

**ASSESSMENT OF FACTORS AFFECTING IMPLEMENTATION
OF OPEN PERFORMANCE REVIEW AND APPRAISAL SYSTEM:
The Case Study of Mbeya University of Science and Technology**

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Master of Business Administration (Human Resource Management)

Teofilo Kisanji University

November, 2019

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OF OPEN PERFORMANCE REVIEW AND APPRAISAL SYSTEM:**

The Case Study of Mbeya University of Science and Technology

By

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**A Dissertation Submitted in Partial fulfilment of the Requirements for the Award
of the Degree of Master of Business Administration (HRM) of the Teofilo Kisanji
University**

Teofilo Kisanji University

November, 2019

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Teofilo Kisanji University a dissertation entitled, *Assessment on Factors Affecting Implementation of Open Performance Review and Appraisal System: The Case Study of Mbeya University of Science and Technology.*

.....

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Date:

DECLARATION

I, **Samwel Emmanuel**, do hereby declare to Senate of Teofilo Kisanji University, that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature:

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ACKNOWLEDGEMENTS

The success of this work has been contributed by many people. It might be very difficult to mention them all (your contributions are highly appreciated) but I am indebted to mention few of them. Thanks to my Almighty GOD who protected me till the completion of this work. My wife, Nuru Mgallah and my children, Samwel and Samantha, thank you for your encouragement. Further, I thank you Mbeya University of Science and Technology management for the support throughout my studies.

My supervisor Dr. Emmanuel Tonya, thank you very much for your support. You have made this work possible though your encouragement, instructions and guidance. Your inputs have real contributed to this work. Moreover, I would like to extend my thanks to my fellow students of MBA (HRM) at Teofilo Kisanji University, Mbeya campus; your cooperation has made this research possible.

DEDICATION

This research report is dedicated to my late father Mr. Samwel M. Sanga; your contribution to my education career will not be forgotten.

ABSTRACT

Open Performance Review and Appraisal System (OPRAS) was established by the Government Establishment Circular No. 2 of July, 2004. Since then, there have been some challenges in its implementation. Institutions have tried to settle the challenges for OPRAS smooth operations. Despite of efforts put forth, the process still face some challenges. This has necessitated the assessment of factors affecting implementation of OPRAS, using Mbeya University of Science and Technology (MUST) as a case study. The specific objectives of this study were to examine employee understanding on objectives of OPRAS; investigate challenges experienced during implementation of OPRAS and assessment of employee's perception on OPRAS as performance assessment tool. This study employed a case study design of which 84 respondents were randomly sampled to generate results. Data collection was done through structured questionnaires. The results were analysed using SPSS version 20 where, tables and figures were generated to present results. The study found that 72% of employees understood the objective of introducing OPRAS as a performance measurement tool for improving productivity, work efficiency, individual and team work and individual development. The challenges contributing to ineffective of OPRAS implementation noted included; inadequate feedback, lack of direct benefits, individual objectives were not understood, lack of training to implementers, failure to motivate good performers and failure to participate employees in setting objectives. On the use of OPRAS, 51% of the respondents had positive opinion. The study recommends that there should be regular training to enhance staff OPRAS understanding. Have in place friendly feedback mechanism to enhance staff

commitment. There should be direct benefits associated with OPRAS to cultivate hard working culture and participation of staff in setting objectives to create sense of ownership.

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ABBREVIATION AND ACRONYMS

AHRD	Administration and Human Resources Department
CACRS	Closed Annual Confidential Report System
CEO	Chief Executive Officer
CSP	Corporate Strategic Plan
CSPIP	Civil Service Performance Improvement Program
CSRП	Civil Service Reform Programme
DVC	Deputy Vice Chancellor
ECA	Economic Commission for Africa
HCМIS	Human Capital Management Information System
HoD	Head of Department
LGAs	Local Government Authorities
MDAs	Ministry Departments and Agencies
MTEF	Medium Term Expenditure Framework
MUST	Mbeya University of Science and Technology
OPRAS	Open Performance Review and Appraisal System
PO-PSM	President’s Office-Public Service Management
SAPs	Structural Adjustment Programmes
SPSS	Statistical Package for Social Science
URT	United Republic of Tanzania
VC	Vice Chancellor

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Overview

This chapter presents the background of the study, a problem statement and objectives of the study; general and specific. It points out research questions as guideline for the study. Further, the chapter illuminates the justification, limitations of the study and definitions of key terms.

1.2 Background to the Research Problem

Management of performance is essentially important for improving individuals and team's performances that ultimately results into achievement of overall organization's objectives and strategic goals (Norfarizal, 2014). For the purpose of managing performance of employee effectively, there should be well-established and agreed performance measurement framework which is simple and understood by both management and employees. Success in managing performance resulted into organizational as well as employee's development. Competencies and capabilities of employees will be evaluated to determine nature and type of objectives to be given. Managing performance is a continuous process that allows frequent communication between employee and superior. The process helps to identify performance discrepancies that the need for, training, counselling, changes of duties, employment needs and increasing close supervision (Bana & Shitindi, 2009).

The area of measuring employees' performance has become the major concern in both private and public organizations. It has triggered academicians and practitioners to conduct studies for the purpose of realizing customers expected output. In public sector in particular, the importance of measuring employee's performance has recently become the important and ongoing agenda to many organization managements (Norfarizal, 2014).

In developing countries, Tanzania inclusive, public reforms were experienced from 1980's (ECA, 2004). Reforms were introduced as part of the Structural Adjustment Programmes (SAPs) of the World Bank (ECA, 2004). The call for reforms in public sector was propagated because of the declined performance of civil service evidenced by; expanded government size, over expenditure in wage bills, unaccountability of civil servants, lack of transparency and ethical issues. These issues result into minimal service delivery by the public sector hence, special and quick attention were needed – strategies reformation. International institutions on the other hand, contributed to the reforms as one of the conditions for a particular country to be financed (Ayeni, 2001). The impacts of these reforms have been seen on the improved level of service delivery and effective use of public resources in some countries. The public sector has been turning into smaller, affordable, well compensated, effective and efficient (Lane, 1997; Lukumai, 2006).

As stated earlier, many developing countries started to adopt civil service reforms in the late 1980s using different approaches specifically on; scope, orientation, and accomplishments (Lane, 1997; Lukumai, 2006). In Ghana for example, the Civil Service

Reform Programme (CSRP) lasted from 1987-1993 was developed both by the government and donor partners. It was designed to reduce overstaffing, reduce flight of skilled public servants abroad and trim redundant civil servants as a part of the effort to reduce government expenditure and help achieve macroeconomic stability (Uwusu, 2012). Ghana formed the Public Service Commission following the adoption of new Constitution in 1992. The commission was responsible for promotion of accountability, efficiency and integrity of all public service, provision of guidance in different matters, scheme of services and methods for evaluation of performance and ensuring equity and justice in recruitments, transfer, disciplinary issues and redundancies (Uwusu, 2012).

In 1995, by using local reformers, Ghana introduced civil service performance improvement programme (CSPIP) to address the weaknesses experienced from CSRP. The programme aimed at developing the capacity and efficiency of civil servants and its constituency institutions (Ayeni, 2001). In October 1997, the government implemented the Public Sector Re-Invention and Modernization Strategy to help transform state institutions, their accountability and performance framework and their relationship with the private sector and civil society (Uwusu, 2012).

In Tanzania, the Civil Service Reform Programme (CSRP) towards a smaller and more efficient civil service sector rooted from 1991-1999. The CSRP sought to dramatically reduce the civil service size and re-shape it into a modern, meritocratic and technically competent civil service. It was a typical first generation public service reform programme

focused on redefining the roles and functions of Government to a central core, improve efficiency and control the wage bill through retrenchment and identification of ghost workers and their removal from payrolls (World Bank, 2013).

The major drive of CSRP was to reduce cost and restructuring of Government (Bana & Shitindi, 2009). This was due to in- proportionality between the hugeness and service delivery by the civil service. CSRP was succeeded by series of overlapping but mutually supporting phases. One among the phase was that of the year 2000 – 2007 insisted on the theme of institutionalization of performance management systems. That was specifically aimed at building an integrated system for creating a shared vision, understanding and agreement about the results to be achieved, and the operational framework for continuous performance improvement in standards and quality of public service delivery in Tanzania. The second performance management phase commenced in July 2007 to June, 2012. It emphasized on performance enhancement and accountability of civil servants. The third phase started from July 2012 to June 2017 with emphasize on quality improvement cycle. The implementation processes of the PSRPs spearheaded by the President's Office-Public Service Management (PO-PSM), (Bana & Shitindi, 2009).

During the period mentioned (from 2000 onwards), mechanisms on how performance of public servants could be adhered were introduced where; strategic and operational planning, client service charters, service delivery surveys, self-assessment programmes, performance budgets, the introduction of Open Performance Review and Appraisal

System (OPRAS) and comprehensive Monitoring and Evaluation (M&E) system were introduced with the aim of improving public service performance (Bana & Shitindi, 2009).

The Open Performance Review and Appraisal System (OPRAS) were introduced by the Government Establishment Circular No. 2 of July, 2004. The theme Installing Performance Management Systems was adopted during phase I of PSRP that lasted from 2000 – 2004. During this phase, the process of engaging respondents including Ministries and Departments in structural changes and reinforcement of changes in the management systems was done. During phase II (2005 – 2008) of PSRP with the theme of instituting performance management culture, the Government managed to train 7500 public servants on OPRAS (URT, 2013). The programmes were among the series of overlapping but mutually integrated programme the Government adopted to rescue public sector service delivery.

OPRAS is an open, formal, and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals (URT, 2013). OPRAS is the major tool for evaluation of performance that in turn, helps organization in making decisions relating to promotions, demotions and training of its human resources. It has some features which distinguish from previous closed system of performance evaluation. Openness, it allows discussions and ultimately agreement on what are organizational objectives and expectation of employee and employer. Participation, involves employees

in all processes including; setting of objectives, performance criteria, assessing performance and correct discrepancies. Accountability, individual employees are required to sign annual performance agreements and account for their performance against agreed targets and resources allocated for each activity. Ownership, due to its participative in nature, the process leads to development of the sense of belongingness among employees. This helps the employee understand own role and contribution thus creating commitment in achieving organizational goals (URT, 2013).

The OPRAS replaced the Closed Annual Confidential Report System (CACRS) which was previously used due to its limitations. The Closed Annual Confidential Report System provided one-sided information on the performance to employer only (no feedback to employees), failed to identify training needs, failed to help performance management and accountability, and had rigidity, bureaucracy, nepotism, favouritism and poor management of resources (Bana and Shitindi, 2009).

The Closed Annual Confidential Report System (CACRS) had some challenges as follows; the systems' concentrated one valuation of employees basing on their personalities and behaviours. It totally ignored the contribution made in achieving organizational objectives. The main focuses of the system were; to determine appraisee's promotion, salary increase, transfer and punishment rather than improving performance. The system therefore, resulted into declining of employee's competence and motivation (Mwasote, 1997; Mwanaamani, 2013).

Despite of its role in addressing challenges encountered by CACRS, the implementation of OPRAS has reported to have some obstacles. Mwanaamani (2013) reported reluctance of the management cadre at Arusha City Council in implementation of OPRAS. The report shows that until February, 2010 none of the head of departments had filled the OPRAS. The same has been happened in lower cadre where employees have filled forms for more than 5 years without getting feedbacks, promotions or training.

Only 45% of employees at Temeke Municipal Council were aware on performance criteria set. The result reveals that, majority had no idea on what were evaluated from. The study further revealed that, 56.2% of respondents had opinion that there were no justice and fairness in evaluation. Supervisors favoured some of the employees because there were no mutual performance criteria setting that could be understood by appraisees and appraisers (Musiba, 2015). Other challenges include; Lack of adequate knowledge to implementers (supervisors and employees) on what is real mean of OPRAS and their role during the implementation process. Lack of commitment among implementers that is, they implement because of the forces from management. The tool does not accommodate performances of all cadres and it is complicated for users. Feedback has remained as an obstacle that made employees lose the sense of belongingness to the process (Mwanaamani, 2013). Standardized nature and inapplicability to certain job groups have made some difficulties in using the tool. Negative perception among users that it does not link to improvements in rewards (URT, 2012). Reluctance to use OPRAS has been

revealed in some public organizations for example, during quarter one of financial year 2007/2008 only two Ministries were able to start implementing OPRAS (URT, 2009).

Mbeya University of Science and Technology (MUST) as one of the Public organization started to implement OPRAS during financial year 2015/2016. The tool was introduced as the response to Government directives through its Establishment Circular No. 2 of 2004 that instructed all public sector entities to use OPRAS as the tool for measuring performance of employees. The Management of MUST has conducted series of seminars to Management team including, Principals, Directors, Dean, Head of Departments (HoD) and Units to sensitize them on the use of OPRAS. The team educates other employees on the same for smooth implementation of the performance evaluation system. Administration and Human Resources Department (AHRD) has been conducted induction seminars to new and in-service employees to enhance understanding of the tool.

