

**THE ROLE OF OPRAS ON EMPLOYEES' PERFORMANCE: A CASE
STUDY OF LOCAL GOVERNMENT TRAINING INSTITUTE**

ROGERS RUGEIYAMU

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR
REQUIREMENTS OF THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF
TANZANIA**

2019

CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled: "The Role of OPRAS on Employees' Performance: a Case Study of Local Government Training Institute" in partial fulfillment of the requirements for the award of Degree of Masters of Human Resource Management (MHRM)

í í í í í í í í í í .í í í í

Dr. Janeth Isanzu
(Supervisor)

í í í í í í í í í ..í í í í

Date

COPYRIGHT

No part of this Dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania in that behalf.

DECLARATION

I, Rogers Rugeiyamu, do hereby declare that this dissertation is my 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.

í í í í í í í í í í í .

Signature

.í í í í í í í í í í í

Date

DEDICATION

I dedicate this work to my entire lovely family as follows. My Father Mr. Lawrence Felix Lugeiyamu and Mother Ms. Grace Kisha Joseph Katoto. Brothers; James Mbelwa Lugeiyamu, Jessey Mushumbusi Lugeiyamu, Felix Mutta Lugeiyamu, Lameck Mwijage Lugeiyamu, Japhet Mugisha, Muhumuliza Lugeiyamu, George Mulindwa Lugeiyamu and my only sister Abela Lugeiyamu.

ACKNOWLEDGEMENT

First of all, I want to thank the Almighty God for making this achievement possible. He came through for me in every single way and I will always be grateful. Secondly to my parents (Mr. Lawrence Felix Lugeiyamu and Ms. Grace Kisha Joseph Katoto), who would I be without you? I always found peace whenever things were difficult knowing that you would always be on your knees to pray for me. Your encouragement and support made a huge difference.

To my supervisor Janeth Isanzu (PhD), thank you so much for your unending support, your words of encouragement and for the mentorship I got from you. Thank you for always lending a listening ear and always being ready to assist in whatever way possible. Also special thanks to my classmates, instructors and the entire OUT community for their love and support during my studies.

My sincere appreciations go to the Local Government Training Institute (LGTI) and all their employees for their cooperation during the important stage of data collection for this research. Further, I would like to express my sincere gratitude to the Open University of Tanzania (OUT) for giving me an opportunity to do this research and for providing me knowledge and guidance.

Lastly, to all friends and relatives who supported me in this course. I thank you for making a difference in my life. I thank all who are not mentioned and I assure you that truly your support is highly appreciated.

ABSTRACT

This study aimed at assessing the role of Open Performance Review and Appraisal System (OPRAS) on employees' performance. Specifically, it intended to assess employees' opinions on how OPRAS forms filling process influence their performance, to determine how performance agreement setting affect employees' performance and to assess the effect of OPRAS feedback on employees' performance. The study was built along interpretive philosophy in which qualitative paradigm was applied and a case study was used as a research design. The study involved the collection of both primary data through in-depth interviews from fifty (50) participants and secondary data through document review for enriching the study findings. The thematic approach was applied in analyzing and presenting the findings. Overall, findings seemed to reveal that, OPRAS has low contribution to employees' performance. This has been due the process of filling in the forms, the attitude of employees towards OPRAS and the use of OPRAS data to inform employee management. In form filling process, it is the midyear review and participation in rating during annual performance review and appraisal section that at least influence employees' performance while resources provision and attributes of good performance does not. Additionally, the attitude of the supervisor towards an employee in the appraisal section affects the rating process. Again, the setting of performance agreement does not influence employees' performance. Furthermore, it is promotion feedback only that influences employees' performance while most of the feedback including training, improve and demotion are not influencing employees' performance. For OPRAS to influence performance effective internalization of the process need to be made at this organization.

TABLE OF CONTENTS

CERTIFICATION.....	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Research Problem	4
1.3 Research Objectives	5
1.3.1 General Research Objective	5
1.3.2 Specific Research Objectives	6
1.4 Research Questions	6
1.4.1 General Research Question	6
1.4.2 Specific Research Questions.....	6
1.5 Relevance of the Research.....	6
1.6 Limitations of the Study	7
1.7 Scope of the Study	7

1.8	Organization of the Study.....	8
CHAPTER TWO		9
LITERATURE REVIEW.....		9
2.1	Overview	9
2.2	Conceptual Definitions.....	9
2.2.1	OPRAS	9
2.2.2	EmployeesøPerformance.....	9
2.3	Critical Review of Supporting Theories.....	10
2.3.1	Goal setting Theory.....	10
2.4	Empirical ANALYSIS of Relevant Studies	14
2.4.1	General Studies	14
2.4.2	Studies in African Countries.....	15
2.4.3	Empirical Studies in Tanzania	17
2.5	Research Gap	20
2.6	Conceptual Framework	21
2.7	Theoretical Framework	22
CHAPTER THREE.....		23
RESEARCH METHODOLOGY		23
3.1	Overview	23
3.2	Research Strategies	23
3.2.1	Research Philosophy	23
3.2.2	Qualitative Paradigm.....	24
3.2.3	Research Approach	24
3.2.4	Research Design.....	24

3.2.5	Study Population	25
3.2.6	Area of the Research	26
3.3	Sampling Design and Procedures	27
3.3.1	Sampling Techniques	27
3.3.2	Sample Size	28
3.4	Data and Types of Data	28
3.4.1	Primary Data	28
3.4.2	Secondary Data	29
3.5	Methods of Data Collection	29
3.5.1	In- Depth Interviews	29
3.5.2	Document Review	30
3.6	Data Processing and Analysis	30
3.7	Expected Results of the Study	30
3.8	Validity and Reliability of Data	31
3.9	Ethical Considerations	31
	CHAPTER FOUR	32
	RESULTS AND DISCUSSION	32
4.1	Overview	32
4.2	Presentation of the Findings	32
4.2.1	Demographic Information of Participants	33
4.2.2	Employees' Opinions on how OPRAS form Filling Processes Influence their Performance	34
4.2.3	The way Performance Agreement setting affects Employees' Performance	50

4.2.4	The Effect of OPRAS Feedback on EmployeesøPerformance	59
4.3	Discussion of the Findings	69
	CHAPTER FIVE	79
	CONCLUSION AND RECOMMENDATIONS.....	79
5.1	Overview	79
5.2	Conclusion.....	79
5.3	Recommendations	80
5.4	Areas for Further Research.....	82
	REFERENCES	83
	APPENDICES.....	88

LIST OF TABLES

Table 4.1: Category of Participants 33

LIST OF FIGURES

Figure 2.1: Conceptual Framework 21

Figure 2.2 Theoretical Framework 22

LIST OF ABBREVIATIONS

CAG	Controller and Auditor General
HOD	Head of Department
IPA	Individual Performance Agreement
ISO	Incentive Stock Option
LGAs	Local Government Authorities
LGTI	Local Government Training Institute
MBO	Management by Objectives
MDAs	Ministries, Departments and Agencies
OPRAS	Open Performance Review and Appraisal System
OUT	Open University of Tanzania
PMS	Performance Management System
PO RALG	President's Office Regional Administration and Local Government

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Since 2004, the Government of the United Republic of Tanzania has introduced the Open Performance Review and Appraisal System (OPRAS) as a performance management tool with an objective of toughening the planning, management, evaluation and improving the work performance of public servants (OPRAS Guideline, 2013).

In the course of implementing OPRAS, it was introduced to all Ministries, Departments and Agencies (MDAs), Regional Secretariats and Local Government Authorities to enable proper and more effective use of human resource. It is thus mandatory for all MDAs, LGAs and Regions to make OPRAS operational. Performance management through OPRAS is backed up by policies and laws, which enforces, among other things, OPRAS implementation in the public service. These are such as the Public Service Employment Policy (1999), the Public Service Act (No. 8 of 2002) and the Public Service Regulations (2003), with their amendments (OPRAS Guideline, 2013).

OPRAS is 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. The OPRAS system replaced the confidential system that was practiced before in the public service due to its inappropriateness, being confidential in a sense that employees were not receiving feedback of their performance and the

system was perceived to be unrealistic Blystad *et al.*(2012).

OPRAS has unique features unlike the previous confidential appraisal system which includes openness. This feature allows both employee and employer to discuss and agree on the organizational and individual objectives that are to be achieved during the year openly (OPRAS Guideline, 2013). Other features includes participation which means the system involves employees in the process of setting objectives, performance targets and criteria as well as determining, assessing and recording performance and accountability which entail individual employees are required to sign annual performance agreements and account for their performance against agreed targets and resources allocated for each activity.

Moreover, OPRAS consist of ownership feature which shows linkage between individual objectives and the overall organizational objectives in a given period. All these features help employees to understand own role and contribution, thus creating commitment in achieving organizational goals (OPRAS Guideline, 2013). OPRAS is anticipated and believed to be a useful performance system that helps institutions to plan, manage and influence the performance of employees in the public service (OPRAS Guideline, 2013).

However, since its establishment in 2004, there seem to be insufficient body of knowledge on how OPRAS influences performance of employees, strategies used to do so, and significances of employee performance due to OPRAS support. Different studies have been conducted about OPRAS including the way it is supposed to be undertaken (Bana, 2009), challenges of handling the system (Mwakibete, 2015;

CAG, 2017) and its impact to employees' organizational performance (Nissa, 2015) and (Dickson, 2013). Despite the wealth of knowledge presented in these studies, attention has not been paid to how OPRAS influence employees' performances hinted below.

The report of the Controller and Auditor General (CAG) on the audit of Local Government Authorities (LGAs) after assessing thirty six (36) (LGAs) for the year ended 30 June, 2017, observed that, performance appraisal was inadequately carried out contrary to public service regulations (2003) establishing the process. However, the report carried on revealed that, inadequate awareness of both staff and their supervisors on the importance of OPRAS in the overall performance of an individual and respective local government authority in serving the public is among the causes of the challenges (Controller and Auditor General, 2017). However, the report did not demonstrate how OPRAS influences employees' performance.

Again, study by Nissa (2015) shows little or no correlation between OPRAS and employees performance improvement. The study insists that, OPRAS has little to do with employees' performance improvement contrary to the OPRAS expectations as the 2013 OPRAS guideline forecasts. Moreover, study by Bana and Shitindi (2009) on performance management in the Tanzania public service provides that, if performance appraisal will be practiced correctly may lead to employees' performance. This is further supported by Mollelet *al.* (2017) who assert that, OPRAS aspects like recognition and feedback are vital to employees' performance. However, Bana and Shitindi (2009) and Mhando, (2016) poses the argument that, there are claims that, the initial OPRAS forms are overly complicated to complete

and they are not context-sensitive to different professional cadres in the public service. Again, these studies did not demonstrate how OPRAS influences employees' performance.

Looking at such cases, it can be demonstrated that, the how aspect of OPRAS influence to employees' performance in the public service has little or not been paid attention. Based on this claim, this study intended to contribute in filling the gap by focusing on the role of OPRAS on employees' performance using Local Government Training Institute (LGTI) as a case study.

1.2 Statement of the Research Problem

In the public service OPRAS has been used as the major tool for planning, monitoring and evaluating the performance of employees for the aim of improving their performances. The result of OPRAS is determining, rewarding and identifying the ways to maintain and/ or improving employees' performance (OPRAS Guideline, 2013). However, studies show some challenges in implementing OPRAS in the public service though the way it influence performances not addressed.

Study by Mollel *et al.*(2017) show that, employees are not aware on how to formulate and set performance targets which limits the implementation of OPRAS in the public service. The study added that, employees never received training on how to set performance targets and fill forms as a result the tool failing to influence employees' performance. The study went on by showing that, there is little linkage between performance assessment, training as well as modalities for training and development are not effective despite the fact that, the supervisor has an option to

recommend an employee to receive training in the feedback section when the supervisor realizes elements of poor or under performance for an employee.

However, a study by Bana and Shitindi (2009) on performance management in the Tanzania public service suggests that, employee performance appraisal can be a useful tool for monitoring individual performance. It can also be used continuously to improve performance due to recognition (OPRAS Guideline, 2013; Matete, 2016). Again a study by Mollelet *al.* (2017) assert that, performance appraisal tools such as recognition and feedback are vital to employees' performance and indeed can influence employee productivity in the organization if carried out correctly.

That being the case, the way OPRAS influence employees' performance in the public service is seen to be an issue. Additionally, it has been a query as to whether OPRAS is for enhancing employees' performance or OPRAS is just a mere form filling routine. At that juncture, this study intended to contribute infilling the gap by focusing on the role OPRAS plays in influencing employees' performance in the public service by assessing how form filling process, performance agreement setting and feedback processes influence employees performance in the Local Government Training Institute in Dodoma Tanzania.

1.3 Research Objectives

1.3.1 General Research Objective

The general objective of this study was to investigate on the role of OPRAS on employees' performance.

1.3.2 Specific Research Objectives

- i. To assess employees' opinions on how OPRAS form filling processes influence their performance.
- ii. To determine how performance agreement setting affect employees' performance
- iii. To assess the effect of OPRAS feedback on employees' performance

1.4 Research Questions

1.4.1 General Research Question

How OPRAS influence employees' performance?

1.4.2 Specific Research Questions

- i. How OPRAS form filling process influence employees' performance?
- ii. How performance agreements setting in OPRAS affect employees' performance?
- iii. How OPRAS feedback affects employees' performance?

1.5 Relevance of the Research

It was expected that, the study would add value to a body of knowledge on the contribution of OPRAS best practices in improving the performance of employees in the public service organizations. The study furthermore meant to inform managers in the public service on the better style of using OPRAS for enhancing employees' performance. In this aspect, it was expected the study to suggest alternatives that can be used by managers in the public service to use OPRAS in improving employees' performance.

Again, to give an opportunity for the government to keep developing the adequate ways of using OPRAS as a tool of enhancing employees' performance in the public service. Moreover, the study meant to pay foundation for other studies on OPRAS for the aim of informing the government and other public service stakeholders on the ways performance management systems can be improved for improving employees' performance.

1.6 Limitations of the Study

Due to the possibility of accessing OPRAS information within a limited research time, the study was conducted in one institution – the Local Government Training Institute in Dodoma, Tanzania. Findings obtained in this study would not be generalized to any other public entity apart from the Local Government Training Institute.

Also, limited number of literature on OPRAS is another limitation. Literature findings on matters related to OPRAS are still few. In this aspect, this research aimed at adding to the existing body of knowledge on the performance through OPRAS. Again, the time can constraint the accomplishment of this research. The completion of research requires plenty of time. During the collection of data, time can be spent more due to the nature of respondents. However, the researcher made sure that the time available is spent vividly to ensure the study is completed.

