

**EFFECTIVENESS OF OPEN PERFORMANCE REVIEW AND
APPRAISAL SYSTEM IN IDENTIFYING TRAINING NEEDS:
THE CASE OF PRESIDENT OFFICE-PUBLIC SERVICE
MANAGEMENT**

**By
Mpanda Isaya**

**A Dissertation submitted to the School of Public Administration and
Management for the Requirement to fulfillment of the Master Degree
in Public Administration (MPA) of Mzumbe University.**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for the acceptance by the Mzumbe University, a dissertation entitled **Effectiveness of OPRAS in Identifying Training Needs: The Case of President Office Public Service Management, Dar es Salaam**, in partial fulfilment of the requirements for the award of the Degree of Master of Public Administration of Mzumbe University.

Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of.....

DEAN/DIRECTOR, FACULTY/DIRECTORATE/SCHOOL/BOARD

DECLARATION

AND

COPYRIGHT

I, Isaya Mpanda, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature

Date

©

This report is a copyright material protected under the Berne Convention, the Copyright Act 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be reproduced by any means in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without the written permission of Mzumbe University, on behalf of the author.

DEDICATION

This work is dedicated to my farther Mr. Hilmar Paul Mpanda and my mother Elizabeth Romwald Kipengele, who enabled me to see the light, value and force of knowledge and showed me how to walk in life.

ACKNOWLEDGMENTS

The success of this dissertation involved many people as well as a number of institutions. To them I extend my fraternal gratitude since it is not easy to mention all of them, it would be ungrateful to me if I do not mention those whose assistance contributed greatly to the final dot of my thesis.

First and foremost, I give an honor to the God, the head of my life. I would like to thank Him for the unmeasurable blessings that he has given me. I thank Him my Lord for woke up me each morning and turning my dark rights into brighter days. You have truly made me a way out no way. This is forever my prayer.

Secondly, I must mention with deep gratitude to my supervisor Mr. Gervas Kolola for his perseverance and scholarly guidance together with his brilliant comments, which were very crucial for me at every stage. To him I am heavily indebted.

Lastly, I would like to express my gratitude to my brothers and sisters who pitched in to help and support me. Thank you for all you have done.

LIST OF ABBREVIATIONS

CACRS	-	Closed Annual and Confidential Report System
DAHRM	-	Director of Administration and Human Resource Management
HR	-	Human Resource
OPRAS	-	Open Performance Review and Appraisal System
POPSM	-	President Office Public Service Management
SPSS	-	Statistical Package for Social Science
TNA	-	Training Need Analysis
URT	-	United Republic of Tanzania

ABSTRACT

Open Performance Review and Appraisal System (OPRAS) was introduced by PO-PSM in 2004 as the system for managing performance in public service. This system replaced the Closed Annual Confidential Report System (CACRS) which was limited and largely generated one side information on employee performance, hence poor help in identification of employees training needs.

The idea of needs analysis in the world today enjoys more support than ever before. This support comes from various sides and is of a varying nature and quality, there are social and economic forces that, in principle, accept the idea. Despite the fact that training or staff development in Tanzania emphasizes on the need of organization to carry out effective training needs analysis before implementation of training, very little have been achieved as there is no common way for Training Need Analysis.

This situation therefore calls for a study to examine the Effectiveness of Open Performance Review and Appraisal system as the base for identifying training needs in public sector. A case study design was used and a sample of 114 respondents from PO-PSM. The data collection tools were used such as 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, To investigate the involvement of employees in OPRAS process and to find out the roles of performance measurement in TNA. The sampling techniques used were stratified, simple random and purpose sampling. The general findings revealed were OPRAS generate useful data for TNA but there are number of problems which could hinder effective identification of training needs. These includes inadequate use of OPRAS and ineffective involvement of employees in OPRAS practices. So it was recommended that the management in public sector should make use of OPRAS data and information in identifying training needs.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
LIST OF ABBREVIATIONS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION OF THE STUDY	1
1.1 Introduction	1
1.2 Background of the Problem	1
1.3 Statement of the Problems	3
1.4 Objective of the Study	4
1.4.1 General objective	4
1.4.2 Specific objectives of the study	4
1.5 Research Questions	4
1.6 Significance/ Utility of the Study	4
1.7 Delimitation of the Study	5
1.8 Limitations of the Study	5
1.9 Organization of the Study	5
CHAPTER TWO	7
LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Theoretical Literature Review	7
2.2.1 Overview of the concept of training	7
2.3 Why Training Need Analysis	8
2.4.2.2 Annual review	10
2.4.3 Attributes of good performance	10
2.4.4 Job description	10