Employees are accountable for the agreed objectives and resources vested to them. Objectives and performance criteria set are basically the implementations of Strategic plan of the organization and other Government directives for top management and officers where job descriptions are used for operational employees like secretaries and drivers. Three copies of OPRAS are filled where, one submitted to Presidents' Office Public Service Management (PO- PSM) through Human Capital Management Information System (HCMIS) or famously known as LAWSON another kept in employee's confidential files and the last one is for employee's own record.

The effectiveness of OPRAS however, in terms of addressing the CACRS limitations and its role in performance management has remained a challenge in many Public institutions. Despite of researches conducted on addressing challenges facing implementation of OPRAS, still challenges persist. Therefore, this study assessed factors affecting implementation of Open Performance Review Appraisal System (OPRAS) with the case study at Mbeya University of Science and Technology, a Public University.

1.3 Statement of the Research Problem

The establishment of the Open Performance Appraisal System (OPRAS) in 2004 was intended to ensure high productivity and accountability among individual public servants in Tanzania (URT, 2012). The Public Standing Orders for the Public Service, 2009 direct each Ministry, Departments and Agencies (MDAs) to report annually on general performance of their staff to the appropriate authority. This meant to eliminate challenges of the closed system of performance appraisal.

The Government used numerous efforts and resources to introduce and ensure the operation of OPRAS (Bana, 2008; Mwanaamani, 2013). This is because of firstly, overemployment of the civil service employees - reached 355,000 in 1992, the size that was not correlated with the service delivery (Rugumyamheto, 2015). Secondly, an attempt to illuminate the approach which Tanzania had prior adopted to institutionalize a performance management culture in public service institutions. Thirdly, the government analysed the processes and mechanisms which have already been established in public

service institutions in order to facilitate effective performance management. These include: tools and mechanisms to facilitate the institutionalization of a performance management system (Bana & Shitindi, 2009).

Despite of efforts done to ensure effective implementation of OPRAS, to date challenges still persist. Employees are not participating on performance criteria setting (Mjaya, 2010; Mwanaamani, 2013). Employees have little or some do not understand how to fill OPRAS forms (Ndyekiza, 2013). OPRAS as performance tool has not contributed to increase commitment to employees. In most cases, they perceive as normal routine issue that just need to be filled each year (Ndyekiza, 2013). Little has been done against poor performers thus; OPRAS outcome has been perceived as business as usual among many employees. Poor performers can only be transferred to other work stations as punishment (Stanford, 2013). Yet the output is not clearly communicated as a result, no tangible impact is observed by employees. Employees' expectations of having opportunities for career development and rewards have not been realized (Mpululu, 2014). In this context, OPRAS could be an alternative approach to the former approach which lacked involvement, ownership and transparency thus lowering performance among civil servants (Setumbi, 2015). It was part of the Performance Management System reform that aimed at improving efficiency and effectiveness in public service delivery by aligning person's and group with organization established goals (Bana & Shitindi, 2009). Therefore, this study specifically assessed factors that affecting implementation of OPRAS, a case study of Mbeya University of Science and Technology.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess factors affecting implementation of Open Performance Review and Appraisal System (OPRAS), the case study of Mbeya University of Science and Technology.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To examine whether employees understand objectives of OPRAS as performance measurement tool.
- ii. To investigate challenges experienced during the course of OPRAS implementation.
- iii. To assess employee's perception on OPRAS implementation as performance assessment tool.

1.5 Research Questions

The following research questions which formulated from research objectives were used as guidance during data collection:

- i. Do employees understand the objectives of establishment of OPRAS as performance measurement tool?
- ii. What are challenges experienced during the implementation of OPRAS?
- iii. How do employees perceive OPRAS as a tool for performance measurements?

1.6 Significance of the Study

Any organization needs effective performance appraisal system that is open and fair to all employees. If the system conducted in appropriate standards, the ultimate outputs expected will therefore increase productivity. The study assessed factors affecting implementation of OPRAS. It is therefore, expected that results from the study will help implementers of the system to understand and eliminate obstacles. Findings of this study will improve OPRAS implementation hence, effective realization of targeted objective.

Knowledge on implementation of OPRAS will be added to public organizations and policy makers. Recommendations from the study will help decision makers to improve OPRAS process and act as performance catalyst by inducing the culture that will stimulate hard working, effective and efficiency utilization of resources. Study findings will also, stimulate further studies on the topic by different researchers to improve performance of individual employees and organizations at large.

The researcher incorporated both theories and empirical literature with real working environment. Therefore, the study findings will help the researcher to be competent on research endeavours while eliminating performance related challenges facing public higher learning institutions.

1.7 Limitations of the Study

The study faced some limitations that originated from data collection process, methodology and data analysis. Delay of respondents to collect questionnaires was one of the challenges. Also, Unavailability of some respondents was also another limitation faced the study. To overcome these limitations, the researcher made close follow-up including physical visiting and communications through phone to remind respondents to fill the questionnaires. Also, the timetable was rescheduled to ensure collection of all questionnaires as questionnaires were filled by respondents on their own time. However, the researcher was required to verify completeness of questionnaires before left the respondents and if found uncompleted, respondents were reminded to complete.

1.8 Definition of Key Terms

1.8.1 Closed Annual Confidential Report System (CACRS)

It is the system of evaluating performance where subordinate is assessed by his superior on his performance from the work assigned. Superior prepares report without the involvement of subordinate and submit to higher authority of the organization narrating subordinate's behaviour observed in the organization, contributions and recommendations which are therefore, used for decision making. The system has been practiced in different government organizations example, Judiciary and Police Departments for promotion and transfer purposes (Purohit & Martineau, 2016).

1.8.2 Performance

Means both behaviours and results. Behaviours originate from the person who performs the work. It converts performance from imagination into the real actions that is, what someone think on how to put into practice thoughts have. It is not the mechanisms through which results emanate but they can be the course of the outcome that is, the end product of mental and physical efforts applied by somebody in performing the work. Therefore, the way someone performs the task can be separately assessed from what has been produced (Brumbrach, 1988; Armstrong, 2006). It can be measured using three aspects; behavioural approach which considered how employee performs the job without regarding the result emanating from the job. It is essentially a process –oriented approach. Another one is result approach which basically emphasize on the outcome and result that are created by employee without regarding the traits and mechanism used to reach the results. The last one is, trait approach which concentrates on active traits of the performer without considering situation, behaviours and results. It includes abilities that cannot be trained (cognitive) and personality - those which are not likely to change over time (Aguinis, 2013).

1.8.3 Performance Appraisal (PA)

Is the term applied to a variety of processes that generally involve the assessment and development of an individual and their performance at work, both in terms of their existing effectiveness and their potential for advancement (Anderson, Ones, & Viswesvaran,

2001). It is the process where an individual performance is measured in terms of content and volume, getting the feedback of what has been done basing on the agreed objective and planning for the future actions (URT, 2013).

1.8.4 Performance Criteria

The performance standards set and agreed upon by employees' and their supervisors on how performance will be assessed against each set target contained in the performance agreement. It is the basis upon where expected behaviours to be executed during implementation of agreed goals and result as the final output originate (URT, 2013).

1.8.5 Reform

Is the process of refining something by eradicating errors, that is, to alternate and improve something by correcting faults, removing inconsistencies and abuses, and imposing modern methods or values for the purpose of improving its perfection (Soukhanov & Soukhanov, 2001).

1.8.6 Open Performance Review and Appraisal System (OPRAS)

The Open Performance Review and Appraisal System (OPRAS) is an open, formal and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals (URT, 2013).

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter is centred on literature review. It presents other researchers and authors related studies. Theoretical review, empirical literature review, conceptual framework and research gap are also discussed under the chapter.

2.2 Key Elements of OPRAS

OPRAS has the following elements as per (URT, 2013):

2.2.1 Setting of Annual Performance Targets

Setting of the annual performance targets is a key element of OPRAS which is normally done at the planning level. The annual performance targets of individual employees come as a result of overall performance agreement of the organization. The agreed targets are then cascaded to departments/divisions/units as well as sections within department/division/unit. It is from this process where the linkage or integration between organizational and individual objectives can be created.

2.2.2 Evaluative Aspect

Under evaluative aspect there are several issues which are assessed. First, Work Output, OPRAS measures the performance of an employee cumulatively in a particular financial year. It starts from July all along to June of the following next year. Emphasis on this

aspect relies on quantity, quality and effectiveness in utilization of resources as well as execution of agreed behaviours. Second, Attributes of good performance, this is the main aspect used to assess the characteristics and qualities of any Public Service employees. Among the notable values are integrity, commitment, discipline, ability to be an effective team player and in establishing good relationship with fellow employees within and outside the public service.

Third, Opportunity to appeal, under OPRAS and individual employee is allowed to appeal against scores rated by superior. This provides the process to be fair and just thus, increases employees commitment towards the work. Fourth, developmental measures. This is where discussion on performance and discrepancies are discussed and ways to eliminate them developed. The activity enables the development of individual's performance and ultimate overall organization performance. Fifth, Feedback, OPRAS provides an opportunity for regular responses from both sides on the agreed work. Employee gives feedback to the employer and employer do the same. The aim being improving performances on regular basis. Lastly, Rewards. OPRAS determines salary increment to employees who perform from above average (B grade) and above.

2.3 Open Performance Review and Appraisal System Process

OPRAS revolve into several interrelated steps that make its process. As illustrated in the Figure 2.1, the process starts from annual planning to feedback on annual overall performance (URT, 2013).



Figure 2. 1 Annual OPRAS cycle

Source: (URT, 2013)

Firstly, annual plans are set by an organization which builds the foundation for setting individual's objectives. The agreed individual's objectives are the basis for performance evaluation/ assessment. Annual plans are implemented during the particular year then reviewed wherever the need arise. They can originate from Medium Term Expenditure Framework (MTEF), annual business plan, scheme of service and job descriptions.

The second step is setting up of department objective. These are the general objectives and targets of a particular organization. They are prepared by higher level and signed by

respective organization's Chief Executive Officer (CEO) who becomes accountable for their implementation. These become the performance target for the CEO during annual performance cycle. In most cases, they originate from Organization's Medium Term - Strategic Plan. Third step, setting of individual objectives for Heads of Departments and Units. CEO's objectives are cascaded to lower level which then becomes objectives for Heads of Departments and Units. Objectives need to be properly distributed to avoid repetition thus, wastage of resources.

Fourth step, setting individual objectives for sectional heads. Targets for Heads of Departments become individual objectives, and the activities become the performance targets for the sectional heads. Fifth step, setting individual employee target. Performance targets of heads of sections become objectives for the professional and technical staff and tasks from strategic plan becomes performance targets. Sixth step, signing the performance agreement between individual employee and supervisor. An employee need to understand and be assured on the targets, criteria for assessment and resources needed for accomplishment. Performance agreement normally signed during the beginning of financial year.

Seventh step, implementation and monitoring. After signing performance agreement, an employee need to start executing what has been agreed. During the stage, there should be continuous communication and support which is mutual. Coaching, mentoring,

consultations as well as counselling should also be observed by the supervisor. Wherever discrepancy noted, corrective action need to be taken immediately.

Eighth step, performance reviews. There are two formal review of performance; conducted in December and June for mid and annual review respectively. The aim is to monitor the progressive of the agreed targets and taking corrective measures like revising the targets. Annual review used to assess overall performance during the whole year and agreement made for the coming year. Last step, feedback on annual performance. Supervisor need to communicate with employee on what achieved by an employee during the whole year. Understanding how well performed, gap identified and developing actions for correcting gaps are essential for future employee development.

2.4 Rationale for Introducing OPRAS

The reason of establishing OPRAS as the performance measurement tool in Tanzania rely within the justification for CSRP. For the purpose of having well performed and organized civil service; smaller, affordable, well efficient compensated and effective performing civil service were inevitable (Ayeni, 2001). OPRAS could ensure proper management of performances of civil servants for efficiency and effective service delivery. It aimed at addressing discrepancies encountered from traditional closed performance appraisal (Musiba, 2015).

2.5 Theoretical Overview

There are many theories of job performance that the issue of measuring performance can be based from. They are categorized into process and content theories. Process theories describe, explain, and analyse how behaviour is energized, directed and stopped. Content theories focus on factors within the person that energize, direct, sustain and stop behaviour. These factors can only be inferred (Gibson *et al.*, 2012). Two theories; goal-setting theory and equity theory from process and content theories respectively were adopted.

