluations among institutions (Darling-Hammand *et al.*, 2013) or the limitations of directly attributing student achievement to a teacher's efforts may account for the varying results.

According to the results of the OECD's Teaching and Learning International Survey (TALIS), which surveyed 90,000 secondary school teachers and administrators in 24 countries, teachers reported a positive effect of the performance appraisal process only when it focused on specific components of teaching ( OECD, 2009). This is illuminating because it shows how much teachers value the appraisal process and how much they think it helps them improve their teaching. Appraisal and feedback have a major impact on educators, boosting their morale and leading to better teaching (TALIS, 2009; OECD, 2009). Teachers need to receive constructive criticism and suggestions for improvement as part of their performance evaluation. Danielson and Donaldson (2012) state that in order for teachers to grow, they want

constructive feedback from an experienced practitioner. However, studies show that this type of feedback is not always readily available in classrooms (OECD, 2009, Zatynski, 2012)

According to Barlett (2000), many performance appraisal systems place more emphasis on accountability than on teachers' professional development and the improvement of their classroom practices. Teacher evaluations have often fallen short of providing useful feedback and growth opportunities. The evaluation of teaching and teachers is problematic (Kennedy, 2010), as are the validity and reliability of the many evaluation methodologies. Mixed empirical evidence on the usefulness of performance appraisal, a lack of validity regarding some performance indicators, and a conflict of interest between government systems have led to performance appraisal being judged, in many circumstances, an useless exercise (Danielson, 2001 and Marshal, 2005).

From the foregoing discussion, it is implied that performance appraisal scores are consumed and useful to the school administrators more than teachers. There is supposed to be a connection between appraisal scores and direct benefit to the teacher to control on burnout from appraisal process. As has been demonstrated by Hossain & Sultana (2022) in a study which explored the work climate factors contributing to teacher burnout in at secondary schools in Bangladesh. Data was collected from 300 teachers using a cross-section online survey. Maslach Burnout Burnout Inventory-Educators survey and Perceived Work Climate Survey were used to measure burnout and perception of work climate respectively. Multiple regression

analysis results revealed 3 work climate factors: innovation, professional growth, and recreation, which significantly influences at least one of the three components of teacher burnout and the overall burnout score.

## **2.4 The Relationship between Performance Appraisal and Self-efficacy**

Key teachers' appraisal criteria include: teachers' professional knowledge and application, teachers' innovation and creativity, teachers' time management, and teachers' professional development.

### **2.4.1 Teachers' Professional Knowledge and Application and Self-Efficacy**

In this context, "professional learning" refers to the opportunities instructors have to advance their careers and further their own personal goals. Increased teacher self-efficacy can be attributed to the positive effects of professional development on teachers' content understanding and instructional skills (Yoon, Lee, Scarloss and Shapley, 2007). According to Darling-Hammond *et al.*, (2009), educators need roughly 50 hours of professional development in order to make progress in a certain field.

In recent years, there has been a shift in educational policy toward a greater emphasis on professional learning as a means of increasing teachers' expertise (OECD, 2005). 'Without a clear link to professional development opportunities, the impact of teacher appraisal and performance review would be rather limited,' therefore establishing such a connection between appraisal and professional learning is crucial for enhancing classroom instruction (OECD, 2013b, 62).

As the quality of teacher preparation comes under greater scrutiny, there is a rising focus on teachers' professional growth (Lourhran, 2014). The entirety of the educational process is affected by the actions of the instructor. It has become clear that the next iteration of the framework will be an important tool for boosting efficiency. To achieve these aims, educators must have access to professional development opportunities. "perceptions and presumed 'baggage' associated with poorly conceived, fragmented, one-shot and decontextualized in-service workshops" (Mayer & Lloyd, 2011) are being replaced by "a predominantly school-based, ongoing learning process that is linked directly to teachers' work" (Mayer & Lloyd, 2011).

Professional development increases teachers' competence, which in turn boosts their confidence in their own abilities to educate their students, as stated by Yoon, Duncan, Lee, Scarloss, and Shapley (2007). A study by Lauermann & Konig (2016) found a curvilinear association between a teachers' general pedagogical knowledge and self-efficacy. However, Wang'eri & Otanga's (2014) research into the impact of mastery experiences on teachers' confidence in their own abilities showed just the opposite: that subject matter does not offer immediate feedback on instructors' competence.

#### **2.4.2 Teacher's Innovation, Creativity and Self Efficacy**

Seeking for new ideas, advocating for ideas at work, and securing funds/planning for the implementation of ideas are all examples of innovative conduct in the workplace. In a century marked by discoveries and breakthroughs, it would be foolish to

continue using antiquated methods of instruction. Making pupils think critically and creatively is essential in today's classrooms. A teacher's role has evolved from simply imparting knowledge to pupils to also including the development of more transferable abilities that will serve them well in their future careers and personal lives (Gul, 2014). A sense of competence is essential for a successful educator.

Creativity, the ability to reflect on, devise, and implement new, diverse teaching techniques or activities, identifying individual variations among students, sparking students' learning motivation and interests, and boosting the students' learning effectiveness in the preparation before teaching, the teaching process, and in student assessment are all characteristics of innovative teachers (Chen, 2010). In a nutshell, innovative teaching involves educators displaying originality and vivacity in the classroom in order to pique their students' interest in learning and, in turn, improve their efficacy as educators. In order to help students learn more effectively, it's important to foster their capacity for independent analysis, thought, and judgment; pique their curiosity about and enthusiasm for schoolwork; unlock their latent creative and problem-solving skills; and improve their interest in and engagement with schoolwork. The goals of educational innovation include helping teachers improve the quality and efficacy of their lessons, providing a wider range of assessment options for students, and ultimately bringing about the kinds of changes that are desired in the field (Chang & Wang 2008).



According to research conducted by Gong, Huancy.& Farh, (2009), workers who believe in their own creative abilities are more likely to really use their abilities on the job. Evidence suggests that effective educators are more inclined to try new approaches to teaching in the classroom ( Zhao & Cziko, 2001 cited in Teo, 2009). Palaniappan (2009) analyzed the differences between student creativity in Malaysia and the United States. He said that compared to their Malaysian peers, American pupils excel in all aspects of creativity, including verbal and nonverbal expression, adaptability, originality, and depth of thought.

According to Bruce (2009), learning takes place in the interaction between the learner and the learning environment; when the right tactics and skills are applied to technology use, making it a desirable tool for teaching, then improved teaching effectiveness may be generated (Bruce, 2009). Wu argued that innovative teaching occurs when instructors employ a wide variety of engaging strategies and materials to pique their students' interest and motivate them to take an active role in their own education (Wu, 2002). To develop students' critical thinking and creative abilities, as well as to ensure that they are learning the material properly, Lin believed that teachers needed to keep an open mind, reflect on their own teaching practices, and employ the cogitative skills of reflection, questioning, deconstruction, and reconstruction (Lin, 2002).

Teachers today must be creative in their pedagogical stances, course designs, instructional materials/methods, and evaluations, and they must also use new information technology into their lessons to improve their content. Therefore,

educators need to know the meaning of "integration" when it comes to the use of ICT in the classroom (Wang, 2002). According to Wang (2001), incorporating IT into the classroom includes incorporating IT into course objectives, teaching material design, and classroom activities. This makes IT a crucial resource for both teaching and learning. In addition, IT should be widened as processes or procedures that may be used to answer issues whenever they arise. Wang (2002) echoed this sentiment, noting that the integration of ICT into the classroom could lead to more varied, individualized, and fruitful student learning experiences. He (2002) further argued that engaging IT in the classroom stimulated and inspired students.

Teaching for creativity is defined as employing types of instruction designed to foster and improve students' creative thought and behavior, but it also incorporates creative instruction. If pupils' innate creative potential is either unrecognized or ignored by their teachers, their skills will not flourish. All the skills necessary for effective teaching, such as self-motivation, high standards, clear communication, attentive listening, and the capacity to detect and build on students' interests and strengths, are integral to teaching with and for creativity (Morris, 2006).

Skill in specific areas is essential for effective teachers, as it reveals how conversant one is with a subject and how well one can convey its complexities to students. Randhawa (2004) found out in study that there was a significant positive correlation between job sepecific self-efficacy and work perfomance. Teachers need to employ methods that pique their curiosity, boost their sense of worth, and instill a sense of security. In other words, fostering students' creative abilities isn't a breeze, but it's

worth the effort if you're looking for a satisfying career. There may be a greater investment of time and effort required to think up ideas, refine them, and assess their efficacy. A willingness to accept uncertainty and the danger of acknowledging that an idea led nowhere is essential. So is the courage to improvise and take diversions, to pick up unforeseen possibilities for learning. Innovative educators understand the importance of trial and error yet never stop being open to new ideas. All of these things call for the skill of teachers to increase, not decrease (Morris, 2006).

Hsiao, Cheng, Tu, and Chen (2011) conducted a study with the objective of determining the influence of self-efficacy on innovative work behavior among Taiwanese teachers. From among 20 different public and private schools in Northern Taiwan, they picked 546 teachers to instruct students in the secondary level. The study's findings showed that the more confident teachers felt in their own abilities, the more likely they were to take risks in their work. Educators who believed in themselves more regularly engaged in creative problem solving in the classroom. Descriptive statistics, Pearson's correlation coefficients, and regressive analysis were used in the analysis. Teachers' "self-efficacy towards groups" ranked second, and teachers' "self-efficacy towards using innovations" ranked first, according to the study's findings. Teacher self-efficacy was found to have a significant positive correlation with innovative pedagogical practices.

### **2.4.3 Teachers' Time Management and Self-Efficacy**

One of life's greatest difficulties is learning to manage one's time effectively. It's not just professionals in today's rapidly evolving society and expanding economy who are juggling several responsibilities for maximum effectiveness; businesses place a premium on productivity and efficiency as well ( Sharma& Sanger, 2015,p.11). In order to make the most of one's time, which is a limited and precious commodity, careful preparation and management are essential. Some people methodically organize their days and make use of time-management tools like to-do lists, while others are more haphazard about their approach (Macan, Shahani, Dipboye & Philips, 1990)

Durbin (1997) defines time management as the process of arranging and regulating one's time in order to increase productivity and guarantee a high standard of living. Since time management is more concerned with thought than action, the secret to effective time management is learning to work smarter, not harder. The goal of good time management is to increase efficiency and output through planned and disciplined use of one's available time (Sharma. & Sanger, 2015).

Setting priorities and sticking to them is a key component of effective time management. The ability to self-regulate is just as important as having a schedule or daily planner to help you stick to it. Success often hinges on one's ability to apply their own unique set of time management abilities (Saketi, Taheri, 2010). Covey (2004) identifies seven areas that require a person's undivided attention: cultivating better relationships, organizing one's time more efficiently, managing and planning

one's responsibilities more effectively, looking out for one's own interests, taking advantage of opportunities as they arise, expanding one's knowledge and abilities, and recognizing the importance of others.

Ekundayo, Konwea,& Yusuf (2010) report that many educators lament their inability to complete all of their planned activities due to time constraints. To accomplish all that he wants, a good teacher must be efficient with his time. Time management skills are highlighted by Olaniyi (1998) as the most valuable asset a teacher may have. Possessing such knowledge will allow the educator to give equal time and energy to both student-teacher interactions and classroom output (Ekundayo *et. al.*, 2010). Peters, Routledge, and Kegan (2004) note that efficient time management involves making use of everyone's time, not just the teachers'. Similar to how he uses a timetable to maintain order in his classroom, the head teacher should have unrestricted authority over the schedules of all school employees.

Barbara (2003) highlights that organization is essential for success. Success can be attributed to several factors, including the ability to manage one's time well, to delegate tasks to others, to establish clear objectives and priorities, to deal effectively with clutter and to stick to a strict financial plan. Barbara (2002) elaborated on the topic of time management advice by saying that it is all about prioritization and efficiency.

According to Geri and Gefen's (2007) essay, "Making Time for What Matters Most," this is a personal commitment. No one else will perform the task on your behalf. It's

only normal to have other people's requests for your time crowding in on you. The time of educators should be guarded carefully. Spending time on what matters most helps the instructor zero in on their objectives. Gahrman's (2002) list of the top ten ways people spend their time argues that it's one of the most valuable commodities at our disposal. No matter how well you divide up your time during the day, there are only 8,760 minutes in a year. The secret is to not squander any of your time and to plan your day accordingly. How one spends one's time in class is influenced by the professors' attitudes and actions. Interruptions/distractions, a lack of preparation, postponing crisis management, and an overall lack of skills all contribute to inefficient use of time.

Ackerman and Gross (2005) assert that inner time management examines the spectrum of feelings ranging from feeling overwhelmed and under pressure to being unaware of time passing. Keeping track of time that doesn't seem to pass is a form of inner time management known as "felt time." When instructors are entirely engrossed in their work, they tend to forget about the passage of time and focus solely on the task at hand. Because there is no concept of time, the educator is blissfully unaware of the passage of time.

Putting off doing something until later, perhaps forever, is a classic example of procrastination. The word "procrastinate" originates from the Latin *procrastinatus*, which combines the prefix "pro" with the ending "crastinus," meaning "forward (of tomorrow)". Procrastination is a widespread trait that influences many aspects of life. Lack of motivation, poor self-regulation, an external locus of control, perfectionism,

disorganization, and poor time management are just some of the human behavioral characteristics that have been linked to procrastination in several research studies ( Jory, & Mogford, 2007).

Serari and Kandy (2011) conducted research on the effect of time management skills on pupils' sense of competence and achievement among 54 female first-graders from the Mosjed Soleiman Statistical Community. There were a total of 27 participants, split evenly between the experiment and control groups. The experimental group received training in time management while the control did not. Students who received training in time management had greater confidence in their abilities than students who did not. The implication is teachers should be trained on time management skills.

#### **2.4.4 Teachers' Professional Development and Self-Efficacy**

The complex and varied issues that teachers and students confront have contributed to the widespread and growing trend of teacher professional development over the past few decades. There has been a growing awareness of the teacher's role as a formative and important agent in their students' lives, and this has led to a rise in the quality of teaching as a profession. Given its importance, there have been several attempts to assess the quality and efficacy of professional development programs (Little, 2006). Teachers' professional development includes a wide variety of engaging activities meant to enhance their expertise, pedagogy, and classroom performance. In addition, Darling (1998) argues that educators face a number of pressures to improve their teaching practices, including the need to have a firm grasp

on subject matter, equip teachers with the skills they need to increase students' motivation, and present content in ways that are both engaging and informative.

Tsang and Rowland (2005) state that in order to be an effective educator, one needs have a firm grasp of the syntactic and logical foundations of the subject matter being taught. A teacher must also have the ability to break down the material in a way that allows students to grasp and remember it. To put it another way, educators must have sufficient expertise in a given field to impart that knowledge to their students. The purpose of education is to provide students with a framework for understanding the world that may be expanded upon as they gain experience. It has been shown through qualitative study that a teacher's choices about classroom procedures can either considerably aid or hinder student learning, regardless of the level of preparation the students bring to class (Wenglinsky, 2002). If this is so, then teachers' methods could very well account for a sizable percentage of the variation in pupils' academic performance.

There needs to be a stronger connection between professional development and evaluation of teachers' performance, as well as greater flexibility in tailoring professional development to meet the unique needs of each educator. The importance of knowing how the various parts of an appraisal cycle work together can't be overstated when thinking about how performance appraisal helps instructors connect professional development to standards and individual goals (Gilbert, 2011).



Birman, LeFloch, Klekotka, Ludwig, Taylor, Walters, Wayne, and Yoon (2007) found in their study of professional development in mathematics that few instructors obtain intensive, prolonged, and content-focused professional development in mathematics. In the 12 months spanning the 2003/04 school year and the summer of 2004, teachers spent an average of 8.3 hours on professional development focused on how to teach mathematics and 5.2 hours on the "in-depth study" of themes in mathematics. Seventy-one percent of primary school educators attended some form of professional development that specifically addressed mathematics education. However, just 9% took part for more than 24 hours total during the course of the year. Even fewer primary school teachers (6%) reported engaging in professional development activities devoted to the in-depth study of mathematics during the same period. Only 10% of secondary school mathematics teachers spent more than 24 hours on mathematics-related professional development in a given year, despite the fact that 51% of teachers attended such sessions.

Cohen and Hill (2001) discovered that instructors whose professional development interventions focused directly on the curriculum they would be teaching embraced the practices they were taught and their students performed well on assessments. Similarly, Garet *et al.*, (2001) discovered that when professional development is matched with standards and evaluation, teachers are more likely to alter their instructional methods, learn more about their subjects, and develop better teaching abilities.

In recent years, as the prevalence of technology in everyday life has grown, there has been a push to provide educators with more opportunities to deepen their understanding of the subject matter through exposure to cutting-edge tools and techniques. There are a wide variety of opportunities for teachers to further their professional development, including coursework at universities, regional and national teacher conferences, workshops, and specialized institutes.

Academic growth isn't limited to students; educators, too, engage in ongoing professional development. Musset (2010) argues that this is done to increase teachers' efficacy by helping them update, expand, and broaden the knowledge they had learned during their careers. It is believed that training and retraining can help I teachers become more effective educators (Ngala and Odebero, 2010). Teachers who participate in staff development programs, especially those that encourage them to further their education and training, tend to take their profession more seriously as a result.