2.5 Utilization of OPRAS Data.....	10
2.6 Involvement of Employees in OPRAS Process	12
2.7 Methods which are Used to Identifying Training Needs of an Employee.....	13
2.8 Identifying training needs	15
2.9 Performance Measurement.....	16
2.10 Process of Performance Measurement	16
2.10.1 Establishing performance standards.....	17
2.10.2 Communicating the standards	17
2.10.3 Measuring performance	17
2.10.4 Comparing the actual with the standards	18
2.10.5 Discussing the appraisal and sign off.....	18
2.10.6 Taking corrective actions	18
2.11 Goal Setting Theory	20
2.12 Empirical Literature Review	21
2.13 Conceptual Framework	22
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Research Design.....	25
3.3 Population of the study	25
3.4 Area of Study	26
3.5 Sample and Sampling techniques	27
3.6 Stratified sampling	27
3.7 Sample Size.....	27
3.8 Sampling Procedure	27
3.9 Sampling Techniques	29
3.9.1 Simple random sampling.....	29
3.9.2 Purposive sampling	30
3.10 Data Collection Methods	31
3.10.1 Primary data collection	31
3.10.1.1 Questionnaire	31
3.10.1.2 Interviews.....	32

3.10.2 Secondary data collection	32
3.10.3 Documentary reviews	32
3.11 Data Processing and Analysis Methods	33
3.11.1 Data processing	33
3.11.2 Coding	33
3.11.3 Data analysis	33
3.11.4 Editing	34
3.11.5 Classification.....	34
3.11.6 Tabulation	34
CHAPTER FOUR.....	35
FINDINGS AND DISCUSSION	35
4.1 Introduction	35
4.2 Respondents Distribution by Sex	35
4.3 Respondents distribution by level of education	36
4.4 Respondents Distribution by Experience in Working.....	37
4.5 Utilization of OPRAS Data in Training Need Analysis	38
4.5.2 The extent in which OPRAS data are used in TNA.....	39
4.5.3 Involvement of employees in OPRAS practices	41
4.6 Involvement of Employees in OPRAS Process	41
4.6.2 Involvement of employees in job description	42
4.6.3 Involvement of employees in performance feedback	42
4.6.4 Involvement of employees in the performance discussion	43
4.7 The Roles of Performance Measurement in Identifying Employee’s Training Needs	44
CHAPTER FIVE.....	46
DISCUSSION	46
5.1 Introduction	46
5.2 Utilization of OPRAS Data in Identifying Training Needs	46
5.3 Involvement of Employees in OPRAS Process	47
5.4 The Roles of Performance Measurement in Identifying Training Needs	47

CHAPTER SIX	49
SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY	
IMPLICATIONS	49
6.1 Introduction	49
6.2 Summary	49
6.3 General findings	49
6.4 Conclusions	50
6.4.1 Utilization of OPRAS data in TNA	50
6.4.2 Involvement of employees in OPRAS process	50
6.4.3 The roles of performance measurement in TNA.....	50
6.5 Recommendations	51
6.6 Policy Implications	51
6.7 Area for Further Research	52
REFERENCES.....	53
APPENDICES	57