2.5.1 Goal-Setting Theory

Goal-setting theory was propounded by Edwin Locke during late 1960s. The theory is based on the view that establishes the relationship between involvement of setting goals by employee and performance as an outcome. It postulates that participating in goal setting acts as motivating factor to employee towards achieving the expected or above results. That can be necessitated due to the fact that determining own goals usually reminds an individual what is expected from him and the level of efforts to be exerted to reach expectations. It increases the sense of belongingness or ownership of the goals and thus, commitment towards its attainment. It is therefore, provides an alarm in case when the goals have not been achieved, an individual will strive to improve his behaviour or communicate to superior to adjust the goals so they become more realistic and achievable (Champoux, 2011).

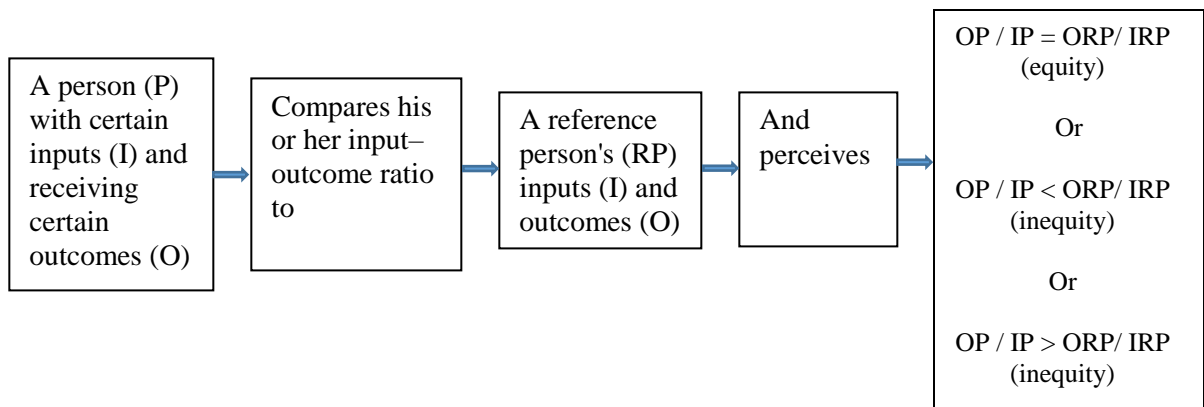
The theory further suggests that, employees increase effort to perform better when they receive feedback on the status of the work done in the direction of achieving their goals. Feedback helps them to identify areas they have performed well as well as performance gaps need to be addressed, that are feedback guides behaviour (Robbins & Judge, 2013). Therefore, maintenance or changing of behaviour towards goal set results from feedback. The theory highlights attributes of the mental (cognitive) processes of goal setting to include goal specificity, goal difficulty, and goal intensity (Gibson *et al.*, 2012). The same is addressed by OPRAS guideline which insists on the importance of public servants to participate on setting their objectives, targets and activities to be implemented during the particular year originated from annual plans (URT, 2013).

The strength of the theory is that, it aligns with the guidelines to provide an insight for the management of every public organization to understand the importance of involvement of their employees on every step regarding OPRAS. The goals and action plans must serve as the basis for regular discussions between supervisor and employee. Regular discussions need to be done for the purpose of discussing performance progress that may in turn result into modification of behaviour or goal where necessary. Employees supposed to receive and provide feedback pertaining performance progress. When these aspects are considered, commitment from employees is enhanced resulting into individual and overall organization performance achievements.

The theory is considered to have limitation of not addressing the importance of having fairness in distribution of set goals. Workload should be distributed rationally basing on the number of available workforce. When goals are distributed unfairly among individuals, it might de-motivate some employees particularly those with many tasks. When some employees neglected in the goal setting stage and not receive feedback on the work done, they will not fully commit to work hard and ultimately, failure of OPRAS implementation.

2.5.2 Equity Theory

Equity theory was developed by Stacy Adams in 1963. This theory is based on the foundation that a worker perceived to have equitably considered when the ratios of efforts to the rewards are equivalent to the ratios of others with similar efforts. The employees will be motivated if they perceive they are treated equally with others who are doing the same work. They will tend to create the relationship between inputs that is, what they have contributed to a job and organization like amount of time worked, the amount of effort expended, the number of units produced, education, and work experience on one side and outcomes on the other side that is, what the employee gets from a job and organization like pay, fringe benefits, job satisfaction, status, opportunities for advancement, job security and prestige to be sources of hard working (Gibson *et al.*, 2012) as illustrates in Figure 2.2.



Where: IP = Inputs of the person.
 OP = Outcomes of the person.
 IRP = Inputs of reference person.
 ORP = Outcomes of reference person

Figure 2. 2 Equity Theory

Source: (Gibson *et al.*, 2012). *Organizations: Behaviour, Structure, Processes.*

It can be generally concluded that, employees compare their inputs and outcomes to those of others and judge the equitableness of these relationships in the form of a ratio. Specifically, they compare the ratios of their own outcomes/inputs to the ratios of others’ outcomes/inputs. The others who serve as the basis of comparison may be fellow employees in a work group, other employees in the organization or individuals working in the same field (Adams 1963; Norfarizal, 2014).

The strength of this theory is the provision of understanding to superiors on the effect of efforts exerted on tasks and their impacts. Good performance is determined on how

comparison between different individual/team inputs and outcomes are perceived between employees in the organization. There is negative effect from the employee's side pertaining performance when perceive inequality from their performance assessment. Having equality during performance evaluation should be adhered by superiors for the purpose of having smooth implementation of OPRAS. The same will stimulate/ enhance individual and teams performance ultimately realization of overall organizational objectives (Norfarizal, 2014).

On the other hand, the theory has limitation as it is mainly concentrate on inputs and final output without consideration of procedures. Rewards (outcome) distribution in comparison of inputs are the major concern of the theory that is, these variables are what individuals compare with others. Procedures used before reaching rewards are not considered by the theory. Procedures can distinguish differences of efforts and behaviours different individuals/team has used to reach the goal (Robbins & Judge, 2013).

Despite of having two explained theories that relates to performance of employees, goal –setting theory was used by the study. Reason for adopting the theory was; OPRAS insists on the participation of employees in setting goals for better performance. Mutual feedback is one among important elements of OPRAS. These elements are fundamental to the OPRAS implementation as well as the theory.

2.6 Empirical Literature Review

Msemo (2011) found reasons for hindrances for successful implementation of OPRAS (key results of the study) include; lack of feedback from the process, lack of clear standards in marks that creates biasness and limitations of resources hinders realization of objectives. Other hindrance factors found were; lack of training particularly to new employees, disregard of OPRAS feedbacks for promotion and training, lack of committees for approving OPRAS forms from supervisors and responding to claims and majority dissatisfactions of OPRAS as a system for performance evaluation.

The findings further showed that, there was mutual agreement on targets. Supervisors and subordinates meet to set targets which were the bases for evaluation. Targets originated from directorate's work plans and supervisors were required to redefine them for mutual understanding before signing with subordinates. The challenge observed was, employees were not participated in formulation of work plans. That is, top down approach was used were top management planned and lower levels had to abide to.

Nuwagaba (2015) found that; there were different types of performance appraisal in the area of study that made ambiguities in rating process. Some appraisees were evaluated by their immediate bosses while the same was done by heads of departments for others. That created lack of uniformity in ranking between employees at the same District. Employees

were rarely appraised themselves that is the common recognized appraising authorities vested to immediate bosses and heads of departments.

Other factors affecting implementation of performance appraisal system revealed by the study include; failure to involve appraisers and appraisees in the process, poor planning, lack of prior meetings, and failure to record performance regularly before appraisal leads time wastage and confusion during the staff appraisal exercise. Lack of trust between appraisers and appraisees or the appraisal system itself affects the result of the appraisal process/ exercise which reduces the effectiveness of the whole exercise of staff performance appraisal. Lack of training among some appraisers and appraisees also affected the process (Nuwagaba, 2015).

Dickson (2013) revealed the following; lack of inadequate training to implementers. Employees received only 2 days training that made failure of role understanding among supervisors. Resistance to change (from confidential system to OPRAS) was another challenge. That was contributed due to poor acceptance and understanding during OPRAS institutionalization stage. Lack of employee's participation especially during objective formulation. Lack of feedbacks from supervisors on how employees perform. Difficulties in measuring health service outputs done by employees using OPRAS.

Mwanaamani (2013) revealed the following; misunderstanding of the system. Some respondents had the notion that OPRAS is Government's reforms while others believed

to be externally forced. Due to ambiguity of the purpose of the system some saw it as wastage of resources and time. Changes of OPRAS cycle that is January – December rather than the current cycle of July – June is one of the challenges posed by respondents. Shortage of resources like stationeries, fiscal capacity, and technical know-how bring set back in the whole process. The system needs some preparations that in most cases were not met and thus affected negatively the process.

Other hindrance factors revealed by Mwanaamani (2013) were; lack of employee's guidance and assistance resulted into lack of commitment and directions. Employees perceived the process was not theirs and originated from external. The perception resulted into filling the forms as an order to impress management and not as means for performance improvements. Lack of enough knowledge on how to handle OPRAS among managers. The study revealed that few supervisors were trained on how to go about using OPRAS. Majority therefore, thought the system meant for particular cadre and thus lack commitment and belongingness from them. Poorly selection of performance indicators was another challenge reported. That was a result of lacking clear understanding on how the system operates. The study recommends that; organizations should allocate enough budget for OPRAS implementation. Budget allocated should be realistic to reflect activities expenses planned in the particular year. Employees need to be participated in the preparation of budget so they become aware on what to be done in case of budget insufficiency.

Forrest (2009) revealed performance evaluation challenges as follows; only 42.7% were satisfied with performance appraisal systems' implementations, variation of ratings from supervisors revealed by 52% respondents, supervisors' personal values and bias that replaced organizational standards in the evaluation process and lack of participation during design, development, and choice of criteria used in the appraisal. Other hindering factors were; lack of feedback from the process and lack of periodic review of the performance appraisal system to increase its effectiveness.

Musiba (2015) revealed that; there were claims that initial OPRAS forms were relatively complicated to be completed and they were not context sensitive to different professional cadres in the public service. Some public servants remained unconvinced of their intended use especially for promotion purposes. Performance appraisal failed because of low top management support for the programme. Poor co-operation between supervisors and subordinates resulted into breakdown of communication. The study recommended on frequent supportive supervision to ensure attainment of agreed objectives. Increase evaluation budget to allow fully participation of employees and supervisors in all stages. Motivation strategies like seminars to stimulate employee's commitment to the OPRAS implementation. Improving working conditions and employment of competent employees for individual and organizational better results.

2.7 Knowledge Gaps

Several studies concerning performance evaluation have been conducted in different parts of Tanzania and all over the world. Basing on Tanzania context, OPRAS as part of civil policy reform programmes has been studied for some years since its first operationization in 2004. Several studies have been conducted on implementations of OPRAS in Tanzania. Case study has been used as research design as revealed in empirical literature review. Findings from Dickson (2013), Forrest (2009), Gefi (2014), Jovin (2017), Kamilembe (2013), Lalika (2015), Mpululu (2014), Msemu (2011), Musiba (2015), Mwakibete (2015), Mwanaamani (2013), Ndyekiza (2013), Norfarizal (2014), Nuwagaba (2015), Sendoro (2013), and Stanford (2013) could not be generalized to all Public institutions because of the selected case study approach and qualitative nature of studies. This study filled the methodology gap particularly on the area of study. That was because; the selected area's population was not been studied and there was persistence of challenges pertaining with OPRAS implementation. Conducting research to the population intended to help OPRAS implementers (at MUST) to understand clearly the challenges as well as recommended solutions.

2.8 Conceptual Framework

According to Gefi (2014) conceptual framework is a basic structure of a research consisting of certain abstract ideas and concepts that a researcher wants to observe, experiment and analyse. Variables under the study have been represented to show the relationship between them as illustrated in Figure 2.3.