Teachers would benefit from professional development courses because they would have a deeper understanding of the world of content, gain managerial skills, and have more opportunities to collaborate with their peers on projects. It's likely that each of these factors will have an effect on a teacher's sense of competence (Wasserman & Maymon,, 2017). Studies have shown that teachers' confidence in their own abilities to maintain order in the classroom increases the more they participate in professional development programs (Ross & Bruce, 2007). Teachers' confidence in their ability to use technology was found to increase after taking part in professional development

programs that emphasized introducing such tools into the classroom (Overbaugh & Lu, 2008)

To what extent a teacher can keep going when the going gets tough depends on the views about his or her own abilities. If teachers' confidence in their own talents as educators is constantly eroded through the performance appraisal process, then their efficacy in the classroom will be called into severe question. It leads to a decrease in enthusiasm for teaching and, eventually, dissatisfaction on the job. Teachers who don't feel inspired may become disengaged from their work, their colleagues, and their communities as a whole.

When teachers' confidence in their own abilities is at odds with the work load they'll be taking on as a result of taking part in the performance review process, their motivation shifts. Teachers' well-being has been characterized by bad health during this period of uneasiness (Brown, 2012), which is exacerbated by the year-long duration of the process and the high level of stress related to preparation for meetings and classroom observations. Teachers' confidence in themselves as a group is also significant. According to the research of Calik *et al.*, (2012), teachers who believe in their ability to work together effectively are more likely to persevere in the face of adversity.

There is a positive correlation between self-efficacy and efficiency on the work, according to empirical studies. Increases in self-efficacy and improved performance

have been found to be positively correlated in more than 93% of studies ( Stakovic & Luthars cited by Towler, 2019).

## **2.5 Conceptualization of Burnout**

There is constant performance pressure in the workplace; thus, more people are admitting to burnout. As a result, the World Health Organization (WHO) officially acknowledged burnout as a "occupational phenomenon" in May of 2019. (Cohut, 2019). This choice was influenced by years of hearing individuals discuss it, striving to comprehend why it affected them, and determining what they could do to cope with it. Although the WHO has not yet acknowledged burnout as a medical disorder, some academics refer to it as "an occupational disease." This is not simply because of the great number of people who report having it, but also because of its significant impact on health and quality of life.

Everyone experiences burnout at some point or another (Brennan, 2020). Reviewing the literature on job burnout reveals that there has been an increasing interest in the job burnout experienced by instructors (Savas, Bozgeyik, & Eser, 2014). This circumstance has prompted experts to conduct additional investigations to identify characteristics associated with this syndrome (Betoret, 2006 cited by Savas et al. 2014).

Brennan (2020) defines burnout as a sort of tiredness characterized by a persistent feeling of being overburdened. This is the outcome of prolonged and excessive emotional, physical, and mental stress. Hounsell (2019) asserts that "burnout is a

syndrome caused by unmanaged chronic workplace stress." He goes on to say that burnout can include feelings of energy depletion or exhaustion, mental distance from one's job, or negative cynical feelings related to one's job- including reduced belief that the individual is capable of doing the job and producing good results. According to Diggory (2019), burnout is the loss of significance in one's work combined with mental, emotional, or bodily tiredness as a result of long-term, unresolved stress.

A number of hypotheses have been put up to explain job-burnout. Shiron and Melamed (2006) recognized three aspects of burnout: physical fatigue, emotional exhaustion, and cognitive exhaustion. Maslach and Jackson developed a model that has been frequently used (1981). According to this paradigm, there are three dimensions to job burnout. The most significant of these aspects, tiredness results from an increased work load and is associated with stress. To cope with this condition, employees feel psychologically and emotionally detached from their jobs (Maslach, Schaufel & Leiter, 2001). This aspect of job burnout is marked by poor energy, weariness, and emotional exhaustion. Depersonalization refers to psychologically detaching oneself from service receivers and reducing one's relationships with them. Employees experiencing this level of burnout do not recognize service recipients as distinct individuals and instead treat them as things (Maslach *et al.*, 2001). The final aspect of job burnout, the perception of diminished personal accomplishment, is a sense of failure and inadequacy in the workplace (Tathni & Kinomglu, 2008). These three characteristics of burnout are associated

with a variety of performance-related variables, including turnover, intention to leave the workplace, absenteeism, and job satisfaction (Savas *et al.*, 2014).

Researchers have found that health care workers, social workers, police officers, educators, front-line service workers, lawyers, and academics are more vulnerable to burnout because of the tremendous stress they experience on the job (Cohut, , 2019). Comparatively to other occupations, teaching is susceptible and prone to burnout (Innstand, Langbelle, Falkum, and Aashend, 2011). Stress and burnout among teachers have impacted and will continue to impact the lives of teachers, their families, administrators, students, and society as a whole (Farber, 1991). Teachers might experience burnout as a result of the stress they feel from their profession and the relationships they have with their pupils, coworkers, supervisors, and parents. Numerous studies have identified teacher burnout as one of the clinical factors that impact teacher turnover. Burnout is viewed as the leading cause of the rising rate of teachers retiring early due to psychosomatic diseases and symptoms (Bauer, Stamm,virnich, Wissing, Muller, Wisching and Schaarschmide, 2006).

Burnout is a well-known contributor to professional and personal performance, and teacher stress is becoming recognized as a pervasive issue in a variety of educational contexts ( Kyria, 2003). Burnout is believed to be most prevalent among professionals whose job entails assisting and interacting with others in emotionally taxing circumstances (Maslack, 1982)

Emotional regulation is a major component of emotional intelligence and refers to the ability to control one's own and other people's emotional states (Gross, 2002); as a result, it has been the subject of research into the relationship between burnout and exhaustion (Brackett *et al.*, 2010). Not only are practical emotion-regulation abilities important in this regard, but so is the teachers' belief in these abilities. Therefore, emotion management is a component of instructors' self-efficacy.

According to Martin, Kalali, and Anrari (2012), one-quarter of new educators in the United States leave the profession after three years due to high levels of discontent, and around half do so within the first five years (Pas, Bradshau, and Herhfeldt, 2012). Teachers who exhibit signs of burnout often choose to stay in the classroom because they see themselves as role models for both their students and their peers, and because they fear being seen as a failure if they leave their current position (Buunk, Peiro, Rodviguez, & Brano, 2007). Burnt-out instructors who remain in the classroom have a negative impact on the learning environment and are hazardous to pupils, particularly those with mental health difficulties (Jennings and Greenberg, 2009). They become less efficient and have a negative effect on the mood of their colleagues and students. Teachers who suffer burnout are more likely to arrive unprepared and to be more concerned with surviving the day than with the quality of instruction their students get (Vandenberghe and Huberman, 2011).

Teachers in the city of Joao Pessoa (north-east Brazil) were found to be highly emotionally drained (33.6 percent), highly depersonalized (8.3 percent), and professionally unsuccessful (43.4%) (Batista *et al.*, 2010). Recently, the links

between job stress, burnout, depression, and health in 300 university professors at Beijing University were evaluated (Zhong *et al.*, 2009). The scientists discovered that burnout mediated the relationship between occupational stress, the onset and aggravation of depression, and poor physical health. A quantitative assessment of the factors contributing to teacher burnout in Bungoma North sub-county concludes that this is a serious problem that must be addressed ( Sichambo and Maragia, 2012)

In Kenya, the implementation of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) has resulted in an unprecedented increase in school enrollment, placing a significant burden on all aspects of education. In addition, the policy mandating a complete transformation has strained human resources. The teacher-pupil ratio, which has in many cases significantly beyond the 1:40 ratio mandated by UNESCO (2000), is a significant part of the teachers' jobs that has been impacted by these changes. Consequently, school planners and administrators have had to struggle with a lack of human resources. Inevitably, this results in greater work stress among classroom teachers due to their increased workload.

In the teaching community, the implementation of the Teacher Performance Appraisal and Development Tool (TPAD) by the teachers' Service Commission has been met with opposition. In a study on teachers' responses to performance appraisal: a case study of Nyeri County, Midimo (2017) found that the majority of instructors had unfavorable feelings about the entire procedure. According to Agesa (2009), instructors who are being evaluated are uncomfortable and distressed. This repeated exposure to a negative stimuli makes them susceptible to burnout.



Parker *et al.*, (2012) contend that emotional tiredness, depersonalization, and emotions of low accomplishment stemming from a lack of idealism and zeal for work are three defining characteristics of burnout. Initially, it was found that everyone experienced stress, particularly at work (Skaalvik & Skaalvik, 2011). Over time, stress continues to mount, culminating in job burnout (Larrivee, 2012).

Personality traits (such as obsessiveness, hardness, and locus of control), sociodemographics (such as gender and age), and occupational factors (such as student aggression, administrative insensitivity, overcrowded classrooms, inadequate salary, school culture, and general societal factors) have all been the topic of a great deal of research ( e.g. the pervasiveness of alienation and narcissism).

Maslach *et al.*, (1996) created and validated the Maslach Burnout Inventory (MBI), a tool that evaluates these three characteristics. According to Spradly (quoted in Human & Gordon, 2000), burnout typically goes through five stages. The initial phase is the honeymoon. This phase is marked by a decline in energy, enthusiasm, and job satisfaction. The second stage is a lack of gasoline. It is characterized by inefficiency at work, job unhappiness, weariness, sleepless nights, and increased smoking, drinking, or other forms of escapism. The third stage involves persistent symptoms. This phase is marked by persistent fatigue, physical sickness, rage, and depression. The fourth stage is crisis, in which the condition becomes pronounced and begins to obsess the individual, as seen by a worsening of disease and fury. The final stage is hitting the wall, marked by professional incompetence, disability, and physical and psychological dysfunction.

There are essentially three types of burnout studies, according to Oranje (2006). In the first place, the interaction model of burnout proposes that it is a problem with coping because burnout is the unfavorable result of an individual's assessment of his or her own abilities in response to a real or imagined stressor in the environment (Byrne, 2011, Murmpy & Mccarthy, 2016). Second, some studies define burnout as a combination of physical and mental tiredness brought on by prolonged exposure to emotionally draining conditions (Kremer & Kurtz, 2014). This perspective is classified as the physiological or reaction model. Third, some research suggests that environmental stressors have a role in the start of burnout.

### **2.5.1 Types of Burnout**

Burnout can be one of three distinct forms. Overload burnout is the first category. When a teacher becomes overzealous in their efforts to achieve their goals, this is the result. It's possible that a teacher's desire for professional fulfillment would lead them to put their health and personal life at risk (Brennan, 2020).

The second type is under-challenged burnout. A teacher may experience this if they are dissatisfied with their profession and feel underappreciated. Perhaps there are no chances for advancement, or no resources to master new skills, at the company (Brennan, 2020). If a teacher isn't given enough to do, they may get jaded about their profession, withdraw from their students, and shirk their obligations.

Type three is neglect burnout. As a result of a feeling of helplessness in the workplace, this occurs. When things aren't going well, it's easy to start thinking you're not up to the task at hand.

### **2.5.2 Causes of Teachers' Burnout**

Burnout results in professional discontent and can also affect other aspects of life, such as personal relationships, general dedication, and health. Burnout negatively impacts a teacher's physical and emotional health, cognitive function, capacity to concentrate, and motivation. Several models aid in the explanation and prediction of burnout. Weiten (2004) found that work overload, coping with interpersonal difficulties at work, a lack of control over work obligations and outcomes, and insufficient appreciation for one's work all contribute to burnout. In addition, he claims that burnout is related with higher absenteeism, decreased productivity, and greater susceptibility to a number of health issues.

Maslach, Schaufele, and Leiter (2001) identified six risk variables associated with worker burnout. First, there is a mismatch between the amount of work and the amount of time available to complete it. When your workload is proportional to your potential, you can efficiently complete tasks, have time for rest and recuperation, and find time for professional growth and development chances (Saunders, 2019). When you feel chronically overburdened, these opportunities to restore equilibrium are unavailable. Unfortunately, this is a typical occurrence in secondary schools across Kenya. The implementation of free primary education (FPE) and the Ministry of Education's policy mandating 100 percent transition to secondary schools resulted in

a rise in secondary school enrollment and, consequently, in secondary school workload. Second, mismatched management systems, such as inadequate or excessive administration controls, prevent individuals who are not administrators from exercising creativity and autonomy, resulting in burnout (Mullins, 2002). Teachers lack autonomy, access to resources, and a voice in decisions affecting their professional lives. The Ministry of Education has pushed on a 100 percent transition, but school facilities do not match the number of students. Thirdly, insufficient rewards result in unhappiness. If the extrinsic and intrinsic rewards of a teacher's employment are not commensurate with the amount of effort and time they contribute, they will likely feel that the investment is not worthwhile. If rewards are few or nonexistent, it becomes difficult to feel valued, which can lead to burnout. According to Mullins (2002), high-need performers require regular feedback in order to track their progress. In its absence, burnout develops. As one cannot work in isolation, the loss of a sense of positive connection with others in the workplace has a detrimental impact on productivity. An employee who feels alone at work and in his or her personal life may experience increased stress. Enhancing a sense of belonging and ownership, teamwork increases productivity. Fifthly, perceived unfairness demotivates individuals. When a worker or educator thinks that they have not been treated or compensated fairly, they experience burnout, resulting in low or decreased production. Lastly, conflict between values also leads to burnout especially those teachers who wish to perform well. For instance, one of the core values of any organization is transparency and accountability, which is frequently

undermined by noncompliance. This value is not observed, as corruption in numerous schools in Kenya demonstrates ( Taaliu, 2017).

Individual differences in demographics and biology have also been shown to affect the likelihood of burnout. Burnout is more common among younger workers (Chernis, 1980; Maslach, Jackson & Leiter, 1996; mentioned in (Goswami, 2013). Married people and those who have children tend to feel less burned out than the general population, according to research cited by Maslach and Jackson (Goswami, 2013).

As a group, educators tend to be diligent workers who are constantly striving to do better. These are commendable qualities, but they also increase the risk that teachers will be consumed by perfectionism and neglect to schedule time for themselves. Stress levels may rise if a person feels they have to perform at a high level but has limited opportunities for genuine breaks from their work. This can lead to a sense of being overwhelmed, which in turn increases the risk of burnout. In addition, costly high levels of stress, overwhelm, and anxiety can be the result of unproductive thought patterns like "I should be working more, I should be checking my emails, I should work late again, there is simply too much to accomplish."

According to Liqan's (2007) study of educator burnout, high work pressure and low job control are the psychological processes of burnout. Role ambiguity and inadequate resources are two of the main causes workplace burnout recognized by Strivastar and Pareek (2008). Being effective or highly qualified has its own set of

pressures that can lead to stress and burnout (Grant, 2007). According to a number of studies, burnout is brought on by factors like time constraints, poor working circumstances, and unclear or competing demands (Kafetsios, 2007 & Polychronopoulos, 2007). Expert burnout has been connected to these issues (Kyriallon, 2001)

According to the role stress theory, role senders' expectations of their roles are what ultimately lead to role pressures being exerted on the recipient. When stress is both experienced and persistent, it produces health problems (Kahn, et al cited by Huong, 2010). Some people are more affected than others by certain role characteristics. People are open to taking on roles because they bring significant psychological rewards like a sense of significance, ego satisfaction, and confidence. It's possible, though, that the jobs' expenses will increase if people are unable to fulfill them properly. When people are stressed, unhappy, and under-performing, it's often because they lack clear guidelines regarding their responsibilities, authority, and responsibility (Lee, Gonzalez, Obana & Elsworth, 2017).

Burnout can also be brought on by an unpleasant work environment. A person's level of contentment in their profession is strongly influenced by the outlook and spirit of others around them. Burnout can be the result of a number of factors, including a demanding employer, unfriendly coworkers, and an overall lack of social support at work. According to the grand theory of burnout, when teachers experience failed trials at work place they get demoralized (Schaller & Park, 2011). Furthermore, teachers expected needs are not met.

Herioux (2012) argues that teachers experience burnout when they are overwhelmed by their workload, their students' high expectations, and a lack of administrative or collaborative peer support. Principals should make an effort to reduce the impact of burnout within a school community, he concluded after examining the roles of mediating elements such as principal support, physical exercise, classroom management, social support, psychological support, and teacher preparation programs. The insensitivity and disdain shown toward teachers by parents, the general public, the media, and even some of their own administration is a major source of tension in the classroom. Teacher burnout can also be caused by internal factors, such as inconsistencies in one's own self-perception.

### **2.5.3 Effects of Burnout**

Tiredness can set up after a full day of teaching, but if a teacher feels it before they even arrive at School, they can benefit from a break. Repeated bouts of forgetfulness and severe difficulties concentrating are hallmarks of burnout. It also makes it difficult for teachers to carry out their daily responsibilities. According to a poll conducted by Deloitte, 77% of employees have felt burnt out at some point in their careers. And 90% of those people reported that their stress had an adverse effect on their performance at work (Chirinos, 2022).

Frustration that arises from a teacher's general sense of powerlessness to affect positive change. According to the grand theory on burnout by Blakert, the behavioral immune system (BIS) activates biological immune system to help. If the teacher gives up, then they suffer burnout. Every day, a teacher spends time with the same

students in the same classroom. They're tuned in to the requirements of the classroom. In other words, they are aware of what must be done to facilitate student learning. But they report feeling helpless in the face of the situation. Frustration creeps in when the burden of regulations, testing, and "professional development" hoops becomes more apparent.

Lack of satisfaction among educators. As soon as a teacher leaves their classroom, the grading piles up, the meetings take over, and the pressure to administer tests becomes overwhelming. This means that most educators must forego their own leisure activities in order to meet their professional obligations. When stress from feeling overwhelmed sets in, it's hard to recall the positive feelings of accomplishment and satisfaction.