LIST OF TABLES

Table 3.1 shows the population of the study.....	26
Table 3.2 Sampling procedure	28
Table 3.3 Sample size distribution	28
Table 3.4 Randomly sampled.....	30
Table 4.1 Respondents distribution by sex	35
Table 4.2 Respondents Distribution by Level of Education	36
Table 4.3 Respondents Distribution by Experience in Working.....	37
Table 4.4 Responses in relation to level of education on whether OPRAS data are useful in identifying training needs.....	39
Table 4.5 The extent in which OPRAS data are used	40
Table 4.6 Methods used to conduct TNA in POPSM	40
Table 4.7 Responses in relation to sex	42
Table 4.8 Responses in relations to sex	42
Table 4.9 Responses in relation to sex	43
Table 4.10 Responses in relation to sex	44
Table 4.11 The role of performance measurement in identifying employee’s training needs.....	45

LIST OF FIGURES

Figure 2.1: Identifying Training Needs.....	15
Figure 2.2 The Performance measurement model	19
Figure 2.3 Conceptual Framework.....	23
Figure 4.1 Respondents distribution by sex	36
Figure 4.2 Respondents distribution by level of education.....	37
Figure 4.3 Respondents distribution by experience in working.....	38

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter is an introduction of the study. It consists of nine sections namely background of the problem, statement of the problem, objectives of the study, the research questions, significance of the study, the scope/ limitation of the study, delimitation, and lastly is organization of the study.

1.2 Background of the Problem

Identifying needs for training of human resources become the most important activity in assessing the gap between the knowledge skill and attitudes that people in the organisation currently posses and the knowledge skills and attitudes that required in order to meet job and organisation objectives (Gupta, 2003).

Tanzania is one of the least developed countries faced with a shortage of trained citizens to meet the country demand especially soon after independence. The reason behind this is that colonialist did not train enough citizens to take their position after independence. Mutahaba et al (1993) points out that the colonial government in Africa were not interested in developing a local cadre of qualified personnel to take over the administrative responsibilities upon their departure.

Following a shortage of qualified manpower at independence, the Tanzania government has been investing in human resource training so as to overcome the problem and improving performance management in public services. The government established Public Service Reform Programmes. Performance Management is implemented in phases as a components of PSRP. Phase one of the programme performed between years 2002-2004, inter-alia dealt with installing performance management system. One of the programme components is performance management. In order to achieve that strategic objective, the performance introduced open appraisal, as an intervention.

Instituting performance management culture (2005-2008) is the second phase of the programme. During this phase results oriented management practices including the cascading of objectives with ministries performance contracting and performance

appraisal system was extended throughout the public financial management systems and closer linkages between budget and performance objectives is concern.

The last phase is instituting quality improvement cycles. This was launched in 2009. Among other things, the phase focused introduction total quality management through quality improvement cycles. By the end of phase client orientation and accountability for result was became the norms. An efficiency delivery review programme designed to encourage continuous improvement in services delivery which have been extended throughout the service.

Despite the fact that The Government Notice No. 168 (2003) URT emphasized on the need for organizations to carry out effective training need assessment, but very little has been achieved. This is because training in most public sector are undertaken without systematic and orderly way of identifying training needs. This was revealed by different research done on the subject. Example the research done by Mahuwi (2005) on the topic training need assessment in public sector in Tanzania national insurance corporation (NIC) as a case study reveled that there was no any systematic and orderly way done to identify training needs before undertaken employees training.

According to Byers and Rue (1997), the purpose of training needs assessment is to identify performance requirements of needs within an organization in order to help direct resources to the area of greatest need, that closely relate to fulfilling the organization goals and objectives, improving productivity and providing quality products and services.

Armstrong (1992) categorized two method of carrying out training needs assessment. These are job requirement and individual requirement. Under individual requirement employee performance deficiency may be identified by comparing actually performance with the minimum acceptable standard of performance or by comparing on evaluation of employee proficiency level required for each skill. The performance of employee may be identified through Open Performance Review and Appraising System (OPRAS).

From the literature review the researcher found that many studies have been conducted on the effectiveness of performance appraisal in organization; but only a handful have been conducted on the effectiveness of OPRAS in identifying training needs. Thus there is a knowledge gap on the subject matter that this study aims to fill.

