ASSESSMENT OF OPEN PERFORMANCE REVIEW AND APPRAISAL SYSTEM TO PUBLIC SECONDARY SCHOOLS TEACHERS AT MOMBA DISTRICT COUNCIL

FLORENCE JULIUS CHIMAZI

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF HUMAN RESOURCES MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA

2018

CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **"*Assessment of Open Performance Review and Appraisal System to Public Secondary Schools Teachers at Momba District Council"*** in partial fulfilment of the requirements for the master of Degree of Masters in Human Resources Management (MHRM).

…………………..………………

Dr. Emmanuel M. Tonya

(Supervisor)

……………….…………

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission by the author or Open University of Tanzania.

DECLARATION

I, **Florence Julius Chimazi,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

…………………….…………

Signature

…………..…………..

Date

DEDICATION

This dissertation is devoted to my committed and much-loved father, Julius Alkado Kimazi who passed away in January, 2017. May his Soul rest in peace. Special gratitude goes Almighty God for the gift of our beloved father always who managed to keep me focused and extend all of my love.

ACKNOWLEDGEMENTS

ABSTRACT

Despite a number of studies on how appraisal system is not effectively implemented, still with all the recommendations suggested in this regard, the situation of poor employee performance is still being observed in many working places. This study assessed the Open Performance Review and Appraisal System (OPRAS) to Public Secondary Schools Teachers at Momba District Council. The study was guided by Goal-Setting theory. The Goal-Setting theory explains the use of different performance management styles to show that the greater the employee involvement in goal setting the more productive the performance is. Also this study used cross-sectional research design and a sample size of 30 respondents was selected. The data were analysed using SPSS. The findings of the study revealed that supervisors are the one who sets the objectives contrary to the OPRAS guidelines as majority responded that they don't discuss the Objective with their supervisors. The study showed that lower level of understanding on OPRAS among supervisors and supervisee may lead in effective implementation. Moreover the supervisors had adequate knowledge about OPRAS and operational staffs were aware about the concept and the process. It is recommended that the level of understanding and motivation should be enhanced by stakeholders in order to cultivate the positive perception of teachers against Open Performance Review and Appraisal System. Also it is recommended that proper articulation of strategic plans should be done by stakeholders' through participatory systems.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF ABBREVIATION

CPAS   Confidential Performance Appraisal System

HR   Human Resource

OPRAS   Open Performance and Appraisal System

PhD   Doctor of Philosophy

PO-PSM   President's office -Public Service Management

PSMEP   Public Service Management and Employment Policy

SPSS   Statistical Package for Social Science

URT   United Republic of Tanzania

CHAPTER ONE

1.0 BACKGROUND

1.1 Background to the Problem

Performance appraisal, which is known as employee appraisal, performance tracking, performance estimation, or performance estimation is a broadly applicable term in Human Resource Management and in most business spheres (Manmohan 2013). Performance Appraisal is a procedure of obtaining, analysing, recording employee information in work environment and reporting the results to those who are interested in it (Ntamamilo, 2013).Open Performance Review and Appraisal System is to attain improved grades on or after organizational teams and persons by sympathising and measuring performance inside an agreed structure of goals, values and capability needs, which requires public servants involvement in the process of choice, enacting goals, standards/criteria, designing appraisal instrument, receiving feedback on their performance appraisal, and to be given opportunity to influence their appraisal grades (Bana, 2007). Therefore, OPRAS is the process of evaluating employees at their work for promotion and further career development.

Before independence, the Appraisal of the Performance of Public Service was bureaucratic in nature that it was done confidentially which brought bias to employees. There were problems of accountability, transparency and ethical issues which affected effective provision of Public Service (Bana, 2009). The Public Service was limited and largely provided by bias that is one–sided due to lack of feedback on the performance of employees in the public services because it was

practised confidentially not transparent, and lacked accountability (Ntamamilo, 2013). Before OPRAS was introduced in the Public Service in Tanzania in September, 2004, performance evaluation of individual employees' was based on the Confidential Performance Appraisal System (CPAS) which was not transparent and did not allow evaluation results to be communicated to the employees in order for them to improve their performance (Raphael, 2008). OPRAS is responsible tool for person employees that emphasizes on significance of involvement, possession and clearness in the course of relating workforce in objectives setting, implementing, monitoring and routine reviewing procedures (Ntamamilo, 2013)

The notion of performance assessment for evaluating employee's performance was introduced for the period of World War II, designed in support of the earliest period in USA in the year 1883 by the Central Government intended for the New York City Civil Service and by convinced administration. For the period of the delayed part of the 19th century, the real inputs to evaluate in trade came as outcome of the work dimension plan of Fredrick Taylor and his supporters previous to World War I. likewise, the broad extend consciousness of person relationships factors in administration in the early 1930s and 1940s expected at the estimate of hourly workforce fairly than of managers (Goel, (2008).

The appraisals were personal and enclosed in value of job, adoptability, career familiarity, reliability, protection and corporate attitudes by means of proper scheme routine appraisals comprise numerous return, not merely in prize sharing elsewhere, grading up or decrease in position, dismissal or recall, transfers and selecting training plus advance programme for workforce but also help person employee's decisions

concerning profession choices and later path of person moment in time and endeavour (Armstrong, 2006). It is evident that the concept of performance appraisal has been implemented in a number of countries, both developed and developing with the sole purpose of improving public sector performance (Trivedi, 2004). For example, Zimbabwe has introduced a performance appraisal system that replaces the annual confidential report system. The new system of performance appraisal focuses more on objective setting, measurable outcomes, training requirements and continuous dialogue between managers and staffs. The government of Zimbabwe is also developing meaningful indicators which can measure the quality of results and thus guide assessment of effectiveness and efficiency in the public sector. In order to closely check the implementation of the new specific group of ministries including processing of performance appraisal forms (Ntamamilo, 2013).

Also in Malaysia, the government introduced a new system of performance appraisal in 1992, embodying the next principles: (i) determination of annual work targets (ii) a midyear review and the adoption of an open process of performance appraisal and (iii) the use of different performance evaluation forms according to grades and divisions in the civil services. The new system is designed to reduce the element of subjectivity in performance appraisal with the use of new forms and different approach in the evaluation process for personnel functions such as determination of salary progression, promotion and training. Also the Government has prepared a comprehensive guidebook to assist in the implementation of the new system and to assist the officers archive objectivity and fairness (Armstrong, 2006). Prior to the adoption of the Open Review and Appraisal System in 2004, Performance Appraisal

System in Tanzania, like in most developing countries had more weight to annual confidential reports as mechanisms for assessing performance of individual civil servants. However, as time went on, this method was found to have generated a lot of contradictions and dissatisfaction among employees. Some of the common problems of this method of staff assessment that were identified included; Lack of consistency between Action Plan and resource budgeting and individual appraisals being done once per year in December. This was seen as too long a period for having a meaningful appraisal system.

In view of the contradictions that were brought about by the confidential appraisal system, the Government finally passed a decision to replace the previous confidential appraisal system by a new system of appraising individual public servants commonly recognized at the same time as the Open Performance Review and Appraisal system (OPRAS).Then OPRAS formally adopted by the Government of Tanzania in 2003-2004 through Establishment of circular No2 of 2004. The different in evaluating performance of civic workforce are in stripe through Public Service Management and employment guiding principle (PSMEP) of 1999 and the Public Service Act no.8 of 2002 that insist on institutionalization of outcome leaning organization to improve performance as well as service delivery within community. Not only had that but also envisaged as a key responsible apparatus for person employee that emphasizes the value of sharing, possession and transparency in the course of connecting teachers in objectives setting, implementation, monitoring and performance reviewing processes (Kwietnia, 2015). Reforms have been occurring in various public sectors in Tanzania including district councils. In 1999, the government of the

United Republic of Tanzania created a directive intended for workers and service guidelines including teachers, as surrounded by former effects, emphasized on captivating physically powerful process to get better supervision presentation within the release of services towards the community. The implementation of OPRAS in Momba District Council to the Teachers like in other councils in Tanzania still suffers and faces the perception challenge as Teachers perceive OPRAS to be a wastage of time in their working place.

1.2 Statement of the Problem

Public servants like teachers behaviour is an imperative aspect of developing the performance in the secondary schools. In particular, behaviour relating to honesty and ethical standards and adherence to rules and regulations has been given concentration in public services reforms (Beer, 1978). Tanzania adopted OPRAS since 2004 up to date, the intention of the introduction and implementation of OPRAS Public Service has not well realized because there is a little understanding education on that. Although great efforts have been made to improve productivity of civil servants no significant or objective improvements in work performance were attained as expected.

