

**THE EFFECTIVENESS OF OPEN PERFORMANCE REVIEW AND
APPRAISAL SYSTEM OF PUBLIC PRIMARY SCHOOL TEACHERS: A
CASE OF MVOMERO DISTRICT**

MONICA MARCO MPULULU

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2014

CERTIFICATION

I the undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania the dissertation with the title “Effectiveness of Open performance Review and Appraisal System in Public Primary Schools; A case of Mvomero District” in Partial fulfillment for the requirements of the Master Degree of Education in Administration Planning and Policy Studies of the Open University of Tanzania.

.....

Prof. Cornelia K. Muganda

(Supervisor)

.....

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, **Monica Marco Mpululu**, do hereby declare that, this dissertation is my own original work and that it has not been submitted for a similar degree to any other University.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my late father and mother Mr. George Gau and Mrs. Yustina Mhintе whose understanding of importance of education has laid the foundation of my schooling. This work is also dedicated to my beloved son and daughters Erickson Gau, Colatha Evarist and Yustina Mhintе, my brother Ireneus Mhindi for their prayers and moral support.

ACKNOWLEDGEMENT

Many people have spent their time, love, and energy in encouraging me to complete this work. I thank them for their inspiration, encouragement, patience and endurance, which supported me towards successful completion of this work.

Special thanks go to my supervisor Prof. Cornelia K. Muganda who provided me with intellectual guidance and constructive comments during preparation of this piece of work. Her scholarly advice, patience, encouragement, tireless efforts and concern for accuracy have shaped this study into its present form.

A word of appreciation goes to the District Executive Director, Staff, Ward Education Coordinators and Primary school teachers of Mvomero District council for all the support given to me during data collection.

I also like to give my sincere gratitude to my children and close friends whose financial and moral support gave me peace of mind and encouragement to accomplish my study. Special thanks go to my beloved children Erickson Gau, Coletha Evarist and Yustina Mhinte for their patience when I was busy in preparing this research, their kindness has made the completion of the dissertation possible. I also wish to express my gratitude to my beloved brother Ireneus Mhindi for his assistance and encouragement during the time of my studies. Glory goes to God who gave me wisdom, guidance and strength to complete this work. Without his power nothing would have been done.

ABSTRACT

The general objective of the study was to assess the effectiveness of the Open Performance Review and Appraisal System of Public primary school teachers. The study was conducted in Mvomero District. Specifically, the study sought to: examine the effect of the levels of understanding of appraisal system by supervisors and supervisees in the implementation of OPRAS; assess teachers' perceptions on the implementation of the OPRAS as required by the Management; assess the usefulness of OPRAS in decision making regarding transfers, promotions and demotions and to find out the challenges affecting the implementation of OPRAS to public primary school teachers in Mvomero District. A study was descriptive whereby both qualitative and quantitative data collection and analysis approaches were employed. Respondents comprised of 20 supervisors and 120 supervisees making a total of 140. Data collected were analyzed using SPSS and excel sheet. The study revealed that OPRAS implementation to Public primary school teachers in Mvomero District was ineffective. Low level of understanding of appraisal system by supervisors and supervisee, negative teachers' perceptions on OPRAS implementation, failure to use the evaluation feedback by supervisors in decision making, contributed to ineffective implementation of OPRAS. In view of above findings it is recommended that level of understanding of appraisal system by supervisors and supervisee and teachers' perception on OPRAS should be increased through training and the OPRAS evaluation feedback should be used in managerial decision making to motivate teachers to be accountable on their work.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
1.0 BACKGROUND INFORMATION.....	1
1.1 Introduction	1
1.2 Background of the Problem	1
1.3 Statement of the Problem	2
1.4 Objectives.....	4
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5 The Study Questions	4
1.6 Significance of the Study	5
CHAPTER TWO	6
2.0 LITERATURE REVIEW.....	6

2.1	Introduction	6
2.2	Definition of Key Terms	6
2.2.1	Appraisal.....	6
2.2.2	Performance.....	6
2.2.3	Performance Appraisal	7
2.3	Theoretical Literature Review	8
2.4	History of Performance Appraisal System.....	9
2.5	Open Performance Review and Appraisal Process.....	11
2.6	Level of Understanding on OPRAS.....	14
2.7	Perception of Teachers on Filling OPRAS Form.....	15
2.8	Usefulness of OPRAS Evaluation Feedback	16
2.9	Knowledge Gap	17
2.10	Conceptual Framework.....	18
	CHAPTER THREE	21
	3.0 METHODOLOGY.....	21
3.1	Introduction	21
3.2	Description of the Study Area.....	21
3.3	Research Design.....	22
3.4	Study Approach.....	23
3.5	Study Population	23
3.6	Sample Size and Selection	24
3.7	Sampling Techniques.....	24
3.8	Methods of Data Collection	26
3.8.1	Primary Data	26

3.8.1.1 Interview Method	26
3.8.1.2 Questionnaires Method	27
3.8.2 Secondary Data	27
3.8.3 Data Collection Instruments	28
3.8.4 Reliability of Data	29
3.8.5 Validity of Data	29
3.9 Data Analysis	29
3.10 Limitation of the Study	30
CHAPTER FOUR.....	31
4.0 DATA PRESENTATION DISCUSSION AND ANALYSIS.....	31
4.1 Introduction	31
4.2 Demographic Characteristics	32
4.3 Level of Understanding on Appraisal System by Supervisors and Supervisees	35
4.3.1 Whether Teachers Had Ever Filled the OPRAS Forms	38
4.3.2 Involvement of Teachers in Discussing the Individual Objectives with The Supervisors.....	39
4.4 Perception of Teachers on OPRAS Implementation.....	40
4.5 Usefulness of Open Performance Review and Appraisal Evaluation Feedback	42
4.6 Challenges Affecting OPRAS Implementation.....	45
4.6.1 Leadership Style.....	45
4.6.2 Type of Leadership Required on OPRAS Implementation.....	47
4.6.3 Level of Trust between Supervisors and Supervisee	48

4.6.4	Reasons for Lack of Trust Between Supervisors and Supervisees	50
4.6.5	Other Challenges Affecting OPRAS Implementation	52
	CHAPTER FIVE.....	54
	5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	54
5.1	Introduction.....	54
5.2	Summary	54
5.3	Conclusion	56
5.4	Recommendations	57
5.5	Future Research.....	57
	REFERENCES.....	59
	APPENDICES	65

LIST OF TABLES

Table 4.1: Sex Distribution at Mvomero District.....	32
Table 4.2: Age Distribution at Mvomero District.....	33
Table 4.3: Years Teachers and Supervisors Stayed at their Work Station.....	34
Table 4.4: Highest Level of Education of Supervisors and Supervisees	35
Table 4.5: Level of Understanding on Appraisal System by Supervisors and Supervisees.....	35
Table 4.6: Reasons for OPRAS Implementations Being Understood by Teachers and Supervisors	37
Table 4.7: Whether Teachers Had Ever Filled in the OPRAS Forms.....	38
Table 4.8: Involvement of Teachers in Discussing the Individual Objectives with the Supervisors	39
Table 4.9: Teacher's Perception on OPRAS Implementation	41
Table 4.10: Usefulness of OPRAS Evaluation Feedback	42
Table 4.11: The use of Evaluation Feedback by Supervisors	44
Table 4.12: Importance of Leadership Styles on OPRAS Implementation	45
Table 4.13: Type of Leadership Required on Implementing OPRAS	47
Table 4.14: Trust between Supervisors and Supervisees	48
Table 4.15: Reasons for Lack of Trust between Appraisers and Teachers.....	50
Table 4.16: Factors Hindering Successful Filling in of the OPRAS Forms	52

LIST OF FIGURES

Figure 2.1: Conceptual Framework for Open Performance Review and Appraisal System	18
Figure 4.1: Level of Understanding on Appraisal System by Supervisors and Supervisees.....	36
Figure 4.2: Involvement of Teachers in Discussing the Individual Objectives with the Supervisors	39
Figure 4.3: Teachers' Perception on OPRAS Implementation	41
Figure 4.4: Usefulness of OPRAS Evaluation Feedback.....	43
Figure 4.5: Importance of Leadership Styles on OPRAS Implementation.....	46
Figure 4.6: Type of Leadership Required on Implementing OPRAS.....	47
Figure 4.7: Reasons for Lack of Trust between Supervisors and Supervisees	51
Figure 4.8: Other Challenges Affecting OPRAS Implementation.....	53

LIST OF APPENDICES

Appendix 1: Primary School Teachers' Questionnaire.....	65
Appendix 2: Questionnaire for Supervisors.....	67
Appendix 3: Movemero District	69
Appendix 4: OPRAS Form	70
Appendix 5: Research Clearance Letter.....	77
Appendix 6: Introduction Letter.....	78

LIST OF ABBREVIATIONS

CASRS	Closed annual Confidential Report System
LGA	Local Government Authority
MDA	Ministries Department and Agencies
OPRAS	Open Performance Review and Appraisal System
PA	Performance Appraisal
PAS	Performance Appraisal System
PMS	Performance Management System
PSMEP	Public Service Management and Employment Policy
PSRP	Public Service Reform Program
SPSS	Statistical Package for Social Science
URT	United Republic of Tanzania

CHAPTER ONE

1.0 BACKGROUND INFORMATION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, the general objective of the study, the specific objectives of the study, the research questions and significant of the study.

1.2 Background of the Problem

There are many challenges which hinder the delivery of public service in Africa. The factors include those relating to human resources like manpower deficiencies and lack of psychological dispositions and shortage of financial and material resources necessary for effective delivery of services. The problems of accountability, transparency as well as ethical issues also continue to affect effective delivery of public service (Bana, 2009). The human resource is certainly the most important factor of production due to its capability of transforming all the other factors of production. Effective utilization of human resource increases productivity (Armstrong 2006).

Therefore, it is important for any organization private or public organizations to measure and evaluate the performance of its employees. As Armstrong (2006) contends that the main instrument used to control organizations human resource is performance measurement. The success of an organization will therefore depend on its ability to measure accurately the performance of its members and use it objectively to optimize them as a vital resource (Nigera, 2004).

A new innovation for managing individual performance in the public service institutions in Tanzania was the introduction of the Open Performance Review and Appraisal System (OPRAS) in July 2004. OPRAS replaced the Confidential Performance Appraisal System which was highly confidential and bureaucratic in nature. Introduction of OPRAS is a key part of the Government's commitment to improve performance and service delivery to the public. The OPRAS emphasize involvement of employee in objective setting, implementation, monitoring and review process, with a view of promoting individual accountability, improving transparency, and communication between management and employees (URT, 2011).

The Closed Annual Confidential Report System (CACRS) which was used before OPRAS was limited and largely generated one-sided information and absence of feedback on the performance of employees in the public service. Hence, fail to promote performance, transparency and accountability in public service. These changes in appraising performance of Public employees are in line with Public Service Employment Policy (1999), the Public Service Act (No. 8 of 2002) and Public Service Regulations (2003), (URT,2011). The appraisal system which provides the opportunity for dialogue between the supervisor and the supervisee is more likely to improve performance than a system of staff appraisal which is closed and unilateral.

1.3 Statement of the Problem

In Tanzania Government introduced OPRAS in 2004 in all Ministry, Departments and Agencies (MDAs) and Local Government Authority (LGAs) with a view to

ensure proper utilization of human resource and improving performance. Inspection reports by Public Service Reform Programme (PSRP) 2007 indicate that the implementation of the OPRAS was ineffective.

There was no regular setting of targets by supervisors and supervisee and assessment of performance against the set targets; supervisors did not monitor performance; supervisors who assessed the performance of their subordinates did so wrongly; there was apathy towards the entire concept of performance appraisal; the appraisal forms were wrongly filled and submitted late by both supervisee and supervisors. The above state of affairs is likely to hinder the achievement of the objectives of introducing the OPRAS: proper management of human resources and improving performance. It is therefore evident that the implementation of the system has not been effective.

On the other hand several studies like factors influencing effective implementation of the Open Performance Review and Appraisal System in Dar es Salaam city council by Wanderage (2009), the Effectiveness of Open Performance Review and Appraisal System in the Executive Agencies in Tanzania by Massawe (2009) and the one titled policy and methodologies for evaluating performance of the public service in Tanzania written by Faisal (2010) have been carried out all over the country to assess the performance of employee in a public sector. However, the studies have done little to investigate to what extent the OPRAS has been effective for primary school teachers. This study assessed the effectiveness of Open Performance Review and Appraisal System of teachers particularly in Public primary schools in Mvomero district.

1.4 Objectives

The research was guided by the following objectives:

1.4.1 General Objective

The general objective of the study was to assess the effectiveness of Open Performance Review and Appraisal System to Public primary schools Teachers in Mvomero district council.

1.4.2 Specific Objectives

The specific objectives of the study were to:

- (i) Examine how level of understanding of appraisal system by supervisors and supervisee affect implementation of OPRAS
- (ii) Assess Teachers' perception on OPRAS implementation as required by the Management.
- (iii) To assess the usefulness of OPRAS in decision making regarding transfers, promotions and demotions.
- (iv) Find out the challenges affecting the implementation of OPRAS to public primary school teachers in Mvomero District Council.

1.5 The Study Questions

The following research questions were formulated basing on the research objectives to guide the researcher during the data collection.

- (i) How does the level of understanding of appraisal system by supervisors and supervisees affect implementation of OPRAS?

- (ii) What are the perceptions of teachers on OPRAS implementation?
- (iii) To what extent are important decisions such as promotion, demotion and Transfers are based on performance appraisal evaluation feedback?
- (iv) What are the challenges affecting the implementation of OPRAS to public primary school teachers in Mvomero district council?

1.6 Significance of the Study

The study investigates the effectiveness of OPRAS to Public Primary school teachers. Findings are expected to contribute knowledge of how local authorities can adapt and implement OPRAS in improving student's academic performance. Findings are expected to enlighten policy makers on measures that could be put in place to ensure effective implementation of the OPRAS. Also this study will stimulate further studies in this area to see whether the challenges facing OPRAS implementation in Public primary schools in Mvomero district are similar or different with experiences from other districts.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature on effectiveness of Open performance Review and appraisal system to public primary school teachers. It defines some of the basic concepts used in OPRAS, the history of its origin, Open Performance Review and Appraisal Process, level of understanding the Open Performance Review and Appraisal System, perception of teachers on filling OPRAS form, usefulness of Open Performance Review and Appraisal evaluation feedback and the Knowledge Gap.