1.7 Scope of the Study

The study was conducted at the Local government training institute (LGTI). The LGTI is among of the government institutions. The LGTI is an academic institution

that involves itself with providing long and short term training, research and consultancy on the areas of local government administration. The Institute has employed various employees including academicians and administrative staff. As one of government organizations, LGTI is required to appraise its employees by using OPRAS tool as the legislation requirements. In this aspect, LGTI helped the researcher to get information on the effectiveness of OPRAS in influencing employees' performance.

Again, the local government authorities are among of the customers/stakeholders of LGTI. This being the case, large number of people is employed in the local government authorities. In providing training, conducting research and consultancy, LGTI is required to touch areas of improving the conduct of local government administration including the use, challenges and benefits of OPRAS in improving employees' performance in the public service. Therefore, Local Government Training Institute (LGTI) was a good area to extract relevant information on the effectiveness of OPRAS in improving employees' performance.

1.8 Organization of the Study

This research is organized in five chapters. Chapter one introduced the study, stating the research problem, research objectives and significance of the study. Chapter two covers the theoretical underpinnings and empirical literature reviews of the related studies and research gap. Chapter three encompass the methodologies that were employed and the way research ethics were upheld. Chapter four involves the results and discussion and lastly chapter five covers the conclusion, recommendations and areas for further researches.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter provides conceptual definitions used in the study, empirical analysis of relevant studies, critical review of theories underpinning of the study where by Goal Setting Theory was used in this study, the research gap which provides the uniqueness of the study and conceptual and theoretical frameworks.

2.2 Conceptual Definitions

This part provides the definition of concepts that were used in this study as presented below.

2.2.1 OPRAS

The Open Performance Review and Appraisal System (OPRAS) is 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 (Bana, 2010). In this research, OPRAS was used as a management by objectives (MBO) tool used for planning, management and improvement of employees' performance.

2.2.2 Employees' Performance

The job related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify

suggested areas for improvement Kelidbari *et al.* (2011). In this research, the term employees' performance was used to entail the belief and contribution of employees to the accomplishment of organizational goals efficiently and effectively.

2.3 Critical Review of Supporting Theories

The accomplishment of this study was supported by the use of the relevant theories. The theory that was used is Goal Setting Theory. Below are the explanations of the theory and justification of its use to the study.

2.3.1 Goal setting Theory

The Goal Setting Theory is a motivational theory developed by Locke in 1968. In developing the theory, Locke aimed at finding how goal setting can influence the performance of employees in organizations. The theory provides that, there is a relationship between goal setting and employees' performance in the organization (Locke and Latham, 2006).

The theory suggests that, goals that are set by involving employees in organizations play an important role in motivating them towards better performance. In this aspect, employees keep making a follow up on the set goals and track the progress to ensure that they are achieved because they were involved during the development of such goals (Fred, 2011). Again, the Goal Setting Theory is based on the premise that, the goals that organization members strive to attend are basic instruments for motivating them. Consequently, the theory proposes that in order to motivate workers for high performance, such goals need to be specific and difficult in a sense that goals are hard but not impossible.

Furthermore, when goals are specific and difficult, affect motivation and performance since employees are stimulated to contribute more inputs to their jobs and put more efforts. Besides, they help employees direct their inputs in the right direction and increase customer service and consequently productivity (Fred, 2011). In developing the theory, the theorist identified various assumptions relating to setting goals and how they should sound as follows.

On the first assumption, the theory suggests that, goals set must be challenging. The one of the important characteristic of a goal is its level of being challenging. In this aspect, it is assumed that employees are motivated by achievement and they will judge a goal based on its level of challenge. Therefore, employees are likely to put much effort to the challenging goal so as to achieve it (Locke and Latham, 2006). Another assumption of the theory is the aspect of clarity of goals. The theory assume that, clear and unambiguous goals are motivating than those that are not. In this aspect, employees are more likely to be motivated to achieve such goals because they are clear to them. However, they will be motivated if they are involved in setting them and understand their essence Yurtkoruet *al.* (2017).

The other assumption is commitment of employees towards the achievement of set goals. In this assumption, the theory suggests that, goals must be understood and agreed upon if they are to be effective. That is to say, when goals are agreed by employees, then commitment towards achievement is most likely to be realized. In this aspect, commitment of employees to goals is an important aspect towards their performance.

Furthermore receiving performance feedback is another assumption. In this assumption, the theory proposes that, employees are motivated by the feedback of how they are performing. Goals that are set in a sense that employees will be able to receive the results of their performance, they are likely to be effective. Additionally, employees need to be informed of how they are performing so that they can become aware how to improve their performance if they are under performing or to hold on the way they are performing if they are effectively performing. This is very important if organizations are to improve the employees' performance Yurtkoru *et al.* (2017).

Moreover, the theory adds that goals must be attainable. The theory assumes that goals need to be set in a sense that they can be attained. Goals might be difficult but they should be attainable by employees. In this aspect, goals must be clear and understood. The individual must have the self-efficacy towards the attainment of such goals (Lunenburg, 2011).

2.3.1.1 Relevance of the Theory to the Study

The researcher agrees with the inputs of the knowledge in performance management and the justification of the goal setting theory to the study as elaborated below. The Goal Setting Theory emphasizes the clarity of goals to employees because they are the one involved in the accomplishment of such goals. However, OPRAS deals also with setting goals/objectives and performance targets. In developing goals through OPRAS individual employee should be involved, where he or she has to sit with the supervisor to agree on the goals/objectives to be set. The aim is to ensure that the agreed goals are clear to employees and the performance targets are clearly

understood since they are involved in the development. In this aspect, the theory helped the study to assess the clearness and involvement on goals set through OPRAS to employees and how such process is more likely to influence or improves their performance.

Again, the theory emphasizes much on the feedback relating to employees performance. In this aspect, when supervisors are assessing the performance of employees, they must provide feedback about the performance levels of employees. OPRAS also instruct that employees need to be given the feedback of their performance at the end of the time agreed by parties, the employees and supervisors. In this aspect, the theory provides the guidelines to study on how feedback through OPRAS is returned to employees. It assessed the effectiveness of the usage of generated feedback to improve the performance of employees in the public service. For that matter, the theory was much helpful to the accomplishment of the study.

Furthermore, Goal Setting Theory emphasizes on the commitment of employees towards the achievement of the set goals/objectives. It stress on how committed to the attainable goals/objectives the person should be for the aim of improving the performance. At the same time, OPRAS emphasizes also on the commitment of employees towards the achievement of the set goals. In this argument, despite the fact that the set objectives should be attainable, but also employees commitment towards the achievement of such objectives is very important. For that matter, this theory helped the study to find out the extent to which employees in the public service are committed towards the achievement of set objectives and how supervisors ensure that such commitment is kept in place for improving the

performance of employees.

2.4 Empirical ANALYSIS of Relevant Studies

This part of literature review presents previous studies that are relevant to the current study on the role of performance management systems to employees' performance. Such studies are classified as general studies, studies in African countries and studies in Tanzania.

2.4.1 General Studies

This part presents the general studies on the relationship between performance management system and employees' performance and included that of Iqbal *et al.* (2013) and Islami *et al.* (2018). One of the studies is that of Iqbal *et al.* (2013) which focuses on the impact of performance appraisal on employees' performance involving moderating role of motivation. The study was conducted at two Pakistan banks by involving 150 employees. It had quantitative approach and data were collected through questionnaires.

The results of the findings revealed that there was a positive relationship between performance appraisal and employees' performance. However, the findings revealed that unskilled appraisers who lack communication skills make difficult the implementation of the appraisal system and employees to have negative attitude to the systems. The study added that, the purpose of performance appraisal systems should be to improve the employees' performance. Basing on the study conclusion, this study extended their conclusion by looking at the role of performance management system on employees' performance. Again, the study used paradigm

different from the paradigm of Iqbal *et al.* (2013) as it used quantitative while this study applied qualitative paradigm and data were collected through in-depth interviews, therefore making it to be unique.

The other study is of Islami *et al.* (2018) which based on using management by objectives as a performance appraisal tool for employee satisfaction. The study used a self-administered questionnaires and surveys of 172 employees from 13 firms operating in Kosovo and at that juncture it applied a quantitative approach. The study aimed to identify the importance of creating objectives, communication objectives, planning goals, setting control points, employees commitment to determine objectives, freedom and independence in falling duties, continuous communication, as steps for realizing MBO method in employees effectiveness.

The findings revealed that the MBO should be used as a method of performance appraisal as it enhances employees effectiveness. It also provided that the evaluation of individual employees performance and a clear definition of results are the highest parameters for MBO objectives. The study of Islami *et al.* (2018) used quantitative approach which differs from this research as it applied qualitative paradigm and the study extended the Islami *et al.* (2018) study by specifically assessing the role of OPRAS which is among of the MBO tool to employees performance.

2.4.2 Studies in African Countries

One of the studies was of Nganga *et al.* (2013) on the link between performance appraisal and firm performance. The study adopted an explanatory research design

and the research tool were questionnaires which constituted structured or closed ended items, unstructured or open ended items and likert items. In this aspect, the Ngangø *et al.* (2013) applied mixed approach. The study used 142 respondents. The result of the findings revealed that there was a significant correlation between performance appraisal system and firms performance.

However, the same study revealed that, there are some weaknesses in taking out the performance appraisal systems in the organization including weaknesses in strictly adherence to performance appraisal systems, the appraisal system objectives being clear and the challenge of feedback to employees of their performance. The study recommended that, in making performance appraisal effective, the practices should put into consideration the cognitive perceptions of supervisor and the employee that may influence the effectiveness of the performance appraisal process and providing individuals and teams with clear constructive feedback.

As the Ngangø *et al.* (2013) study applied mixed approach differed from this research as it applied qualitative paradigm and data were collected through in-depth interviews. Again, the Ngangø *et al.* (2013) study focused on the link between performance appraisal systems and firmø performance which differed from this study as it focused on the role of OPRAS on employeesø performance and it extended what the Ngangø *et al.* (2013) study recommended on the influence of feedback on employeesø performance.

The other study was of Ime *et al.* (2015); focused on the effective performance management systems and employee productivity through evidence from Multichoice

Company, Nigeria. The study used quantitative approach, simple random technique was used to collect data and structured questionnaires are used to collect data, and the study used 50 respondents. The results of the findings revealed that, most of the employees were unaware of the prevailing model of performance management system in the organization and employees felt that the organizations performance management has failed to give a proper assessment of their contribution to the organization.

As Ime *et al.* (2015) study used quantitative approach; it is differed from this study which applied qualitative paradigm and hence showing the methodological differences. Again, the Ime *et al.* (2015) study recommended the use 360 degree system of performance management; however, this study focused on the influence of OPRAS to employees performance.

2.4.3 Empirical Studies in Tanzania

Empirical studies revealed different insights on the relationship between performance management tools and employees performance. The following studies which are Tanzania based were used as below. Firstly, a study by Mollele *et al.* (2017) on the influence of performance appraisal on employees productivity that used Muheza district as a study area, revealed different facts on OPRAS tool. The study used a sample of 339 employees participated in the study through questionnaires and interviews. Descriptive statistics represented mean scores while Pearson Product Moment Correlational Coefficient evaluated potential relationships between the independent and dependent variables, which being the case the study used quantitative approach whereby it differed from this study which applied qualitative

approach. Mollel *et al.* (2017) study revealed that, despite the fact that, performance appraisal has proved to be an effective tool that can enable organizations to realize employee productivity; it also provides that there are conducts as a result of OPRAS that does not produce performance.

The study highlighted the fact that performance appraisal tools such as recognition and feedback are vital to employees' performance and indeed influence employee productivity in the organization. In this aspect, OPRAS influence employees performance due to the fact that appraisal results into recognition of employees which motivates them and increase their efforts towards the achievement of the organization goals. Again, performance feedback was mentioned in the study as a factor that increases employees' performance. When employees receive the feedback of how they are performing they feel honored and help them to know what they must do to improve or maintain their performance Mollel *et al.* (2017).

However, supported by Urbancove and Linhartove (2011) the study found that training, development and promotion which are also the result of performance appraisal did not have a significant effect on employee productivity Mollel *et al.* (2017). The other study is of Sendoro (2013) on the assessment of the implementation challenges of OPRAS in LGAs in Tanzania: A case study of Morogoro Municipality. The study used quantitative approach and 129 respondents from Morogoro municipality. The study concluded that OPRAS is in a good stage but in need of improvement. The study provided that budgetary constraints and prioritization is a challenge in the provision of resources required for implementation of agreed objectives. Interpreting the findings of this study it shows that, objectives

are clearly agreed by appraisee and supervisor but agreed objectives are challenged with resources required to realize them. Financial constraints limit the supply of resources to employees for realization of the agreed objectives. At the end of the day, objectives set become unrealistic as they are not implemented as required.

Sendoro (2013) study differed from this study in terms of approach since it used quantitative approach, this study applied qualitative paradigm. Again, this study differed from Sendoro (2013) study because it based on the role of OPRAS on employees performance. Also, a study by Blystad *et al.* (2012) on assessing performance enhancing tools: experiences with OPRAS and expectations towards payment for performance revealed that, in health sector, many health workers expressed concerns about measuring performance through OPRAS in a setting of shortage of resources.

The study used qualitative approach and in-depth interview was used in collecting data. A recurring argument was that, the shortage of resources at the workplace makes it very difficult for health workers to reach their targets. Blystad *et al.* (2012) study argues that, the measurements of performance in OPRAS are of little relevance and help in the health sector. This is because objectives are set but resources are scarce which leads to failure to meet the performance agreements. There has been a challenge in filling OPRAS forms among public servants in Tanzania public service. OPRAS forms are supposed to be filled from July of each year, reviewed in December and appraised in June of each year. However, studies show that there has been reluctance in filling the forms on time attributed by the fact that government institutions lacks plans for providing training to public servants on the significance

of OPRAS forms and its relationship with performance. The other supporting study is by Massawe (2009) on the effectiveness of OPRAS in executive agencies that used National Bureau of Standards (NBS). The study found that, the organization had no action plan for training its staff on how to fill OPRAS forms and the significance of the process to staff and the agency in general.

Moreover, a study by Blystad *et al* (2012) provides that, employees do not receive feedback after the performance appraisal. The study adds that, employeesø requests for feedback but end up not getting them. The study went on by providing that employees are claiming that, they perform tasks but they do not get feedback for what they have done while at the same time they are appraised in the OPRAS form. In this juncture employees view OPRAS as tiresome and meaningless, and efforts for almost nothing.