As study done by Kande (2005) on OPRAS revealed that the introduction of open performance review and appraising system enabled the management to identify potential employees for the future training carrier and appointment.

The OPRAS system is conducted using the form TFN, 832. The form should have the performance agreement between employee and his / her supervisor which shows the performance objectives of an individual employee concern as related to the organizational objectives. It should have also the criteria to achieve the targeted goals objective and the resource available on performing that objective. A comprehensive picture of areas for current potential and shortfall of individual employees is identified. This generated information is vital for determining training programme.

1.3 Statement of the Problems

The government notice no 168 (2003) URT, Pg 57 direct that every employer shall be responsible for training and development of his / her staff and shall introduce a staff development programmes for the public servants.

The notice specified sequence of steps to be followed and how training should be implemented. These steps are grouped into five phases namely, need assessment, instructional objectives, design, implementation and evaluation.

To effective and efficient, all training programs must start with training need assessment. Further, the notice emphasize that training need assessment is crucial and important than other steps, because other steps will be implemented as a result of the obtained information from analysis.

However, many training programmes are undertaken without proper identification of training needs. A study conducted by Tesha (2011), on exploration of problems in implementation of training program in upgrading employees reveled this fact. Training as an activity for enabling employees to acquire knowledge, skills and attitudes is to be

taken after relevant needs have been properly identified. In other words training should not be taken for its own sake. It is on this ground, whereby the researcher saw the need to examine the effectiveness of open Performance Review and Appraisal system as the base for identifying training needs of an employees.

This study is expected to reveal the effectiveness of OPRAS in identifying training needs through its role of exploring the gap between the existing and required level of knowledge of an employees. The study will assist leaders and administrators in general, these include policy maker who may use findings to review the policy and use OPRAs as a base for identifying training needs in public sectors.

1.4 Objective of the Study

This part explains both general and specific objectives of the study.

1.4.1 General objective

To examine effectiveness of OPRAS in identifying training needs.

1.4.2 Specific objectives of the study

- i. To investigate utilization of OPRAS data and information in TNA.
- ii. To investigate the involvement of employees in OPRAS.
- iii. To find out the roles of performance measurement in TNA

1.5 Research Questions

- i. How OPRAS data and information utilized in TNA?
- ii. How do employees involve in OPRAS process?
- iii. What are the roles of performance measurement in TNA?

1.6 Significance/ Utility of the Study

The idea of having knowledge on performance is of certain concern in the field of public administration specifically in the subject of organization behavior. The study of organization behavior is the study of people at work as individual or in groups and how organization functions in terms of their structures and processes (Luthans, 2005). From the above perspective, we can argue that understanding of worker's performance is crucial for achieving organization goals.

The study findings also intended to assist stakeholders such as researchers and scholars, aiming at undertaking the similar study. Furthermore, the study findings intended to add more skills and knowledge to the researchers in the area of employees' performance appraisal system and its roles in identifying training needs.

1.7 Delimitation of the Study

The delimitation of the study is the president office public service management (POPSM) in Dar es Salaam, as a mother ministry instructed all government organizations to conduct OPRAS. Therefore what happens in this office about OPRAS and training need identification reflects what happens in all public organizations.

1.8 Limitations of the Study

Difficult in interpretation

The simple language was applied so as to make the respondents conversant enough to fill the questionnaire.

Difficult in data collections, most of the organisation does not have confidence that material supplied to the researcher will not be mis used and with that, reluctance in being supplied with the needed information was expected.

The researcher made close and good relationship with those organisation staff and being more faithful.

Time limitation

The researcher was managed to complete this study by working harder to meet the deadline as well as make a close follow up of questionnaires and interview appointments.

1.9 Organization of the Study

The organization of this study is as follows: The cover page contain the title; followed by the table of contents. Table of contents itemizes all chapters, tables, figures, definitions of key terms appendices as well as bibliography. Then the report contains dedications, declarations and a list of abbreviations, tables and appendices, acknowledgement and an abstract that summarizes the whole report.

