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The Extent to Which Teachers Perceive Open Performance Appraisal System in Enhancing Work Commitment in Public Secondary Schools in Moshi District, Tanzania

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Abstract:

The study investigated the extent to which teachers perceive OPRAS in enhancing their work commitment in public secondary schools in Moshi District, Tanzania. The study was guided by one research question for which the researcher searched for a response. The study was guided by the Management by Objectives theory (MBO), which was propounded by Peter Drucker in 1954. Convergent Research Design under Mixed Research Methods was adopted. The target population was 1239 teachers, 10 heads of schools, one DSEO and one TCS secretary. The study used total population and stratified random sampling techniques to determine the study sample, which consisted of 136 respondents. Instruments for data collection were questionnaires and In-depth interview guides. Face and content validity was ensured by three MWECAU research experts. Pilot testing was done in two public secondary schools. The reliability was aided by the Likert-items type, which was estimated using Cronbach's Alpha, whereby the results obtained from the teachers' questionnaire were 0.74. Triangulation and peer debriefing were used to ensure the reliability of the interview guide. Descriptive statistics were used to analyze quantitative data in frequencies, means and percentages and presented in tables with the aid of SPSS version 22. Qualitative data were transcribed and analyzed thematically. The study found that teachers in public secondary schools perceive negatively that OPRAS enhance work commitment in public secondary schools. Some teachers do not believe that OPRAS effectively enhances their overall job dedication and engagement. This negative perception highlights a gap between teachers who had expectations and those who perceived the effectiveness of the OPRAS system. The study recommends that the government should come up with practical mechanisms to ensure that all teachers work effectively and efficiently in order to improve general organizational performance.

Keywords: Teachers, perceive, OPRAS, work commitment, secondary schools

1. Introduction

Any organization's success in the twenty-first century depends on how well each employee's performance is appraised and managed. The primary goal of schools has historically been to raise performance and give every student a high-quality educational experience. In this regard, teacher appraisal is believed to be a key factor in increasing the focus on teaching quality (Ingvarson, 2021). Performance appraisal (PA) is the process whereby employees become more committed to their work when they are given detailed feedback on their areas of strength and development, establishing clear performance standards and creating possibilities for advancement (Cappelli et al., 2018). Employees are more likely to feel committed to their duties and the organization when they experience support and value during the appraisal procedure Islami et al., (2018). Performance appraisal was introduced in the United States of America in the 1940s during the Second World War as a method of justifying employees' wages. It was then known as merit rating. The merit rating was based on material outcomes where higher output was rewarded with higher pay and vice-versa. In the 1950s, merit rating was recognized as a potential tool for managing employee rewards through pay increases. Based on its results, employees were also counseled, demoted or identified for lay off Asiago & Alice, (2018).

Like other countries, the Government of Tanzania introduced the Open Performance Review and Appraisal System (OPRAS) in July 2004 through the employment and labour relations circular No. 2 of 2004. OPRAS replaced the Confidential Performance Appraisal (CPA) system, which was blamed for poor employee performance and lack of

accountability in public service. Act No. 8 of 2002 (URT, 2017) emphasizes institutional results-oriented management and meritocratic principles in public service.

The Public Sector Reform Plan (PSRP) in Tanzania aimed to enhance the provision of public services by replacing former confidential performance appraisals in 2004 with the Open Performance Review and Appraisal System (OPRAS). According to Ilomo (2020), the deployment of OPRAS aims at boosting the quality of public services in Tanzania. By establishing personal goals, tracking their accomplishment, and offering feedback, OPRAS aims to increase performance. OPRAS is an integrated system for developing a shared vision, understanding, and agreement about the outcomes to be reached and the methodology, deployment, assessment, and review of activities for continuous improvement in standards of service delivery Lumenyera, (2019). The employee develops goals in conjunction with the supervisor in accordance with the OPRAS tenet. The accomplishments are to be assessed after six months, and after a year, the accomplishments from the previous year are to be assessed. The supervisor and employee must agree on the performance to be documented in OPRAS at that time.

