

Effectiveness of Open Performance Review and Appraisal System (OPRAS) on Secondary School Teachers Performance

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ABSTRACT

The study highlighted the extent to which Effectiveness of Open Performance Review and Appraisal System lead effective performance to secondary school teachers in Morogoro Municipality. The research study was guided by the Human capital and Victor Vroom as a theoretical frame work. The survey research design applied in current study, both qualitative and quantitative approaches was used to analyse data. The targeted sample size of this study consist sixty four secondary school teachers, randomly technique used to select sixty secondary school teachers and purposive technique was used to select four head of schools. The main Instruments of data collection in this research were the questionnaires and interview schedules. The split-half method was used to determine the reliability of the questionnaires. In this research study, the correlation coefficient was 0.703 which indicates an acceptable level of reliability. The results show that the majority of respondents disagreed that there is trustiness between employer and employee in filling OPRAS form, employee do not get enough feedback after evaluated, teachers need training on how to fill in OPRAS and OPRAS does not work as intended due to its modalities of measuring performance. The study recommended that the government and other education stake holders should provide training to employers and employees on how to fill in and uses of OPRAS in an organization.

Key words: OPRAS, Effectiveness of OPRAS, Performance, Appraisal System

1.0: Introduction

Globally, formal employee appraisal is believed to have been adopted for the first time during the First World War. At the instance of Walter Dill Scott, where by the United States Army adopted the man to man rating system for evaluating military personnel. Generally, employee appraisal started in the United States of America, Canada and later in Botswana in Africa. The Performance appraisal techniques were used for managerial purposes in the early 1950s. Since then, tremendous changes took place in the concept, techniques and philosophy of employee appraisal (Armstrong, 2009).

Fletcher (1993) stipulated that OPRAS originated from the Performance Management System (PMS) which existed worldwide. The reforms that took place before 1950s in several organizations were used as a tool for the performance appraisal system. OPRAS continued to be the subject of importance and interest among human resource experts. Various research on performance appraisal has been carried out in developed countries, particularly in the United States of America and some input from other countries, leading to the application of Performance Management System (PMS) across the world including African countries in the late 1950s to 1960s as an important component in improving the public sectors performance and promoting social economic development.

The OPRAS is an important element to the government servants. Tanzania introduced Open Performance Review and Appraisal System (OPRAS) in July 2004 to measure and evaluate annual performance of employees and employers in an organization (URT, 2011). In secondary schools the OPRAS is used to evaluate working relationship, communication and listening at both teachers and leaders performance assessed in terms of quality and quantity, responsibility and judgment, customer focus, loyalty as well as preparation of teaching and learning document. OPRAS replaced the Confidential Performance Appraisal (CPA) system. But evaluation rate was done in confidential way due to the fact that teachers were not involved during goals setting.

Teachers were not aware with the criteria and conditions used by employer or head of school when rating the teachers, feedback of evaluation was not given openly and evaluation based on supervisor interest (URT, 2011). Therefore, OPRAS was introduced to overcome the challenges prevailed during the CPA like evaluating employee's performance and taking necessary actions without giving them feedback, recommendation given by the head of schools provided unreliable and unproven information about work performance of employees. The CPA forms were filled each year with no revision of the previous agreed objectives. The criteria for evaluation were done by the head of schools but in OPRAS are done by teachers, head of schools and witness(s).

Thus, OPRAS evaluate employee's performance and taking necessary actions by giving feedback to the employees mean while recommendation given by the employer or head of schools are openly. Therefore, it is important for any private and public organization to measure and evaluate the performance of her employees. The success of any organization depends on her ability to measure accurately the performance of her members and use it objectively to optimize them as a vital resource.

The achievement of every organization depends on the quality and commitment of its human resource. The Tanzanian government introduced OPRAS in 2004 in all government sectors with a view to ensure proper utilization of human resource and improving performance in all public sectors. OPRAS introduced to replace traditional Confidential Appraisal System (CAS) which was carried by the supervisor without the participation of the employee concerned. It was an approach that lacked clear objectives and expectation between the employer and the employee, there was no

clear measurement standards and the appraisal depended on the judgment of the administrator or the evaluator (Tesda, 2006).

However, secondary school carrying out Performance appraisal of its teachers and provide feedback of their performance is very important in order to improve the quality of education (URT 2011). Thus, Performance Appraisal system is a tool used by employer to supervise workers when perform their duties. If OPRAS designed in a good perception and well implemented it can create benefit to both employers and employees.

Therefore, the current research study was set to extend for further study on the Effectiveness of Open Performance Review and Appraisal System (OPRAS) on secondary schoolteachers' performance in Morogoro Municipality.

