

SUPERVISORS USE OFOPRAS TO PROVIDE FEEDBACK ON PERFORMANCE OFPUBLIC SECONDARY SCHOOL TEACHERS IN KOROGWE DISTRICT, TANZANIA

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Abstract

This paper investigated the extent supervisors use OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District, Tanzania. The study was guided by one research question. Convergent design under mixed approach was used. Probability and Non probability sampling techniques were used to sample 8 schools, with 8 heads of schools, 96 teachers, one DEO and one TSC secretary giving total of 106 respondents. Data was collected using questionnaires for teachers together with interview guides for school head, DEO and TSC Secretary. Validity of instruments was ensured by requesting two research experts from Mwenge Catholic University to critically review the instruments. Validity of qualitative data was assured through member checking, peer review and triangulation. The reliability of the items was tested using Cronbach Alpha formula and found to be 0.78. The descriptive statistics were analyzed using frequencies and percentages presented in a table. Qualitative data was transcribed and presented in narrations form supported by direct quotations. The study found that teachers do not get performance feedback on time, and the feedback received do not agrees with the actual teachers' performance. The study recommends that training should be provided to both teachers and supervisors for effective feedback provision.

Keyword: Open Performance Review and Appraisal System, feedback, performance

1. Introduction

The public sector reform drive was initiated under several names, one of which is New Public Management (NPM). These reforms came to existence during the 1980's in the advanced capitalist nations as a response to the economic crisis (Gregory, 2001). With the glowing number of challenges faced today, there are now, more than ever, increased demands on managers and all other staff members to achieve higher levels of efficiency and productivity. The continuously changing nature of most public services today and the higher expectations from the general public have increased pressure on public servants to re-evaluate their contributions in their work places and the way in which they work. The introduction of performance management systems has been one of the strategies adopted to meet this challenge (Mgoma, 2010).

Therefore, the cradle of Performance Management in Tanzania Public Service is OPRAS. Since 1961 when Tanzania attained its political independence, the government took deliberate actions to reform the civil or public service in order to spearhead development in the economic and social spheres, to respond to the expectations of the people. The public service was viewed as a strong arm of the government as well as engine for growth and development and was expected to ensure that the war against the three development enemies – poverty/hunger, ignorance and diseases - were executed to a successful end (Bana and Shitindi, 2009).

For that reason public service had to be transformed into an institution of excellence; good enough to play a vital part in achieving sustained national economic growth and prosperity, to eliminate poverty in the 21st century (World Bank, 2008; Mmari, 1995). Also currently Tanzanian 2025 Vision emphasizes on civil servants performance and provisional feedback for the future improvement. For the purpose of accomplishing the government's goals and objectives, a number of reforms in public service were initiated. The Civil Service Reform

Programme (CSRP) was launched in July 1991 and went on up to 1999. It was succeeded by the Public Service Reform Programme (PSRP) that was implemented in three different phases (Bana and Shitindi, 2009). The first phase, also relevant to this study, was from 2000 to 2007. The purpose was to install Performance Management System (PMS) in all Ministries Department and Agencies (MDAs) aimed at improving the efficiency and effectiveness in public service delivery (URT, 2005). It was implemented under the public Service Management and Employment Policy of 1999 and legalized by the Public Service Act No. 8 of 2002 whereby all these two facilitated the institutionalization of Performance Management System (PMS) in Tanzania (Bana and Shitindi, 2009).

It is in the above context that, the Government of Tanzania introduced Open Performance Review and Appraisal System in all Ministries, Departments and agencies (MDAs), Regional secretariats and Local Government Authorities (LGAs) to enable proper and more effective use of human capital (PO-PSM, 2011). The tool (OPRAS) replaced the old performance management system, which was less open. The tool was expected to bring accountability and effectiveness in public service delivery. However, comprehensive literature review indicates that there is a rising doubts about the implementation efforts of OPRAS. If these doubts are true, it is not hard to conclude that OPRAS in Tanzania may not bring about the intended results as expected.

As it has been noted before, performance appraisal system was aimed at bringing efficiency and effectiveness of employee's performance in which it would lead to improved service delivery, improving performance through setting individual goals, measuring the achievement of the goals and provide feedback. (URT 2010). For this to be possible performance appraisal needed to be instituted so as to make it possible to have expected results (Bana and Shitindi, 2009). To add on that, Tanzania has tried hard and had taken bold steps to adopt a full range of performance management tools (well known OPRAS) to achieve enhanced

performance in public sectors (Mutahaba, 2011). It is also one of the human resources management functions that have emerged as a strategic tool utilized by almost all organizations to achieve competitive advantage (Kareithi, 2018).