Bichi (2017) made the point that teachers' views on performance appraisal have a big impact on how the exercise turns out. The opinion teachers have of the evaluation system has been identified as one of the key variables influencing the results of performance reviews Khatete, (2020). Only if teachers have a good attitude towards the appraisal system can performance appraisal provide the intended results. If teachers' methods for applying the school's appraisal system were poorly throughout, it could have negative effects on student achievement. It is crucial to comprehend how teachers feel about the PA in schools because this will influence how effective it is Otieno, (2022). Teachers' views toward the system and their satisfaction with the system are closely correlated in an open performance review and appraisal process.

Phiri (2019) explained that discontent with the system may arise if the performance appraisal is perceived and regarded to be biased, irrelevant, or political. An important factor in the adoption and efficiency of the system is how teachers respond to the OPRAS. The attitude of the supervisors is just as important to the system as the supervisees' attitude toward the OPRAS Pinchler, (2019). The supervisor's attitudes and method of handling the process will have an impact on how well the appraisals are done. Teachers must, therefore, recognize the value of appraisals as a tool for improving their jobs and advancing their careers, just like any other employees. This was a concern on how OPRAS is perceived by teachers towards their work commitment in public secondary schools in Moshi District.

Despite all the expectations of OPRAS, there is still observable less teacher work commitment. Teachers' absenteeism, poor classroom management, lack of preparation, lack of assessment and feedback on students' work, and negative attitude towards students, administration and teaching professionals are indicators of low teachers' work commitment. Mwesiga and Okendo (2018) observed that committed teachers are determinants of quality education and academic performance of students or schools. However, teachers' commitment in Tanzania has been an issue of discussion because the expected results from education or schools are not effectively produced, for example, poor performance of students and schools experienced in several years. Arnold (2019) also established that absenteeism, sexual misconduct, corruption, unethical dressing and drunkenness among teachers contributed to low teachers' work commitment.

Malabwa et al. (2021) observe that teachers' professional misconduct was prevalent with some variation in terms of type, cause, frequency, work experience, and level of education in northern Tanzania. The aforementioned teachers' wrong-doing, including inappropriate approach towards students, corruption, unethical dressing and intoxication, highlights the issue of uncommitted teachers in secondary schools. This raises a question of how teachers perceive OPRAS in enhancing their work commitment. Therefore, this study explored the extent to which teachers perceive OPRAS in enhancing their work commitment in public secondary schools in Moshi District.

2. Statement of the Problem

The quality of education delivery services should be relatively superb, and teachers should be professional and committed to their work. They should provide the services with the heart to serve and teach students with respect and dignity and give them the attention and skills they need. They should strictly observe the oath they swore in and the professional code of conduct and work ethics. Kezala (2018) adds that teachers are expected to be comfortable with the conditions of service they are given together with support resources for their work. Despite all the efforts that the Government of Tanzania is putting in place to improve schools and ensure student enrolment, there are still complaints about low levels of teacher commitment in public secondary schools (Msabi, 2019).

Several studies have been done on OPRAS as an important tool for evaluating professional teachers' work commitment. For instance, studies by Lilian (2021), Rajakumar (2018), Gomathy (2022), and Padhya (2021) highlight the benefits of OPRAS, such as motivating workers through promotion opportunities, performance planning, discipline and integrity, promoting hard work, improving skills, knowledge, abilities, and capacities. However, from the review studies, not much was pointed out on the perception of teachers on OPRAS. Therefore, this study investigated how teachers perceive OPRAS in enhancing their work commitment in public secondary schools in Moshi District, Tanzania.

3. Research Question

How do teachers perceive OPRAS in enhancing their work commitment in public secondary schools in Moshi District?

