

**EFFECTIVENESS OF OPEN PERFORMANCE REVIEW AND APPRAISAL
SYSTEM IN EVALUATING THE EMPLOYEES' PERFORMANCE: A CASE
STUDY OF THE OPEN UNIVERSITY OF TANZANIA,
KINONDONI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
MONITORING AND EVALUATION
OF THE OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open university of Tanzania, a dissertation titled; "Assessment of Open Performance Review and Appraisal System in Evaluating the Employees' Performance of Open University of Tanzania, Kinondoni District within Dar es Salaam Region" in partial fulfillment of the requirements for the degree of Master of Arts in monitoring and evaluation.

.....
Dr. Christopher Awinia
(Supervisor)

.....
Date

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DECLARATION

I Janeth Gwimile hereby declare that this is my original work and has never been published and/or submitted for any other degree award to any other university before. In addition, all sources that have been used have been acknowledged.

.....

Signature

.....

Date

DEDICATION

My sincere dedication goes to my husband and daughter, Nelson Shoo, Janelle Shoo for their valuable support, patients, prayers, advice, love and care that in one way or the other helped me succeed.

Also, I dedicate this dissertation to my parents for the constant belief and support that they have shown throughout my career. May God bless them abundantly.

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ABSTRACT

The study was conducted in Dar es Salaam region in particular Kinondoni District in which Open University of Tanzania was selected as the case study are to assess the effectiveness of Open Performance Review and Appraisal System in evaluating employees' performance in public university in Tanzania. Both quantitative and Qualitative analysis were conducted to evaluate the effectiveness of OPRAS in evaluating employees' performance in Open University of Tanzania. The researcher collected data by using the structured and electronic questionnaire in order to find information for the specific objective selected. The study focus on determining to what extent OPRAS acts as a monitoring and evaluation tool, observing the relationship between the employee and OPRAS and how feedback obtain after conducting evaluation is utilized to improve performance. The Collected Data was analyzed by using SPSS software. The Finding from the study have established that 58% of employees acknowledge that OPRAS system influence their work performance and have positive attitude toward the evaluating system at OUT. On the other hand, 75% of employees at OUT have agreed that they do not participate in setting the OPRAS targets and 83% of OUT employees have strongly agree that feedback mechanism in OPRAS need major improvement in order to improve its efficiency. Therefore, the management at Open University of Tanzania should enhance the feedback mechanism by making sure all employees are aware of their performance score and why are the having lower or upper grade. Allow other stakeholder evaluate employees' efficiency such as customers, external evaluators and fellow employees and include monitoring and evaluation in the OPRAS system.

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LIST OF ABBREVIATION

CACRS	Closed Annual Confidential Report System
CRSP	Civil Service Reform Programme
EPA	Enhance Performance and Accountability
FGDs	Focus Group Discussion
HRPMS	Human Resource and Payment Management System
IDI	In-depth Interview
IPMS	Instituting Performance Management System
JDs	Job Descriptions
LGAs	Local Government Authority
M&E	Monitoring and Evaluation
MDAs	Ministries, Independent Departments and Executive Agencies
OECD	Organisation for Economic Co-operation and Development
OPRAS	Open Performance Review and Appraisal System
PIM	Performance Improvement Model
PM	Performance Measure
PMS	Performance Management System
POPSM	Presidents Office-Public Service Management
PSA	Public Service Act
PSMEP	Public Service Management and Employment Policy
PSRP	Public Service Reform Programme
QIC	Quality Improvement Cycle
RBM	Result Based Management
TANU	Tanganyika African National Union

URT	United Republic of Tanzania
WHO	World Health Organization
NSGPR	National Strategy for Growth and Poverty Reduction

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

1.1.1 The Public Sector in Tanzania

Public sector reforms to improve service delivery in Tanzania can be traced back from the time of independence in 1961 to date (Bana, 2009). Public sector reforms have been associated with introduction of several reforms so that the public civil servants can provide quality and effective service provision to citizens (Bana, 2009; Abdallah, 2013; Mushi, 2014). In Tanzania, civil service and public sector delivery reforms have been taking place in political, economic and administrative areas so as to respond to the need of the government to meet the needs of citizens at a particular time (Campbell, 1993).

According to Watson (2014), employee's performance depends not just on policy reforms but on a number of other measures such as understanding their job description and the organization goals, structure, vision and mission. Watson (2014) argues that performance of an employee is influenced by factors such as provision of reasonable basic pay, opportunity for career advancement, trust, confidence and good relationship with their supervisors. These attributes for increasing the employees work performance can be developed in an organization through having a well-defined performance evaluation system (Beer, 1987; Abdallah, 2013, Watson, 2014).

Public Service Management changed in 1967 when Tanzania adopted the Arusha declaration followed by nationalization of all means of the economy, centralized

economy, and the promise for a universal employment policy (Bana, 2009; Loth, 2012; Lufunyo, 2013; Mpululu, 2014; Mushi, 2014). The state enterprises were expropriated from the private sector and they acted as the driving force of the economic growth and poverty reeducation by the moment. The wealth generated by the state owned enterprises were intended to finance expansion of the civil services which was there to perform the needs of the government to provide free health care, education and other public services so that Tanzania could have a well-educated and healthy population (Bana, 2009). Despite all these efforts, the growth of the civil services was not impressive as it grew more in terms of employment and not productivity (Bana, 2009).

In the 1990s, the performance of civil servants in government-owned institutions declined even further and quality of human resource governance and accountability fell. The declining trend was associated with the increasing political interference in professional civil service work, and obtaining positions in civil service became increasingly associated with patronage, nepotism, corruption and influence (Bana, 2009; Loth, 2012; Peter S and Amani H, 2016). Holding a position in civil service, including universities, was used as sources of guaranteed employment particularly for graduates (Loth, 2012). As a result, productivity became less important and political influence and self- enrichment a paramount factor (Issa, 2010).

All this time, there was no formal system for monitoring and evaluation (M&E) of work performance among civil servants in-order to guarantee efficiency and effectiveness. According to Mpululu it was this time when civil servants started not to be held accountable for non-performance and non- compliance with financial and

administrative regulations (Mpululu, 2014). Also, the Public confidence in the competence and integrity of civil servants began to deteriorate, hence, government institutions began to lose legitimacy and integrity before the public (Abdallah, 2013). The growth of public sector created other problems. It became increasable, ineffective, inefficient, unaccountable, corrupt, disorderly and underperforming (Bana, 2009). As a result, beginning in the early 1990's, the government implemented public sector reforms in order to address the problem of irresponsibility, poor performance as well as ineffectiveness in both production and service-delivery in various public sectors such as health, water and education (Loth, 2012; Abdallah, 2013).

International development partners who started to support various government economic recovery programmes in the 1990s were first to raise the need for government to strengthen the quality of delivering public services. The arrangement under the various economic delivery programmes including the MKUKUTA and FYDP was public servants were responsible in delivering services while international development partners supported financially (Issa, 2010). As a result, the development partners started to demand for results, performance against planned targets and progress reports on public sector performance.

However, since employees were guarded with a permanent pensionable employment policy, performance appraisal systems like Open Performance Review and Appraisal System (OPRAS) did not yield results (URT, 1997; Mpululu, 2014). Given its history, there was simply no culture of monitoring and evaluation (M&E) of employees' performance, and accountability. Key indicators of measuring efficiency,

cost benefit analysis, risk management, result based management system and impact analysis were simply not being adopted, or when they were, not being adhered to (Lufunyo, 2013).

In order to improve the performance of the public sector in Tanzania, the government introduced a staff performance Result Based Management (RBM) system known as Performance Improvement Model (PIM) to manage public sector servants. The model required all public service institutions to plan, implement, monitor, evaluate and report on their staff performance and finally carry-out an annual performance review. In order to institutionalize the performance of the public service, the PIM was installed in 2000 up to 2006 in all Ministries, independent departments, executive agencies and regional secretariats (Abdallah, 2013).

Furthermore, the public services introduced a number of other processes, tools, and mechanisms in order to facilitate the performance of the institutions themselves. The specific tools for performance management included development of strategic and operational planning, client services charters services, delivery surveys, self assessment programmes, performance budget, and a Closed Annual Confidential Reporting System (CACRS) and OPRAS (Bana, 2009).

According to Mpululu, CACRS was not effective as it didn't focus on key aspects of M&E, that is being results-based and having feedback for reviewing and rewarding/punishing progress (Mpululu, 2014). CACRS was closed-ended and confidential. It was easy to manipulate as it was not open to both the supervisor and the supervisee (Loth, 2012). On the contrary, CACRS led to increasing

manipulation, favoritism, patronage, cronyism, and corruption. It failed to introduce accountability based on measurement of impact of performance. It further failed to evaluate employees' performance and to increase efficiency in service delivery as envisaged by Tanzania during independence and at the start of economic reforms in the 1990s. As a result of these drawbacks the government introduced a new performance evaluation strategy known as OPRAS.