The study went on by showing that, employees in the public service do not see any benefit of using OPRAS as it lacks feedback. That most of workers have skepticism about OPRAS and in fact they have little knowledge about the use of information collected through OPRAS. Blystad *et al.* (2012) study used qualitative approach the same as this study. However, the study focused on employees on the health sector a thing which differed from this study which focused on employees at the LGTI.

2.5 Research Gap

Since the introduction of OPRAS in Tanzania public service in 2004 replacing the confidential system, a number of studies have been made concerning it on the

significance of OPRAS and challenges facing the implementation of it in the public service. Some of the contributors of issues OPRAS includes Bana and Shitindi (2009), Urbancove and Linhartove (2011), Blystadet *al.* (2012), Sendoro (2013), Mollelet *al.* (2017) and Controller and Auditor General (2017). The aspect that OPRAS have to effectuate employees' performance is a main concern of OPRAS in the Tanzania public service. Despite the fact that studies have been made as provided above, they have not touched on how OPRAS influence employees' performance. That being the case, this research added a body of knowledge by assessing the role of OPRAS on employees' performance in the Tanzania public service.

2.6 Conceptual Framework

Conceptual framework is a system of concepts, assumptions, expectations, beliefs and theories which support and inform that the research is a key part of the design (Fisher, 2010). Two variables were defined in this study, that is dependent and independent variable.

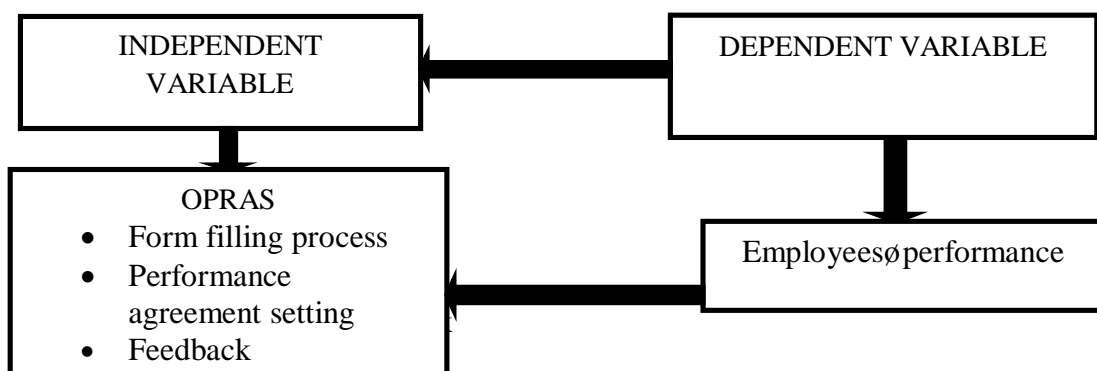


Figure 2.1: Conceptual Framework

Source: Researcher, 2019)

The dependent variable was employees' performance and the independent variable was OPRAS. In this aspect, the employees' performance will be achieved when

employees are participated in the OPRAS forms filling process, performance agreement setting and receiving feedback. This is supported by the Goal Setting Theory which suggests that employees' involvement in setting goals/targets and receiving feedback of how they are performing it improves their performance as the graph shows.

2.7 Theoretical Framework

This is the framework based on existing theory in a field of enquiry that is related and reflects the hypothesis of a study (Gant and Osanloo, 2014). The theoretical framework of this study was built along the *Goal Setting Theory*. It suggests that the way goals are set influence employees performance. Therefore, goals that are specific/clear, involve, measurable and provides feedback influence employees' performance. In this aspect, the *Goal Setting Theory* guided the study in assessing the way OPRAS that involve such processes influence employees' performance as the graph provides below.

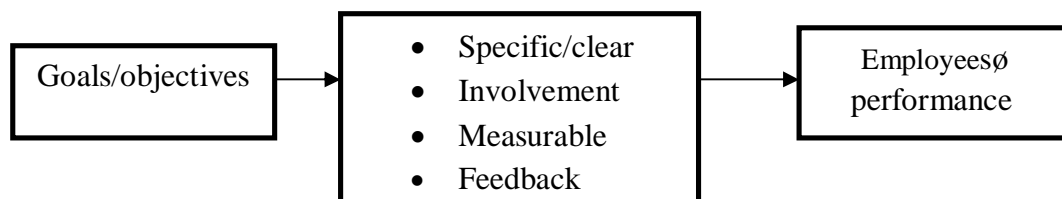


Figure 2.2 Theoretical Framework

Source: Researcher, 2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter provides the methodologies that were used in the collection, interpretation, analysis and presentation of data. It covers aspects including; research strategies containing philosophy, research approach, design, study population and area of the research, sampling procedures which entailed the techniques that were used in selection of participants, data collection methods, data processing and analysis, validity and reliability testing and ethical considerations which provided assurance of being guided by research ethics in the study.

3.2 Research Strategies

This part provides the strategies that were used in this study including philosophy, approach, design, study population and area of the research as below.

3.2.1 Research Philosophy

This study applied interpretive philosophy which stress on understanding knowledge related to human and social behavior through subjective interpretation of participants' lived experiences (Creswell, 2007). The study adopts multiple interpretations of each participant's experiences; hence reality is subjective rather than finite as believed in Positivists beliefs where truth is finite and subjected to measurements. In such a philosophy, researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalize the base of understanding for the whole population (Creswell, 2007). The philosophy was preferred due to the fact that it accommodates diversifying views

when looking up into the phenomenon and does not support generalization as the reality is inter-subjective based on the meaning and understanding on social and experiential levels. As interpretivism supports qualitative paradigm, this study used qualitative paradigm.

3.2.2 Qualitative Paradigm

This research used qualitative paradigm which is designed to help researchers understand people and the social and cultural contexts within which they live Saunders *et al.* (2009). The aim of using such paradigm was to gain understanding a phenomenon from the point of view of the participants and its particular social and institutional context there is a possibility that may be largely lost when textual data are quantified.

3.2.3 Research Approach

Research approach entails a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis and interpretation (Yin, 2014). In this research inductive approach was used. This is because it allow the generation of a new theory or support it emerging from the data. This means that inductive approach generate meanings from data collected in order to identify patterns and relationship to build or support a theory.

3.2.4 Research Design

Research design refers to the overall strategy that one chooses to attack the problem which requires integration of different components of the study in a coherent and logical way, thereby, ensuring to solve the problem in efficient way(Grover, 2015).

It constitutes the blueprint for the collection measurement, analysis of data, interpretation and reporting of conclusions (Grover, 2015). In this aspect, a case study design which is exploratory in nature was employed. A case study constitutes a qualitative, interpretive approach to understanding the experiences, features, behaviors, and processes of a specific or defined unit (Yin, 2014).

In this study, this design was used in the collection, analysis and presentation of data. Data were collected through in-depth interviews and document review. Also, data were recorded, transcribed and presented in exploratory way. Case study design was preferred due to power of being holistic and in depth study and characterization of individual entities within a particular context, which permits a researcher to gain grounded new understandings of OPRAS. Also, the design helped to catch unique features that would otherwise be lost if other design was used. These unique features held the key to understanding the situation.

3.2.5 Study Population

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. Population forms a basis from which the sample or subjects for the study is drawn. In this aspect a population is the universe of units from which the sample is to be selected (Bryman, 2008). In this research the study population included LGTI staff and management (HODs) targeted due to the fact that, they are public servants in the URT public service; and because they are public servants who are required to fill OPRAS forms. Again, they were targeted because they had experience on the operation of OPRAS at LGTI.

Furthermore, the LGTI management was targeted due to the fact that they are supervisors of LGTI staff and therefore they are required to sit with their staff to complete the OPRAS form. Again, because they are part of management, it was expected that they are involved in decisions based on the output of OPRAS for their staff. Therefore, they were aware if OPRAS had anything to do with employees' performance or is just a form filling process. The departments that were selected include the department of Human Resource and Administration, department of Local Government Administration and Management, department of Community development and department of Accounting and Finance.

3.2.6 Area of the Research

Study area is a location at which research data is collected and gathered in a research, a report and or a map preparation (Kumar, 2011). The study was conducted at the Local Government Training Institute. LGTI is an academic institution located in Dodoma region. It has a population of 170 employees. The institute is engaging in training, research and consultancy in the area of Local Government Management. It is a unique institute within the Ministry of the President's Office Regional Administration and Local Government (PO RALG) in Tanzania.

The Local Government Training Institute (LGTI) is situated in the outskirts of Dodoma Municipality. The Institute is 42 Kilometers away from Dodoma City Centre off the high way to Dar es Salaam which is 26 Kilometers away from Ihumwa junction. LGTI was selected due to the fact that, the Institute is holistic with its own staff. Its staffs are public servants and for that matter the institute is

required to use OPRAS to plan, measure and improve the performance of its staff. Also, the Institute is engaging in conducting training, research and offering consultancy services on the areas of Local Government in Tanzania. Therefore, the institute was rich of information concerning OPRAS hence being the perfect choice for this study.

3.3 Sampling Design and Procedures

Sampling is a part of research which deals with the vexing question of sampling and focuses upon how the researcher selects those who will participate in the study (Fisher, 2010). In this research, sampling covered the following aspects; sampling techniques and sample size as below.

3.3.1 Sampling Techniques

Sampling techniques entails methods used in drawing samples from a population in such a manner that a sample will facilitate determination of hypothesis concerning the population. Sampling techniques may involve the use of probability and non-probability sampling (Taherdoost, 2016). This study involved the use of non-probability sampling technique that is purposive sampling as below.

3.3.1.1 Purposive Sampling Technique

This is a non-probability form of sampling in which the researcher does not seek to sample research participants on a random basis. The goal of purposive sampling is to sample participants in a strategic way, so that those sampled are relevant to the research questions that are being posed (Bryman, 2008). This technique was used to select participants from both LGTI staffs and LGTI management (HODs). A total of

four (4) respondents were purposely selected from the group of LGTI management where by one HOD was selected for all four departments each including department of Human Resource and Administration, department of Local Government Administration and Management, department of Community development and department of Accounting and Finance, and a total of 46 respondents were selected from a group of LGTI staff. Therefore, a total of fifty (50) participants were used. The technique was preferred to ensure that, there was a good deal of variety in the resulting sample.

3.3.2 Sample Size

A sample size is a segment of the population that is selected for investigation (Emmel, 2013). This research involved the use of fifty (50) participants. Such number was selected based on the sampling technique used as provided above. The sample size selection was supported by Yin (2011) who suggests that the sample size for single case in qualitative study range from 25 to 50 interviewees.

3.4 Data and Types of Data

The study used data in its accomplishments and involved the collection both primary and secondary data. Here below are explained and how the data were collected.

3.4.1 Primary Data

Primary data is an original and unique data, which is directly collected by the researcher from a source (Mesly, 2015). The study involved the collection of primary data. The researcher visited the study area and collect primary data from participants that were purposely selected. Primary data were collected through in-

depth interviews and secondary data were collected through document review.

3.4.2 Secondary Data

In secondary data a researcher obtains the data that has already been collected by other sources. The sources of secondary data may be government publications, websites, books, journal articles and internal records (Douglas, 2015). The study involved the collection of secondary data. The secondary data were collected from government publications, websites, journal articles and internal records of the study area. Secondary data were collected through the documentary analysis technique.

3.5 Methods of Data Collection

Methods of data collection are regarded as techniques used in gathering information on the targeted variables in a very systematic way and which then enables one to answer relevant questions and evaluate outcomes (Ahuja, 2015). In this research in-depth interviews and document review methods were used.

3.5.1 In- Depth Interviews

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation Saunders *et al.* (2009). This method was used to collect data from LGTI management (HODs) and LGTI staff. This method was preferred because it gave the researcher an opportunity to ask follow up questions and dig in deep data about the case at hand. Therefore, with this method the researcher collected plenty of data that helped in the completion of the study.

3.5.2 Document Review

Document review method involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage (Payne and Payne 2004). This method was used to collect the secondary data. The method reviewed written documents relating to OPRAS including guidelines, books, journals, articles and chapters.

3.6 Data Processing and Analysis

Data analysis entails the process of scrutinizing, brushing, converting and modeling data with the aim of discovering information that will be useful and suggesting conclusions for the aim of supporting decision making (Xia and Gong, 2015). In this study, data were be recorded/written, and then transcribed from the audio/writings device to the arranged written form. Thereafter, they were analyzed by inspecting qualitative information that was obtained from the sample. The data were examined by their relevance and categorized in order to make sense of essential meanings of the phenomenon. The data analyzed were presented in an exploratory way in combined information in a more comprehensive and meaningful way that is understandable. This is to say data were analyzed through thematic approach in which related data were grouped as themes and sub themes were treated as category.

3.7. Expected Results of the Study

At this point, it was expected that the results of the study would provide answers on how OPRAS influence employeesøperformance by looking at three aspects of form filling process, performance agreement setting and feedback, therefore, providing assessment on the role of OPRAS on employeesøperformance.

3.8 Validity and Reliability of Data

Validity entails is the extent to which the scores from a measure represent the variable they are intended to represent Saunders *et al.* (2009). The validity of data was tested by focusing on how the theory supports interpretations of collected data. It was realized that the theory supported the findings and therefore data were valid. At the same time, reliability refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings Saunders *et al.* (2009). The reliability of data was tested by focusing on the how secondary studies supports the collected data. It was found that to a large extend the secondary studies supported the finding therefore the findings were reliable.

3.9 Ethical Considerations

As every discipline has ethical principles that guide it so research does. That being the case, research ethical principles will be maintained. On the first aspect, all research guidelines were upheld. Previous research studies were acknowledged to avoid plagiarism. On the second aspect, confidentiality was maintained. It was maintained by ensuring that participants are assured that the data that they are revealing were treated confidential and that were used for the intended purpose and not otherwise (Fisher, 2010). Moreover, bracketing was upheld to avoid researcher's preferences to dominate study results, thus the study findings were data driven (Tufford and Newman, 2010).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter presents the results of the findings and discussion. In presenting the results and discussion, the following areas as per specific objectives of the study were covered: to assess employees' opinions on how OPRAS forms filling process influence their performance, to determine the how performance agreement setting affect employees' performance, and to assess the effect of OPRAS feedback on employees' performance.

In presenting the results, the thematic approach was used. This means that similar findings are presented together under themes and categories. Themes in this study were early pre-determined by specific objectives. Categories or sub themes emerged under specific themes during data analysis also the participants excerpts were cited. All of the findings are presented in narratives as interview method was used in data collection.