2.2 Definition of Key Terms

2.2.1 Appraisal

An act of assessing something or someone, the aims of appraisal according to Fajana (2002) are three folds: appraisal entails historical review of employees' performance; it is a means for distributing rewards as well as a means for determining training and development needs. Therefore appraisal is a process of assessing performance of an employee in relation to assigned duties, role and responsibilities.

2.2.2 Performance

The Oxford English dictionary classifies performance as the “accomplishment, execution, carrying out, and designing out of everything ordered or undertaken”. Performance is a subject not only of what people get, but how they attain it (Armstrong and Baron, 2005). From the explanation, and understandings above, it

can be disputed that performance is not only about productivity, it is also related with acts and behaviors established to get given goals. This subject will attribute strongly through the study. Nevertheless, the term Performance can be referred to as the act of accomplishing or executing a specific task assigned to an individual or team. It is only possible to know and judge one's performance by evaluating the day-to-day activities of the person, or provide a specific mission to that person and when they reach that target that's what we call performance (Mlay 2008).

2.2.3 Performance Appraisal

Employee performance appraisal refers to an opportunity to take overall view of work content (loads and volume), and to look back at what has been achieved during the reporting period; and agreed objectives for the next planning period.(URT, 2011) According to Daley (1992) Performance appraisal system is an evaluation of individuals with respect to their work performance and their potential to develop. This entails that the working goals or expectation has to be a joint venture between the supervisor and the worker. Performance appraisal is an integrated process that occurs regularly and frequently between supervisor and workers. Rao (2005) opines that performance appraisal is a method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance.

Murphy, and Cleveland (1995) observed Performance Appraisal as the operating system which functions side by side to each other; these are evaluating system and feedback system. The feedback system is for employees to know how (quality) they are performing and the evaluation system is for the organization to find out the

performance gap. Therefore, Performance appraisal can be defined as the process of analyzing the duties and responsibilities of each employee and evaluating the value of the job in relation to others in the organization, according to established standards.

2.3 Theoretical Literature Review

Murphy and Cleveland (1991) Views Performance Appraisal as the concept of improving performance and developing people although its use in organizations continues to be varied. MacGregor (1960) argues that people have been identified as a source of competitive advantage for organizations. Level of satisfaction with Performance Appraisal is clearly related to perceived fairness of the system. Perception can be linked to motivation goal setting theory (Locke, 1968), expectancy theory (Vroom, 1964); the premise being that motivated people will work towards established goal for which they expect fair reward when they achieve them.

Expectancy theory explain behavior of Supervisor and supervisee (Anderson, 2002) while Goal theory states that motivation and performance are higher when individuals set specific goals with feedback mechanisms and these goals inform individuals to achieve particular performance levels. A goal is the aim of an action or a task that a person consciously desires to achieve or obtain (Locke and Lathan, 2002).

This study applied goal theory of Locke (1960) to understand effectiveness of OPRAS of primary school teachers. This theory was relevant to this study because one of unique features that OPRAS has is a process of setting specific performance goals for the employee which in turn serves as a potent motivating force for the

employee. The organization exists to achieve goals, the degree of success that individual employees have in reaching goals is important in determine organizational effectiveness. According to goal theory, motivation and performance will improve if people are committed to the goals (Giffin, 1989). Therefore, Effective implementation of OPRAS depends much on supervisor determination to fulfill employee's desires, such as resources, training, promised rewards and to deal with performance problem (Decenzo & Robbins, 2003)

2.4 History of Performance Appraisal System

The history of performance appraisal is as old as human civilization as the evaluation of performance has been in existence either in one form or the other. The original of performance appraisal scheme can be attributed to the relationship between master and servants or employer and employees. The method and techniques used for appraisal used varied during different stages of human history. The trait relayed upon for appraisal were mainly personal loyalty and allegiance to the employer while the emphasis on each of this trait varied under different work culture. The traditional approach has been to judge employees on the basis of their personality or activity trait.

According to Goel (2008), the formal appraisal system was used for the first time in USA in the year 1883 by the Federal Government for New York City Civil Service and by certain administrators. During the late part of the 19th century the real imputes to appraisal in business come as result of the work measurement programme of Fredrick Taylor and his followers before World War I. Similarly, with the wide spread awareness of human relations factors in management in the early1930s and

1940s behaviour traits such as the ability to get along with others obviously tended to become dominant in performance appraisal system were almost inevitably aimed at the evaluation of hourly workers rather than of managers. The concept of performance appraisal for evaluating performance was introduced during World War II .

The appraisal were subjective and covered areas such as the quality of work, adoptability, job knowledge, dependability, safety and cooperate attitudes. By using a formal system performance appraisals have many advantages, not only in reward allocation, promotion/demotions, layoffs/recalls, transfers and selecting training and development program for employees but it assist individual employee's decisions regarding career choices and the subsequent direction of individual time and effort. Additionally, performance appraisals may increase employee's commitment and satisfaction (Weise and Buckley, 1995).

With the growing number of challenges faced today, there are now, more than ever, increased demands on managers and all other staff members to achieve higher levels of efficiency and productivity. The continuously changing nature of most public services today and the high expectations from the general public have increased pressure on public servants to re-evaluate their contributions in the workplace and the way in which they work. The introduction of performance appraisal systems has been one strategy adopted to meet these challenges.

The Government of Tanzania introduced the use of Open Performance Review and Appraisal System (OPRAS) in July 2004, through Establishment Circular No.2 of

2004. OPRAS replaced the Confidential Performance Appraisal System which was characterized by absence of feedback and poor help in the identification of the training needs of the employees, hence, failed to promote performance improvement and accountability in the Public Service. These changes in appraising performance of Public employees are in line with Public Service Management and Employment Policy (PSMEP) of 1998 and the Public Service Act No. 8 of 2002, which both emphasizes on institutionalization of result oriented management and meritocratic principles in the Public Service.

Introduction of OPRAS is a key part of the Government's commitment to improve performance and service delivery to the public. It is a key accountability instrument for individual employees that emphasize the importance of participation, ownership and transparency through involving employees in objectives setting, implementing, monitoring and performance reviewing process. In this way there is continuous communication between supervisors and employees; and understanding on the linkage between organizational objectives and individual.

2.5 Open Performance Review and Appraisal Process

Performance appraisal can be an important tool for supporting and improving the quality of teaching. Unfortunately, teacher evaluation too frequently has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured (Stronge & Tucker, 2003). OPRAS is an important step to avoid making the exercise look like yearly ended. Thus, Open Performance Review and Appraisal system is about documenting the quality of teachers' performance, helping them improve and hold them accountable for their work (Stronge, 2003).

Stronge & Tucker, (2003) reported that evaluation of teachers is important because without capable, high quality teachers in classrooms, no educational reform effort can possibly succeed. They further reported that the core of education is teaching and learning, which can be achieved by having effective teachers. Effective teachers can only be seen when there are high quality evaluation systems, (Stronge & Tucker, 2003).

Performance appraisal processes is concern with individual and his/her immediate boss/manager/supervisor and involve an interchange between them regarding the individual job attainment over the last month or year. The major output from appraisal process should be a set of agreed actions to be undertaken by the supervisor and subordinate for the following appraised period in order to improve performance (Aswathapa, 2005).

Decenzo (2003) viewed the appraisal process differently. To them, it begins with establishment of performance standards followed by communicating performance expectations to employee, measurement of actual performance, comparing actual performance with standard, discussing the appraisal with employees and if necessary initiating action.

The process of OPRAS has some elements mentioned by Aswathapa (2005), and Decenzo (2003). However one element of OPRAS, that is, monitoring of the performance on a regular basis was not mentioned, which is an important. Another element of OPRAS which is rather unique from the ones mentioned by the above scholars is emphasis on agreement of activities and output between the supervisor

and supervisee. This implies that both of them should participate in establishing the objectives, tasks and output for the appraisal period.

The performance targets and output against which the individual is to be assessed must be specific, measurable, and time bound and must be jointly agreed between supervisor and supervisee (URT, 2011). The OPRAS bears transparency and openness, towards the end of financial year the supervisee should complete his/her form and forward it to supervisor who on receipt of appraisal form, is supposed to arrange for an appraisal meeting with supervisee in which the past performance, future action plans, objectives, training and development needs the supervisee should be discussed (URT, 2011).

Then the head of section/supervisor (supervisor) also rates the employee and provide comments, and then the supervisor convenes the supervisee and an observer (witness) for the final step of the appraisal. The final score is computed by averaging the final score of employee and his supervisor. The last section of the form requires the supervisor to recommend the appropriate rewards, developmental measures, or sanctions against the supervisee in accordance with the agreed performance targets (URT 2011).

Commitment to the OPRAS process is essential. Aswathapa(2005).says that a lot of commitment from the supervisor and supervisee is needed from the beginning to the end of the process. Armstrong (2003) calls for a lot from the supervisor and supervisees. An annual agreement on objectives, targets, performance criteria and resources required agreed upon by both the employee and the employer (URT,

2011). Therefore supervisors and subordinates staff should discussed and agree on the objectives to ensure clarity and details of the job on which performance of the supervisee will be appraised for appraisal period.

2.6 Level of Understanding on OPRAS

Level of understanding is an important management tool and managers need to show support of the process in their organizations. It is a duty of managers to ensure that the performance appraisal policy is understood, accessible and adhered to by level of staff. If supervisors play their role in the performance appraisal process effectively, the employees will understand them (Murphy & Cleveland, 1995).

Dessler (2002), states that supervisors must be familiar with basic appraisal techniques, understanding and avoid problems that can cripple the appraisal process. Kuvaas (2007) observes that it is beneficial to train both supervisors and supervisee since both are partners in implementation of OPRAS. The level of understanding of the performance appraisal process can cause a lot of confusion among the individual workers at all level. Understanding of performance appraisal is important (Fletcher, 2001).

Failure to that employee may experience difficult or fail to cope up with setting objectives, if this happens automatically will affect implementation of the performance appraisal system. If the purpose of the appraisal system is unclear, the teachers would not have been likely to feel the sense of ownership for system to succeed (Middlewood *at all*, 1997). This sense of ownership and the understanding of appraisal process are noted as a factor in making an appraisal system more effective (Down *et al.*, 2000).

Therefore the supervisors (including head teachers and ward education coordinators) are supposed to have intimate knowledge of appraisal process. Level of understanding OPRAS process between supervisor and supervisee and sense of ownership is crucial for effective implementation of OPRAS.

2.7 Perception of Teachers on Filling OPRAS Form

Monyatsi, *et al.* (2006), pointed out that perceptions of teachers about performance appraisal has a significant influence on the outcomes of the exercise. One of the main factors that have been found to influence the outcomes of performance appraisal is the perception that teachers have about the appraisal system (Monyatsi *at al.*, 2006). Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. If the perceptions of the purpose of the appraisal system implemented in the school are very unclear, the consequences may be found in how teachers went about implementing it.

Understanding employee attitudes about the PAS in organizations is important as they can determine its effectiveness (McDawall & Fletcher, 2004). In an Open performance Review and Appraisal process, teacher's attitudes toward the system are strongly linked to satisfaction with the system. According to Boswell and Boudreau (2000), if the performance appraisal is seen and believed to be biased, irrelevant or political, that may be a source of dissatisfaction with the system. Teacher's reaction to the OPRAS is a critical aspect of the acceptance and effectiveness of the system.

Not only is the supervisee attitude towards the OPRAS that is critical, even the attitude of the supervisors is also critical to the system (Brown, 2010). The attitudes

and approach the supervisor uses to the process would influence the quality of the appraisals process. Therefore, teachers like all other employees, need to appreciate the role of appraisal as positive tool towards job improvement and career advancement.

2.8 Usefulness of OPRAS Evaluation Feedback

Employee will always look forward to finishing a job with enthusiasm if they are given appropriate recognition or reward for doing a good job. Teacher will be more creative and willing to extend a mile of their time and will always work at their best. No evaluation system will achieve its objectives unless there are some consequences to the evaluation. Fletcher (2001) recommending that for performance appraisal to be productive and beneficial, there requires to be something in it for supervisor and supervisee.

Employee performance appraisal is the basis of salary increment, promotion, and other rewards; it shows the weaknesses and strengths of the employees and so highlights areas for improvements; and management can make many other decisions like an employee layoff, penalties, and employee development (Amstrong, 2006). Feedback can be a useful tool for development, especially if it is specific and behaviorally oriented, as well as both problem-oriented and solution-oriented according to Murphy and Cleveland (1995).

When all these are reviewed properly become a potential feedback and the reflection on the mission and objectives of the organization; the quality and quantity of inputs; the effectiveness and efficiency of the process; and the quality and quantity of

goods/services produced as per predetermined standards (Baochi-Mensah and Side 2012). Locke E. (1968) employees get motivated to work for the organization when they are given specific and pronounced goals to achieve. Coetsee (2003) affirms that the most performing workers are goal-directed. Set goals allow employees to accomplish organisational vision, aims and strategic objectives.

Kreitner *et al.* (2007) point out that people are motivated to act in ways that will be followed by valued and desired outcomes. Vroom and Yetten (1973) expectancy theory suggests that the expected reward (financial and non-financial) will motivate or be the basis of the employee's performance. Therefore teachers will be motivated to implement OPRAS effectively when they know better that performance will be followed by motivation like increased salary, promotion, demotion, and career development by the employer.

2.9 Knowledge Gap

The study conducted by Wanderage (2009) reviewed factors influencing implementation of Open Performance Review and Appraisal system in Dar Es Salaam City council, Hezekiah (2009) looked on the institutionalization challenges of performance appraisal system in Tanzania Local Authorities case of Arusha City Council and Massawe (2009) focused on effectiveness of performance Review and Appraisal system (OPRAS) in the executive Agency.

In Kenya, research by Muli (2011) sought to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District. Apparently, none of the studies have been done to investigate

implementation of OPRAS to public primary school teachers. Therefore this study sought to fill the gap using Mvomero district teachers as a case in point.

2.10 Conceptual Framework

Conceptual Framework can be defined as a basic structure of research consisting of certain abstract ideas and concepts that a researcher wants to observe, experiment or analyze (Mbogo *at al*, 2012). The conceptual framework (Figure 2.1) demonstrates a set of relationships among independent variables, intermediate variables, and dependent variables. Intermediate and independent variables influence dependent variable.

