

Full Length Research Paper

Effects of Open Performance Review and Appraisal System on Improving Teachers' Professional practices in Public Secondary Schools: A Case Study of Temeke Municipality, Dar Es Salaam Region

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ABSTRACT: Open Performance Review and Appraisal System (OPRAS) was introduced in Tanzania for the purpose of assessing public servants work progress in 2004. Though OPRAS intended to improve teachers' professional practices in public schools, its implementation has proved failure or has never been completed in Temeke Municipality secondary schools due to the existence of educational challenges. OPRAS can support teacher professional development but its known little how this can be achieved. Therefore, this mixed research approach under convergent parallel design, thematic and descriptive analysis of data by the aid of MAXQDA 2020 analysis and SPSS version 20, aimed at investigating the effects of OPRAS towards improving teachers' professional practices in public secondary schools. The study involved 78 respondents: 71 teachers, 5 school heads and 2 WEOs. Data were assembled via open and closed-ended questionnaires, documentation review, unstructured face-to-face interviews and single focus group discussion. The study found that the concept of OPRAS is an essential mechanism in developing teachers' professional practices and uplifting students' performances. Teacher's practices OPRAS effectively, has improved professionally, and students perform excellent in National examinations. It was also found that, in some schools' teachers had inadequate or no knowledge and skills on using OPRAS. To these, the study recommended knowledgeable employed teachers and school heads who are proficiently in OPRAS implementation and school management or retrained through OPRAS seminars.

Keywords: Performance appraisal, OPRAS, teachers' professional

INTRODUCTION

Historically the term Performance Appraisal (PA) concept developed as the performance management (Prasad, 2014), and it was known as subjective appraisal based on the process of planning performance, appraising performance, giving feedback and counselling on employee to improve performance at work places. According to (Chwaya, 2013), PA is refers to a process of evaluating the performance and qualifications of the employees in relation to the requirements of the job for which he/she is employed. The formal employee appraisal is believed to

have been adopted for the first time during the First World War by the largest organizations, particularly in business field. In this period the USA army under Walter Dill Scott, utilized the terminology in form of merit rating, restricted to the hourly- paid workers. Therefore, an Employee appraisal was particularly commenced in United States of America, Canada and Botswana in Africa (Matimbwa and Mwasimba, 2018). Like other countries, Tanzania government adopted Open Performance Review and Appraisal System (OPRAS) in 2004. OPRAS replaced the Confidential Performance

Appraisal (CPA) system which was blamed for the poor employee performance and lack of accountability in public services. The government introduces new guideline and expected that it can facilitate to operationalize OPRAS for a more result-oriented public service (URT, 2011). OPRAS as an open, formal and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals (URT, 2011).

Therefore, in order to fulfil organizational goals and objectives, OPRAS should be implemented effectively to fit a particular organization (Tsii, 2016) in correlation to its resources available. This can inspire teachers to be efficient and committed to the teaching practices and thus produces excellent performance in both, the students and schools in general. Teachers cannot by any means determine the effectiveness of their professional practices and student performance, unless otherwise they put into consideration good planning and daily assessment.

Therefore, for better improvement of teachers professional practices the process of evaluating employee's behavior should be looked at as a reciprocal process or using a matrix perspective and not as a straightforward process (Ahmad, 2013). OPRAS form is a good mechanism which enables the employers and employees to provide and get feedback so as to improve performance at working place. It traces the effective implementation of teacher's accountabilities, challenges and provides recommendation given by evaluators to assist in improving teacher's performance appraisal practices in secondary schools. OPRAS enable the employers and employee in education sector to counterbalance daily endeavours through provision of feedback so as to improve teacher's professional practices. In this context, the main objective of this study is to assess the effects of OPRAS on teacher's professional practices in public secondary schools of Temeke municipality, Dar Es Salaam Region.

There are several studies have been conducted in Temeke Municipality about OPRAS but not much of the studies have focused on the effects of OPRAS on teachers' professional practices, especially in public secondary schools. For instance, in 2018 Chimazi evaluated the general practice of OPRAS in public secondary schools at Momba District but did not point out whether is looking the effect, benefits or effectiveness of the OPRAS. Some reviewed studies conducted on the effectiveness of PA and failed to analyze the effect of performance appraisal on teacher's professional practice (Fanuel, 2004). Hence the need for this study which aimed at investigating the effects of OPRAS on teachers' professional practices in Public Secondary Schools in Temeke Municipality Dar es salaam region. This was accompanied with three basic questions; how is the OPRAS implemented in secondary school?