However, since its implementation in Tanzania public sectors, still it does not seem to reach the expectations which were to bring efficiency and effectiveness of employee's performance and enhance service delivery from the bottom up (URT, 2010). The system is not open to the extent that employees do not participate in setting performance targets and there seem to be a deficiency of teamwork since the staff are supposed to be involved fully in planning and organizing these appraisal programmes (Nchimbi 2019). While the success of any institution depends on the quality and characteristics of its employee. As such employee, become significance factor in any organization since they are blood fluid of its success (Kareithi, 2018). That is to say an employee is a key factor that requires something to induce them to look forward toward performance of the organisation. In this case performance appraisal tool came into exist as means to motivate employee to work at the best interest of the organization. It is therefore notable that most organisations use performance appraisal to track individual employee contribution and performance against stated goals and objectives as well as identifying individual strength and weaknesses and opportunities for feature improvement.

From the foregoing introduction one can ask the following questions; are the teachers and their supervisors aware of advantages of OPRAS? What are their responses towards OPRAS implementation and the supervisors presenting it to them? Again, are the supervis ors aware of quality and characteristics needed to process for the feedback delivery to be successful? What are the responses of the supervise during feedback delivery? Is the feedback information provided by supervisors motivational? Moreover, what are the challenges encountered by public secondary school teachers in Korogwe towards implementation of OPRAS and possible solution to these problems? In such circumstances; where there are more questions than

answers, the study become necessary to provide accurate answers to the raised questions. Therefore, this study investigated the effectiveness of OPRAS in evaluating performance of secondary school teachers in Korogwe District Council.

2. Statement of the Problem

The provision of OPRAS feedback in Tanzania has been a problem in evaluating teachers' performance. This problem needs to be addressed to bridge the gap. The implementation of performance of OPRAS has been a challenge due to different reasons. If this situation not addressed the work performance of teachers will not be evaluated objectively. According to the global report, Mercer (2019), showed that OPRAS has neither achieved positive impact nor motivation on employees. Karethi(2018) recommended that to make goal setting practices more effective, teachers should be involved so as to establish transparency. On the other hand Mwakibete (2015) study on the effectiveness of OPRAS in performance management in local government authorities in Ludewa district revealed that OPRAS was not effective. Nchimbi(2019) revealed the same in his study on managing performance in local government in Arusha. The President of United Republic of Tanzania Her Excellency Samia Suluhu Hassan, when addressing the Parliament on 22nd April 2021 ordered those concerned with the evaluating the performance of employees to revisit the tools used, including OPRAS to ensure their effectiveness.

Although the Government has put in place the regulations and guidelines on the use of OPRAS as a tool of measuring and improving teachers' performance, studies conducted in Tanzania sofar show OPRAS effectiveness is still questionable. From the reviewed literature no research has provided sufficient information on the problem being investigated. No research has been done on the extent to which supervisors use OPRAS to provide feedback on the achievement of goals public secondary schools to teachers. Therefore, this study has examined extent to which supervisors use OPRAS to provide feedback on the achievement

of goals for public secondary schools to teachers. The research was conducted to fill the knowledge gap by examining extent to which teachers receive feedback from OPRAS.

3. Research Question

To what extent do supervisors use OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District.

4. Significance of the Study

This study was meant to enhance awareness of teachers and school heads on advantages of OPRAS in improving teachers' performance. Moreover, the study findings were expected to be useful to teachers and supervisors in finding out appropriate ways of providing performance feedback from OPRAS. In addition the study findings were expected to shed light on positive OPRAS effects on teachers' and subsequently students' performance. The findings are also expected to enlighten policy makers on what control tools need to be introduced to enhance smooth operation of OPRAS in Educational sector and other public sector in general. This study is also stimulating further studies in this area to see whether the challenges facing OPRAS feedback provision in public secondary school in Korogwe District are similar or different with experiences from other districts.