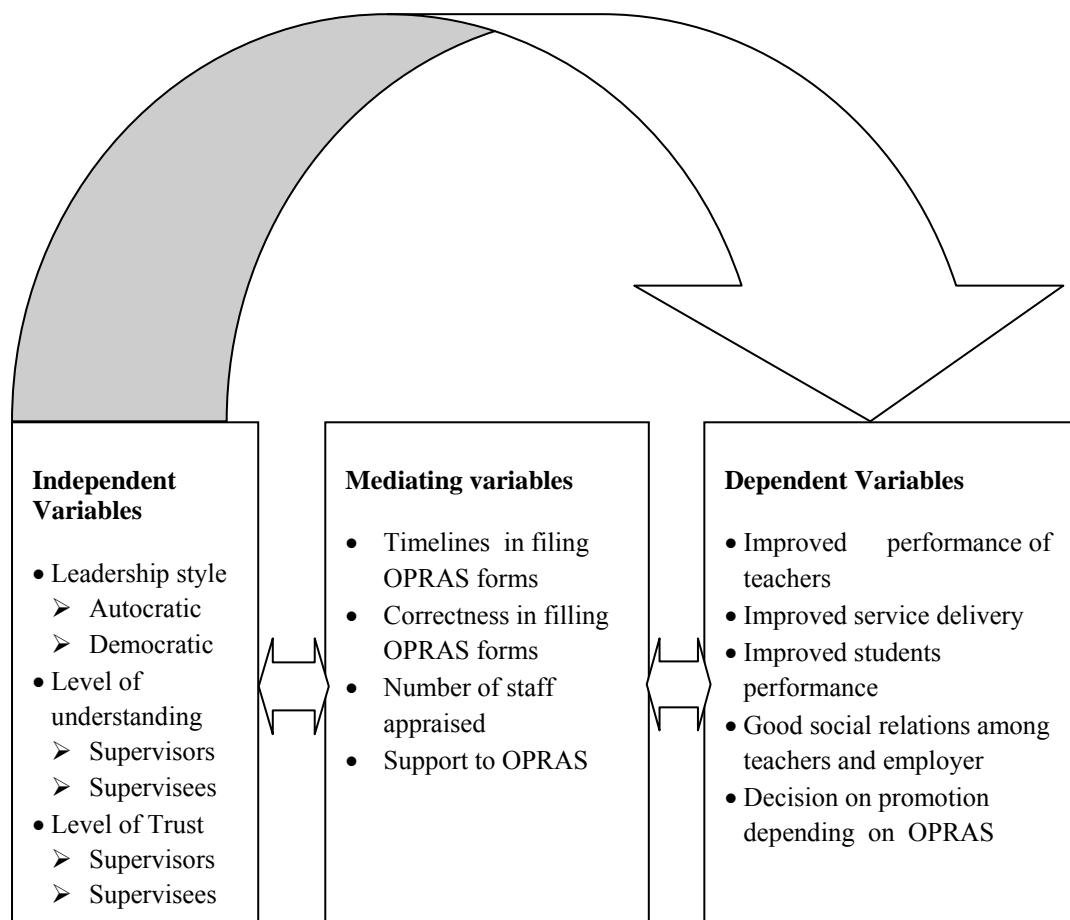


Figure 2.1: Conceptual Framework for Open Performance Review and Appraisal System

Source: Researcher (2014)

Independent variable is one that might influence the outcome measures. In this study the independent variables are leadership, level of trust, between supervisor and supervisee and level of understanding OPRAS. A dependant variable is the one that might influence or can be modified by some treatment or exposure. In this study dependent variables are improved performance of teachers, improved service delivery, student's performance, good employer social relations among teachers and decision on promotion depending on OPRAS.

Mediating variable is the factor that facilitate or interferes with the outcome of an event. In this study, the mediating variables are timelines in filling form, correctness in filling form, staff appraised and support to OPRAS. Timelines in filling form, correctness in filling, staff appraise and support to APRAS may affect effective implementation of the appraisal process.

The leadership style of the supervisor plays important roles in shaping employees attitude towards the appraisal process; the right leadership style harmonizes employees to accept it. Gabris *et al* (2000) noted that leadership influence acceptance of appraisal process. Furthermore leadership credibility is critical factor in the implementation of performance appraisal process.

The level of understanding of the appraisal system by employees may also determine its effective implementation. If employees lack knowledge and skills on OPRAS, their participation will be minimal and this will make it difficult to agree on objectives and targets for appraisal period. Also if supervisors are not trained in appraisal process the discussion with the staff will be poorly handled and make it

impossible for effective implementation of OPRAS. The training of supervisors includes giving directions to staff performance through provision of required environment for effective implementation.

The level of trust between employee and supervisor is the most important predictor of acceptance of appraisal system. Performance appraisal assumes that employees and supervisor accept the process as legitimate. In doing so, the purpose of appraisal will be fulfilled as employees will respond to information received in the appraisal process and alter their behavior to receive promised rewards.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes procedures and plan that were employed in collecting data during the study. A description of major methodological aspect of the study is highlighted.

3.2 Description of the Study Area

Mbogo *et al* (2012) Comments that the researcher has to indicate the actual areas which can be reached during field data collection as not all the areas can be reached due to various limitations. The study was conducted in Mvomero District. The district is one of the seven (7) districts in Morogoro Region. It is a new District created by splitting the former Morogoro District and the District was formally gazetted on 17th September 2004.

Mvomero District is located at latitude 06° 26' South and longitude 37° 32' East. It borders Handeni district in the North, Bagamoyo district in the East, Kilosa district in the West, Morogoro Rural and Morogoro Urban (Municipality) in the south. The total area is 7,325 square kilometers and the population size was 312,109 according to the census of (2012) out of those males were 154,843 and females were 157,266. (See appendix 3).

According to Mvomero District profile (2010) there are 142 primary schools with a total of 60,111 pupils among them, boys are 29,717 and girls are 30,394. Percentage-

wise boys are 49.4 and girls are 50.6 of the total number of pupils in the district. Also there are 1,379 primary school teachers and 20 Ward education coordinators. Distribution of primary schools in the district is comparatively one school in each village. Some villages have two primary schools in one village. As my study focus on the effectiveness of OPRAS implementation in Public Primary Schools in Mvomero district, the selection of the study area is based on the academic performance in the schools and its administration system. However, time and financial constraints of data collection pressed me to select the area.

3.3 Research Design

According to Mbogo *et al* (2012), research design is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision or so that a hypothesis can be tested properly. Chamwali (2006) contends that research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the researcher purpose with economy in a procedure. In this study the survey design was used to assess the effectiveness of open performance review and appraisal system to public primary school teachers, Mvomero district council being the case.

According to Creswell (2005) survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of the people in order to describe the attitude, opinions, behaviors, or characteristics of the population. The reason for using a survey study design in this study includes the facts that; it help in describing a large population so as to get good and reliable information or answers to the same set of instrument (Cohen *et al.*, 2001). Also it is

important and effective way on which one can understand what people are thinking and doing (Creswell, 2005). The method is also too economical since a wide scope can be covered with less expense (Sowell, 2001).

3.4 Study Approach

Is the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based (Lincoln and Guba 2000). This research has used quantitative approach complemented with qualitative data because this study dealt with the collection of numerical data where research questions were used and results presented in tables and graphs. Quantitative approach deal with numbers and anything that is measurable. Statistics, tables and graphs are used to present the results of these methods (Mbogo *et al*, 2012).

3.5 Study Population

The study population refers to entire set of individual on which the researcher findings are made (Mugenda & Mugenda, 2003). Population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher (Omary, 2011). Also population can be defined as an aggregate of all that conform to a given specific condition.

Population is an entire group of individual who have one or more events or objects having common characteristics that are of interest to the researcher Best J. and Khan J. (1998). This study target population was 1,379 teachers of Mvomero district council, including 20 ward education coordinators 15 education officers, 4 human resource officers and 4 officers from teacher's service department.

3.6 Sample Size and Selection

A sample is a small proportion of population selected for observations and analysis (Omary, 2011). Addition to that a sample is defined as a small portion that presents a whole population, Kothari (2009). Bailey (1998) define Sample is a group of hopefully representative of the population intended to study and from which one derives generalization about the population A sample should be a representative of a wider population implied. We find out about a sample that will possible be true to a wider population, thus generalization is made from sample which is representing. This study covered a total of 8 groups of respondents, 1 District Primary Education Officer, 2 human resource officer, 2 Officers from Teachers service department, 2 Statistics and Logistics Education officers, 2 District Academic Officers, 5 Head teachers and 6 Ward Education Officers and 120 teachers which was deemed to be appropriate for the study.

3.7 Sampling Techniques

Mugenda & Mugenda (2003) contented that sampling is a process of selecting a number of individual for a study in such a way that individual selected represent the large group from where they are selected. Also sampling is a procedure in which a researcher decides about the technique to be used in selecting the items for the sample Kothari (1990). In conducting this research two sampling techniques were applied: purposive sampling and random sampling.

3.7.1 Purposive Sampling

Purposive samplings involve picking unit most relevant or knowledgeable in the subject matter, and study it (Omary, 2011). In purposive sampling researcher

intentionally select individuals and sites to learn or understand the central phenomena (Creswell, 2005) Is the method used purposely to pick up the people whom the researcher think and regards to have adequate knowledge of the available information regarding the nature of the target group or population and the important feature which can be used to make a close judgment on research Kothari (1999).

Purposively sampling technique was employed to get one District Primary Education Officer, two Human resource officers, two Officers from Teachers Service Department, two Statistics and Logistics Education officer, two District Academic Officers, five Head teachers and six Ward Education Officers .The respondents were purposely selected because of their position as well as direct involvement in implementation of OPRAS.

3.7.2 Random Sampling

In simple random sampling individuals are chosen in such a way that each has an equal chance of being selected, and each choice is independent of any other choices (Omary, 2011). Kothari (2005) define simple random sampling as sampling technique which provides an equal chance of being selected from a wide population. Random sampling technique was employed to get ten schools and one hundred and twenty teachers. List of schools were written on pieces of paper and put them in the box.

The researcher picked ten pieces of paper randomly from the box to obtain ten schools. The names of schools on the papers picked were selected for the study. At school level, the researcher obtained the list of teachers from the head teacher. The

names were written on pieces of papers and placed in a box. Then, the researcher picked randomly twelve pieces of paper. Teachers whose names were picked randomly were selected for the study.

3.8 Methods of Data Collection

The decision regarding data collection method was guided by two important factors namely: the material under study and the type of information required (Yates, 2000). Cohen *et al* (2001) posit that no single method can act as in isolation because it can bias or distort the whole picture of reality that the research was investigating. The study involved collection of quantitative data complemented with qualitative ones. The researcher relayed on both primary and secondary data sources. Primary data were collected using interviews and questionnaires while secondary data were collected by using documentary reviews.

3.8.1 Primary Data

Primary data are information gathered directly from experimental studies or respondents using research instruments (Mbogo *et al.*, 2012). Primary data were collected through interviews and questionnaires.

3.8.1.1 Interview Method

Is the type of data collection which involves presentation of oral-verbal stimuli and reply in terms of oral- verbal responses (Kothari, 2004). Mbogo *et al.* (2012) defined interview as a data collection technique that involves oral questioning of respondents, either individually or as a group. In this study, the researcher interviewed the Supervisors orally and their responses were recorded. 1 District

Education officer, 2 Statistics and Logistics Education Officer and 2 District Academic Officers and 2 Human resource officers were interviewed. The Supervisors were interviewed because they were expected to yield more information and permits greater in depth in understanding the issue at hand and also provided a means of collecting supplementary information about the respondent's personal characteristics and environments which is often of great value in interpreting results.

3.8.1.2 Questionnaires Method

Mbogo *et al* (2012) defines written questionnaire as a data collection tool in which written questions are presented that are to be answered by respondents in written form. Questionnaires are instruments of data collection that consists of predetermined and structured question given to the subject to respond in writing. In this study, the researcher used a written questionnaire to Two (2) respondents from teacher's service department, Six (6) Ward Education Coordinators, Five (5) head teachers and one hundred and twenty (120) classroom teachers. The written questionnaire enabled the collection of more information on effectiveness of OPRAS to public primary school teachers. Large sample were handled at a time, and it was cost less, free from interviewer bias and gave interviewee adequate time to respond to the questions asked.

3.8.2 Secondary Data

Secondary data are information gathered from other previous studies, e.g. published material and information from internal sources such as raw data and unpublished summaries (Mbogo *et al.*, 2012). Documentary review entails gathering information from recorded documents (Best and Khan, 1998). Review of documents is a process

of reading with or associated with issues related to what the researcher is studying (Borg and Gall, 1996).

Secondary data were collected through various document analyses which included OPRAS guidelines and forms, Performance management reports and government report on student's academic performance from Mvomero registry office, District Human resource office, district Education office, ward Education Coordinators and Head teacher's office. From these records researcher got information on teachers appraised, correctness, teacher's promotion, student's academic performance, filled OPRAS forms and OPRAS guidelines.

3.8.3 Data Collection Instruments

Two principle instruments were used to collect the data. These were the self – administered questionnaire and interview schedule.

A pre-coded questionnaire was used as it avoids ambiguous responses and at a later stage makes data presentation, processing and analysis easier using the questionnaire: it was possible to collect quantitative data in short time.

The interview guide consisted of structured questions. The questions were put to the key informants. However, during the actual data collection, supplementary questions were asked.

Documentary review was carried out by the researcher to review the available reports and correspondence on the case of study to find out the made in the implementation of OPRAS. Ministerial policy and other documents from public service management were also reviewed.

3.8.4 Reliability of Data

Reliability is the instrument likely to give consistent results across time, place, similar instrument, irrespective of whom is using it, (Omary, 2011). If a test is highly reliable then a greater weight can put on score of individual (Torrington, 2002) and highly reliable is valueless unless the instrument has high validity. Before conducting the study, the instrument were trial tested to Ten (10) supervisees and Four (4) supervisors who were not included in the study. Data collected was checked while still in the field to ensure that all questions are answered. Results from tryout exercise enabled the researcher to make modifications of instrument in order to make them appropriate for collecting valid and reliable data.

3.8.5 Validity of Data

Validity is the instrument capable of measuring what is supposed to measure accurately, effectively and efficiently (Omari, 2011). This was achieved through setting standards on constructing questionnaires and interview questions which were related to the researcher's objectives and questions.