How does OPRAS contribute to improve teacher's professionalism? And what are the strategies that will contribute to improve teacher's professionalism? Answers to these questions will add to current understanding on what OPRAS can do to support teachers' effectiveness in Temeke Municipality public secondary schools and elsewhere to teachers' experience similar challenges. The study findings may act as a catalyst in paving ways towards improvement of teachers' professional practices in public secondary schools in Temeke municipality, Dar es Salaam.

Literature review

According to the Public Service Act No. 8, Section 6(1) of 2002, OPRAS is a system of measuring employees' performance openly whereby a supervisor and subordinate sit together at the beginning of financial year, to plan and agree on performance and criteria based on agreed objectives. The programmer allows a supervisor and a subordinate at the mid and end of the year to assess the performance of employee. It is a continuous process which needs every person in an organization to be involved in the process of planning, implementing, monitoring review and taking action.

On the same line of thinking, (Johnson, 2000) argues that the Open Performance Review and Appraisal System (OPRAS) is an open, formal, and systematic procedure designed to assist both employers and employees in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals.

Nyaoga (2010) conducted research on the effectiveness of PAS in private Universities in Kenya, Kabarak University in particular. The study employed case design to analyze data. From the finding, it was revealed that PAS is the only tangible metric way by which an organization can know the level of performance of its diverse employees. Although most employees were aware of the type of PAS used in the private universities, such systems were not based on any serious formal purpose for which they were designed. The effectiveness of performance appraisal systems in the private universities were only based on training to the employees involved in the rating/appraising process and are multi-rating systems. The weakness of Nyaoga study focused on university employees and failed to provide clear analysis for secondary teachers. Therefore, current study assessed PAS practices for secondary school teachers in secondary schools, Temeke Municipality Dar Es Salaam Region.

Fanuel, (2004) studied on the effective management of PA function. The purpose was to determine and examine factors hindering the effectiveness of PA function in promoting efficiency and productivity at NIC in Tanzania. The data were collected from 83 respondents by using

documentary review, interviews, questionnaire and observation. The study discloses that the performance appraisal function at NIC was poorly performed. Employees were not aware of the programme, no feedbacks were provided, and only one appraisal instrument catered the whole organization. However, the study did not provide clear examination on the effect of PA on teachers' professional practices especially in secondary schools. Therefore, this study examined the contribution of PA on teachers' professionalism by looking at the implementation of PA and its challenges. In the same way, (Chambo, 2018) conducted a study on management of performance appraisal programme in Tanzania. The purpose was to assess how PA programme was managed in Kwimba District. The data were collected from 89 respondents both management and non-managerial employees. The results demonstrated that OPRAS was poorly performed. Some of the employees were not aware of the programme; no feedback regarding the performance was provided and that only one performance appraisal instrument caters for the whole council. The Chambo's study however sought employee's perception on PA and failed to address issues such as rater's knowledge and experience, supportive environment for effective implementation of PA.

Likewise, (Tsii, 2016) carried out a study on the role of PA on improving teacher's job performance systems on teacher's performance in Manyara region for the purpose of assessing teacher's evaluation, perception and knowledge on OPRAS that leads to effective teacher's performance in public primary and secondary school. His study recommended that OPRAS should be implemented effectively to fit a particular organization' in order to fulfill organizational objectives. The study did not address challenges face school administrators toward implementation of PA. Chimazi, (2018) evaluated the OPRAS on public secondary school teachers at Momba District Council and confirmed that supervisors have an imperfect knowledge of OPRAS as seen in low level of understanding of OPRAS. He further noted that the supervisors set objectives without involving the supervisees which is contrary to the OPRAS guidelines. Therefore, the studies reviewed above mainly assessed the effectiveness of OPRAS/PA and how it is implemented in schools. However, none attempts to assess how OPRAS contributes to the improvement of teacher's professional practices. Based on research objectives and research questions, this study, therefore, bridges the knowledge gap by investigating the effects of OPRAS on improving teacher's professional practices in secondary schools in Temeke municipality.

METHODOLOGY

This study adapted mixed research approach under which convergent parallel design was applied.