OPRAS was introduced by the government through circular No 2 of 2002 (URT,2002). The main aim of the system was to improve performance management system in public service for development purpose. In this system both the supervisor and the employee sit, discuss, plan and evaluate agreed annual objectives in relation to an organization strategic plan. The form is filled in the beginning of the year, middle and at the end of the year. The form is used to evaluate the workers performance. In these forms, performance targets are set and are aligned to staff work plans and organization strategic objectives and results (Loth, 2012).

Although OPRAS has improved on most of the weakness of the CACRS by improving communication and openness between the supervisor and the supervisee, this study seeks to evaluate whether the above-mentioned deeply entrenched attributes that work against accountability, results-management orientation, and ethics still persists and affect efficient performance of OPRAS. According to Mpululu, 2014; despite improvements in the OPRAS the problem of poor service delivery in public sector still exists (Mpululu, 2014). There are a lot of complaints reported on employee's performance regardless of the introduction of the OPRAS (Abdallah 2013; Mpululu, 2014). It has been argued that most of the public servants

have negative attitude towards the new system and they are facing difficulty in understanding it (Peter S and Amani H, 2016).

1.2 Statement of the Problem

The culture of accountability, efficiency and management of results was gradually eroded as Tanzania shifted to a central planned economy where the public sector was the main driver of all key areas of the economy (Mushi, 2014). Lack of accountability was reinforced by guaranteed universal employment policy for all. After 30 years, when the Government was re-introducing staff performance appraisal in the 1990s, a culture of lack of staff accountability had entrenched itself. Corruption, lack of accountability, managing results within timeframes and measurable targets had become the norm.

In order to enhance efficiency and improve social service delivery in various public sectors such as health, water and education Tanzanian government introduced an improved system known as OPRAS in 2007 (Abdallah, 2013). This study aims to evaluate the effectiveness of OPRAS and effectiveness of its operation against a culture of public service staff unaccountability 10 years after its introduction. The study is prompted by reports that despite the introduction of OPRAS there are still complaints of poor performance, lack of quality output, and lack of impact measurement.

1.4 Objective of the Study

To evaluate the effectiveness of OPRAS system in promoting work performance attitude at Open University of Tanzania (OUT).

1.4.1 Specific Objectives

1.4.2 Specific Objectives

- i. To determine the extent to which OPRAS is used and relied as a tool for measuring work performance.
- ii. To examine feedback mechanism between employee and supervisors and extent it limits OPRAS to function as an M&E system.
- iii. To evaluate the relationship between OPRAS and employees' performance.

1.4.2 Research Questions

- i. To what extent does the OPRAS form used as a tool for measuring work performance?
- ii. To what extent feedback mechanism limits OPRAS functions as an evaluation tool?
- iii. What is the relationship between employees performance and OPRAS system at Open University of Tanzania?

1.4.3 Significance of the Study

The study assesses the effectiveness of OPRAS as an evaluation system in staff performance. Finding of the study will assist higher learning institutions to evaluate if at all OPRAS helps in increasing accountability of their staff and also challenges associated with implementation of the OPRAS system. Finding of the research will also:

- i. Add value concerning "Assessment of effectiveness of OPRAS as an evaluation tool in evaluating employees' performance;
- ii. Assist in improvement of the use of the OPRAS system or changing the

evaluation system in use.

- iii. The study will provide other researchers with area to focus on related topic areas.

1.4.4 Scope of the Study

The study was conducted at The Open University of one of Tanzania (OUT). A sample size of 72 respondents will be used. The selection of these respondents was randomly selected from a total of 300 respondents. The sample selected involved academicians, administrative staff and top management. The study identified the performance evaluation system used by the Open University of Tanzania. Open performance and Review system is used as an evaluation tool. Attribute of good governance are also included in the OPRAS document. The study assess OPRAS as an evaluation tool of employees' performance.

1.4.5 Limitations of the Study

Due to lack of enough time to extend my research to other public institute, the research limited the scope of study so as to finish within the time specified by almanac of Open University of Tanzania.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter explains an assessment of associated literatures on effectiveness of Open Performance Review and Appraisal (OPRAS) of the employees of The Open University of Tanzania. It emphasizes several the essential concepts used in OPRAS, the beginning, the stages of the process and observation of employees on filling OPRAS form, including utilization of the OPRAS assessment responses and the understanding of the gap.

2.2 Definitions of Key Terms

2.2.1 Performance

Performance refers as a behavior in terms of the manner in which organizations, teams and individuals get work done. Other academicians define it as an achievement of a prearranged assignment measured adjacent to present known values of accuracy, completeness, cost, and speed (Armstrong, 2001). On the other hand, the term Performance can be referred to as the act of accomplishing or executing a precise duty assigned to an individual or team. It is only achievable by knowing and judging one's performance by evaluating the day-to-day actions of the person, or offering a detailed task to that person and they attain that target (Mlay 2008). It was early thought that performance increases through real life experience, challenges and practice under supervision and feedback from superior, (Beer, 1976).

2.2.2 Employee Performance

Employee's performance can be defined in various ways depending on the criteria

being studied Wiley, (2002) elaborates that different authors agree performance can be define as an action aspect or an outcome aspect. (Campbell,1993) defines performance as “what the organization hires one to do and do well but this performance is not defined as an action itself rather by judgmental and evaluation processes. Only the action of an employee can be evaluated to establish performance. Boomer et al, (1995) explains that employees’ performance is the most discussed topic by researchers in human resource literature.

2.2.3 Appraisal

According to Fajana, (2002) Appraisal is an act of assessing credibility of someone where the aim is encompassing historical review of employees’ performance. It is a means for distributing rewards and resources for influential training and development requirements. For that reason, appraisal is a process of assessing performance of an employee in relation to assigned duties, tasks and responsibilities.

2.2.4 Performance Appraisal

Performance appraisal is a management tool to optimize performance in particular individual performance which leads to future improvement of organization performance Mushi(2014). The goal of performance appraisal can be obtained by evaluating how effectively employees are performing in their current position and what do they need to improve their performance. According to Adofu (2013) professional development of an employee and feedback after conducting performance appraisal is crucial for development of any organization. Performance appraisal is tool which is used to analyses weakness and strength of employee’s performance on completing a task. If correctly utilized performance appraisal can

bring about positive change to the institution. It can enhance individual development by effectively implementing suggestion and ideas obtained after completion of the appraisal system. Performance appraisal is also referred to as periodical evaluation system of employee's job performance assessed against the job stated or presumed requirements. The ultimate purpose of performance appraisal is to maximize organization output Terry and Franklin (2006).

2.3 Theoretical Literature Review

2.3.1 Background of Appraisal System

Appraisal systems originate way back in the timeframe, as stated by Adofo (2011) it began way back in 20th century during the Second World War. In the industry revolution era Robert Owen created a colored block which indicated the level of individual performance in the organization Wren (1994) explains. The system was used as a warning strategy for the employees (Torrington et al, 1995). Similarly, the importance of individual performance accelerated the organization productivity as explained by (Murphy and Cleaveland (1996).

Later the concept of performance evaluation was introduced by Frederick Taylor (1856) who stated that, "Each employee should receive every day clear cut, define instructions, to justify what he is to do, and how he is to do it, and these instructions should be exactly carried out whether right or wrong." The current system doesn't fall so far from the old approach of the system; the employee is evaluated per the set objectives and the institution goal. The supervisor and the employee both grade the performance and agree on the score. Performance appraisals comprise five management elements, which are measurement, feedback, agreement, positive

reinforcement and dialogue. The theories applied in this study are as follows (Armstrong, 2014)

2.3.2 Open Performance Review and Appraisal System (OPRAS)

Government of Tanzania began taking control of its public service way back from the time it received its independency. During 1990's, Civil Service Reform Programme (CRSP) was formed to control various public functions such as streamlining government structure, reduce number of unemployment and wage bill, integrate human resources and payment management system (HRPMS). Despite these efforts made it was still difficult to control and monitor human resources.

Several of step backs arose in public institute such as low level of accountability, increase of corruption, low pay and most of all decrease in productivity. Due to these problems, the government introduced Public Service Reform Programme (PSRP) with the aim of enhancing performance in three different phases. The first was Instituting Performance Management System (IPMS) which run from 2000 to 2008. This was followed by Enhance Performance and Accountability (EPA) which run from 2008-2012. The last was phase was Quality Improvement Cycle (QIC) which was set to run from 2012 to 2017. All with the aim of improving employees performance in term of goal awareness, agreement, increase accountability, standard and quality (Issa, 2010). Programme Management System was a cornerstone for the development of PSRP.