4. Theoretical Framework

This study was guided by the Management by Objectives theory (MBO), propounded by Peter Drucker in 1954. It is one of the theories that have contributed to the grounds of organizational management. Management by Objective (MBO) is described as a process whereby the superior and subordinate jointly identify common goals and define each

major area of responsibility in terms of the results expected of him or her, and these measures are used as guides for operating the unit and assessing the contribution of each member. Management By Objective defines roles and responsibilities for the employees and helps them find out their future course of action in the organization (Maiti, 2020). There are some minimal disadvantages of MBO theory, such as ignoring other parts of the organization, such as the culture of conduct, workers' ethos and area of involvement and contribution, the strain on employees to meet the goals in time, and forgetting the process towards the goals. Still, MBO theory had value in guiding the study on how practical performance appraisal can influence professional teachers' commitment in public secondary schools in Moshi.

MBO outlines clearly what is expected of teachers and establishes objectives that can be measured. This makes it simpler for managers like heads of schools, DEO and TSC to evaluate teacher's performance and offer comments on their development. Management by objective (MBO) requires managers and teachers to communicate frequently to ensure that goals are being met and that any obstacles are addressed. This can improve communication within the organization and can also help to foster a culture of teamwork and collaboration. Setting goals and objectives that are challenging but achievable can help motivate teachers to work harder and perform better. The appraisal system is just one tool that can be used to support these activities of finding the practicality of the performance appraisal in managing teachers' work commitment in public secondary schools in Moshi District, Tanzania.

5. Review of Empirical Studies

Pawson (2019) conducted a study in the USA on teachers' perceptions of the effectiveness of teacher appraisal. Nine teachers were interviewed alongside two who led the appraisal. In addition, 16 teachers across both schools completed a questionnaire which provided important supplementary information despite the low return rate. The main findings from the data highlighted a disparity between how those with responsibility for appraisal perceived the overall effectiveness of appraisal and how teachers viewed it. The appraisal was presented in a positive light by appraisal leaders, with a significant emphasis placed on teacher development. The teachers appeared to agree that it was about development, but neither could evidence this. The study informed the current study on the consideration of the perception of the appraisal system to teachers' development. The previous study was done in the USA, where different cultures and levels of development were present, and the population used was based on teachers only. The current study was done in Moshi District, Tanzania, and involved public secondary school teachers, heads of schools, DEO, and the TSC secretary. The study used questionnaires and interview guides to collect data to find out how the practicability of OPRAS perception among teachers influences their work commitment.

Vijayakumar (2018) conducted a study on teachers' Perceptions of the effectiveness of performance appraisal in Matriculation schools in Kanchipuram District in India. The study revealed that half of the teachers of matriculation schools had a moderate level of perception about the effectiveness of performance appraisal. The teachers of matriculation schools were selected by using the random sampling technique. The questionnaire method was used to collect the data from 120 teachers of matriculation schools. The percentages were worked out to examine the socio-economic profile of teachers of matriculation schools. The mean and standard deviation were computed to assess teachers' perceptions of the effectiveness of performance appraisal in matriculation schools. The t-test and F-test were used to examine the difference between the socio-economic profile of teachers and their perception of the effectiveness of performance appraisal in matriculation schools. The previous study contributes to the current one since it worked on teachers' perceptions of the appraisal system. The study intended to value teachers' performance appraisal in relation to their social and economic differences, while the current study looked at the perception of teachers on OPRAS towards their work commitment in public secondary schools in Moshi.

In Nigeria, Abubakar (2022) came up with a study on Lecturers' perception of the appraisal system in public universities in Kwara state. The study population was 1,375 lecturers, while the sample was 300. It was revealed, among other things, that the principle of fairness was upheld in carrying out academic promotion, and the tripartite mandate of the university was adequately given consideration in carrying out academic staff promotion. The financial benefit was promptly attached to lecturers' promotion carried out in public universities in Kwara State. The previous study is interrelated with the current one since it showed the way performance appraisal is perceived by lecturers towards their work commitment from principles of fairness in carrying out academic staff promotion with financial benefits in Nigeria. That study was done by using university lectures in Nigeria, whereas this current study majors on the perception of teachers on OPRAS towards teachers' work commitment at the public secondary schools level in Moshi, Tanzania.