Data were collected through unstructured face to face interview, single focus group discussion, open and closed ended questionnaires. The study was conducted in five selected secondary schools at Temeke Municipality Dar es Salaam Region. The sample size was 78 respondents comprised 2 WEO, 5 Heads of school and 71 teachers. The study used two categorical techniques in selecting sampling; purposive and simple random respectively. The purposive sampling technique was used to select 5 heads of schools and 2 WEOs based on the researcher's assumption that they have proper information related to the study. While the use of simple random sampling applied to secondary school teachers to avoid biasness and ensures that each member of the target population had right and equal opportunity to be involved in the sample participation. Quantitative data was analysed via descriptive statistics, where qualitative data was thematically analyzed.

RESULTS AND DISCUSSION

The implementation of OPRAS in public secondary schools

This is one of the objectives discussed in the study. It aimed at investigating the implementation of OPRAS activities in public secondary schools in Temeke Municipality. The findings are presented on (Table 1). Regarding these explanations and the surveyed data on (Table 1), 11(15.5%) of respondents were not capable of utilizing OPRAS, 32(45.1%) of respondent's rates can moderately utilize the OPRAS and 28 (39.5%) were effectively capable to utilize OPRAS in implementation at secondary schools in Temeke municipality. This implies that, more than a half of the respondent's secondary school teachers in Temeke Municipality, Dar Es Salaam region had inadequate or no knowledge and skills on using OPRAS. In the question of receiving feedback after assessment, 24 (33.8%) of respondents strongly disagreed/disagreed, 16 (22.5%) were moderately accepted and 14(19.7%) strongly agreed. This signifies to appraisers that they are necessitated to provide feedback to all appraise in order to avoid the issue of biasness that might indulge peoples' mind.

With reference to the statement of supervisor using more than one assessment tool for teachers, the results highlighted that 20 (28.2%) strongly disagreed/disagreed, 16 (22.5%) of respondents were moderately, and 35 (49.3) of respondents were strongly agreed/agreed with the statement. In viewing these outcomes, it can be said that supervisors using single tool might have no supportive mechanism for implementing OPRAS in school and may lack sufficient knowledge and skills.

However, the effectiveness of OPRAS forms to teachers indicate that teachers in schools utilize OPRAS effectively despite some schools' teachers are not

Table 1: Knowledge and skills measurement towards implementation of OPRAS.

Statement	Indicator(s)	Frequency	Percentages
I can utilize OPRAS effectively	Strongly Disagree	3	4.2%
	Disagree	8	11.3%
	Moderate	32	45.1%
	Agree	22	31.0%
	Strong Agree	6	8.5%
I have supportive mechanism for implementing OPRAS in school	Strongly Disagree	2	2.8%
	Disagree	15	21.1%
	Moderate	21	29.6%
I receive feedback after assessment	Strongly Disagree	13	18.3%
	Disagree	11	15.5%
	Moderate	16	22.5%
	Agree	17	23.9%
	Strong Agree	14	19.7%
I do enjoy assessment process	Strongly Disagree	10	14.1%
	Disagree	11	15.5%
	Moderate	22	31.0%
	Agree	20	28.2%
	Strong Agree	8	11.3%
Supervisor use more than one assessment tool for us	Strongly Disagree	8	11.3%
	Disagree	12	16.9%
	Moderate	16	22.5%
	Agree	26	36.6%

Source: Researcher, 2021

Table 2: Reviewed documents and general remarks during data collections as per School D								
S/N	Document reviewed	Year	Availability	Number of	Filled Forms		%	General Remarks
				documents	Complete	Incomplete		
		2018	✓	25	10	15	40%	Satisfactory
1	OPRAS	2019	✓	25	8	17	32%	Poor
		2020	✓	30	11	19	37%	Poor
2	Lesson Plan	April to May '21	✓	8	3	5	38%	Poor
3	Scheme of Work	April to May '21	✓	6	6	0	100%	Excellent

Source: Researcher, 2021

effective. For instance, the reviewed documents in school D, (Table 2) below, it was demonstrated that teachers do not utilize OPRAS effectively in teaching practices at secondary school, where in 2018, it was noted satisfactory with 40%; in 2019 to 2020 the rate showed variation of 32% (poor) and 37% (poor) respectively.