As a part of PMS, OPRAS was introduced by the government of Tanzania in 2004 with main aim of managing employee's performance (Issa 2010). The system formed

a link between individual goals and departmental goals to achieve the alternate goal of the institute. The system was introduced after the fall of the Closed Annual Confidential report (CACR). Monica (2013) indicates that since CACR lacked a two-way communication base, there was no feedback. It failed to identify clear strategies to improve individual development leading to failing of its main objective which was to improve performance and enhance accountability within public institution. As Public Service Management and Employment Policy (PSMEP) of 1988 and Public service act No.2 of 2002 supports a result oriented management system. OPRAS is define as “an open, formal, and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals”, (URT, 2013).

2.3.3 Objective of OPRAS

OPRAS is an appraisal system used in public institution aim to mainly improve and manage performance. (Armstrong, 2010) listed several purpose of any effective appraisal system of an organization.

- i. Improves employee’s professional development to exceed their expectation which motivates them to fulfill their task and achieve the organization goal.
- ii. Clarify how employees are supposed to perform their day to day activities in order to live up to their objective which are align with strategic objective of the organization
- iii. Provides room for positive feedback and acknowledgement of employee’s accomplishment

OPRAS aim to improve service delivery in public institute and improve both individual and organization performance. Monica (2010) emphasize that OPRAS is the main instrument which enhance accountability, improve participation, ownership and transparency by involving both supervisor and the employee. It achieves its objectives due to its unique features listed in guideline on OPRAS (URT, 2013).

- i. Openness – since both sides discuss and agree on set of targets and objective for the organization and individual goal. Hence an employee is open to air out his/her view if the set objectives are not realistic with the time set and amount of resources provided.
- ii. Participatory – The employee is involved throughout the appraisal process, from setting objective, to evaluating progress in the midterm review, annual review, rating and agreeing the performance score.
- iii. Accountability –employees sign an agreement with their supervisor/employer on set of targets to be achieved. The employees are held to achieve their targets in the time set. This enhances their sense of responsibility towards the work being done. Ownership – there is link between the employee objective and institutional objective goal. Thus, allows an employee to know to what extend he/she is participating in order to reach organization objective.

2.3.4 Relationship between the OPRAS and Employee Performance

There is a strong relation between an effective appraisal system and employee performance. According to (Lee, 2005) employees' updates on how well they are progressing within an organization in carrying out their responsibilities depend

largely on performance appraisal system with a good feedback mechanism. In addition, appraisal system helps an employee to know which duties/tasks he needs to perform in set period. An employee knows what he is expected to achieve by the organization and performance measures to be used to evaluate through the performance appraisal system used (Caruth & Humphreys, 2008).

When the OPRAS system is carried fairly and square with better feedback mechanism it can positively influence employee performance. Pettijohn et al, (2001) and Rao, (2004) indicates that when the performance evaluation makes employees uncomfortable or demotivate them this may jeopardize the whole appraisal process.

Thus, the relationship can be positive or negative depending on how the OPRAS will be implemented. Different literature shows various contributions on the matter discussed.

Onyije (2015) explains that that there is a significant relationship between appraisal system and employee performance, when the system is effective it can motivate the morale of employees and this can lead to improvement of their performance. When the employees are rated correctly and their performance criteria are relevant to what they are doing it can bring positive change in employee's performance. Evaluation criteria should focus on performance variable rather than individual trait. On the other hand when the appraisal system is ineffective Khan, (2011) indicates that it can cause chaos and confusion between the employer and employees.

2.3.5 Control Theory

This theory was developed in 1960's by thinkers known as Travis Hirschi and

Walter Reckless. The theory is also known as feedback control or cybernetics. It is commonly known as Cybernetic Model and states that if an organization practices control system and performs more effectively and efficiently it can easily overcome the external factors that hinders performance (Barrows et al,2012). Carver (1981) and Scheier (1998) further explain that control theory is an ongoing comparative process that reduces discrepancy standards for behavior and the observed effects of actual behavior. The writers further clarify that this theory focuses in controlling the performance of employees utilizing workable control mechanism. These can be policies and operational procedures, Organizational structure, monitoring and evaluation systems and performance standards.

Other writers have expounded on the control system theory. Armstrong (2014) writes that any institute or any organization can succeed in reaching its goal if a control system exists. This enables it to function well and will execute programs within set timeframe. Armstrong (2010) also recognizes that it is among the theories used in performance management and that its focus is on feedback. It aims to maintain quality performance from employees by direct engagement. In study, performance management strategy of using feedback mechanism as it emerges from the control theory is the focus area that addresses the study objective. By promoting regular monitoring of subordinate activity implementation, the supervisors exert control on their performance through a structured feedback mechanism. (Carver et al, 1981).

Writing about the control theory, Shell (1992) explains that Human Resource Managers can use the control system approach to enhance a structured and

continuous flow of feedback between managers and employees in an organization and track and evaluate achievements as a team”. Writing about the control theory in The Pennsylvania State University World Campus report of 2016), Shell (1992) reports that institutional control systems can be used to evaluate performance, checking activity and team meetings of staff by supervisors.

The control theory proposes a structured approach which includes setting up of objectives by supervisors and performance targets that are aligned to their job descriptions (Campion & Lord, 1982). This approach therefore provides an opportunity for continuous feedback mechanism and prices setting up of objectives reflecting performance. Using feedback mechanism on employee’s challenges can be captured early enough and correction done and in turn improving their performance.

2.3.6 The Performance Management Cycle

Performance management is integral to creating a high performing organization and to supporting employee development. The performance management cycle and processes serve as the organization allowing supervisors and employees to set expectations for the year and to discuss each employee’s potential contributions toward the achievement of departmental and institution goals and objectives. The current features of OUP performance review process are joint objective and goal setting between the supervisor and employee, self-review, and the opportunity to engage in productive discussions regarding performance at mid-year and at year-end. The objective of the performance review discussions is for supervisors and employees to have meaningful and constructive reflection and dialog to provide employees with relevant, specific, and timely information about performance

strengths, goal progress and achievement, and opportunities for improvement. This is in line to explanations made on (www.microsoft.com) about planning, executing, monitoring, analyzing and institution forecasting.

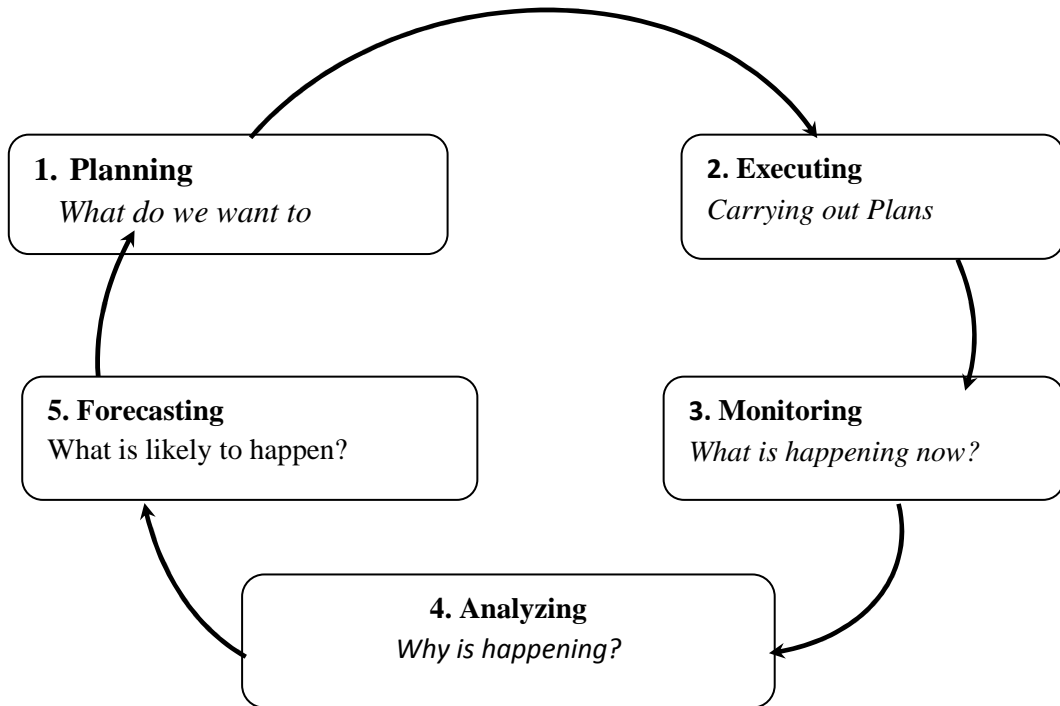


Figure 2.1: The Performance Management Cycle

Source: www.microsoft.com

Figure 2.1 shows the performance management cycle operations at OUT. OPRAS and planning process: The Medium Terms Strategic Planning & Budgeting Manual describes OPRAS as a process in which supervisors and subordinates agree on what the subordinate will do, what his or her objectives are, how performance will be assessed, and what resources will be available. Performance agreements should be signed during this stage. OPRAS and execution of plans: The process is inbuilt with a provision of resources with which to execute the agreed performance goals. Column 3.3 of the OPRAS form provides an opportunity for stating progress reached

towards achieving targets.