Teachers are overburdened because they are asked to take on an unbelievable (and unhealthy) amount of work each and every day. The average work day for a teacher is far longer than eight hours. They work beyond prescribed school hours. They frequently skip lunch in order to get more work done. Due to the additional preparation time needed for a substitute instructor, many educators choose to work while being ill.

Consistent low levels of energy over time. When teachers start showing indications of burnout, they have less motivation to build students' resilience. Thus, burnout is able to deepen its grasp. Teachers who practice less self-care may miss the warning signals of burnout.



Lack of sleep is a common problem among educators. According to Carr (2017), instructors have a hard time sleeping because they care so much about their students. Is there a sense of contentment? I hope they're having a good sleep. Teacher burnout can be avoided if you pay attention to the warning signs your body gives you, such as fatigue, anger, and irritability. Teachers who want to spend less time socializing at work can nevertheless share their struggles and triumphs with colleagues. Teachers need the means to collaborate and support one another in the classroom.

#### **2.5.4 Burnout and Self-efficacy**

Teachers and students have a great deal of face-to-face time together in the classroom. Although this feature of the education sector may have a negative effect on teachers in terms of job burnout, it is implausible to assume that all teachers suffer from this disease. Identifying the qualities that make an individual resilient to burnout is crucial (Kokkininos, 2007). Self-efficacy has a longitudinal influence on depersonalization and an asynchronous effect on personal accomplishment, while the relationship between self-efficacy and emotional tiredness runs in the opposite way, as shown by Brownners and Tomic (2000).

Chwalisz, Altmaier, and Russell (1992) examine the link between self-efficacy and burnout from the standpoint of job-related stress variables. Teachers with high levels of self-efficacy are more likely to focus on and try to address challenges they face in the classroom, according to the study's authors. Conversely, teachers who have low levels of self-efficacy tend to avoid confronting these issues head-on and instead focus inward to find solutions to their emotional troubles. Because of this, burnout is

very common. Skaalvik and Skaalvik (2007) discovered a high association between teachers' self-efficacy and burnout, and in particular for emotional tiredness, supporting Charniss's (1993) assertion that "understanding teachers' self-efficacy can have contributions to teachers in understanding and managing with burnout" (Skaalvik and Skaalvik, 2014). Self-confidence has been proposed as a buffer against burnout (Aloe, Aoe, & Shahan, 2014).

A study by Bozgeyik & Eser (2014) which aimed at examining teacher self-efficacy and burnout found that teacher self-efficacy predicted burnout negatively. This revelation agrees with findings of a study by Friedman (2003) that teachers' perceived self-efficacy was conversely correlated with their perceived burnout: the lower the sense of self-efficacy, the higher the perceived burnout. The socialization of organizational influence efficacy and consideration efficacy were noted as important variables in prediction of exhaustion, unaccomplishment, and depersonalization. Task efficacies had no significant weight in predicting burnout beyond relations efficacy. But in a study by Lauermann & Konig (2016), findings showed that self-efficacy had no significant relationship with burnout, and that only teaching specific not general self-efficacy functions as a mediator.

## **2.6 Summary of Literature Review and Research Gaps**

According to the reviewed literature, workers who believe in their own creative abilities are more likely to actually use those abilities on the job (Gong, Y. P, Huancy. J. C. and Farh, J. L, 2009, Skaalvik & Skaalvik, 2007, Tschannen-Moran & Hoy, 2001, Palaniappan, 2009, Wang, 2002, Hsi-Chi Hsiao, Jen-Chia Cheng, Ya-Ling

Tu and Su-Cheng Chen, 2011). All of these investigations have been conducted in first-world nations. Therefore, this research focused on the situation in Sabatia Sub County, Vihiga County, Kenya, and compare previous studies' findings on the effect of self-efficacy on self-evaluation and burnout there. In addition, while the respondents in the earlier studies were office workers, the current study targeted educators. Moreover, other prior research has focused on topics like time management and individual competence ( Norvis et al., 1998, Mosjed Soleiman Serari and Kandy, 2011, Zimmerman and Martinez ,1992, Ackerman & Gross, 2005; Phillips, Jory, & Mogford, 2007, Ackerman and Gross ,2005, Geri and Gefen ,2007, Sharma, G. & Sanger,M., 2015). Sabatia Sub County, Vihiga County, Kenya, public secondary school teachers were the focus of this investigation, namely their perceptions of their own abilities, the effectiveness of their evaluations, and the extent to which they had experienced burnout.

In addition, previous research has examined the connection between growth in oneself and a sense of competence (LeFloch, Klekotka, Ludwig, Taylor, Walters, Wayne and Yoon, 2007, Cohen and Hill, 2001, Ngala and Odebero, 2010, Wasserman, E. & Maymon, Z., 2017). As a result, the focus of this investigation was reduced to include only public secondary school teachers in Sabatia Sub County, Vihiga County, Kenya, and to examine only their self-efficacy as it related to their evaluations of their own performance and their feelings of burnout.

In the 20th century, researchers conducted a few studies (Gibson & Dembo, 1984; Guskey, 1981). Research in the 21st century is required for this purpose of comparison.

Chandrika, Sandhu & Varmain a study on study of self-efficacy amongst higher secondary school teachers with respect to teaching experience and gender(2022), used descriptive survey method, random sampling and a sample of 110 higher school teachers working in both government and private schools in Uttar Pradesh. This study was conducted in public secondary schools in Sabatia Sub-county. The sample size was 227 participants. This study filled the location and sample size gap.

Friedman (2003) studied the association between perceived self-efficacy and burnout among teachers. He looked at three efficacy variables; instruction, discipline control, and consideration. He measured burnout both as a three dimensional measure made up of exhaustion, unaccomplishment, and depersonalization and as a single dimension. 322 participants were given self report questionnaires to complete. Data was analysed using multiple analysis of variance and multiple regression analysis. While Friedman (2003) self-efficacy and burnout, this study had an additional variable, teachers' performance.

Lauermann & Konig (2016) investigated teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. They sampled 119 in-service teachers as participants in the study. The study examined the relationship of two aspects of pedagogical knowledge

and self-efficacy with teachers likelihood of burnout, as well as possible differences in these constructs as a function of gender and teaching experience. A path analysis was conducted on the data. While Friedman's study used path analysis, this study utilized simple and multiple regression analysis. Additionally, the current study's sample were secondary school teachers. Thus addressing the same and methodological gap respectively.

Barni, Danioni, & Benevene (2019) studied Teachers' self-efficacy: The role of personal values and motivation for teaching. In their study they examined the relationship between teachers values and self-efficacy. Their objective was to analyze the extent to which these relations are moderated by teachers, controlled and autonomous motivation for teaching. Italian high school teachers numbering 227 were selected for the study and asked to complete a self report questionnaire. Findings showed that teachers conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation. This research was conducted in Europe with interest in teachers values and self-efficacy, yet the current one was in Sabatia sub-county, thus filling the location and constructs gap respectively.

Abun (2021) conducted a study to determine the correlation between self-efficacy and work performance as mediated by work environment. The research was in Philipines. Participants were all workers of Divine word colleges. He used a descriptive correlation research design. The study found work environment affects self-efficacy and work performance. The difference between Abun's research and the

current one is that ins sampling teachers from public secondary schools. Another research by Hossain & Sultana (2022) delved into exploring work climate factors contributing to teacher burnout at secondary schools in Bangladesh. A cross-sectional online survey was used to collect data from 300 teachers. Maslach Burnout Inventory – Educators Survey was used and Perceived Work Survey was used to measure burnout and perception of work climate. The current study used face-to-face questionnaire with sections on New Geralised Self-efficacy scale and Maslach Burnout Inventory to measure selfff-efficacy and burnout respectively.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher detailed the study's methodology. The researcher covered research frameworks in general, the study's location, its target population, sample and data collection instruments, data analysis techniques, and ethical considerations.

#### **3.2 Research Paradigm**

A research paradigm is a worldview that arises from a shared set of assumptions about the nature of the world. Pragmatism is the field that combines positivism and interpretivism into a unified research strategy. Because of the value of both qualitative and quantitative research methods in eliciting a range of perspectives within a single study, pragmatism embraces both approaches and places emphasis on the contextual possibilities that render different research designs and methods relatively useful or relevant to the topic at hand (Morgan, 2014).

The pragmatist worldview takes hold that knowledge is a socially shared concept, given that it is founded on the experiences of a group of people (Morgan, 2014). The pragmatic approach led the researcher to use a mixed methods design for the study, which considered both subjective and objective points of view.

### **3.3 Research Design**

A research design is an itinerary for an investigation, outlining the steps to be taken in a study and whether they will be qualitative, quantitative, or a combination of the two (Mitchell & Jolley, 2012). Creswell and Creswell (2018) argue that a more comprehensive understanding of the phenomena under study can be attained by using a mixed methods research strategy. Results from studies that employ both quantitative and qualitative methods tend to be more robust and trustworthy because of the complementary data that they produce. The study used a mixed-methods approach since it was most suited to answering the research questions that had been posed. This approach involved the use questionnaires, interviews, and document analysis in gathering data.

The mixed methods designed used a combination of descriptive and correlational survey techniques. The use of a correlational study design was warranted since it allowed the researcher to look for links between variables (Orodho, 2009). However, qualitative data could not be analyzed using a correlational research methodology, hence a descriptive survey research approach was required. A descriptive survey is a method of data collection that uses interviews or questionnaires to describe a group of people (Orodho, 2009). The mixed methods was also reflected in the sampling design where both probability and non probability sampling procedures were used. The instruments used for data collection included questionnaires, interview schedule and document analysis guide, which reflect both qualitative and quantitative instruments.



### **3.4 Research Location**

Sabatia Sub-County, Vihiga County, Kenya was the site of the research. Vihiga County consists of five sub-counties: Sabatia, Emuhaya, Luanda, Hamisi, and Vihiga. The counties of Bungoma, Busia, Kakamega, and Vihiga make up the western area of Kenya.

Sabatia Subcounty's public secondary schools are staffed by five hundred and twenty (520) teachers employed by TSC. These teachers work at one (1) national school, four (4) additional county schools, five (5) county schools, and twenty-eight (28) sub-county schools in the public secondary education system. Additionally, there are a number of excellent primary institutions in the Sabatia sub-county. Sabatia ophthalmic Hospital and Sabatia Technical and Vocational Institute are two examples of tertiary education facilities located in the sub-county.

There are ideal circumstances for mixed farming in the Sabatia sub-county due to the above-average rainfall that is received there for the most of the year. Farmers in this sub-county raise food crops like maize and beans for subsistence, as well as cash crops like tea, coffee, and horticultural products to support the area's high population density. Small-scale cattle's farming is also practiced. As a result of its prime location for tea cultivation, the sub-County is also home to the Mudete tea processing factory. As it lies between the cities of Kisumu and Kakamega and not far from Kapsabet, it serves as a hub for numerous commercial and agricultural enterprises.

### **3.5 Target Population of the Study**

A target population is a clearly defined group of the individuals, organizations, activities, situations, or households that are the subject of the investigation (Marshall & Rossman, 2014:114). This study aimed to collect data from all secondary school educators and principals in Sabatia Sub-County, Vihiga County, as well as the TSC Sub-County Director. There are 520 teachers working across 38 public secondary schools in the Sabatia sub-county. One is a national school, but there are also five county schools, four additional county schools, and twenty-eight sub-county schools. While it would have been ideal to study all of these factors, practical constraints forced us to resort to sampling instead.

### **3.6 Sampling Procedures and Sample Size**

This section discusses the choice of the population, the sampling procedures, and the determination of the sizes of the sample.

#### **3.6.1 Sampling Procedures**

Quantitative and qualitative sampling techniques were implemented in this study.

##### **3.6.1.1 Quantitative Sampling Procedures**

Schools in the study were sampled using stratified random sampling. The stratification was based on category of school as well as gender. Teachers in the survey were selected using a stratified random sampling method (Teddlie & Fen, 2007:89). Samples were drawn using this method so that every member of the target population had an equal chance of being selected to participate in the study (

Cresswell & Planoclark, 2007). For a sample to accurately reflect the entire population being researched, at least a 10% random selection should be observed (Kothari, 2004:96). In this study, the researcher avoided creating a biased selection of potential participants, which could have skewed the established results, by using a stratified random sampling method. The stratification was based on gender of the teachers as well as their responsibilities.

### **3.6.1.2 Qualitative Sampling**

This study also made use of the technique of purposive sampling. Typically, qualitative research uses purposeful sampling (Burton, Brundrett & Jones, 2014:254). Purposive sampling technique was used to select Principals. This is because, they were thought to have knowledge that would be useful in answering the research problem. Principals, by virtue of their position, authority, and experience, are “knowledgeable individuals” who are well-versed in matters pertaining to teachers’ self-efficacy and performance appraisal (Cohen, 2009, p 105). The Director of TSC in the Sabatia sub-county was also purposively selected.

### **3.6.2 Sample Size**

According to Hulley, Cummings, Browner, Grady, and Newman (2007:177), the purpose of sample size planning is to determine an appropriate number of participants for a particular study. Johnson and Christensen (2008:223) define a sample as "a selection of cases taken from a study population," meaning those who are impacted by the research question. Although there are recommendations that outline what a representative sample of the population under study should look like,

Brynard and Hanekom (2006:205) argue that no hard and fast rules govern the calculation of sample size. This study used a mixed methods approach, which entails collecting both quantitative and qualitative data from separate samples.

Sabatia sub-county, Vihiga County, is home to 38 public secondary schools with a total of 520 educators. There are a total of 303 male teachers and 217 female teachers in this group. Two hundred and twenty-seven (227) teachers were randomly selected to be part of the study's quantitative sample. Respondents were from a sample of twelve (12) public secondary schools across a range of types.

Sabatia sub-county's lone national secondary school was specifically chosen for this research because of its distinct features that are unlikely to be found in any other type of school. The extra county school that a boy attends was chosen using a selective sampling strategy because there is only one such institution. Using a method called stratified random sampling, an additional all-female county secondary school was chosen. Because there is no other option, a county, mixed secondary school was deliberately chosen. From the sampling frame built for all of the public secondary schools in Sabatia Sub-county, a county girls' and boys' school was selected using stratified random selection. Finally, a stratified random sampling method was used to select six (6) schools from inside the sub-county. With the use of stratified random sampling, we were able to acquire statistically significant representation from all population subgroups. This ensured inclusion in the sample of each sub-group. To obtain the sample size the formula according to Yamane 1967 was employed.

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

Where n - required responses (sample size)

N – Total population

e - error limit( 5% or 0.05)

$$n = \frac{520}{1 + 520(0.05)^2}$$

$$n = \frac{520}{1 + 520(0.0025)}$$

$$n = \frac{520}{1 + 1.3}$$

$$n = 226.0869$$

$$n = 227$$

For qualitative sample, twelve principals of participating schools were purposively selected for interviewing.

### **3.7 Research Instruments**

A study's data is gathered through a variety of methods, including surveys, interviews, and document analysis. The study gathered both qualitative and quantitative information.

#### **3.7.1 Quantitative Data**

In order to get data, a questionnaire with a variety of different types of questions was used. Respondents were given the option of responding to a series of statements in a variety of ways, including (but not limited to) "yes" and "no," but also with "strongly agree" and "agree" as positive responses, and with "disagree" and "strongly disagree" as negative responses, yielding quantitative data.

The researcher and his research assistants handed out hard copies of the survey and picked them back up after we got our results. Because of this, we were able to ensure a high rate of responses. Self-administered questionnaires provide a chance for the researcher to connect with participants, clarify the study's goals, and gain their trust before collecting data. In case they needed it, respondents were given detailed explanations of what each question on the survey was intended to measure. The validity, reliability, and usefulness of the questionnaire items were ensured by explaining and clarifying technical words to the respondents.

### **3.7.2 Qualitative Data**

This study employed interviews and document analysis as discussed below.

#### **3.7.2.1 Interviews**

The purpose of these techniques is to gather information through talking to people and asking them questions face-to-face or over the phone ( Jupp, 2006:187). Face-to-face interactions with participants who were purposefully sampled for the study were used to create the relevant research data, and interview schedules consisting mostly of open-ended questions were utilized to collect this information. Because it enabled for questions to be clarified, probed, respondents' descriptions to be detailed, and non-verbal indicators to be used, this method was perfect for gathering specific information. People who are hesitant or unable to write a lengthy, cohesive response are often willing to speak it in an interview. Principals of secondary schools are often very busy people who may not have had time to fill out the surveys. Twelve (12) Principals and the TSC Director of Sabatia Sub-county were interviewed using pre-

designed questionnaires. Principals were interviewed because in addition to taking teacher roles of instructing students, they supervise teachers in their institutions ( TSC act, 2015). Because of their additional roles, Principals were at the heart of performance appraisal and more prone to burnout.

Before the interview, booking with the Principals was done by the reseacher. The principals were given interview guides to familiarize themselves with the items prio to the actual interview. The interviews were conducted in the Principals' offices. The findings were collated and organized for analysis.

### **3.7.2.2 Document Analysis**

Cohen, Marion, and Morrison (2007:372) define records as documentation of events or processes. According to Creswell (2005), qualitative researchers use papers that include both public and private information about a study's setting or subjects. Journals, newspapers, diaries, meeting minutes, and letters are some of the documents kept. Researcher knowledge of phenomena fundamental to qualitative investigations was greatly aided by the information provided by the sources.