Chapter One deals with statement of the problem, objectives of the study, research questions, significant of the study, limitations and delimitations of the study, limitations of the study, definitions of key terms and the structure of the study.

Chapter Two covers literature review of a topic which a researcher shows in different theories concerning the matters being discussed from various authors and researchers who did related studies and their finding and then empirical review regarding the topic.

Chapter Three of the study covers research design, unit of study, sample and sampling procedure, data collection methods as well as data coding and analysis technique.

The chapter four present and analyzes the findings of the study, and it gives some interpretation of the findings according to the objectives of research, research questions and theoretical framework of the study.

Chapter five, this chapter talks about the research findings. It is discussion of the research objectives. Chapter six, this chapter presents summary, conclusion, recommendation and policy implication.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a series reviewed literatures from previous studies in order to capture ideas and theories, which guide the current study. First, it will present theoretical analysis that guide the study. Secondly, it provides an explanation of some empirical studies. In general, the chapter provides a theoretical framework for establishing the importance of the study as well as benchmark for comparing the results of the study with previous studies.

2.2 Theoretical Literature Review

2.2.1 Overview of the concept of training

The concept of training has been conceptualized by various scholars in different ways but in simple meaning. Training is the process through which job related skills are developed Bownman, (1994). It is the most obviously seen to be successful where job performance can easily be assessed, but training is perhaps seen to be last effective where there is no clear agreement about the specific knowledge or set of skills that are to be developed.

Armstrong (2003), defines training as the use of systematic and planned instruction and development activities to promote learning. It is a process by which a person acquires knowledge skills and capabilities.

Gupta (2003) defines training as the process of increasing knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skills for a definite purpose. He describes that the purpose of training is basically to bridge the gap between job requirement and present competence of an employee. Kenneth and Kurgan (1988), insist that such training should be based on the identified training needs. So training needs analysis according to Grace (2002) is defined as the process of identifying the areas where both individuals and groups in an organization benefit from training in order to become more effective at achieving their own objectives and the organization objectives. Training needs analysis also defined by Brown (2002) as an ongoing process of gathering data to determine what training needs

exists so that training can be developed to help the organization accomplish its objectives.

2.3 Why Training Need Analysis

Reasons for conducting training needs analysis before training programs for employees are developed as follows; firstly, it identifies specific problem areas in the organization and the way in which training may help towards solution such as low productivity, excessive grievances and faults. Human resource management must know what the problems are so that the most appropriate training will be directed to those organizational problems for example if a manager approached the human resource department with a request for the communications program, too often the trainers response will be proceed to look around for a good communication program and conducting training without needs assessment first, this approach will inevitable fail.

Secondly, to obtain management support, management usually thinks training is a “nice thing to do”. This instance can be laid directly at the door step of a poor needs assessment. The way to obtain management support is to make certain that the training directly affects what happens in that managers department. Trainers should view themselves the same way that management does, making a direct contribution to the bottom line. Management will be committed to training when HR can show that it clearly improves performance on the job.

Thirdly, to develop the data for education, unless information needs are developed prior to conducting training, the evaluation that takes place after the program may not be valid, in conducting a need analysis first, trainers can measure the effectiveness of a program.

Fourthly, to determine costs and benefit of training. Training is usually looked upon as nuisance rather than a contribution to the bottom line of the organization. This happen when trainers fail to develop a cost benefit analysis for the training.

However, human resource officers and line managers also need to be aware that training is not the “cure all” for organizational problems. Neither should it be used as a tool to reward excellent performance or as a motivation to correct poor performance. The

purpose of training is to support the achievement of organizational goals by increasing the necessary skills of its employees.

2.4 The Data from Performance Appraisal

The OPRAS process generated some data (information) which is useful in identifying employee's training needs. One particular important documents which contribute to analysis of training needs is OPRAS form. The form involves information such as personal information, employee's performance and attributes of good performance. Another document accompanied in OPRAS form is job descriptions. Job description is the document which outlines the purpose of the job, the task involved, the duties and responsibilities, the programme objective and the reporting relationship.