4.2 Presentation of the Findings

The study revealed that the role of OPRAS in influencing employees' performance is still low. Specifically, it was found that it is in the mid- year review and employees participation in rating their performance in the annual performance review and appraisal as the only sections that at least influence employees' performance while other sections including resources provision and attributes of good performance of the process does not. Also, the attitude of the supervisor towards an employee during rating affects the process. Again, it was found that, performance agreement setting

does not influence employees' performance due to the nature of its application in the organization. It was further revealed that, it is promotion kind of feedback only that influences employees' performances while many other feedback such as training, improve and demotion does not. The following sections of this chapter present these revelations. However, first the study presents the demographic information of respondents.

Table 4.1: Category of Participants

Category of Participants	Number of Participants	Data Collection Methods
Management/Head of Departments (HODs)	Four (4)	In-depth Interviews
LGTI Staff (LGTIS)	Forty six (46)	
Total	Fifty (50)	

Source: Researcher, (2019)

From the above table, participants in this study were presented by abbreviations. This is to say wherever abbreviation LGTIS is used in this chapter represents LGTI staff category and HODs represents LGTI Head of Departments which is management category.

4.2.1 Demographic Information of Participants

In this aspect, the study investigated the demographic information of the participants for the aim of being aware of the kind of participants the researcher dealt with. Such information includes age, sex and education of the participants. On the aspect of ages; the study revealed that, participants who ranged from 18- 30 were fourteen (14), from 31- 45 who were twenty eight (28) and those ranged from 46 to 65 were eight (8) respondents. It can be demonstrated that, most of the interviewed

participants were youth which imply that they could have been able to follow guidelines of OPRAS compared to older employees who might be characterized by tiresome.

Concerning the sex of participants, the study revealed that twenty nine (29) that is equivalent to 58% were males and about twenty one (21) that is equivalent to 42% were females. This implies that most of participants in this study were males. Again, on the aspect of the level of education of participants; it was found that three (3) respondents had certificates, nine (9) had ordinary diploma, about twenty one (25) respondents had bachelor degrees and thirteen (13) had master degrees. This implies that, majority of them had higher level of education. In this aspect, it can be demonstrated that mostly data were collected from the educated persons.

4.2.2 Employees' Opinions on how OPRAS form Filling Processes Influence their Performance

This section involved the collection of data from LGTI staff category of respondents. This is to say, this part involved the collection of data from forty six (46) respondents. The reason for collecting data from LGTI staff only under this specific objective was to reveal their opinions on how OPRAS form filling process influence their performance. The findings presented in this section meant to answer research question one which asked; "How OPRAS form filling process influence employees' performance?" So as to achieve specific objective one that stated; "To assess employees' opinions on how OPRAS form filling processes influence their performance." This study revealed that, few aspects of OPRAS form filling process influence employees' performance while many others do not.

It was revealed that, the midyear review and employees' participation in rating during annual performance review and appraisal were the only sections that influence their performance while resources agreed and section six of the form does not. Again, as the study revealed that, section six of the OPRAS forms (attributes of good performance) does not influence employees' performance, employees believe that, they will be influenced by the form filling process on this section which relates to the attribute of good performance, if the workmate (third person) is added as a third person after the appraisee and appraiser in appraising some attributes of this section of the form. Also, filling OPRAS on time was identified as an aspect that needs to be encouraged for it to influence employees' performance. Category one to eight below, presents these findings.

Category One: Participants' opinions on the simplicity/complexity of OPRAS forms filling Participants were asked their opinions on whether it was simple or complex for them to fill the OPRAS forms. Due to this, this category was called respondents opinions on the simplicity/complexity of OPRAS forms filling. The results of the findings revealed that, the OPRAS forms are simple to fill. Result of findings shows that, there was a consensus over the matter. About twenty nine (29) participants that is equivalent to 63% of those interviewed revealed that it was simple to fill the OPRAS forms due to the fact that forms were being filled continuously comparing to seventeen (17) participants that is equivalent to 37% who provided that it was not simple to fill the OPRAS forms.

During the interviews participants who revealed that it was simple to fill the OPRAS forms revealed diverse opinions on the simplicity. For example, one of the

interviewed participants from LGTIS said;

“It is simple to fill the OPRAS forms because it is self- explanatory from the very beginning to an end. What is required is for an employee to be careful to fill the personal information section especially by understanding and remembering the Vote Code, Sub Vote and Check number otherwise other parts are simple to fill.”

Another participant from LGTIS added:

“I can say they are not difficult to fill. It might be a bit difficult for some of new recruits to fill the forms but as the time goes on it become easier for them to fill though sometimes they may ask for assistance from the supervisors or colleagues. It is simple because we fill them continuously.”

In this aspect and from the result of the findings above, it can be said that most of the participants interviewed agree that, OPRAS forms are simple to fill. This implies that in filling OPRAS forms employees do not waste much time as they are simple to fill.

Category Two: If employees fill OPRAS forms on time and if filling on time influence their performance. Participants were asked to reveal their opinions if they were filling OPRAS forms on time and if filling OPRAS forms on time had any influence to their performance. Due to this, this category was called if employees fill OPRAS forms on time and if forms filling influence their performance. The result of the findings from LGTIS revealed that, the number of participants who said that filling OPRAS forms on time is a challenge and those who said that they fill OPRAS forms on time was the same.

About twenty three (23) participants from LGTIS that is equivalent to 50% revealed that OPRAS form were not filled on time, especially on the July session when

compared to twenty three (23) respondents that is equivalent to 50% who revealed that they were filling OPRAS forms on time for sessions that like December and June. Participants who revealed that they were not filling the OPRAS forms on time provided their opinions on this category. For example, when interviewed, one of the participants from LGTIS said;

“It is a challenge here to fill the OPRAS forms on time, especially on the new financial year when we have to fill the forms afresh.”

One more participant from LGTIS said;

“We face problems of filling the OPRAS forms example, in July form filling session because it requires the meeting of both the employee and the supervisor as it depends on the readiness of both when they are ready. However, the other sessions like June we fill on time.”

Another participant from LGTIS added that;

“It is like a routine to fill the OPRAS forms. From my view, I see that when the human resource office or head of department demands the forms it is when we fill them. The time does not matter.”

However, there were those who revealed that they were filling the OPRAS forms on time. For example one of the participants from LGTIS said that;

“I always fill my OPRAS forms on time. I can be a bit late during July session due to budget adoption but when it comes to other session I always fill them on time.”

Further participant from LGTIS who revealed that they were filling OPRAS forms on time said;

“We fill them on time and this helps us to keep on track of what we are required to do as public servants.”

From the above findings, there was no consensus among participants on if OPRAS forms were filled on time or not. This is because the number of those who agreed

was equal to the number of those who disagreed. However, some of those who said that they never filled forms on time provided that, there are some sessions where they fill forms on time like during the mid- year review comparing to other sessions that they do not fill on time. In this aspect it can be provided that most of respondents agreed that, they filled the mid- year review session of December on time comparing to other sessions that is of July and June.

On the same category, the study was eager to find out if filling the OPRAS forms on time was influencing employees' performance. The result of the findings revealed that, there was a consensus among participants on the relationship between OPRAS forms filling on time and employees performance. The result identified that most of participants said for now the influence is low but if they are filled on time it can influence employees' performance as it depends with the readiness of supervisors to remind employees. The result is supported by the following interviews. For example when interviewed, one of the participant said;

“If I fill my OPRAS forms on time I can be motivated though for now it is low. This is because I might get to know what am required to perform in the whole year therefore planning my time on how am going to accomplish such journey though its influence is not that much.”

The other participant said;

“I might keep my mind on track when I fill the OPRAS forms on time as it is required. I can get influenced to achieve the objectives that I have agreed with my supervisor and if there is a need of reviewing them I get the chance during December to re-discuss again with the supervisor.”

Another participant interviewed said that;

“If it happens that you are filling the OPRAS forms on time, you get

influenced to perform better because you are aware of what is expected of you and therefore keep your mind updated.”

The result of the findings implies that, the issue to filling the OPRAS forms on time is very significant in influencing the employees' performance. The issue is retarded by the supervisors as they are not insisting and reminding employees to fill forms on time. If employees are reminded and insisted to fill it keeps them on track of what they are required to perform hence investing efforts for the aim of achieving the performance targets.

Category Three: If employees conduct the mid -year review and if it influence their work performance.

Participants were asked to give their views if they were conducting the mid-year review and if it had anything to do with their work performance. Due to this, this category was named if employees conduct the mid- year review and if it influence their performance. The mid- year review is the session in OPRAS forms that give an opportunity for both supervisor and supervisee to review their agreed objectives and targets and get the chance to re-agree. The mid- year review is usually done in December of every government financial year.

The data collected revealed that most of participants revealed that they conduct mid-year review and there is a relationship between the mid- year review and employees performance. Result of the findings shows that, twenty four (24) participants from LGTIS that is equivalent to 52% revealed that they were conducting the mid- year review comparing to twenty two (22) participants that is equivalent to 48% who revealed that, they were not conducting the mid- year review.

The results above are supported by the following responses from the interviewed participants. One of the interviewed participants from LGTIS said that;

“ Here we just conduct the mid- year review, it is a bit and it sometimes gives us to the opportunity to become aware of how far are we on track towards the achievement of goals and if we are to revise we get the chance to so.”

The other participant from LGTIS said that;

“The mid- year review is done in December, actually here I get an opportunity to present the challenges I am facing when accomplishing the agreed targets. I discuss them with my supervisor and at the end we agree on the solution towards the best achievement of the targets agreed. For example academicians at the end of semester usually in November we meet and discuss how far we have succeeded in the ending semester and how are we going to improve during the coming one.”

One more participant from LGTIS said;

“We conducts the mid- year review. It is a revised objectives session in the OPRAS forms. In this section we can reset the objectives whereby our inputs are limited during the setting of individual performance objectives.”

Again, there was a consensus among most participants on the aspect that if the mid-year review was influencing employees to perform their work. About twenty four (24) participants from LGTIS that is equivalent to 52% revealed that conducting the mid-year review influenced their work performance comparing to twenty two(22) participants that is equivalent to 48% who said that mid-year review had nothing to do with the employees performance.

During the interviews participants revealed their opinions on the way mid-year review was influencing their performance. One of the interviewed participants from LGTIS said;

“I am a bit influenced to perform when reviewing the agreed objectives. I get the chance to provide my opinion on why the agreed targets are not achieved or achieved. Then I feel motivated and influenced when I get the chance to give suggestions on what is supposed to be done to keep the efforts on track rather it could have been decided by the supervisor only.”

Another participant from LGTIS said that;

“There is a relationship between revising the agreed objectives and performance. I feel motivated to perform if I get a chance to participate to aspect that I am required to accomplish. You know the objectives we implement are derived from the organization plan where we do not participate. The mid-year review provides an opportunity for employee to give the performance data so far, the challenges we are encountering towards success and the inputs that is required to achieve goals or modify. We can get motivated and hence performs better if the performance obstacles are revealed and id possible tackled.”

From the findings of this category, it can be identified that, employees participate in conducting the mid-year review and their participation at least influence in their work performance as the findings of the study provides.

Category Four: If employees participating in rating during annual performance review and appraisal section influence their performance. Participants were asked to reveal their opinions if participating in rating during annual performance review and appraisal section influences their performance. According to OPRAS guidelines (2013), employees have opportunity to rate themselves during the annual performance and appraisal section where by even the supervisor has the opportunity to rate the subordinate performance then the grades of both are combined to get a total of the employee performance. Due to this, this category was named if employees participating in rating influence their performance. The results revealed that twenty eight (28) participants from LGTIS that is equivalent to 60% revealed

that participating in rating during the annual performance review and appraisal system was contributing to their performance comparing to eighteen (18) participants that is equivalent to 40% who expressed that they were not motivated by participating in rating their performance in annual performance and appraisal section.

The results of the findings above are supported by some responses of participants during interviews for those who revealed that they were influenced by the section process. For example, one interviewee from LGTIS said;

“Rating my-self in the activity that I have performed is a good thing to me. This is because I am the one who accomplished or did not accomplish the assigned tasks. Therefore rating myself give me hope in the next tasks that I will perform better.”

The other participant from LGTIS said;

“Participating in rating the annual performance review and appraisal system creates the sense of ownership of the process. That I become part and parcel of the appraisal process; again, I get the chance to know the total grade of my performance openly. In the next tasks I will be performing better as I will be remembering that in the last tasks I performed at a certain level.”

Further participant from LGTIS said that;

“I am aware of how I performed in the responsibilities being rated. I feel motivated due to the fact that I get to participate. It helps to remove the biasness of the supervisor who in one way or another can rate basing on his/her attitude instead of focusing on the reality of how I performed. It keeps me focused for the next financial year that I can perform better.”

Drawing from the results of this category, employees participating in rating the annual performance and appraisal part of the OPRAS process influence their performance. This is because employees think that supervisor bias is removed during

the rating where by the mean of the sum of ratings of both appraiser and appraisee is considered. This makes them to feel that the process is fair therefore being psychologically motivated to perform for the next assigned tasks of the financial year. Again, employees believe that, their participation in rating creates a sense of ownership of the process and therefore preparing themselves psychologically for the good performance of the next agreed tasks.

However, based on this category, the study wanted to find out if the attitude of the supervisor affects the rating process. The results of this part showed that thirty one (31) participants that is equivalent to 67% said that, the supervisor attitude towards the subordinate affects the rating process during the annual performance review and appraisal compared to fifteen (15) participants that is equivalent to 33% who said that supervisor's attitude towards subordinate affects the rating process. In this aspect, majority of the interviewed participants agreed that the supervisor attitude affects the rating process.

For example during the interviews, one of the interviewee from LGTIS said;

“You can have quarrels with your supervisor during the accomplishment of tasks. During the rating, the supervisor can rate your performance basing on the aspect that you had a quarrel with him and therefore underrating you.”

Another participant from LGTIS said;

“The affection of the supervisor can make an employee to be rated good and the hates of the supervisor at the same time can make the supervisor to rate an employee poorly. I can say some of the supervisors do not put their differences aside during rating and therefore, their ratings lack validity as they are biased by what they feel about an employee not the fact about performance.”

Looking at the responses of the participants, it implies that, supervisor's attitude affects the rating process. Therefore, efforts need to be done in rectifying the situation by developing the best way of making the supervisor to rate without bias.

Category Five: If ratings in the attributes of good performance section influence employees' performance. Participants were asked to provide their views on the aspect that if ratings in the attributes of good performance section influence their performance. Due to this, this category was named if ratings in the attributes of good performance section influence employees' performance. Findings revealed that twenty seven (27) of the participants from LGTIS that is equivalent to 58% said that ratings in the attributes of good performance section was not influencing their performance comparing to nineteen (19) participants that is equivalent to 42% who revealed that ratings in the attributes of good performance were influencing their performance.