This enforces the researcher to make thorough observation on students' performance in school D, and discovered that the poorly performed school in OPRAS practicability, also performed poor compared to school E in Tanzania National Examination Results, 2019 – 2020 as it is shown in (Tables 3 and 4) respectively. The study also revealed that teachers in school E utilize OPRAS forms in evaluation process while in school D above,

majority of teachers neglect it. This is clearly shown on (Table 3) to verify the facts. The findings on (Table 3) confirmed that teachers in school E, at Temeke Municipality utilize OPRAS effectively. The study indicates that in the year 2018 - 2019 teachers completed OPRAS forms in 80% (excellent) consecutively, while in 2020, it was noted drastically change, which shows only 58% (satisfactory) teachers accomplished their OPRAS forms effectively. This might be contributed by COVID 19 eruption that forces all Tanzania schools including secondary schools to be closed down for a while by the announcement of the Prime Minister, Kassim Majaliwa on 17th March, 2020.

In both schools, teachers had prepared scheme of work

Table 3: Reviewed documents and general remarks during data collections as per School E

Document		No of documents		Filled Forms		Percentages	General
Reviewed	Year	Availability	Observed	Complete	Incomplete		Remarks
OPRAS	2018	•	15	12	3	80%	Excellent
	2019	•	10	8	2	80%	Excellent
	2020	•	12	7	5	58%	Satisfactory
Lesson Plan and scheme of work	April to May '21	•	5	3	2	60%	Good
		•	8	8	0	100%	Excellent

Source: Researcher, 2021

Table 4: CSEE 2019 - 2020 Tanzania National Examination Results in School "D" and "E".

DIVISION PERFORMANCE SUMMARY 2019: SCHOOL "D"					
SEX	I	II	III	IV	0
F	0	2	9	134	91
M	0	0	7	57	77
T	0	2	16	191	168
DIVISION PERFORMANCE SUMMARY 2019: SCHOOL "E"					
SEX	I	II	III	IV	0
F	0	15	18	54	14
M	0	14	20	41	23
T	0	29	38	95	37
DIVISION PERFORMANCE SUMMARY 2020: SCHOOL "D"					
SEX	I	II	III	IV	0
F	0	1	6	116	47
M	0	0	3	59	74
T	0	1	9	175	121

Source: Researcher, 2021

by 100%, though it was discovered that 60% satisfactory results noted in school E and school D lag behind with poor indication of 38% for teachers who prepared lesson plan accurately. This again inspired the necessity of investigating the National examination results of both schools.

The findings from (Table 4) indicate that, in the year 2019; 168 (school D) got division "0" while 37 (school E), had division "0". The students who could continue to form five in school D were 18 while in school E student succeeded to attain form five grade were 67. In the year 2020, 10 students in school D, succeeded to get form five grade while in school E, 34 students performed with grade five results.

Therefore, it can be concluded that teachers in school D might be among those who neglect OPRAS forms with no reasonable arguments. Therefore, the findings in (Tables 2 and 3) above, implies that filling OPRAS forms has greater impact to both teachers and students' performances in secondary schools.

This is also associated with the interview carried to head of school, which revealed that, there is a mutual concern between school head and teacher on the matter of teaching process. Head of school in school E when interviewed stated that; "the assessment of teacher's

evaluation is done through objectives set by individual teacher in a specific duration, such as six or 12 months. All matters about teaching and learning process including preparation of lesson plan, scheme of work, lesson notes are assessed accordingly".

Furthermore, the other WEO highlighted the good collaboration with head of schools and other education stakeholders to ensure the availability of school facilities to teachers and said, "in my work, I managed to invite the education stakeholders, who contributed photocopy machines and other school facilities for the purpose of fostering the implementation of OPRAS plans and objectives". This is contrary to different researchers like (Chwaya, 2013), who affirmed the existence of insufficient knowledge to teachers, lack of trust to evaluators (Tsii, 2016) and thus, poor functioning of OPRAS in Tanzania (Chambo, 2018). Therefore, the government should look into this situation profoundly and find suitable solutions.

The study revealed teachers who were absent from school with no reason and those who got permission from the head of school. In a school E, teacher's absenteeism is challenging the administrative performance. Therefore, teachers are requested to accomplish the syllabus using extra period when they come back to school.