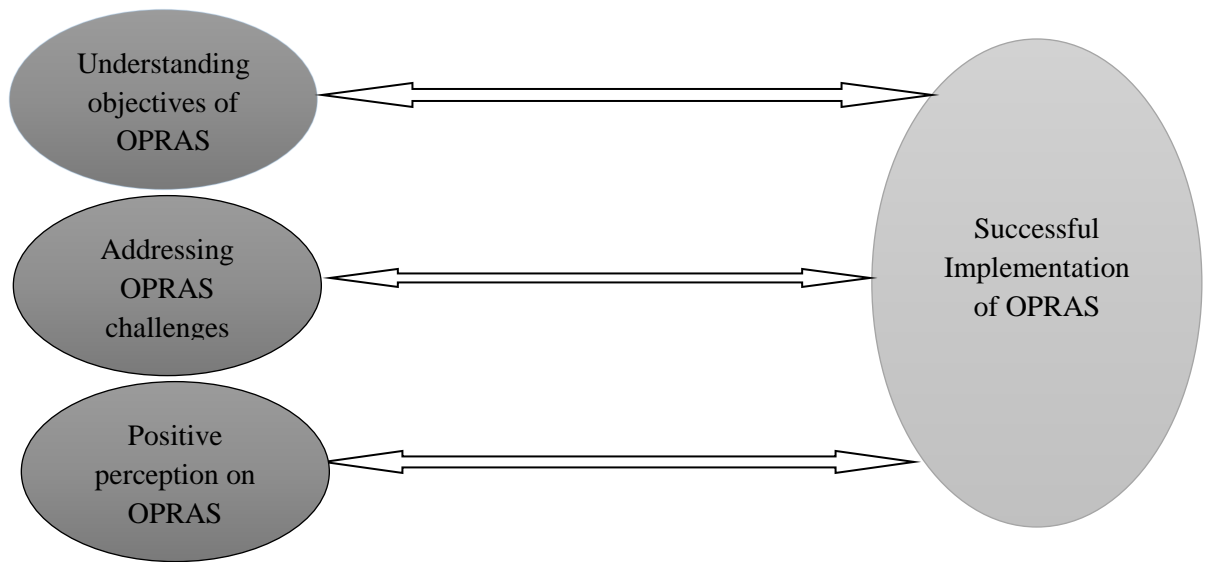


Figure 2. 3 Conceptual framework

Source: (Aguinis, 2013). *Performance Management*.

For the purpose of understanding the problem under study, the model developed (conceptual framework) was the guide towards presentations of theoretical concepts under which the study was based on for the explanation of the topic. With the reflection from empirical studies, the conceptual framework investigates the relationship between factors affecting implementation of OPRAS and successful in implementation. There is direct relationship between independent variables which includes; understanding objectives of

establishment of OPRAS, addressing challenges facing OPRAS implementation and positive perception on one side and the dependent variable which is successful implementation of OPRAS on the other side. On independent variables side; OPRAS implementers particularly employees need to understand reasons for its establishment. Government and employers need to fully participate in solving challenges facing OPRAS implementation. Employers need to create awareness and conducive environment to ensure employee's positive perception on the system. When independent variables are well implemented, they will affect positive dependent variable (successful implementation of OPRAS). That is to say, successful implementation of OPRAS is subjected to successful implementation of independent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the research methodology the study used. It covers the following parts; research design, area of the study, population under study, sample sampling techniques and data collection methods. Moreover, the chapter presents data analysis techniques and ethical considerations observed in the course of the study.

3.2 Research Approach

The study used quantitative research approach. The approach involves the study that makes use of statistical analysis to reach the conclusion (Marczyk, DeMatteo, & Festinger, 2005). The primary objective of quantitative approach is to test the relationship between independent variable and dependent variables in the targeted population (Singh, 2007). Quantitative method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Muijs, 2004).

The quantitative research approach has been chosen because; it allows for greater objectivity and accuracy of results. Quantitative approach provides summaries of data that support generalizations about the phenomenon under study. By doing this, it minimizes

biases in influencing data collected by keeping the researcher distant from respondents and by using standardized computerized techniques in analysing collected data (Babbie, 2010). Quantitative approach is described as being realist or sometimes positivist. That means the study uncovered the existing reality because implementation of OPRAS has challenges which need objectivity of the researcher to expose them (Muijs, 2004). The study's main objective was to find out about the status of OPRAS implementation with respect to its main challenging attributes.

3.3 Research Design

Kothari (2004) has defined research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It tries to answer some research questions like, what is the study about? Why is the study being made? Where will the study be carried out? What type of data is required? Where can the required data be found? What periods of time will the study include? What will be the sample design? What techniques of data collection will be used? How will the data be analysed? And in what style will the report be prepared? Generally, it is the conceptual structure within which research is conducted.

Descriptive research design was employed by this study. The selected research design was used because of the nature of the study that requires descriptions of the problem under study. The researcher has the clear picture about the phenomenon / problem under study (Saunders, Lewis & Thornhill, 2009). That provided a research with, a careful and

complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. The entire organization or entity can be investigated in depth with thorough attention to detail. This highly focused attention enabled the researcher to carefully study the order of events as they occur or to concentrate on identifying the relationships among functions, individuals, or entities. The selected design allows rigidity in data collection and data analysis for maximizing reliability (Kothari, 2004). Also, it ensured the collection of data from different groups in a given time as sample selected was located within the same area (Ndunguru, 2006; Sendoro, 2013).

3.4 Area of the Study

The study was conducted at Mbeya University of Science and Technology. The chosen organization is a Public University found in southern part of Tanzania in Mbeya City. The reasons for choosing this area are; it is one of the public institutions that use OPRAS as the method for evaluating performance of its employees. The area has reasonable population that can generate a representative sample that could represent similar institutions. There is representations of the population required that is, public servants who use OPRAS. There have been some complaints from employees on OPRAS as the tool for measuring their performances.

3.5 Population

The population for a study is that group (usually of people) about whom the researcher wants to draw the conclusions. It is within targeted population where the sample is selected (Babbie, 2008). The study target population was all employees who are working at Mbeya University of Science and Technology, main campus. The targeted population as depicted from March, 2019 payroll, comprised of 508 employees from top, middle, low levels of management and ordinary employees.

3.5.1 Description of Respondents

The research used the sample size of eighty four (84) staff selected from the total population of 508. The selected sample has been represented using five dimensions namely; gender, age, level of education, type of the cadre and working experience at the studied area.

3.5.1.1 Respondents' Gender

The study used both genders for the purpose of revealing full picture of the problem under study. Representation of both genders meant the elimination of biases of the study findings. As shown in Figure 3.1, the research employed 59.5% males and 40.5% females.

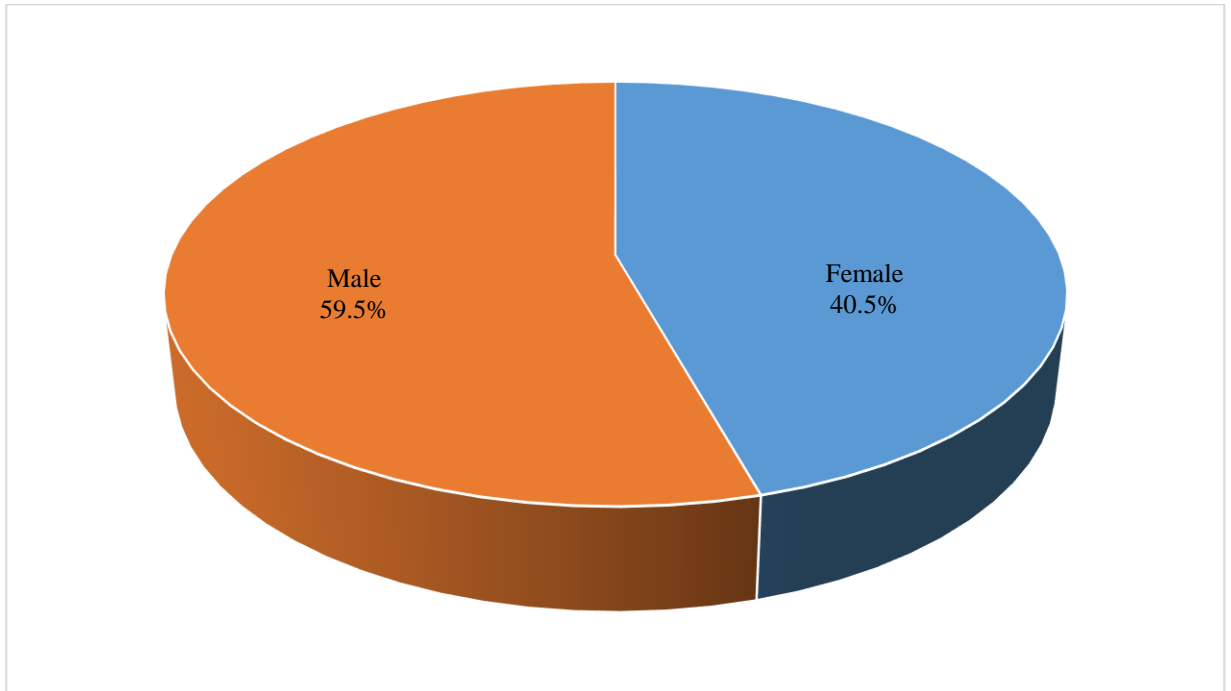


Figure 3. 1 Respondents' gender

Source: Field data (2019)

3.5.1.2 Age Distribution of Respondents

Respondent age distributions were determined by the study. It was important for the study because of determination of a representative sample of the target population for generalization purposes. The study employed four different age categories, respondents were asked to identify age group they belong. As shown in the Figure 3.2, respondents aged 20 – 29 were 3.6%, 30 – 39 years old constituted 48.8%, 40 – 49 years old constituted 38.1% and 50 – 59 years old constituted 9.5%.

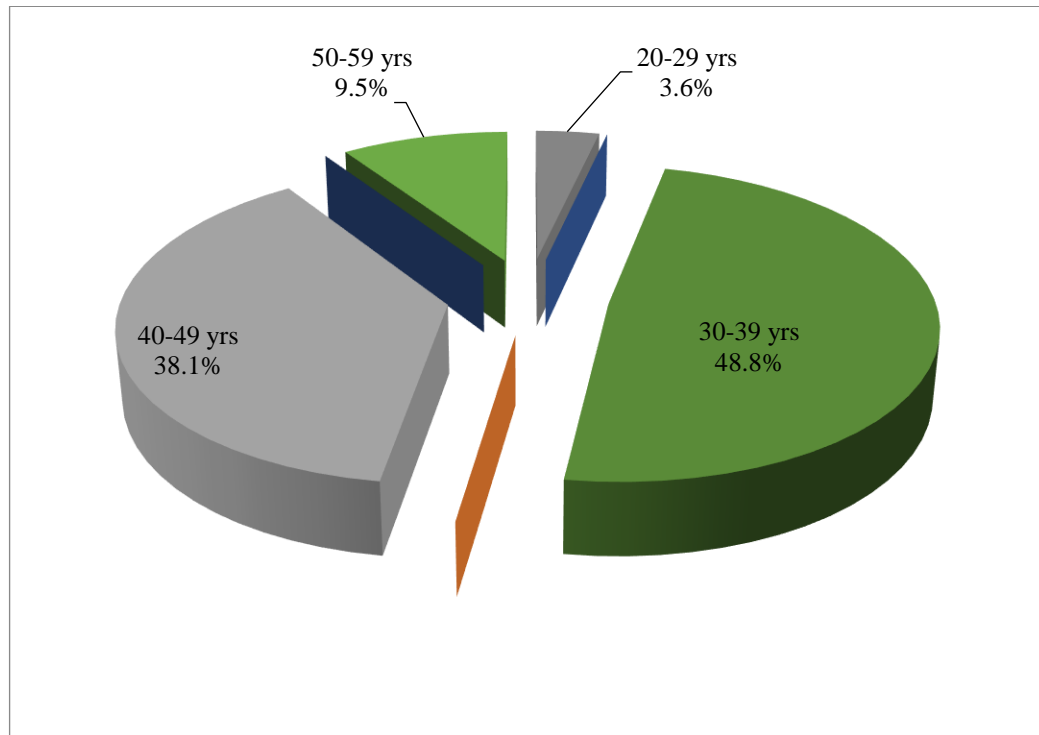


Figure 3. 2 Respondents' distribution by age

Source: Field data (2019)

The results revealed that, 86.9% of the population's age fall between the age brackets of 30 – 49 years old. From the distribution of respondent's age, it can be said that, large percentage of MUST population has enough energy to perform different undertakings and have long time to work before retiring (ranging from 11 – 30 years). Due to energetic nature of the population, it is possible to be educated, understand and use OPRAS properly. The results also suggests that, the population constitutes high percentage (compared to other age brackets) of youth aged 30 – 39, 48.8%. This group need to be handled with care as it is characterized by having high frequency of transfer searching for

green pastures jobs. Reasons for transfer as revealed by Sarker, Crossman and Chinmeteepituck (2003) were; career prospects, searching for high salaried jobs, conducive working environment and less tolerance on unpleasant working environment. The findings concurs with the study by Kafyeta (2015) that found the relationship between age and job satisfactions of workers where young workers were not satisfied compared to senior workers.

3.5.1.3 Respondents' Education

The level of education was tested by the study to determine whether the factor might have contributed to the level of understanding and implementation of OPRAS at MUST. The results showed that, the population had 2.4% of respondents with diploma level, 7.1% with advanced diploma, 34.5% with bachelor degree, 46.4% with masters and 9.5% with PhD as shown in Figure 3.3.