This situation has been confirmed by continuous poor customer services in most Public institutions as well as in Secondary Schools. Public Services decline has been noted in individual accountability, late reporting to work, and absenteeism among Teachers. The efforts to improve services provided to teachers in Secondary Schools and making them performance oriented were not being properly evaluated in the form of individual behaviour performance to the teacher since there was no

seriousness of filling the OPRAS and making follow-up of the impact after filling the OPRAS form for both Supervisors and Supervisees from lower to higher level. Despite a number of studies on how appraisal system is not effectively implemented, still with all the recommendations suggested in this regard, the situation of poor employee performance is still being observed in many working places. This state of affairs in the appraisal system has tempted to carry out this study with a view to establish the factors that underlying this situation (Guideline on OPRAS, President's Office Public Service Management, 2013). With regard to the assessment of OPRAS to Teachers as representatives of Public Servants, it was observed that the effects of OPRAS marked beneficiaries of Public Services particularly teachers and how it was being implemented by the Public Service as well as in non-government organisations (NGOs) in Tanzania for betterment of working performance.

1.3 Objectives

1.3.1 General Objective

The general objective of this thesis intended to assess the effectiveness of Open Performance Review and Appraisal System to Public Secondary schools Teachers in Momba District.

1.3.2 Specific Objectives

The study was carried out to attain the following specific objectives:

1. To identify factors that enhance smooth Administration of Open Performance Review and Appraisal System (OPRAS) in Tanzania Public Secondary School

2. To examine the level of understanding of OPRAS among Teachers in Momba District Council

3. To observe the perception of Secondary School Teachers on OPRAS implementation in Momba District Council

1.4 Research Questions

The study was directed by the following research questions:

1. Are there any organizational barriers that are in the way of the effective implementation of OPRAS?

2. What are the perceptions of teachers of Secondary School on OPRAS implementation?

3. What are the challenges that affect the implementation OPRAS to public secondary school teachers in Momba District council?

1.5 Significance of the Study

The results may be used by Public Services to carry out OPRAS especially in secondary schools in increasing students' academic performance and improve working performance in non-government organisations by optimizing the use of OPRAS, developing and preserving the staff, particularly in this environment of competition. Thereafter, the research results helped better effective implementation of the OPRAS system and challenges facing implementation of the OPRAS system by Public Service particularly in Secondary Schools.

1.6 Limitations of the Study

The coverage of this study faced challenges of time and financial problem to study the whole districts in the country. The research was conducted in one district so as to ensure that the time framework allocated to complete this work was suitable.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Literature review enables the researcher to account FOR what has been studied about the topic being researched. This creates the base and justification for the researcher to pursue the study. This chapter represents the overview of performance appraisal system, definitions of some of the basic concepts used in OPRAS, theoretical review, empirical review statistics, research gap and conceptual framework.

2.2 Definition of Terms

This section gives the definition of the terms as they are operationalized or used in this study.

2.2.1 Performance Appraisal System

Performance appraisal system is the assessment of the accountability of employees' aimed at gauging the abilities of a worker for promotion and development. Performance appraisal is normally done in systematic ways that is Supervisors sitting with employees to discuss goals and objectives set mid-year or annually. After checking out the goals, grading of the objectives set is done between the supervisor and the employee according to the job requirements, content and behaviour of an individual (Yong, 1996). Performance typically is therefore used for two main aims which are assessment and feedback. Intended for assessment, the appraisal gives out the opinion about the value or quality of the performance which results to promotion, transfer, demotion, termination and compensation. When used for feedback purpose,

the appraisal focuses on the advice, criticism and training needs of an individual. The assessment and feedback indicates standard of performance to the employees and Used for the reason of assessment, to describe the goals set and objectives of the institution. This results into recognition of an individual's efforts as well as job satisfaction (Ntamamilo, 2013).

2.2.2 Performance

Performance as behaviour is the way in which individual's, group and institution organisations do work. Generally, performance can be defined as way of working or doing a certain task (Armstrong 2006).

2.2.3 Performance Standards

Performance standards are state of doing work at a certain level of quality which is acceptable. Performance standard is the assessment and feedback indicates benchmark against which actual performance is measured. For example, if a company wants to succeed, they must have a strict performance standard that is maintained through employee's evaluations where discipline is taken for those who are inadequate (Armstrong, 2006).

2.2.4 Public Service

Public service is a general term which stands for education, health care, transport and communication, removal of waste done by the government to all people (Agbolade & Anthony 2011).

2.2.5 Supervisor

Supervisor is any person who is in control of organisation or institution that is checking monitoring and reporting about performance or goals (Oxford Advanced learner's Dictionary, 8th Edition).

2.2.6 Objective

Objective refers to plans, goals or aims to be reached or attained. These objectives are categorised into two forms which are organisation objectives intentions and plans on how its business goals should be achieved through people, human capital and systematic approach where as personal objectives describe series of actions that have been undertaken by preference (Oxford Advanced learner's Dictionary, 8th Edition).

2.2.7 Teacher

This refers to any person who has attended a course for a certain time to get a certificate, diploma or degree in the field of education from recognized institution or organisation (Oxford Advanced Learner's Dictionary, 8th Edition).

2.3 Theoretical Review

The thesis intended to assess the effectiveness of Open Performance Review and Appraisal System to Public Secondary Schools Teachers in Momba District. This study based on goal-setting theory although there are several theories based on what motivates people that this study highlighted.

2.3.1 Goal –Setting Theory

Goal–Setting Theory was developed by Locke (1968). It focuses focuses on involvement of employers and workers, setting together of the organization's goals,

decision making, and feedback for the better performance. Employees are satisfied when they attain the set goals. Hence clear goals, lead to advanced performance. For instance, an employee is expected to achieve better where as the result of the task are recognized and clearly explained, rather than all-purpose goals (Locke, 1968).

It is not only that but also successful feedback guide to improved employee performance since successful feedback on outcomes of the set goals enables the employees to discover strengths and weakness and leads them to be sensitive of their performance for future plans. Research indicates that the effective participation of the employee in objective or plan setting results into more effective performance. By opening doors, the employees would be more motivated when they are allowed to participate in goal setting and think that they are part and parcel of implementation of objectives something which results into more participation on performance of their duties. In accordance with the highlighted points above, the following points can be summarized for HR qualified professionals to remember.

i) Activating employee's performance and all objectives should not be beyond the employees.

ii) All the objectives and results should be clearly described.

iii) Involvement of employees in planning and setting objectives should be discussed on the targeted results.

iv) Supervisors should give or provide feedback to the employees on the weaknesses and strengths of their performance for more improvement (Armstrong, 2006).

Strengths of this theory: the importance of setting goals was made to promote an employee and raise performance, in according to the human resource department. If employees participate in process setting objectives, it cultivates interest in reaching the goals. The elements that create success are more focused by employee reach the goals set .for an employee to reach a goal, one should analyze and understand list of goals and know process needed for completing them. However, an employee uses more efforts towards achievements that result to success of the organization.

Weaknesses of this theory: the theory does not describe the general characteristics or behavior of an employee at work place. The theory insists much on motivation of employees without considering working conditions, complex and uniqueness of the workers. The lack of universal relevant stimulus theory makes life more challenging and continues to contribute to the well-being and effective management of employees for Human Resource practitioners.

