

Relationship Between Performance Appraisal and Teachers' Burnout in Public Secondary Schools in Sabatia Sub-County, Vihiga County

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Abstract: Globally, an effective performance appraisal system assists in holding teachers' accountable, addressing underperformance, enhancing performance and best practice. The main objective of this study was to establish the relationship between teachers' performance appraisal and burnout, and find out relationship between self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia Sub-county, Vihiga County. This study was anchored on the self-efficacy theory component of the social cognitive theory by Bandura. It adopted a descriptive survey design. The sample consisted of twelve schools selected using purposive and stratified random sampling from the sampling frame developed for all public secondary schools in Sabatia Sub-county, Vihiga County, Kenya out of which 227 teachers were sampled using random sampling. Principals of each sampled school were included in the sample. The Sabatia Sub-county TSC Director was part of the respondents. 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 and analyzed findings presented using frequency tables, percentage and mean scores. 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. The findings of the study may be useful to the Ministry of Education and Teachers' Service Commission in designing programs that focus on increasing teacher efficacy, perfecting performance appraisal, and reducing their burnout and the study may raise issues that may be a base for further research.

Key Words: Performance Appraisal, Burnout, Efficacy

I. BACKGROUND OF STUDY

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. 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. 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 (Kagema & 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. 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.

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. 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 (1981) developed a model that has been frequently used. 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).

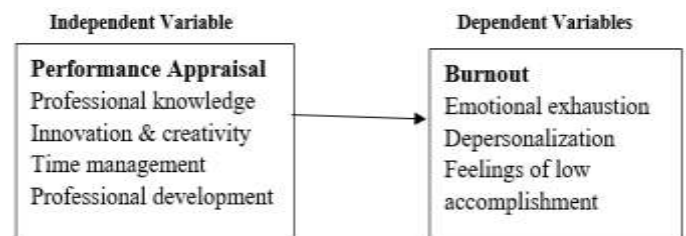
There is however a correlation between long-term stress due to performance appraisal and teacher burnout. Burnout is now widely acknowledged as a pervasive issue in a variety of educational settings; it is widely acknowledged as a significant component in any career and life success (Dick & Wagner, 2001, 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.

II. PROBLEM STATEMENT

Despite the importance of performance evaluation, some opponents say that it does not always lead to better teaching, as measured by higher student achievement. This is because performance evaluation ignores other crucial elements of teachers, such as their burnout. Aspects of teachers' burnout have been studied, and recommendations have been made. 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. In Sabatia Sub- County, the major aim of appraisal is to develop teachers in order to improve their service delivery in schools. The problem of teacher burnout persists despite a large number of studies on the subject. As a result of psychosomatic diseases and symptoms, a higher rate of early retirement among teachers is attributed mostly to teacher burnout. Due to the high prevalence of burnout syndrome in the teaching profession, it is necessary to find variables that protect instructors from chronic stress and long-term professional discontent. According to the preceding discussion, the extent to which teacher 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 association between Performance Appraisal and Burnout among Public Secondary School Teachers in Sabatia Sub-county, Vihiga County, Kenya.

Conceptual Framework



Source: Researcher's Own Conceptualization, 2020

The above conceptual framework indicates a possible relationship between performance appraisal and teacher burnout. It postulates that teachers could end up with emotional exhaustion, depersonalization, feeling of low and accomplishment in the process of practicing professional knowledge, innovativeness and creativity, time management and professional development.

III. LITERATURE REVIEW

Teaching and learning are at the heart of education, and this can only happen with qualified instructors (Stronge & Tucker, 2003). 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 an useless mechanical process (Hammond et al., 2012).

Angelo, DeNisi, and Prichard (2006) define a performance appraisal as a "single, formal, organizationally sanctioned event" with "clearly articulated performance dimensions and criteria" that is conducted no more than twice a year. Further, it is an evaluation process since 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.

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.

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.

Burn Out

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.

IV. METHODOLOGY

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 of several different types of data gathering tools, including questionnaires, interviews, and document analysis. The study was carried out in Sabatia Sub-County, Vihiga County on a target population of 520 educators working across 38 public secondary schools in the Sabatia sub-county from which a sample of 227 participants were selected. Participants in the survey were selected using a basic random sampling method. Data was collected using questionnaires, interviews and document analysis guides. Face validity of the instruments was enhanced using expert judgement from the university while reliability was ensured using Cronbach's alpha coefficient. What kind of questionnaire did you use, self design, adopted or adapted. Describe the items therein.report it's reliability coefficient.

V. FINDINGS AND DISCUSSIONS

The study sought to establish the relationship between self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia sub-county. It set out the following fourth null hypothesis. **“Ho 4:** There is no significant relationship between teachers' self-efficacy, performance appraisal, and burnout". Multiple regression modelling was performed to establish the relationship between self-efficacy, performance appraisal and teachers' burnout. (The variable elf efficacy did not reflect both in title and body of your work. Try

to rework. If self efficacy is a variable in your study then there s need to review it your work and also appear in the title.)

$Y = \beta_0 + \beta_1X_1 + \beta_2 X_2+ \beta_3X_3 \varepsilon$, Where, Y=Performance appraisal, X_1 = Self efficacy, X_2 = Performance appraisal, X_3 = burnout, β_0 = y intercept, $\beta_1, \beta_2, \beta_3$ = Beta coefficient value for self-efficacy, performance appraisal and burnout

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.656	.653	8.48131

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

Source: Field Data, 2021

From the results in Table 1, 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 2.

Table 2 ANOVA Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29646.213	2	14823.107	206.069	.000 ^b
	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 4.20 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 3.

Table 3 t-Test Results

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

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, when 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.

VI. CONCLUSION AND RECOMMENDATION

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 there is a significant relationship between teachers’ performance appraisal and burnout among public secondary school teachers in Sabatia sub-county, and teachers’ self-efficacy, performance appraisal, and burnout among public secondary school teachers in Sabatia sub-county, Vihiga county, Kenya. It can be claimed that increasing teachers’ self-efficacy is crucial for making schools more effective. According to Hoy (2006), three main factors play an important role in building teachers’ self-efficacy. First, is the positive teaching experience especially at the beginning

of their career. Second, is the observation of effective teaching practices by other teachers. In this way a feeling of ‘if she can do it, I can also do it.’ Performance appraisal system is aimed at improving efficiency and effectiveness in management of public service. Teachers’ expectations on the processes of appraisal are borne on the fact that it will provide promotion and attendant motivation upon successful appraisals. This study finds that the process of teacher appraisal in Kenya has not structured itself to offer the expected benefits to the appraisee. 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 (Odhiambo, 2008). Additionally, appraisal should promote growth and beneficial to the majority of teachers who are competent in the classroom (Marzano, 2003).

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