2.0: Research Methodology

This study employed survey research design. Survey research design is that branch of social science investigation that studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables (Creswel, 2009). This study used both qualitative and quantitative research approaches. Berg and Howard (2012) differentiated qualitative and quantitative research, arguing that qualitative research referred to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things; while quantitative research referred to the measures and counts of things. The qualitative approaches were employed due to the following advantage; first it enables the researcher to use more than one method of collecting data, which allow a researcher to get information from various sources hence the data more reliable. Second, it provides opportunity to participants to express their experience and opinion. Apart from the uses of qualitative approach, the study also used the quantitative approach in collecting and analysing data. Thus, the two approaches blended each other. The reliability of the research tools ensured to be consistent and stable at α of 0.703.

3.0: Discussion of the findings

The current study was set to establish the extent to which OPRAS lead to effective performance among secondary school teachers. Below is the summary of distribution of respondents' views on the effective of OPRAS in teachers performance.

Table 3.1 Teachers needs training of OPRAS

Item	Agreed	Disagreed	Total
Teachers needs training of OPRAS	Frequency (%) 51(85.0%)	Frequency (%) 9(15%)	Frequency (%) 60(100%)

The responses in table 3.1 show that 51(85%) respondents agreed with the statement that teachers needs training of OPRAS while 9(15%) disagreed with the statement. This means that training to teachers is most important because through training teachers become in their day to day activities and help them to increase performance in their working. Bana (2009) founded that employee performance appraisal should be among other things serve as a tool for identification of

the employees training needs, performance appraisal should serve as a means to an end, hence should not become an end in its self. Thus, training and development for employees should be developed and implemented in order to enhance their capacity. This would enable the employees to perceive appraisal as a useful tool in their career and a source of high performance in an organization. Although majority of the respondents in this item agreed with the statement, 9(15%) disagreed. This means that those disagree needed extra effort from employer to accept that OPRAS is essential to all government workers which help them to accomplish the government goal as well as organization objectives.

Table 3.2 Supervisor Providing for Implementation of OPRAS in the School

Item	Agreed	Disagreed	Total
Providing for Implementation of OPRAS in the School	Frequency (%) 49(81.7.0%)	Frequency (%) 11(18.3%)	Frequency (%) 60(100%)

The findings of the current study in table 3.2 shows that 49(81.7%) respondents agreed that school supervisor were implementing OPRAS. OPRAS in school are very important tool, thus Supervisor is required to implement in all activities due to the fact that Without implementation of OPRAS in school organization objectives are not achieved. Armstrong (2009) stated that performance management is a continuous process that reflects normal good management practices of setting directions, monitoring and measuring performance and taking action accordingly. To ensure that implementation of OPRAs culture is built, the supervisor should have active support and encourage employee. The current research indicates that the supervisor have active role to make sure that their employees work according to the rules and regulations of the employer.

Table 3.3 The Implication of OPRAS

Item	Agreed	Disagreed	Total
The implication of OPRAS is in line with the Ministry requirement for teachers to be effective	Frequency (%) 48(80.0%)	Frequency (%) 12(20.0%)	Frequency (%) 60(100%)

The findings in table 3.3 shows that respondents considered that OPRAS is in line with the requirement of the Ministry 48(80%) respondents agreed while 12(20.0%) disagreed with the statement although the Ministry has put in place procedures for the implementation of the OPRAS. Dijk (2015) concurred with other scholars that performance appraisal plays a central role in managing human resources in organizations. The term performance appraisal refers to the methods and processes used by organizations to assess the level of performance of their employees. This process includes measuring employees' performance and providing them with feedback regarding the level and quality of their performance. In relation to this study, the researcher wanted to know the general understanding of employees about OPRAS and its implementation in different organizations. The purpose of conducting performance appraisal must clearly be defined. This

means that all employees must clearly understand the reasons why performance appraisal carried out, and specific objective for such appraisal.

Table 3.4 OPRAS help employer to Access Information of their Employee Performance

Item	Agreed	Disagreed	Total
OPRAS help employers to access information their employees performance	Frequency (%) 45(75.0%)	Frequency (%) 15(25.0%)	Frequency (%) 60(100%)

The study intended to find out whether the OPRAS helps the employers to access information in their employees' performance. The findings of the present study in table 3.4 shows that respondents considered that OPRAS help employers to access information of the employee performance 45(75%) agreed and 15(25%) disagreed. OPRAS is very important tool to secondary school teachers which helps the employers to access information of their employees' performance. Torrington and Hall (2006) argued that common applications of performance appraisal was to provide valuable information/data for manpower planning and personnel decisions like pay increase, promotions, demotions, transfers, recruitment and terminations. Setting Performance standard, communication standard, measuring performance, comparing with standard, taking corrective action, and discharging results.