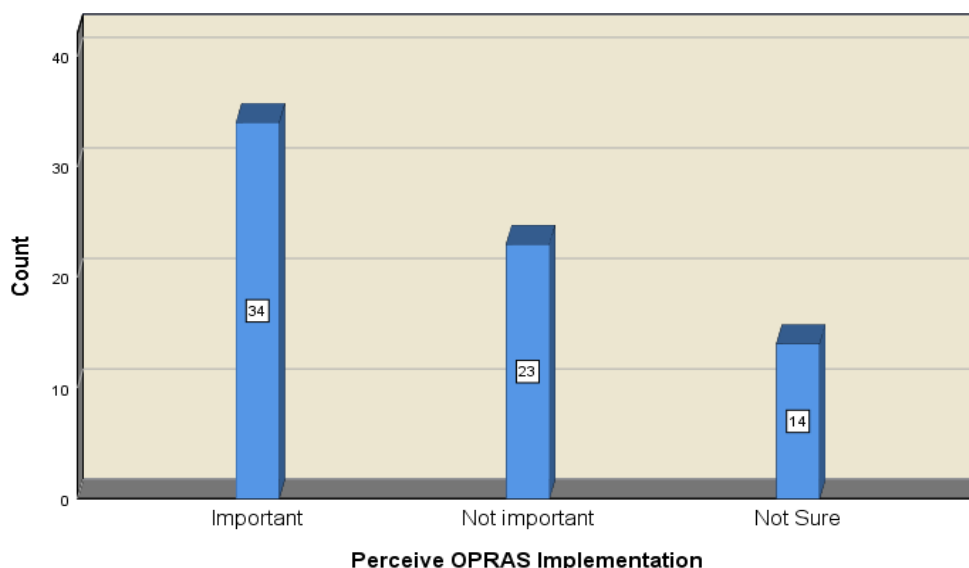


Figure 1: The outcomes of OPRAS on teacher's professional practices in secondary school.

It is obvious that, this challenge deteriorates school performance and hinders the development of teacher's professional practices in secondary schools.

Outcome of OPRAS on teacher's professional practices

The study sought to establish the effects of OPRAS on teacher's professional practices to examine the general outcomes for better improvement of teachers' professionalism. The four questionnaires were set to gather data from public secondary school teachers and the findings are presented on the following (Figure 1). Figure 1 indicates that 34 respondents perceive OPRAS implementation as good mechanism that assist to improve teacher's professional practices, while (Chimazi, 2018) supported the same incidents with 21(70%). The 23 respondents argue OPRAS implementation in a negative perception in regards to teachers' professional practices and only few, who are 14 out of 71 respondents were not sure whether it is important or not hence they do not understand the importance of OPRAS practices in public secondary schools. The outcomes are strongly associated with inadequate motivation and insufficient knowledge and skills of the system. This justifies that teacher's knowledge and skills on the implementation of OPRAS in secondary school is essential element towards understanding the essential aspect of it for good performance of the school. Figure 1 indicated teachers' response on the significance of OPRAS. Thus, the study also speculates if at all teachers receive feedback after

the assessment to improve their professional practices in (Figure 2). Figure 2. indicates that 27(38.03%) respondents disagreed with 0% that teachers are involved in feedback process while 2(2.82%) respondents agreed with 100% on teacher's involvement to feedback process. Similarly, the studies conducted by (Nchimbi, 2019) 63.8%; (Tsii, 2016) 61.0%, also revealed the dissatisfaction of supervisees on receiving feedback from their supervisors. Moreover, Tsii, (2016) noted 90.0% of respondents not to be given feedback for their performance appraisal in improving job performances. Since the majority of respondents disagreed, it depicts that the evaluators in Temeke Municipality secondary should provide feedback to teachers as it assists them to improve during the implementation of OPRAS that may enriches teacher's professional practices.

In this study, teachers, head of schools and WEOs were assessed to find out the positive impact of OPRAS to teachers' professional practices in secondary school in Temeke municipality. The findings show that OPRAS form is a good mechanism which enables the employers and employees to provide and get feedback so as to improve performance at working place. It traces the effective implementation of teacher's accountabilities, challenges and provides recommendation given by evaluators to assist in improving teacher's performance appraisal practices in secondary schools. Concerning this, one WEO commented that "OPRAS, other than being a way of assessing employees, it provides motivation to the best performed teachers at the end of the term or year. This influence and encourages others to work hard in their professional practices".