Evidence of teachers' creativity, imagination, device and implementing new ideas, diverse teaching techniques or activities spark students motivation to learn. This is evidenced in records availed during performance evaluation and appraisal. Highly efficacious teachers are known to be creative and imaginative ( Chen, 2010). It has been established that teachers' self-efficacy has significant roles in determination, passion, assurance and instructional behavior( Tschannen-Moran & Hoy, 2001).

Sehgal, Nambudiri, & Mishra (2017) studied teacher effectiveness through self-efficacy, collaboration, and principal leadership and confirmed positive relationship between three dimensions of teacher effectiveness: teachers' delivery of course material, teachers' role in teacher-student interaction, and teachers' role in regulating students outcome. All these is evidenced in records kept by teachers like schemes of work, lesson attendance records, learners progress records, log in and out records.

Self-efficacy has been proposed as a buffer against burnout (Aloe, Aoe, & Shahan, 2014). Sabatia Sub-county public secondary school teachers' self-efficacy, performance appraisal, and burnout were investigated using TPAD documents which were produced as evidence of participation in the performance appraisal process..

**Table 3.1 Population Profile Sample Distribution**

Categories os school	Population	Number of respondents		Sampling design
		Sample size	%	
National	1	1	100	Purposive
Extra County				
i) Boys	1	1	100	Purposive sampling
ii) Girls	3	1	33	Simple random
County				
i) Boys	2	1	50	Simple random
ii) Girls	3	1	33	Simple random
iii) Mixed	1	1	100	Purposive
Sub County				
i) Mixed day	28	6	21	Simple random
Teachers	520	217	42	Stratified
Principals	39	12	31	Purposive
TSC Director	1	1	100	Purposive



### **3.8 Validity and Reliability of the Study**

In this section, the validity and reliability of the quantitative data, and the trustworthiness of qualitative data, are discussed. Since this study adopted a mixed methods design, it is important to clarify how the quality of the research procedures was assured.

#### **3.8.1 Validity and Reliability of Quantitative Data**

The validity and reliability of research instruments influences the extent to which confidence can be realized in the findings of the study. These quality controls are discussed below.

##### **3.8.1.1 Validity**

Validity is the extent to which instruments, according to the researcher's subjective evaluation, measure what they claim to measure (Nachimics, 1990). For a study to be valid, the findings must accurately reflect the phenomenon being investigated. The degree to which the data obtained accurately represents a specific study variable or construct is what is meant by the term "validity" (Mugenda, 2008). Since the researcher followed all of the standard protocols and processes for creating research instruments, we know that the ones to be utilized in this study are reliable (Nworgu, 2006). Content validity was assured by involving research professionals, including the researcher's supervisors, who were given the instruments to review and provide input. Furthermore, use of standardized scales for collection of data, that is, New Generalized Self-efficacy scale by Chun, Gully, & Eden (2001) for self-efficacy and Maslach Burnout Inventory (1996) for burnout. The items in the instruments were

also subjected to preliminary testing, with the results from which were used to further enhance the tests. Both the external appearance and the internal substance of the instruments were valid. Face validity was enhanced thanks to the pilot study.

Sincerity, depth, richness, and breadth of data obtained, people contacted, triangulation, and the researcher's objectivity all played roles in establishing validity (hunter, 2000). Triangulation refers to the employment of multiple data collection techniques in the study of certain elements of human behavior (Cohen et al, 2009). In other words, triangulation helped get beyond the problem of 'method boundedness,' which led to a more trustworthy conclusion.

#### **3.8.1.2 Reliability**

Reliability is considered to be a match between what researchers capture as data and what actually occurs in the natural situation being studied (Cohen, 2009). The degree of internal consistency with which an instrument measures whatever it measures is referred to as its reliability (Jarvinen, 2004:177). Mugenda (2008):165) defines reliability as the degree to which a research instrument delivers repeatable results or data. Test-retest reliability and Cronbach alpha were employed to establish reliability in this study. This was accomplished by performing a pilot study on non-participating schools. The pilot research allowed the evaluator to analyze the clarity of the instrument's items so that those judged to be inadequate or ambiguous could be adjusted to enhance their quality, hence boosting the instrument's dependability. Utilizing the split-half technique of reliability testing, pilot questionnaires were divided into two halves and the Spearman Brown Prophecy formula was used to

calculate the correlation between the two halves. The coefficient described the instrument's internal consistency by indicating the degree to which the two halves of the questionnaire produce identical findings (Jarvinen, 2004:183). The acquired data was evaluated, and correlations were performed to calculate the reliability coefficients. If they are more than or equal to  $\alpha=0.7$ , then the instruments are considered legitimate and dependable.

Cronbach Alpha of Coefficient was calculated from coded data and the summary of the results were as presented in Table

**Table 3.2 Reliability Statistics**

<b>Variable</b>	<b>Cronbach's Alpha<sup>a</sup></b>	<b>Number of Items</b>
Self-Efficacy	0.866	8
Performance Appraisal	0.714	8
Burn out	0.826	22
<b>Overall</b>	<b>0.840</b>	<b>38</b>

*Source: Field Data, 2021*

From the reliability statistics presented in table 3.2, Self-efficacy had Cronbach Alpha of coefficient ( $\alpha$ ) of 0.866, performance appraisal had  $\alpha= 0.714$  while burn out had  $\alpha= 0.826$ . The overall Cronbach Alpha coefficient was  $\alpha=0.840$ . The instruments were therefore deemed reliable and hence were fit for further analysis.

### **3.9 Diagnostic Test Assumptions for Quantitative Data Analysis**

In the majority of statistical analyses, multiple variables are interrelated within a single study. Therefore, diagnostic tests are crucial for establishing the link between

variables. In this study, the researcher conducted a number of statistical tests, including those for sampling normality and adequacy, heteroscedasticity, and multicollinearity.

### **3.9.1 Normality Tests**

The study determined whether or not the variables were regularly distributed. This study utilized Kaiser-Meyer-Olkin (KMO) and Bartlett's test, whose values typically range from 0 to 1 in order to assess sampling normality and data quality. Normally distributed data have high values between 0.5 and 1, indicating a normal distribution. Less than 0.5 indicated that the data are not regularly distributed (Kaisen, 1974). Normal distribution is a requisite for valid data.

### **3.9.2 Heteroscedasticity Test**

Heteroscedasticity is a major issue in the use of regression and analysis of variance. As the statistical significance tests rely on the assumption that the modeling mistakes are independent and uniform, i.e., that their variances do not change with the modeled effects, this finding rules out the validity of such tests. If the variability of the dependent variable is the same for all values of the independent variable, then we have homoscedasticity, the converse of heteroscedasticity.

The test for homogeneity of variances and the analysis of the resulting scatter plots were conducted using SPSS's levelness statistic. If the value returned by the model summary is greater than 0.5, the variable has been fitted satisfactorily. The significance of the F-test was determined from the ANOVA results; if the p-value

was less than 0.05, it meant that the independent variable had a significant effect on the dependent variable.

### **3.9.3 Multicollinearity Test**

This research looked for multicollinearity by analyzing the results of the collinearity test's variance inflation factor (VIF) values in the regression model. For VIF values between 1 and 10, multicollinearity does not exist. However, multicollinearity existed if the value was less than 1 or more than 10. The problem of multicollinearity should not be present in a valid test.

### **3.10 Data Collection Procedures**

The researcher acquired a covering letter from Masinde Muliro University of Science and Technology to use in contacting the study's respondents (MMUST). The researcher then went on to apply for a license with the National Council for Science, Technology, and Innovation (NACOSTI). The investigator sought approval to conduct research in Vihiga County schools from the County Director of Education (CDE). Next, the investigator approached the Director of Education in Sabatia Sub-county. Finally, permission to conduct the study was sought from Principals of participants schools.

Research assistants were recruited and trained by the researcher before the actual study was conducted. Requirements to qualify as a research assistant were a minimum of a mean grade C+ in form four with at least C+ in English. Research assistants were trained for one day. This involved a detailed discussion of each

question on the questionnaire and interview schedule. After training, a pilot study was conducted on ten teachers from three public secondary schools. The questionnaire was then revised to accommodate observations from the pilot study.

The researcher and his research assistants then went to the field to collect data. Each questionnaire, interview guide, and document analysis schedule guide was accompanied by an introductory letter that was hand-delivered to principals of participating schools one week prior to the research. Any confusion was cleared up by providing additional explanation. Respondents were provided with instructions, and their privacy was guaranteed. If respondents had any questions, research assistants were on hand to provide answers. The principals were interviewed in their offices. This was done by the researcher himself.

### **3.11 Data Analysis Procedures**

The gathered data was subjected to both qualitative and quantitative examination. When analyzing qualitative data, researchers aimed to describe events and occurrences in order to draw broad conclusions about the relationships between different types of data (Jwan, 2010). After collecting information, it was sorted, edited, coded, and tabulated so that it could be analyzed. The study's data analysis was guided by the study's stated research questions.

Principals from participating schools and the TSC director for the Sabatia sub-county were interviewed to compile qualitative data. Fieldwork begun on processing this information. After each round of interviews, we compiled all of the pertinent responses we received. The acquired data was processed and evaluated using the

following steps: recording the interview, data cleaning, transcribing the record, classifying various responses, identifying key responses for various themes, listing and tallying key responses by specific themes, detecting patterns emerging from key responses, investigating the interrelationships between recognized patterns, and drawing conclusions from the patterns and their interrelationships. The analysis of the qualitative information was performed with a focus on the textual content.

In contrast, quantitative data analysis involves making numerical judgments based on the survey's closed-ended questions (Jwan, 2010). Data generated by using a mixed methods approach was of a mixed quantitative and qualitative nature, so each was studied independently. Numbers were analyzed with SPSS version 25 from the Statistical Package for the Social Sciences. Central tendencies, percentages, and frequency distributions were calculated after the data was analyzed. The study's hypotheses and research questions were put to the test via inferential statistical analyses. For this study, multiple regression models were used to examine the relationship between the independent variable (teacher self-efficacy) and the two dependent variables (performance evaluation and burnout).

$$Y = \beta_0 + \beta_1 x_1 + \varepsilon \dots\dots\dots 1$$

$$Y = \beta_0 + \beta_2 x_2 + \varepsilon \dots\dots\dots 2$$

$$Y = \beta_0 + \beta_3 x_3 + \varepsilon \dots\dots\dots 3$$

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon \dots\dots\dots 4$$

This is further explained in Table 3.5.

### **3.12 Variable Definition and Measurement**

The independent variable was self-efficacy. According to Bandura (1999) all individuals had control over their own life. Self-efficacy influences coping behaviour when an individual is confronted with burnout. Self-efficacy is centered on four pillars: vicarious experiences, mastery experiences, verbal persuasion, and physiological states. The fifth was proposed by Maddux as imagined experiences. Self-efficacy causes teachers to be involved, work more, set higher objectives, devote more time and resources to achieving their goals.

Dependent variables were performance appraisal and burnout. Performance appraisal is seen as a means to improve education (Zhang, 2017). Performance evaluation helps educators to grow as professionals and spark pedagogical innovations in classrooms. In performance appraisal goals are established, performance evaluated in relation to set goals. Results are communicated back to the appraisee. The main aim is to give an appraisee a chance to reflect on their own work and learning outcomes (Bostanci et al, 2010). Performance appraisal for teachers in Kenya is done through the TPAD, which identifies performance competency areas like professional knowledge and application, time management, innovation and creativity, learner safety, and professional development.

The second dependent variable was burnout. Brennan (2020) defined burnout as a sort of tiredness characterized by a persistent feeling of being overburdened. Burnout is an outcome of prolonged and excessive emotional, physical, and mental stress. It includes feelings of energy depletion or exhaustion, mental distance from



ones job, or negative cynical feelings related to ones job. Burnout is associated with turnover, intention to leave the work place absenteeism, and job satisfaction ( Savas, *et al.*, 2014).

**Table 3.3: Definition of Variables and how they were Measured**

Hypothesis	Measurement Test	Measurement Tool
Ho1: There is no significant effect between teachers' self-efficacy and teachers performance appraisal in public secondary schools in Sabatia Sub-county, Vihiga County	Likert scale Parametric	Simple regression $Y = \beta_0 + \beta_1 x_1 + \varepsilon$ Where Y=Teacher Appraisal X <sub>1</sub> = Self-efficacy $\beta_0$ = y intercept $\beta_1$ = Beta coefficient value for self-efficacy
Ho 2: There is no significant influence between teachers' self-efficacy and teacher burnout in public secondary schools in Sabatia Sub-county, Vihiga County.	Likert scale Parametric	Simple Regression $Y = \beta_0 + \beta_2 x_2 + \varepsilon$ Where Y=Teacher Burn out X <sub>2</sub> = Self efficacy $\beta_0$ = y intercept $\beta_2$ = Beta coefficient value for Self-efficacy
Ho 3: There is no significant relationship between teachers' self-efficacy, performance appraisal, and burnout.	Likert scale Parametric	Multiple regression $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$ Where Y=Performance appraisal X <sub>1</sub> = Self efficacy X <sub>2</sub> = Performance appraisal X <sub>3</sub> = burnout $\beta_0$ = y intercept $\beta_1, \beta_2, \beta_3$ = Beta coefficient value for self-efficacy, performance appraisal and burnout

### **3.13 Ethical Considerations**

The ethical conduct of research is a fundamental principle. Treating research participants with dignity and respect is crucial. Privacy, secrecy, cultural sensitivity, gender neutrality, and anonymity are all typical concerns while addressing ethical issues (Kitchin & Kate, 2000). In order to protect the subjects from danger, the researcher went to great lengths to conduct background research and conduct a pre-visit. Problems like making respondents feel uncomfortable by asking them humiliating questions or expressing shock or disgust while collecting data, making threatening statements, or pressuring them to say something they don't believe in were completely avoided (Gay, 1996). Participants give their consent when they make an informed decision about taking part in a research study. The researcher in this study obtained informed consent from each participant and did not coerce anyone into taking part. The researcher also briefed the subjects on the study's goals and how they would contribute to the research (Jwan, 2010).

In order to protect the participants' anonymity, they were instructed not to include their names on the questionnaire. More primary sources were used to avoid repeating mistakes made by other researchers, which helped keep the study's findings reliable (Carlin, 2003). No attempts were made to plagiarize, falsify, or fabricate results. By properly attributing where the study's data and material came from, we were able to prevent plagiarizing the work of others.

The Education Ministry, the County Commissioner, and the Sub County Education Officers were all contacted for their approval of the study. Before any data was collected, we informed all participants at the chosen schools and obtained their consent. It was made clear to participants that they might withdraw from the study at any time if they changed their minds (Jwan, 2010).

**CHAPTER FOUR**  
**DATA ANALYSIS, PRESENTATION, INTERPRETATION AND**  
**DISCUSSION**

**4.1 Introduction**

This chapter presents the study findings organized and discussed according to the objectives of the study. The study used both quantitative and qualitative data collection tools as well as documentary analysis. The chapter is organized in the following subsections: Questionnaires return rate, background information of the respondents, Teacher's self-efficacy, teachers' self-efficacy and burnout, and relationship between self-efficacy, performance appraisal, and burnout among public secondary teachers in Sabatia sub-county, Kenya.

**4.2 Questionnaires Return Rate**

Quantitative information from the participants was collected via standardized questionnaires. Out of a total of 227 surveys sent out, 219 were properly completed and returned on time by the respondents. According to the standards set by Kothari (2004), a return rate of more than 50% is acceptable in social science research, hence 96.5% of the surveys were deemed to be satisfactory. Summary of the results are presented in Table 4.1.

**Table 4.1: Questionnaire Return Rate**

No	Sampled group	Total issued	Total returned	Percent Returned
	Teachers	227	219	96.5

*Source: Field Data, 2021*

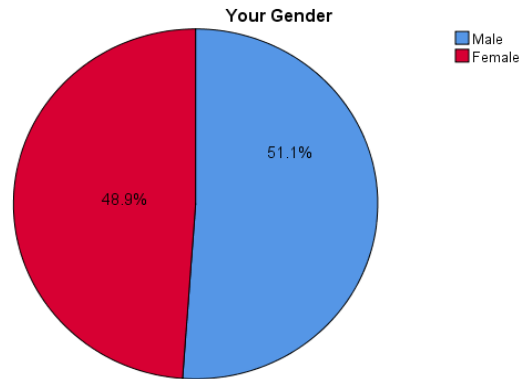
The response rate received from the teachers concerning the area of study was positive since majority of them responded to the questionnaires on time. This might be due to the fact that the study aimed at finding out how teachers' self-efficacy affects performance appraisal and burnout among public secondary school teachers in Sabatia Sub- County, Kenya. Hence it might have motivated the respondents positively to give out their feedback. The instructions were clear thus respondents found it necessary to complete the questionnaire. The mode of sending, administration and collection of questionnaires by use of research assistants greatly helped in high return rate. This information was availed according to the social economic status of the respondents at the time of study.

### **4.3 Demographic Information of the Respondents**

Several questions were asked requiring the respondents to state their demographic characteristics. They included; gender, type of school, status of school, teaching experience and responsibility. They are discussed in the following sub thematic areas.

#### **4.3.1 Distribution of Respondents by Gender**

The study set out to establish the gender of respondents. Figure 4.1 presents the findings.



**Figure 4.1: Distribution of Respondents by Gender**

*Source: Field Data, 2021*

The results in Figure 4.1 show that out of 219 participants in this study, 51.1 % (112) were male while 48.9% (107) were female. This might be due to the fact that at the time of study, we had a total of 520 teachers comprising of 303 male and 217 female respectively. Therefore given that the respondents were randomly selected, the chances of picking a male teacher were higher compared to female teachers. Representation of male and female teachers is not 50% either gender as stipulated in the constitution of Kenya (2010) on gender parity, the representation was statistically adequate for further analysis.