Kagema (2018) did research on the analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. The study employed stratified and simple random sampling methods, 46 secondary schools with 460 teachers in two counties in Kenya were taken as samples. The research found out that teacher appraisals influenced teacher performance. The study conducted in Kenya has informed the current researcher on the role of teachers' appraisal perception towards work commitment by using more than one variable, which are teacher remuneration, government policies, school administration, the school environment, and the school curriculum, whereby the current study worked on the perception of teachers on OPRAS towards work commitment of public secondary schools' teachers in Moshi District.

Lumenyera (2019) did a study on the effectiveness of performance review and appraisal systems in public ordinary secondary schools, a case of Tabora Municipality. The research involved a cross-sectional survey design, and data were drawn from 50 teachers in Tabora by means of a self-developed attitude questionnaire. Descriptive statistics was performed to determine frequencies, percentages, and mean and rank of the items studied. Data from focused group discussions were manually analyzed. The findings showed that the majority of teachers in Tabora Municipality have a negative perception of the effectiveness of the open performance review and appraisal system. In addition, generally, a few

of the teachers were found to be not sure how OPRAS can be made more effective for them. Knowing the previous study on teachers' perception of OPRAS assisted the current study in finding out more information on how to go about building positive perceptions among teachers. In the current study, more respondents were used to collect data. There are heads of schools, DEO, and TSC secretary, and the data were analyzed using the PSSS program to show the perception of teachers on OPRAS towards work commitment in public secondary schools in Moshi District.

Different studies which have been reviewed were conducted on the issue of secondary school teachers' appraisal by using OPRAS, especially on the general perception of it and its importance. However, the findings of different studies have, to some extent, covered the concern of the researcher since they have slightly shown the extent to which teachers perceive OPRAS in enhancing work commitment in public secondary schools in Moshi district, Tanzania. Therefore, the current study investigated the extent to which teachers perceive OPRAS in enhancing work commitment in public secondary schools in Moshi District, Tanzania.

6. Research Methodology

The study utilized a convergent research design within a mixed research methods framework, simultaneously collecting qualitative and quantitative data in a single phase (Creswell & Plano-Clark, 2018). The research aimed to determine the extent to which teachers perceive OPRAS in enhancing their work commitment in public secondary schools in Moshi District. The target population was 1239 teachers and 10 heads of schools from 10 public secondary schools, one DSEO and one TCS secretary. The sample population consisted of 1 District Secondary Education Officer (DSEO), 1 TCS secretary, 10 heads of schools (HoSs), and 124 teachers from public secondary schools. Probability and non-probability sampling techniques were employed, with a proportional stratified random sampling technique used to select 124 teachers, while a total population sampling technique was used to select 10 heads of schools, 1 DSEO, and 1 TCS secretary to make a total sample size of 136 respondents.

Qualitative data was collected using interview guides, while questionnaires were used to collect quantitative data from the teachers. To ensure validity, the research tools were reviewed by two research experts from Mwenge Catholic University to assess question relevance and language clarity and provide suggestions for improvement. The trustworthiness of the qualitative data was ensured through triangulation and peer debriefing. Descriptive statistics, such as frequencies, means, and percentages, were used to analyze the quantitative data using SPSS version 22, and the results were presented in tables. Qualitative data were transcribed, analyzed for emerging themes, and explained using supporting verbatim quotations.

7. Findings and Discussions

The study researched teachers' perception of OPRAS in enhancing their work commitment in public secondary schools in the Moshi District. Data to address this research question were collected from teachers who responded to the question in the questionnaire, while the TCS secretary, DSEO and HoSs responded to the question in their respective interview guides. For the case of teachers to report on this research question, a Likert Scale of ten items measured in a five-part scale was used. The researcher first inquired about the opinions, views, and experiences of Public secondary school teachers on how they perceive OPRAS towards enhancing their work commitment as the key informants in this study because they were mostly affected by the performance appraisal system and mostly targeted in work commitment. Table 1 presents responses from teachers who rated how they perceive OPRAS towards enhancing their work commitment. The rating scale used in the study ranged from one point (indicating strongly disagree) to five points (indicating strongly agree). The teachers' responses were quantified, and the mean scores were calculated and presented in table 1.