3.9 Data Analysis

According to Kombo and Tromp (2006) Data analysis refers to examining what has been collected in survey or experiment and making deductions and inferences. This implied computation of certain measures along with searching for patterns of relationship that exists among data groups (Chamwali, 2007). Whereas data processing consists of a number of closely related operations: editing, classification, coding and tabulation. Data from the respondents were edited, coded, ordering and compiled so that they can enable analysis to take place. Data was analyzed using the

Statistical package for social science (SPSS) Version 16.0 and excel computer programs. The findings were presented using frequencies, tables and graphs. Descriptive statistics including frequency distribution and cross tabulation was used to make comparisons. Furthermore, data collected from checklists and researcher's diary were analysed using content analysis technique which mainly involved transcription of information recorded in the notebooks and then clustering information into sub-themes.

3.10 Limitation of the Study

The findings of this study cannot be generalized to entire Public Service of the United Republic of Tanzania owing to the small sample that was used, despite the foregoing limitation; the findings of this study provide suggestive value of the effectiveness of Open Performance Review and Appraisal System in the public primary school teachers of the united Republic of Tanzania.

CHAPTER FOUR

4.0 DATA PRESENTATION DISCUSSION AND ANALYSIS

4.1 Introduction

This chapter presents; analyses and discusses research findings on the effective of Open Performance Review and Appraisal system to public primary school teachers. Findings are presented to the specific objectives of the study. The analysis of data in general involved a number of closely related operations which were performed with the purpose of summarizing the collected data and organizing them in the way that they answer the research questions. This study covered a total of 140 respondents where by 120 were teachers and 20 were supervisors.

In order to present the answers to the research questions cited above, this chapter is systematically arranged in subsections, the first subsection represented the demographic characteristics of respondents. The second part analyzed the first research question; how does the level of understanding of appraisal system by supervisors and supervisee affect implementation of Open Performance Review and Appraisal System; the third sub section comprised of the second research question; What are the perceptions of teachers on filling the OPRAS form; the forth subsection analyzed the third research question; To what extent are important decisions such as promotion, demotion and transfers are based on performance appraisal evaluation feedback and lastly the fifth subsection analyzed the fourth question; What are the challenges affecting the implementation of Open Performance Review and Appraisal System to public primary school teachers in Mvomero district council.

4.2 Demographic Characteristics

The effective implementation of OPRAS depends on existence of individual employees in the organization. The demographic characteristics of respondents from Mvomero district council were in term of sex, age, level of education and number of years served in the organization was as follows:

4.2.1 Sex of Respondents

The researcher found it was very necessary to assess the gender characteristic of respondents because the researcher thought that gender disparities could have relationship with OPRAS implementation. The results were as shown in Table 4.1.

Table 4.1: Sex Distribution at Mvomero District

Sex	Number (N)	Percentage (%)
Males	61	43.6
Females	79	56.4
Total	140	100

Source: Research findings (2014)

In this study 140 employees were involved. The result showed that out of 140 employees (including teachers and supervisors), 61(43.6%) were male and 79(56.4) were females. Findings indicate that gender disparities at Mvomero District are not too high. Therefore this could not have impact on OPRAS implementation.

4.2.2 Age Distribution

The study sought to establish the age range of respondents. This data was important to the researcher because it gave the researcher an opportunity to interact with all type of age of respondents. Table 4.2 summarizes the findings.

Table 4.2: Age Distribution at Mvomero District

Age (Years)	Number (N)	Percentage (%)
Below 20	2	1.4
21 – 30	13	9.3
31 – 40	37	26.4
41 – 50	58	41.5
51 – 55	21	15.0
Above 55	9	6.4
Total	140	100

Source: Research findings (2014)

Findings from study showed that Mvomero district council the respondents' age range from below 20 years to 55 years and above. Respondents below 19 years were the minority as they constitute 1.4%. those aged 21 to 30 constitute 9.3% ; 31 to 40 years constitute 26.4% ; 41 to 50 years constitute 41.5%; 51 to 55 years constitute 15.0% while above 55 years constitute 6.4%.

Findings indicate that, the age range from 31 to 50 years constitute a big number of respondents that is 67.9% who are mature and long in the service. This allowed inflow of varying views about OPRAS in public primary schools to both senior and junior staff. Their experience with the appraisal scheme and its effectiveness on OPRAS implementation had great contribution.

4.2.3 Years Teachers and Supervisors Stayed at their Work Stations

It was also necessary to investigate the time respondents had spent in their work station. This was meant to give the researcher an opportunity to explore the respondents experience with the appraisal scheme and its effectiveness. Data investigated in this regard is recorded in Table 4.3.

Table 4.3: Years Teachers and Supervisors Stayed at their Work Station

Spent Years	Supervisors		Teachers		Total	
	Number (N)	Percent (%)	Number (N)	Percent (%)	N	%
1 – 5	3	15.0	99	82.5	102	72.9
6 – 10	9	45.0	15	12.5	24	17.1
15 – 20	6	30.0	6	5.0	12	8.6
21 – 25	2	10.0	0	0.0	2	1.4
26 – 30	0	0.0	0	0.0	0	0.0
Total	20	100	120	100	140	100

Source: Research Findings (2014)

The study findings indicate that out of 140 supervisor and teachers 102(72.9%) had served Mvomero District for 1 to 5 years, 24(17.1%) had served at their work station for 6 to 10 years, 12(8.6%) had served at their work station for 15 to 20 years, 2(1.4%) had served at their work station for 21 to 25 years. Findings indicated that most of respondents were familiar with their work and this could have relationship with understanding OPRAS implementation.

4.2.4 Highest Level of Education Respondents Had Reached

The researcher assessed the education level of respondents because she thought that this character was very essential to the researcher as education level of respondents was thought to have relationship with level of understanding of the effectiveness of Open Performance Review and Appraisal System in Public primary school. Table 4.4 summarizes the findings.

Table 4.4: Highest Level of Education of Supervisors and Supervisees

Education Level	Supervisors		Supervisees		Total	
	Number (N)	Percent (%)	Number (N)	Percent (%)	N	%
Masters	3	15.0	0	0.0	3	2.1
Bachelors	8	40.0	12	10.0	20	14.3
Diploma	3	15.0	25	20.8	28	20.0
Certificate	6	30.0	83	69.2	89	63.6
Other	0	0.0	0	0.0	0	0.0
Total	20	100	120	100	140	100

Source: Research Findings (2014)

Findings indicated that, Out of 20 supervisors and teachers 3(2.1%) had masters degree, 20(14.3%) had bachelor degree, 28(20%) had diploma and 89(63.6%) had certificate. The findings revealed that the respondents are adequately schooled and that their level of education may have relationship with the level of understanding of OPRAS implementation.

4.3 Level of Understanding on Appraisal System by Supervisors and Supervisees

Researcher's interest was to know the level of understanding of supervisors and supervisee on OPRAS implementation as it was thought to have direct relationship with effective OPRAS implementation. Table 4.5 summarizes the findings.

Table 4.5: Level of Understanding on Appraisal System by Supervisors and Supervisees

Level of Understanding	Supervisors		Supervisees		Total	
	Number (N)	Percent (%)	Number (N)	Percent (%)	N	%
Yes	9	45.0	33	27.5	42	30.0
No	11	55.0	87	72.5	98	70.0
Total	20	100.0	120	100.0	140	100.0

Source: Research findings (2014)

Findings in Table 4.5 indicated that 42 (30%) supervisors and teachers understands how OPRAS is implemented and 98(70%) of supervisors and teachers did not know how OPRAS, a policy reform which have been implemented since 2003, operates. Figure 4.1 summarizes the findings.

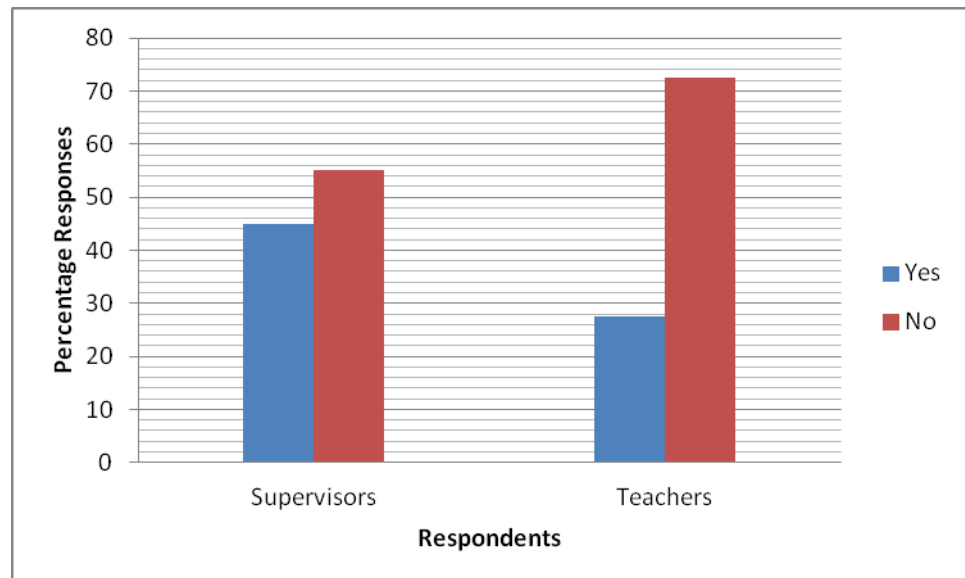


Figure 4.1: Level of Understanding on Appraisal System by Supervisors and Supervisees

Source: Research findings (2014)

Findings indicated that majority of respondents do not understand how OPRAS is implemented. Low level of understanding of OPRAS by supervisors and supervisee may impede effective implementation of OPRAS in Mvomero District since one cannot guide another in what he/she does not know. The old adage that “the blind cannot lead the blind is applicable here”. The findings agree with Fletcher (2001) that understanding appraisal system is important. Low level of understanding the performance appraisal system can cause confusion among individual workers at all level. A high level of understanding under normal condition results into sustained implementation of appraisal system. Therefore designers of policy reform like the

OPRAS must be sure that employees understand the policy before it is fully implemented. The low level of understanding was contributed by various reasons as summarized in Table 4.6.

Table 4.6: Reasons for OPRAS Implementations Being Understood by Teachers and Supervisors

Reasons	Number (N)	Percentage (%)
Not trained	22	23
Training not understood	50	51
No guideline provided	15	16
Don't remember what was taught	11	11
Total	98	100

Source: Research findings, 2014

Findings indicate that 22 (23 %) were not trained on OPRAS, 50(51%) responded that training provided on OPRAS were not understood, 15(16%) responded no guideline provided and 11(11%) responded that they don't remember on what was taught. Poor and/or lack of training on the part of teachers and supervisors mean that they were not only adequately prepared but also lacked much needed knowledge, skills, and competencies that are essential for successful implementation of OPRAS.

Also findings concur with Kuvaas (2007) that it is beneficial to train both supervisors and supervisee since both are partners' in implementation of the performance appraisal system. On other hand findings agree with Wanderage (2009) that training is one of the tools for enhancing the level of understanding about the operation of any system. Knowledge about the system increases the confidence of users and consequently chances for effective implementation of the system. Therefore to

ensure effective implementation of OPRAS the level of knowledge of stakeholders (teachers and supervisors) should be enhanced through provision of appropriate training. Training in appraisal process should be a continuous process. Similarly new employees should be trained on the system during their induction.

4.3.1 Whether Teachers Had Ever Filled the OPRAS Forms

The researcher found it was necessary to know whether teachers fill in the OPRAS form. Success in filling the OPRAS form has direct relationship with effective implementation of OPRAS. The Table 4.7 summarizes the findings.

Table 4.7: Whether Teachers Had Ever Filled in the OPRAS Forms

Responses	Number (N)	Percentage (%)
Yes	30	25
No	90	75
Total	120	100

Source: Research findings (2014)

Findings indicate that, 30(25%) respondents filled in the OPRAS form, 90(75%) had never filled in the OPRAS form. Majority responded that they had never filled in the OPRAS form. Appraisal form is an instrument for assessing performance of the supervisee and supervisors. The study agrees with Bowman (1991) who contend that it is in this stage where the supervisors are supposed to demonstrate broad level of understanding process and has close relationship with employee in order to implement the process. If supervisee fails to fill the form, other process of OPRAS implementation like midterm review of set objectives and annual evaluation of employee's performance could not be achieved. Therefore, effective implementation of OPRAS in Mvomero district would not be reached.

4.3.2 Involvement of Teachers in Discussing the Individual Objectives with The Supervisors

The researcher found it was necessary to study on the involvement of teachers in discussing objectives with the supervisors before filling in the OPRAS form because it helps the employee understand own role and contribution thus creating commitment in achieving organizational goals. The table 4.8 summarizes the findings of the study.

Table 4.8: Involvement of Teachers in Discussing the Individual Objectives with the Supervisors

Whether teachers were involved	Number (N)	Percent (%)
Yes	54	35.0
No	63	57.0
Not Respond	3	5.0
Total	120	100.0

Source: Research findings (2014)

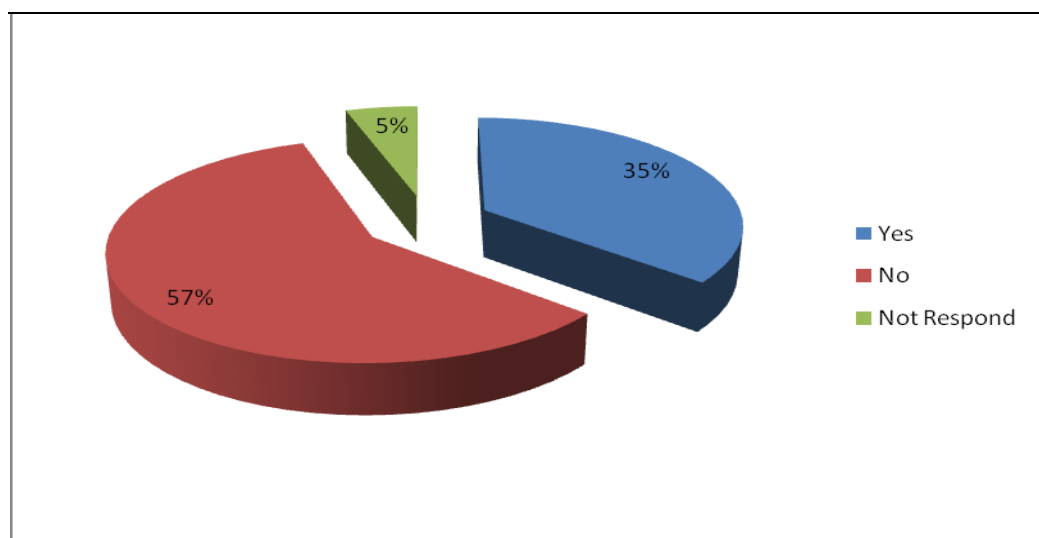


Figure 4.2: Involvement of Teachers in Discussing the Individual Objectives with the Supervisors

Source: Research findings (2014)

Findings indicated that out of 120 teachers, 54(35%) discusses the objectives with their supervisors, 63(57%) teachers do not discuss objective with their supervisors while 3(5%) had no comments. Figure 4.2 summarizes the findings.