Furthermore, OPRAS and the monitoring function: The system monitors performance through daily and frequent communication between the supervisor and supervisee and mid-year performance reviews. OPRAS and the analysis concept: The system demands for analysis of performance during the consideration of attributes of good performance and overall performance. OPRAS and linkage of strategic goals to individual goals: The manual defines OPRAS as an extension of the strategic plan, action plan and budget to the individual level, meaning it links strategic goals to individual goals, directs that each performance should be specific, measurable, achievable and relevant and time framed and by its structure, the process is built on participation and openness. OPRAS and recognition and rewarding of good performance:

OPRAS empowers supervisors to recommend/suggest the most appropriate reward, developmental measures or sanctions to be taken on the employee in accordance to the level of agreed performance targets. All these should be in line with the requirement of regulation 22 of the Public Service Regulations 2003. Lastly, OPRAS and feedback: The system demands for employees to receive feedback regarding their performance. (OPRAS guideline, 2004).

2.4 Eempirical Literature Review

To support the effectiveness of OPRAS other studies have been conducted across the globe, in the region and Tanzania. According to the Health Sector OPRAS utilization report in the Health Sector (2011), the core benefit of OPRAS is the

ability to be enhancing openness between the supervisor and employee respond created by a feedback and communication between the two. This way the systematized tool promotes effective performance and efficiency, including accountability in an organization.

Based on the Tanzanian experience, research shows that effective implementation of OPRAS cannot be a stand-alone. It should be implemented as part of the overall organizational strategy and results implementation improvement. The Tanzania Health Sector OPRAS report (2011) points out that effective implementation of OPRAS requires a fertile organizational ground in terms of willingness to change. For example, it is mainstreamed well with an organization that has employee Job Descriptions (JDs) that are updated and aligned to the current year strategic plan. In this way, the OPRAS lands on already operational zed tasks of an employees and can be rolled out with no surprises during the year where the JD becomes ineffective due to changed roles and responsibilities of employee.

The report adds that it is prudent to update JDs prior to rolling out the OPRAS. Another critical leverage point for effective OPRAS discussed in the study is that an institution must be determined to work with an attitude that embraces a culture of learning. The process includes comprehensive orientation of the OPRAS process to all employees across all levels of employment. The report explains that the best results were obtained where the tool was adapted and made to focus on key deliverables that are traceable and focus on individual performance. The study concluded that where the tool is not introduced across all sections in an organization making it easily adaptable to understand and to use, it is ineffective to some extent.

In this case, it is critical to adopt the OPRAS as part of the Human Resource (HR) system management where other components of HR feed or learn from the results of the OPRAS system. Within this context the report adds that there must be a good appreciation in an organization what performance entails, how to monitor performance and how to reward performance in terms of career development.

To make OPRAS mainstreamed another key recommendation from the study is to increase communication on the process and link individual performance to the OPRAS outcomes that lead to overall achievement of improved performance of the public-sector institutions. These results are based on a review of a cohort study on public authority institutions purposely selected where records were reviewed and selected key informant interviews were conducted to determine. The study investigated level of application of OPRAS government and local council offices, adequacy of infrastructure to support the system; degree of awareness about OPRAS among public employees and challenges and opportunities for using OPRAS to achieve intended objectives.

On the other hand, (Loth, 2012) conducted a study on effective management of the performance appraisal system in different work organization. About 317 employees were involved from three different universities in Tanzania. The study found out OPRAS is the most effective appraisal system in evaluating performance. Findings shows that for OPRAS system to be more effective it should have full support from the top management. As supported by the test of hypothesis, it was established that the absence of support from the universities' top management negatively affects the effective management of performance appraisal function.

Another study conducted on the OPRAS system from a sample of 100 and conducted in Tanzania shows another story of operationalization of OPRAS among health worker in Tanzania. Nurses, clinicians and administrators were gathered in Focus group discussions (FGDs) and in-depth interviews (IDIs) in Mbulu District in Manyara Region in northern Tanzania to solicit their experiences in the effectiveness of OPRAS. In 2006 World Health Organization (WHO) in its report on Working Together For Health (2006) points out experiences and perceptions of the OPRAS on health workers motivation has an influence on quality of health care. 20 IDI were conducted with 6 FGDs with a total of 29 participants.

Varying experiences were shared on OPRAS ranging from its practicality to implement to its ability motivate. Each of the feedback was based on various scenarios. While articulate to describe it process, the interviews were skeptical on its application. Setting of ethical targets to health worker performance in term of patients supported was a one of the challenges observed. The nursing and clinician staff also observed that OPRAS based feedback was essential however if not given timely the energy spent on filling in the OPRAS form was not value for money. Another implementation issue raised was effective monitoring of targets set in OPRAS. There was a feeling that monitoring of target progress was not available after all questioning and repeated OPRAS implementation every 6 months.

The report observes that these results from the FGD and IDI indicate a lack of sufficient information dissemination on OPRAS process. In terms of openness and opportunities, a significant number of respondent agreed that OPRAS allowed a platform for open discussion on the issues raised in the performance reviews.

Members interviewed opted for OPRAS than earlier versions of performance appraisals that were confidential assessments. The report adds that openness practices and onsite feedback was one of the drivers to adjusting performance in the failure areas pointed out. The platform also allowed staff to share their concerns in case they feel unfairly treated by the appraisal.

According Sonstad et al (2012) who authored the report, considerable commendation was given to OPRAS because of its relation to promotion of staff. The report however points out those OPRAS perceptions also varied depending on staff hierarchy. While there is acknowledgement that OPRAS operational zed staff JDs, senior members are of the idea that OPRAS administration understanding and assimilation was limited among some lower level staff. The result was inaccuracies in details or complete ignoring the OPRAS form. Son stad et al (2012) also add that the mismatch between the JDs and the “difficult to measure target” creates measurement and evaluative challenges on the tool. While OPRAS targets to motivate employees through promotion and training to enhance career development, the writers pointed out that some respondents indicated that more financial benefits as rewards for good performance were more preferred.

Additionally, the writers observe that OPRAS must be contextualized per the social economic set up of the country and organizational culture and its remuneration structure. This Tanzanian study confirms that there are however challenges as much as there are benefits in implementing OPRAS. Whereas OPRAS is intended for decision making to promote, facilitate training, guide on salary increments and termination of contracts, it faces implementation challenges if it is not taken as part

of the overall HR development tool. The tool must be understood clearly by all staff as a platform for feedback on work related efforts without which it won't be utilized easily. For example, non-completion of the OPRAS form omits vital information related to targets in turn supervisors are unable to provide tangible feedback to their subordinates for improvement and eventually undermines the trust in OPRAS, the report explains.

Another look at the OPRAS effectiveness carried out in Nigerian Banking sector comparing OPRAS and a closed feedback system in ensuring staff productivity from a sample of 195 picked randomly from overall staff of 360 banking staff members in the banks operating in Ado Ekiti state in Nigeria. Using Chi Square analysis, Asohode, et al (2014) reported that open feedback system of performance appraisal, as entails the OPRAS system, ascertained increased productivity among the employees. The writers concluded that openness is essential for an effective administration of the performance appraisal system. The report further outlined that considering that the banks operate in a hierarchical pyramid with fewer senior staff (22%) who are intensively supported by lower level positions (88%) substantial feedback is necessary.

The report suggests that for positive results to be attained, employees mind set must change and inculcate a culture of improved productivity. This can be achieved by introducing degrees of transparency on employee performance through an open feedback mechanism which includes both positive and negative. When OPRAS was compared to closed system with the chi square values reading of 28.745 (closed feedback) and 254.157 (open feedback system) these results showed that OPRAS

was superior in increasing worker productivity compared to closed one.

The report further concluded that for an appraisal system like OPRAS to be effective it must be results focused as determined and controlled by the staff with clear and consistent goals. Furthermore, the processes and standards must be communicated with the staff, both supervisors and supervisee with equal opportunity to give feedback on the outcomes of the appraisal, including during the process. In this study these results validated that OPRAS can be used as part of the HR staff management process that answers to quality of employee selection process, determines promotion needs, job re alignment and further capacity building needs for employees. Though both systems can be applied, the OPRAS is more significant in contributing to improved employee productivity.