The result implies that, there was consensus among most of the respondents on the attributes of good performance that it had nothing to do with their performance. They provided that, this part is filled as just a routine due to the fact of being powerless to their performance. Most of the participants centered that some of these attributes includes working relationships, communication and listening, management and leadership and customer focus does not influence their performance. The researcher was eager to find out why employees viewed that attributes of good performance section had nothing to do with their performance. Interviewed participants revealed different factors as to why attributes of good performance were not influencing their performance.

One of the participants from LGTIS said that;

“I never get motivated by the attributes of good performance. They lack validity due to the fact that it gives the opportunity for me to rate myself which probably I will not provide the poor marks for me, the supervisor again can be biased with rating. I might not know myself better for example if I have good working relationships with others or responsibility and judgment parts than the workmate who I work closely with all the time during the accomplishment of tasks. The supervisor might not know me better because I have discretionary job therefore working somehow independent of the supervisor.”

Another participant from LGTIS said;

“I fill this section just as a routine. I never get motivated by this section. I think if the form provides the chance for the workmate also to rate it as a third person in this part, it can be motivating to correct myself and understand the level of mastering of such attributes due to the fact that the workmate might also know if I am mastering such attributes or not. But currently is just an observer.”

One more participant from LGTIS added that;

“If the chance is given for the employee to be rated also by the workmate, it can be very contributive in necessitating the performance.”

Again, another participant from LGTIS added that the form limits the attributes of good performance. That it does not provide the chance to recognize other attributes that an employee has demonstrated. The participant said;

“If you look closely to those attributes, they are limited maybe there are other attributes that I have demonstrated rather than those mentioned in the form. For example I have not seen the issue of accountability or transparency within the attributes of good performance.”

The results above show that, the attributes of good performance does not influence employees' performance due to the fact that, the ratings lack validity. This is due to the fact that, such attributes are not agreed as objectives or targets. They are the

result of accomplishment of the agreed objectives. This means that, more than two persons identified in the form can be aware of such attributes for a person. The employees are likely to rate themselves in a good way even if they have not demonstrated properly of the mentioned attributes. The supervisor might be biased in rating such attributes due to his/her attitude towards an employee. In this aspect, the third person (appointed workmate) can help to rate such attributes and therefore balancing the grade of such attributes due to the fact that they are working in day by day in accomplishing the targets agreed.

Also, the study revealed that employees think that, the form limits the attributes of good performance. They think that there can be other attributes other than those mentioned in the form that an employee can demonstrate. They mentioned accountability as an attribute of good performance that does not appear in the form. This is to say, the form should provide the chance for actors to reveal the other attributes that an employee has demonstrated when accomplishing the agreed targets. This implies that, for the attributes of good performance to have influence to employees' performance, the third person (workmate) should be added in the OPRAS forms. The third person might remove the biasness of the appraiser and appraisee in the rating process. Also, the form should provide chance for other attributes to be included in the form hence providing the challenges and awareness to the appraisee for the aim of improving and maintaining the required attributes.

Category Six: Employees opinion on the readiness of the supervisor to help in the form filling process Respondents were asked to reveal their opinion on the readiness of the supervisor to help in the form filling process. Due to this, this category was

named employees opinion on the readiness of the supervisor to help in the form filling process. The result of the findings revealed most of the interviewed participants about thirty (30) participants from LGTIS that is equivalent to 65% revealed that the supervisor was ready to help in filling the OPRAS forms comparing to sixteen (16) participants that is equivalent to 35% who said that supervisors were not ready to help in the form filling process.

During the interviews, participants had various opinions on the readiness of the supervisor to help in the form filling process. For example, one of the interviewed respondents from LGTIS said that;

“The supervisor provides helps in filling the OPRAS forms. It can happen that I have forgotten the vote code, I can contact the supervisor to get reminded of it hence filling my forms in a proper manner. The other help might be related with accessing the OPRAS forms in which the supervisor can provide assistance of when I can get the new forms to fill.”

Another participant from LGTIS said that;

“The supervisor is ready to help in the whole process of filling the OPRAS forms. The leader can remind subordinates on the time of filling the OPRAS forms and making sure that they are filled and submitted to the relevant authority. This keeps us reminded on the need and necessity of filling the forms as required by the law.”

Further participant added that;

“You might face difficulties in filling the OPRAS forms especially for the new recruits. If you consult the supervisor, he/she can help you to fill such forms. Again, the supervisor might advise you on the best way of constructing the individual performance targets or during the mid-year review. I can say that supervisors in general are ready to help at this organization.”

The results above imply that, supervisors provide help to employees during the OPRAS form filling process. Their help is of paramount significance as it simplifies

the process and employees become able to fill the required forms.

Category Seven: The organization preparing training programmes of OPRAS application to its staff. Participants were asked to reveal if the organization was preparing/conducting training programmes for OPRAS application to its staff. Due to this, this category was called the organization preparing training programmes for OPRAS application. The result of the findings revealed that most of the participants agreed that the organization was preparing training programmes of OPRAS application to its staff; about thirty eight (38) participants from LGTIS that is equivalent to 82% revealed that the organization was preparing training programmes for OPRAS application to its staff comparing to eight (8) participants that is equivalent to 18% revealed that the organization was not preparing training programmes of OPRAS application to its staff.

During the interview, those who said that the organization was preparing training programmes of OPRAS application had various responses on the category at hand.

For example, one of the participants from LGTIS said that;

“The organization conducts training programmes at least once per financial year. It is always administered by the Human resource office. The office can provide training by itself or it can welcome professionals from outside the organization to deliver training.”

The other participant from LGTIS said;

“The organization delivers training depending on its financial capacity at that time. The training provided covers aspects like how to fill the OPRAS forms, the implication of the OPRAS forms to an employees’ promotion and training, the way of reviewing objectives in December and the June session of the annual performance appraisal and performance.”

Another participant from LGTIS added;

“Preparing OPRAS training to employees at this organization is done. It helps employees to be aware of how to fill the OPRAS forms, how the process goes about and the friendliness of the OPRAS process to all actors at the organization. I can say that though the OPRAS training is not always continuously conducted, but it is conducted and when conducted has significant contribution to employees. Recently, I heard the head of human resource announcing that there will be a training of OPRAS for all employees very soon.”

The results above imply that, the organization conducts training programmes for OPRAS application to employees. OPRAS training is very significant for employees due to the fact that it keeps employees updated of how to fill the OPRAS forms and its implication to employees' affairs like training and promotion.

Category Eight: Employees general opinion on the influence of OPRAS forms filling process on their performance. Participants were asked to give out their opinion in general on the influence of OPRAS forms filling process on their performance. Due to this, this category was named employees general opinion on the influence of OPRAS forms filling process on their performance. The result of the findings from LGTIS revealed that most of the interviewed respondents revealed that, the form filling process influence is still low.

For the form filling process to influence their performance; the following aspects need to be upheld including; forms are filled on time, targets are set on time, the mid- year review is conducted as it is supposed and the supervisors are ready to help in the form filling process. Again, most of the participants agreed that, the poor OPRAS practices retard the effort of OPRAS process in influencing their performance.

Generally; basing on the first specific question which asked; 'how OPRAS form filling process influence employees' performance?' The result of the findings has provided answers to this question that OPRAS form filling process in many aspects as revealed above does not influence employees' performance. However, if the following issues are maintained by actors the process can influence performance. Such aspects include; forms are filled on time as it is required by the law, the appraisal session and mid-year review is conducted as it is supposed and supervisors are ready to help in the form filling process. Again, as the study revealed that for now OPRAS forms section six which relates to the attribute of good performance does not influence employees' performance and it is taken as a routine part. Therefore, if the workmate (third person) is added as a third person after the appraisee and appraiser on this section, it will be helpful for this part to influence employees' performance.

4.2.3 The way Performance Agreement setting affects Employees' Performance

This section involved the collection of data from LGTI staff category and management/ Heads of Departments (HODs). This is to say it involved the collection of data from all fifty (50) participants. The reason for collecting data from both categories was to assess the way performance agreement setting was influencing employees' performance because both staff and management are supposed to be involved in the process of setting performance agreement as per OPRAS Guideline (2013) provide.

The findings presented in this section are meant to answer research question two which asked: How performance agreement setting in OPRAS affect employees'

performance so as to achieve specific objective two which stated; "To determine how performance agreement setting affect employees' performance." The result of the findings revealed that, the process of setting the performance agreement does not influence employees' performance. This is because the setting of the individual performance objectives follows the cascading process in which they emanate from the individual objectives of the Rector of the Institute and the individual objectives of the Rector are derived from the Institute strategic plans.

The study revealed that, individual employee does not participate in the development of the organization strategic plans where their individual objectives are cascaded. Also, it was revealed that employees implement the individual objectives that they are not participating to develop rather they discuss with the supervisor how to implement them. Again, the study revealed that performance agreement setting does not influence employees' performance due to the fact that resources given does not reflect the performance targets. Category nine, ten, eleven and twelve below present these findings.

Category Nine: Employees involvement in setting the organization objectives. Participants were asked to say whether they are involved in setting the organization objectives or not. Due to this, this category was named employees involvement in setting the organization objectives. The result of the findings from the LGTIS (LGTI staff) category revealed that most of participants had consensus on the aspect that they were not involved in setting/developing organization objectives. About forty three (43) participants that is equivalent to 93% of the interviewed participants said that they were not involved in setting the organization objectives comparing to three

(3) participants that is equivalent 7% who said that they were involved in setting the organization objectives.

In responding to the question asked, most of the participants who said that they were not involved in setting the organization objectives revealed that they are not involved in setting them due to the fact that the organization objectives are developed during the development of the organization strategic plan in which they are not involved in developing it. Participants revealed that, the organization plan is always developed by the management hence they are just informed by the management of agreed objectives.

The findings above are supported by some of the responses of the participants. For example one of the participants from the LGTIS said;

“We are not involved in setting the organization objectives. The objectives are developed by the management hence we are informed only. For example for my side i never have access to organization strategic plan I come to know objectives during the filling of the OPRAS forms.”

Another participant from LGTIS said that;

“The organization management develop the plan, i never get chance to give inputs. If you are not part of management you are just informed of it. This is discouraging because we are the one implementing the plan yet we are not involved in its development. This is not a motivating practice.”

The other participant from LGTIS added that;

“The objectives are developed from above. They are leaders responsible for such tasks. If we could have been involved we could have good understanding to them but we do not take part in developing such objectives.”

These findings were further supported by participants from management (HODs) category where by one of the participant said that;

“Here the development plan where organization objectives emanate, are developed by the management part. Employees receive the decision of the management.”

Another participant from management (HODs) category added that;

“I do not think if employees take part in the development of the organization objectives. It is the responsibility of the administration to develop organization objectives according to the organization mission.”

The result of the findings above implies that, employees are not involved in the development of the organization objectives. The organization objectives are emanated from the organization strategic plan which does not involve employees in its development. In this aspect, it becomes a challenge for the better implementation of the OPRAS process as employees are likely to and surely receive objectives that they are required to implement while they have not participated.

Category Ten: Employees involvement in setting the individual performance objectives. Participants were asked to reveal if employees were involved in the setting of the individual performance objectives. Due to this, this category was named employees involvement in setting the individual performance objectives. The result of the findings from the LGTIS (staff) category revealed that most of the participants said that they cooperate with the supervisor in adopting the individual performance objectives though in most cases the objectives adopted are cascaded from the organization strategic plan and therefore there is nothing to set than being told by the supervisor what is required to be implemented.

About thirty five (35) participants from LGTIS that is equivalent to 76% revealed that in this part, there is nothing to discuss with the supervisor because the objectives are already cascaded from the organization strategic plan comparing to eleven (11) participants that is equivalent to 24% who said that they were involved. Those who said that they were not involved identified that they just implement what is already written and there no chance for addition of new issues that are not reflected in the plan.

Some of the responses from the LGTIS interviewees include the following. For example of the participant from LGTIS said that;

“We are not setting anything than the inputs from the organization objectives that we are not even involved to set. For example, I am academician who involving myself according to responsibilities doing training, research, publications and consultancy. You might find that the plan stress much on training and not focused on publications. This becomes a challenge especially when I intend to publish and I do not get support from the organization strategic plan.”

The other participant from LGTIS added that;

“The objectives are already identified in the organization objectives. What I do with my supervisor is how to implement the already identified objectives.”

The other participant added;

“For my position as a receptionist, I do not expect any change of the objective from the supervisor because I always perform the routine duties.”

Basing on the above responses, respondents were asked to reveal this situation in relation to their performance. The result of the findings revealed that most of them had consensus that the process of adopting the individual performance objectives by discussing them with the supervisor does not influence their performance because

objectives that are required to be set are already identified in the strategic plan. The result of these findings is also supported by responses of respondents from LGTI HODs category. For example one of the participants said;

“Honestly, the process of cascading affects the setting of individual performance objectives. The objectives are derived from the plan in which employees do not participate. Even if I say that we add some of the objectives, it will be meaningless because they are not allocated resources at that time.”

The other participant from HODs added;

“I just discuss objectives with my subordinates but in most cases we do not expect new inputs because the objectives are already identified from the annual strategic plan.”

The result presented in the category above implies that, the setting of the individual performance objectives that involves the supervisor and the subordinate is taken as a routine process. This is due to the fact that there is nothing being done in this process because the individual objectives are installed from the strategic plan. What is done is just to take them and fill them in the form. In this aspect, this process does not influence employees' performance because no new inputs of an employee are incorporated in such objectives.

Category Eleven: Involvement of employees in setting the performance targets and if it influence their performance. Participants were asked to determine the involvement of employees in setting the performance targets and if it influence their performance. Due to this, this category was named the involvement of employees in setting the performance targets and if setting influence their performance. Result from LGTIS (staff) revealed that, employees are involved in setting the performance targets. The OPRAS guidelines identify that the performance targets are installed

from the performance objectives and the target set becomes the tasks that an employee is required to do.

The result of the findings revealed that, most of the participants revealed that they are involved in setting the performance targets. About twenty five (25) participants from LGTIS that is equivalent to 54% revealed that they were involved in setting the performance targets comparing to twenty one (21) participants that is equivalent to 46% who said that they were not involved in setting the performance targets. In this aspect, the study also aimed to find out how they are being involved. Some of the responses present the way they are involved in setting the performance targets including discussing them with the supervisor. For example; one of the interviewed participants said that;

“As you know the performance targets are installed from the individual objectives then the objectives becomes targets. Therefore after cascading the individual performance objectives we set the targets with my supervisor. For example as academician the objective can be to facilitate two modules. Then from there we develop the targets which can be to facilitate two modules by covering all topics of the modules by June, 2020. In setting the targets I get to know the modules topics and discuss with the supervisor on the facilitation of such topics.”