2.4.1 Personal information

This is one of the OPRAS data in which involves, present duty station, gender, academic qualification, substantive post, date of first appointment, salary scale, term of services and date of birth. The Human Resource Officers when analysis training needs of employees, they should consider about those variables.

2.4.2 Employee's performance review

In order to identify training needs the gap between the existing and required level of knowledge, skills, performance and attitudes should be specified. It is through employee's performance information these result are specified. The immediate supervisor matches the employee's performance with the agreed standard. If performance is below agreed standards training needs is required. Performance reviews done twice in a year. This has to be done during mid year (December) and year end of the reviewing year (June).

2.4.2.1 Mid-year review

This review the progress, which should occur during the first half of the financial year (July-December), which is at the end of the sixth month. It is at this stage that the initial agreement can be reviewed and where necessary revised.

2.4.2.2 Annual review

The annual review is done to assess what the individual has achieved against his/her objectives established for the whole year. This is in line with the time scale and to the individual performance standard set.

2.4.3 Attributes of good performance

This is about looking into the appraisee's level of behavior related to performance rather than his/her skill or ability. The assessment aims at outlining the appraisee's particular strengths and weakness to help the appraisee improve the level of performance in future. Good performance management looks beyond whether or not objectives were met, the ways in which people achieve their objectives can have a significant effect on others. The supervisor take into accounts how much effort the appraisee has put in and how they worked and co-operated with other colleagues.

Griffin (2000) argued that sometimes training may not be the answer when a group of employees were not performing well. The problem could be poor supervision, inefficient work design, motivation or poor equipment. The information from attribute of good performance could help in identifying whether employee need training or not as behavior of employees in relation to performance are explore.

2.4.4 Job description

The statute (Public Service Act No. 8 of 2002) state that every public servant will be given a job description. The Human Resource Officers when preparing job description must put in consideration employee's skill, competence and relative merit. Job description is very useful in training need analysis since it explore the characteristics positions of the job holders, his isolation of association with others.

2.5 Utilization of OPRAS Data

The data obtained from performance appraisal is highly beneficial. The use of OPRAS data depends on the perspective with which the appraisal management system designed and implemented in the organization. Quite often the organization use OPRAS data for determining reward, demotion, promotion and on decision regarding career progression. Proactive organizations use the data for a variety of purpose such as competence building, training needs identification and assessment, culture building, training and organization building. It is essential that human resources while designing and

developing the appraisal system be clear about the end use of OPRAS data (Joythis, 2006).

Gupta (2012) argues that, OPRAS data is useful in analyzing training and development needs. These needs can be assessed because performance appraisal reveal employees who required further training to adress their weakness. It also identifies individual with high potential who can be groomed up for higher positions. He adds that performance appraisal data can be used to improve performance through appropriate feedback and counseling to employees. It serves as a means to tell a subordinate how he/she is doing and suggest necessary changes in his/her knowledge behavior and attitudes.

Agarwana Tanuja (2007) argues that appraisal data helps an organization determine specific training and development needs based on assessment of the deficiencies in performance level and skills. It helps to indentify employees and department in needs of training. However not all performance deficiencies may be overcome through training.

Furthermore, the OPRAS Guidelines provides uses of data in relation to training needs. It directed that the supervisor and the employee jointly need to identify competences (abilities, skill and knowledge) and the gap that need to be filled through the data. The OPRAS Guidelines, identify steps for identifying needs, these are as follows.

Step 1- Determine the competences needs

The supervisor and the employees should identify the essential abilities, skills and knowledge the employees need in order to achieve individual work related objectives.

Step 2 Analyse the gap

Determine existing competence gaps if that may hinder the employee in carrying out duties. This may be based on the assessment from the OPRAS form (s).

Step 3 Close the gap

After establishing the existing gaps, the supervisor and the employee should establish the appropriate development action to be taken to develop the employee's missing competences.