Table 3.5 Evaluation of OPRAS is friendlier than CPA

Item	Agreed	Disagreed	Total
OPRAS has made the evaluation friendlier than the CPA	Frequency (%) 45(75.0%)	Frequency (%) 15(25.0%)	Frequency (%) 60(100%)

OPRAS has made the evaluation friendlier than the CPA. The finding of the current study in table 3.5 show that 45(75.0%) respondents agreed with the statement that OPRAS evaluation is friendlier than CPA while 15(25.0%) disagreed. The finding show that, teachers value the OPRAS program because it brings closer to head of school than CPA due to the fact that OPRAS involved teachers to set organizational goal from the beginning of the year up to the evaluation stage. Torrington and Hall (2006) stated that some common applications of performance appraisal were to evaluate present supply of human resources for replacement and planning purposes. It also reduces employee and labour turnover and motivates the workforce. In relation to current study OPRAS seems to be important tool due to the fact that it makes close relationship between employees and employers in performing different activities in an organization.

During the interview a respondent observe that;

OPRAS is an evaluation tool to ensure that teachers fulfil their objectives (HOS 2).

The views presented by respondent HOS2 indicates that employees value OPRAS as a tool of evaluation than the CPA due to the fact that OPRAS allow supervisor and supervisee to sit together to plan different activities which will be measured at the end of the year or program.

Finding from the respondent emphasized that to evaluation in working place helps the employee to reduce labour turnover and motivates planning purposes (Torrington and Hall, 2006).

Table 3.6 Teachers attend training on OPRAS

Item	Agreed	Disagreed	Total
Teachers always attend training on OPRAS due to its significance	Frequency (%) 7(11.7%)	Frequency (%) 53(88.3%)	Frequency (%) 60(100%)

The findings of the study in table 3.6 show that 53(88.3%) respondents disagreed that teachers always attend training on OPRAS due to its significance while 7(11.7) agreed. Finding show that teachers do not attended training of OPRAS as required in order to enable them to work effectively and achieve the individual goal and school/organization goal. Training is very importance to employees due to the fact that, training helps employees to reduce their weakness and rising performance in an organization. It also helps to get knowledge in rating and become with positive decision which help an organization to perceive high performance This view is supported by Torrington and Hall (2006) who argued that, it is useful in analysing training and development needs because it reveals employees who require further training to remove their weaknesses and identifies individuals with high potentials who can be groomed up for higher positions. Also, Armstrong (2009) concurred that training can take place in form of consistency' workshops for managers who discuss how ratings can be objectively justified and test rating decisions on simulated performance review data. This can build a level of common understanding about rating levels.

Table 3.7 OPRAS Feedback

Item	Agreed	Disagreed	Total
OPRAS feedback enables school management to decide teachers promotions	Frequency (%) 19(31.7%)	Frequency (%) 41(68.3%)	Frequency (%) 60(100%)

The finding of the present study in table 3.7 shows that 41(68.3%) respondents disagreed that OPRAS feedback enables school management to decide teachers promotions and 19(31.7%) agreed. Feedback to teachers after fill in OPRAS and assessed is very important due to the fact that feedback help teachers' to clear mistake which occurred during they perform their day to day activities. Finding indicates that teachers do not get feedback either at all or on time, so that they fail to implement their pedagogical appraisal to school. Fletcher (1993) pinpoint out that knowledge of findings is a necessary condition for effective learning. You cannot improve performance if you do not know where you are going. In the first place, much depends on the amount of feedback conveyed and the style in which it is given. Fletcher further stipulated that feedback helps to transfer information on between supervisor and the subordinate and vice versa, on the part of the supervisor, it gives information about what the subordinate think and feel in relation to their job. In the part of subordinate, it gives information about what is needed to

achieve. Therefore, immediate feedback of any decision made regarding performance is essential in training need identification.

Table 3.8 Supervisor and Supervisee Trustiness

Item	Agreed	Disagreed	Total
Supervisors and supervisee trust each other in filling OPRAS form	Frequency (%) 20(33.3%)	Frequency (%) 40(66.7%)	Frequency (%) 60(100%)

The study intended to find out if supervisor and supervisee trust each other in filling and evaluate OPRAS. The finding shown in table 3.8 shows that respondents 40(66.7%) disagreed with the statement that supervisor and supervisee trust each other during filling and assess OPRAS and 20(33.3%) agreed with the statement. Trust is the belief that someone is being truthful. The finding above in table 4.11 indicates that teacher and their head of schools they do not trust each other due to inadequate or lack of trust, bias, lack of transparency, deficiency in a rule of law, deplorable and presence of corruption occurred during filling and assessing OPRAS. Thus the process of filling and assessing OPRAS need employers and employees to trust each other. The lacking of trustiness hinders the OPRAS to achieve the expected organization goal. Armstrong (2007) contributed to the importance of Performance Appraisal as it develops constructive and open relationships between employee and their employers in the process of continuing dialogue, which is linked to the work actually being done throughout the year.