The findings above indicate that supervisors are the one who sets the objectives contrary to the OPRAS guidelines as majority responded that they don't discuss the Objective with their supervisors. URT (2011) indicate that an annual agreement on objectives, targets, performance criteria and resources require to be agreed upon by both the employee and the employer. Furthermore URT (2011) emphasizes the importance of process which promotes individual accountability, improved transparency and communication between management and employees. The study agree with Down *et al.*, (2000) that sense of ownership and the understanding of appraisal process are noted as a factor in making an appraisal system more effective. Therefore, for effective implementation of OPRAS, it is important for supervisors and supervisee to set and agree together on the objectives to be accomplished on such specific period.

4.4 Perception of Teachers on OPRAS Implementation

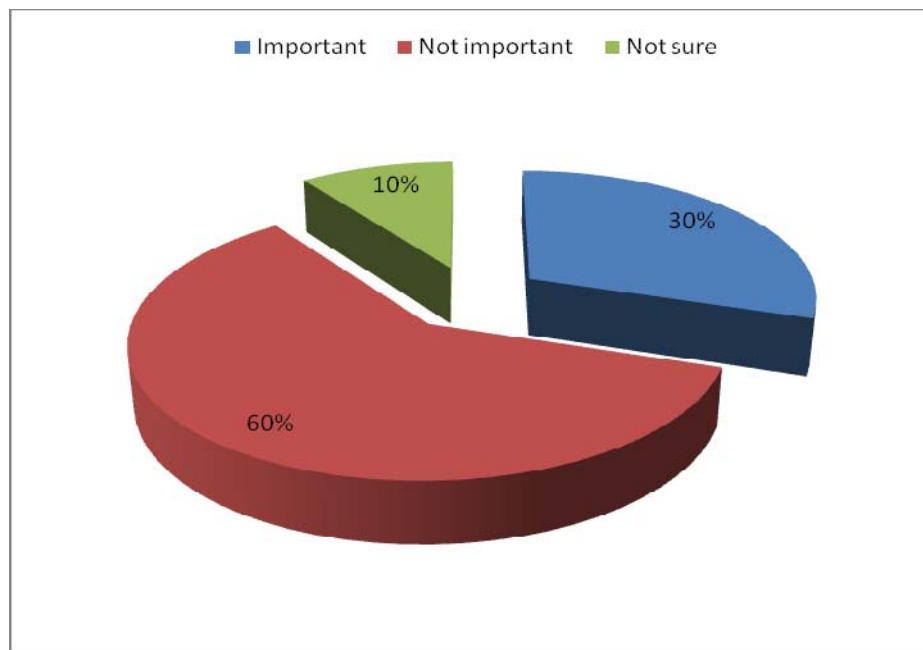
The researcher found it was necessary to find out if perceptions of teachers about OPRAS implementation since it have a significant influence on the outcomes of the exercise. Table 4.9 summarizes the findings.

The findings reveal that 36(30%) of teachers said it is important, 72(60%) said not important and 12(10%) respondents were not sure. Majority of respondents feel that OPRAS is not important. Figure 4.3 summarizes the findings.

Table 4.9: Teacher's Perception on OPRAS Implementation

Success of OPRAS	Number (N)	Percent (%)
Important	36	30.0
Not important	72	60.0
Not sure	12	10.0
Total	120	100.0

Source: Research findings (2014)

**Figure 4.3: Teachers' Perception on OPRAS Implementation**

Source: Research findings (2014)

The study agree with Monyatsi, Steyn & Kamper, (2006) that One of the main factors that have been found to influence the outcomes of performance appraisal is the perception that teachers have about the appraisal system. Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. Negative teacher's perception on OPRAS implementation could have negative effect on implementation and positive attitude of teachers could have positive attitudes on OPRAS implementation. To ensure effective implementation of

OPRAS level of understanding and motivation should be enhanced by Policy makers and supervisors in order to cultivate the positive perception of teachers against OPRAS implementation. This can be done through regular training of teachers and supervisors as well as newly recruited teachers. For effective implementation of OPRAS it is important to consider the perceptions of the stakeholders, namely teachers in regard to such a complex issue especially when what is at stake is a new policy on teacher evaluation.

4.5 Usefulness of Open Performance Review and Appraisal Evaluation Feedback

The researcher assessed the usefulness of Open Performance Review and Appraisal evaluation feedback because she thought that employee always look forward to finishing a job with enthusiasm if they are given appropriate recognition or reward for doing a good job. The respondents' responses were as shown in Table 4.10.

Table 4.10: Usefulness of OPRAS Evaluation Feedback

Responses if there were feedback	Number (N)	Percent (%)
Yes	35	29.2
No	85	70.8
Total	120	100.0

Source: Research findings (2014)

The findings indicate that 35(29.2%) receive evaluation feedback while 85(70.8%) do not receive evaluation feedback. Majority of teachers do not receive the evaluation feedback. The respondents' responses were as shown in Figure 4.4

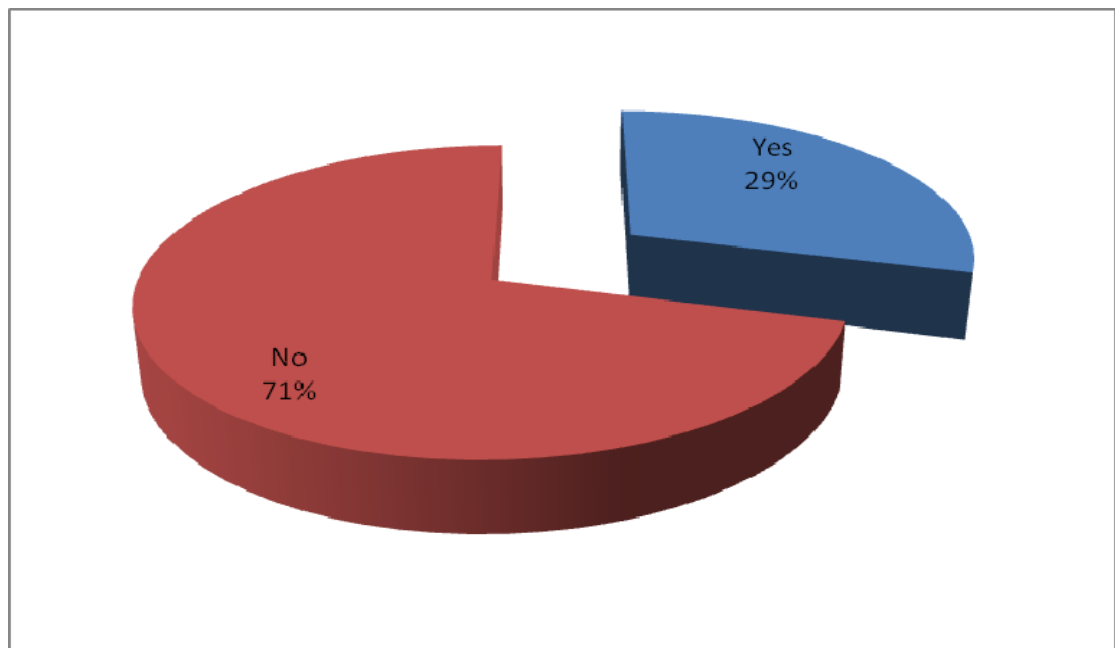


Figure 4.4: Usefulness of OPRAS Evaluation Feedback

Source: Research findings (2014)

Failure to receive the evaluation feedback results denies the right of employee to know the issues that were encountered during the period on assessment. URT (2011) point out that OPRAS provides an opportunity for the employee to give feedback to the employer on issues that are encountered during the period of assessment and call for improvement. If employer and employees didn't receive the evaluation feedback this might hinder the effective implementation of OPRAS. Again URT (2011) state that to encourage performance, salary increments will be offered to employees with good performance.

Since the intention of evaluation feedback is not for the purpose of firing bad performers but to develop them in their academic carrier and motivation, evaluation feedback is of most important to employees and employer for achievement of organizational goals. On the other hand, Amstrong (2006) contented that Employee

performance appraisal is the basis of salary increment, promotion, and other rewards; it shows the weaknesses and strengths of the employees and so highlights areas for improvements; and management can make many other decisions like an employee layoff, penalties, and employee development.

Evaluation feedback is important for teacher academic development, promotion, transfers demotion and provision of other reward tangible and non-tangible. Which are the aims of OPRAS implementation. For effective implementation of OPRAS, supervisors and supervisees should make sure that they receive evaluation results from each other in each specific period of implementation. Furthermore when supervisors were asked if they usually use evaluation results to make important decision like promotion, salary increment and demotion to primary school teachers, the results are summarized in Table 4.11.

Table 4.11: The use of Evaluation Feedback by Supervisors

Do supervisors make important decision using evaluation feedback?	Number (N)	Percent (%)
Yes	6	25
No	14	75
Total	20	100.0

Source: Research findings (2014)

Findings indicate that 25% of supervisors use performance evaluation results for promotion, salary increment and demotion. 75% of supervisors do not use the performance appraisal results to make important decision.

The finding indicate that majority of supervisors do not use the evaluation results to motivate teachers. Evaluation feedbacks are important motivator for OPRAS implementation. If employees are sure that the feedbacks are effectively used by management in decision making like promotions, supervisee would work hard to achieve the promised rewards. The study agree with Machingambi (2013) that money or salary can be motivator for lower level employee who still grapple with meeting the basic physiological needs of life. If OPRAS is to be effective, the promised performance related rewards and remuneration should be paid to all deserving teachers as and whether they are due.

4.6 Challenges Affecting OPRAS Implementation

4.6.1 Leadership Style

The respondents were asked to give their views whether leadership style is important in OPRAS implementation because the researcher thought that leadership style could influence OPRAS implementation. Table 4.12 summarizes the findings.

Table 4.12: Importance of Leadership Styles on OPRAS Implementation

Responses	Number (N)	Percentage (%)
Yes	124	88.6
No	0	0.0
No response	16	11.4
Total	140	100

Source: Research findings (2014)

Findings reveals that out of 140 respondents, 124 (88.6%) agreed that leadership style is important in OPRAS implementation while 16(11.4%) were neutral. Findings are summarized in Figure 4.5.

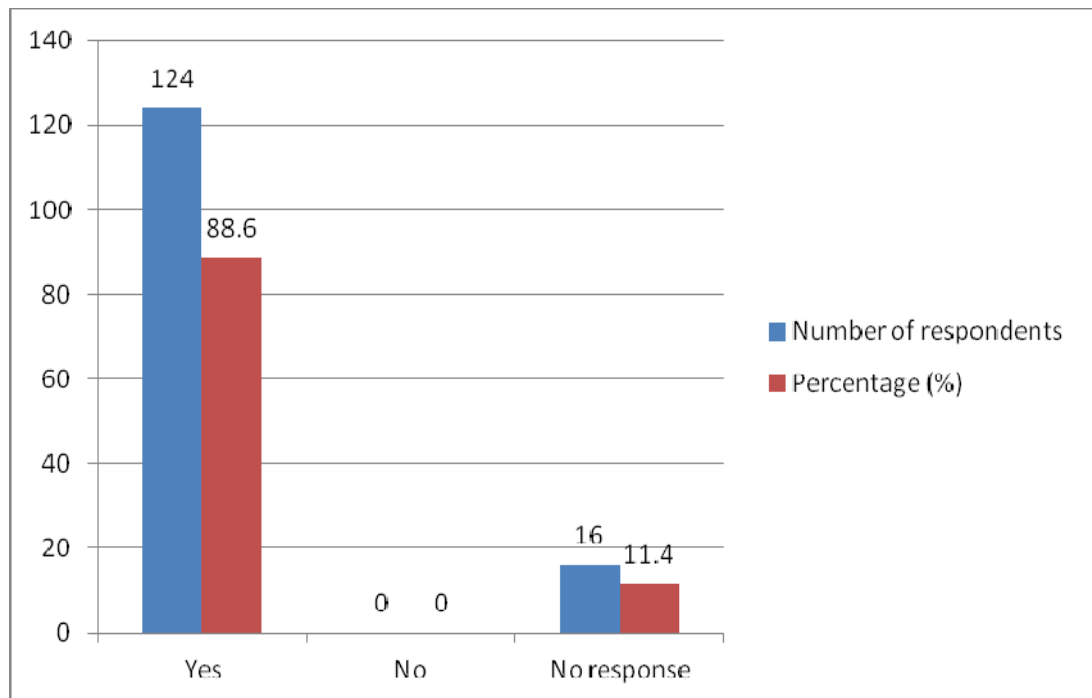


Figure 4.5: Importance of Leadership Styles on OPRAS Implementation

Source: Research findings (2014)

The findings signify that leadership style is important in OPRAS implementation. A leadership style describes the approach managers or leaders use to deal with people in their team. Bhambra (2000) contend that leaders guide and motivate their followers in the direction of established goals by clarify roles and task required. Decenzo & Robbins (2003) defines leadership as the ability to influence a group towards the achievement of the goal.

Therefore for effective implementation of OPRAS leadership style is important because leaders give directions, mobilize the people and resources to make development happen, manage change, take hard decisions and solve problems. Also leaders guide and motivate their followers in the direction of established goals by clarifying roles and task required (Brambra, 2000).

4.6.2 Type of Leadership Required on OPRAS Implementation

The respondents were asked to give their views on what type of leadership style is important in OPRAS implementation because the researcher thought that not every leadership style is effective in every work environment. Table 4.13 summarizes the findings.

Table 4.13: Type of Leadership Required on Implementing OPRAS

Leadership type	Number (N)	Percentage (%)
Democratic	131	93.6
Autocratic	0	0.0
No response	9	6.4
Total	140	100

Source: Research findings (2014)

Findings from Table 4.13 indicate that, 131(93.6%) of respondents commented on democratic leadership and 9(6.4%) remained neutral. Figure 4.6: summarizes the findings.