In another study on OPRAS conducted by Daoanis (2012) on the performance appraisal system of Nass Construction Company in Bahrain, results show that despite OPRAS of institution correctly in place and aligned to its vision and mission and understood by staff both positive and negative results were attainable in terms of staff performance. Negative experiences were noticed where there were no rewards, intrinsic or otherwise, where OPRAS was not adequately explained to employees and where feedback of results were not share to improve performance. This study which was qualitative and quantitative purposely selected 55 respondents aimed to assess the status and impact of the OPRAS on employees. The survey main objective was to assess OPRAS system, impact of the appraisal tool on the respondents' performance and challenges experienced during implementation. Interviews, focus group discussion and survey questionnaires were the main instrument used in this

study. The main recommendation for the company was to align appraisal system its vision and mission towards the attainment of its organizational goals.

2.5 Policy Review

As part of GOT human resource development strategy and delivery of results, the rolling out of the performance management system (PMS) in Tanzania public service institutions is in unison with the Public Service Management and Employment Policy of 1999 (PSMEP) and the Public Service Act, No. 8 of 2002 (PSA). The two instruments facilitated the institutionalization of performance management system in the public service³. The policy outlines the need for a performance and results oriented management philosophy in the public service. While the Act provides an enabling legal framework for managing performance in the public service. The two instruments are important to give PM initiative in the public service a legal status and create a gradual creation of performance-accountability culture in the public service.

2.6 Research Gap

Loth in 2012 assessed the factors affecting effective management of the staff performance appraisal function in work organization (Loth, 2012). In 2014, Mushi assessed the effectiveness of performance appraisal system in the banking industry and other literature collected on OPRAS and its effectiveness to increase staff performance and enhance organizational strategy and results achievement there is space to further understand OPRAS effectiveness in an academic institution that relies heavily on administration support (Mushi, 2014). The researcher adds to this space of knowledge on OPRAS niches that can make it overly effective across

departments. The study therefore focuses on the process of OPRAS and sustaining it for effectiveness specifically to investigate the feedback process to both the subordinate and the supervisor. The feedback process in the process of OPRAS and its institutionalization is the key to the success of OPRAS. The researcher therefore focused to study on OPRAS evaluation and how it affects employees' performance, in order to improve the feedback in all the level of employees to the public institutions.

2.7 Conceptual Framework

A conceptual framework guide that is an analytical tool with several variations and contexts used to make conceptual distinctions and organize ideas for a presentation. A conceptual framework captures the reality of a presentation of ideas and makes It easy to remember and apply. While Abdellah (2011) defines a concept a presentation of "logic of some feature of realism that is resulting from explanation made from phenomena". Therefore, the Conceptual framework then is an illustration of a set of concepts that are sequenced meaningfully and is used in studies. Vaughan (2008) explains that this assists the researcher to filter what to investigate and select appropriate research questions and related data gathering methods. In this study the Conceptual Framework arises from the desires to have a structured approach to institutional performance management process based individual performance drawing from institutional strategic framework.

This study is guided by Control theory which is also known as feedback control. The theory focus on controlling performance of employee, this can be through M&E systems, performance management system such as OPRAS. Armstrong emphasize

the use of control theory for any organization to attain its Goal (Amstrong, 2014). Figure 2.2 conceptual framework implies professionalism, awareness, education level, openness, and timely conduction of OPRAS are independent variables influence the employee performance with the help of the effective OPRAS system. Employee performance is the dependent variable showing that staff development, staff accountability and goal attainment is enhanced in order to improve OUT general activities performance

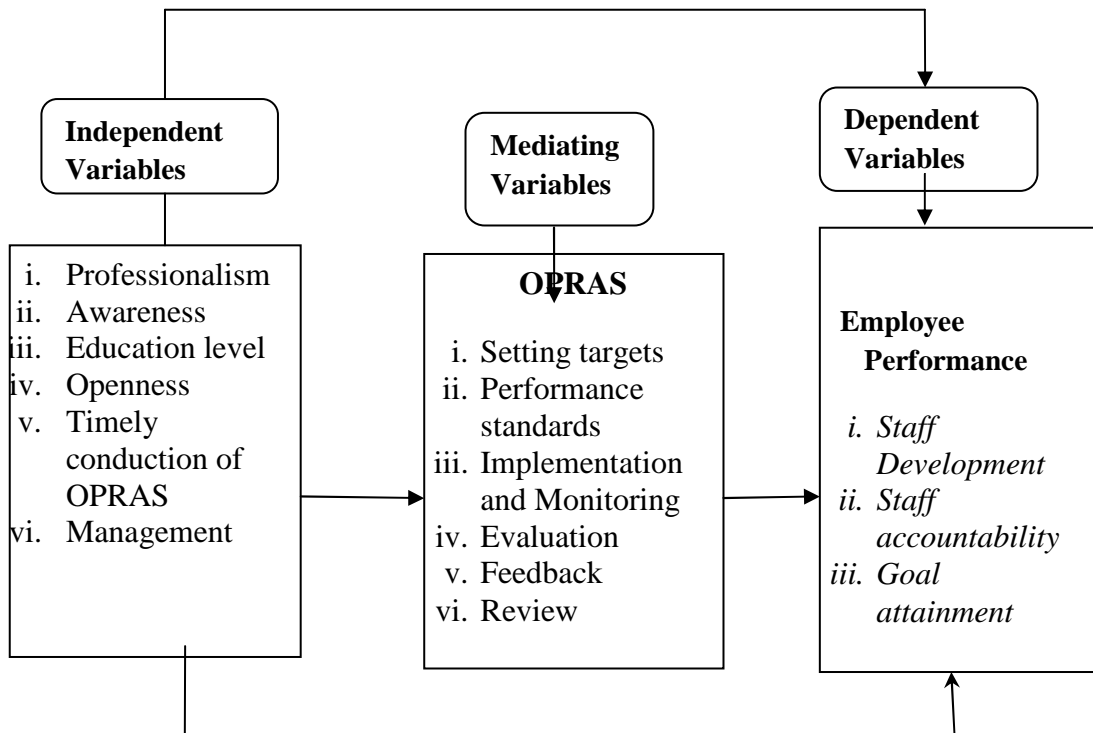


Figure 2.2: Conceptual Framework

Source: Researcher 2016

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Rajaseker describe research methodology as a systematic way of solving a problem, it shows how a research was carried out. Including all steps from describing, explaining and predicting phenomena which a researcher prepared (Rajaseker, 2013). This part describes the general characteristics of the study and the research methodology which was used in collection, processing and analysis of data regarding to the assessment of the implementation. It focused on research design which explains briefly the plan which was used in conducting this study and the methodology which used to carry the following parts, area of the study, population of the study, sample size, sampling techniques, methods of data collection and techniques of data analysis and presentation.

3.2 Research Study Area

The study was conducted at the Open University of Tanzania in Dar es Salaam through electronic and in hand questionnaire. The reason for selecting this area is a working place of researcher, source of planning activities also majority of staff are found, other reasons for selecting the area is time and budget constrain. The method to be used to obtain the area was purpose and random sampling. Actual Areas which can be involved during the field data collection must be indicated in the research since not all areas can be reached to various limitation (Mbogo et al,2012).

The research was conducted at Open University of Tanzania in Kinondoni Municipal Council, Dar es Salaam. Open University of Tanzania (OUT) is one of the public

institute which was developed by an act of Parliament Number 17 of 1992. The university started operating as far back as 1994 teaching various certificate, diploma, degree and postgraduate course via long distance learning platform. A student learns through face to face sessions, telecasting, broadcasting, trainings, e-learning and hybrid mode which is a combination of two or more means of communication. It's the only open and distance learning institute in East Africa. OUT has 69 centres throughout Tanzania.

3.3 Research Design

Research Design simply acts as a foundation of the entire research. It should indicate various approach in solving the research problem, source, information related to the research problem, time frame and cost budget for conducting the research (Rajaseker, 2013). In this study, both quantitative and qualitative approach was used to determine the effectiveness of OPRAS in evaluating employees' performance in Open University of Tanzania. The approach was selected due the fact it includes all population by selecting representatives. According to Zikmud (2001) if chosen properly, the sample will be statistically identical to the population and conclusions for the sample can be inferred to the population.

3.4 Study Population

Population is clear definition of a group of specific people who will provide answers to the research questions (Kumar, 2013). Omary, (2011) emphasize that population is the entire group of people with similar features which are significant to the research. The study population includes employees of Open University of Tanzania. These are workers from OUT Headquarters, Kinondoni, Ilala, and Temeke Regional

Centers. The total number of OUT staff is 701 where 340 are academicians, 307 administrative staff and 54 technical staff. They are work in various university regional centers throughout the Country. Furthermore, the total number of staff in Dar es saalam is 337.

3.5 Sample Size

A standard sample size is achieves its flexibility requirement, efficiency and representative. It is preferable to be neither too small nor too large (Kothari, 2014). The study will collect data from a selected sample of about 72 employees. Where by 5 was top management, 34 employees was academic staff. 25 employees was administrative staff and 8 was technicians. The sample size was selected using simple random sampling since all employees have equal chances of being selected.