2.3.2 Motivation of Workers at Workplace

Maslow (1943) studied human motivation and developed theory during the 1960s. The study of human motivation led Maslow to come out with a theory of "needs" based on hierarchical style with basic needs at the bottom and higher desires at the peak. Maslow's theory has five levels of needs which are as follows:

i)   Physiology desires – for food, sleep and sexual category

ii) Security needs – for secure environment and relatively free from threats.

iii) Care for needs – relation with others and position within a group.

iv) Esteem needs – for self-respect, self-esteem and the esteem of others.

v) Self-actualization needs–for self-fulfilment. It   concluded that people are motivated by recognition as the outcomes for performance effectiveness (Kinard,1988)
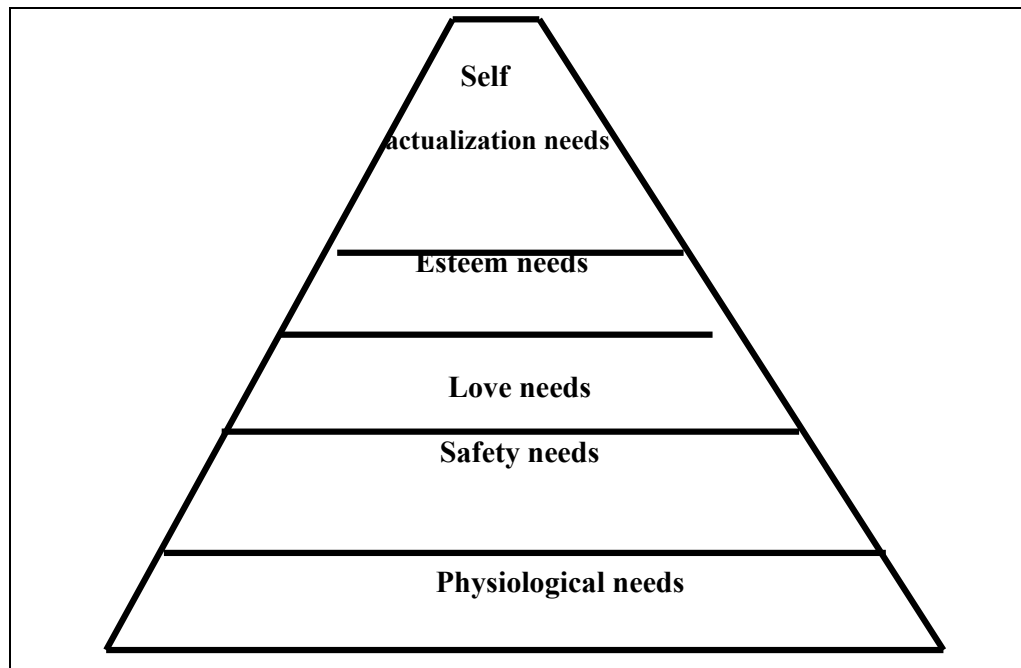
Figure 2.1: Maslow`s Hierarchy of Needs

Source: Adopted from Maslow's Hierarchy of Needs (1943).

Motivation as a basic psychological process consists of needs drives and goals. The approach was based on the simple additive assumptions.

i)   Personnel primarily are economically motivated and secondarily wish security and good working situation.

ii)   Provision of the on top of rewards to human resources has a positive result on their morale.

iii)   There is a positive link between morale and efficiency with those three assumptions the motivational problem facing administration was relatively

cleared cut and was easy to solve. Administration had to think up monetary incentive plans, ensure security and provide good working conditions, morale would be high and maximum productivity would result, if personnel managers supported after that implemented it in practice (Luthans, 1977).

Maslow's theory has attractive conditions that can be easily understood and used. Theory of motivation simplifies the duty of Supervisors/Managers on how to deal with the employee's motivation. Maslow's theory is not complex; it is normally used and simply understood. Maslow's theory of motivation is not static since it states that motivation as a transitional force that is from one level to another.

Maslow's theory does not explain about extrinsic factors that enable an individual's to be motivated especially at stage 4 and stage 5 of the pyramid (esteem needs and self-actualization needs). According to the pyramid peak of the of Maslow's theory it is very hard to know the need level of employees. This gives difficulties for Supervisors to understand and decide on which level of need employees belong. Basic needs may not to be fulfilled to recognize higher needs- based on the theory, we assume that if an individual is lacking in basic amenities or in a questionable working environment, one should never disturb the higher needs in the hierarchy.

2.3.3 Theory Z – The Japanese Approach

The theory was developed by Ouch (1981) an American exponent of Japanese approaches to administration. He used the theory in explaining the attempt to copy with Japans rehearsal to western companies. This theory assumes that workers will be participating in the decision of the company to a great degree. According to Ouch,

the employee should be given a first priority for any activity to be done so as to improve performance. Moreover, the theory encourages sharing of decision making to all levels. Theory emphasizes on performance appraisal and cooperative efforts rather than individual achievement. It is used it describe attempt to adapt Japanese practice to Western firms. It is an approach to employee motivation based on Management practice. This learning theory involves the personnel related factors such as career paths which are non-specialized with lifelong, job rotation as a central feature of career development. Decision making is shared to all levels. It   insists on performance appraisal and cooperative effort rather than individual achievement.

i)   Lifetime Service prospectus

ii)   Shared forms of decision making

iii) Relationship among boss as well as subordinate is based on mutual respect

Likewise, the theory requires the following strategies: carrying out of the new approach should be accepted through on the basis of consultation and communication with the workforce and with full training support to develop appropriate skills for Managers and Supervisors and their teams to embrace the ideas of security of employment and the adoption of a top-down approach based on a definition of the new philosophy agreed and supported by the organization's top management.

Despite the participative management style implied by the above theory these have emphasized the importance of the human resource element in achieving production efficiency using Taylor's methods (Cole, 2004). Managers or Supervisors have to support employees by creating conducive environment for working where cultures,

traditions and institutions are considered as part and parcel of the work. Workers are trusted to perform their duties. This gives them more morale as a result higher performance can be attained. Theory z does not describe the behaviour of an employee as it insists on trusting workers. This means not all workers can be trusted. Promotions tend to be slower to workers, because workers are given longer opportunities to receive more time to learn about the organisation's operations. Longer opportunities and time may decrease the production and performance. Theory z stresses the need for the workers to be generalists rather than specialists.

2.2.4   Expectancy Theory (Vroom, 1964)

Expectancy theory is set of "assumption originating from Vroom (1964) and claims that force of motivation can be calculated if key values are known" (Vroom, 1964). These key values are: expectancy theory perceives that there is a direct connection between effort and performance. For instance, a worker may compare working hard and getting promotion.

i) Instrumentality: this is based on the performance related outcomes that result into having related outcomes. For instance, a worker may increase the quality of work for the sack of bonus.

ii) Valance: expected worth outcomes, that is being acknowledged that help one satisfy his actualization needs.

The theory stresses on the workers or employees to know the key values that is expectancy (relationship between efforts and performance), instrumentality, (insists on increasing the quality of work), valance (insists on worth of outcomes).employees are to be informed by their Supervisors/Managers on the three key values before

assessment in order to improve performance. The theory provides a base for thinking how people make selection on their expectations. It is commonly accepted theory for explaining an individual's decision-making process. Expectancy theory widely used for describing an individual decision making process. Expectancy theory shows that perceptions about effort, presentation as well as the worthiness of incentive are hard to quantity so comparison among diverse choices or persons by means of the anticipation premise structure may possibly not be accurate. Also, rewards may inevitably be in a straight line connected to effort and performance incentive such as promotion might be built into agreement or on job training. It assumes that all necessities are in place, which is not always the case.

Employees need to have the ability, the resources and the opportunity to perform their job well. Expectancy theory, by nature, only focuses on the extrinsic motivational factors and the aware decisions workforce build on the subject of their performance. Many workers and leaders are not stimulated solely by financial rewards, such as a pay check, bonus, or public recognition (Nemati, 2016). This study was guided by Goal-Setting theory despite the several theories highlighted in this part which may be used to Assess of Open Performance Review and Appraisal System of Public Secondary Schools Teachers (http://www.leadership-central.com). The Goal-Setting theory despite the theories used in Performance Management to Teachers as representatives of Civil Servants because the theory used to explains the use of different Performance Management styles as the Studies have shown that the larger the employee involvement in goal setting the more productive the performance is. By allowing employees to play a part in setting goals, one can assume that

employees will have more of a sense of participation in the responsibilities and will be motivated. Employee will be satisfied if they achieve goals and the more difficult these goals are to achieve, the more fulfilled they will be when they attain them. Not only had that but also, goals with clear and explicit outcomes likely lead to good performance. For example, an employee expected to perform better if the outcome of the task is known and obviously explained, rather than pursuing a general goal (Locke, 1968).

2.4 Empirical Literature Review

Motivation has been done extensively by different scholars focusing on different aspects. This section is a review of these scholars on the issues inherent to motivation of servants in line with effectiveness of services. It looks at how these studies were carried out, their findings and recommendations. Dotto (2010) did a study lying on effective operation of OPRAS to the Public organizations in Tanzania. The universal purpose of this study intended to assess the effective operation of OPRAS in the Public organizations in Tanzania. The thesis found that managers had adequate knowledge about OPRAS and operational staffs were aware of the concept and the process. Regarding the process of implementing OPRAS, the study found that most of the steps were followed except on mid - year reviews. Some of the departments were conducting while others were not conducting mid-year reviews.