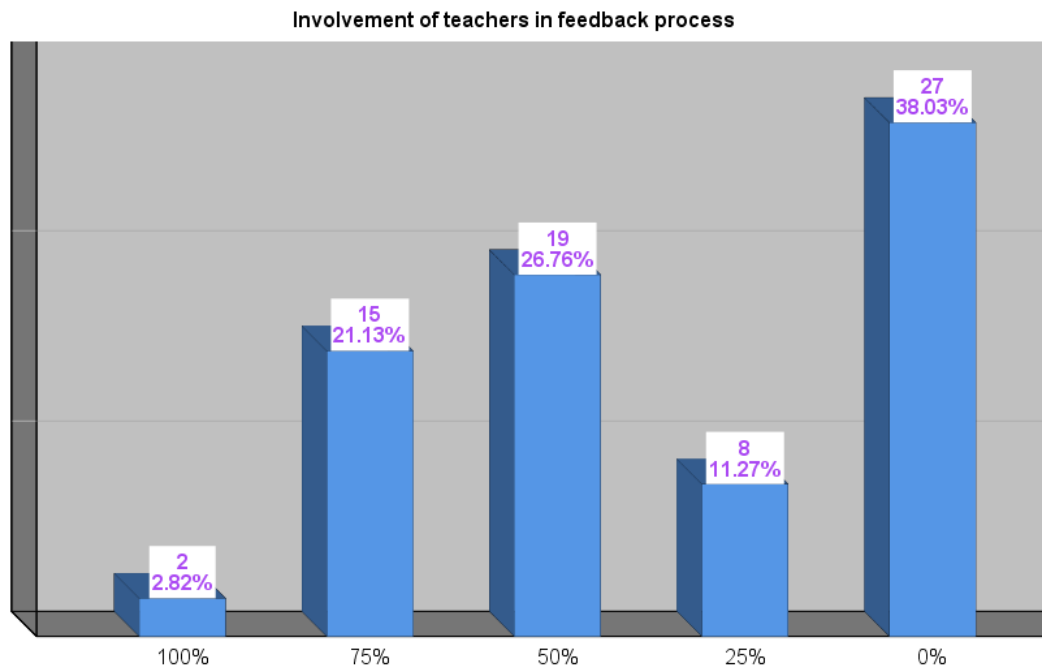


Figure 2: Extent of involving teachers in feedback. Source: Researcher, 2021.

Challenges on the implementation of OPRAS in secondary schools

In this study, the researcher sought to analyze how these challenges affect teacher's professional practice regarding the OPRAS forms. Teachers indicated challenges as summarized in the (Table 5). From (Table 5), it was found that 43.7% (31) strongly agree that there is a burden of assignments due to student's overcrowdings which hinder the well professional practices of teachers in relation to OPRAS forms. It means that teachers cannot afford to complete their teaching plan on a fixed time because they spend a lot of time to mark students' exercise books and make them understand the subject. 31.0% (22) respondents, in this study revealed the existence of poor conducive environment (Mhando, 2016) for teaching and learning. (Mkumbo, 2012) (Almas, 2014) and (Mdeme, 2014) urged that this situation causes de-motivation and dissatisfaction in working places, and thus poor performances. According to research by (Matete, 2016) some teachers refused to sign the OPRAS contract due to similar challenges pointed under study. For instance, one respondent said, "I cannot accept signing the contract because my work environment is very difficult and we have a big number of pupils in the classrooms who sit on the floor" (Matete, 2016).

These challenges discourage teachers to carry out their responsibilities effectively and practice their professional accordingly. 35.2% (25) strongly agree with the statement of shortage of teaching and learning resources. Lacking teaching and learning materials can contribute to the failure of teachers planning and teaching practices, which in turn may lead to poor performance for both teachers and students. 33.8% (24) implies that teachers had poor perception of OPRAS as a fixed tool for promoting their professional practices. This may demonstrate that the administrators in Temeke Municipality do not utilize OPRAS comments when promoting teachers. This discourages teachers to work hard and reduces OPRAS meaningful setting objectives (United Republic of Tanzania, 2011). Additionally, 8.5% (6) strongly disagree, and 23% (17) disagree with insufficient support from administrators shows direct that the secondary school administrators had good cooperation with their subordinates in fulfilling the implementation of OPRAS activities. However, there is a good number 38.0% (27) moderate, 25.4% (18) agree respondents who argue on the same issue, which conclude that there is inadequate support from administration while implementing OPRAS activities in public secondary schools.