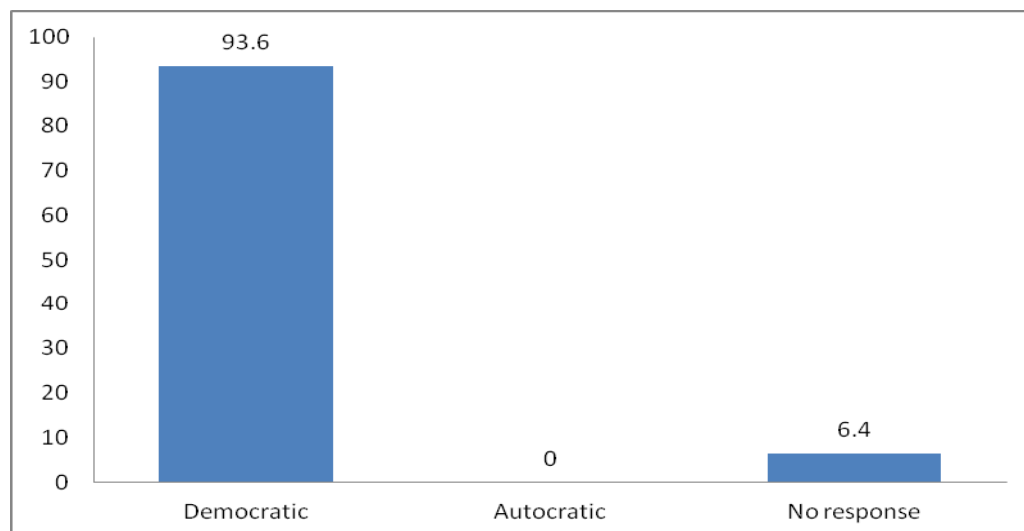


Figure 4.6: Type of Leadership Required on Implementing OPRAS

Source: Research findings (2014)

Findings indicate that most of respondents agree that Democratic leadership style is important on OPRAS implementation. Democratic leadership is characterized by openness, involvement and participation in decision-making process. Aswathapa (2005) concurs with this assertion by pointing out that Democratic leader is able to quickly build flexible and responsibility and can help identify new ways of doing things, like implementing new performance appraisal system.

Gibril and Irke (2000) pointed that democratic leadership can shape attitude of employees toward appraisal process. OPRAS has the following unique features that can be differentiated from the previous confidential appraisal system Openness, Participation, Accountability and Ownership (URT, 2011). Therefore democratic leadership is an important leadership style which could influence the followers to reach those unique features of OPRAS.

4.6.3 Level of Trust between Supervisors and Supervisee

The researcher found it was necessary to ask the respondent if supervisors and supervisee trust each other on appraisal process because he thought that trust is psychological state with both affective and motivational components which later could affect OPRAS implementation. Table 4.14 summarizes the findings.

Table 4.14: Trust between Supervisors and Supervisees

Do supervisors and supervisees trust each other?	Number (N)	Percent (%)
Yes	39	27.9
No	101	72.1
Total	140	100.0

Source: Research findings (2014)

The findings in relation to level of trust between supervisors and supervisee reveals that 39(27.9%) trust each other and 101(72.1%) don't trust each other. Majority of respondents responded that they don't trust each other. Building trust in the organization is the only basis which commitment and relationship can be generated.

According to Herzberg motivational theory, relationship of people to their work is a basic one and that their attitude towards their work can very well determine their success or failure. In carrying out organizational task, the trust in management is very important as it can be seen as developing from peoples experiences overtime regarding how they are treated or have seen others treated by managers, for instance employee can trust their leaders that the appraisal process will be conducted in a fair and equitable manner and expect their performance to be recognized by proper rewards (DeCenzo & Robbing, 1996).

Also Whitener (2001), focused on cross-level hierarchical linear modeling to show that employees trust and commitment in management were stronger when believed their managers were more supportive and committed to them. Gabril and Irke (2000) supported that the leadership trust to employee is a critical factor in the implementation of OPRAS.

The higher level of trust between the supervisors and supervisee the more effective the implementation of a performance appraisal system. The lower the level of trust between the supervisors and supervisee the negatively it impacts on the implementation of OPRAS. Therefore for Effective implementation of OPRAS the trust between supervisors and supervisee are critical factor to be taken into account.

4.6.4 Reasons for Lack of Trust Between Supervisors and Supervisees

The researcher found it was necessary to elicit the reasons as why supervisors and supervisees don't trust each other during appraisal process because he thought that the reasons were important in improving the appraisal process. Table 4.15 summarizes the findings.

Table 4.15: Reasons for Lack of Trust between Appraisers and Teachers

Reasons for lack of trust	Number (N)	Percent (%)
Bias	8	10
Lack of knowledge by appraisers	90	75
What was filled in had no reality	10	12
OPRAS caused quarrels between teachers and head teachers.	7	8
Total	140	100.0

Source: Research findings (2014)

The findings indicated that 8(10%) of respondents said Bias, 90(75%) said Lack of knowledge by Appraisers, 10(12%) said what was filled in had no reality and 7(8%) said OPRAS caused quarrels between teachers and head teachers. Figure 4.7 summarizes the findings.

Findings indicate that majority responded that lack of knowledge by supervisors and supervisee on OPRAS implementation contributed to lack of trust between them. Performance appraisal system involves a lot of activities from setting objectives to form filling and signing, therefore supervisors' are supposed to have intimate knowledge of appraisal process.

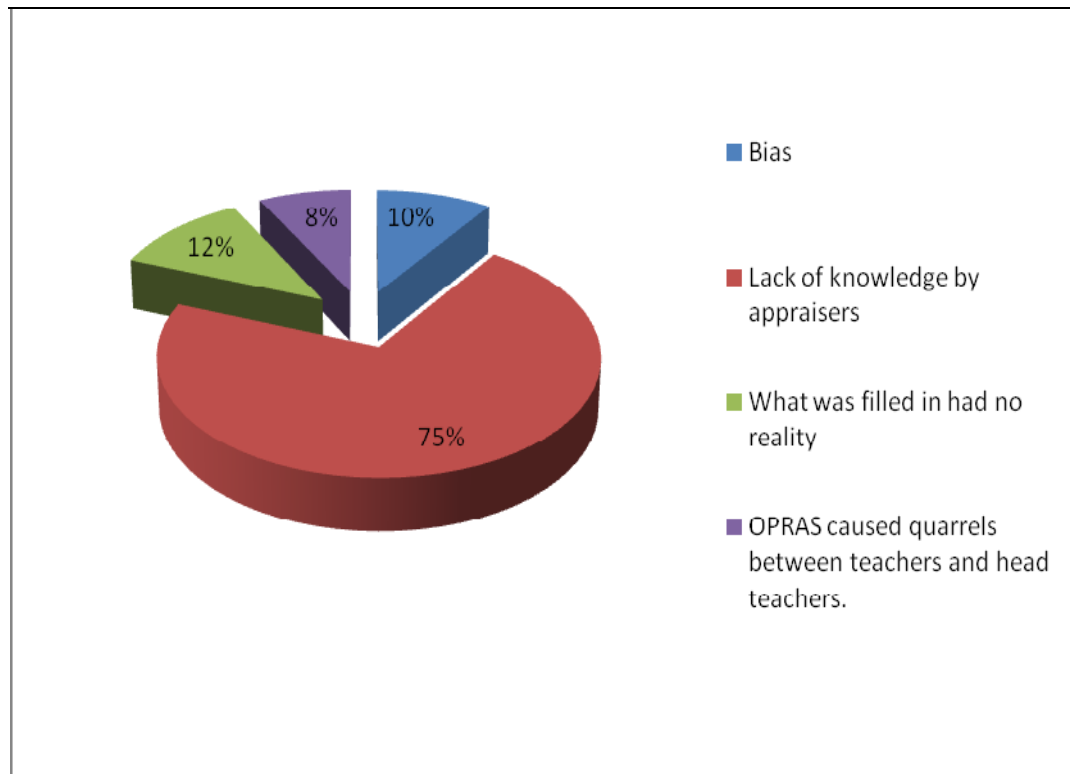


Figure 4.7: Reasons for Lack of Trust between Supervisors and Supervisees

Source: Research Findings (2014)

It is a duty of supervisors to ensure that OPRAS policy is understood, accessible and adhered to by all levels of employees. The study agrees with Murphy & Cleveland, (2007) that if supervisors play their role in performance appraisal process effectively, the employees will understand them. Poor and/or lack of knowledge on the part of teachers and supervisors means that, they also lack much needed knowledge, skills, and competencies that are essential for successful implementation of OPRAS.

Therefore supervisors and supervisee needs understand on how OPRAS implemented so that they can execute their responsibilities with high level of trust between them. Policy makers and government are required to provide enough training to stakeholders including teachers and supervisors. For effective implementation of OPRAS to primary school teachers, head teachers and Ward education coordinators

should be knowledgeable and competent on OPRAS implementation in order to build trust to their subordinates during the appraisal process.

4.6.5 Other Challenges Affecting OPRAS Implementation

The study elicited information on other challenges affecting OPRAS implementation on both supervisors and supervisee because the researcher thought that other challenges apart from mentioned one could have direct relationship with effective implementation of OPRAS. The findings are presented in the Table 4.16.

Table 4.16: Factors Hindering Successful Filling in of the OPRAS Forms

Responses	Number (N)	Percent (%)
Forms are complicated, long and tedious in filling	52	37.1
Lack of enough knowledge on OPRAS	39	27.9
Low attitude towards OPRAS	31	22.1
Delay of Forms	18	12.9
Total	140	100

Source: Research Findings (2014)

The findings reveal that 52(37%) of respondents said that forms are complicated, long and tedious to fill, 39(27.9%) said lack of enough knowledge on OPRAS, 31(22.1%) said low attitude toward OPRAS and 18(12.9%) said delay of OPRAS form. From the findings above most respondents expressed having difficult in filling the form. Figure 4.8 summarizes the findings.

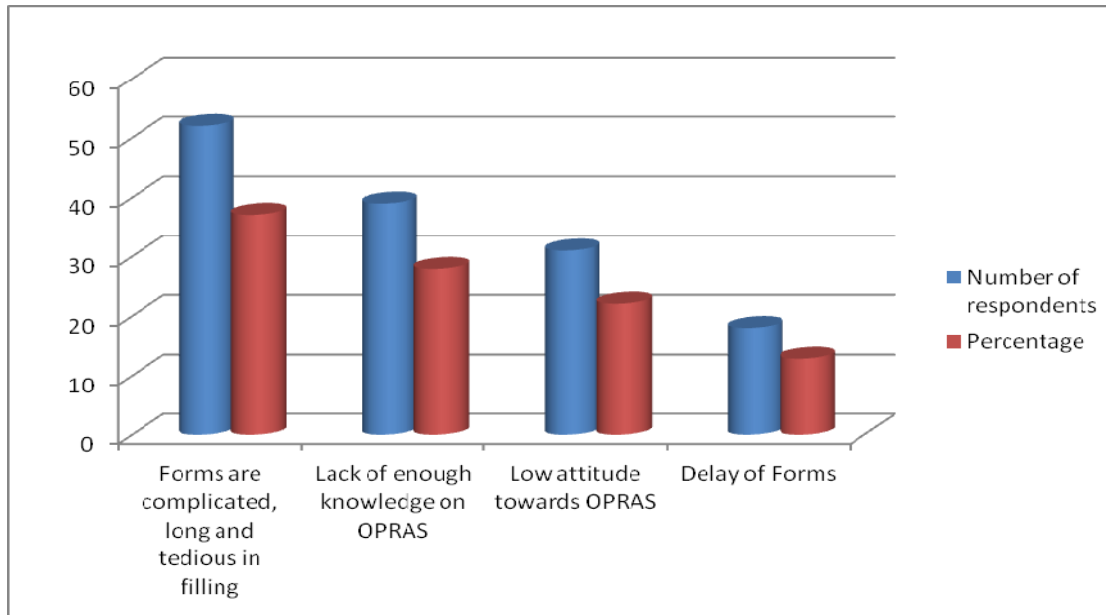


Figure 4.8: Other Challenges Affecting OPRAS Implementation

Source: Research Findings, 2014

Findings revealed that current appraisal tools (forms) are complicated, long and tedious to fill as most of respondents commented. These findings correspond to those from Waderanga (2009) who argued that complexity and length of the form has a bearing on its implementation. The study agree with Cole (1996) pointed out that appraisal form should not be complicated, an appraisal form should be simple for easy understanding (Nurse, 2005), and should be practical and easy to use (Hurrington & Hall, 1998). Therefore, for effective implementation of OPRAS the form should be simple, clear and user friendly to supervisors and supervisee.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion, and recommendations and also suggests areas for further research.

5.2 Summary

The purpose of the study was to assess the effectiveness of the Open Performance Review and Appraisal System to public primary school teachers. The study was conducted at Mvomero district council. Respondents comprised on twenty (20) supervisors and one hundred and twenty thousand (120) supervisees making a total of one hundred and forty thousand (140) respondents.

The focus of the study was on the effect of the level of understanding of appraisal system by supervisors and supervisees to the implementation of OPRAS, teachers' perception on the OPRAS implementation, usefulness of OPRAS evaluation feedback by supervisors in decision making regarding transfers, promotions and demotions and also the challenges affecting OPRAS implementation to public primary school teachers in Mvomero.

Survey design was used to assess the effectiveness of OPRAS implementation to primary school teachers. Primary data were collected using interviews and questionnaires while secondary data were collected through documentary review.

Data obtained were analyzed using SPSS version 16.0 and excel sheet. The findings indicated that OPRAS implementation to public primary school teachers in Mvomero district has been ineffective. Low level of understanding of OPRAS implementation by supervisors and supervisees contributed to ineffectiveness implementation of OPRAS. Low level of understanding of the OPRAS implementation was attributed to lack of adequate training and failure to provide teachers with guideline on how OPRAS operates.

On other hand negative perception of teachers on OPRAS implementation also affected the OPRAS implementation. As it was evidenced that majority of teachers do not feel that OPRAS is important. The most contributing factor is lack of knowledge on OPRAS implementation.

Furthermore findings indicated that, Supervisors do not use the evaluation feedback in making important decision like promotion, demotion and salary increment contrary to the OPRAS guideline. Evaluation feedback motivates employees to feel accountable of their tasks. Failure to use Evaluation feedback by supervisors affected OPRAS implementation to Public primary school teachers.

Challenges like lack of trust between supervisors and supervisees and current appraisal tool (Forms) contributed to ineffective implementation of OPRAS. Findings indicated that supervisors and supervisees do not trust each other during appraisal process while OPRAS forms were seen to be complicated, long and tedious to fill.