Several achievements were obtained as a result of implementing OPRAS, which were in line with the aim of implementing it However, Lack of resources, resistance to change, delays in promotion, and activities were major challenges that hindered

the effective implementation of OPRAS. Dotto (2010) concluded by saying that although to some large extent the organizations were achieving all the requirements for the implementation of OPRAS, OPRAS as was not fully realized due to the existing challenges which were beyond the organizational level. He recommended that for effective implementation of OPRAS, the PO – PSM should address the observed challenges and allow customization of OPRAS to fit to the public organization in Tanzania. The study was only done in Po-PSM based on top management instead of looking at Local government Authorities such as Primary Schools, Secondary Schools, and Colleges and at council level. Lack of resources, resistance to change, delays in promotion, and activities were most important challenges that delayed effective implementation of OPRAS.

Mpululu did a study on the Effectiveness of "OPRAS to Public Primary Schools Teachers. The thesis intended to evaluate the effectiveness of OPRAS to Public Primary Schools Teachers in Mvomero District Council.The study was descriptive in nature whereby it used combination of qualitative and quantitative method in collecting data and psychoanalysis approaches were used to generate information. Respondents included in the study were 20 Supervisors and 120 Supervisees assembly a total of 140. The collected data were analyzed using SPSS tools with support of excel programme. The results of the study found that OPRAS implementation to Public primary school teachers in Mvomero District was unsuccessful (Mpululu, 2014). The study also revealed that little altitude towards understanding appraisal system by supervisors and supervisees was not well understood. The perceptions teachers 'on OPRAS usage and failure of appraisal

feedback by supervisors for decision making were found in the study, all these contributed to ineffective implementation of OPRAS (Mpululu, 2014). On top of above results the study revealed that, the level of understanding on appraisal system by supervisors and supervisee and teachers' perception on OPRAS ought to be improved from beginning to end and the OPRAS assessment response ought to be used in administrative choice for grading up or down grading employees at the work place (Mpululu,2014). This study gives awareness about effective implementation of OPRAS due to little altitude of perception on appraisal system by supervisors and supervisee, teachers' perceptions on OPRAS implementation, breakdown to use the assessment response by administrative choice. Lack of resources, resistance to change, and delays in promotion were major challenges that hindered the effective implementation of OPRAS.

Msemo did a study lying on Assessment of efficient operation of OPRAS system in the Public Servants in Tanzania. The thesis intended to assess the efficiency of Open Performance Review and Appraisal System in the Public Servant in Tanzania. The data were supplemented by interviews with 15 managers and 20 subordinates. The study was further supplemented by other available documents, and the relevant literature. The findings show that people liked the system as it was fair in measuring their performance. In the case of performance feedback, the study revealed that most of the head of departments were not providing performance feedback to their subordinates after they had been evaluated by their supervisors hence hindering them from knowing their performance status (Msemo, 2011). The researcher came up with recommendations that there should be leadership commitment. Directors from

different departments should make sure that they are loyal to the organisation's goals and objectives, also should provide feedback to the employees so as to be aware of their performance gaps and also to hire their commitment in the organisation. In general, the effective implementation of OPRAS requires the institutional and legal framework. However the legislation is not necessary and a sufficient condition in forcing people to implement the system but it is usefully for ensuring their adherence to the system. Management support as the system requires loyal leaders who would sustain the system's goals and objectives by cheering training of the organization to the public servants and involving them in setting their goals and standard of their performance (Msemo, 2011).

In the case of performance feedback, the study revealed that most of the heads of department were not providing performance feedback to their subordinates after they had been evaluated by their supervisors hence hindering them from knowing their performance situation. This reduced their commitment as they did not know the real significance of the system hence they didn't take it serious. The gap was that the study did not target a specific group or affected areas for research especially Public Secondary Teachers but was done for Public Service in Tanzania as whole. Sendoro did a thesis lying on the Evaluation of challenges for Open Performance Review and Appraisal System in Local Government Authorities in Tanzania. The general objective of the study headed for evaluation challenges for OPRAS in local government authorities particularly in Morogoro Municipality. Cross-sectional investigate design was used. A sample of 129 respondents was used (Sendoro, 2013). The information collected were analysed as well as processed by SPSS computer

software through the utilization of descriptive statistics where; frequencies, percentages and Tables were presented. The findings from the study indicated that majority of the respondents (82%) were in agreement that OPRAS implementation was in a good stage but in need of improvement. However, 76% of the respondents cited the tendency of supervisors to ignore new information when it happened that the supervisor was not aware of what had happened recently therefore remaining with out-dated information which would be misleading. Yet, 85% of the respondents reported the need for altering the brains set of the public servants to ensure that the public service becomes responsive to the needs of the citizens for the enhancement of productivity.

Furthermore, 84% of the respondents revealed consistent appraising and feedback search to give more frequent responses regarding feedback on performance of employees. It was concluded from the findings that majority of the respondents were in agreement that OPRAS implementation was at a good stage but in need of improvement (Sendoro, 2013). Altering the brains set of the public servants to certify that the public service becomes approachable to the needs of the citizens for the enhancement of productivity. Basing on the general intention of the thesis, which was to assess the operation challenges for OPRAS in local government authorities particularly in Morogoro Municipality, the researcher did not target any specific group in local government such as secondary school Teachers in Momba District Council such as what this study did. Mwanaamani did a study lying on the Challenges of administering OPRAS in District Councils in Tanzania. The study intended at investigating the challenges of administering OPRAS in District

Councils. Its implementation aimed at achieving organizational goals and was expected to maximize the production. Effective running of this appraisal seemed to be partially implemented by public employees something that called for an inquiry. The study was conducted in Lushoto District Council November 2012 to March 2013. In attempt to meet the objective of the study, questionnaires and interviews were administered and conducted to the selected sample to get responses from the respondents.

The results revealed that the problems known were, setting unlikely budget to meet the obligatory resources for the entire procedure (Mwanaamani, 2013). Budgetary issues were seen to lead to supplementary challenges such as lack of incorporation among the supervisor and supervisees objectives on one hand and that of the organization on the other. Lack of support from the supervisor, lack of training seen to reduce the efficiency of the OPRAS process, openness, selection of indicators, clear setting of goals and values (Mwanaamani, 2013).

2.5 Research Gap

The study was most relevant but the gap was that, the study done in Momba District Council, so that the researcher needed to understand factors that would enhance smooth operation of open performance review and appraisal system (OPRAS), perception and attitudes to Teachers of Secondary Schools towards OPRAS and its implementation in Momba District Council to Public Secondary Schools Teachers. The problems identified were lack of budget to meet the required resources for the whole process, involvement among supervisor and supervisees in objectives setting reduce the competence of the OPRAS process.

Literatures from different studies in various institutions have been conducted concerning OPRAS and came up with realistic findings regarding institutionalization and implementation of OPRAS. However, there is a gap in these studies that hardly any of them assessed the impact of OPRAS to Secondary School Teachers hence the need for this study which was done to supplement those studies to see whether results in other sectors could be the same as in Secondary Schools with regard to Teachers' motivation. Therefore this study sought to fill such gap using Momba District Teachers as a case study.

2.6 Conceptual Framework

A conceptual framework is a theoretical arrangement of assumptions and rules that hold together certain thoughts. Mbogo (2012) defines conceptual skeleton as a fundamental arrangement of study consisting of convinced abstract thoughts and concepts that a researcher needs to examine, test or analyze. The conceptual structure of this study shows a set of interaction among independent variables, intermediate variables, and dependent variables (Figure 2). Intermediate and self-governing variables manipulate dependent variable; independent variable is one that might control the outcome measures.

INDEPENDENT VARIABLES	INTERMIDEATE VARIABLE	DEPENDENT VARIABLE
-Teachers job perception (- Absence of recognition promotion) -Teachers' working environment (Job satisfaction creates positive emotion)	-Organisation policy - Organisation Objectives -Regulations -Organisation Mission - Organisation Vision	-Job motivation (Rewards intrinsic and extrinsic) -Relationship -Decision practice -Employees' job performance (Decision on promotion)

Higher performance

Figure 2.2: Conceptual Framework

Source: Author's construction, (2018)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section describes how this study was conducted, procedures and plan that were employed in collecting data during the study. The chapter also outlines the alternative of research approach and study design conducted to the study at hand, shows the participants that were concerned in the study, the measuring instrument used, the procedures that were followed and the statistical techniques used to analyse the data.