#### 4.3.2 Self efficacy as Per Teachers Gender

**Table 4.2: Self Efficacy as per Teachers Gender**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self efficacy	Male	112	3.3428	.52309	.04943
	Female	107	3.0024	.66132	.06393

*Source: Field Data, 2021*

Looking at the results, it is clear that male teachers had higher self efficacy (M=3.34) as compared to female teachers (M=3.00). Independent sample t-test results are presented as shown in Table 4.3 below.

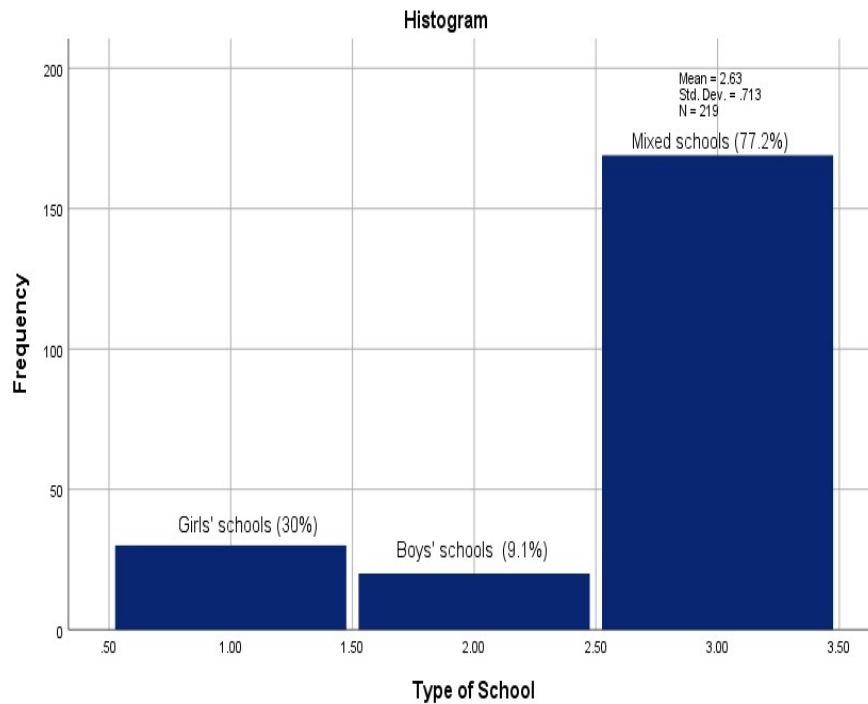
**Table 4.3: Independent Sample t-test Results**

		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
Self efficacy	Equal variances assumed	6.695	.010	4.235	217	.000	.34043	.08039	.18199	.49886
	Equal variances not assumed			4.213	201.753	.000	.34043	.08081	.18109	.49977

From the findings, it is clear that there is a significant difference,  $t(219) = 4.213$ ,  $p < .05$ , in the self-efficacy between male and female teachers, with male teachers having higher self-efficacy compared to female teachers. This findings agree with those of a meta-analysis of 187 studies containing 247 independent studies on gender differences in academic self-efficacy which identified a small difference favouring males (Chiungjung, 2013). In the study difference level of self-efficacy between male and female teachers was 0.34.

### 4.3.3 Distribution of Respondents by Type of School

Respondents were asked to indicate the type of school they work. The working stations were categorized into the following schools: Girls, boys, or mixed. The results were as summarized in figure 4.2



**Figure 4.2 Category of school**

*Source: Field Data, 2021*

The results in figure 4.2 show that out of 129 respondents, 30 were teachers from Girls' schools, 20 were from Boys' schools while the remaining 169 were from mixed schools. This could be attributed to the fact that majority of the schools in Sabatia Sub County are mixed schools. Teachers from all schools were represented.

#### **4.3.4 Distribution of Respondents Status of School**

Respondents were asked to state the status of their school. In Sabatia Sub County, we have Sub County, County, Extra County and National Schools. The results were as presented in Table 4.4.



**Table 4.4: Distribution of Respondents by Status of School**

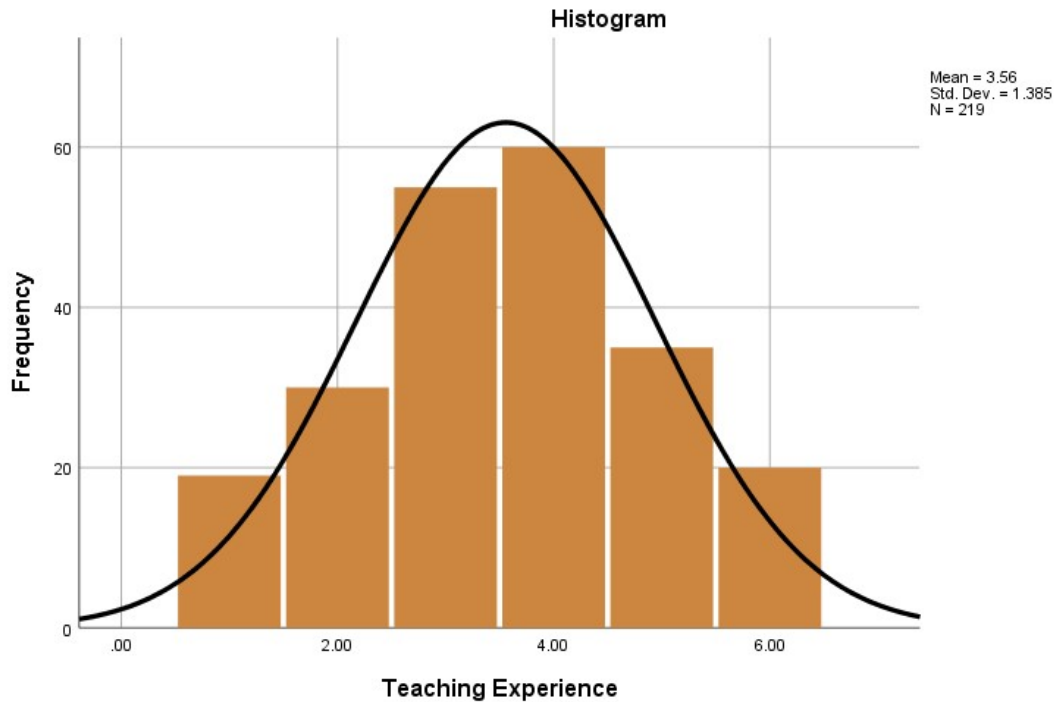
<b>Status of School</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Sub County	148	67.6	67.6
County	44	20.1	87.7
Extra County	18	8.2	95.9
National	9	4.1	100.0
<b>Total</b>	<b>219</b>	<b>100.0</b>	

*Source: Field Data, 2021*

From the results in Table 4.2, 148 respondents equivalent to 67.6 % were from Sub County schools, 44 (20.1 %) were from County schools, 18 (8.2%) were from Extra County schools while the remaining 9 (4.1%) were from national schools. The distribution of the response followed the number of schools in each category. Majority of the secondary schools in Sabatia Sub County are under the category of Sub County Schools. The reason for many sub-county schools may be sponsorship by the Constituency Development Fund (CDF) and devolved government. In addition, because of low levels of income, many parents enroll their children in day schools (where all sub county schools fall) to benefit from free day secondary education (FDSE). Finally, many parents prefer being closer to their children hence enroll them in day schools.

#### **4.3.5 Distribution of Respondents by Teaching Experience**

The study further established teaching experience of the respondents. The findings were of importance on establishing out how teachers' self-efficacy affects performance appraisal and burnout among public secondary school teachers. The results were as shown in figure 4.3.



**Figure 4.3: Distribution of Respondents by Teaching Experience**

*Source: Field Data, 2021*

The results in figure 4.3 show a large variation across years of teaching experience among the teachers in secondary schools in Sabatia Sub County. The findings indicate that 8.7% have worked for less than 5 years, 13.7 have 6 to 10 years, 25.1 have 11 to 15 years, 27.4% have 16 to 20 years, and 16% have 21 to 25 years while the remaining 9.1% have over 25 years of experience. On one hand, only 8.7 % of the respondents had worked for less than five years. The reason may be because the TSC employs a small number of teachers each financial year. On the other hand 9.1 % of the respondents had worked for over 25 years indicating that they are heading to retirement and a number had exited for greener pastures or natural attrition. In

addition, majority of the respondents (170) have over 10 years of experience, which is important for this study to shade more light on how teachers' self-efficacy affects performance appraisal and burnout among public secondary school teachers in Sabatia Sub-county, Vihiga County.

**Table 4.5: Differences in Self Efficacy Across the Years of Experience**

<b>Years of Experience</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
0-5 years	20	2.7152	.40489
6-10 years	27	3.0502	.63049
11-15 years	41	2.9704	.45507
16-20 years	74	3.4359	.54754
21-25 years	41	3.0678	.71262
Above 25 years	16	3.5731	.56163
<b>Total</b>	<b>219</b>	<b>3.1765</b>	<b>.61731</b>

*Source: Field Data, 2021*

The findings show that there are significant differences in the level of self efficacy among teachers across the different years of experience. The highest level of self-efficacy was shown by teachers who had taught for over twenty-five(25) years. Wealth of experience gained over years of teaching gave them confidence to prepare, handle any emmerging challenges, and effectively deliver their lessons. Teachers with experience of 16-20 years scored 3.4. this implies they were equally confident and had benefited from their years of service. The lowest self-efficacy level was recorded by teachers who had taught less than five(5) years 2.7, lower than a composite mean of 3.1.

According to Martin, Kalali & Anrari (2012), one-quarter of new educators in the United States leave the profession after three years due to high levels of discontent,

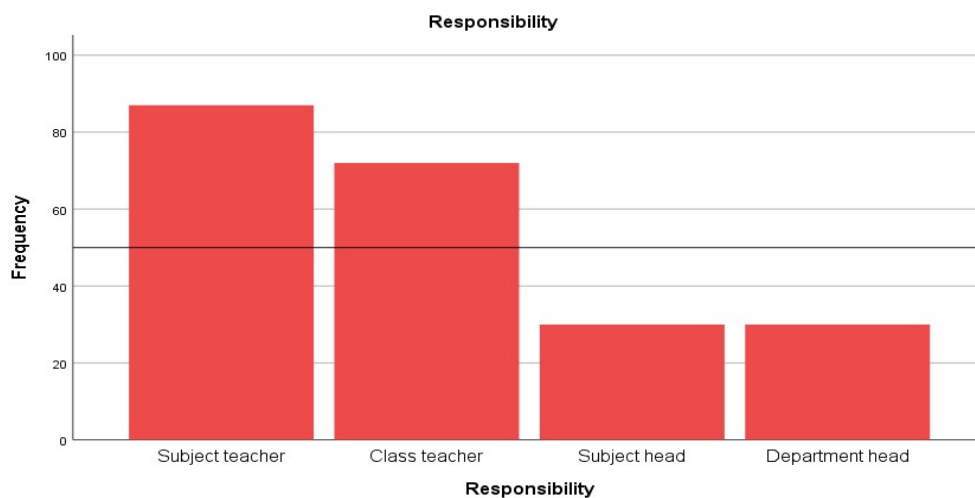
and around half do so within the first five years. This is because the teachers have low confidence in performing their roles. It therefore implies that teachers self-efficacy improves over time as they interact with their colleagues, prepare, and teach.

From the social cognitive theory, one of the ways teachers acquire self-efficacy is through matery of experiences. This is perfected when teachers put into practice what they have learnt, thus teachers with short experiences have fewer experinces to lern from. Teachers who have taught for have had a lot of opportunities to observe from succesful teachers good teaching practices hence boosting their confidence in tackling challenges.

#### 4.3.6 Distribution of Respondents by Responsibility.

Respondents were asked to indicate the responsibilities they play in their schools.

Summary of the findings were presented in figure 4.4



**Figure 4.4: Distribution of Respondents by Responsibility**

*Source: Field Data, 2021*

The results in figure 4.4 show majority of the teachers did not have responsibilities in their schools, they were mainly subject teachers. A high percentage of teachers with responsibility were class teachers constituting 32.9%, subject heads and departmental heads were 13.7% respectively. From these findings it is evident that heads of institutions delegate responsibilities to teachers. In addition, teachers without responsibility outnumber those without because there are fewer positions to be given out. Responsibility of teachers was important for the current study which aimed at finding out how teachers' self-efficacy affects performance appraisal and burnout among public secondary school.

#### **4.4 Test of Statistical Assumption Analysis of Using Regression Model**

Diagnostic tests are critical in establishing the relationship that exists among the variables when using Likert scale. In this study the study undertook various tests including; sampling normalcy and adequacy, heteroscedasticity and multicollinearity. They were discussed in the following subsections.

##### **4.4.1 Sampling Normalcy and Adequacy Test**

Regression modeling presupposes that variables have a linear relationship. To determine whether the variables followed a normal distribution, exploratory factor analysis was employed to determine whether the independent factors under investigation explained the dependent variable (Field, 2005). Normality and Adequacy Testing involves a comparison of the distribution of the study's samples to that of a normal curve. Kaiser-Meyer-Olkin (KMO) was utilized in the study to evaluate sampling normality and adequacy. The results were as shown in Table 4.6.

**Table 4.6: Normality and Adequacy Test**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.832
	Approx. Chi-Square	241.202
Bartlett's Test of Sphericity	Df	3
	Sig.	0.000

*Source: Field Data, 2021*

Kaiser-Meyer-Olkin (KMO) is a sampling metric that can take values between 0 and 1. Values in the range of 0.7–0.8 are considered satisfactory by Kaisen (1974), while values above 0.9 are considered outstanding. Given the p = value in brackets, the results of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy indicate that the sample size was enough and that the data was normally distributed.

#### 4.4.2 Heteroscedasticity Test

The study employed the levelness statistic to assess for variance homogeneity. The significance of the F-test was determined by examining the p-value, which was less than 0.05 to indicate that the independent variable adequately explained the dependent variable. Summary of the findings were presented in Table 4.7.

**Table 4.7: Heteroscedasticity Test**

<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	29646.213	2	14823.107	206.069	.000 <sup>b</sup>
	Residual	15537.440	216	71.933		
	Total	45183.653	218			

a. Dependent Variable: Burnout

b. Predictors: (Constant), Performance appraisal, Self-efficacy

**P-value was in parenthesis**

*Source: Field Data, 2021*

The results in Table 4.7, show F-statistics value was 206.069, which is above 0.5. The p value (Sig) is 0.000, which is less than 0.005 implying data collected was not suffering from heteroscedasticity. It was homogenous and hence was suitable for further analysis through regression modelling.

#### 4.4.3 Multi-Collinearity Test of Independent Variables

When the correlation coefficient R between any two independent variables in a statistical model is positive or negative, we say that the model is multi-collinear (Alin, 2010). If multi-collinearity was not to exist, then the variance inflation values needed to be between 1 and 10. The outcomes are shown in Table 4.8.

**Table 4.8: Multi-Collinearity Test**

<b>Emotional Intelligence Measurers</b>	<b>Variance Inflation Factor ( VIF)</b>
Self-Efficacy	7.343
Performance Appraisal	5.901
<b>a. Dependent Variable: Burn out</b>	

*Source: Field Data, 2021*

Results showed that self-efficacy had a VIF of 7.343, while performance appraisal only had a VIF of 5.901. According to the findings, the values of variance inflation ranged between 1 to 10, indicating that the data did not suffer from multi-collinearity and could be used for further regression modeling and investigation.

#### 4.5 Descriptive and Inferential Statistics

This section discusses both descriptive and inferential statistics based on study objectives as follows: effect of teachers' self-efficacy on their performance appraisal

in public secondary schools in Sabatia Sub-county, Kenya, influence of teachers' self-efficacy on burnout in public secondary schools in Sabatia Sub-county, and the relationship between self-efficacy, performance appraisal, and burnout among public secondary teachers' in Sabatia Sub-county.

#### 4.5.1 Teacher's Self-Efficacy

The study sought to establish self-efficacy among respondents by asking them to respond by ticking in the correct box which statement best described them. The scores were put on a five point Likert scale where; SA= Strongly Agree (5), A= Agree (4), N=Neutral (3), D= Disagree (D) and SD= Strongly Disagree (1). A summary of descriptive statistics is as presented in Table 4.9.

**Table 4.9: Teacher's Self Efficacy**

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
I will be able to accomplish the majority of my own objectives.	3.160	.50414
When confronted with challenging tasks, I am confident that I will complete them;	3.110	.37956
I believe that I can achieve outcomes that are essential to me.	3.221	.30729
I believe I can succeed at virtually any project I undertake.	3.215	.39577
I will be capable to overcoming numerous obstacles;	3.206	.33469
I am confident in my ability to work efficiently on a variety of jobs;	3.146	.53105
Compared to other people , I can do most tasks very well	3.115	.37956
Even when things are tough, I can perform well	3.239	.43798
<b>Composite mean and standard deviation</b>	<b>3.1765</b>	<b>0.40875</b>

*Source: Field Data, 2021*



In statement one; I will be able to achieve most of the goals that I have set for myself had a mean of 3.160 with standard deviation 0.50414. this translates to 63.2 percent, indicating moderate self-efficacy. In statement two; when facing difficult tasks, I am certain that I will accomplish them had a mean of 3.11 and standard deviation of 0.37956. The statements score was 62.2 percent, a moderate level of self-efficacy. Statement number three; In general, I think that I can obtain outcomes that are important to me had a mean of 3.221 and standard deviation 0.30729 and a scale of 64.4 percent. In statement number four; I believe I can succeed at most any endeavor to which I set my mind had a mean of 3.215 and standard deviation of 0.39577. The statement scored 65 percent on self-efficacy scale. In statement number five; I will be able to successfully overcome many challenges had a mean of 3.206 and standard deviation of 0.33469. The score was 64.12 percent on the self-efficacy scale. The statement mean was above the composite mean and hence it also supports self-efficacy. In statement number six; I am confident that I can perform effectively on many different tasks. The mean was 3.146 and standard deviation was 0.53105. The statement mean was 62.92 on self-efficacy scale.