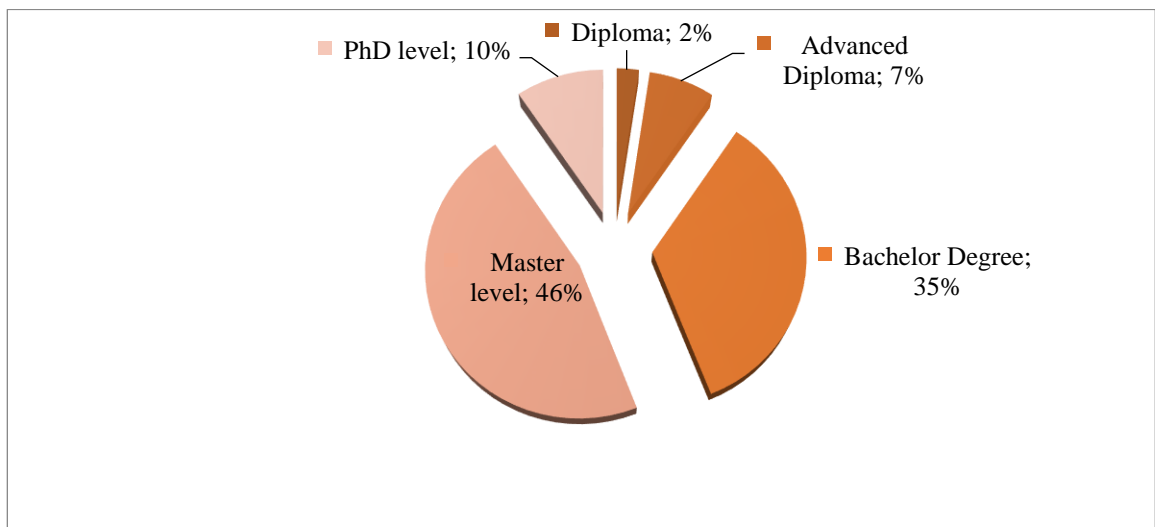


Figure 3. 3 Respondents' education

Source: Field data (2019)

The population constitute majority with bachelor degree and master levels of education. It can be concluded that, the respondents had enough education for them to understand and implement OPRAS as per provided guidelines. This is because; the level of education determines the level of understanding. The population has the ability to advise the management on the best ways of implementing OPRAS that could result on positive results. The findings relates with the study of Anso, (2014) where education distribution were; 4.17% diploma level, 75% bachelor degree and 20.83% post graduate. That shows, depending on the nature of the activities performed by workers, some institutions place an emphasis on certain level of education.

3.5.1.4 Respondents' Cadres

The study wanted to know respondents work categories. The reason for encompassing the component was ensuring fair representation of both categories in the study. MUST like other universities constitutes two types of staff category which are; Academic and Administrative staff. As indicated in Figure 3.4, the sample selected had 54.8% and 45.2% of academic and administrative staff respectively. The disparity of representation among the two categories had its base from the nature of the population which comprised of 57.1% and 42.9% academic staff and administrative staff respectively.

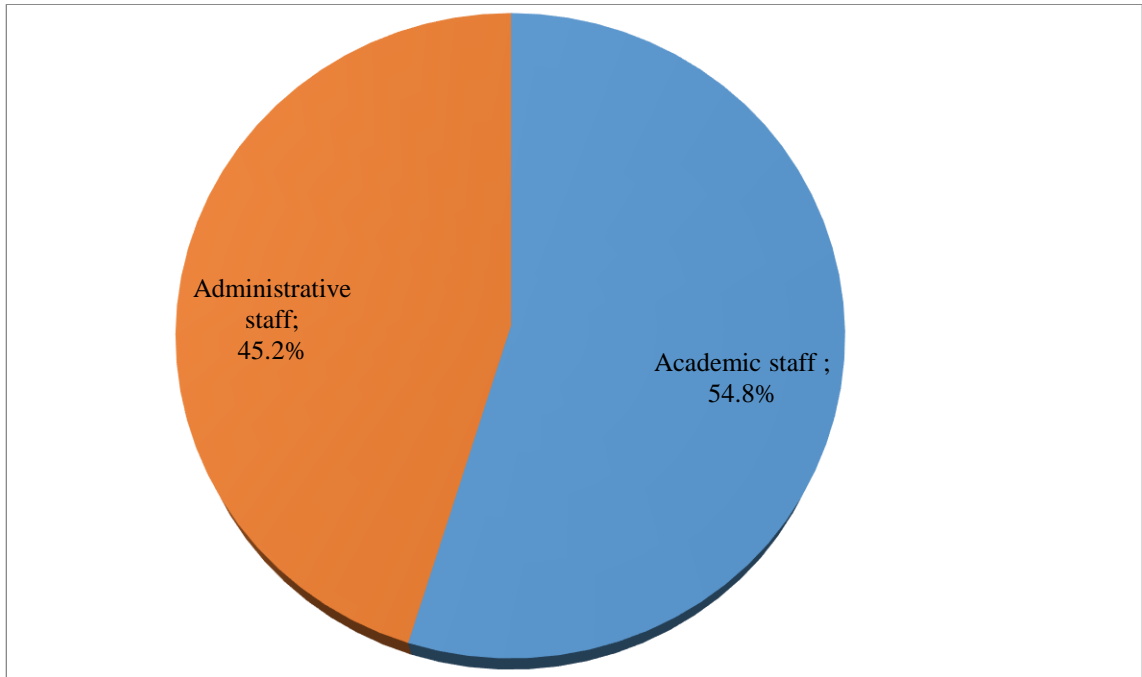


Figure 3. 4 Respondents' cadres

Source: Field data (2019)

3.5.1.5 Respondents' Experience

Change comes with some resistances from those who fear for uncertainties (Armstrong, 2006). Due to this background, it was the interest of the study to establish working experiences of respondents to know any relations with implementation of OPRAS. That was also accompanied with the fact that, OPRAS is still new approach of evaluating employee performances that might prevent some employees in adopting. Working experience meant involvement of respondents in using OPRAS. The study involved respondents with working experiences either within or outside MUST. Respondent's

experiences were categorized as follows; 0 – 9 years were 61.9%, 10 – 19 years were 29.8%, 20 – 29 years were 6% and 30 – 39 years were 2% as indicated in Table 3.1.

Table 3. 1 Respondents’ Working Experience

Years of working experience	Frequency (f)	Percentage (%)
0-9	52	61.9
10-19	25	29.8
20-29	5	6.0
30-39	2	2.4

Source: Field data (2019)

Table 3.1 show that majority of employees, 61.9% at MUST had a working experience of between 0 – 9 years which suggests that majority of employees participated in filling OPRAS since the new system began. Correctness on filling OPRAS forms could be determined by training staff received, support received from supervisors, readiness and perception have on the tool.

3.6 Sample and Sampling Procedures

3.6.1 Sample

According to Mpululu (2014), a 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 population. In this study therefore, the selecting process was careful observed so as to get a realistic population representation.

The sample size for the study was obtained through the Yamane's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size

N = Total population

e = 0.1 the estimate taken to be within 10% of the true value.

$$\begin{aligned} \text{Therefore: } n &= 508/1+508(0.1)^2 \\ &= 508/1+508*0.01 \\ &= 508/6.08 \\ &= 84. \end{aligned}$$

Sample Size and Sample Size Distribution

For the purpose of sample size distribution, the formula for stratified random sampling was used, that is, using proportional allocation (Kothari, 2004).

$$n_n = n \left(\frac{\text{population of the stratum}}{\text{total population}} \right)$$

Where: n_n = stratum sample size; for example, top management.

n = sample size.

Table 3. 2 Sample distributions

Targeted Cadre	Population	Sample size
Top Management	3	1
Principals and Dean of school	4	1
Directors	10	2
Heads of Departments and Sections	35	5
Employees from departments (5 academic & 5 administrative departments)	456	75
Total	508	84

Source: Field data (2019)

3.6.2 Sampling Procedures

The study used probability sampling procedures as explained hereunder.

3.6.2.1 Simple Random Sampling

This is the type of probability sampling procedure in which each member of the population has an equal chance of being selected. The technique ensures representativeness on all characteristics of the population and the sample can be generated to the larger population (Creswell, 2014). The sample is selected from the sampling frame without replacement, that is, each object has the chance of being selected only once. The selected element is removed before next choice to avoid repetition. The process continued until when required sample size obtained (Mwanaamani, 2013). Firstly, names of all elements were collected from AHRD. Secondly, the researcher arranged strata basing on the criteria as stipulated Table 3.2. Thirdly, piece of papers each containing names of element were prepared basing on strata the element belongs. Fourth, labelled pieces of papers were mixed and required number picked depending on the required sample size of each stratum (Cooper & Schindler, 2014). The study used simple random sampling procedure in selecting the sample to all established strata.

3.6.2.2 Stratified Sampling

The population under study was grouped into different homogeneous sub-populations (strata). Each stratum constituted the population with similar characteristics that differ with the other stratum. The decision on how strata formed was based on researcher's

experience and judgement on the population. Strata formulated for this study were those indicated in the Table 3.2. The procedure was used to get the number of employee from each stratum.

3.7 Data Collection Procedures

Cohen *et al.*, (2001) and Mpululu (2014) argued that no single data collection method can be used independently and bring expected results of the problem under investigation. Data collected under the study was quantitative in nature. The study used primary data for analysis.

3.7.1 Primary Data

Primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). These are information originates directly from the sample elements selected as representative of the population. The study used questionnaire method to collect data.

3.7.1.1 Questionnaire Method

Questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses appropriate for analysis from respondents in a standardized manner. The questionnaire used structured questions where definite, concrete and pre-determined questions were used. The questions were presented using the same words to all respondents (Bhattacharjee, 2012). Closed questions and fixed alternative questions in

which responses of the informants were limited to the stated alternatives were employed. This is to say, highly structured questionnaire that allows specific questions and answers while minimizing respondents own responses was used for easy analysis of the data obtained (Kothari, 2004).

The questions were prepared using simple and clear language for quick understanding and reducing ambiguous responses. Questionnaires were distributed by the researcher to all 84 respondents selected by following them wherever they were. The questionnaire comprised of 37 closed and fixed alternative questions. Self-administered questionnaires technique which usually distributed and completed by respondents themselves without any interference of the researcher was used (Saunders, Lewis & Thornhill, 2009). The technique (questionnaire) was used because it is relatively less cost. Researcher managed to access respondents easily because they were located within the same area. Free from interviewer biases as answers directly originate from respondent's own words. It provided ample time for respondents to review the responses. This allowed respondents to think critically and provide relevant information. It provided opportunity for respondents who were difficult to be approachable to participate as they filled the questionnaire wherever they were (Kothari, 2004).

3.8 Validity and Reliability of Data Instruments

3.8.1 Validity

Validity is the instrument capable of measuring what is supposed to measure accurately, effectively and efficiently that is, it indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Validity addresses the ability of the data to provide the researcher with the information that answers the research questions or to meet the research objectives (Musiba, 2015). Test of questionnaire was conducted before data collection process to 20 employees who were not part of the sample. Results from pilot study helped in making modification.

3.8.2 Reliability

Reliability is a measure which addresses accuracy of research methods and techniques to produce data. It refers to the extent to which data collection techniques or analysis produces consistent findings. Reliability has to do with the accuracy and precision of a measurement procedure Practicality is concerned with a wide range of factors of economy, convenience, and interpretability Reliability can be tested by finding out such things about the data; who collected the data? What were the sources of data? Were they collected by using proper methods? At what time were they collected? Was there any bias of the compiler? What level of accuracy was desired? And was it achieved? (Kothari, 2004). Reliability of the questionnaire was tested by using Cronbach's alpha.

The approach employs the internal consistency of the questionnaire where responses of each question in the questionnaire associated the responses with those to other questions in the questionnaire. That is, it measures the consistency of all questions in the questionnaire. In general, reliabilities less than 0.60 are considered to be poor, those in the 0.70 range, acceptable and those over 0.80 good (Sekaran & Bougie, 2009). The Cronbach's alpha scale reliability test revealed a Cronbach's alpha of 0.672 for the 37 research questions in the questionnaire. Therefore, reliability of the questionnaire relied at accepted range. Reliability of the data was also achieved through preparation of the questionnaire questions in a simplified way that enabled respondents to understand and answer them properly. All constructed questions were related to specific research objectives and questions.

3.9 Data Analysis Procedures

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. For the purpose of realizing the expected results, data obtained from respondents was processed through editing, coding, classification and tabulation. Data gathered from respondents were analysed by using Statistical Package for Social Sciences (SPSS) version 20 and Microsoft excel spread sheet.

3.10 Ethical Considerations

It was important for the researcher to understand ethical consideration before, during and after research. That enabled the researcher to perform the expected research tasks comfortably and get required data. The researcher considered the following ethical issues as revealed by (Babbie, 2010).