5. Theoretical Framework

This study was guided by the goal setting theory of motivation developed by Edwin Locke in 1960s. The theory gives the blueprint for workplace motivation by outlining the direct relationship between goals productivity and employee engagement both clear and actionable. According to Locke's theory the task of motivation and incentives, employee are motivated by clear, well defined goal and feedback. With this theory he demonstrated that the best way to feel motivated is to push oneself to do something that one is not 100 per cent certain he/she can achieve. That tackling of challenging goals first allows one to work hard, develop one's

skills and reap the rewards in terms of positive feedback and realise a sense of personal achievement. He noted that managers can also use “impossible” goals to promote creativity.

In addition, the theory highlights five effective goal-setting principles; which are clarity, challenge, commitment, feedback and task complexity. Clarity means a clear, measurable goal is more achievable than one that is poorly defined. Challenge means that the goal must have a given level of difficulty in order to motivate one to strive toward achievement of the goal. Commitment means deliberate effort into meeting this goal and should be consistent with the organizational goals and vision. Feedback means that setting up a method to receive information on one’s progress toward a goal. Task complexity means that if a goal is especially complex, make sure you give yourself enough time to overcome the learning curve involved in completing the task.

The strength of the goal-setting theory is that it is a technique used to incentivize teachers to complete work quickly and effectively, to attain their individual and organizational goals. Teachers will feel motivated, recognized and valued; hence promoting team working. In addition, the theory leads to better performance by increasing motivation and efforts, through increasing and improving the feedback quality. If the level of awareness on OPRAS by supervisors and supervisees, in the setting of individual goals involve both; if the measuring of achievement of goals and the provision of feedback are effective; then, teachers will feel recognized, training opportunities will be provided, there will be teamwork, decisions will be made fairly and the goals attained.

The weakness of the theory. When two separate goals are set at the same time, exerting 100 per cent more force on one, may make it difficult to achieve the other equally well. For instance; if someone sets quantity and quality goals, may cause quality to be neglected. Also goals setting theory failed to consider the other elements that may occur outside the powers of

an individual; may lack details of motivation issues and performance assessment and its relation of to human beings. Also there is no evidence that goals bring about job satisfaction since goal MBO implies that setting of goals will bring about workers satisfaction in a particular job.

Relevance of the theory to the study. The researcher assessed extent to which supervisors use OPRAS to provide feedback on the achievement of goals for public secondary schools teachers ascertain whether this theory is relevant to this study because one unique feature that OPRAS has is a process of setting specific performance goals for the employees, which in turn serve as a major motivating force for the employees (feedback). The organizations aspiring to achieve goals and the degree of success that individual employees have in reaching goals, is important in determining organizational effectiveness. According to the theory, motivation and performance will improve if people are committed to the goals. Therefore, effective implementation of OPRAS depends much on supervision determination to fulfill employee's desires such as resources, training, promised rewards and dealing with performance problems. From this point of view, performance of the supervisee will also depend on conducive environment set by the managers or an organization and feedback on their working performance.

6. Review of Related Literature

The main scope literature review for this paper was empirical studies related to extent supervisor's use OPRAS to provide feedback to public secondary school teachers on teachers' performance. On the extent supervisors use OPRAS to provide feedback on the performance of public secondary school teachers; Imolo and Anyingisye, (2020) conducted a study to assess the Effectiveness of the Open Performance Review and Appraisal System (OPRAS) to Secondary School Teachers in Arusha City, Tanzania. This study assessed the effectiveness of management and supervision process of Open Performance Review and Appraisal System

(OPRAS). The researchers adopted survey design to study 10 out of 26 public secondary schools in Arusha City, Tanzania. Self-administered questionnaires were distributed to 214 sampled teachers. The collected data were analyzed using descriptive statistics through mean scores. The study revealed that secondary school teachers perceived that the management and supervision process of OPRAS was not effective; the teachers did not receive copies (feedback) of their performance development of mid-year and annual reviews and did not comment on their performance appraisal report. Furthermore, the discussions on the attainment of teachers' annual overall performance between teachers and their supervisors were not being witnessed by observers.

The study revealed that teachers were not receiving feedback from supervisors but did not show the extent to which supervisors ensure the provision of performance feedback of OPRAS to teachers. Therefore the current study strove to find out to what extent do supervisors use OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District.