The findings show that teachers fairly not confident: to achieve most goals they set by themselves, to accomplish challenging tasks, and to work on a variety of jobs . They were however fairly confident to achieve all outcomes essential to them, succeed in at virtually any project they undertook. A teachers self-efficacy mean of 62.92 percent for Sabatia sub-county public secondary teachers was lower than those

of findings of Chandrika, Sandhu, & Verma (2022), which averaged 71.783 percent (high).

Results in Table 4.6 above show mean percentage on self-efficacy scale was 63.53. The study used a five-point Likert scale where 3 meant Agree. The standard deviations are all between 0 and 1 implying a lower variance across the response from the participants of the study. The results therefore show respondents were at moderate levels of self-efficacy.

#### 4.5.2 Performance Appraisal

The study established descriptive statistics of performance appraisal. The respondents were asked to give their opinion showing the level of their agreement or disagreement with the statement provided on a Likert scale of 1- 5 where: Strongly agree (SA)=5, Agree(A)= 4, Neutral (N)= 3, Disagree (D)= 2 and Strongly disagree (SD) =1. Table 4.7 presents the findings.

**Table 4.10: Descriptive Statistics of Performance Appraisal**

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am punctual to work	4.8356	.44968
I report to lessons in time	4.2100	.57604
I meet set deadlines	3.9817	.83481
I clear syllabus in time	3.8630	.85641
I improvise and use teaching and learning materials	3.9954	.88565
I integrate ICT in my lessons	4.2968	.52334
I have identified gaps after appraisal	3.6895	.84290
I have attended professional development courses	3.3014	.67085
<b>Composite Mean and Standard Deviation</b>	<b>4.02168</b>	<b>0.70496</b>

*Source: Field Data, 2021*

The statements recorded the scores as follows; I am punctual to work had a mean of 4.8356 with standard deviation of 0.44968. The statement mean was 96.7 percent with a standard deviation less than 1, which is encouraged since it supports performance appraisal. I report to lessons on time had a mean of 4.21 with standard deviation of 0.57504 with a standard deviation less than 1. The statement mean(82.4 percent) was above the composite mean which is encouraged since it supports performance appraisal. I meet set datelines had a mean of 3.9817 (79.634 %) with standard deviation of 0.83481 which was less than 1. The statement was below the composite mean which need enhancement to support performance appraisal. I clear syllabus on time had a mean of 3.863 with standard deviation of 0.85641 which was less than 1. The statement mean was below the composite mean and hence there is need to enhance clearance of syllabus to support performance appraisal process. I improvise and use teaching and learning materials had a mean of 3.995 with standard deviation of 0.88565 standard deviation less than 1, I integrate ICT in my lessons had a mean of 4.2968 with standard deviation of 0.52334 standard deviation less than 1. The statement mean was above the composite mean and therefore it encourages performance appraisal process. I have identified gaps after appraisal had a mean of 3.6895 with standard deviation of 0.8429 which was less than 1. The statement mean was 73.79 percent and therefore needs to be encouraged to enhance performance appraisal process. While I have attended professional development courses had a mean of 3.3014 with standard deviation of 0.67085 which was less than 1. The statement mean 66 percent which implies it moderately supports performance appraisal process.

From the above findings teachers participation in professional development recorded the lowest mean (3.3). Yet according to the TSC act (2015), teachers ought to engage in continuous professional development. Musset (2010) argues that this is done to increase teachers' efficacy by helping them update, expand, and broaden the knowledge they had learned during their careers. It is believed that training and retraining can help I teachers become more effective educators (Ngala and Odebero, 2010). Teachers who participate in staff development programs, especially those that encourage them to further their education and training, tend to take their profession more seriously as a result. Teachers would benefit from professional development courses because they would have a deeper understanding of the world of content, gain managerial skills, and have more opportunities to collaborate with their peers on projects. It's likely that each of these factors will have an effect on a teacher's sense of competence (Wasserman & Maymon,, 2017). Without a robust program to have teachers enrol and participate in professional development courses, the importance for performance appraisal is negated. Service delivery is also affected because teachers continue working in the same way thus producing same results.

Teachers' identification of professional gaps in performance appraisal scored the second lowest ( mean of 3.6). Recommendation for professional development courses, promotion or sanctioning of teachers is based on identified gaps during performance appraisal (TSC Act, 2015). From the findings of these study almost half of appraised teachers were unable to identify professional gaps. This implies it was difficult for the teachers and their principals to make decisions on which courses to

engage in for professional development. The mean of identification of professional gaps and participation in professional development courses were 3.6 and 3.3 respectively. The means are close implying that the two items are related.

Timely syllabus coverage, a criterion evaluated in performance appraisal recorded a mean of 3.8. The teachers performance appraisal calendar of activities clearly states time lines to be observed by teachers. For teachers to score highly, the need effective time management skills. Time management affects productivity, job satisfaction, and stress levels ( Macan, 1994). From the findings , teachers were doing well on reporting to work in time, lesson attendance, and ICT integration in learning. This is due to measures put in place in learning institutions like logging in and out of school, making online weekly lesson attendance and putting most TSC and MOE services online. In a commentary on the results of teacher performance evaluation in Kenya, Kihumba (2018) noted that, thanks to the system's built-in mechanism to record classroom attendance, teacher absenteeism has been greatly reduced.

#### **4.5.3 Descriptive Statistics of Burnout**

Respondents were asked to check statements regarding burn out inventory as they apply to them on a Likert scale from 1 to 6. They were to tick 1 if their response was NEVER, 2 if the response was RARELY, 3 if the response was SOMETIMES, 4 if the response was OFTEN, 5 if the response was VERY OFTEN and 6 if the response was EVERYDAY.

Summary of the results was presented in Table 4.11

**Table 4.11: Descriptive Statistics of Burnout**

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	Std Deviation
<b>Emotional Exhaustion</b>								
I feel emotionally drained from my work	20.5	14.2	13.7	9.6	26.9	15.1	3.5342	1.79572
I feel tired when I get up in the morning when I get up in the morning and have to face another at work	26.9	19.2	6.8	8.7	28.3	10.0	3.2237	1.83248
I feel fatigued when I get up in the morning and have to go to school	16.9	24.2	8.7	11.4	29.7	9.1	3.4018	1.70084
I cannot easily understand how pupils feel about life	25.5	13.7	10.5	9.1	31.5	13.7	3.5662	1.80949
I am getting along badly with some of my pupils	25.1	16.9	9.6	11.9	21.5	15.1	3.3288	1.8478
Working with pupils all day is rarely tiresome and stressing for me	23.3	16.0	11.4	9.6	27.9	11.9	3.4521	1.81513
I handle the problems of my pupils quite well	22.8	14.6	11.0	12.3	24.7	14.6	3.3836	3.4521
I feel I have unrealistic standards of performance for myself	23.7	14.2	9.1	13.7	23.7	15.5	3.4612	1.83795
<b>Depersonalization</b>								
I feel positively influencing pupils lives through my work	24.7	15.5	8.7	7.3	28.3	15.5	3.4566	1.8846
I have become more hostile and cynical towards people since I took this job	23.7	12.8	5.9	15.1	33.3	9.1	3.4886	1.7774
I worry that this job is hardening me emotionally	18.3	9.6	8.7	13.2	41.1	9.1	3.7671	1.68795
I feel very strong and energetic	21.9	11.4	7.8	13.2	32.4	13.2	3.6256	1.79870
I feel frustrated by my job	31.1	14.2	6.4	9.1	28.3	11.0	3.2237	1.8867
I feel I am doing everything equally well on my job	20.5	11.4	5.9	10.0	39.3	12.8	3.7443	1.9408
I care less what happens to some pupils	15.5	29.2	5.0	15.1	22.4	12.8	3.379	1.72614
Working with pupils directly puts too much strain on me	29.2	14.6	7.3	7.3	25.1	16.4	3.3379	1.94299
<b>Feelings of low accomplishment</b>								
I can easily create a relax atmosphere with my pupils	21.0	13.7	11.0	13.2	30.6	10.5	3.5023	1.7436
I feel extremely happy after working closely with my pupils	26.9	14.2	7.3	12.8	33.3	5.5	3.2785	1.76356
I work hard to accomplish many things in my job	17.8	13.7	8.2	7.8	29.7	22.8	3.8630	1.8546
I feel tired of it all and physically drained	11.0	6.8	6.4	26.9	31.5	17.4	4.1324	1.52526
At work, I handle emotional problems calmly	13.2	11.4	5.5	9.6	32.4	27.9	4.2009	1.76505
I feel pupils blame me for some of their problems	14.6	35.2	6.8	13.2	22.8	7.3	3.1644	1.61995
<b>Overall Mean and std deviation</b>							<b>3.5235</b>	<b>1.86403</b>

*Source: Field Data, 2021*

There were eight statements on emotional exhaustion. Statement one; I feel emotionally drained from my work majority of respondents 26.9% felt emotionally drained from work very often, 20.5% never, 14.2% rarely, 13.7% sometimes, 9.6% often while 15.1% everyday felt emotionally drained from their work. Statement two; I feel tired when I get up in the morning when I get up in the morning and have

to face another at work, 28.3% very often, 26.9% never, 19.2% rarely, 6.8% sometimes, while 8.7% often feel tired when they got up in the morning and had to face another at work.

Statement three; I feel fatigued when I get up in the morning and have to go to school. The results indicate 29.9% who were majority indicated they feel fatigued very often, 16.9% never, 24.2% rarely, 9.1 everyday, 11.4% often while 8.7% sometimes feel fatigued when they got up in the morning and had to go to school. This percentages show agree with the Grand Theory of Burnout that when teachers start feeling emotionally depleted they may begin to perceive threat or danger in their environment. Either the threat is recognize consciously, prompting well established responses like 'fight' and 'flight' or the threat is received unconsciously resulting in BIS (Oaten, Stevenson, & Case, 2009). Statement four; I cannot easily understand how pupils feel about life, 25.5% never, 13.7% rarely, 10.5% sometimes, 31.5% often did not easily understand, while 13.7% very often did not understand how pupils feel about life. Statement number five; I am getting along badly with some of my pupils, 25% never got badly with students. Its 15% who got bad with students every day, 21.5% being very often, 11.9% often, 9.6% sometimes while 16.9% rarely getting along with some of the pupils.

Statement number six; working with pupils all day is rarely tiresome and stressing for me scores 23.3% never, 16% rarely, 11.4% sometimes, 9.6%often, 27.9% often while 11.9% very often experiences working with pupils all day being rarely tiresome and stressing for them. Half of the respondents sometimes felt working

with pupils all day being rarely tiresome and stressing for them. Statements number seven; I handle the problems of my pupils quite well. From the findings, 22.8% scored never, 14.6 rarely, 11% sometimes, 12.3% often, 24.7% very often while 14.6% handles the problems of their pupils quite well every day. The statement mean of 3.3836 was below the composite mean 3.5652 meaning it does not support burnout.

Statement number eight; I feel I have unrealistic standards of performance for myself had 15.5 percent of respondents who agreed they feel every day, 23.7% felt very often, 13.7 % often, 9.1 sometimes, 14.2% rarely while 23.7% never. Majority of the respondents 52.9 % they had unrealistic standards of performance for themselves. The statement mean was 3.4612 and standard deviation was 1.83795. Given that the statement mean was below the composite mean 3.5652, it meant it does not support emotional exhaustion and hence it does not support burnout and thus is encouraged.

On depersonalization, 28.3% who were the majority of the respondents feel positively influencing pupils' lives through their work very often, 15.5% doing it every day. The results indicated 15.5% rarely felt they influenced, 24.7% never, while 8.7% often. The results further indicated majority of the respondents 33.3% very often had become more hostile and cynical towards people since they took headship job. Further, 23.7% never, 12.8% rarely, 5.9% sometimes 15.1% often while 9.1% got hostile every day. Majority of the respondents 41.1% very often got worried that the job is hardening them emotionally. However, 18.3% indicated they



were never worried the job is hardening them. Further, the results indicated 32.4% of the respondents very often felt very strong and energetic while 21.9% never felt.

The results further indicated 28.3% of the respondents never feel frustrated about their job while 28.3% very often felt their jobs were frustrating them. On feeling whether they were doing everything equally well on their job, 39.3% indicated very often, 12.8% every day, 20.5% never, 11.4% rarely, 5.9% rarely while 10% sometimes feel they were doing everything equally well for their job. On feeling less what happens to some pupils, 29.2% rarely felt, 15.5% never, 22.4% often while the other 12.8% cared less what happens to some pupils every day. The statement on working with pupils directly putting too much strain on them, 29.2% felt it never put strain on them, 14.6% rarely, 7.3% often and sometimes working with pupils directly putting too much strain on them.

On feeling low accomplishment, 21% never easily create a relaxed atmosphere with their pupils, 13.2% sometimes, 30.6% who were the majority could easily create a relaxed atmosphere with their pupils very often. The findings indicated 13.7% rarely created a relaxed atmosphere while 11% sometimes at the same time as 13.2% sometimes did it. Majority of the respondents 33.3% very often felt extremely happy after working closely with their pupils. A good percentage; 26.9% never felt extremely happy after working closely with their pupils. Further, the results indicated 29.7% very often work hard to accomplish many things in the job while 22.8% do it every day. Findings showed 17.8% of the respondents never, 13.7% rarely, 8.2% sometimes while 7.8% often worked hard to accomplish many things in their job.

The results indicated 31.5% who were the majority felt tired of it all and physically drained, 26.9% sometimes while 17.4% felt tired every day. Majority of the respondents 32.4% very often at work they handled emotional problems calmly, 27.9% did it every day, 13.2% never, 11.4% rarely, 5.5% sometimes while the remaining 9.6% often handled emotional problems calmly. Majority of the respondents 35.2% rarely felt pupils blame them for some of their problems, 22.8% very often, 7.3% felt every day, 14.6% never, 6.8% sometimes while 13.2% often felt pupils blamed them for some of their problems.

The mean of emotional exhaustion, depersonalization, and low accomplishment was 3.41895 approximately (34%), 3.50835 (35%) and 3.69025 (37%) respectively. This means many teachers feel low on accomplishment because of their status in the society. Teachers who believe in their abilities are more likely to use those abilities on the job( Skalvik & Skalvik, 2011). Findings of this study compare with a burnout study on elementary school teachers in the city of Joao Pessoa (north-east Brazil) which showed that 33.6 percent of teachers had high levels of emotional exhaustion, 8.3 percent a high level of depersonalization, and 43.4 percent a low level of professional achievement(Batista et al, 2010). Findings on emotional exhaustion are almost the same, however, levels of depersonalization for teachers in Sabatia sub-county were higher (35%) compared to 8.3% in the study. Findings for accomplishment in Sabatia sub county were lower (37%) compared to 43% of the study of Joao Pessoa.

#### **4.6.1 Effect of Teachers' Self-efficacy on their Performance Appraisal in Public Secondary Schools in Sabatia Sub- County**

The first objective of the study was to establish the effect of teacher's self-efficacy on their performance appraisal in public secondary schools in Sabatia Sub-County. In a study, Cherry (2020) found that teachers with a high sense of teacher efficacy can develop and interest in academic activities, develop a higher sense of commitment to their interest and school activities, do not get out of control when faced with difficulties, welcome challenging activities as to be successful. Whereas teachers with a low sense of teacher efficacy escape challenging activities and make excuses, feel challenging tasks are outside of their abilities, get focused on negative impacts and take personal failings.

The study set out to test the following null hypothesis.

**H<sub>01</sub>:** There is no significant effect between teachers' self-efficacy and teacher's performance appraisal in public secondary schools in Sabatia Sub-county.

To test the hypothesis, the two variables namely self-efficacy and performance appraisal were put in a linear relationship and modelled through simple regression analysis;

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ , Where Y=Teacher Appraisal,  $X_1$ = Self-efficacy,  $\beta_0$ = y intercept and

$\beta_1$ = Beta coefficient value for self-efficacy. The model summary was presented in Table 4.12

**Table 4.12: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617 <sup>a</sup>	.381	.304	3.26741

a. Predictors: (Constant), Self-efficacy

**Source: Field Data, 2021**

From the results in Table 4.12, the R value from the model summary of the regression between self-efficacy and performance appraisal was 0.617. The R square value was 0.381, which implied 38.1 % effect on teacher performance appraisal was attributed to self-efficacy. In other words, self-efficacy had a statistically significant influence on teacher appraisal.

Further analysis of ANOVA was carried out to check whether the model was fit for the independent variable to explain the dependent variable. The findings were summarized in Table 4.13.