Statement	SD		D		U		A		SA		Mean
	f	%	f	%	F	%	f	%	f	%	
Filling out OPRAS motivates me to improve my work commitment	34	29.1	26	22.2	7	6.0	31	26.5	19	16.2	2.8
OPRAS process is fair and transparent to enhance my work commitment	49	41.9	19	16.2	3	2.6	28	23.9	18	15.4	2.5
An appraisal is accurately evaluated and recognized to improve my work commitment	39	33.3	22	18.8	5	4.3	22	18.8	29	24.8	2.8
OPRAS is consistent and reliable to enhance my work commitment	42	35.9	21	17.9	9	7.7	12	10.3	33	28.2	2.8
OPRAS is conducted using clear and specific criteria which improves my work commitment	46	39.3	16	13.7	5	4.3	34	29.1	16	13.7	2.6
Having the OPRAS process is linked to opportunities and development to make me more committed	25	21.4	36	30.4	10	8.5	26	22.2	19	16.2	3.2
OPRAS is a tool used to improve an organization's performance from an individual work commitment	45	38.5	18	15.4	5	4.3	22	18.8	27	23.1	2.7
Perceiving that OPRAS is for support as a result of my work commitment	37	31.6	19	16.2	13	11.1	28	23.9	20	17.1	2.8

OPRAS is conducted in a way that respects confidentiality and privacy, thus enhancing my work commitment	46	39.3	14	12.0	8	6.8	24	20.5	25	21.4	2.7
Comments from OPRAS are used for making teachers' recommendations	43	36.8	26	22.2	0	0.0	18	16.4	20	25.6	2.7
Grand mean											2.8

Table 1: Teachers' Responses on How They Perceive OPRAS towards Enhancing Their Work Commitment (N= 117)

Source: Field Data (2023)

Key: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree, F = Frequency, %= Percentage

Data in table 1 indicate that sample majority (51.3%) of teachers who were involved in the study disagreed on the item that filling OPRAS motivates them to improve their work commitment, while (42.7%) of teachers agreed on the item while (6.0%) were neutral about the item. This showed that there was a need to emphasize the value of OPRAS to teachers. Moreover, the researcher conducted an interview with heads of schools on the perception of OPRAS in enhancing their work commitment in public secondary schools. One head of the school said:

Most of the teachers perceive negatively in filling out OPRAS. I think this is because they don't believe that filling out OPRAS motivates them to improve their work commitment. If you tell teachers to fill out the OPRAS, they normally show negative responses while filling out the OPRAS forms (HoS 1; personal communication July 17th, 2023).

This means that teachers are not accepting the use of OPRAS as a motivating factor in enhancing their work commitment. The findings collaborate with Lumenyera (2019), whose findings show that the majority of teachers in Tabora Municipality have a negative perception of the effectiveness of the open performance review and appraisal system. This implies that most of the teachers who were involved in the study had a negative opinion of the whole process of filling out the OPRAS to motivate teachers.

Data in table 1 indicate that the majority (58.1%) of teachers who were involved in the study disagreed on the item that OPRAS process is fair and transparent to enhance my work commitment, (39.3%) of teachers agreed on the item while (2.6%) were neutral about the item. This implies that most teachers perceive negatively about the OPRAS process negatively if it is fair and transparent to enhance teachers' work commitment. Furthermore, the researcher conducted an interview with another head of school on how the OPRAS process is fair and transparent to enhance work commitment, and he had this to say: *Of course, the OPRAS process is fair and transparent to enhance work commitment to all teachers, but some of us as administrators, we do not want to make the process fair and open to our teachers. (HoS 2, personal communication 19th, July 2023).* According to the quote from the head of the school, the OPRAS process is not done fairly and transparently to enhance teachers' commitment to work. Some of the administrators limit the fairness and transparency of the process.