Similarly, in the interview with the head of schools, heads of school E stated that, say, "The existing insufficient cooperation and communication between

Table 5: Perception of teachers on challenges related to the implementation of PRAS.

	Strongly Disagree		Disagree		Moderate		Agree		Strong Agree	
	Frequency	Percentages	Frequency	Percentages	Frequency	Percentages	Frequency	Percentages	Frequency	Percentages
Shortage of teaching and learning resources	1	1.4%	7	9.9%	18	25.4%	20	28.2%	25	35.2%
Poor and inadequate appraisal knowledge and rules to teachers.	5	7.0%	18	25.4%	17	23.9%	20	28.2%	11	15.5%
Insufficient support from school administrator	6	8.5%	17	23.9%	27	38.0%	18	25.4%	3	4.2%
Burden of assignments due to students' overcrowdings	3	4.2%	6	8.5%	12	16.9%	19	26.8%	31	43.7%
Poor conducive environment for teaching and learning	2	2.8%	3	4.2%	13	18.3%	31	43.7%	22	31.0%

Source: Researcher, 2021

supervisors and supervisees makes some teachers perform their work with difficulties or sometime without supportive documents such as lesson plan and teaching aids during assessment process". It is therefore indicated that implementation of OPRAS requires strong mutual collaboration between teachers and supervisor. The evaluator is a vital tool in the implementation of OPRAS. Therefore, there is a greater demand to carry out some further research on how the administrators affect the implementation of OPRAS in relation to teacher's professional practices. This might pave the way towards improving teacher's professional practices in secondary schools.

Possible solution for OPRAS's best practices

The respondents identified on-going formation and teachers' motivation as the main factors that may accelerate professional improvement of teaching practices in public secondary schools. The best practices for effective implementation of OPRAS in secondary schools were addressed by teachers, WEO and heads of schools as follows:

(a) Provision of teachers training and seminars on OPRAS forms will assist teachers to be more effective in implementation process.

(b) Teacher's motivation and rewards in relation to OPRAS can inspire them to work hard and thus improving their professional practices.

(c) Sufficient teaching and learning materials are crucial element in effective planning and implementation of OPRAS in public secondary schools.

(d) Provision of good conducive environment is a necessary.

(e) Mutual cooperation between supervisors and supervisees may eliminate the biasness and unfairness between the two.

(f) Construction of more classes to reduce student's congestion in public secondary schools is important.

(g) Application of more than one instrument in assessment process is better.

(h) Provision of feedback to teachers on timely manner is important.

Conclusion and recommendations

The purpose of this study was to assess the

effects of OPRAS on teachers' professional practices in public secondary school in Temeke Municipality. The study concluded that teachers need more training on how to implement OPRAS effectively in Temeke public secondary schools. The researcher believes that sufficient education on OPRAS can assist in improving teacher's knowledge and skills in filling OPRAS forms without missing them by the majority teachers as it has been indicated in chapter four. The study also revealed that insufficient teaching and learning facilities, lack of feedback and motivation are the aspects, which hinder the effective implementation of OPRAS and in turn, affect teacher's professional development practices. The contribution of the findings may be a catalyst instrument for policy makers and education stakeholders to administer the existing situation for better improvement of teacher's professional practices, students' achievements and raise public secondary schools' performance in general. Regarding the effective implementation of OPRAS activities in Temeke Municipal secondary schools, the researchers recommend the following: first, heads of school be trained for OPRAS implementation and human resource

management. This may enable them to mentor teachers who have little or no knowledge on OPRAS and enhance the implementation process. Second, the competent heads of school, may provide fair and suitable assessment to teachers while giving out feedback to subordinates, and be capable determining emerged challenges in schools. Third, training may also help to improve communication among staff; supervisors and supervisees for better improvement of teachers' professional practices. Fourth, concerning challenges encounter teachers on the implementation of OPRAS activities in Temeke Municipality, it was recommended that, heads of schools make use of allocated budget effectively, to find means for better improvement of secondary school facilities, provision of teachers' motivation and running short seminars for upgrading teachers' knowledge on OPRAS and other academic matters that aimed at improving teachers' professional practices.

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