Furthermore, Robert (2003) noted that, employee involvement is very useful tool for increasing job-related autonomy, which is a prerequisite for employee growth. Employee participation gives employee's voice in the appraisal process which gives the employee the opportunity to invalidate performance ratings, documentation or verbal feedback with which they disagree. If employees are persuaded that the appraisal process is fair, they are more likely to acknowledge their performance ratings including unfavourable ones. Thus, positive relationship between employee and employer in filling OPRAS form is very important due to the fact that, it helps each other to be open on the process of fill in and evaluation OPRAS.

Table 3.9 Signing of OPRAS

Item	Agreed	Disagreed	Total
Signing of OPRAS has enable teachers to have confidence in their performance	Frequency (%) 20(33.3%)	Frequency (%) 40(66.7%)	Frequency (%) 60 (100%)

The study intended to examine if signing of OPRAS has enable teachers to have confidence in their performance. The finding shown in table 3.9 shows that 40(66.7%) respondents disagreed with the view that signing of OPRAS helps the teacher to have confidence in their responsibilities and 20(33.3%) respondents agreed. Findings from the respondents indicates that signing of OPRAS do not create confidence to teachers while performing his/her duties.

Performance Appraisal System (PAS) has signalled possibility for improved performance in civil service productivity and employee motivation. Despite the impressive performance and staff motivation signals elicited by performance appraisal system (PAS) in civil service the performance was still OPRAS was not achieved. Thus the system of signing OPRAS in working did not enable employees to be confident in working performance in an organization.

Table 3.10 OPRAS Identifies Creativeness of Teachers

Item	Agreed	Disagreed	Total
OPRAS identifies the creativeness of teachers methodology in class	Frequency (%) 23(38.3%)	Frequency (%) 37(61.7%)	Frequency (%) 60(100%)

The study intended to find out if OPRAS identifies the creativeness of teachers' methodology in class. The finding in table 3.10 shows that 37(61.7%) respondents disagreed with the statement that OPRAS identifies the creativities of teachers during teaching in class and 23(38.3%) agreed. Okoh (1998) outlined the benefit of OPRAS to teachers as follows; first, it would improve work performance and therefore, overall organizational performance would be increased. n. Second, it increases understanding of teachers' methodology, strategic aim and own role in organization success; performance appraisal benefit an individual employee in the sense that the employee will see how to contribute and help organization.

Table 3.11 Implementation of OPRAS

Item	Agreed	Disagreed	Total
The implementation of OPRAS is well understood among secondary school teachers	Frequency (%) 27(45.0%)	Frequency (%) 33(55.0%)	Frequency (%) 60(100%)

The study intended to reveal if the implementation of OPRAS is well understood among secondary school teachers. The result from the respondents is shown in table 3.11 indicates that 33(55.0%) respondents disagreed that the implementation of OPRAS is well understood among secondary school teachers and 27(45%) agreed with the view. OPRAS is very important to be understood to all public servants due to the fact that after Tanzanian government introduce OPRAS in 2004 all government sectors are required to fill in annual including for the purpose of evaluate workers performance. The finding shows that OPRAS are not well implemented and understood to all teachers in secondary schools. Armstrong (2009) who stated that performance management is a continuous process that reflects normal good management practices of setting directions, monitoring and measuring performance and taking action accordingly. To ensure that implementation of OPRAS culture is built, the supervisor should have active support and encourage employee. Supervisors in an organization are required to be active to make sure that their employees work according to the rules and regulations of the government.

4.0 Conclusion and Recommendations

The study concludes that, employees do not get enough feedback after evaluated. The process of assessment and evaluation employees is not well organized at institution and was not conducted in an open environment, feedback is not provided on time to employees although it is very important to them due to the fact that the aim of introducing OPRAS was to improve performance in an organization, there is no trustiness between employer and employee in filling OPRAS forms, respondents disagreed on the issue of signing OPRAS has enable teachers to have confidence in their performance, Training and development for employees should be developed and implemented in order to enhance their capacity. This would enable the employees to perceive appraisal as a useful tool in their career and a source of high performance in an organization. The study recommended that, OPRAS needs training for the teachers and supervisors. Training is very important because through training employee become more knowledgeable in performing their daily and feedback to employees should be provided within a short time to improve teaching, Feedback is very important aspect simply because feedback helps the employee to improve their weakness in day-to-day activities and government and other education stake holders should provide training to employers and employees on how to fill OPRAS in an organization.

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