Mwakibete (2015) did a study on the effectiveness of OPRAS in performance management in local government authorities of the Ludewa Local Government Authority, Tanzania. The study adopted a descriptive design using a mixed methods approach with the sample size of 322 respondents. The tools that were used to collect data were questionnaires, individual in-depth interviews and documenter views. Quantitative data analysis was done with the help of SPSS version 20 using mean and one sample T-Test; and data presented in tabular form. Qualitative data analysis was done using thematic and content analyses and data are presented in statements. The findings showed OPRAS was not effective in performance management in LGAs and is still faced by setbacks that failed its predecessor, the Closed Annual Confidential Report System (CACRS). There is misinterpretation of the OPRAS to mean a tool for promotion only and its role of providing performance feedback and capacity building is

highly minimized. More surprising, even those promotions were less likely based on OPRAS as few public servants fill in the OPRAS forms and reviews are rarely conducted to agree on performance scores. Similarly, trainings and funds to facilitate appraisal are scarce. The study revealed the misinterpretation of OPRAS by employees to mean the tool for promotion due to the minimized feedback and capacity building as the true meaning of OPRAS. However, the study does not show the extent to which the provision of feedback and capacity building has been minimized and how it can be raised. Therefore the current study strove to find out to what extent do supervisors use OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District.

Isaya (2015) conducted a study on the effectiveness of open performance review and appraisal system in identifying training needs in the President Office-Public Service Management. A case study design was used and a sample of 114 respondents from PO-PSM. The data collection tools used were interview, questionnaires, and documentary reviews. To analyze the collected data into meaningful and useful information, both qualitative and quantitative were used. The objective of the study was to investigate utilization of OPRAS data in Training Need Analysis. The sampling techniques used were stratified, simple random and purposive sampling. The general findings revealed that OPRAS generated useful data for TNA but there are a number of problems which could hinder effective identification of training needs. These include inadequate use of OPRAS and ineffective involvement of employees in OPRAS practices. The researcher identified the inadequate use of OPRAS and ineffective involvement of employees in OPRAS practices right from setting individual goals and feedback provision despite its effectiveness in producing the useful data for TNA. Since the employees involvement was not effective an indication on the inadequate TNA data leading to low achievement of organizational goals; and the extent to which supervisors can involve employees was not shown. Therefore the current study found out to what extent do supervisors use

OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District.

The reviewed studies on the extent do supervisors use OPRAS to provide feedback on the achievement of organizational goals to public secondary school teachers in Korogwe District uncovered that OPRAS is not effective in performance management in LGAs and is still faced by set backs.

It also indicated that there was mis interpretation of the OPRAS to mean a tool for promotion only and its role of providing performance feedback and capacity building is highly marginalized. The study revealed the misinterpretation of OPRAS by employees to mean the tool for promotion due to the minimized feedback and capacity building as the true meaning of OPRAS. In addition these studies show that secondary school teachers perceived that the management and supervision process of OPRAS was not effective; the teachers did not receive copies (feedback) of their performance development of mid-year and annual reviews and did not comment on their performance appraisal report. Furthermore, the discussions on the attainment of teachers' annual overall performance between them and their supervisors were not being witnessed by observers. Studies revealed that teachers were not receiving feedback from supervisors but did not show the extent to which supervisors ensure the provision of performance feedback of OPRAS to teachers. Moreover it was revealed that OPRAS generate useful data for TNA but since the employees involvement was not effective an indication on the TNA data produced could be inadequate leading to low achievement of organizational goals; and the extent to which supervisors can involve employees was not shown. Moreover, the study does not show the extent to which the provision of feedback and capacity building has been minimized and how it can be raised. Therefore the current study found out to what extent do supervisors use OPRAS to provide feedback on performance of public secondary school teachers in Korogwe District.

7. Methodology

The researcher employed convergent design under mixed research approach. According to Creswell and Creswell (2018), convergent design involves the collection of quantitative and qualitative data concurrently for the purpose of understanding the research problem. This design helped the researcher to collect both qualitative and quantitative data from the participants, to gain deep understanding of the extent to which supervisors use OPRAS to provide feedback on the achievement of goals for public secondary school teachers in Korogwe District.

The target population for this study was 27 public secondary schools, all 640 secondary school teachers in these schools, all 27 school heads as well as educational officer (DEO) and TSC Secretary in Korogwe District. The study used 10–30 per cent of the total population. According to Kerlinger (2011) the ideal sample size should be between 10–30 per cent depending on the nature of the study and data to be collected and analyzed. The sample of this study involved eight secondary schools out of the twenty seven (27) of Korogwe District, eight school heads, 64 teachers, 1 DEO and 1 TSC secretary. Eight public secondary schools were sampled using simple random sampling techniques.