A simple random and purposeful sampling will be used to obtain a sample size of 72 staff from OUT to represent the total population at confidence level of 95% and level of precision of 5%, as derived from Yamane (1967) formula.

$n = N$

$(\frac{N}{1 + N(e^2)}) \dots\dots\dots$ (Equation 1)

Where;

n is the sample size

N is the population size = 337

e is the level of precision (Sampling error) = 5% or 0.05

$n = 337$

$(\frac{337}{1 + 337(0.05^2)})$

n = 72

Table 3.1: Sample Distribution N=72

Type of respondent	Number of respondent expected	Questionnaire Distribution (%)	Percentage Returned (%)	Sampling techniques
Top management	5	7.0	7.0	Purposively sampling
Academic staff	34	47.0	47.0	Random sampling
Administrative staff	25	35.0	35.0	Random sampling
Technicians	8	11.0	11.0	Random sampling
Total	72	100.0	100.0	

Source: Researcher Data, 2016

3.6 Data Sources

There various data sources as stated in various research books. They mainly grouped into two types of data, primary and secondary data (Kothari, 2004). Evidence obtain for the research work originates from both primary and secondary type of data. The primary data was collected using a questionnaire. Secondary information was collected from various books, journals, eBooks; web sources articles, published and no published research.

3.7 Data Collection Instrument

The great determinant on which research method to use depends on the main aim of the research and research questions (Kothari, 2014). In this research, various method where used to collected data to increase the reliability of the acquired data since each type of data has its cons ad pros. Below is a description of the tools unutilized.

3.7.1 Questionnaire

Questionnaire is type of instrument which consists of questions regarding the research conducted which is distributed to respondents and answers are recorded by respondents (Kumar, 2014). The study used both open ended questions and close ended questions to obtain response from sample selected. Open ended questions are those questions which do not provide any sample of answers or any alternative (Thornhill et al., 2009). It allows a respondent to give out his thoughts regarding the question been asked while close ended doesn't not provide that room. The questioner consists of all designs in order to enhance the validity of the respondents. Data collection instrument used in this study is questionnaire. Questionnaires were circulated to the chosen sample size in Open University of Tanzania.

3.7.2. Document Review

Document review is a way of obtaining the required information from other sources which are collected by another person (Kumar, 2013). These sources can be useful to the study conducted as they act as reference to the topic being discussed. In the study the research has included various secondary sources of data; this includes books, research papers, dissertation papers, policy documents, journals, and newspaper and government documents. Modern ways of acquiring information such as use of search engines, websites and other internet sources was also used in acquiring information.

3.8 Data Preparation and Analysis

Data analysis refers to computing data that have been gathered and making deduction/interpretation on the information acquired (Tromp,2006).This include examining of certain information together with matching patterns of relationships

among combine data (Chamawali,2007). Data processing involves several steps such as editing, coding, classification, and tabulation (Monica, 2012). Data was obtained through online feedback and data was analyzed using SPSS version 22.0.

3.9 Data Analysis

During field work at the end of each day questionnaires was reviewed, and errors identified corrected. Data was double entered electronically to identify data entry errors. Kitchin and Tate (2007), describe data analysis as a process of systematically working with data or applying statistical and logical techniques to describe, organize, summarize, compare the data collected and divide them into small manageable portions. Since the researcher employed different methods of data collection, this means that both qualitative and quantitative analysis techniques. The primary data collected from questionnaires will be analyzed by using simple descriptive statically analysis technique with the help of Software Package for Statistical Science (SPSS). The method is chosen because it is suitable to measure the frequency, mean, and percentage score to determine for each specific statement.

CHAPTER FOUR

4.0 RESEARCH FINDINGS

4.1 Introduction

This chapter presents analyses of the findings of the effectiveness of Open Performance Review and Appraisal System in evaluating the employee's performance in public University. The first section of this chapter presents the respondent characteristics. The second section provides interpretation of the extent to which OPRAS is used as an evaluation tool in OUT, examining the relationship between OPRAS and employee's performance and use of feedback mechanism in making decision.

4.2 Characteristics of the Respondents

This section presents features of the respondent, composition and variability in terms of their gender, level of education and workgroup.

Table 4.2: Demographic and Socio-Economic Characteristics

Variable	Variable category	Frequency	Percentage
Sex	Male	51	70.8
	Female	21	29.2
Age of Respondent	18-30	101	33.7
	31-45	122	40.7
	46-60	44	14.6
	60+	33	11.0
Educational Level	Form six	1	1.0
	Diploma	5	7.0
	Undergraduate	19	26.0
	Master	25	35.0
	PhD	22	31.0
Working experience	Less than 2 years	6	8.0
	2 – 5 years	17	24.0
	6 – 10 years	29	40.0
	Over 10 years	20	28.0

Variable	Variable category	Frequency	Percentage
Occupation position			
	Top Management	5	7.0
	Academician staff	34	47.0
	Administrative staff	25	35.0
	Technicians	8	11.0

Source: Researcher Data, 2016

4.2.1 Gender of Respondents

Respondents were asked about their gender with their organization, findings are presented in Table 4.2 show that most respondents (70.8%) were male compared to the female respondents (29.2%). This implies that there is more male staff members at the Open University of Tanzania are in decision making position compared to the female staff members. Furthermore, as shown in Table 4.2, the gender differential is also more evident in the working different department areas where the employment rate for females is less percent while the corresponding rate for males is high percent. The survey revealed that more than half of the male employees are in decision making at head quarter, followed female with the lowest of percentage distribution. Age of respondents is critical as a variable in this study as it sheds some light on not only the maturity of the study subjects but also ensuring that the selection of study participants remained ethical.

4.2.2 Working Experience

The study established four groups of respondent depending on their working experience. These were less than 2 years, 2 to 5 years, 6 to 10 years, and over 10 years of experience. The Table 4.2 show that 40% of the respondents served in organisation between 6 to 10 years, 28% served over 10 years, 24% served duration between 2 to 5 years and those saved less than 2 years were 8%. Therefore, findings results reveal that, the study was dominated by people served in the organisation

between 6 to 10 years.

4.2.3 Level of Education

Education is one of the powerful drivers of social change in society in that those with higher levels of education seem to adopt new ideas and innovations faster than their counterparts with low levels of education. Thus, the education level of respondents is a critical variable in this study as it is indicative of a person's level of understanding, access and uptake of information related to job performance issues. Findings of the study on the level of education of respondents are presented in Table 4.2. The study also observed the respondent's level of education. The study discovered that a large number of respondents (35%) were holders of master degree. In addition, it was found out that 31% of the respondents are PhD holders while 26% of the respondents were first degree holders. On the other hand, only 7% of the respondents hold a diploma while 1% of the respondents hold forms six (A- Level). Hence it was noted that a large number of respondents are highly educated with master's degree and PhD holders. The table 4.2 illustrates the respondent's distribution based on their education background.

4.2.4 Work Position

The Study examined work position of the respondents. From their response, it was established that a larger number of respondents in the University were academician (47%) On the other hand 35% of the respondents were administrative staff and the lowest number of respondents was technician at (11.0%). The respondents were from Top management position is (7%). Thus, all positions had a representative so as to full explain and air out their views on effectiveness of OPRAS in evaluating

employees performance.

4.3 The OPRAS Used as a Tool for Measuring Work Performance

4.3.1 Measuring for Work Performance

The study assessed the awareness of use of OPRAS as an evaluation tool in assessing employee's performance and to weather it is one of the factors affecting employees' performance. According to Table 4.3 shown that 70 (97.0%) of respondents, employees accept that they use OPRAS in evaluating work performance in their institute. Furthermore, only 2(3.0%) respondents disagree the use of OPRAS in the university. This implies that OPRAS has been rolled out in all the departments of the university as a tool for assessing employee's performance.

Table 4.3: Assessment of the Application of OPRAS

Assessment variable	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
use OPRAS in evaluating employee's performance in your Organization	70	97.0%	2	3.0%	72	100.0%
OPRAS influence the job performance of universities activities in Tanzania	58	81.0%	14	19.0%	72	100.0%

Source: Research (2016)

The study further reveals the influence of OPRAS to the job performance of universities activities in Tanzania, were 58 (81.0%) respondents accept the OPRAS has influence to the work performance while 14(19.0%) of respondents said that the OPRAS do not influence the job performance of universities activities in Tanzania. The results imply that filling of OPRAS form is one of the factors affecting employee's performance.

Among the 81% (58) who are of the idea that OPRAS influences job performance, the majority (41%) had 6-8 years of experience followed by 30% who are over 10 years of experience. The rest at 19% have 2 to 5 years of experience and 10% with less than 2 years of experiences. This assumes that the more the years of experience the more likelihood that staff felt that OPRAS can influence job performance. Furthermore, the results showed that academicians at 44% reported that OPRAS has an influence on job performance followed by administrative staff at 33%. The rest were technicians at 14% and top management at 9% considered compared their counterparts. This result may imply the importance and the routine work that involves improvement targets held by both academicians and administrative staff. On the other hand, it may imply the degree to which the OPRAS has been oriented to technicians with regards to goal setting and measurement. Further analysis shows that among those who said that OPRAS cannot influence job performance by (19.0%) had compared to 2- over 10 years of the working experience showing 92.0%.