3.10.1 Minimizing the Risk of Harm

In some cases, when research conducted some respondents do affect negatively from the study despite of their readiness to participate. This is because of the information that can be revealed from the study. This study did not cause this effect to any respondent as all of them was informed and consented. Subject matter was explained for mutual understanding so that whoever volunteer not harmed psychologically or their jobs be endangered. Lastly, in data presentation and analysis, the study did not associate any information gained from respondent with the findings. The result was presented as neutral as possible for the purpose of only addressing the existing problem.

3.10.2 Informed Consent

Under this norm, all respondents were well informed on the subject, requested for their participation and clearly informed that their participation would have no harm with their jobs or any social life. The researcher requested permission of collecting data from the AHRD. The office added confidence to respondents as a formal written letter was

provided. There was no use of force to intimidate respondent's participation in the study. Despite of the free consent the principle of minimization of harm was observed.

3.10.3 Anonymity and Confidentiality

Anonymity is achieved in a research project when neither the researchers nor the readers of the findings can identify a given response with a given respondent. Confidentiality is achieved when a research project guarantees secrecy when the researcher can identify a given person's responses but promises not to do so publicly. Information obtained from respondents was kept confident and used for research purpose only. That was achieved by avoiding subjectivity during data analysis.

3.10.4 Avoiding Deception Practices

Subjects sometime do provide information that not truly originates from their understandings. It is practiced that way because in some cases they want to hide information they think might harm their jobs. The researcher was confidently ensured respondents confidentiality and anonymity of the information provided. They were informed that the study was conducted as university programme and not for anonymous purpose that could harm them. Furthermore, data collected was analysed objectively so as to achieve the purpose of this study. Information used as reference in this study was cited and included in the reference list. Results of the study will be shared to stakeholders for reference and criticisms. Lastly, selection of the sample by using simple random sampling was based on how the procedure directs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Overview

This chapter was about data presentation, analysis and discussion. The chapter discusses the findings for better understanding basing on the research specific objectives and questions. It also provides interpretation of the findings that gives clear meaning of the data gathered.

4.2 Response Rate

The response rate measures the relationship between people who participated in the study and the questionnaires returned back to researcher. The study used questionnaire only to collect primary data where total of 84 questionnaires were distributed to respondents. All questionnaires were correctly filled and returned back thus, usable for analysis. The rate was above the industry average of 40-60% (Mugenda and Mugenda, 2003; Gefi, 2014). The researcher managed to collect all distributed questionnaires because all respondents were located within the same area. That was easy for the researcher to physically visit and remind respondents to fill questionnaires. Getting consent from respondents was another reason, all selected were asked for their free will before questionnaire disbursement. The language and nature of the questions (closed) used were simple thus, made respondents understood questionnaires and fill within short time.

4.3 Results of Reliability Measures of the Questionnaire

The Cronbach's alpha scale reliability test revealed a Cronbach's alpha of 0.672 for the 37 research questions in the questionnaire as in Table 4.1. With reference from 3.8.2 in chapter three, the result suggests that the questionnaire was reliable basing on scores (approximately 0.7 = good).

Table 4. 1 Cronbach's alpha reliability scale statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.672	.764	37

Source: Field data (2019)

4.4 Respondents Understanding on Objectives of Introducing OPRAS

4.4.1 Understanding of Objectives of Introducing OPRAS

Understanding the reasons for introducing OPRAS as a measurement tool was one of the interest of the study. The reason was to know relationship exists between understanding of objectives and implementation of OPRAS among employees. Results are indicated in Table 4.2.

Table 4.2 Understanding on Objectives of Introducing OPRAS

Objectives of introducing OPRAS	Responses	
	N	Percentage, %
OPRAS increases productivity	65	77.4
OPRAS improves work efficiency	73	86.9
OPRAS improves individual and team work	50	59.5
OPRAS meant for individual development	57	67.9
OPRAS facilitates easy monitoring of organizational objectives	65	77.4
OPRAS is for training, promotions and salary increment needs	54	64.3

Field data (2019)

From Table 4.2, out of 100% respondents, 77.4% agreed that OPRAS increases productivity. Out of 100% respondents, 86.9% said OPRAS improves work efficiency. Others, 59.5% said OPRAS improves individual and team work. Out of 84 respondents, 67.9% responded yes on whether OPRAS enhances individual development like training, salary increments and promotions. Out of 84 respondents, 77.4% said OPRAS facilitates easy monitoring of organizational objectives. Lastly, 64.3% agreed that OPRAS was introduced for training, promotions and salary increment needs.

The results showed that, on average, majority of employees at MUST, 72% understood the objectives of establishment of OPRAS. The results imply an advantageous position MUST has pertaining OPRAS implementation. That is because; staff's understanding could cultivate commitment towards achieving what expected of them. Developing the sense of ownership to the process could mean working hard toward ensuring success. URT (2013) requires all employees to be involved in setting objectives, implementing,

monitoring and reviewing processes of OPRAS. Supervisors are required to communicate every step for better performance and creation of ownership. Management should ensure conducive working environment for employees to work for instance, ensuring enough resources. Enhancing individuals and supervisors accountability, transparency and communication would also be helpful to the process. One of the strategies to achieve could be by, fulfilling whatever recommended by supervisors in section 8 of OPRAS form or communicating when not possible to be fulfilled.

4.4.2 Frequency of Performance Evaluation

The study had an interest to know whether OPRAS cycle was understood to implementers. This is because understanding of the OPRAS cycle could enhance smooth implementation of OPRAS as each player would act as required to bring about expected results as stipulated by (URT, 2013). The results as shown in Figure 4.1 show that all respondents responded to the question.

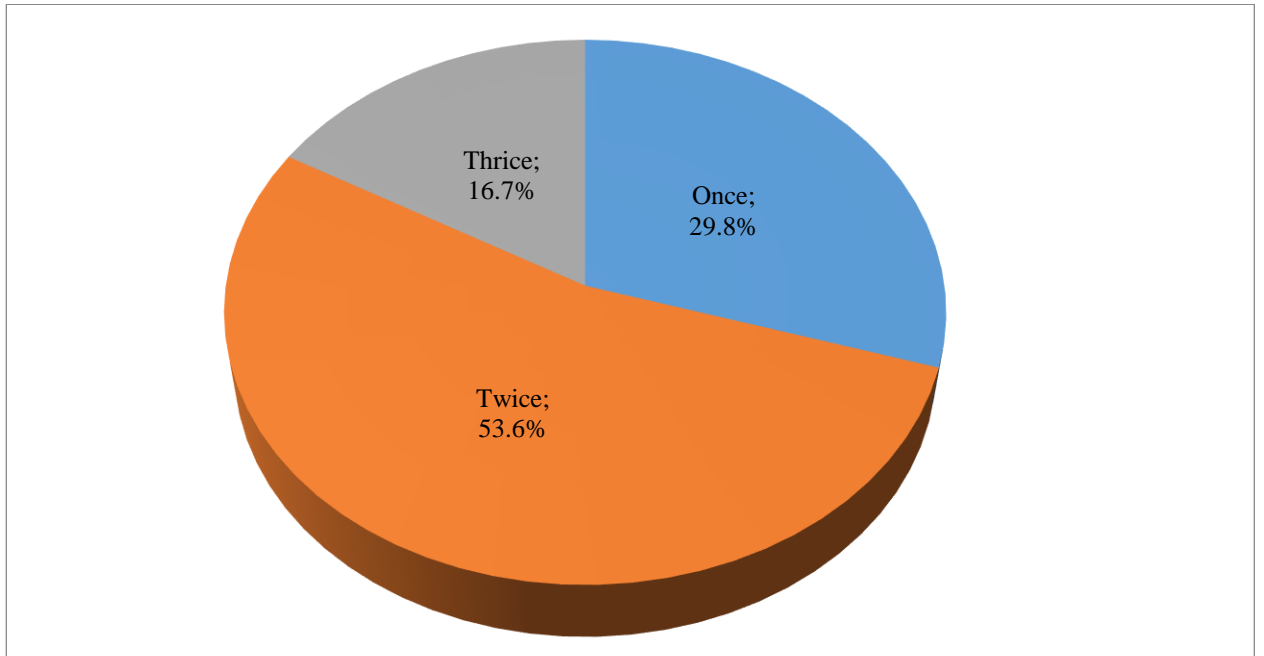


Figure 4. 1 Understanding on OPRAS performance evaluation cycle

Source: Field data (2019)

It was revealed that, 29.8% of the respondents responded that performance evaluation takes place once in a year. Others, 53.6% said evaluation done twice in a year while 16.7% said it conducted three times in a year. The OPRAS guideline (2013) requires objectives to be agreed during the annual performance review meeting, convened on June each year. That is where supervisor and employee evaluate what has been done during the previous year and agreed what to be done by employee during the next performance year. The implementation of agreed objectives starts on July of each year and ends on June of the next year. Evaluation of performance progressive need to be done on December (mid-year) and annual review on June of the next year (URT, 2013).

Results presented reveal that, 53.6% understood OPRAS performance evaluation cycle. The understanding of frequencies of performance evaluation is crucial in the performance appraisal cycle as it helps an individual to understand what is expected of him and communicate to supervisor on obstacles during implementation. It enhances individual working hard behaviour. On the other hand, it provides supervisors with the opportunity to prepare required resources on time and schedule the frequency of managing subordinates performances.

4.4.3 Training on OPRAS Implementation

The study wanted to know the adequacy of OPRAS training among respondents. The results could help the study to know the relationship between getting training on OPRAS and its implementation. Results show that, 48.8% responded yes while 51.2% said no. Results are shown in Table 4.3.

Table 4. 3 Adequate training on using OPRAS

Response	Frequency	Percentage, %
Yes	41	48.8
No	43	51.2
Total	84	100

Source: Field data (2019)

The results from Table 4.3 suggested that, majority of staff, 51.2% at MUST use OPRAS without having proper understanding on how well to fill it. The OPRAS guidelines insists that the information filled in the OPRAS form are important for employee's progression. It is therefore important for the information to be accurate and filled on time (URT, 2013). For the OPRAS to be implemented as required; there should be mutual understanding of agreed objectives to both sides (supervisor and supervisee). The findings correspond with the study conducted by Mpululu (2014) where 51% were not understood the training on OPRAS provided. Dickson (2013) revealed that 81% of respondents received inadequacy training. The study conducted by Mwakibete (2015) revealed that 57% of HoDs had never received OPRAS training at all.

Basing on the findings presented, it can be argued that, training on OPRAS has remained to be the challenge to some institutions. Employees and supervisors do not have proper understanding on how to implement the tool. The system is operated with many errors like; inadequate feedback, improper cascading of objectives from strategic plans and lacking of support from supervisors without being given attention required. It is done only to fulfil the available regulations that need each employee to abide to. Employer (MUST) needs to be committed by supporting and facilitating implementation of organizational plans like resources and trainings to enable smooth implementation of OPRAS. That would boost commitment from employees (URT, 2013).

4.5 Challenges Experienced by Employees during OPRAS Implementation

4.5.1 Supervisors Support during Implementation of OPRAS

The study had an interest to know how often employees receive support pertaining OPRAS implementation from supervisors. The intention was to know the participation of each party on the system as required by the OPRAS guideline of 2013. The question had five options where the respondents required to select one basing on the actual situation. Results are presented in Table 4.4.

Table 4. 4 Frequency of getting support on using OPRAS from supervisors

Frequency of support	Frequency (N)	Percentage (%)
Weekly/ Monthly	7	8.3
Quarterly	10	11.9
Semi annually	12	14.3
During objective agreement meeting	50	59.5
Not at all	5	6.0

Source: Field data (2019)

The results as indicated in Table 4.4 were; 8.3% said they received support on weekly/monthly basis, 11.9% received quarterly, 14.3% received semi-annually, 59.5% received during objective agreement meeting and 6.0% not received support from

supervisors at all. The results obtained reveals poor cooperation between supervisors and individuals during implementation of agreed OPRAS objectives. Only 8.3% receive support on weekly/monthly basis from supervisors as per URT (2013) while 59.5% receive during objective agreement meeting done only once in the appraisal cycle. That is an indicator which illuminates that procedures are not followed in implementation of OPRAS. The implementation needs; regular communication, instructions, guidance and counselling from supervisors. That is also supported by Aguinis (2013) stipulating that, performance management needs to be the ongoing activity performed by both parties; self-monitoring by individual while monitored externally by the supervisor. It needs to include, setting goals and objectives, observing performance and giving and receiving ongoing coaching and feedback.