The instrument of data collection used was questionnaire for teachers, interview schedule for heads of schools, interview guide for DEO and interview guide for TSC Secretary. The reliability of quantitative data was established through Cronbach Alpha; ($r=0.78$ for teachers questionnaire) while the reliability for the qualitative data was established through persistent engagement and triangulation of data. The quantitative data collected was coded, entered into the computer then analyzed into percentages and frequencies using Statistical Package for Social Sciences (SPSS) version 22. The qualitative data collected was analyzed by coding contents into themes. All responses are organized on the basis of research questions.

8. Findings, Analysis and Discussion

This paper contains only findings on the extent to which supervisors use OPRAS evaluation reports to provide feedback to teachers performance in public secondary school in Korogwe District. Information and data were collected from the heads of schools, teachers, District Educational officer and TSC Secretary. The researcher investigated several aspects of OPRAS feedback provision to teachers on their performance. The responses are presented in Table 1.

Table 1: Teachers responses on feedback provision on OPRAS toward teachers performance

	strong disagree		disagree		undecided		agree		strong agree	
	f	%	f	%	f	%	f	%	f	%
Teachers get performance feedback on time	29	30	26	27	5	5	21	22	15	16
Teachers gets performance feedback on time	21	22	29	30	10	10	23	24	13	14
Supervisors discuss with teachers on work performance	42	44	15	16	7	7	17	18	15	16
The feedback received agrees with what actually teachers have received	22	23	25	26	9	9	28	29	12	13
Supervisors communicates with teachers on performance	44	46	23	24	7	7	14	15	7	7
Teachers receive both verbal and written feedback from supervisors	41	43	23	24	8	8	13	14	11	12
OPRAS has made teachers work very hard	12	13	43	45	8	8	13	17	17	18
Feedback received gives chance for professional development	40	43	19	20	8	8	13	14	18	19
Feedback received gives chance for promotion	20	21	43	45	5	5	22	23	6	6
Feedback received makes teachers to work as a team	38	40	22	23	12	13	15	16	9	9

Source: Field data 2021

Key: f=Number of respondents and %=Percentages.

Data in Table 1, teachers' response indicate that 57 per cent of teachers do not get performance feedback on time while 38 per cent get feedback on time. This show that majority of teachers do not receive feedback on their performance which means that the provision of OPRAS feedback to teachers in Korogwe District was ineffective. The findings were supported by Imolo&Anyingisye, (2020) whose study revealed that secondary school teachers perceived the management and supervision process of OPRAS was ineffective. Teachers did not receive copies (feedback) of their performance appraisal and development of mid-year and annual reviews and didn't comment on their performance appraisal report. Mpululu (2014) also found that in Mvomero district teachers do not receive evaluation feedback from their supervisors one of the head of the school had this to say; "I do not have the culture of providing feedback to teachers as it cause conflict with those who score low grades. I only send copies of field OPRAS forms to District TSC secretary as rules and regulation require me to do so and sometimes pressure from above authorities."

Data in Table 1 show 60 per cent of supervisors do not discuss with teachers on work performance while 34 per cent indicated supervisors discuss with teachers on work performance. This means that majority of teachers are not involved in the discussion on work performance which in turn affects the provision of feedback. The findings are supported by Chimazi (2018) who revealed that supervisors are the ones who set the objectives; contrary to the OPRAS guidelines as the majority responded that they do not discuss the objective with their supervisors.

Data in Table 1 show that 49per cent of teachers who were involved in the study maintained that the feedback received does not jive with actual teachers' performance. This means that their performance do not match with their scores; since there was no any feedback received; but only those who were promoted seemed to have performed well in OPRAS. The findings were opposite to what is expected from OPRAS feedback as it was revealed by Kareithi

(2018) that secondary school teachers agreed that the feedback received agrees with what teachers have actually achieved.

Data in Table 1, reveal that 70 per cent indicated that supervisors do not communicate frequently with teachers on their work performance while 22 per cent of teachers involved in the study maintained that their supervisors communicate frequently with them on their work performance. This indicates that supervisors do not fulfill their duty of making follow up on OPRAS and work performance. The findings were confirmed by Peter (2016) who revealed that teachers were not given enough time to prepare for the meetings. As a result the current OPRAS system is not used by Government authority for making official decision such as demotion, termination of contracts and promotion.