3.2 Research Design

The research design enables the research to gather information at a particular time and the variables would be examined once and the relationship between and among them is determined. This method was used in this study because it was useful in resource constraints such as fund resource and time limitation and useful in obtaining quantitative information suitable for a descriptive study (Bailey, 1998). Cross-sectional research design was adopted in this study as a type of study that analyses information gathered from a representative's subset at a particular time. Thus most scientists are interested in getting reliable observations that can help them understand the phenomenon. Both qualitative and quantitative research approaches including experiments, survey research, applicant observation, and secondary data were used. Quantitative methods intend at classifying features, counting them, and creating statistical models to test hypotheses and explain observations. Qualitative methods

intend for a complete, complete description of observations, together with the context of events and circumstances.

3.3 Study Area

The research conducted in Momba District Council at Songwe Region in Tanzania. It was done to assess the Open Performance Review and Evaluation System on Public Secondary Schools Teachers According to Momba District profile (2017) there were14 Secondary Schools, 376 Secondary School Teachers and Ward Education Officers 29 in the District at the time of the study.

3.4 Study Population

Population the same as the target cluster to be considered in a particular area. Furthermore population is the number of respondents about one wish to get information. This study included 376 respondents from Momba District Council.

3.5 Sample Size

Is the procedure of selecting the respondents in the in the study a number of individuals for a study were selected from the population by clustering (Bailey, 1998). The target population for this study was 30 respondents because this number would be a reasonable choice out of 376 populations. The sample was selected from 2 Heads of Education departments, 4 Subordinates of Heads of Education departments, 8 Ward Education officers, 6 heads of Schools and 10 Teachers. Every subset had an equal chance of being selected to ensure that the results were reliable. The criteria for the sample selection were based on argument that there is no exactly compulsory number to include in the study but the sample should be large as much as needed to represent the population which the researcher wishes to specify and small

enough to meet the time frame and costs. "A sample of 30 units or more is allowed" (Omari, (2011).

3.6 Sampling Procedures

This is the procedure of selecting respondents in the study that stand for the great number to get a representative (Ogula, 2005). In this study, the major sampling procedures were used which, included purposive sampling techniques.

3.6.1 Simple Random Sampling Procedure

Sampling is a procedure or practice of choosing a division of inhabitants to share during the study. The selection of particular informative or useful subjects, usually involves a few information-rich subject who are then studied in-depth. In this study number was assigned to each subject in the population and every member of the population was selected by using a number such as 10, 8, 2, 4 individuals chosen were representative of the whole population (Ogula, 2005). The study selected Heads of Education departments, Subordinates of Heads of Education departments, Ward Education officers, heads of Schools and Teachers at Momba District Council. This was because the population of Secondary School Teachers was so large thus representative sample was needed in order to get the information.

3.6.2 Purposive Sampling Procedure

Purposive sampling technique is useful since it involves few individuals who are considered to be familiar with the study. The researchers preferred purposive sampling technique to other techniques because respondents were easily reached in the study (Meterns, 1997). The sample involved a selection of Heads of Education

departments, Subordinates of Heads of Education departments, Ward Education officers, heads of Schools and Teachers.

3.7 Data Collection Methods

This section gives the methods that were used to collect data.

3.7.1 Primary Data

Primary are the data collected directly by researcher in the field from respondents through questionnaires and interview for the purpose of answering research questions. These data were collected from Heads of Education departments, subordinates of Heads of Education departments, Ward Education officers, heads of Schools and Teachers.

3.7.1.1 Questionnaires

SOME questions were prepared and asked to individuals so as to obtain prior information useful for the study. With this kind of soliciting for information respondents get something in a written format and usually reply in written form (Kothari, 2004).in the context of this study, the questionnaires were administered to 2 Heads of Education departments, 4 Subordinates of Heads of Education departments, 8 Ward Education officers, 6 heads of Schools and 10 Teachers.

3.7.1.2 Interview

Interview is a conversation between two people (David, 2004). The researcher conducted a number of face to face interviews where both close – ended questions and -ended questions were given to respondents for detailed explanations translated into their view, opinions and feelings. The researcher used interviews for 2 Heads of

Education departments, 4 Subordinates of Heads of Education departments, 8 Ward Education officers, 6 heads of Schools and 10 Teachers. This helped the researcher to understand and recognize more details on the study in its relation to Assessing Open Performance Review and Appraisal System on Public Secondary Schools Teachers for proper suggestion and strategies for resolution.

3.7.2 Secondary Data

These are the information gathered by the researcher from existing information such as Organisation records from Momba District profile (2017), government department, libraries, internet which is non – human sources made accessible, often at low cost, and being truthful (Cohen, 2007). The documents which were used to get information in this study are the study conducted by Mpululu (2014), Abdallah (2013), Wanderage (2009), and Hezekiah(2009) as elaborated on chapter two.

3.8 Data Analysis

Data analysis refers investigation of what has been collected from the respondents both quantitative and qualitative methods used (Kombo, 2006) qualitative analysis involved computation of descriptive statistics essentially percentages. The use of Tables and percentages in particular helped the readers to note the relationships in quantitative sense more clearly. The data collected analyzed by the use of scientific Package for Social Science (SPSS) Version 16.0 programme, Descriptive statistical under Cross Tabulation tool Method Data processing was used as key factors in the entire process of research.

3.9 Validity and Reliability

Validity is a measure of how well a test measure is believed to measure whereas reliability is a measure of how consistent the outcomes from the test are. To ensure validity and reliability, the researcher conducted a pilot testing of the study tools (questionnaires and interview). Moreover, this was carried out specifically on targeted population from Heads of Education departments, Subordinates of Heads of Education departments, Ward Education officers, heads of Schools and Teachers including of heads of departments and their subordinates. The purpose of validity was to test or validate the data collection tools on the questions asked.

3.10 Ethical Issues

Any research conducted deals with human subject thus, it should be aware of the moral issues. In this view, the researcher submitted study principles application for endorsement before conducting the research. The investigator was morally bound to admire the participant's human self-respect, honesty and integrity, objectivity, free and up to date permission, privacy and confidentiality, openness and legality.

Prior to the study the participant was educated about the nature, aims and measures of the lessons. The interview procedure taped participants who were attentive and ready of tapings. Participants were free to respond specific questions, and acquire out from this study at any time, for any reason. In every part of cases, the investigator did not press for answers to questions that might humiliate the participants or make them sense uncomfortable.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Overview

Presentation is a way of arranging data into logical, chronological and significant categories and classification. There are three ways of presenting data**:** tabular, texture, and graphical. In this study tabular presentation was used since it organizes and compresses data into standard forms that facilitate the study and interpretation. This is because it gives little explanations only since data in Tables are arranged and grouped systematically therefore, the reader can comprehend and interpret information easily because they can see relationships of data at once, and Tables can present ideas that are understood even without reading the textural presentation.

Graphical presentation is a way of analysing data. Graph is a sort of chart through which statistical data are presented in the form of lines or curves drawn crossways the coordinated points plotted on its surface it enable us to study both time series and frequency circulation they give clear account and precise picture of problem. This chapter presents findings arising from the research study with regard to Assessment of Open Performance Review and Appraisal System in Public Secondary Schools in Momba district Council. It starts with the demographic characteristics of the respondents.

4.2 Demographic Characteristics of the Respondents

The study found that in social science research, type of respondents play an extremely important responsibility for the responses concerning the crisis. The individual features of the respondents consist of Sex and number of years one served in the organization.

4.2.1 Sex of the Respondents

With regard to this characteristic, the study revealed that out of 30 Public Teachers in Secondary Schools (including Teachers and Supervisors), involved in the study, 20 (66.7%) were males and female were 10 (33.3%). This implies that there was almost an equal participation of all respondents with regard to the category of Sex as indicated in Table 4.1.

4.2.3 Working Experience

The researcher enquired about the working experience of the Public Teachers in Secondary Schools in sense that, experience is the process of doing and seeing things and of having things happen in the organisation, By referring to Table 4.1, it is explained that most Public Teachers in Secondary Schools had working experience between 11 to 15 years so they were familiar with their work and this could have relationship with their understanding about OPRAS implementation.