Also, the interview with the TSC Secretary revealed:

OPRAS is not a realistic method of increasing the commitment of teachers in schools since they are just filled in such a way that it can influence bias, whereby some of them will be appraised for results that are not realistic. Also, some of the heads of schools are not fair, especially when rating the level of their teacher's performance, which demotivates other teachers. (Interview with TSC Secretary 24th, July 2023)

This means that OPRAS is not an effective tool to increase teachers' work commitment in public secondary schools in Moshi District since it lacks fairness and transparency. The findings concurred with those of Abubakar (2022), whose study is interrelated with the current one since it showed how performance appraisal is perceived by lecturers towards their work commitment from principles of fairness in carrying out academic staff promotion with financial benefits in Nigeria.

Data in table 1 indicate that the majority (52.1%) of the teachers who filled the questionnaires in the study disagreed on the fact that appraisal is accurately evaluated and recognized to improve teachers' work commitment, (43.6%) of teachers who were involved in the study had agreed with the item while (4.3%) were neutral about the item. Furthermore, one of the heads of schools had this to say: *OPRAS is not the only way to evaluate teachers' performance because teachers are human beings. In this case, they do differ in terms of performance (HoS 5, personal communication, 18th July 2023).* This implies that appraisal is not accurately evaluated and recognized to improve teachers' work commitment. Therefore, this indicates that there is a need to find another way of measuring teacher's performance. During the document analysis guide, it was observed that since teachers devalued OPRAS, in some schools, teachers did not fill out OPRAS at all. However, those who filled them out did not do it accurately, and some of the heads of schools did not make any follow-up and evaluation of teachers' OPRAS. This justifies that OPRAS had no impact on teachers' work commitment.

Data in table 1 show that the majority (53.8%) of the teachers who filled out questionnaires in the study disagreed on the fact that OPRAS is consistent and reliable in enhancing teachers' work commitment, (38.5%) of teachers who were involved in the study agreed with the item while (7.7%) were neutral about the item. This implies that teachers do not believe that OPRAS is consistent and reliable in enhancing their work commitment. Therefore, this indicates a need to have another mechanism for measuring teachers' work performance.

Data in table 1 show that the majority (53%) of the teachers who were involved in the entire study had a negative opinion that OPRAS is conducted using clear and specific criteria which improve teachers' work commitment, (42.8%) of teachers who were involved in the study had positive opinion about the item while (4.3%) were neutral about the item. The findings imply that OPRAS is not conducted using clear and specific criteria, which improves teachers' work commitment. Through the document analysis guide, it was found that teachers and heads of schools are not aware of

OPRAS guidelines, which could have been used as a criterion to enable the entire process of OPRAS as a factor for improving teachers' work commitment. Pawson (2019) suggests that the appraisal system is important, especially in improving workers' commitment to specified tasks.

Data in table 1 show that the majority (51.2%) of the teachers who were involved in the entire study had a negative opinion on the statement that the OPRAS process is linked to opportunities and development to make me more committed, (38.4%) of teachers who were involved in the study had positive opinion about the item and (8.5%) were neutral about the item. The findings imply that the OPRAS process is not directly linked to opportunities and development to make teachers more committed. This also implies that teachers still believe that OPRAS has little to do with their general performance. *During the interview, one of the heads of the school said that promotion and development programs for teachers are not related and collaborative with teachers filling in OPRAS forms.* This implies that the promotion of teachers should consider other factors rather than OPRAS forms.

Data in table 1 show that the majority (53.9%) of the teachers who were involved in the entire study had a negative opinion on the statement that OPRAS is a tool used to improve an organization's performance from individual work commitment, (41.9%) of teachers who were involved in the study had positive opinion about the item while (4.3%) were neutral about the item. Furthermore, the researcher conducted an interview with heads of schools on this item, and one head of the school said:

Any institution is said to have good performance if and only if all of its workers are performing to a great extent. Our schools could perform very well in terms of national examinations if teachers believed in the OPRAS system. It is well-known that most of the teachers do not believe in OPRAS to enhance their work performance (HoS 3; personal communication, July 21st 2023).

This means that OPRAS, to a great extent, is not a tool used to improve an organization's performance from individual work commitment. Maiti (2022) suggests that there is a need for an open and transparent appraisal system in order to motivate and encourage workers to work hard within their organizations. Since teachers are the vehicles for effective performance in secondary schools, they must be encouraged through a fair and transparent appraisal system towards institutions' performance.