4.3.2 Factors Influencing Employee's Performance in Public University

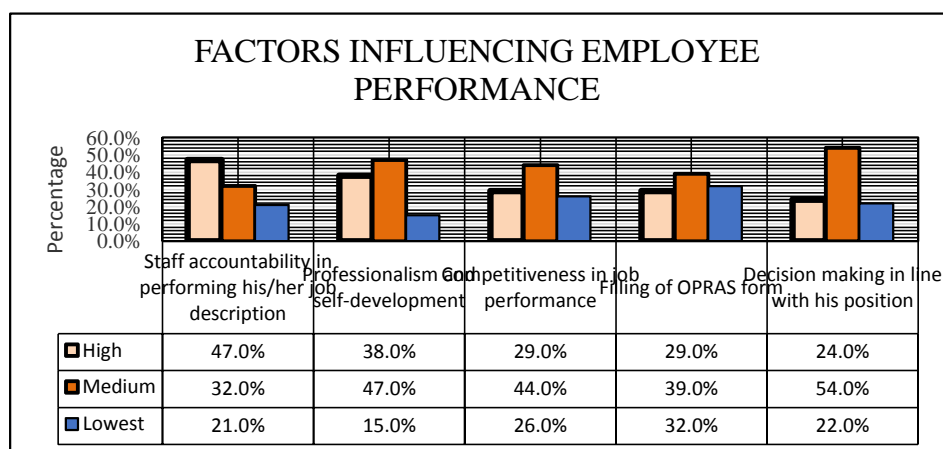


Figure 4.1: Important Factors influencing Employee's Performance in Public University

Source: Researcher (2016)

Figure 4.4 shows that the rank of the factors influencing employee's performance in public university were considered to the OPRAS used as a tool for measuring work performance. The factor of staff accountability in performing his/her job description has ranked the most important factor among the others by 47.0% followed by Professionalism and self-development (38.0%). The competitiveness in job performance and filling of OPRAS form both were reported to have 29.0% of the respondents. The last factor is decision making (24.0%) in line with his position, professionalism, self-development, competitiveness in job performance and filling of OPRAS forms ranked medium with 54%, 47%, 44% and 39% respectively. This indicates that all factors mentioned have medium responses except accountability in performing his/her job description in enhancing performance.

4.3.3 Attribute of Good Governance Influencing Work Performance

The study went further and reveals the respondent's opinions on the extent to which attribute of good governance influences employee's performance in various areas such as working relationships, communication and leadership, performance in terms of quality, responsibility and judgment, consumer focus, loyalty and integrity, by marking either 1 (most important), 2 (important) and 3 (least important). Table 8, shows the results.

Table 4.5 shows the opinions in different areas towards the attribute of good governance influence employee's performance, the attributes were involved are working relationship, communication and listening, management and leadership, performance in terms of quality, responsibilities and judgment, customer focus, loyalty and integrity. The findings show that all attribute of good governance influence

employee's performance between 50.0% - 58.3%, the attributes are the most important in affecting employees' performance except for customer focus and loyalty (36.1% – 37.5%) which are important influence employee's performance. All these attributes are content of OPRAS form which is used to evaluate employee's performance; hence it shows that the evaluation form is composed of correct criteria of evaluating employee's performance.

Table 4.4: Attribute of Good Governance Influence Employee's Performance

Attributes	Most Important	Important	Least Important
Working Relationship	58.3%	38.9%	2.8%
Communication and Listening.	50.0%	48.6%	1.4%
Management and Leadership	55.6%	37.5%	6.9%
Performance in term of quality	58.3%	33.3%	8.3%
Responsibilities and Judgment	51.4%	40.3%	8.3%
Customer Focus	37.5%	52.8%	9.7%
Loyalty	36.1%	52.8%	11.1%
Integrity	58.3%	34.7%	6.9%

Source: Researcher (2016)

4.4 Feedback is Provided by Employees and Supervisors

4.4.1 Feedback Mechanism

Table 4.4 shows that response to feedback mechanism. The study reveals that, most respondent agree to the feedback mechanism, but also, due to the number of respondent who strongly disagree. The study suggests an improvement should be made on feedback mechanism such as the feedback given the number of employees who suggested that feedback should come from the committee and not one person. Furthermore, suggestions were made that OPRAS feedback should contribute to decision making for promoting members of staff. Other suggestions on communication recommend that communication should be bottom-up where the

decisions start from bottom management to the top management and ensure dialogue between supervisors (management) and supervisee (employees).

Similarly, OPRAS forms should be completed online to ensure timely results of the evaluation and quick turnaround of feedback to the staffs. Other areas of concern raised in the study regard the non-direct involvement of staff in the OPRAS targets crafting in the decision-making plans. The study revealed that most of the respondent was of the opinion that the OPRAS form is overly complicated to complete and are not context sensitive to different professional cadres in the public service.

Table 4.5: Response to Feedback Mechanism

Feedback mechanism	NO	YES	Total
The feedback mechanism after filling the OPRAS form is satisfactory	(33) 46%	39 (54%)	100%
Recommendation after filling the OPRAS form are considered for award/punishment	40 (56%)	32 (44%)	100%
Feedback from evaluating the OPRAS form is used in management decision making to improve organization performance	42 (58%)	30 (42%)	100%
Training and staff development that have been requested in OPRAS by staff are conducted	49 (68%)	23 (32%)	100%
The employees with best performance are awarded	54 (75%)	18 (25%)	100%
The feedback mechanism need improvement	12 (17%)	60 (83%)	100%

Source: Researcher (2016)

Table 4.6 shows interesting results of the effectiveness of OPRAS in terms feedback mechanism were most of the respondent have disagree in a range of 56% - 75% that recommendation after filling the OPRAS form are considered for award /punishment, feedback after evaluation of the OPRAS form is not used in management decision making, training requested by staff are conducted and employee with best performance are awarded. Furthermore, the feedback mechanism after filling the OPRAS form is satisfactory have agree for (54.0%) and the feedback mechanism need improvement by (83.0%). The finding results reveal that feedback encourage people at work to increase performance as well as to meet the target agreed, also the OPRAS forms should be digitally filled in in order to get feedback quickly in line with the system designed for feedback that forms are delivered and reviewed and then the final feedback should come back through the same system.

4.4.2 Assessment of Effectiveness of OPRAS in Decision Making

Table 4.6: Assessment of Effectiveness of OPRAS in Decision Making

Assessment variable	Yes		No		Total	
	frequency	%	frequency	%	frequency	%
The employee is directly involved in setting the OPRAS targets	18	25.0	54	75	72	100
OPRAS form are overly complicated and are not context sensitive to different professional cadres in the public service	48	67	24	33	72	100

Source: Researcher (2016)

Table 4.7, shows the extent to which employee is directly involved in setting the OPRAS targets, were 75.0% of the respondents have disagree to be involved in

setting OPRAS targets. The finding results indicate that 67.0% OPRAS form are overly complicated and are not context sensitive to different professional cadres in the public service have agree on assessment of effectiveness of OPRAS for decision making. The average total disagree that all the employees are directly involved in creating the OPRAS targets as the decision-making plan is 75% , the majority (54%) were academic staff followed by administrative at 30%. The rest were technicians and top management. When work experience was analyzed against the opinion that staff were included in target setting, majority responses (40%) from staff between 6 to 10 years disagreed with the notion. The summary result reveal that majority disagree on Working experience served in organization for employee are not directly involved in creating the OPRAS targets as the decision-making plan.