Table1 4.1: Demographic Characteristics of the Respondents

Characteristics	Frequency (n=30)	Percentage %
Sex of respondents:		
Male	20	66.0
Female	10	33.0
Total	**30**	**100.0**
Working Experience:		
1 to 5 years	6	14.2
6 to 10 years	11	84.2
11 to 15 years	12	40.0
16 to 20 years	1	3.3
Total	**30**	**100.0**

Source: Field Data (2017)

4.6 Factors that Enhance Smooth Administration of OPRAS to Public Teachers in Secondary Schools

The administration of the OPRAS in Public Secondary schools is a process that has output. The question related to what was the smooth administration of OPRAS output to Public Teachers in Secondary Schools in terms of the objectives set, revised objectives, annual evaluation, the annual marks and the forms themselves. The study found that 14(46.7%) of the respondents believed that OPRAS was only for just filling in the forms by the employees rather than having to do other important things such as setting annual objectives in relation to council strategic plan, rewarding, promotion, training and career development. On the other hand, 3 (10%) of the respondents argued that OPRAS should be left the way it is and 13(43.3%) reported that the OPRAS should be abandoned and new way of administering issues related to public servants should be introduced.

The findings correlate with the study done by Mpululu (2014), Mtoo (2011/2013) and Dickson (2013) that the Open Performance Review and Appraisal System is an open, systematic process considered to support supervisors and supervisees for the growth of busyness plan. Also, Mpululu exposed that OPRAS operation to Public primary school teachers was unproductive outstanding to little altitude of perceptive of assessment arrangement by employers and supporting staff, unconstructive teachers' perceptions on OPRAS operation, breakdown towards the use of appraisal responses by employers in resolution production, something which was seen to contribute unproductive performance (Mpululu, 2014).

The findings below indicated that supervisors are the ones who were setting the objectives contrary to the OPRAS' guidelines. On this, majority of the respondents revealed that they were not discussing the objectives with their supervisors thus suggesting that OPRAS should be improved. URT (2011) indicated that a yearly contract on objectives, targets, performance criteria and resources require to be settled upon together with the employees and the employers.

Furthermore URT (2011) emphasizes the significance of process which promotes individual responsibility, enhanced transparency and communication between management and teachers. This study agrees with Down (2000) that logic of possession and the sympathetic assessment procedure as distinguished as aspect in making an assessment system are more effective to any organization.

Table 4.2 Factors that enhance Smooth Administration of OPRAS

RESPONDENTS	FREQUENCY	PERCENT
Should be improved	14	46.7
Should be left the way it is	3	10
Abandoned and new way of administering should be introduced	13	43.3
Total	**30**	**100.0%**

Source: Field Data (2017)

Furthermore, the study found that OPRAS was being implemented without prior training and effective communication on its systematic use with the annual and permanent employment life of teachers in public secondary schools. This created a question aimed at knowing whether the responsible officers were using the guidelines available for sharing with subordinate during the OPRAS sessions.

4. 5 The Level of Understanding OPRAS

The study was interested in knowing if the respondents were being involved in OPRAS at their work place. The findings revealed that 28 (93.3%) of the total respondents agreed that they were given knowledge on OPRAS at their workplace and 2(6.6%) among them disagreed and reported that they had not been given OPRAS knowledge at their workplace. Therefore this study revealed that lack of awareness on Open Performance Review and Appraisal Systerm at Public Secondary School Teachers was common in Momba District Council. Table 4.3 shows the respondents' level of understanding of OPRAS.

Table 4.3 The Level of Respondents' understanding OPRAS

RESPONDENTS	FREQUENCY	PERCENT
Agreed	2	6.6
Disagreed	28	93.3
Total	**30**	**100.0%**

Source: Field Data (2017)

This study revealed that majority of the participants did not understand how OPRAS was being implemented due to low level of understanding among supervisors and supervisees alike. Little level of sympathetic Performance assessment System can originate confusion between person workforce at the entire rank especially teachers in public secondary schools. A high level of understanding under normal condition results into sustained implementation of Appraisal System. These findings contrast with the findings by Dotto (2010) who reported that managers had adequate knowledge about OPRAS and operational staff were aware about the concept and the process.

Regarding the process of implementing OPRAS most of the steps were followed except on mid - year reviews. Some of the departments were conducting while others were not conducting mid-year reviews. Several achievements were obtained as result of implementing OPRAS, which were in line with the aim of implementing OPRAS. However, Lack of resources, resistance to change, delays in promotion, hindered its

effective implementation. Also Gomez (2001) reported that organizations usually conduct OPRAS for administrative and developmental purposes. Performance appraisals are used administratively in relation with the basis for a decision about the employee's work conditions including promotions, termination and rewards. Development uses of appraisal are geared toward improving employees" performance strengthening their job skills, including counselling employees on effective work behaviours and sending them for training. The major functions of OPRAS are to give employees' feedback on performance, to identify the employees' developmental needs to make promotion and reward decisions, to make demotion and termination decisions and to develop information about the organizations selection and placement decisions (Nelson et al., 1985).

Armstrong, (2009) stated that employee's feedback and improvement function as a continuous and evolutionary process in which performance improves overtime. They offer the basis for regular and frequent dialogues between managers and individuals about performance and growth needs based on feedback and self-assessment. It is mainly concerned with individual performance but it can also be applied to teams. The emphasis is on development, even if performance management is an important part of the reward system through the provision of feedback and recognition and the identification of opportunities for growth. It may be associated with performance or contribution-related pay but its developmental aspects are much more important.

Evaluation of policies and programmers' implemented: are another method of OPRAS to influence work behavior. That means, one can observe the purpose of OPRAS that it makes determinant effect and needs to be well known and done for

the effectiveness of the organization task and employee relative stand on job. Mondy, Noel and Premeaux (1999) stated that the purpose of OPRAS, "A system which is properly designed and communicated can help to achieve organizational objectives and also increase employee performance. Actually, OPRAS data are potentially useful for use in every human resource function area such as in every human resource planning and development of employee potential. Kibibi argues that the government introduced OPRAS for the growth of bossiness plan although it has not been successful as needed due to political commitment and poor employee's involvement in the whole process of OPRAS implementation (Kibibi, 2010). The study found that 14 (46.7%) of the respondents believed that OPRAS was only for just filling in the forms of employees rather than other important use such as involvement of setting annual objectives in relation to council strategic plan, rewarding, promotion, training and career development On the 3 (10%) of the respondents said that OPRAS should be left the way it was and 13 (43.3%) reported that the OPRAS should be abandoned and new way of administering should be introduced that for effective implementation of OPRAS at Momba District Council in Songwe Region should address the observed challenges and allow customization of OPRAS to fit to the public Secondary School Teachers in Tanzania. Therefore, designers of policy reform like OPRAS must be sure that teachers in public secondary schools should understand the policy before it is fully implemented.

Table 4.5 Teacher's Perception of Secondary School Teachers on OPRAS Implementation

The findings revealed that 7 (70%) of teachers said it was important, 3(30%) said it was not important by observing during the study. Majority of the respondents felt that Open Performance Review and Appraisal System were important as the figure shown below the table.

Table 4.6: Teacher's Perception on OPRAS Implementation

Perception of OPRAS implementation	Frequency	Percent
Important	21	70.0
Not important	9	30.0
Total	**10**	**100.0**

Source: Field Data 2017

This learning was interested to know the perception of Open Performance Review and Appraisal System at work place with Public Secondary School Teachers. In their responses, the researcher found that it was necessary to find out if perceptions of teachers about Open Performance Review and Appraisal System had a significant influence on the outcomes of the exercise. The study revealed that OPRAS implementation to Public Secondary School Teachers at Momba District Council in Songwe Region was ineffective as the research revealed that 21(70%) of the teachers said it is important, 9 (30%) said not important by observing during the study. The Majority recommended that successful operation of Open Performance Review and Appraisal System, the level of understanding and motivation should be enhanced by Policy makers and Supervisors in order to cultivate the positive perception of teachers against Open Performance Review and Appraisal System. Robert (2007) argues that most of the employees' especially top management and

middle level staff were knowledgeable about OPRAS. However most of the low level staff had low knowledge concerning OPRAS forms. A part of those findings show that both employees and employer were free to set objective together and even during the assessment process. The system has improved the communication between employer and employees and builds trust by simplifying the procedures and setting deadlines for achieving of objectives. Robert goes on recommending and suggests ways of improving effective implementation of OPRAS that evaluation process should be used only for the aim of assessing the performance of an employee and the way they can improve their performance not otherwise. Appraises should be given chance to defend their opinion so that more information concerning performance should be obtained for better performance in future. Although many scholars have done great job concerning the assessment of OPRAS, and many recommendations have been made concerning the way in which system can be made effective for improving organization performance, they have not put greater emphasis on consolidating feedback mechanisms as one of the ways of enhancing effectiveness in Public Secondary Schools Teachers at Momba District Council in Songwe Region due to poor participation in the entire procedure of operation of Open Performance Review and Appraisal System.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section provides précis, conclusion and recommendations of the study to appraise Success of the Open Performance Review and Appraisal System to Public Secondary School Teachers in Momba District Council Songwe Region in Tanzania.