4.5.2 Challenges Hindering Proper Implementation of OPRAS

Examination of challenges faced by employees during implementation of OPRAS was the second objective of the study. That was the core purpose of the study to come up with factors that affecting implementation of OPRAS. Respondents were asked to rate the underlined challenges basing on their weight and actual practices. The following five were the responses with high frequencies from respondents with their percentages of agreement as indicated in the Table 4.5.

Table 4. 5 Challenges facing OPRAS implementation

Challenges	Responses	
	N	Percentage, %
Lack of training	55	66.3
Complexity	51	61.4
Lack of top management commitment	50	60.2
Reluctance from employees	39	46.4
Lack of direct benefits e.g. promotion	62	74.7
Not motivating good performers	55	66.3
Employees do not participate in setting objectives	54	65.1
Inadequate feedback	69	83.1
Individual objectives not understood	56	67.5
Insufficiency resources to implement agreed objectives	51	61.4

Source: Field data (2019)

The first was, inadequate feedback, responded by 83.1%, the second was, lack of direct benefits responded by 74.7%, the third was, misunderstood of objectives given responded by 67.5%, the fourth were, lack of training among implementers and it is not motivating good performers each responded by 66.3% and the fifth was, lack of employees participation in setting objectives responded by 65.1%.

From the results it can be seen that, inadequate feedback had highest frequency, 83.1%). The result of the study concurs with the study by Sendoro (2013) with 85% of respondents who did not receive feedback from supervisors and differs from the study conducted by Mpanda (2015) where 64.5% reported to receive feedback. This implies variation of the matter among organizations. Finding from this study implies that, there might be demoralization of staff's commitment and lack of ownership to the process which in turn

reduce efforts as suggested by goal setting theory propounded by Locke during 1960's. The same has been suggested by Gupta (2009) that, feedback needs to be communicated to individual after performance review to regulate behaviour and improve performance. Feedback need to be provided to the staff during annual performance appraisal meeting. That is the point where supervisor communicate to the employee what has been performed during the last year as well as agree what need to be done during the next year (URT, 2013).

Respondents, 74.7% do not commit on OPRAS because there are no direct benefits like promotions, salary increment and trainings resulted from the process. This result does not conform with Musiba (2015) where 95% of respondents declared OPRAS to link with pay or salary increments. Effective participation of staff to the OPRAS implementation could be achieved when they perceive to have benefited from it. The situation shows that for years staff have been filled the forms without noticed the fruits that could justify why they do so. It has reached a point where staff fill OPRAS forms just because they are told to do so by the management. Section 8 of the OPRAS form provides the room for the supervisor to recommend appropriate reward or developmental measures basing on the performance of the staff. The situation is contrary as in most cases what recommended by supervisors remain unimplemented.

One of the challenge revealed from the findings was, failure of the staff to understand individual objectives agreed. The challenge has been rated as the third by 67.5%

respondents. That goes in hand with lack of staff participation in setting objectives as suggested by 65.1% respondents. The findings conform to that of Mpanda (2015) where 59.8% of respondents did not participate in objectives setting stage. OPRAS process needs to be owned by staff for effective implementation. That could be possible when they real participate in setting what to be implemented by them (URT, 2013) and goal setting theory by Locke, 1960s. The results show that cascading stage does not properly followed at MUST as a result objective implemented usually base on staff's understanding. Supervisors have found difficulties to cascade activities from MUST Corporate Strategic Plan (CSP) of 2017/2018 – 2021/22 which requires each directorate to perform certain objectives. The finding implies that, objectives performed by majority at MUST do not comply with CSP. That might endanger organization prosperity.

Out of 98.8% respondents, 66.3% reported lack of training among implementers was one of the major challenges facing OPRAS implementation at MUST. The result resembles with Dickson (2013) and Musiba (2015) studies which reported 54.8% and 80% of respondents respectively lacked training on OPRAS. The findings reveal that, staff use OPRAS forms without having proper knowledge on how to fill them. The OPRAS guideline of 2013 suggests that, employer needs to support and facilitate implementation of OPRAS by among other factors, providing training to its employee. Regular training on how to use OPRAS forms could reduce the challenge. Induction courses which currently conducted to newly staff should continue, refresher courses to the existing staff should also be provided regularly as a reminder on how to use of OPRAS forms.

4.6 Perceptions of Employees on OPRAS as a Measurement Tool

4.6.1 Perception Level

The study found it was important to understand how respondents perceive OPRAS as performance evaluation tool. The reason for the test was to establish the relationship that might be existing between perception and implementation of OPRAS. The results as summarized in Figure 4.2 revealed that, 13% said the tool was very good, 51% said the tool was good, 25% were neutral, 3% said the tool was very bad and 8% said the tool was bad.

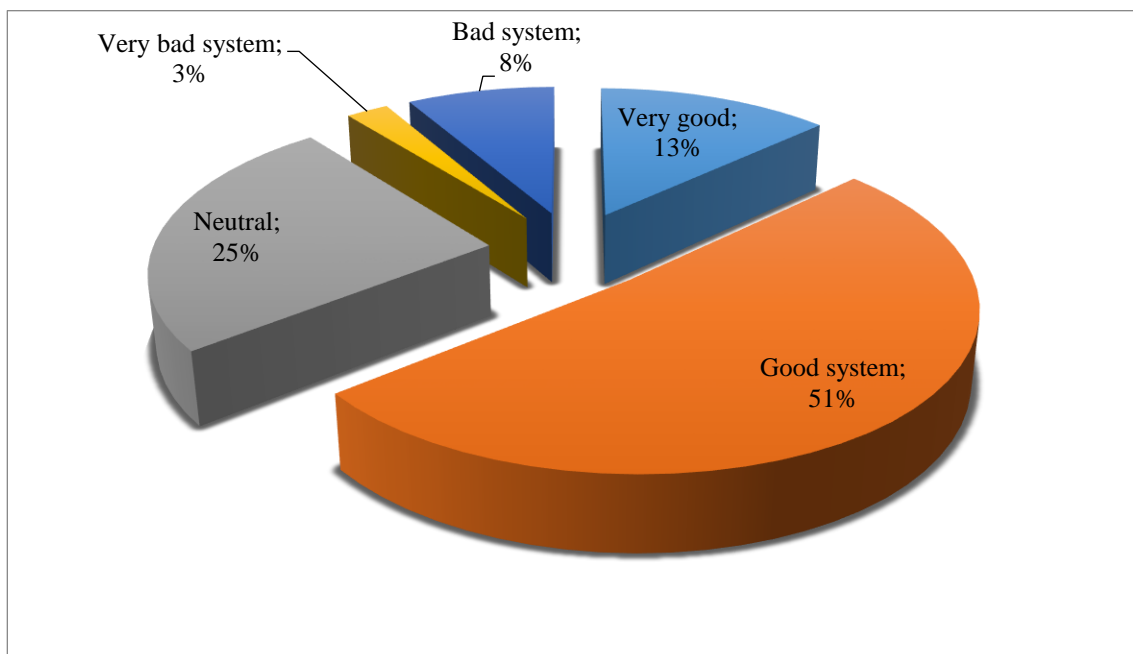


Figure 4. 2 Employees' perceptions on OPRAS

Source: Field data (2019)

Perception on OPRAS as a tool has impacts on commitment put forth by implementers. When perceived as good system, the efforts exerted could be expected to be high and vice versa (Mpululu, 2014). The results suggest that, 51% respondents perceive OPRAS as good system. The findings concur with Sendoro (2013) study that reported 82% and Gefi (2014) study that reported 71% respondents with positive perception on OPRAS as a performance measurement tool. These findings are contrary to the study findings by Mpululu (2014) with 60% and Msemo (2011) with 55% negative perceptions respondents. Despite of being agreed by the majority (51%), the implementation of OPRAS at MUST still has challenges. That could be caused by challenges that have been identified in the previous question, which need to be dealt objectively to reduce the gap. Majority acceptance to the system could mean commitment and smooth implementation but the opposite is true at MUST. The Figure suggests that, something need to be done to the staff for the purpose of improving their perception on OPRAS as a performance evaluation tool.

4.6.2 Reasons for Perceptions on OPRAS

It was the intention of the study to find out reasons that resulted into the way staff perceive OPRAS as performance evaluation tool. That could bring about the linkage between perception and implementation of the tool. Results as presented in Table 4.6 had both positive and negative responses as follows; improve individual and teamwork was agreed by 64.3%, facilitation of monitoring of implementation of organization objectives was

agreed by 63.1%, increase productivity agreed by 61.9%, improve work efficient was agreed by 59.5% and lack of direct benefits like promotion was agreed by 34.5%.

Table 4. 6 Reasons for perceptions on OPRAS

Reasons	Responses	
	N	Percentage, %
Employee perceive OPRAS as complicated tool	10	11.9
Employee perceive OPRAS to have no direct benefits like promotion	29	34.5
OPRAS does not motivate good performers	25	29.8
Employees not involve in setting objectives	12	14.3
There is no feedback	21	25.0
Objectives are not understood	6	7.1
Insufficiency of resources during implementation of agreed objectives	17	20.2
Increase productivity	52	61.9
Improve work efficiency	50	59.5
Improve individual and team work	54	64.3
Individual development like training, salaries and promotion	26	31.0
Easy monitoring of implementation of organizational objectives.	53	63.1

Source: Field data (2019)

The findings show that on average, 62.2% of respondents had positive reasons on OPRAS while 34.4% had negative reason. That indicates majority of respondents who responded on the question viewed OPRAS in a positive way. The results can also be compared with the previous question which looked on perceptions of staff on OPRAS where 51% perceived as good system. It can therefore be concluded that, majority of MUST staff had positive opinion and prefer OPRAS to continue be used as performance evaluation tool. MUST management as an employer has the responsibility to improve the way the tool implemented by regularly conduct refresher seminars and sticking on guidelines.

4.7 Chapter Summary

This chapter presented, analysed and discussed findings of the study. Questionnaire was used to collect data that assisted the researcher to realize the objectives of the study. The base of presentation, analysis and discussion was specific objectives where each was dealt in separate section. The chapter has highlighted respondents understanding on objectives of introduction of OPRAS, challenges facing during implementation and perception on the usage of the tool for measuring performances. In most cases, literatures express performance appraisal process from the organisations perspective thus, the chapter had to present, analyse and discuss the process basing on respondents perspectives as per specific objectives mentioned. In summary, majority of respondents understood the objectives for introducing OPRAS, contributing factors affecting implementation of OPRAS have been pointed out and majority accept the tool for performance appraising.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter consists of the summary of the findings, conclusion and recommendations. It includes summary of the study and of the major findings. It also provides suggestions for implementations and for further research where other researchers can investigate on.

5.2 Summary of the Study

The purpose of the study was to assess the factors affecting the implementation of Open Performance Review and Appraisal System in Mbeya region specifically in Public Universities. The study was conducted at Mbeya University of Science and Technology as a selected case study. Respondents selected were 84 comprised of; 1 top management, 1 principal/dean of school, 2 Directors, 5 Heads of Departments/sections and other staff from 10 Departments.

The study had three specific objectives; examination of employees understanding on objectives of OPRAS as performance measurement tool, investigation of challenges experienced by staff during the course of OPRAS implementation and assessment of employee's perception on OPRAS implementation as performance assessment tool. Case study design was used by the study. Primary data were collected using questionnaires and

the data obtained were analysed using SPSS version 20.0 and excel sheet. Presentation of findings was done using tables and figures.

5.3 Summary of the Major Findings of the Study

The findings has revealed that majority of staff at MUST understand the objectives of using OPRAS as measurement tool. That could be proved as on average of respondents who responded on the question where 72% agreed to understand. Main challenges contributing to ineffective of OPRAS performance have been pointed out by respondents included; inadequate feedback, lack of direct benefits, agreed objectives were not understood, lack of training to implementers, failure to motivate good performers and failure to participate employees in setting goals. Majority, 51% who responded on how OPRAS perceived agreed that the tool was good to be used. On average, reasons for agreement on the tool were 62.2% for positive and 34.5% for negative.

5.4 Conclusions

The main objective of the study was to assess factors affecting implementation of Open Performance Review and Appraisal System, the case study of Mbeya University of Science and Technology. For the purpose of achieving that, three specific objectives were developed.

Firstly, the study aimed at examining employees understanding on objectives of introducing OPRAS as performance measurement tool. The issue of managing

performance of employees at work place is very crucial to any organization. It is where growth and sustainability of organization could be realized (Gupta, 2009). To achieve this purpose, there should be well-established mechanism/system accepted by users to be used to measure performance attained. Users of the system need to understand among other things, reasons for establishing the system, criteria to be used for measuring performance and objectives need to be achieved (Aguinis, 2013). There has been some debate from OPRAS users particularly staff that the tool does not respond to the purposes that lead to its introduction. Findings from this study have revealed that, majority of respondents, 72% understand why OPRAS was introduced. That could be good indicator to the users of OPRAS because it would help to establish the point where to start in solving challenges facing proper implementation.