Table 4.7: All The Employees Are Directly Involved in Creating the OPRAS targets

Work Experience		Do you think that all the employees are directly involved in creating the OPRAS targets as the decision making plan?		Total
		Yes	No	
Less than 2 years	Count	1	5	6
	% within Working experience served in this organization	16.7%	83.3%	100.0%
	% within Do you think that all the employees are directly involved in creating the OPRAS targets as the decision-making plan?	5.6%	9.3%	8.3%
2-5	Count	4	13	17
	% within Working experience served in this organization	23.5%	76.5%	100.0%
	% within Do you think that all the employees are directly involved in creating the OPRAS targets as the decision-making plan?	22.2%	24.1%	23.6%
6-10	Count	7	22	29
	% within Working experience served in this	24.1%	75.9%	100.0%

Work Experience		Do you think that all the employees are directly involved in creating the OPRAS targets as the decision making plan?		Total
		Yes	No	
	organization			
	% within Do you think that all the employees are directly involved in creating the OPRAS targets as the decision-making plan?	38.9%	40.7%	40.3%
Over 10 years	Count	6	14	20
	% within Working experience served in this organization	30.0%	70.0%	100.0%
	% within Do you think that all the employees are directly involved in creating the OPRAS targets as the decision-making plan?	33.3%	25.9%	27.8%
Overall	Count	18	54	72
	% within Working experience served in this organization	25.0%	75.0%	100.0%
	% within Do you think that all the employees are directly involved in creating the OPRAS targets as the decision-making plan?	100.0%	100.0%	100.0%
	% of Average	25.0%	75.0%	100.0%

Source: Researcher 2016

4.5 Relationship between OPRAS and Employee's Performance

Table 4.8: Relationship between OPRAS Employee's Performances

Assessed variables	No	Yes	Total
Filling OPRAS forms have an effect on my job performance	32 (44%)	40 (56%)	100%
Knowledge of my organization Goal have an influence on my job performance	14 (21%)	57 (79%)	100%
Outlining the set objective and specific objective improve my performance	19 (26%)	53 (74%)	100%
I have positive attitude towards filling the OPRAS forms	32 (44%)	40 (56%)	100%
Filling of OPRAS form increase my accountability	29 (40%)	43 (60%)	100%
OPRAS filling mechanism enhance my professional development	40 (60%)	31 (43%)	100%

Source: Researcher 2016

Table 4.9 shows that respondent agree in a range (56% - 79%) that filling of OPRAS form, knowledge of the organization goal, outlining their objective, increase of their accountability and have a positive attitude towards results when filling OPRAS forms. (60%) of the respondent that OPRAS filling does not improve their professional development. The study reveals that there is a positive relationship between OPRAS and employee's performance. Despite the fact most respondent agree to have positive attitude towards OPRAS, the study reveal it doesn't enhance their professional development.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study was conducted to get detailed information on the utilisation of OPRAS and its effectiveness in assessing staff performance. Findings of this survey show that OPRAS is preferred by the OUT staff compared to other staff performance tools because it has an approach of openness and feedback. The results also show that OPRAS is a well-known tool among all departments of the OUT. There are however promoting and inhibiting factors on the implementation of OPRAS observed in the study.

Promoting Factors:

- i. Where OPRAS has been oriented to staff it is appreciated as easy to implement.
- ii. Where OPRAS is related to performance rewarding it has shown adaptability to use.
- iii. Where OPRAS has been used with more work experience there is appreciation by staff.
- iv. OPRAS has also been easily implemented where it is placed within the Human Resource management.
- v. Among academicians OPRAS is appreciated as it is part of the modus operandum of their work.
- vi. Administration has also appreciated OPRAS because they are the enforcers.

Inhibiting factors;

- i. OPRAS has faced challenges where it is implemented as a standalone tool and there is less connectivity to other systems in an organisation especially the Human Resources department.
- ii. It faces challenges where it has not been oriented well to the rest of members of staff. OPRAS needs a intense orientation process that makes all staff have a buy in to the process and the benefits thereof. Where these are not streamed in the processes and staff understanding, the tool will be perceived a tool only meant to punish non-performance.
- iii. OPRAS also is difficult to implement to some extent if the JDs of staff are not aligned to the overall annual work plan of the institution. If there is a mismatch then the performance discussion points and anticipated achievement will not be in alignment.
- iv. Other challenges of OPRAS are related to the feedback mechanism where it is underutilized, appreciation of the tool will not be observed. The core pillar of OPRAS is to enhance a feedback mechanism that allows for performance management that is based on fair play ground.
- v. The technician level that perform routine work may not see the effectiveness of OPRAS unless well-articulated.

5.2 Recommendation

Based on the findings of the study the following are the recommendations to OUT may suffice to adhere to in the long and short run.

- i. OPRAS use and its purpose must be uniformly shared among all staff and a

well understanding leveled. Based on the study results it is critical that the overall intention of OPRAS in a common vision among all members of staff. It must be understood that it a tool that assists supervisors and subordinates move at the same level to achieve institutional objectives. That OPRAS is also a channel for communicating the delivery of results and the communication of challenges obtaining along the pathways of stated targets.

- ii. OPRAS implementation must be supported within the Human Resource department as part of the strategic function to increase staff performance. At the time of adoption of OPRAS as a tool for performance management, Human Resource must house the OPRAS implementation and must be rolled out even starting from recruitment of an employees based on the job description, what it entails and how the delivery of results will be monitored. In turn, the OPRAS which is the driver to performance of the staff and anchored in HR makes a holistic approach to performance management.
- iii. OPRAS where possible should be adapted to suit the operational processes of the respective department. OPRAS cannot be implemented partially for it to be effective. Where the organizational context is very unique, OPRAS can be adapted to the context yet the paramount or key pillars of OPRAS be mainstreamed and implemented according to design. These fundamental aspects include employee orientation to OPRAS, staff setting up of objectives, targeting performance attainments, reviewing performance and feedback to performance that is constructive.
- iv. OPRAS should be implemented with a core objective of staff to get feedback that is meant to improve staff performance whether monetary or intrinsic.

Among the core benefits of OPRAS is the ability to create a platform with a levelled playing ground where the two parties can discuss objectively how each contributes to the achievement of the targets. This feedback mechanism is what is critical at improving the performance of members of staff. The feedback mechanism allows supervisors to point out where there are challenges and how the subordinate is not meeting the targets. Equally the subordinate mentions areas where they require support. In the continuum of OPRAS implementation feedback is critical to observe among members of staff as it is the pivot of performance improvement. .

- v. More evidence should be collected within respective departments to understand real issues promoting or inhibiting OPRAS. It is equally recommended that all aspects of the OPRAS can be further reevaluated and findings shared to improve the implementation of OPRAS and adapting it to the context of respective departments without compromising.

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3. FACTORS AFFECTING EMPLOYEES PERFORMANCE IN PUBLIC UNIVERSITIES

- (i) Do you use OPRAS in evaluating employee's performance in your Organization?
Yes [] No []
- (ii) Can the OPRAS influence the job performance of universities activities in Tanzania?
Yes [] No []
- (iii) Please arrange from high preference in the order from 1(highest) - 5(lowest) factors which are important aspects in employees' performance in public Universities.

1. Staff accountability in performing his/her job description	
2. Decision making in line with his position	
3. Professionalism and Self-development	
4. Competitiveness in job performance	
5. Filling of OPRAS form	

- (iv) To what extend does the attribute of good governance influence employees' performance in the following areas. Please tick

Statements	1. Most Important	2. Important	3. Least Important
a) Working Relationship			
b) Communication and Listening			
c) Management and Leadership			
d) Performance in terms of quality			
e) Responsibility and Judgment			
f) Customer Focus			
g) Loyalty			
h) Integrity			

(v) What do you have to say on the following strategies to Improve the OPRAS evaluation

Please tick the answer

Statements	1.Strongly disagree	2.Disagree	3.Not sure	4.Agree	5.Strongly Agree
a) Ethics and discipline processes at every level in OPRAS reviewing should be maintained					
b) Monitoring of OPRAS contracts should adhere to the best practice					
c) Evaluation of assessed OPRAS contracts should always be conducted by the evaluation committee to ensure compliance					
d) Strict mechanisms should be put in place to ensure OPRAS compliance					
e) Non adherence to OPRAS procedures/laws should always be punished					
f) I normally sit and discuss with my supervisor when evaluating my OPRAS contract					

4. EFFECTIVENESS OF OPRAS IN DECISION MAKING

(i) What do you have to say on the following feedback mechanism?

Please tick the answer

Statements	1.Strongly Disagree	2.Disagree	3.Not Sure	4.Agree	5.Strongly Agree
a)The feedback mechanism after filling the OPRAS form is satisfactory					
b)Recommendation after filling the OPRAS form are considered for award/punishment					
c)Feedback from evaluating the OPRAS form is used in management decision making to improve organization performance					
d) Staff training and developments that are requested in OPRAS by staff are conducted					
e)The employees' with best performance are awarded					
f) The feedback mechanism needs improvement					

(ii) Do you think that all the employees are directly involved in the OPRAS targets as the decision making plan?

YES [], NO [].

(iii) There are claims that the OPRAS forms are overly complicated to complete and are not context-sensitive to different professional cadres in the public service. Do you agree? YES [], NO [].

5. RELATIONSHIP BETWEEN OPRAS AND EMPLOYEES PERFORMANCE

Statements	1.Strongly Disagree	2.Disagree	3.Not sure	4.Agree	5.Strongly agree
a) Filling OPRAS forms have an effect on my job performance					
b) Knowledge of my organization's Goal have an influence on my job performance					
c)Outlining the set objective and specific objectives improve my performance					
d)I have a positive attitude towards filling the OPRAS forms					
e) Filling of OPRAS form increases my accountability					
f) OPRAS filling mechanism enhances my professional development					

Thank You