Another participant from LGTIS said;

“We discuss the targets. The targets show the tasks that I am required to accomplish with the identified period of time. Though by my position, I do not expect any changes of the tasks.”

However, the researcher asked participants to reveal if the setting of performance targets were influencing their performance. Most of the interviewed participants revealed that the influence was low because the targets are derived from individual performance objectives which are then delivered from the organization strategic plan

that they do not participate to develop. The results above are further supported by the interviewed participants from the LGTI HODs category in which most of them agreed that they were involving their subordinates to set the performance targets and believed that it was participant influencing their performance. One of the participants from the HODs said that;

“I always involve employees in setting the performance targets. It can be in form of a meeting or as an individual.”

The other participant from management (HODs) category added that;

“The performance targets setting are very important for the public servant. I help my subordinates to set the targets which I think it has contribution to their performance.”

Results of the findings of the category above imply that employees are involved in setting the individual performance targets. However, such targets are developed from the individual performance objectives. Again, the involvement of employees in setting the performance targets have low influence to employees performance due to the fact that the targets are installed from the individual performance targets in which such objectives are adopted from the organization strategic plan that employees do not participate to develop. This shows that, still the performance agreement setting does not influence employees performance due to the nature of its development.

Category Twelve: Organization provisions of enough resources to achieve the agreed targets. Participants were asked to reveal if the organization was providing enough resources to achieve the agreed targets. Due to this, this category was named organization provisions of enough resources to achieve the agreed results. The result of the findings revealed that large number of participants from LGTIs staff) said that the resources were not enough to achieve the agreed targets. About twenty nine (29)

participants from LGTIS that is equivalent to 63% said that there was not enough access to resources to accomplish the performance targets comparing to seventeen (17) participants that is equivalent to 37% who said that the organization was providing enough resources to complete the performance targets.

These findings were supported by responses from interviewees' responses. For example, one of the interviewed participants from LGTIS said that;

“The resources depend on the capability of the organization to solicit resources. Surely, resources are not enough to cover all of the targets set. It is a challenge.”

Another participant from LGTIS commented that;

“Resources are not always enough. You can agree with the supervisor to accomplish a certain task but when you request for fund, it may not come on time or the management giving you a reason that the budget is not enough. This might be attributed by the reallocation of resources to other issues as you know now departments are controlling their budget and in setting them they are given the limit by the planning office or management.”

The other participant added;

“For example in the last financial year, there was a task in our department for taking our students to the study tour. Unfortunately, the activity failed to be implemented because the budget of the department was not enough to cover all of the expenses of the tour.”

These findings were supported further by the interviewed respondents from management (HODs) category. For example one of the participants said;

“On the issue of resources depends, you know nowadays the resources allocated depends to what we have collected. In most cases we fund the budget ourselves and receiving little resources from the government. This might be the factor.”

Another respondent from management (HODs) category added;

“I cannot say that resources are enough, we try our level best to ensure that they are given to run the organization and implement our targets. We are progressing. Maybe the future to come resources will be enough to cover all of the agreed targets.”

The result of the findings of this category regarding resources, the implication is that resources are not enough to cover all targets being set. This is the factor that hinders the success of OPRAS because resources are not enough. Again, this implies that, OPRAS has not been fully internalized in the institutions budget to cover all its needs. This is attributed by the fact that nowadays organizations are soliciting their own resources and receiving little assistance from the government. This factor hinders the implementation of OPRAS due to the fact that the capacity of the organization to solicit enough resources is still a challenge.

4.2.4 The Effect of OPRAS Feedback on Employees’ Performance

This section involved the collection of data from LGTI staff category and management (HODs). This is to say it involved the collection of data from all fifty (50) respondents. The reason for collecting data from both categories of respondents under this specific objective was to assess the effect of feedback on employees’ performance because the OPRAS Guideline (2013) provide that management have provide feedback to employees and feedback have to inform management decisions on employees.

The findings presented in this section are meant to answer research question three which asked: How OPRAS feedback affects employees’ performance? So as to achieve specific objective three this stated; “To assess the effect of OPRAS feedback

on employees' performance. The result of the findings revealed that it was promotion type of the OPRAS feedback that influences employees' performance while many others do not. The result identified that feedback that relates with promotion affects/influence employees performance while training, improves and demotion does not influence employees' performance. To a large extent OPRAS feedback still does not influence employees' performance. Categories thirteen, fourteen, fifteen and sixteen provides these findings.

Category Thirteen: If employees receive OPRAS feedback: Participants were asked to reveal if they were receiving OPRAS feedback and if such feedback were being received on time. Due to this, this category was named if employees were receiving OPRAS feedback. This question was asked to LGTIS(staff) category and management/ HODs category of participants. The result of the findings from LGTIS (staff) revealed that they were receiving the OPRAS feedback. About thirty (30) participants from LGTIS that is equivalent to 65% said that they were receiving OPRAS feedback comparing to sixteen (16) participants that is equivalent to 35% who said that they were not receiving OPRAS feedback.

Some of the responses of interviewed participants from LGTIS who revealed that they were receiving OPRAS feedback are presented here. For example one of the participants from LGTIS said that;

“I receive OPRAS feedback, the process is open and for that matter the supervisor has to rate and provide comments at the moment where I am present and it happens that automatically I know what the supervisor has recommended.”

Another participant from LGTIS said that;

“I am entitled to get a copy of the OPRAS form filled at the end of

performance appraisal. Therefore I get feedback.”

The other participant from LGTIS added;

“Yes, I receive feedback, it helps me to know if I have achieved the pre- determined targets or not. The supervisor assesses and I assess, then I give comment and the supervisor does so. Therefore I become aware of how I performed.”

The result of the findings above was further supported by participant from management/ HODs category. Example one of the interviewed participants from this category said;

“I provide feedback on time. The system is open in a sense that when I rate and give comments the subordinate knows because he/she is present.”

Another respondent from management/ HODs category added;

“The OPRAS copy are accessed by employees soon after the assessment therefore the feedback is given to employees.”

However, in connection to this category, the study aimed to find out if OPRAS feedback is given/received on time to employees. The result of the findings revealed that most of the participants from LGTIS (staff) said that feedbacks are given on time. About thirty eight (38) participants that is equivalent to 82% revealed that the OPRAS feedback were given on time comparing to eight (8) participant that is equivalent to 18% who said that they were not receiving OPRAS feedback on time.

The results of these findings are supported by some of the responses from LGTIS respondents. Example one of the participants said;

“The feedback is given on time because during the assessment the supervisor has to comment on how I have performed and what follows after such performance.”

Another participant from LGTIS (staff) added that;

“Despite the fact that the copy may be late but I get to know the results of my performance during the appraisal session as I am present and the process has to be completed between me and my supervisor.”

The result of these findings was further supported by the responses from management/ HODs. Example of the participant said that;

“The process of appraising the performance of an employee is open, an employee comment and I as a supervisor comments too. Therefore the employee gets to know what is expected of him/her even if the copy has not been served to an employee at that time.”

The result of the findings from this category implies that, employees receive feedback and such feedback is received on time. The feedback is received on time due to the fact that the appraisal is also done by both the appraiser and appraisee in a sense that the comment have to be open even to the employee. Despite the fact that the copy of the OPRAS forms may not be served on time, but the feedback is always received on time due to the nature of the process.

Category Fourteen: Kind of OPRAS feedback received and if they influence employees' performance. In this category, participants were asked to give the kinds of OPRAS feedback received by employees and if it influences their performance. Due to this, this category was named kind of OPRAS feedback received if they influence their performance. The result of the findings revealed that most of the interviewed participants mentioned promotion, improve, demotion and training as the kinds of feedback received or given to employees as a result of the OPRAS process. These findings were mentioned by both categories of participants that of LGTIS (staff) and management (HODs).

However, the study aimed also to find out if such kind of feedback received influence employees performance. The result of the findings revealed the following below. Concerning promotion as one of the OPRAS feedback, the study aimed to find out if the promotion feedback was influencing employees performance. It was revealed that, most of the participant from LGTIS said that promotion feedback was influencing employees performance. About thirty three (33) participant that is equivalent to 71% revealed that promotion feedback was influencing their performance comparing to thirteen (13) participant that is equivalent to 29% who said that promotion was influencing employees performance.

The result of the findings above is supported by responses of the interviewee from LGTIS category. For example, one of the participants said;

“When you know that OPRAS results will be used as a factor for promotion, you get to be motivated to put efforts in to the tasks so that the ratings can be good.”

Another participant from LGTIS added a comment that;

“I try to perform better when I remember that I will be rated by OPRAS which have impact to my promotion. This is done especially when I realize that this year I might get promoted. Therefore, I put much effort to perform for promotion.”

The result was further supported by participant from management (HODs) category.

For example, one of the respondents said that;

“When it comes to promotion, employees are keen to perform better. They fill forms and wish their ratings results to be better and the supervisor to rate in a way that an employee will get points for promotion. Even if you might not get promoted within that year but you know at least that you will be promoted.”

The result in this aspect implies that employees are influenced to perform better when they receive OPRAS feedback that an employee deserves promotion. This is to

say OPRAS feedback on the aspect of promotion influence them to perform. However, concerning demotion, improve and training feedback, the result of the findings revealed that employees are not promoted/influenced by those feedback. Participants were asked to reveal why those feedback were influencing their performance. Participants provided different reasons as to why such OPRAS feedback was not influencing their performance.

One of the participants from LGTIS concerning training said that;

“This is not motivating; the supervisor can recommend you to receive training. However, you may not receive training on time because each department has its own training plan in which it may not be time to go. This makes the OPRAS feedback to be meaningless.”

Another participant from LGTIS category added that;

“Training recommendation does not influence performance because the supervisor can recommend you to go for long term or short training and you find that at that time the organization have no budgets for it. You have to wait and it may not work for you.”

One the aspect of demotion and improve feedback respondents from LGTIS had various responses. For example, one of the participants said that;

“Nobody wish to be demoted or written improve. Demotion retards efforts. Although demotion here at our organization is very rare but I do not think if it can influence performance.”

Another participant from LGTIS added that;

“Being demoted means discouragement. It is a human resource practice done according to law but I think they do not influence employees’ performance. The reason is that an employee becomes stressed to start a new life far from that of the first at the organization. For my view it cannot influence performance.”

This was further supported by the respondents from management/HODs category.

For example one of the respondents said that;

“Demotion is a good practice for those underperforming and it gives a call for those who are taking their work easy to improve. Though I cannot deny that when an employee is demoted it may take a time for him/her to recover.”

The result of the findings in this category implies that, OPRAS feedback concerning promotion influences employees performance. This is due to the fact that, it has something to do with the salary increment to an employee. Again, feedback like demotion, training and improve does not influence employees performance. The fact that an employee can be recommended to receive training; they may not receive it on time. These make employees to feel as they are not recognized and it have no effect to their performance. Also, when it comes to demotion employees believe that even if it is the human resource practice recognized by the law and it rarely occurs in the organization, but it does not influence employees performance rather employees becomes stressed as the result of demotion.

Category Fifteen: Rewards and development measures as the result of OPRAS

Respondents were asked to reveal if employees were receiving rewards as a result of good performance and development measures as a result of OPRAS. Due to this, the category was named rewards and development measures as the result of OPRAS. Concerning employees receiving rewards as a result of good performance, the result of the findings from LGTIS revealed that most of the participants said that they receive rewards as a result of OPRAS. Most of the participants, about twenty nine (29) participants from LGTIS that is equivalent to 63% said that they were receiving rewards and about seventeen (17) respondents that is equivalent to 37% said that

they were not receiving rewards as a result of OPRAS.

However respondents were asked to mention the kind of rewards received most of them mentioned financial rewards, shaking hand with the Rector and word of good performance from the Rector of the Institute whereby in most cases it is done during the Workers Day (*Mei Mosi*) in every 1st day of May of every year. The result above is supported by the responses from some of the respondents from LGTIS for those who said that they were receiving rewards as a result of OPRAS. For example one of the participants from LGTIS said that;

“Good performers receive financial rewards. This is normally done during the Mei Mosi day where they get to receive such rewards.”

Another participant from LGTIS added that;

During Workers day (Mei Mosi) those who performed well in a particular financial year get to be rewarded for their efforts in performance. OPRAS is used to determine good performers. They mostly receive money (financial reward) from the Institute.”

The other participant from LGTIS added more that;

“They receive rewards. I think they get motivated to perform better so that they can continue to receive such rewards. It also encourages others to do better so that they can receive such rewards in the next year.”

This was also supported by respondents from management/HODs category who mentioned shaking hands and word of good performance/ congratulations by the Rector. For example one of the participants said that;

“Employees with good performance happen to shake hands with the rector and being congratulated and receiving financial rewards. This is mostly done during the meimosi celebrations. Employees receiving such rewards get motivated to perform better”

This implies that employees receive financial rewards, a word of congratulations and shaking hands from the Rector of the Institute are the rewards received by employees due to the feedback of OPRAS performances. Also, the study imply that the received feedback influence performance of those who are receiving such rewards. Again, the result of the findings reveals that, rewards received during the workers day gives other employees hope to put efforts to their work so that they can get the chance to be awarded in the coming Workers Day.

Concerning development measures received as a result of OPRAS; Most of the respondents identified that counseling apart from training as the most development measures received by employees as the result of their performance. Most of respondents from management/HODS provided that they always consult a particular employee who is not performing well to encourage him/her improve performance. They added that they ask employee of the challenges facing them that may be hindering them to perform well. Then after, they agree each other that the performance will improve in the next year of OPRAS.

Category Sixteen: If OPRAS feedback influences employeesøperformance

Participants were asked to assess if OPRAS feedback was influencing employees performance. Due to this, this category was named if OPRAS feedback was influencing employeesøperformance. This question was asked to both categories of respondents the LGTIS (staff) and management/HODs. The result of the findings revealed that most of participants mentioned promotion as OPRAS feedback that influences employeesøperformance compared to other feedback. About thirty (30) participants from LGTIS that is equivalent to 65% provided that it was promotion

that influences their performances compared to sixteen (16) participants that is equivalent to 35% who said that promotion was not motivating their performance.

The responses that show participants mentioning promotion as a feedback that influences their performance are below. For example, one of the participants from LGTIS said that;

“I think promotion is a bit good among all of the OPRAS feedback. This because an employee expect to be promoted whereby at the end there is salary increment.”