5.2 Summary of the Study

The study assessed the efficiency of the Open Performance Review and Appraisal System to Public Secondary School Teachers at Momba District Council as a case study. The study included three research questions that corresponded to three specific objectives as stated in chapter one as follows:

i.   To identify factors those enhance smooth administration of Open Performance Review and Appraisal System to Public Secondary School Teachers at Momba District Council in Songwe Region.

ii. To look at the level of understanding of Open Perfomance Review and Appraisal System to Public Secondary School Teachers

iii. To examine the perception of Public Secondary School Teachers at Momba District Council.

The result revealed that information generated new knowledge on the success of the Open Performance Review and Appraisal System to Public Secondary School Teachers, smooth administration, level of understanding, perception of Public Secondary School Teachers at Momba District Council and strategies for resolution among Public Secondary School Teachers. Related literature was reviewed with the

purpose of providing the researcher with understanding problem as well as revealing gaps in the literature. The study used a case study design data. Qualitative data were obtained from interviews, documentary review and open-ended questions were subjected to content analysis, while quantities data obtained from close questions were implied, tallied and presented in tables in frequencies and percentages. The inhabitant's model involved 30 respondents who were chosen by simple random case and purposive case. The respondents came from Momba District Council.

5.3 Summary of the Main Findings

The study identified some main findings that reflected general success of the Open Performance Review and Appraisal System Public Secondary School Teachers to Public Secondary School Teachers. The following were the major findings from the study based on the major research questions:

5.3.1 Factors that Enhance Smooth Administration of OPRAS to Public Teachers in Secondary Schools

The study revealed that Supervisors were the ones setting the objectives contrary to the OPRAS guidelines as majority responded that they were not discussing the objectives of OPRAS with their supervisors thus suggesting OPRAS should be enhanced. URT (2011) indicates that an annual contract on objectives, targets, performance criteria and resources require to be approved in cooperation of the employees and the Employer. Furthermore, URT (2011) emphasizes the importance of process which promotes individual accountability, improved transparency and communication between supervisors and employees.

5.3.2 The Level of Understanding OPRAS

The study revealed that low level of understanding OPRAS among Supervisors and Supervisees may lead to ineffective implementation of OPRAS thus "Can the blind lead the blind?" the findings agree that understanding Appraisal System is important to both Supervisors and Supervisee at all level of Management (Nelson1985). Supervisors had adequate knowledge about. OPRAS and operational staff was aware about the concept and the process. The steps were followed except on Mid - Year Reviews resistance to change, which hindered the effective implementation of OPRAS.

5.3.3 Teacher's Perception of Secondary School Teachers on OPRAS Implementation

Majority of the respondents recommended that successful operation of Open Performance and Appraisal System is that, the level of understanding as well as motivation should be enhanced by Policy makers and Supervisors in order to cultivate the positive perception of teachers against Open Performance Review and Appraisal System.

5.4 Conclusion

The findings recounted above, the following are drawn as a conclusion:

i) Various studies on OPRAS put forward that OPRAS contributes to efficiency and effectiveness of the competitive advantage through its effective implementation and not partial implementation. When integrated with the proper articulation of strategic plans, employees' participation, trust, proper performance feedback, monitoring and performance reviewing process. It

leads to a competent career development as the findings revealed that OPRAS encourages good performance by Public Secondary Schools Teachers at Momba District Council. This enhances the long-term competitive advantage of Public Secondary School Teachers such as Momba District Council Source.

ii) Lack of enough training to equip Public Secondary School Teachers with skills appropriate for executing their tasks was also a factor with significant contribution to this state of OPRAS. Furthermore, respondents agreed that Performance Appraisal System is necessary for improving Public Secondary School Teachers performance not only had that but also Supervisors and their Subordinates should take it seriously with appropriate action by higher level of Administrative to rectify Public Secondary School Teachers observes shortcomings so as to improve their performances.

iii) On the question relating to factors that enhance smooth administration of OPRAS to Public Secondary School Teachers, the research revealed that the laid down procedures for implementing this exercise so as to make it effective was not consistently followed. This was revealed by the Public Secondary School Teachers responses who although agreed that OPRAS was only for just filling in the forms of employees rather than other important use such as involvement of setting annual objectives in relation to council strategic plan, rewarding, promotion, training and career development.

iv) Apart from that, it was noted that during the Mid-Year Review (performance reviewing process) and annual assessments plus feedback and the related administrative actions following the assessments are pre – requisites for

making this whole exercise useful. Failures to do this, Public Secondary School Teachers were not taking it seriously and the whole process became a time wastage exercise as already pointed out above. Through this situation it is stated that the OPRAS implementation at Public Secondary school Teachers at Momba District Council was not adequately carried out.

5.5 Recommendations

Through the basis of research findings conclusion is drawn in order to ensure OPRAS is successfully implemented for the improvement of Public Secondary School Teachers' performance at Momba District Council through the following are recommendations which are made here:

i. There should be administrative effectiveness, supervisors and their subordinates from lower to high level should make sure that they are committed to the system goal and objectives, also should conduct Mid-Year Review (performance reviewing process) and annual assessment timely and provide feedback to the employees so as to be aware of their performance gap and also to hire their commitment on the system.

ii. Awareness Training should be done through regular training of teachers and Supervisors as well as newly recruited teachers in Public Secondary Schools in Momba District Council in Songwe Region as well as other public servants. For successful operation of Open Performance Review and Appraisal System, it is important to consider the perceptions of the stakeholders, namely Teachers with regard to such a complex issue especially Participation of teachers during evaluation and policy making Source.

iii. Supervisors need to be informed of the types of bias that can interfere with their performance as appraisers. They need to understand that bias reduces the morale and motivation of their Subordinates.

iv. Since motivation enhances teachers in Public Secondary Schools' Performance the information obtained through Performance Appraisal should be used by Human Resource Department in giving or preservation increments, setting up career revolving and training and development programmes, and in making appointments to higher posts or demotion or termination of appointments to that particular post so as to improve Public Secondary School Teachers Performance by developing the Performance of the individuals and teams Source. Moreover, Momba District Council should form the appraisal committee which will review and recommend annual report for approval by District Education Officers to discuss issues regarding staff that receive lower grade on performance evaluation, discuss appeal which have been submitted.

v. Momba District Council should work on these negative perceptions so as to develop the necessary on Public Secondary School Teachers to the performance appraisal by planning training its Administrative staff, officers and supporting staff and ensure continuous training about OPRAS for the newly recruited and transferred Public Secondary School Teachers on how the system works its importance on their performance and for their future career development.

REFERENCES

Armstrong, M. (2006). *Human Resources Management Practice*. London: Bath Press Ltd.

Allan, S. (1996). *Developments in Performance Appraisal in Common wealth Universities*. Paris: New Age Publications .

Bana, B. A. (2007). "Developing Institutional and Human Capacity for Public Sector Performance in Tanzania: Experiences and Challenges". A paper Presented at National Consultative Workshop on Capacity Development in Tanzania organized by UNDP/PO-PSM at Courtyard Hotel, Dar es Salaam. 14th-16th August.

Bana, B. (2009). Performance Organization in the Tanzania Public Service, a Paper obtainable at the Conference on Governance Excellence: Managing Human Potential" held at Arusha International Conference Centre, United Republic of Tanzania, from 2nd – 4th March, 2009.

Beer, M. & Ruh, A. (1978). Employee Development through Performance Organization. *Harvard Business Review* 47 (7), 45-73.

Cohen, L., Manion, L. & Marrison, K. (2007). *Research Methodology in Education*. London: Rutledge Falmer.

Goel, D. (2008). *Performance Assessment and Damages Management: A Modern Approach*. Jarkata: PHI Learning Pvt, Ltd.

Hezekiah, A. (2009). The Institutionalization Challenges of Performance Appraisal System in Tanzania Local Authorities case of Arusha City Council. (Masters Dissertation). University of Bergen, Norway.