**Table 4.13: ANOVA Test**

Model		Sum of Squares	ANOVA <sup>a</sup>			Sig.
			Df	Mean Square	F	
1	Regression	114.716	1	114.716	310.745	.001 <sup>b</sup>
	Residual	2316.690	217	10.676		
	Total	2431.406	218			

a. Dependent Variable: Performance appraisal

b. Predictors: (Constant), Self-efficacy

**P-value was in parenthesis**

**Source: Field Data, 2021**

Table 4.13 showed the F-statistics was recorded as 310.745 at  $p = 0.000$ , implying the model fit two variables. The t-test results of the two variables was summarized in Table 4.14

**Table 4.14: t-Test Results**

Model		Coefficients <sup>a</sup>			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	22.499	3.264		6.894	.000
	Self-efficacy	.276	.084	.617	8.278	.001

a. Dependent Variable: Performance appraisal

**Source: Field Data, 2021**

The results show a constant t-value of 6.894 at p=0.000. When self-efficacy was introduced in the equation, the value increased to 8.278 at p=0.001. This implied self-efficacy had 1.384 unit change in teacher appraisal. The effect of self-efficacy on performance appraisal is significant. Hence, the null hypothesis that there exists no significant effect between self-efficacy and performance appraisal was rejected.

The interview schedule carried out on principals portrayed the following scenario;

*“Performance appraisal has affected teachers in a positive way. The tool has enabled teachers to come up with professional records which are very important in their daily activities as teachers. The tool also has an aspect of parents assessing their children. In such away, we are able as a school to reach parents who are the first teachers of our students. In essence the tool is key in enhancing teacher preparation process for the lessons.”*  
(Principal 4, 2021)

Another respondent had the following with regard to performance appraisal;

*“As we speak now, the tool has really enhanced teacher performance in class. Besides that, I have never had problems with the issue of punctuality because teachers are aware of what they are supposed to do. Performance appraisal tool gives clear guidelines on what is to be done at what time. In addition, we are able to integrate ICT in our teaching and learning process as a school. We have ICT tools like projectors, mobile phones, cameras for languages and computers. All this have made learning in schools better due to performance appraisal.”*  
(Principal 6, 2021)

Another principal said the following on the ICT gadgets use in learning and teaching;

*“In my school, 80% of my teachers have integrated ICT in the process of learning and teaching. We have projectors, computers, laptops, mobile phones, document cameras for language teaching among others.” The teachers who use ICT gadgets, are more confident in their work. They have a greater sense of initiative and are more motivated.” (Principal I, 2021)*

According to Yoon, Duncan, Lee, Scarloss and Shapley (2007), Professional learning enhances teachers’ knowledge and skills, leading to improved teaching and improved teaching raises teacher’s self-efficacy. On the contrary, in a study by Wang’eri, T and Otanga, H (2014) which sought to establish the contribution of mastery experiences on teacher efficacy, found that subject content did not provide direct feedback on teachers’ capabilities and hence contribute to self-efficacy.

Ashton and webb (1998) explain that teachers who have a higher level of self-efficacy are more organized, have a greater skill of instruction and questioning, have better abilities to explain and can solve academic problems easily. On the other hand, teachers with a low level of self-efficacy seem more confused; feel threatened to be questioned, cannot maintain tasks and feel difficulty in countering student affairs. Hence, students’ performance is highly associated with teachers’ self- efficacy.

Tournaki and Podell (2005) published records of more than three hundred teachers about the influence of their behavior on student success and teacher vision and predictions about students. Their findings revealed that teachers with high efficacy predict most of the time accurately and in case of wrong predictions, they somehow

try to understand why they predicted incorrectly; whereas teachers with low efficacy mostly predict wrongly about their students and sometimes even got harsh in difficult situations.

Mojavezi (2012) conducted a study with a similar topic in four different cities of Iran having 80 senior high school teachers and 150 senior high school students. He administered teacher self-efficacy scale to gauge teacher sense of self-efficacy beliefs and a questionnaire to weigh students' motivational level. He then divided the teachers into groups according to their level of self-efficacy and discussed the impact of teacher's self-efficacy on the students' academic achievement. His findings agreed with Bandura's observation (1994) that teachers with high sense of self-efficacy about their competence can motivate their cognitive development. Results suggest that teacher self-efficacy has a positive impact on students' behavior, learning and achievement.

#### **4.6.2 Influence of Teachers' Self-efficacy on Burnout in Public Secondary**

##### **School Teachers in Sabatia Sub- County**

The second objective the study sought to examine the influence of teachers' self-efficacy on burnout in public secondary schools in Sabatia Sub- County.

The study set out the following second null hypothesis

**H<sub>0</sub>2:** There is no significant influence between teachers' self-efficacy and teacher burnout in public secondary schools in Sabatia Sub- County.

To test the hypothesis, the two variables namely self-efficacy and burnout were put in a linear relationship and modelled through simple regression analysis;

$Y = \beta_0 + \beta_2 x_2 + \varepsilon$ , Where Y=Teacher Burn out,  $X_2$ = Self efficacy,  $\beta_0$ = y intercept and  $\beta_2$ = Beta coefficient value for Self-efficacy

The model summary was presented in Table 4.15

**Table 4.15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 <sup>a</sup>	.473	.409	3.81968

a. Predictors: (Constant), Self-efficacy

*Source: Field Data, 2021*

From the results in Table 4.15, the R value from the model summary of the regression between self-efficacy and burnout was 0.688. The R square value was 0.409, which implied 40.9 % effect on self-efficacy was due to teacher burnout. Further analysis of ANOVA was carried out to check whether the model was fit for the independent variable to explain the dependent variable. The findings were summarized in Table 4.16.

**Table 4.16: ANOVA Test**

Model	ANOVA <sup>a</sup>					
	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	3740.236	1	3740.236	189.584	.000 <sup>b</sup>
	Residual	41443.417	217	190.983		
	<b>Total</b>	<b>45183.653</b>	<b>218</b>			

a. Dependent Variable: Burnout

b. Predictors: (Constant), Self-efficacy

**P-value was in parenthesis**

*Source: Field Data, 2021*

Table 4.16 showed the F-statistics was recorded as 189.584 at p=0.000, implying the model fit two variables.



The t-test results of the two variables were summarized in Table 4.17

**Table 4.17 Model Coefficients Results**

Model		Coefficients <sup>a</sup>		T	Sig.
		Unstandardized Coefficients B	Std. Error		
1	(Constant)	10.187	13.804	10.155	.000
	Self-efficacy	-26.577	.356	-4.425	.000

a. Dependent Variable: Burnout

**Source: Field Data, 2021**

The results show a constant t-value of 10.155 at p=0.000. When burnout was introduced in the equation, the value decreased to -4.425 at p=0.001. This implied self-efficacy had a negative change on burnout. The study rejected the null hypothesis. Therefore, self-efficacy has a significant influence on burnout.

In the interviews conducted, they agreed with the above conclusion. When asked if self-efficacy affect burnout in teachers, one of the Principals said that:

*“I have not observed a scenario of burnout or feeling emotionally drained amongst my teachers. If we have a personal issue with the teacher, I try to solve it the way it is. For example, yesterday I was here at 5:30 A.M and my teachers reported on duty during normal hours of reporting. In my school therefore I hardly handle issues regarding burnout.”(Principal 3, 2021)*

Another principal had the following with regard to fatigue;

*“The issue of coming to work tired is rare. However, with regard to the young members of staff, they have the energy and the zeal to work as opposite to older ones. You realize that the old ones have responsibilities at home. They have families and this might be one of the reasons why I see sometimes they seem fatigued when they report to work in the morning. Nevertheless, we do handle such situations because they are part and parcel of human resource that is critical in the education process.”(Principal 11, 2021)*

According to Willhmeier (2004) appraisal is the act of making sure that everything is done correctly and safely. Appraisal is considered as that dimension or phase in educational administration which is concerned with improving educational effectiveness. In a school set up, appraisal draws its foundations and data from the events that take place inside the classroom. It is through appraisal that the principal gets a clear framework from activities and responsibilities of each member of staff in school. Appraisal enables the principal to evaluate the extent to which policies, objectives, activities and events laid down in the long and short-term plans are successfully carried out. Appraisal, as a basic requirement in school administration, brings on board tactics of efficient and proper personal management with an aim of steering their efforts towards the desired educational goals of a community. As an aspect of administration, it assists in checking of punctuality, discipline, as well as facilitating change from old ways to modern ways of doing things at the work place (school).

Olina (1976) conceptualizes appraisal as a service to teachers, both as offering specialized help in improving instruction. Appraisal improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. Turk and Roolaht(2007) pointed out that appraisal of academic staff helps to fulfill the target and goals of an institution, gives an overview of the quality of teaching, enables teachers to have a better understanding of what is expected of them, rises motivation and disciplines and stimulates training and development. An effective PA acts as a reminder for teachers of what they are

expected to do (accountability). It helps the staff to identify areas of strengths and weaknesses and it encourages effective teaching which leads to improved performance and quality education (Odhiambo, 2005).

According to researchers, some of the occupations most at risk of burnout are linked to professions that encounter high levels of stress, including health care, social work, police work, teaching, and customer services, lawyers and academics (Cohut, 2019). Compared to other professions, teaching is a sensitive and chanceful profession to burnout (Innstand, Langbelle, Falkum & Aashend, 2011). Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators, students, and the society. Teachers are susceptible to the feelings of burnout due to their job demands, as well as interactions with students, colleagues, administrators, and parents. Many studies have identified teacher burnout as one of the clinical components influencing teacher attrition. Burnout is perceived as the number one reason for increased rate of premature retirement of teachers due to psychosomatic disorders and symptoms (Bauer, Stamm, virnich, Wissing, Muller, Wisching & Schaarschmide, 2006).

Burnout is known as an influential factor in any job and life success, and defined as teacher stress has increasingly been recognized as a widespread problem in different educational settings (Kyria, 2003). Burnout phenomenon is considered to be the most prevalent among professionals whose role is to help and interact with others in emotionally demanding contexts overtime (Maslack, 1982)

### 4.6.3 The Relationship between Performance Appraisal and Teachers' Burnout in Public Secondary Schools in Sabatia Sub- County, Vihiga County

The third objective of the study sought to establish the relationship between performance appraisal and teachers' burnout in public secondary schools in Sabatia Sub-county, Vihiga County.

The study set out the following third null hypothesis

**H0<sub>3</sub>:** There is no significant relationship between teachers' performance appraisal and teachers' burnout in public secondary schools in Sabatia Sub- County, Vihiga County.

Simple regression modelling was performed to establish the relationship between performance appraisal and teachers' burnout.

$Y = \beta_0 + \beta_3 X_3 + \varepsilon$  Where Y=Burnout, X<sub>3</sub>= Performance appraisal,  $\beta_0$ = y intercept and  $\beta_1$ = Beta coefficient value for burnout.

The model summary was presented in Table 4.18

**Table 4.18: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 <sup>a</sup>	.458	.455	1.62508

a. Predictors: (Constant), Performance appraisal

**Source: Field Data, 2021**

From the results in Table 4.18, the R value from the model summary of the regression between self-efficacy and performance appraisal was 0.677. The R square value was 0.458, which implied 45.8 % effect on performance appraisal was due to teacher burnout. Further analysis of ANOVA was carried out to check whether the

model was fit for the independent variable to explain the dependent variable. The findings were summarized in Table 4.19.

**Table 4.19: ANOVA Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20686.028	1	20686.028	183.237	.000 <sup>b</sup>
	Residual	24497.625	217	112.892		
	Total	45183.653	218			

a. Dependent Variable: Burnout

b. Predictors: (Constant), Performance appraisal

**P-value was in parenthesis**

**Source: Field Data, 2021**

Table 4.19 showed the F-statistics was recorded as 183.237 at p=0.000, implying the model fit two variables i.e. performance appraisal and burnout.

The t-test results of the two variables was summarized in Table 4.20

**Table 4.20: t-Test Results**

Model	Coefficients <sup>a</sup>		Standardized Coefficients Beta	T	Sig.
	Unstandardized Coefficients B	Std. Error			
1	(Constant)	-17.524	7.184	-2.439	.001
	Performance appraisal	-2.917	.215	-5.537	.000

a. Dependent Variable: Burnout

**Source: Field Data, 2021**

The results show a constant t-value of -2.439 at p=0.001. When burnout was introduced in the equation, the value decreased to -5.537 at p=0.000. This implied

performance appraisal had a negative change on burnout. The study rejected the null hypothesis.

The interview schedule carried out one principal depicted the following scenario when asked if performance appraisal is removed in schools;

*“I feel as a principal, there is need to have feedback. It is important as an administrator to get information on how teachers are performing. And therefore, feedback mechanism will have a problem.”*(Principal 1, 2021).

Another principal had the following with regard to fatigue in school when teachers report in the morning;

*“You cannot rule out the issue of fatigue. This can be attributed to various reasons. It might be due to social environment, in terms of how the teacher relates with other members of staff, family issues, professional stagnation among other reasons. In essence, burn out exist and as administrators we do try to handle the issues through Guidance and counselling in our school. We have a mature teacher who is in charge. He handles both students and staff. It really helps in bringing down the issue of fatigue amongst teachers.”*(Principal 12, 2021)

A burnout study on elementary school teachers in the city of Joao Pessoa (north-east Brazil) showed that 33.6 percent of teachers had high levels of emotional exhaustion, 8.3 percent a high level of depersonalization, and 43.4 percent a low level of professional achievement (Batista *et al.*, 2010). The relationships among job stress, burnout, depression, and health in 300 university teachers at Beijing University have recently been assessed (Zhong *et al.*, 2009). The authors found that burnout was a mediator among job stress, the occurrence and exacerbation of depression, and poor physical health. A quantitative study on the causes of burnout among secondary

school teachers in Bungoma North sub-county posits that” burnout among teachers is one of the biggest issues which need attention ( Sichambo and Maragia, 2012)

According to researchers, some of the occupations most at risk of burnout are linked to professions that encounter high levels of stress, including health care, social work, police work, teaching, and customer services, lawyers and academics (Cohut, M, 2019). Compared to other professions, teaching is a sensitive and chanceful profession to burnout (Innstand, Langbelle, Falkum, and Aashend, 2011). Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators, students, and the society (Farber, 1991). Teachers are susceptible to the feelings of burnout due to their job demands, as well as interactions with students, colleagues, administrators, and parents. Many studies have identified teacher burnout as one of the clinical components influencing teacher attrition. Burnout is perceived as the number one reason for increased rate of premature retirement of teachers due to psychosomatic disorders and symptoms (Bauer, J Stamm,virnich, Wissing, Muller, Wisching and Schaarschmide, 2006).

#### **4.7.4 The Relationship between self-efficacy, performance Appraisal, and Burnout among Public Secondary Teachers’ in Sabatia sub-County**

The third objective of the study sought to establish the relationship between self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia sub-county.

The study set out the following third null hypothesis

**H0<sub>3</sub>:** There is no significant relationship between teachers' self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia sub-county..

Multiple regression modelling was performed to establish the relationship between self-efficacy, performance appraisal and teachers' burnout.

$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$  , Where, Y=Performance appraisal, X<sub>1</sub>= Self efficacy, X<sub>2</sub>= Performance appraisal, X<sub>3</sub>= burnout,  $\beta_0$ = y intercept,  $\beta_1, \beta_2, \beta_3$ = Beta coefficient value for self-efficacy, performance appraisal and burnout

The model summary was presented in Table 4.21

**Table 4.21: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 <sup>a</sup>	.656	.653	8.48131

a. Predictors: (Constant), Self-efficacy, Performance appraisal

**Source: Field Data, 2021**

From the results in Table 4.21, the R value from the model summary of the regression between self-efficacy, performance appraisal and burnout was 0.810. The R square value was 0.656, which implied 65.6 % effect on burnout was attributed to performance appraisal and self-efficacy.

Analysis of ANOVA was carried out to check whether the model was fit for the independent variable to explain the dependent variable. The findings were summarized in Table 4.22.



**Table 4.22: ANOVA Test**

Model	Sum of Squares	ANOVA <sup>a</sup>		F	Sig.
		Df	Mean Square		
1 Regression	29646.213	2	14823.107	206.069	.000 <sup>b</sup>
Residual	15537.440	216	71.933		
Total	45183.653	218			

a. Dependent Variable: Burnout

b. Predictors: (Constant), Self-efficacy, Performance appraisal

P-value was in parenthesis

**Source: Field Data, 2021**

Table 4.22 showed the F-statistics was recorded as 206.069 at  $p=0.000$ , implying the model was fit to explain the relationship amongst variables.

The t-test results of the two variables was summarized in Table 4.23

**Table 4.23: t-Test Results**

Model	Coefficients <sup>a</sup>			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	64.949	9.354		6.944	.000
1 Performance appraisal	-3.344	.176	-.776	-8.977	.000
Self-efficacy	-2.501	.224	-.456	-	.000
				11.161	

a. Dependent Variable: Burnout

**Source: Field Data, 2021**

The results show a constant t-value of 6.944 at  $p=0.001$ . When performance appraisal was introduced into the equation, it reduced to -8.977 at  $p=0.000$ . In addition, when self-efficacy was introduced into the relationship, it further reduced to -11.161. The results show that there was a negative relationship between the independent and dependent variables. In other terms, self-efficacy and performance appraisal had negative relationship on burnout.

The study rejected the null hypothesis.