Data in table 1 show that the majority (47.8%) of the teachers who were involved in the entire study had a negative opinion on the statement that OPRAS is for support as a result of the teachers' work commitment, (41%) of teachers who were involved in the study had a negative opinion about the item while (11.1%) were neutral about the item. However, the researcher conducted an interview with heads of schools on this item, and one head of the school said that *a good system must help people perform their jobs perfectly. If the system is not working properly, it must be changed (HoS 5, personal communication July 20th, 2023).* This infers that teachers perceive negatively that OPRAS is for support, which results in work commitment.

Data in table 1 show that the majority (51.3%) of the teachers who were involved in the entire study had negative opinions on the statement that OPRAS is conducted in a way that respects confidentiality and privacy, thus enhancing teachers' work commitment, the minority (41.9%) of teachers who were involved in the study had a positive opinion about the item, and 6.8% were neutral about the item. This implies that OPRAS is not well-conducted in a way that respects confidentiality and privacy to enhance teachers' work commitment. This also implies that teachers still believe that OPRAS has little to do with their general work performance. During the interview with DSEO said that *the problem of teachers' OPRAS relies mostly on the confidentiality of the heads of schools (supervisors), whereby most of them are not doing it accordingly.* (DSEO Personal communication on July 24th 2023). This means that OPRAS confidentiality is not adhered to at the school level, which makes teachers devalue the use of OPRAS.

Data in table 1 show that the majority (59%) of the teachers who were involved in the entire study had a negative opinion on the statement that comments from OPRAS are used to make teachers' recommendations, while the minority (42%) of teachers who were involved in the study had a positive opinion about the item. The findings imply that comments from OPRAS are not used to make teachers' recommendations. This also implies that teachers still believe that OPRAS does not help them improve their general work performance.

8. Summary of the Findings

The study found out that a moderate number of teachers disagreed on various aspects related to OPRAS, including its ability to motivate them to improve their work commitment, fairness and transparency in the evaluation process, accurate evaluation and recognition of their performance, consistency and reliability of OPRAS, clear and specific criteria for evaluation, linkage to opportunities and development, and its effectiveness in improving the organization's performance. Interviews with school heads further supported the negative perceptions, with administrators limiting fairness and transparency and the lack of follow-up and evaluation of OPRAS by some heads of schools. The study also highlighted that OPRAS lacked clear guidelines and was not seen as a realistic method of increasing teachers' commitment. The findings indicated a need for alternative mechanisms of measuring teacher performance and emphasized the importance of a transparent appraisal system to accommodate all teachers to enhance their work commitment and improve organizational performance.

9. Conclusions

Based on the findings, the study concluded that teachers in public secondary schools in Moshi District, to a moderate extent, perceive negatively the fact that OPRAS enhance their work commitment in public secondary schools. Some teachers were against all researched items, such as filling out OPRAS motivates me to improve my work commitment, OPRAS process is fair and transparent to enhance my work commitment, the appraisal is accurately

evaluated and recognized to improve my work commitment, OPRAS is consistent and reliable in enhancing my work commitment, OPRAS is conducted using clear and specific criteria which improves my work commitment, OPRAS process is linked to opportunities and development to make me more committed, OPRAS is a tool used to improve organization's performance from individual work commitment, perceiving that OPRAS is for support as a result of my work commitment, OPRAS is conducted in a way that respects confidentiality and privacy, thus enhancing my work commitment. Comments from OPRAS are used to make teachers' recommendations.

10. Recommendations

Based on the conclusions, the study recommends that the government should come up with a practical mechanism to ensure that all teachers work effectively and efficiently in order to improve general organizational performance. The government should ensure the availability of required resources and a friendly working environment for teachers, hence appropriate ways of assessing workers to reduce bias among public workers, including teachers. The government should also make sure that the comments and recommendations given by some teachers to improve the system are worked on for improvement. Furthermore, the heads of schools should encourage all teachers to fill out OPRAS to bring harmony and improve job performance in their workplaces.

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