Another participant from LGTIS added that;

“People get influenced to perform when they know that they are going to be promoted especially in the year that an employee recognizes that is eligible for promotion. Some of the feedback of OPRAS like training its motivation is low as you may not receive training due to the budget constraints.”

Again, participants from management/HODs supported the responses provided above on the same question. For example, one of the participant form HODs said that;

“Feedback is in position to motivate though they differ in their grades. If its ranking I think motivation is more.”

The result of the findings in this category implies that, motivation feedback only influence employees performance. This is due to the fact that employees think that they will be promoted if their OPRAS forms are rated well. The other feedback like training, demotion and other development measures have low level of influence to employees performance as the findings revealed. Most of participants from LGTIS about forty (40) participants that is equivalent to 86% revealed that training, improve and demotion feedback does not influence employees performance comparing to six

(6) participants that is equivalent to 14% who said that it was influencing. In this aspect it can be demonstrated that to a large extent the OPRAS feedback still does not influence employees' performance.

4.3 Discussion of the Findings

The discussion here is based on the result of the findings presented in part 4.2 of chapter four. The discussion is based on the results of the findings of specific objectives which include; To assess employees' opinions on how OPRAS forms filling process influence their performance, to determine how performance agreement setting affects employees' performance and to assess the effect of OPRAS feedback on employees' performance.

Discussion of the Findings of the Employees' Opinions on how the Form filling Process influences their Performance: The first part discusses the results of the findings of the first specific objective which stated; to find out employees' opinion on how form filling process influence their performance. A lot was grasped from these findings as below.

On the first aspect, the result of the findings revealed that it was simple for employees to fill the OPRAS forms. This is an important aspect when it comes to the function and internalization of OPRAS within the organization system. It was identified that, employees may face the challenge of remembering the vote code and sub vote of the organization in which they identified that they can seek assistance from the supervisor. The simplicity of filling OPRAS forms is made possible because of the nature of the form which is self-explanatory and forms being filled

continuously.

The result of these findings is against that of Bana and Shitindi (2009) and Mhando (2016) who revealed that OPRAS forms are complicated to be filled by employees. In this aspect, it can be demonstrated that, at that beginning of the introduction of OPRAS back in 2004 it was seen as OPRAS forms were complicated to fill due to the fact that maybe it was a new tool for employees, institutions and other actors in the public service. This is why the studies mentioned above revealed that it was overly complicated to fill the OPRAS forms. It can again be demonstrated that, as the time goes on it becomes simple for employees to fill the OPRAS forms because the forms are filled continuously. This is a good progress for OPRAS internalization in the public service.

Concerning the aspect of filling OPRAS forms on time; the result of the findings revealed that 50% of respondents said that they were filling OPRAS forms on time and 50% said that they were not filling OPRAS forms on time. This implies that the tendency of not filling OPRAS forms on time is still there. The results correlate with that of CAG report (2017). The report of the on the audit of Local Government Authorities (LGAs) after assessing thirty six (36) (LGAs) for the year ended 30 June, 2017, observed that, performance appraisal was inadequately carried out contrary to regulations establishing the process and both the supervisors and subordinate were not aware of the significances of OPRAS.

The issue of not filling OPRAS forms on time goes against the OPRAS regulations (2013) which provide that forms should be filled on time. It is demonstrated that,

efforts need to be made in the public institutions to ensure that OPRAS forms are being filled on time. Supervisors and subordinates need to be sensitized and reminded on the significances of filling OPRAS forms on time so that this practice can be fully internalized for the aim of catalyzing employees' performance.

Concerning the mid- year review the study identified that it was conducted at the organization and had influence to employees performance. The aspect that, the mid- year review influence employees performance is due to the fact that, this section gives employees time to assess their progress how they are achieving the agreed tasks. Again, this part gives employees the chance to give out their views about the objectives they are implementing if they are attainable or not. This is a good move towards the use of OPRAS in influencing employees' performance.

The findings are also supported by the Goal Setting theory which entails that employees be involved in every stage of the objectives setting. This is because involving employees in the development/change or improvement of objectives makes them to own such objectives and at the end they are influenced to achieve them. About if employees participating in rating their performance during the annual performance review and appraisal system, the study identified that employees were participating in such process and the process was influencing their performance.

The study demonstrate that the fact that employees are influenced by the rating themselves during the annual performance review and appraisal section, again is a good move towards the better use of OPRAS in the public service. This argument is supported by Bana and Shitindi (2010) who identified that if the appraisal system

adopted (OPRAS) will be used appropriately it will be having good effect to the employees including their performance.

However, new issue was raised in the findings concerning the attributes of good performance. The attributes of good performance are attributes listed in the OPRAS forms which entail rating employees on various attributes that they demonstrate during the accomplishment of agreed tasks. These attributes includes working relationships, communication and listening, management and leadership, performance in terms of quality, performance in terms of quantity, responsibility and judgment, customer focus, loyalty and integrity.

The result of the findings identified that employees rating themselves does not influence employees' performance in some of the attributes including working relationships, communication and listening, management and leadership and customer focus. This is due to the fact that these attributes are not agreed as objectives and they rated by appraiser and appraisee only. The study found that this system does not influence employees' performance due to the fact that on the one side, employees may be biased in rating and on the other side the supervisor may not exactly know if an employee demonstrates such attributes. The findings identified that the workmate can be aware of how they are demonstrating those attributes.

In this aspect, if the third person who has been working closely with the appraisee can have the facts of how they he/she demonstrated such attributes. This is to say, if the third person is added as appraiser can have inputs in the ratings which can inform better of how employees are performing. The result of the findings correlates with

that of Sendoro (2013) who demonstrated that OPRAS is in a good stage but requires improvement.

Concerning this objective it can be demonstrated that, there are some parts of the form filling process that influence employees' performance while most does not and for that matter requires improvement on the side of the form itself and on the side of actors for the aim of making OPRAS to be in a good position of influencing employees' performance. On the aspect of supervisor's attitude towards employees in rating their performance, a new theory can be developed.

This theory is demonstrated as "*The Attitude Theory of Performance Appraisal.*" As the findings revealed the attitude of the supervisor affects the way he/she rates an employee/subordinate during the performance appraisal; the following theory assumptions can be developed. Assumption one demonstrate that; the supervisor attitude towards subordinates during the performance appraisal affects the performance appraisal process. Assumption two demonstrates that; the supervisor attitude can be good or bad towards subordinates. Assumption three demonstrate that, the good attitude will lead the supervisor to rate subordinates in favor while bad attitude will lead a supervisor to rate subordinates badly.

Assumption four demonstrates that, the supervisor attitude is not necessarily that it will emanate from the way an employee performed. Assumption number five demonstrates that, the attitude of the supervisor can be attributed by conflict, hate, fear, pressure, love and relationship. The theory suggest that for a supervisor to avoid being influenced/affected by their attitude towards an employee, they should

be reminded through training, providing the reasons for their ratings and reminding them not to be biased during ratings.

Discussion of the Findings on the way Performance Agreement setting affects Employees' Performance

This part presents the discussion of the findings obtained on the way performance agreement setting in OPRAS effect employees performance. The findings provided that performance agreement setting does not influence employees due to the nature of how they are made. The way individual performance are developed does not involve employees. It was identified that, the individual performance objectives are derived from the performance objectives of the Rector and again the objectives of the Rector of the organization are derived from the strategic plan of the organization in which employees are not involved to develop.

In this aspect, it can be said that employees adopt the performance objectives that are already made by the management of the organization. This does not motivate employees because they are not involved in setting them. What employees get to discuss are just performance targets which are delivered again from the already made objectives. This process does not influence employees to perform better because of the nature of the process to which objectives are obtained/ developed. It can be demonstrated that improvements need to made on the internalization of the OPRAS system within the system of the organization. These findings are supported by Sendoro (2013) who provided that OPRAS process needs to be improved for it to be effective including improving employees performance. Also, Ngang'a *et al.* (2013) provides that, the failure to adhere to performance appraisal system clearly causes

them to fail.

The organization need to adopt the bottom up approach which will involve employees at the functional level to give their inputs in the strategic plan of the organization so that management and employees can be on the same side of the implementation of the OPRAS. Employees will be influenced by the implementation of cascaded objectives because they participated to develop them. This will facilitate the clearness and involvement of employees in the objectives hence being meaningful for OPRAS to influence employees performance.

Again, the issue of resources was also addressed in this study. The study found that the resources given are not enough to accomplish the agreed targets. The findings have been supported by Blystad *et al.* (2012) who identified that shortage of resources is an obstacle for employees to accomplish the performance targets. The shortage of resources make it difficult for the proper implementation of OPRAS system as employees will not be able to meet the performance targets agreed which have impact to their performance.

Moreover, the Goal setting Theory as used in this study suggests that, employees need to be involved in developing the performance objectives. Employees involvement makes them own such objectives and be directed to achieve them as they were involved in the objectives development. The theory supports the findings due to the fact that the nature of setting the individual performance objectives in the organization does not influence employees performance. This is because objectives are cascaded from the organization strategic plan of which as individual employee

they are not participated in its development. This is to say employees adopt objectives already developed and this is why the process does not influence their performance.

Discussion of the Findings on the effect OPRAS Feedback on Employees'

Performance: This part presents the discussion on the result of the findings obtained from the questions asked to respondents on the way OPRAS feedback affects employees' performance. On the first aspect, the study revealed that employees were receiving feedback of their performance. This is because the OPRAS process is open in a sense that the appraisee what the supervisor recommends at the end of financial year. Even if the copy of the form can be late served to an employees at the end of appraisal but employees get to see what is expected of them as far as supervisors recommendation is concerned. The findings is supported by Mollel *et al.* (2017) who provides that employees receiving feedback is vital for their performance.

Again, Islami *et al.* (2018) study supports the findings by providing that a clear return of results of performance appraisal is very essential for performance and is the highest parameters of management by objectives approach in which OPRAS is among of the tool of it. The aspect of receiving feedback is backed up by the Goal Setting Theory as used in this study that, the issue of feedback is very essential for employees. The theory provides the assumption that, employees receiving feedback of how they are performing can be essential for their effectiveness. In this aspect, employee to become of how they are performing is essential towards the full internalization of OPRAS to organizations in the public service.

It was identified that, in most cases employees receives various kind of feedback including promotion, improve, demotion and training. However, it was identified that promotion feedback influence employees performance comparing to other kind of feedback including demotion, improve and training which does not. It was identified that promotion feedback influence employees performance. It is demonstrated that this aspect influence employees performance because employees think that if they are promoted to higher ranks their salary will increment. In this aspect, employees are influenced to perform when they remember that OPRAS has contribution to their promotion. This feedback promotes employees to perform better hence being the good move towards the fully use and internalization of OPRAS.

Again, it was identified that feedback including improve, training and demotion does not influence employees performance. It can be identified that on the aspect of improve feedback it looks like employees are not informed of how they are supposed to improve by the supervisor something that can be taken easy by the employees. On the issue of training feedback, it was identified that due to the fact that the organization has its own training plan which is not flexible in a sense that employees recommended to be trained cannot receive/permited to go for training as it is not their time in the plan to go for training.

Therefore, an employee sees training recommendations as has nothing to do with their performance. Also, the budget constraints are a factor for employees not to receive training. Hence the employee recommended to go for training cannot receive it due to budget constraints. On the aspect of demotion, it can be demonstrated that no employee wish to be demoted because of performance. Demotion to an employee

cause stress to them which makes them to under perform in the early period of promotion due to stress and it can take time for them to recover. This is why the demotion feedback does not influence employees' performance.

This is also supported by Blystad *et al.* (2012) study that provides that the feedback is tiresome and has no influence to employees' performance. In this aspect, the issue of feedback to influence employees' performance is seen to be still a challenge. Moreover, the Goal Setting Theory insists on the provision of feedback as it influences employees' performance. In this aspect, the study identified that some of the feedback does not influence employees' performance. This contradicts the theory because some feedback does not influence employees' performance. It can be demonstrated that, improvements need to be made in the organization for the feedback to influence employees' performance including implementing them and elaborating to employees of the feedback they are receiving on how they should improve.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Overview

The purpose of this study was to assess the role of OPRAS on employees' performance. Specifically, the study was built along three objectives which include; to assess employees' opinions on how OPRAS forms filling process influence their performance, to determine the how performance agreement setting affect employees' performance, and to assess the effect of OPRAS feedback on employees' performance. That being the case, this chapter presents the conclusion of the study, recommendations, and areas for further research.

5.2 Conclusion

Based on the findings presented above and the discussion, the following conclusions can be drawn. Based on the results of the findings and discussion, OPRAS still has low contribution to employees' performance. This has been due the process of filling in the forms, the attitude of employees towards OPRAS and the use of OPRAS data to inform employee management. Few aspects of OPRAS form filling process influence employees' performance and many others do not. It is the midyear review and employees participating in rating their performance during annual performance review and appraisal section that influence their performance only.

Resources provision and section six of the OPRAS forms (attributes of good performance) does not influence employees' performance. Employees believe that, they will be influenced by the form filling process on this section which relates to the attribute of good performance, if the workmate (third person) is added as a third

person and chance is given for other demonstrated attributes that are not mentioned within the form. Again, the supervisor attitude towards an employee affects the rating process.

The process of setting the performance agreement does not influence employees' performance due to the way the organization set strategic plans in which objectives are drawn. The setting of the individual performance objectives follows the cascading process in which they emanate from the individual objectives of the Rector of the Institute and the individual objectives of the Rector are derived from the organization strategic plans. However, employee does not participate in the development of the organization strategic plans where their individual objectives are cascaded. Again, still resources are not enough to accomplish the performance targets. Moreover, concerning the OPRAS feedback it is promotion feedback only that influences employees' performance while other most of feedback including training, improve and demotion does not influence employees' performance.

5.3 Recommendations

This part provides recommendations based on the findings of the study. They are divided into three parts; recommendations for employees, recommendations for organization management and recommendations for government respectively as below. On the side of employees; there is still a concern for employees to fill the OPRAS forms on time. It is recommended that employees should improve in filling the OPRAS forms on time. This will keep them updated and it will be a reminder of what they are required to do. Also, they will be implementing the public service regulations which require them to fill such forms on time.

Also, employees should start/continue advising the organization management on the best way of developing the organization strategic plans by being involved as it is from there where individual performance objectives are drawn. Moreover, employees should start advising the management on the best way of using OPRAS on other aspects not only strategic plans for its better functioning.

On the side of organization management; the nature of the development of the strategic plan of an organization in which individual performance objectives are drawn does not involve employees. The organization management should consider using bottom up approach in developing strategic plan so that employees can contribute their inputs hence feeling that they are involved in setting performance objectives cascaded from that plan. Also, the organization management should ensure that the forecasting of resources is made before setting the individual performance objectives so that the targets are met as forecasted and resources supplied as per targets.