Krishnaswami, O. (2002). *Methodology of Research in Social Science.* New Delhi: Himalaya Publication Ltd.

Kinard, J. (1988) *Management.* Toronto: Sage Publications Ltd.

Kombo, D. K. & Tromp, D. L. A. (2006). P*roposal and Thesis Writing an Introduction*. Paulins Publications Africa, Nairobi.

Murphy, K. & Cleveland, J. (1995). *Understanding Performance Appraisal*: *Social, Organizational and Goal-Based Perspectives*. New York: Thousand Oaks, Sage Publications.

Ntamamilo, T. L. (2010). The Implementation of Customer Service Delivery Policy in Public Institutions. Report presented at Mzumbe University

Luthans, F. (1977). *Organization Behaviour;* Cambridge: McGraw-Hill.

Mbogo, S., Gimbi, M., Ngaruko, D., Massomo, S., Kisoza, J., Ngatuni, P., Swai, E., & Mtae, H. (2012). *Research Methodology*. Johannesburg: Excel Learning Pty. Ltd.

Omary, I. M. (2011). *Concepts and Methods in Educational Research*. Oxford University Press (T) Ltd, Dar es Salaam. Tanzania.

Raphael, K. (2008). Challenges of institutionalizing open performance review and appraisal system (OPRAS): Public sector management programme. Africa University.

Rao, T. V. (2005). *Performance Management and Appraisal Systems. Response Books,* New Delhi: New Age Publications.

Trivedi, P. (2004). Performance Contracts (PC). International Experience and Best Practice; World Bank.

Vroom, T. & Yetten, W. (1973). *Leadership and Decision Making.* Potchefstroom: University of Pittsburgh Press.

Weise, D. S. & Buckley, R. M. (1995). The Evolution of the Performance Appraisal Process. *Journal of Management History* 15 (2), 34-56.

Yong, F. (1996). Inflation of subordinates Performance ratings. Main and Interactive effects of Rater Negative Affectivity, Documentation of Work Behaviour, Appraisal visibility.

APPENDICES

Appendix 1: Secondary School Teachers' Questionnaire

Dear Teachers,

As a Secondary school teacher, your school has been selected to provide information that could be used to measure the success of Open Perfomance Review and Appraisal System in Public Secondary school. The completed questionnaires are treated as confidential and will only be used by the researcher for academic purposes. I thank you in advance.

1. Gender

    (a) Male   ( )

    (b) Female

2. What is your age category?

    (a) Below 25 years old

    (b) 25 - 35 years old   ( )

    (c) 35 - 55 years old

    (d) Above 55 years

3. What is your level of education?

    (a) Primary school (colonial)

    (b) Secondary School

    (c) Advanced Secondary School

    (d) Certificate   ( )

    (e) Diploma

    (f) Bachelor

4. What is your working experience in teaching?

      (a) 1 to 5 years

      (b) 6 to 10 years

      (c) 11 to 15 years   (   )

      (d) 16 to 20 years

      (e) 21 years and above

5. Do you know what OPRAS is?

      (a) Yes

      (b) No   (   )

6. How do you perceive OPRAS implementation?

      (a) Important

      (b) Not important   (   )

      (c) Not sure

7. Where have you heard about OPRAS?

      (a) In the seminar

      (b) In your current work station   (   )

      (c) In your previous work station (mention where) ………………………….

      (d) In other places (please specify) ……………………...

8. Have you ever fill in the OPRAS forms since you have been employed?

      (a) Yes

      (b) No   (   )

9. If yes, how many times did you fill in the OPRAS forms?

      (a) Every year   (   )

(b) Every after two years

(c) Every year of promotion

(d) Every time of pressure from top management

(e) Other time (specify) …………………………

10. How is OPRAS used?

(a) Just filling in the forms

(b) Measuring performance   (   )

(c) Setting objectives

(d) For promotions

(e) For discipline

(f) For nothing

11. Do you think OPRAS improves performance?

(a) Yes   (   )

(b) No

12. If yes how?

(a) Because of filing in forms?

(b) Because of the objectives set?   (   )

(c) Because of the assessment?

(d) Because of the fear for promotions?

(e) Other reasons?

13. If no, why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

14. Were you involved in discussing your individual performance objectives with your supervisors?

    (a) Yes   ( )

    (b) No

15. As a teacher, have you ever been evaluated and received your evaluation feedback?

    (a) Yes   ( )

    (b)No

16. Do you think leadership styles are important in the implementation of OPRAS?

    (a) Yes   ( )

    (b) No

If yes what type of leadership is important in OPRAS implementation?

    (a) Democratic leadership

    (b) Autocratic leadership

17. Do you think supervisors and supervisee trust each other?

    (a) Yes   ( )

    (b) No

    If No why……………………………………………………………

18. What are the challenges affecting the OPRAS implementation to Secondary School Teachers?

    (i)   …………………………………………………………………....

    (ii)   …………………………………………………………………

    (iii)   …………………………………………………………………....

Appendix II:

Questionnaire for Supervisors

Dear Supervisors

This questionnaire is meant to seek information that could be used to measure the success of Open Performance Review and Appraisal System in Public Secondary School. I declare you that, every information that will be provided are particular for educational reason or else. Therefore, you are kindly requested to take action openly to the following questions. The data given shall be treated with outmost privacy. I express gratitude.

1. Gender

    (a) Male   ( )

    (b) Female

2. What is your age category?

    (a) Below 25 years old

    (b) 25 - 35 years old   ( )

    (c) 35 - 55 years old

    (d) Above 55 years

3. What is your level of education?

    (a) Primary school (colonial)

    (b) Secondary School

    (c) Advanced Secondary School   ( )

    (d) Certificate

    (e) Diploma

    (f) Bachelor

4. What is your working experience in teaching?

    (a) 1 to 5 years

    (b) 6 to 10 years

    (c) 11 to 15 years   (   )

    (d) 16 to 20 years

    (e) 21 years and above

5. Do you know what OPRAS is?

    (a) Yes

    (b) No   (   )

6. What do you have to say about the way OPRAS is implemented, is it understood?

    (a) Yes   (   )

    (b) No

   If No why……………………………………………………………………

7. Do you use Performance Appraisal evaluation response to make significant decisions such as promotion, transfers and demotions of teachers in this council?

    (a) Yes   (   )

    (b) No

8. Do you think leadership styles are important in the implementation of OPRAS?

    (a) Yes   (   )

    (b) No

If yes, what type of leadership is important in OPRAS implementation?

    (a) Democratic leadership   (   )

    (b)Autocratic leadership

9.   What are your views on the way Open Performance Review and Appraisal System is administered in your council?

(a) Should be improved   (   )

(b) Should be left the way it is

(c) Should be abandoned and new way of administering introduced

10. What are the challenges which affect the OPRAS implementation to Secondary School Teachers?

(i) …………………………………………………………………………

(ii) …………………………………………………………………………

(iii)…………………………………………………………………………

11. What do you recommend to ensure smooth operation of OPRAS in your daily activities?

………………………………………….…………………………………………..

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix III:

OPRAS Form

<div style="border:2px solid black; padding:1em;">

UNITED REPUBLIC OF TANZANIA

OPEN PERFORMANCE REVIEW AND APPRAISAL FORM

(To be filled in Triplicate)

From: July … …. to June … ……….

This Form replaces all other appraisal forms in the Public Service

Institutions. It is intended to meet the requirements of the

performance management system and development process.

</div>

NOTES ON HOW TO FILL THIS FORM:

1. This Form must be filled by all employees in the Public Service Institutions. For principal officers and above, at the end of the year, once fully completed, the original should be sent to the Permanent Secretary (Establishments), duplicate to the respective Head of organisation and triplicate to the public servant concerned. All other employees (senior officers and below) original copy should be sent to the Chief Executive Officer of the organization, duplicate to the parent ministry of the specific cadre and the triplicate to the public servant concerned.

2. Where appropriate, each box shall carry only one letter or figure. Letters to be in capitals.

3.   Personal/Agreed objectives are derived from the Organisation's work plan (Strategic plan, Annual operating plans or Action plans) and are expected to be implemented in the current year.

4.   Sections 2, 3 and 4 of this Form shall be filled by the Appraisee in consultation with the Supervisor and sections 5-6 in the presence of a third party if necessary.

5.   Please note that appraisals that are rated as 1 are the best performers and appraisals rated as 5 are the worst performers. These should be brought to the attention of top management and usually to the attention of the Chief Executive Officer of their respective Organisation.