5.3 Conclusion

In light of the findings, analysis, interpretation and discussion, the following conclusions were draw:

- (i) Teachers and administrators of primary schools do not understand the OPRAS implementation. Low level of understanding of the OPRAS can cause confusion among individual teachers and supervisors. Therefore Local Government Authorities and policy makers should continuous provides training on OPRAS implementation to teachers and administrators of primary schools. Similarly new employees should be trained on OPRAS during their induction. Training is one of the important tools for enhancing the level of understanding about the operation of any system.
- (ii) Teachers have negative perception on OPRAS implementation. OPRAS implementation can only have the desired outcomes if teachers have a positive perception towards the appraisal system. Therefore it is important for policy makers and primary schools administrators to promote positive perception of teachers on OPRAS implementation.
- (iii) OPRAS evaluation feedback not used for administrative purposes including decisions on transfers, promotions and salary increments. Evaluation feedback motivates employees to feel accountable of their tasks. To encourage effective OPRAS implementation. Local government Authorities should use OPRAS evaluation feedback on decisions regarding transfers, promotion and salary increments to employees with good performance. Public servants with poor and very poor performance should not receive promotion and salary increments as a way of demonstration of their performance levels.

5.4 Recommendations

The study has identified major gaps with regard to the effective implementation of the OPRAS to public primary school teachers. In the light of the findings and conclusions made, the following recommendations are made to inform policy makers, teachers and other stakeholders in the field of education and quality assurance.

- (a) Since OPRAS implementation is not effectively implemented to primary school teachers, there is a need for policy makers to review the OPRAS implementation system. During the review process, teachers and supervisors should be involved. This is critical as it will instill a sense of ownership of the system by teachers leading to its effective implementation.
- (b) Local Government Authorities and Policy maker's needs to continuously trained and retrained Supervisors and supervisee on OPRAS so that they acquire the basic knowledge, skills and competence required for its implementation.
- (c) Government need to demonstrate more commitment to the OPRAS by awarding teachers who perform well the much needed performance related incentives such as pay or bonus.

5.5 Future Research

It is recommended that a study be carried out to establish whether:

1. The current reward system has bearing on the implementation of OPRAS.

2. In relation to teacher's evaluation during performance appraisal, the studies found out that majority of the teachers were not engaging in objective settings with supervisors. There is therefore, a need to carry out a study to establish whether teachers' performance appraisal had any impact towards students' academic performance.

REFERENCES

- Armstrong, M. (2003). *Human Resource Management Practice*. Kogan Page Publishers, 3th Edition, London.
- Armstrong, M. (2006). *Performance Management: Key Strategies and Practical Guidelines*, 9th Ed, London: Kogan Page Limited
- Aswathapa,K.(2005). *Human Resource Personnel Management*. 4th Edition. Tata McGraw- Hill Publishing Company Limited, New Delhi,India.
- Bailey, K. (1998). *Methods of social Science Research*. The free Pres Collier Macmillan Publisher, London.
- Bana, Benson (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, from 2nd – 4th March, 2009.
- Boachi-Mensah O F, Seidu A P, 2012. Employees’ Perception of Performance Appraisal System: A Case Study. *International Journal of Business and Management Vol. 7, No. 2; January 2012*
- Best J. & Khan J.V (1998). *Research in Education*. New York: Ally and bacon Ltd.
- Borg, W.R and Gall, M.D (1996). *Educational Research: An introduction*. London: Longman.
- Boswell, W.R., & Boudreau, J.W. (2000). *Employee Satisfaction with Performance Appraisals and Appraisers*: Human Resource Development Quarterly, 11 (3), 283 299.
- Bhambra, A.S. (1999). *Nature of Human Resource Management*. Commonwealth Publisher, 10th edition, Prentice Hall of India.

- Brown M. (2010). *Consequences of the Performance Appraisal Experience: Personnel Review*, 39 (3), 375-396
- Chamwali A. (2006). *Methods in Social Science Research*, Morogoro: Mzumbe University.
- Cohen, I. Marison, L. and Morrison, K. (2001). *Research Methods in Education*. London: Routledge falmer Daley.
- M.D, (1992). *Performance Appraisal in the Public Sector: Techniques and Applications*. Westport: Greenwood Publishing Group, Inc
- Decenzo, A., & Robbins, S. P. (2003). *Personnel Human Resource Management*. 3rd Edition, Prentice hall of India, New Delhi:
- Dessler, G (2002). *Personnel Management*, 2nd edition, Reston Publishing Company, Inc.
- Down, B., Chadbourne, R., Hogan, C. (2000). "How are teachers managing performance management?": *Asia-Pacific Journal of Teacher Education*, Vol. 28 No.3, pp.213-23.
- Faizal, M. (2005). *Institutionalization of Performance Appraisal System: A case study of Maldivian Public Service*. University of Bergen, Norway.
- Fletcher, C. (2001). *Appraisal: Route to improved Performance Appraisal and Management*. Prentice Hall, London.
- Fullan, M. (2001). *The New Meaning of Educational Change*. (3rd edition) London. Routledge Falmer
- Gabris, T. & Irke, D. (2000). *Improving Employee Acceptance toward Performance Appraisal*. McGraw Hill, London.
- Goel, D. (2008). *Performance Appraisal and Compensation Management: A modern Approach*. PHI Learning Pvt, Ltd.

- Hezekiah, A. (2009). *The institutionalization Challenges of Performance Appraisal system in Tanzania Local Authorities case of Arusha City Council*. (Masters Dissertation). University of Bergen, Norway. 123pp.
- Kombo, D.K & Tromp, D.L.A. (2006). *Proposal and Thesis writing an Introduction*. Paulins Publications Africa, Nairobi.
- Kothari, C.R. (2005). *Research Methods Technique*. New Age International Publishers New Delhi.
- Kothari, C.R. (2004). *Research Methods Technique*. Calcutta K.K Gupta N.D, India.
- Kuvaas, B. (2007). *Different Relationship between Perceptions and Developmental Performance Appraisal and Work Performance: Personal Review*, Vol.36. Emerald Group Publishing Limited.
- Kreitner, R. (2007). *Management*. 7th ed. Boston, New York
- Lee, D. (2008). *Managing Employee Stress and Safety*. Also available on line at <http://www.humannatureatwork.com/workplacestress-2htm>. [accessed at 20th April, 2014]
- Locke, E.A. (1968). *Towards a Theory of Task Performance and Incentives*. Organisational Behaviour and Human Performance, Vol.3, No.2, pp.157-89
- McDowall, A. & Fletcher, C. (2004). Employee Development: An organizational justice perspective. *Journal of Personnel Review*, 33 (1), 8-29.
- Machingambi S. (2013). *Teacher's Perception on the Implementation of the Performance Management System In Zimbabwe*. <http://www.krepublishers.com/02-Journal/IJES/IJES-05-0-000-13-web> Retrieved on 20/06/2014
- Maicibi, N.A. (2005). *Pertinent Issues in Management: Human Resource & Educational Management*, 1st edition, Net Media Publishers, Kampala.

- Massawe (2009). *Effectiveness of Open Performance Review and Appraisal System in the Executive Agencies in Tanzania*. (Masters Dissertation). Open University of Tanzania.
- Mbogo, S., Gimbi, M., Ngaruko, D., Massomo, S., Kisoza, J., Ngatuni, P., Swai, E., and Mtae, H. (2012). *Research Methodology*. Excel Learning Pty. Ltd., South Africa.
- Mlay, H. A. (2008). *Applicability of Performance Appraisal and Review System in Financial Institutions*. Mzumbe University, Tanzania.
- Monappa, A & Saiyandain, M. S. (1996). *Personal Management (2nd ed.)*. New Delhi: McGraw-Hill.
- Middlewood, D., Bush, T., and (1997). Managing appraisal: *Managing People in Education*, Paul Chapman, London, pp.169-85.
- Monyatsi, P., Steyn, T., and Kamper, G., (2006). Teacher Perceptions of the effectiveness of teacher appraisal in Botswana: *South African Journal of Education*, 26(3), 427-441. <http://www.ajol.info/index.php/saje/article/download/25080/20750> Retrieved on 20/06/2014
- Moser, C.A & Kalton, G. (1979). *Survey Methods in Social Investigation*. Heinemann Educational Books Limited, London.
- Mugenda, O. M. & Mugenda, G. A. (2003). *Research Methods-Quantitative and Qualitative Approaches*. Acts Press, Nairobi.
- Muli, R. K. (2011). *The Impact of Performance Appraisal on Secondary School Teacher Professional Development in Kitui West District*. (Unpublished Masters dissertation) Kenyatta University, Kenya.
- Murphy, K., and Cleveland, J., (1995). *Understanding Performance Appraisal: Social, Organizational and Goal-Based Perspectives*. Thousand Oaks, Sage Publications, New York, Delhi.

- Nigera, M. I. R. (2004). *Effectiveness of Performance Appraisal in Public Enterprises in Tanzania*. Mzumbe University. Tanzania
- Omary, I.M (2011). *Concepts and Methods in Educational Research*. Oxford University Press (T) Ltd, Dar es Salaam. Tanzania.
- Rao, T. V. (2005). *Performance Management and Appraisal Systems*. Response Books, New Delhi.
- Sowell, E.J. (2001). *Educational Research: An Integrated introduction*. New York: McGraw Hill
- Stronge, J. H. & Tucker, P. D. (2003). The Politics of Teacher Evaluation: A Case Study of New System Design and Implementation. *Journal of Personnel Evaluation in Education*, 13 (4), 339-359.
- Therkildsen, O. (2000). *Public Sector Reform in a Poor, Aid-Depended Country, Tanzania*. Public Administration and Development, 20, 61-71
- Turner, A., Mark, F., Hulme, D. (1997). *Governance, Administration and Development: Making the state work*. Kumarian Press.
- United Republic of Tanzania (2003). The Public Service Act, No. 8 of 2002, Dar es Salaam: Government Printer.
- United Republic of Tanzania (2003). The Public Service Amendment Act of 2007, Dar es Salaam: Government Printer.
- United Republic of Tanzania (2002). OPRAS in Public Service of Tanzania. [http://www. Utumishi.go .tz/psrp/new](http://www.Utumishi.go.tz/psrp/new) accessed 12 March, 2014
- United Republic of Tanzania (2007). Public Service Management Programme. Government Printers, Dar es Salaam
- United Republic of Tanzania (2007). Public Service Reform Programme. Government Printers, Dar es Salaam

- United Republic of Tanzania (2011). Guideline on Open Performance Review and Appraisal System (OPRAS). Dar es Salaam: PO-PSM.
- Vroom & Yetten, W. (1973). Leadership and Decision Making. University of Pittsburgh Press.
- Wanderanga, A. S. (2009). Factors influencing effective implementation of the Open Performance Review and Appraisal System in Dar es Salaam City Council. (Masters dissertation). Uganda Management Institute, Uganda.
- Weise, D. S & Buckley, R. M (1995). The Evolution of the Performance Appraisal Process. *Journal of Management History* (Archive).

1. Sex: male () female ()
2. Age (i) below 20 ii) 20 -30 iii) 30 – 40 iv) 40 – 50 v)
50 – 55 vi) 55 and above
3. How many years have you served in this school
(a) 1 -5 (b) 6-10 (c) 15 -20 (d) 21-25 (e) 26-30
4. Highest education level (a) Masters level (b) Bachelors Level (c)
Diploma Level (d) Certificate Level (e) Others (specify)
.....
.....
5. What do you have to say about the way OPRAS is implemented, is it
understood? (a) Yes..... (b) NO..... If No why.
.....
.....

6. Have you ever filled in the OPRAS forms? A) Yes b) No
7. Were you involved in discussing your individual performance objectives with your supervisors? a) Yes b) No.....
8. How do you perceive OPRAS implementation? a) important b) Not important
c) Not sure
9. You as a teacher, have you ever been evaluated and receive your evaluation feedback? a) Yes... (b)No.....
10. Do you think leadership styles are important in the implementation of OPRAS?
a) Yes.....b) No..... if yes what type of leadership is important in OPRAS
implementation a) Democratic leadership b) Autocratic leadership
11. Do you think supervisors and supervisee trust each other? a) Yes b) No
If No why.....
12. What are the challenges which affect the OPRAS implementation to primary school teachers?
(i)
(ii)
(iii)

Appendix 2: Questionnaire for Supervisors

Dear Supervisors

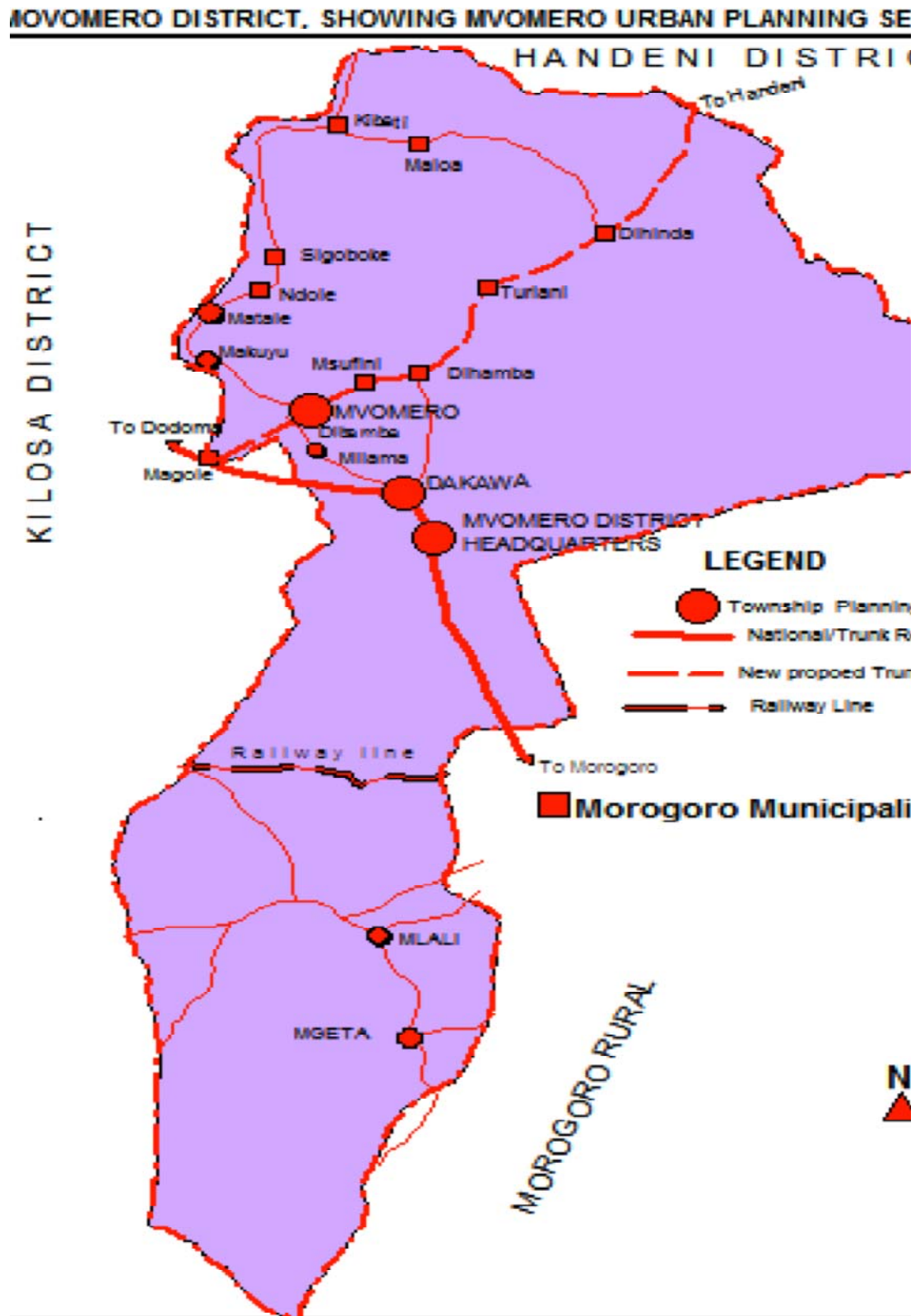
This questionnaire is meant to seek information that could be used to assess the effectiveness of Open Performance Review and Appraisal System in Public primary school. I assure you that, all the information will be provided are special for academic purpose and not otherwise. Therefore, you are kindly requested to respond truthfully to the following questions. The information given shall be treated with outmost confidentiality. I thank you in advance.