Moreover, supervisors should be reminded that their attitudes towards the subordinate affect ratings in appraising them. Training should be made for supervisor on how they can rate employees without letting their attitude interfere their decision in order to ensure that justice is done in rating the performance of employees in the OPRAS process. Moreover, the organization management should ensure that OPRAS feedback is internalized in the employees' development plans especially on training. This will ensure that when the supervisor recommends training for an employee, the training is given on time for sake of improving employees' performance.

On the side of the government; employees believe that if the third person (workmate) is added on the section of the attributes of good performance (section six), employees will be motivated as the workmate knows how an appraisee demonstrated/ did not demonstrate such attributes mentioned in the section. The government should consider changing the OPRAS form in the section of attributes of good performance so that it can be effective.

Also, the government should consider adding the option of other attributes demonstrated in the attributes of good performance instead of limiting to the only mentioned in the current OPRAS form. This will give the chance for employee to mention the attributes demonstrated other than the currently mentioned for the aim of making OPRAS effective. Moreover, the Government should continue encouraging organizations/departments/institutions in the public service to continue to applying OPRAS in a better way for the aim of influencing employees' performance.

5.4 Areas for Further Research

Firstly, the study should be made on the other attributes that should be included in the section of the attributes of good performance for the aim of making this section effective. Secondly, the further study should be made on how to make the attributes of good performance in the OPRAS forms can be effective. Furthermore, the study should be made on how the organization can internalize the OPRAS system in their develop systems within the public service.

REFERENCES

- Ahuja, R. (2015). *Research methods*. New Delhi: Rawat Publications.
- Bana, B. & Shitindi, E. (2009). Performance Management in the Tanzania Public Service: A Paper Presented at the Conference on Governance Excellence: Managing Human Potential held at Arusha International Conference Centre, United Republic of Tanzania.
- Bana, B. (2010). Policy and methodologies for evaluating performance of the public service in Tanzania. 16-17pp., Durban, South Africa.
- Blystad, A. (2012). Assessing performance enhancing tools: Experiences with the open performance review and appraisal system (OPRAS) and expectations towards payment for performance (P4P) in the public health sector in Tanzania, Centre for International Health, University of Bergen.
- Bryman, A. (2008). *Social Research Methods*, 4th Ed. Oxford: Oxford University Press.
- Controller and Auditor General (2017). The annual general report of the controller and auditor general on the audit of local government authorities for the financial year 2016/2017. Dar es Salaam, Tanzania.
- Creswell, J. W. (2007). *Research design: Qualitative and mixed methods approaches*. London: Sage.
- Dickson, D. (2013). Open performance review and appraisal system (OPRAS) in Tanzania: case study of Monduli and Meru district hospitals. A Thesis Submitted to Mzumbe University, Dar es Salaam Campus College in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Science in Human Resource Management.

- Douglas, M. (2015). Primary Sources of Data and Secondary Sources of Data, *Qualitative and Quantitative Methods in Libraries (QQML)*, 3, 619-626.
- Emmel, N. (2013). *Sampling and choosing cases in qualitative research: A realist approach*. London: Sage.
- Fisher, C. (2010). *Researching and writing a dissertation: An essential guide for business students*. 3rd Ed. Gosport: Ashford Colour Press Ltd.
- Fred, C. L. (2011). Goal setting theory of motivation. *International journal of management, business and administration*. 15(1), 237- 240.
- Grant, C. & Osanloo, A. (2014). Understanding, selecting and integrating a theoretical framework in dissertation research: Creating the blueprint for house. *Administrative issues journal: connecting education, practice and research*, 4(2), 12-26.
- Grover, V. K. (2015). Research approach: An overview. *International Multidisciplinary Research Journal*, 4(8), 1-3.
- Ime, (2015). Effective performance Management system and employee productivity: Evidence from Multichoice Company, Nigeria. *Journal of International Business and Cultural Studies*, 3(4), 1-22.
- Iqbal et al. (2013). Impact of performance appraisal on employees performance involving the moderating role of motivation. *Arabian journal of business and management review (OMAN)*, 5(1), 1-9.
- Islamiet, X. (2018). Using management by objectives as a performance appraisal tool for employees satisfaction. *Future business journal*, 4, 94-108.
- Kelidbari, D. (2011). The relationship between organization commitment and job performance of employees of Guilan Province social security organization

- Interdisciplinary Journal of Contemporary Research in Business*, 3(6), 555.
- Kumar, R. (2011). *Research methodology: A step by step guide for beginners*, 3rd Ed., California: SAGE Publications.
- Locke, E. & Latham, G. (2006). New directions in goal-setting theory. *Association for Psychological Science*, 15(5), 265-268.
- Lunenburg, F. C. (2011). Goal setting theory of motivation. *International journal of management, business and administration*. 15, 1- 5.
- Massawe, J. (2009). The Effectiveness of Open Performance Review and Appraisal System (OPRAS) in Executive Agencies: the Case of the National Bureau of Standards (NBS). Unpublished masters dissertation, Open University of Tanzania, Tanzania.
- Matete, R. E. (2016). Implementation of Management by Objective through Open Performance Review and Appraisal System for Teachers in Tanzania. *International journal of education and literacy studies*, 4(3), 44-52.
- Mesly, O. (2015). *Creating models in psychological research*, Etats-Unis: Springer press.
- Mhando, E. J. (2016). Challenges of implementing OPRAS among public secondary schools in Arusha city council: unpublished masters dissertation, Mzumbe University, Morogoro, Tanzania.
- Mollel, E. R. (2017). *Perception of public service employees on performance appraisal management in Muheza District, Tanzania*. *Issues in Business Management and Economics*, 5(4), 60-69.
- Mwakibete, F. B. (2015). Effectiveness of OPRAS in performance management in Local Government Authorities: A case of Ludewa Local Government

- Authority. Unpublished masters dissertation, Open University of Tanzania., Dar es Salaam, Tanzania.
- Ngangø, (2013).The Link between Performance Appraisal and Firm Performance. *International journal of academic research in business and social sciences*, 3(9), 46-56.
- Nissa, C. (2015). Effectiveness of Open Performance Review and Appraisal System as a Tool for Enhancing Teachersø Performance in Tanzania: A Case Study of Misungwi District, Mwanza Region. 55pp.
- Payne, G. & Payne, J. (2004). *Key Concepts in Social Research*, London: Sage Publications.
- Presidentø Office Public Service Management, (2013). Guideline on Open Performance Review and Appraisal System (OPRAS). Dar es Salaam, Tanzania. January, 2013. 1- 45pp.
- Saunders et al. (2009). *Research methods for business students*. 5th Ed. Rotolito. Lombarda, Italy.
- Sendoro, H. (2013). The assessment of implementation challenges for open performance review and appraisal system in local government authorities in Tanzania: A case study of Morogoro municipality. Unpublished masters, Mzumbe University, Morogoro, Tanzania.
- Taherdoost, H. (2016).Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18-27.
- Tufford, L. & Newman, P. (2010). Bracketing in qualitative research. *Qualitative social work*. 11(1), 80-96.

- Urbancova, H. & Linhartova, L. (2011). Staff turnover as a possible threat to knowledge gap, Czech University of Life Sciences in Prague, J. Competitiveness, 3:2011.
- Xia, B. S. & Gong, P. (2015). Review of business intelligence through data analysis. *Benchmarking*, 21(2), 300-311pp.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York: Guilford Press.
- Yin, R. K. (2014). *Case study research: Design and methods*. 5th Ed. Los Angeles, CA: Sage.
- Yurtkoru, S. (2017). Application of goal setting theory. *Global Business Research Congress (GBRC)*, May, 24-25.

APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR LGTI STAFF

This interview guide aims at collecting data for a research titled **“The Role of OPRAS on Employees’ Performance”**. Thus, I would be very grateful if you spare some few minutes to answer the following questions. The data that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

A: Employees’ opinions on the way form filling process influence their performance

1. What is your age, sex and level of education?
2. Is it simple/complex for you to fill the OPRAS forms?
3. Do you fill OPRAS forms on time? Does it influence your performance?
4. Do you conduct midyear review? Is there any contribution to your performance? Elaborate
5. Does rating yourself during annual performance review and appraisal section influence your performance?
6. Do ratings in the attributes of good performance section influence your performance?
7. What is the readiness of the supervisor to help in form filling process?
8. Does your organization prepare training programmes of OPRAS application to its staff?
9. What is your general opinion on the influence of form filling process on your performance?

B: The performance agreement setting effect on employees' performance

10. Are you involved in the setting organizational objectives?
11. Are you involved in discussing and setting individual performance objectives with your supervisor? Does it influence your performance?
12. Are you involved in the process of setting the performance targets? How? Does it influence your performance? How?
13. Does the organization provide enough resources to achieve the agreed targets?

C: The way OPRAS feedback affects employees' performance

14. Do you receive OPRAS feedback? Is the feedback received on time?
15. For your experience what kind of feedback do you always receive? Does it influence your performance?
16. Does the organization offer rewards as a result of good performance?
17. Is there any development measures received as a result of OPRAS feedback? What are those? Do they influence employees' performance?
18. Do you think that OPRAS feedback in general influences your performance?

APPENDIX 2: INTERVIEW GUIDE FOR LGTI MANAGEMENT

This interview guide aims at collecting data for a research titled **“The Role of OPRAS on Employees’ Performance”**. Thus, I would be very grateful if you spare some few minutes to answer the following questions. The data that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

A: The way performance agreement setting affects employees’ performance

1. What is your age, sex and level of education?
2. Do you involve employees in discussing and setting individual performance objectives?
3. Do you participate employees in setting the performance targets? Explain
4. Do you ensure the supply of relevant resources depending on the targets agreed? Are they provided on time? Does it influence employees’ performance? Explain

B: The effect of OPRAS feedback on employees’ performance

5. Do you ensure that a copy of the OPRAS forms after review is returned to your subordinate?
6. When and how do you present performance feedback to employees?
7. Do you use Performance Appraisal evaluation feedback to make important decisions such as promotion, improvement, demotions and training?
8. Does the organization offer rewards for good performers as a result of OPRAS process? What are such rewards?
9. Do you think that the OPRAS feedback influence employees performance? How?

APPENDIX 3: OPRAS FORM**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.

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 Ministry /Departmental work plan (Strategic plan, Annual operating plans or Action plans) and are expected to be implemented in the current year.
4. Sections 2 and 3 of this Form shall be filled by the Appraisee in consultation with the Supervisor and sections 4 -7 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.

SECTION 1. PERSONAL INFORMATION

Vote Code										Check Number										
-----------	--	--	--	--	--	--	--	--	--	--------------	--	--	--	--	--	--	--	--	--	--

Vote Description

Sub Vote										Present Station										
----------	--	--	--	--	--	--	--	--	--	-----------------	--	--	--	--	--	--	--	--	--	--

Sub-vote description

Name in Full																		M	F
	<i>Surname</i>	First name	Middle name																

Gender

Academic Qualification																			
------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Duty Post										Substantive Post										
-----------	--	--	--	--	--	--	--	--	--	------------------	--	--	--	--	--	--	--	--	--	--

Date of First Appointment										Date of Appointment to present post										
	D	D	M	M	Y	Y	Y	Y			D	D	M	M	Y	Y	Y	Y		

Salary Scale	Period served under Present Supervisor				No. of months	Date of Birth										
							D	D	M	M	Y	Y	Y	Y		

Terms of Service	
------------------	--

DD= Day, MM=Month, YYYY= Year, F=Female, M=Male

SECTION 2: PERFORMANCE AGREEMENT

To be filled by the Appraisee in Consultation with the Supervisor

<i>PO</i>	Agreed Objectives in order of priority	Agreed Performance Target	Agreed Performance Criteria

Appraisee

Supervisor

í í í í í í í í í .

í í í í í í í í í í

SECTION 3(a): MID- YEAR REVIEW (July – December 2005)*To be filled by the appraisee in consultation with the supervisor*

PO	Agreed Objectives in order of priority	Progress Towards Targets	Factors Affecting Performance

SECTION 3(b): REVISED OBJECTIVES (if any)

PO	Agreed Objectives in order of priority	Agreed Performance Targets	Agreed Performance Criteria	Agreed Resources

SECTION 4: ANNUAL PERFORMANCE REVIEW AND APPRAISAL

(JUNE 30th, 2006)

To be filled by the Appraisee and the Supervisor

PO	Agreed Objective(s)	Progress Made	Percent	Rated Mark	
					Supervisor
Overall Performance Mark. This should reflect the overall performance and achievement of agreed objectives					

Rating:

1= Outstanding performance 2= Performance above average 3= Average

performance

4= Poor performance 5= Very poor performance

SECTION 5. ATTRIBUTES OF GOOD PERFORMANCE*To be filled by the Appraisee and the Supervisor*

S/N	Main Factors	Quality Attribute	Rated Mark	
	WORKING RELATIONSHIPS	Ability to work in a team		
		Ability to get on with other staff		
		Ability to gain respect from others		
	COMMUNICATION AND LISTENING	Ability to express in writing		
		Ability to express orally		
		Ability to listen and comprehend		
		Ability to train and develop subordinates		
	MANAGEMENT AND LEADERSHIP	Ability to plan and organise		
		Ability to lead, motivate and resolve conflict		
		Ability to initiate and innovate		
	PERFORMANCE IN TERMS OF QUALITY	Ability to deliver accurate and high quality output timely		
		Ability for resilience and persistence		
	PERFORMANCE IN TERMS OF QUANTITY	Ability to meet demand		
		Ability to handle extra work		
	RESPONSIBILITY AND JUDGEMENT	Ability to accept and fulfil responsibility		
		Ability to make right decisions		
	CUSTOMER FOCUS	Ability to respond well to the customer		
	LOYALTY	Ability to demonstrate followership skills		
		Ability to provide ongoing support to supervisor (s)		
		Ability to comply with lawful instructions of supervisors		
	INTEGRITY	Ability to devote working time exclusively to work related duties		
		Ability to provide quality services without need for any inducements		
		Ability to apply knowledge and abilities to benefit Government and not for personal gains		
Overall Performance Section 5				
Rating as per Section 4				

SECTION 6. OVERALL PERFORMANCE

(AVERAGE OF SECTIONS 4 AND 5)

Comments by appraisee (if any):

Signature of Appraisee

Comments by observer (if any):

Name of Observer **Signature** **Date**

Comments by supervisor (if any):

Name of Supervisor **Signature** **Date**

SECTION 7: REWARDS/SANCTIONS