The interview schedule carried out one principal depicted the following scenario when asked on importance of performance appraisal

*“I’m confident with performance appraisal. I’m sure as an administrator, teachers no longer go to class and teach blindly. It has helped us prepare TPAD, lesson observation forms, among other important documents as they go to teach. Those who have embraced performance appraisal are more confident than those who have not. Therefore as a principal, we have put systems in place where teachers are assigned responsibility to fast track what performance appraisal demands. For instance in our school, we have an ICT teacher who works hand in hand with the Deputy Principal in putting the required data on TSC website. All this is important for us and it would not have been possible if performance appraisal was not there”. (Principal 6, 2021)*

An analysis of documents showed that most teachers had prepared professional documents. These documents were approved before use. Document analysis from the twelve (12) selected schools showed that more than 85% of the schools’ heads of department and principals had approved schemes of work, checked lesson notes and lesson attendance of teachers regularly.

Another principal had the following with regard to performance appraisal on recommending teachers for professional development training

*“Every year we recommend teachers to attend professional development courses. The criteria ranges from the responsibility held by the teacher, advise by the employer (TSC), and sometimes those who are new in the field. Recently TSC requested that we take ICT teachers for professional training. This is an example of a situation where the employer requests for teachers to attend training.”(Principal 9, 2021)*

Studies on burnout have focused on the emotion-regulation ability, which represents a core component of emotional intelligence and refers to the capacity to regulate one's own and other's emotional states (Gross, 2002) and it therefore correlates with burnout syndrome (Brackett *et al.*, 2010). To be noted is that practical emotion-regulation abilities are not only important in this respect, but also, teachers' belief about these abilities. This means that emotion-regulation is part of teachers' self-efficacy.

One quarter of beginning educators in the United States leave the field within three years due to high levels of dissatisfaction (Martin, Kalali and Anrari, 2012), and approximately half leave within the first five years (Pas, Bradshau, and Herhfeldt, 2012). Many burned out teachers do not retire because of their inability to use their skills in other marketable fields and the sense of defeat evoked by a loss of status (Buunk, Peiro, Rodviguez, and Brano, 2007) with teachers demonstrating burnout behavior remaining in the classroom, much as leaders of students and colleagues. Burned out teachers that remain in the classroom negatively influence the learning environment and have harmful effects on students, especially those with mental health issues (Jennings and Greenberg, 2009). They become less effective and impact the morale of their colleagues and learners. Teachers who experience burnout are inclined to arrive on the job unprepared and are more concerned with making it through the day than the quality of education students are receiving (Vandenberghe and Huberman, 2011).

The current findings are in line with a burnout study on elementary school teachers in the city of Joao Pessoa (north-east Brazil) which showed that 33.6 percent of teachers had high levels of emotional exhaustion, 8.3 percent a high level of depersonalization, and 43.4 percent a low level of professional achievement (Batista *et al.*, 2010). The relationships among job stress, burnout, depression, and health in 300 university teachers at Beijing University have recently been assessed (Zhong *et al.*, 2009). The authors found that burnout was a mediator among job stress, the occurrence and exacerbation of depression, and poor physical health. A quantitative study on the causes of burnout among secondary school teachers in Bungoma North sub-county posits that "burnout among teachers is one of the biggest issues which need attention (Sichambo and Maragia, 2012)

In summary, the descriptive statistics gives the response from the findings on whether the respondents were in agreement with the said statement under each variable. On the other hand, inferential statistics namely correlation, analysis of variance (ANOVA) and regression were the ones that brought out the significant effect of the independent variable on the dependent variable.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings contained in the preceding chapter. Based on the findings, a number of conclusions are drawn and recommendations made. Areas for further research are also suggested.

#### **5.2 Summary of Findings**

Summary of the research findings was done according to the research objectives which were to; assess the effect of teachers' self-efficacy on their performance appraisal in public secondary schools in Sabatia Sub-county, find out the influence of teachers' self-efficacy on burnout in public secondary schools in Sabatia Sub-county, and find out the relationship between self-efficacy, performance appraisal, and burnout among public secondary teachers' in Sabatia sub-county. Conclusion is also given and thereafter recommendations and suggestion for further research given in the last section.

##### **5.2.1 Effect of Teachers' Self-Efficacy on their Performance Appraisal in**

###### **Public Secondary Schools in Sabatia Sub-county**

The first objective of the study was to establish the effect of teacher's self-efficacy on their performance in public secondary schools in Sabatia Sub County. Findings of the study showed that a high percentage of teachers had a high self-efficacy in terms of having confidence to achieve outcomes essential to their lives, succeeding in any

project they set out to undertake, and overcoming obstacles in life. However, a lower number of teachers are confident to accomplish majority of their objectives and solve challenges they encounter. Teachers' confidence affected their work and working. They were able to be punctual in reporting to school and lessons, integrate ICT in teaching and learning, complete syllabus in time. However, teachers' confidence was lower in identification of professional gaps, professional development and meeting set deadlines.

In terms of gender, the study found self-efficacy of male teachers was slightly higher than that of their female counterparts. In addition, teachers who had taught over twenty years recorded higher self-efficacy. However, teachers with less than five years experience recorded lower self-efficacy. Teachers with lower self-efficacy were more prone to burnout. The study set out to test the following null hypothesis.

**H0<sub>1</sub>:** There is no significant effect between teachers' self-efficacy and teachers' performance appraisal in public secondary schools in Sabatia Sub-county, Vihiga County.

To test the hypothesis, the two variables namely self-efficacy and performance appraisal were put in a linear relationship and modelled through simple regression analysis;

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ , Where Y=Teacher Appraisal,  $X_1$ = Self-efficacy,  $\beta_0$  = y intercept and

$\beta_1$ = Beta coefficient value for self-efficacy.

The results showed the R value from the model summary of the regression between self-efficacy and performance appraisal was 0.617. The R square value was 0.381, which implied 38.1 % teachers' performance appraisal was attributed to teachers' self-efficacy. In other words, self-efficacy had a statistically significant effect on teacher performance appraisal. Further, constant t-value of 6.894 at  $p=0.000$ . When self-efficacy was introduced in the equation, the value increased to 8.278 at  $p=0.001$ . This implied self-efficacy had 1.384 unit change in teacher appraisal. The study rejected the null hypothesis. Thus, teachers' self-efficacy has significant effect on performance appraisal.

### **5.2.2 Influence of teachers' Self-efficacy on burnout in Public Secondary**

#### **Schools in Sabatia Sub-county, Vihiga County**

The second objective of the study sought was to examine the influence of teachers' self-efficacy on burnout in public secondary schools in Sabatia Sub-county, Vihiga County. The study established that on burnout, teachers recorded 37 percent on low accomplishment, 35 percent on depersonalization, and 34 percent on feelings of low accomplishment.

The study set out the following second null hypothesis

**H<sub>0</sub>2:** There is no significant influence between teachers' self-efficacy and teacher burnout in public secondary schools in Sabatia Sub-county.

To test the hypothesis, the two variables namely self-efficacy and burnout were put in a linear relationship and modelled through simple regression analysis;

$Y = \beta_0 + \beta_2 x_2 + \varepsilon$ , Where Y=Teacher Burn out,  $X_2$ = Self efficacy,  $\beta_0$ = y intercept and

$\beta_2$ = Beta coefficient value for Self-efficacy

From the findings, the R value from the model summary of the regression between self-efficacy and burnout was 0.688. The R square value was 0.409, which implied 40.9 % effect on self-efficacy was due to teacher burnout.

The results showed a constant t-value of 10.155 at  $p = 0.000$ . When burnout was introduced in the equation, the value decreased to -4.425 at  $p= 0.001$ . This implied self-efficacy had a negative change on burnout. The study rejected the null hypothesis. Thus it was concluded that teachers' self-efficacy had a significant influence on burnout among public secondary school teachers in Sabatia Sub-county, Vihiga County. These findings agree with those of Skaalvik and Skaalvik (2014) which showed a strong relationship between teachers' self-efficacy and burnout, specifically for emotional exhaustion. Similarly, Karahan and Balat (2011) found a negative relationship between teachers' self-efficacy and burnout among teachers in private schools. A study by Schwarzer & Hallum (2008) on German and Syrian teachers also put forward a negative relationship between self-efficacy and burnout. This situation signifies that this relationship is an inter-cultural phenomenon.

### **5.2.3 Relationship between Self-efficacy, Performance Appraisal, and Burnout among Public Secondary School Teachers' in Sabatia Sub-county**

The third objective the study sought was to establish the relationship between self-efficacy, performance appraisal, and burnout among public secondary teachers' in Sabatia sub-county.



The study set out the following third null hypothesis

**H0<sub>3</sub>:** There is no significant relationship between teachers' self-efficacy, performance appraisal, and burnout.

Multiple regression modelling was performed to establish the relationship between performance appraisal and teachers' burnout.

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$ , Where, Y=Performance appraisal, X<sub>1</sub>= Self efficacy, X<sub>2</sub>= Performance appraisal, X<sub>3</sub>= burnout,  $\beta_0$ = y intercept,  $\beta_1, \beta_2, \beta_3$ = Beta coefficient value for self-efficacy, performance appraisal and burnout

The R value from the model summary of the regression between self-efficacy, performance appraisal and burnout was 0.810. The R square value was 0.656, which implied 65.6 % effect on burnout was attributed to performance appraisal and self-efficacy.

The results show a constant t-value of 6.944 at p=0.001. When performance appraisal was introduced into the equation, it reduced to -8.977 at p=0.000. In addition, when self-efficacy was introduced into the relationship, it further reduced to -11.161. The results show that there was a negative relationship between the independent and dependent variables. In other terms, when self-efficacy and performance appraisal had negative relationship on burnout.

The study rejected the null hypothesis.

### **5.3 Conclusion**

In the current study, the relationship between self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia Sub-county, Vihiga County was examined. For this purpose, the relationship between these variables was assessed by correlation analysis initially, and a significant positive correlation was found. After testing the existence of a relationship, multiple regression analysis was done. The results of regression analysis found that the R value between self-efficacy, performance appraisal, and burnout was 0.810, and R square value was 0.656. This implied that 65.9 % of burnout was attributed to performance appraisal and self-efficacy.

The study concluded that in Sabatia sub-county:

- i. Public secondary school teachers in Sabatia sub-county generally had moderate self-efficacy. However, in terms of gender, male teachers recorded higher self-efficacy in comparison with female teachers. In addition, teachers who had served less than five years had lower self-efficacy in comparison with those who had taught over twenty years,
- ii. Teachers were doing well in many aspects of performance appraisal including attendance, duty and lessons, ICT integration in teaching and learning, but were still struggling to identify professional gaps, timely syllabus coverage, and attendance of professional development courses.

- iii. Teachers were experiencing moderate levels of burnout. They recorded on feelings of low level of accomplishment 37 percent, depersonalization 35 percent, and feelings of emotional exhaustion 34 percent.

The study concluded that:

- i. Teachers' self-efficacy affects performance appraisal among public secondary school teachers in Sabatia sub-county,
- ii. Teachers' self-efficacy influences burnout among public secondary school teachers in Sabatia sub-county( teachers recorded moderate levels on self-efficacy and burnout scales), and
- iii. There is a significant relationship between teachers' self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia sub-county, Kenya.

#### **5.4 Recommendations**

The following were recommendations made from the study:

- i. If findings of this study and other related studies which analyzed the relationship between teachers' self-efficacy, performance appraisal, and burnout are to be taken into consideration, then it can be claimed that increasing teachers' self-efficacy is crucial for making schools more effective. Furthermore, a deliberate program should be designed to support young and newly recruited teachers to gain confidence, retain them in the teaching force, and effective teaching.

Teachers should be provided opportunities to increase their knowledge and skills, to put into practice their responsibilities, and the obstacles in the process should be tackled. They should be given courage and rewarded by School administrators and other stake holders in education

- ii. Performance appraisal system is aimed at improving efficiency and effectiveness in management of public service. Teachers should be sensitized to identify professional gaps and be given opportunity to attend professional development courses. Teachers' expectations on the processes of appraisal are borne on the fact that it will provide promotion and attendant motivation upon successful appraisals. The teacher appraisal should be used to motivate teachers to improve performance by establishing clear objectives for the future and advising teachers on what is expected of them.
- iii. Teachers should be capacity build on setting realistic goals in order to protect them from burnout. Schools need to embrace guidance and counseling for teachers to address issues with regard to fatigue and burnout. In addition, teachers should be equipped with life skills to guard them against burnout. Finally, the Teachers Service Commission should establish an active teachers' wellness department with robust and proactive programs to address teachers' burnout.

## **5.5 Suggestions for Further Research**

The following were suggestions for further research;

- i. Further studies are encouraged to cover both public and private schools and compare the findings with the current research.
- ii. The research was restricted to education sector. Further studies are encouraged to have other sectors and compare the findings.

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## **APPENDICES**

### **Appendix 1: Letter of Introduction**

This questionnaire seeks to find out Performance Appraisal and Self Efficacy among Public Secondary School Teachers in Sabatia Sub-County, Vihiga County, Kenya. Mungasia Joshua Atsiaya, a student of Masinde Muliro University of Science and Technology pursuing a Doctor of Philosophy in Educational Psychology is conducting this study. You are requested to answer questions below. Information got from this questionnaire will be used for purposes of this study only, and will remain confidential.

Thank you.

Yours Faithfully,

Mungasia Joshua Atsiaya



## Appendix 11: Questionnaire for Teachers

. You are asked not to write your name on the questionnaire. Kindly tick[√] your response against each question or by filing the form in the spaces provided.

### Section A: Background information

1. Gender      Male       Female
2. Type of school                      Girls       boys       mixed
3. Status of the school  
     Sub-County       County       Extra County       National
4. Teaching experience  
     0-5 years       6-10 years       11-15 years       16-20 years       21-25 years       above   
     25years
5. Responsibility  
     Subject teacher       class teacher       subject head       department head

### Section B: Self Efficacy

6. The table below measures the level of self efficacy. Please respond by ticking a statement in the correct box which best describes you where SA= strongly agree, A=agree, N=neutral, D= disagree and SD = strongly disagree.

	Statement	SA	A	N	D	SD
I	I will be able to achieve most of the goals that I have set for myself;					
ii	When facing difficult tasks, I am certain that I will accomplish them;					
iii	In general, I think that I can obtain outcomes that are important to me;					
iv	I believe I can succeed at most any endeavor to which I set my mind;					
V	I will be able to successfully overcome many challenges;					
vi	I am confident that I can perform effectively on many different tasks;					
vii	Compared to other people, I can do most tasks very well;					
viii	Even when things are tough, I can perform quite well					

**Section C: Performance Appraisal**

7. The table below shows the relationship between self-efficacy and Performance Appraisal. Please respond appropriately.

I am confident as a teacher when:

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I	I am punctual to work					
II	I report to lessons in time					
III	I meet set deadlines					
IV	I clear syllabus in time					
V	I improvise and use teaching and learning/ materials					
VI	I integrate ICT in my lessons					
VII	I have identified gaps after appraisal					
VIII	I have attended professional development courses					

**Section D: Burnout**

8. The table below shows the relationship between self-efficacy and burnout.

Please respond appropriately.

I am confident to do my work when:

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	I feel emotionally drained from my work					
2	I feel I have over extended myself in terms of time and energy at the end of the working day					
3	I feel fatigued when I get up in the morning and have to go to school					
4	I cannot easily understand how my pupils feel about life					
5	I am getting along badly with some of my pupils					
6	Working with pupils all day is rarely tiresome and stressing for me					
7	I handle the problems of my pupils well					

8	I feel I have unrealistic standard of performance for myself					
9	I feel positively influencing pupils lives through my work					
10	I have become more hostile and cynical towards people since I took this job					
11	I worry that this job is hardening me emotionally					
12	I feel very strong and energetic					
13	I feel frustrated by my job					
14	I feel I am everything equally well on my job					
15	I care less what happens to some pupils					
16	Working with pupils directly puts too much strain on me					
17	I can easily create a relax atmosphere with my pupils					
18	I feel extremely happy after working closely with my pupils					
19	I work hard and accomplish many things in my job					
20	I feel tired of it all, and physically drained					
21	At work, I handle emotional problems calmly					
22	I feel pupils blame me for some of their problems					

**Appendix 111: Interview guide for Principals and TSC Sub-county Director of Education**

1. How has Performance appraisal of teachers in your school?
2. Teachers have a responsibility to prepare professional records. How do teachers who prepare compare with those who do not prepare in terms of confidence?
3. Have you ever recommended your staff to attend professional development courses? If yes, what was your criterion of selection? What has been the effect of the courses on teachers?
4. About what percent of your teachers integrate ICT in their teaching? How has integration of ICT in learning influenced teachers' confidence to work?
5. What are the common ICT gadgets used by teachers in teaching and learning?
6. Identify avenues teachers enhance their knowledge and application and how they have affected their confidence?
7. What is the main effect of PA on teachers and teaching?
8. Are there teachers in your institution that show signs of tiredness in the morning? If yes, what are causes of this? How have dealt with such teachers?
9. Suppose performance appraisal is done away with what would you miss in your work?

## **Appendix IV: Document Analysis Guide**

### Check list of documents

1. Lesson plans
2. Schemes of work
3. Records of work.
4. Lesson notes
5. Checking in and out
6. Lesson attendance records
7. Permission to be out
8. Correspondences
9. Teaching/ learning materials

### What to find out in the documents:

1. Are the documents approved for use?
2. Are they updated regularly?
3. Evidence for innovation, ICT integration

# Appendix V: Research Permit

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **330679** Date of Issue: **10/December/2020**

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**This is to Certify that Mr. Joshua Atsiaya of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Vihiga on the topic: Self efficacy, Performance Appraisal and Burnout among Teachers in Public Secondary Schools in Sabatia Sub County, Vihiga County, Kenya, for the period ending : 10/December/2021.**

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