In this section please circle, in the space provided

1. Sex: male () female ()
2. Age (i) below 20 ii) 20 -30 iii) 30 – 40 iv) 40 – 50 (v)
50 – 55 vi) 55 and above
3. How many years have you served as a supervisor?
(a) 1 -5 (b) 6-10 (c) 15 -20 (d) 21-25 (e) 26-30
4. Highest education level
(a) Masters level (b) Bachelors Level (c) Diploma Level (d) Certificate
Level (e) Others (specify)
5. What do you have to say about the way OPRAS is implemented, is it
understood? a) Yes.....b) NO.....If No why.....
6. Do you use Performance Appraisal evaluation feedback to make important
decisions such as promotion, transfers and demotions of teachers in this
council? a) Yes b)

7. Do you think leadership styles are important in the implementation of OPRAS a) Yes.....b) No.....if yes what type of leadership is important in OPRAS implementation a) Democratic leadership b) Autocratic leadership
8. Do you think supervisors and supervisee trust each other?
9. a) Yes b) No If no why.....
10. What are the challenges which affect the OPRAS implementation to primary school teachers?.....

Appendix 3: Movemero District



filosofie sociale

Kutoka Januari **Hadi Desember**

Formu hii inochukua nafasi ya Formu EF117 B & C zilizokuwa zinapimwa ufanaji kati kwa walimu. Aidha inakusudia katika ucholezi wa shabaha na mwalimu wa mwalimu katika utafiti wa utafiti wa kufunga uhusiano mzuri wa ufanaji kati kati wa wanaozi na wanaozi.

MAELEZO YA NAMNA YA KUKAMBISHA FORA

1. Fomu hi ilijazwa nakala nne na Walmu/Wakuruzi wote walioko katika Shule na Vyuo vya Ualimu vya Serikali. Baada ya kukamilisha fomu hi nakala zilizoweza kuwa:
- i. Naibu Katibu, Turne ya Utunzaji wa Umma, Idara ya Huduma kwa Walmu (TSD)
 - ii. Mkuu wa Shule/Chuo
 - iii. Katibu Mkuu, Wizarati ya Elimu na Mafunzo ya Utundi kwa Wakuruzi wa Vyuo vya Ualimu na shule za Mazoezi na Wakuruzi wa Halmashauri za Mji, Majiji na Manispaa kwa Walmu wa Shule za Sekondari na Shule za Msingi iv. Wakuruzi/Walmu anayehusika.
2. Pata paraipotea kila kila kutoka kila kila kwa hali ya kawaida au karakimu rasmi
3. Malengo yanayopitishwa Walmu yaliyotoka na Mpango Mkatikira Maendeleo ya Shule/Chuo, Mpango wa Kazi na Kaidia ya Shule/Chuo wakiandika Mpango wa Uelekezaji Kazi wa mwaka na Rais ya Kazi ambaye inasajiliwa kulekalewa katika mwaka huo.
4. Sehemu ya 2, ya 3 na ya 4 ya Fomu hi ikamilishwe na Walmu anayepitisha kwa kushirikiana na Malmamizi wake wa kazi. Sehemu ya 5 na 6 zikamilishwe na Walmu akiipokea Mafidizi kama ni muhimu.
5. Zingatia kwamba alama 1 ya utendaji wa kazi ni ya utendaji waliotolewa malengo yote na ya ziada kwa utunzi na alama 5 ni ya watalentaji waliotolewa na waliotunza malengo. Taarifa za hawa wote zilikidhiwa kwa majariri na Turne ya Utunzaji wa Umma, Idara ya Huduma kwa Walmu (TSD).

SEHEMI YA 1- TAARIFA BINAESTI

[illegible]

1/6mm=200 T=2000 455=15000 YFY=15000 55=100 15=100

SEHEMU YA 2. MAKUBALIANO YA UTENDAJI KAZI*Ijazwa na Mkuu wa Chama/State/Mwalmu Mkuu/Mwalimu anayepitwa kwa makubaliano na Mshauri wa Kazi.*

2.1 Namba	2.2 Malengo yaliyokubalika	2.3 Shabaka za utekelezaji zilizokubalika	2.4 Vigezo vya Utendaji Vilivyokubalika	2.5 Mahitaji ya Rasilima Zilizokubalika.

2.6 Mshauri wa Kazi

Jina (Kwa harufi kubwa)

Sina

Vidua

2.7 Mshauri wa Kazi

Jina (Kwa harufi kubwa)

Sina

Vidua

SEHEMU YA 3: MAPITIO YA NUSU MWAKA (Juni*Ijazwe na Mkuu wa Chuo/Shule/Mwalimu Mkuu/Mwalimu anayepimwa kwa makubaliano na Msimamizi wa Kazi*

3.1 Namba	3.2 Malengo ya Utendaji yalivyokubalika (kama Sehemu ya 2).	3.3 Maendeleo ya Utekelezaji kufikia lengo	3.4 Sababu yenye Kuathiri Utekelezaji

3.5 Mtuamishi /Mwalimu anayepimwa**3.6 Msimamizi wa Kazi**_____
Jina (kwa harufi kubwa)_____
Saiti_____
Tarehe_____
Jina (Kwa harufi kubwa)_____
Saiti_____
Tarehe

SEHEMU YA 4. MAREKEBISHO YA MALENGO NA SHABAHA (KAMA YAPO)*Ijazwe na Mkus wa Chuo/Skule/Mwalimu Mkus/Mwalima anayepimwa kwa makubaliano na Msimamizi wa Kazi*

4.1 Namba	4.2 Marekebisho ya Malengo yalivyokubaliwa	4.3 Shabaha za Utendaji zilizokubalika	4.4 Vigezo vya Utendaji Vilivyokubalika	4.5 Mahitaji ya Rasilimali Zilizokubalika

4.6 Mramishi /Mwalimu anayepimwa**4.7 Msimamizi wa Kazi**_____
Jina (Kwa hurufi kubwa)_____
Saini_____
Tarehe_____
Jina (Kwa hurufi kubwa)_____
Saini_____
Tarehe

SEHEMU YA 5: UPIMAJI WA UTENDAJI KAZI WA MWAKA (Desemba ~~2020/2021~~ 2020/2021)*Ijazwa na Mkuu wa Chuo/Shule/Mwalimu Mkuu/Mwalimu anayepimwa kwa makubaliano na Msitawizi wa Kazi*

5.1 Namba	5.2 Malengo Yaliyokubalika	5.3 Maendeleo ya Utekelezaji wa shahaba zilizofikiwa	5.4 Alama iliyatalewa		
			Mtumishi	Msimamizi	Alama Zilizofikiwa
Jumuisho la Kiwango cha Alama za Utendaji: Jumuisho hili konyeshe mafanikio ya malengo ya utekelezaji yaliyokubalika kuhusu 5					

Alama:

- 1 = Utekelezaji wa malengo yote na ya ziada kwa utimisi
 2 = Utekelezaji wa malengo yote kwa utimisi
 3 = Utekelezaji wa wastani kwa malengo yote
 4 = Utekelezaji unioridhisha ambao ni chini ya wastani bila shahabu za kutacha

5 = Kutekelezaji esioridhisha na usiozingatia malengo.

SEHEMU YA 6: SIFA ZA UTENDAJI BORA					
<i>Ijazwe na Mkuu wa Shule/Chuo/Mwalimu Mkuu/Mwalimu anayepanwa na Msimamizi wa Kazi</i>					
6.1 Namba	6.2 Vigizo Muhimu	6.3 Ubora wa Sifa	6.4 Alama Iliyotolewa		
			Mtumishi	Msimamizi	Alama zilizoafikiwa
1.	MAHUSIANO KAZINI	Uwezo wa kufanya kazi na wenzi			
		Uwezo wa kushirikiana na watumishi wasio walimu			
		Uwezo wa kustabiliwa na wenzi			
		Uwezo wa kuzingatia jinsia			
2.	MAWASILIANO NA USIKIVU	Uwezo wa kujieleza kimesandishi			
		Uwezo wa kujieleza kwa kuncua			
		Uwezo wa usikivu na ufahamu			
		Uwezo wa kufunza na kuendeleza			
3.	UGONGOZI NA USIMAMIZI	Uwezo wa kupanga na kusimamia			
		Uwezo wa kuongoza, kuhamasisha na kutatua migongano			
		Uwezo wa ukumfu na umzishaji			
		Uwezo wa kukasimu Majukumu/Kazi (Delegation of Powers)			
4.	UBORA WA UTENDAJI	Uwezo wa kumudu somo			
		Uwezo wa kutoa malokeo sahihi kwa wakati			
		Uwezo wa kuhimili utekelezaji na kuendelea kwa muda mrefu.			
		Uwezo wa kutumia mazingira katika kufundisha			
5.	UTENDAJI UNAOZINGATIA WINGI WA MATOKEO	Uwezo wa kufikia malengo			
		Uwezo wa kumudu majukumu ya ziada			
6.	UWAJIBIKAJI NA UTOAJI WA MAAMUZI	Uwezo wa uwajibikaji katika kutekeleza majukumu			
		Uwezo wa kufanya maamuzi sahihi kwa wakati muafaka			
7.	KUTHAMINI WATEJA	Uwezo wa kuzingatia muda			
		Uwezo wa kuhudumia wateja			
		Uwezo wa kuzingatia haiba ya ulimu			
		Uwezo wa kujali mahitaji ya wanafunzi			
8.	UAMINIFU	Uwezo wa kuonyesha stadi za uongozi			
		Uwezo wa kumsaidia Kiongozi kutekeleza majukumu yake.			
		Uwezo wa kupokea na kutekeleza maelekezo.			
		Uwezo wa kutekeleza majukumu kikamilifu kwa muda uliopangwa			
9.	UADILIFU	Uwezo wa kufuata na kuzingatia maadili ya kazi ya ulimu.			
		Kutoa huduma bora bila vishawishi			
Uwezo wa kutumia taaluma kwa marufaa ya umma.					
Jumlisho la Kiwango cha Alama za utendaji Sehemu ya 6					

Alamu:

1 = Utekelezaji wa malengo yote au ya ziada kwa ufinisi

2 = Utekelezaji wa malengo yote kwa ufinisi

3 = Utekelezaji wa wastani kwa malengo yote

4 = Utekelezaji esioridhisha ambao ni chini ya wastani bila sababu za kutisha

5 = Utekelezaji esioridhisha na usiozingatia malengo.

SEHEMU YA 7. UTENDAJI WA JUMLA (WASTANI WA SEHEMU YA 5 NA 6)**MAONI YA MWALIMU ANAYEPIMWA (kama yapo) :****Saini ya Mtumishi anayepimwa****MAONI YA MSIKILIZAJI (kama yapo)****Jina la Msikilizaji****Saini****Tarehe****MAONI YA MSIMAMIZI (kama yapo)****Jina la Msimamizi****Saini****Tarehe****SEHEMU YA 8: TUZO/HATUA ZA KUBORESHA UTENDAJI/HATUA ZA KINIDHAMU****Msimamizi wa kazi atapendekza aina ya tuzo au hatua za kuboresha utendaji wa mwalimu ama hatua za kinidhamu kulingana na kiwango cha utekelezaji wa malengo yaliyokubalika.**

Appendix 5: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

04/07/2014

District executive director
 P.O. Box .663
 Mvomero.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms Monica Marco Mpululu**, Reg. No. HD/E/240/ T.12 who is a Master student at the Open University of Tanzania. By this letter, Ms Monica Mpululu has been granted clearance to conduct research in the country. The title of her research is "Effectiveness of Open performance Review and Appraisal system for teachers In Public primary schools: The case of Mvomero District". The research will be conducted in Mvomero District.

The period which this permission has been granted is from 04/07/ 2014 to 04/09/2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix 6: Introduction Letter

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTRES' OFFICE

MVOMERO DISTRICT COUNCIL

Phone: 023 261 2224
Fax: 023 261 3006

District Executive Director
Mvomero District Council
P.O. Box 603
MOROGORO.

Ref. No: MVDK/ED/PRR/10/105

10.07.2014

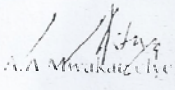
TO WHOM IT MY CONCERN
MVOMERO DISTRICT COUNCIL

REF: INTRODUCTION OF MONICA MARCO MPULULU

Refer to the heading above.

I would like to introduce to you Monica Marco Mpululu who is working as researcher on the *Effectiveness of Open Performance Review and Appraisal System for Teachers in Public Primary School*.

Kindly assist and support her on her Data collection process


 A.A. Mwakazulu
 District Executive Director

MVA/DC/10/105

10.07.2014