Data in Table 1 further revealed that 67 per cent of teachers receive neither verbal nor written feedback from supervisors on their performance in OPRAS; while 26 per cent revealed that they receive both verbal and written feedback from their supervisors. This indicated that majority of supervisors do not provide verbal and written feedback frequently to teachers because they are not well informed on the proper way of providing feedback. The findings matched those of URT (2009), which showed that lack of feedback and incentives during OPRAS administration process is among the challenges facing many employees in organizations. These challenges are aired through complains about the lack of feedback regarding evaluations which is essential to the subordinates to know how they have performed and whether they need to improve.

Data in Table 1 also revealed that OPRAS has not made 58 per cent teachers work very hard while 33 per cent of teachers maintained that OPRAS has made them work hard. This means that OPRAS had little contribution on teachers working very hard in their daily performance. This finding support Nchimbi (2019) who did a study on implementation of OPRAS in Tanzania local government authorities and found that, OPRAS is not adequate at improving

employees' performance, since it is perceived negatively among supervisors and supervisees. Contrary to objectives of introducing OPRAS in all government agencies and departments, which was to make government civil servant to work hard for better public services delivery, Matibwa (2018) on perceived benefit of the open performance review and appraisal system (OPRAS) in Kilolo District council, revealed that employees were aware as to why the system was introduced and it had positively influenced employees to work hard.

Data in Table 1 further revealed that 63 per cent of teachers disclosed that the feedback received do not lead to professional development while 33 per cent revealed the feedback from OPRAS gives prompted need for professional development of teachers. This means that the feedback provided to teachers do not give chance for professional development of teachers which is the aim of OPRAS. This findings is similar to the finding of Monyatisa et al (2016) whose study on teacher perception of the effectiveness of teachers' appraisal in Botswana found out that the purpose of teachers appraisal is favoritism; instead of progression of the teachers teaching technics and tactics. The hard workers do not progress. It is a tool used to oppress and suppress teachers. It is an intimidation tool to boss around teachers with the threat of not qualifying for cadre.

Data in Table 1 also indicate that 66 per cent of teachers revealed that the feedback received do not give promise for promotion while 29 per cent indicated that the feedback received gave them limelight for promotion. This means that there is misinterpretation on the use of OPRAS to mean a tool for promotion instead of self-improvement and capacity building as the result of feedback provision and recommendation made from it. As Mwakibete (2015) had earlier disclosed, OPRAS is not effective in performance management in LGAs and it still faces setbacks that failed its predecessor, the Closed Annual Confidential Report System (CACRS) was able to tackle. There is a misinterpretation of the OPRAS to mean a tool for promotion

only and its role of providing performance feedback and capacity building is highly minimized.

More surprising, even promotions are less likely under OPRAS as few public servants fill in the OPRAS forms and reviews are rarely conducted to agree on performance scores.

Data in Table 1 indicate 63per cent of teachers disclosed that feedback received makes them to work as a team while 25per cent maintained that feedback received make teachers work as a team. This means that OPRAS feedback has had little contribution in making teachers work as a team. Instead of bringing team working OPRAS has built hostility because of biases during rating. This is in consonance with Matete (2016) findings that OPRAS had been abandoned as it created hostility between head teachers and teachers.

9. Conclusion and Recommendation

Basing on the study findings, analyses and discussions, the following conclusions and recommendations are drawn. On the extent to which supervisors use OPRAS to provide feedback on performance of public for secondary schools teachers in Korogwe District is low. This is due to the fact that teachers do not get performance feedback on time. Similarly, supervisors do not discuss with teachers their work performance. They do not also receive neither verbal nor written feedback from their supervisors. It was also found that OPRAS has not made teachers work hard; which means OPRAS has had little contribution to teachers' performance as it perceived negatively. This is so as both teachers and their supervisors do not understand the purpose or practice of the OPRAS process including feedback provision on teachers work performance due to lack of orientation and training.

The researcher thus recommends that training should be provided to both teachers and supervisors to enable effective provision of feedback on the achievements of goals of teachers

and institutions. Furthermore, further study need to be conducted to shade light on positive effect of OPRAS on teachers and subsequently student performance.

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