Majority, 53.6% of respondents understand that evaluation of performance need to be done twice in a year. This concurs with URT, (2013) that instruct evaluation of performance to be carried twice; during mid-year and annual review. This knowledge helps in planning of activities and resources required. More than a half of staff, 51.2% had inefficient training on how to use OPRAS. That is bad indication and it may contribute to challenges in implementing OPRAS.

Secondly, the study investigated challenges experienced during the course of OPRAS implementation. Generally, it can be concluded that, there were challenges that contributed to improper implementation of OPRAS at MUST. Obstacles were originated

from both sides; management and staff, for instance, inadequate training, lack of direct benefits and inadequate feedback were from management side while reluctance from using OPRAS was from employees. Despite of the OPRAS being seen as good system for evaluation of staff performances by 51%, some challenges need to be fixed for effective implementation. Staff need to understand justifications for introducing OPRAS at work place to ensure full commitments. It has been proved by the goal- setting theory that staff commitment on doing anything could be much determined by their involvements in setting objectives and receiving feedback. Mechanisms to ensure regular staff-supervisor support should be enhanced as 59.5% receive support from their supervisors only during objective agreement meeting.

Thirdly, the study assessed employees' perception on OPRAS implementation as performance assessment tool. It has been revealed that, 51% of respondents support OPRAS. Acceptability of the tool provides an indication that challenges associated with implementation of OPRAS could be minimized. That is because acceptance of performance measurement system creates the sense of ownership and commitment (Aguinis, 2013).

5.5 Recommendations

5.5.1 Recommendations for Implementation

Basing on the summary of the major findings of the study and conclusions, it is recommended that: First, there should be regular training to staff to enhance understanding

on several issues pertaining OPRAS. Staff need to be informed through formal meetings like refresher seminars on any released instructions amounting to changes of OPRAS. On the other hand, OPRAS are filled on an interval of not less than six months; supervisors need to communicate to remind staff on how well to fill the forms. Supervisors need to be educated (capacity building) on how to cascade objectives from Corporate Strategic Plan. That could enhance their capability to communicate properly the same to staff.

Second, establishment of friendly feedback mechanism. Employee commits to any task given when receive feedback on how well or bad has performed. Feedback can be used as a behavioural changing mechanism that could also enhance changing of working culture among staff. Annual performance appraisal meetings should be seriously conducted to provide feedback on performance performed during previous year. Agreement on what to be done during the next year and initiation of individual's development needs should also be done during the meeting. Supervisors should not afraid to communicate negative performance feedback to staff. Doing that, it results into continuity of poor performance of staff because in most cases real self-evaluation which could result into behavioural change is difficult to be conducted by staff themselves.

Third, there should be direct benefits associated with OPRAS. Staff expect tangible results like promotion, salary increment and training after being evaluated. That is because section 8 of the OPRAS form provides the room for the supervisor's recommendations basing on staff's performance. Staff are demoralized when what recommended are not

considered. It is recommended that management find the way to fulfil what promised like scheduling short courses basing on supervisor recommendations. Intrinsic motivations like letter of recognition and certificates may also be used to recognize staff contributions. The form may also be customized (if possible) to remove the section if management find impossible to be fulfilled.

Fourth, participation of staff in setting objectives to be enhanced. Ownership of the process is developed when staff actively participate in the formulation of planned activities to be implemented. Staff involvement result into commitment because failure to achieve agreed objectives means the failure of the staff. Staff need to be involved in setting short, medium and long term plans of the institution. Management may use different forums like Workers Council meetings to gather ideas on institution's development plans. Contributions gathered might be analysed using internal and external experts and come up with cream plans. The selected plans should be communicated as the means of providing feedback to staff. Staff contributions have worth to the development of the institution as they possess different work experiences, education and views.

5.5.2 Recommendations for Further Study

It could not be possible for the study to cover all OPRAS matters. Other areas which seem to be important could continually be studied by other researchers. The following are suggested areas for further studies:

- i. The examination of contributions which have been made by OPRAS since its establishment.
- ii. Assessment of the reasons on why supervisors and management not actively adhere to OPRAS guideline.
- iii. Investigation on influence of supervisors rating capacity and employee job satisfaction.

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APPENDICES

Appendix 1

Questionnaire guide questions

Dear respondent,

I am a student of a Master of Business Administration (Human Resource Management) at the Teofilo Kisanji University. I am researching on the assessment on factors affecting implementation of Open Performance Review and Appraisal System (OPRAS) in Mbeya region: the case of Mbeya University of Science and Technology (MUST). I kindly request you to assist me with your experience with the OPRAS. All the information you are providing will only be used for this academic purpose and will be treated with confidentiality.

1. Gender

a. Male

b. Female []

2. What is your age group?

a. 20 – 29 years

b. 30 – 39 years

c. 40 – 49 years

d. 50 – 59 years []

3. What is your level of education

- a. Certificate
- b. Diploma
- c. Advanced diploma
- d. Bachelor Degree
- e. Master level
- f. PhD level []

4. What is your cadre?

- a. Academic staff
- b. Administrative staff []

5. How long have you worked as a Public servant?

- a. 0 – 9 years
- b. 10 – 19 years
- c. 20 – 29 years
- d. 30 – 39 years []

6. How many times in a year evaluation of performance is conducted? (please choose one)

- a. Once
- b. Twice
- c. Thrice []

7. On your understanding, what is critical objectives for introducing OPRAS at work place? (Number the most important 1 -5)

- a. Increase productivity
- b. Improve work efficiency
- c. Improve individual and team work
- d. Individual development e.g. training, salaries and promotion
- e. Easy monitoring of implementation of organizational objectives.
- f. For training needs, promotions and salary increment needs.

8. Did you receive adequate training on how to implement OPRAS?

- a. Yes
- b. No []

9. How often do you get support on OPRAS from your supervisor?

- a) Weekly/Monthly
- b) Quarterly
- c) Semi annually
- d) During objective agreement meeting
- e) Not at all []

10. How do you rate the challenges facing proper implementation of OPRAS at MUST? (Number the most important 1 -5)

- a. Lack of training to implementers
- b. Complexity of OPRAS
- c. Lack of commitment from top management
- d. Reluctance from employees

- e. No direct benefits e.g. promotion, salary increment and training.
- f. Not motivational tool to good performers
- g. Employees not involved in setting objectives
- h. There is inadequate feedback
- i. Objectives are not understood
- j. Insufficiency of resources during implementation of agreed objectives.

11. How do you perceive OPRAS as a performance measurement tool? (please choose one)

- a. Very good system
- b. Good system
- c. Neutral
- d. Very bad system
- e. Bad system []

12. What are the reasons for your perception? (Number the most important 1 -5)

- a. Complexity of OPRAS
- b. No direct benefits e.g. promotion, salary increment and training.
- c. Not motivational tool to good performers
- d. Employees not involved in setting objectives
- e. There is inadequate feedback
- f. Objectives are not understood

- g. Insufficiency of resources during implementation of agreed objectives.
- h. Increase productivity
- i. Improve work efficiency
- j. Improve individual and team work
- k. Individual development e.g. training, salaries and promotion
- l. Easy monitoring of implementation of organizational objectives.

Thank you, your cooperation is highly appreciated!

Appendix 2

OPRAS Form



TFN 832

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY
(CHUO KIKUU CHA SAYANSI NA TEKNOLOJIA MBEYA)
OPEN PERFORMANCE REVIEW AND APPRAISAL FORM**

(To be filled in Triplicate)

From: July to June

This form is intended to meet the requirements of the performance management system and development process.

NOTES ON HOW TO FILL THIS FORM:

1. This Form must be filled by all members of staff, at the end of the year, once fully completed, the DVCs should send original to the Vice Chancellor, Deans, Principals and Directors should send original to the DVC-ARC; Directors and Heads of Administrative Department should send original copies to the DVC-PFA. Heads of Academic Departments should send originals to Principals, Deans and Directors. The other staff should send originals to their respective Heads of Departments.
2. Where appropriate, each box shall carry only one letter or figure. Letters to be in capitals.
3. Personal/Agreed objectives are derived from the Organization's work plan (Strategic plan, Annual operating plans or Action plans) and are expected to be implemented in the current year.
4. Sections 2, 3 and 4 of this Form shall be filled by the Appraisee in consultation with the Supervisor and sections 5-6 in the presence of a third party if necessary.
5. Please note that appraisals that are rated as 1 are the best performers and appraisals rated as 5 are the worst performers. These should be brought to the attention of top management and usually to the attention of the Vice Chancellor.

SECTION 1: PERSONAL INFORMATION

Faculty/ Directorate	<input type="text"/>	Present Station	<input type="text"/>
	Vote Description		
Name in Full	<input type="text"/>	Surname	First name
	<input type="text"/>	Middle name	Gender
Academic Qualification	<input type="text"/>		
Duty Post	<input type="text"/>	Substantive Post	<input type="text"/>
Date of First Appointment	<input type="text"/>	Date of Appointment to present post	<input type="text"/>
	D D M M Y Y Y Y		D D M M Y Y Y Y

Salary Scale

Period served under Present Supervisor

Date of Birth

No. of Months

D D M M Y Y Y Y

Terms of Service

PERMANENT

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

SECTION 2: PERFORMANCE AGREEMENT

To be filled by the Appraiser in consultation with the Supervisor

2.1 S/N	2.2 Agreed Objectives	2.3 Agreed Performance Targets	2.4 Agreed Performance Criteria	2.5 Agreed Resources

2.6 Appraiser

2.7 Supervisor

.....
Name (in capital letters)

.....
Signed

.....
Name (in capital letters)

.....
Signed

Date.....

Date.....

SECTION 3: MID-YEAR REVIEW (DECEMBER)
To be filled by the Appraisee in Consultation with the Supervisor

3.1 S/N	3.2 Agreed Objectives (As per Section 2)	3.3 Progress Towards Target	3.4 Factors Affecting Performance

3.5 Appraisee

3.6 Supervisor

.....

 Name (in capital letters)
 Signed

.....
 Signed

.....
 Name (in capital letters)

Date.....

Date.....

SECTION 4: REVISED OBJECTIVES (if any)

4.1 S/N	4.2 Agreed Revised Objective(s)	4.3 Agreed Performance Targets	4.4 Agreed Performance Criteria	4.5 Agreed Resources

4.6 Appraisee

4.7 Supervisor

.....
Name (in capital letters) Signed

.....
Name (in capital letters) Signed

Date.....

Date.....

SECTION 5: ANNUAL PERFORMANCE REVIEW & APPRAISAL (JUNE)

To be filled by the Appraisee and the Supervisor

5.1 S/N	5.2 Agreed Objective(s)	5.3 Progress made	5.4 Rated Mark		
			App-raisee	Super visor	Agreed Mark
TOTAL					

Rating:

- 1 = Outstanding performance 2 = Performance above average 3 = Average performance
 4 = Poor performance 5 = Very poor performance

SECTION 6: ATTRIBUTES OF GOOD PERFORMANCE

To be filled by the Appraisee and the Supervisor

6.1 S/N	6.2 MAIN FACTORS	6.3 QUALITY ATTRIBUTE	6.4 RATED MARK		
			Appraisee	Supervisor	Agreed Mark
1	WORKING RELATIONSHIPS	Ability to work in team			
		Ability to get on with other staff			
		Ability to gain respect from others			
2	COMMUNICATION AND LISTENING	Ability to express in writing			
		Ability to express orally			
		Ability to listen and comprehend			
		Ability to train and develop subordinates			
3	MANAGEMENT AND LEADERSHIP	Ability to plan and organize			
		Ability to lead, motivate and resolve conflicts			
		Ability to initiate and innovate			
4	PERFORMANCE IN TERMS OF QUALITY	Ability to deliver accurate and high quality output timely			
		Ability for resilience and persistence			
5	PERFORMANCE IN	Ability to meet demand			
		Ability to handle extra work			
6	RESPONSIBILITY AND JUDGEMENT	Ability to accept and fulfil responsibility			
		Ability to make right decisions			
7	CUSTOMER FOCUS	Ability to respond well to the customer			
8	LOYALTY	Ability to demonstrate follower ship skills			
		Ability to provide ongoing support to supervisor(s)			
		Ability to comply with lawful instructions of supervisors			
9	INTEGRITY	Ability to devote working time exclusively to work related duties			
		Ability to provide quality services without need for any inducements			
		Ability to apply knowledge abilities to benefit Government and not for personal gains			
Overall Performance Section 6					

SECTION 8: EMPLOYEE REWARDS/DEVELOPMENTAL MEASURES/SANCTIONS

The supervisor will recommend the most appropriate reward, developmental measures or sanctions against the appraisee in accordance to the level of agreed performance targets.