Step 4 Priorities

If an employee has major developmental needs (for example the employee is new to the job), the supervisor should prioritize the needs and actions to be taken so as to allow sufficient time and /or funding for any development action.

Step 5 Summarize development action

The supervisor and the employee should agree and record appropriate development action in the OPRAS form.

2.6 Involvement of Employees in OPRAS Process

OPRAS was introduced in Tanzania Public Service in the year 2003/2004 to replace the traditional confidential performance appraisal system which proved failure in identification of employee's training needs.

The instrument or tool used in the open performance review and appraisal system is form TFN 832 which constitute a performance agreement between the individual employee and the supervisor who acts on behalf of the organization or employer. Both the supervisor and subordinate have to agree on performance objectives, performance target, performance criteria and required resources in order to achieve the set targets and objectives.

The system allows for employees involvement. This fact can be revealed in the following OPRAS guidelines (2013) which provides a systematic performance appraisal approach to be followed by public service organizations. The policy provides that:-

- (i) Every organization within the public shall operate performance appraisal for all its employees.
- (ii) The information (data) obtained through performance appraisal should be used in awarding or withholding increment planning job rotation and training programme and in making appointments to that particular posts.
- (iii) Every public servant must be given a job description incorporating specific objectives and measurable indicators for the results to be achieved within twelve months. The job description be drawn up in consultation with the employee

themselves and shall include personal and skills development objectives as well as operational objectives.

- (iv) Public servants must be given feedback at regular intervals of not less than six months on their performance against the objectives and shall be given advice and support to improve and shortcomings.
- (v) Written performance assessment shall be completed each year and its contents discussed between the public servants and his supervisors.
- (vi) The assessment interview shall provide the opportunity to discuss training and career development needs, and shall recognize good performance, agree on remedial action and examine the reasons where performance has not matched with the required standard

Involvement of employees in OPRAS enhances training needs identification. This can be accomplished by sharing performance appraisal information with employees, holding career development decisions or having employee's complete self evaluation of their skill strengths and weakness. If possible employees need to choose programs to attend and must perceive how actual training assignments are made to maximize motivation to learn. Several recent studies have suggested that giving trainees a choice regarding which programs to attend and then honoring those choices maximizes motivation to learn. Giving employees choice but not necessarily honoring them can reduce motivation to learn (Noe, 2003).

2.7 Methods which are Used to Identifying Training Needs of an Employee

Armstrong (1992) had categorized two methods that are used in carrying out a training needs analysis, namely job requirement and individual requirements. Under job requirements, there are job description, job analysis, performance objectives, and competence analysis while under individual requirements, there are performance appraisal, assessments centre technique and relating resources to the training objectives.

Under the job requirements there are the following;

Job description

There must be recognition that employees are usually used to take specific responsibilities within the organization so as to enhance efficiency. This gives employees a sense of purpose and enables them to appraise performance.

Job specification

Organization should specify the characteristics that workers should have in order to perform those tasks assigned to them successfully, such as knowledge and skills, which may be professional, technical or commercial.

Performance Objectives

The Organization will require performance objectives to be laid down. In doing so assessment can take place to know whether or not appointed employees need training to reach objective. Under individual requirements, it divided into the following categories.

Individual requirement

Here, the analysis of competencies requirements could be useful to match with standard which are considered relevant to various jobs involved. Under individual requirements, this analysis of training needs cannot be useful and successful until individual requirements or information has been revealed. According to Armstrong (1992), individual analysis includes original application form and other relevant data which entails the following:-

(i) Personal Profile

This records information of career aspirations of employee that may be significance in training initiative.

(ii) Performance appraisal

A good performance appraisal can reveal the strength and weakness of individual performance, the area where training and development could improve performance.

(iii) Assessment centre technique

Assessment centre techniques are the most important way of analyzing individual strength and weakness using variety of methods including team performance, similar

exercise and other technique. A detailed profile of employees can be constructed useful for training needs analysis.

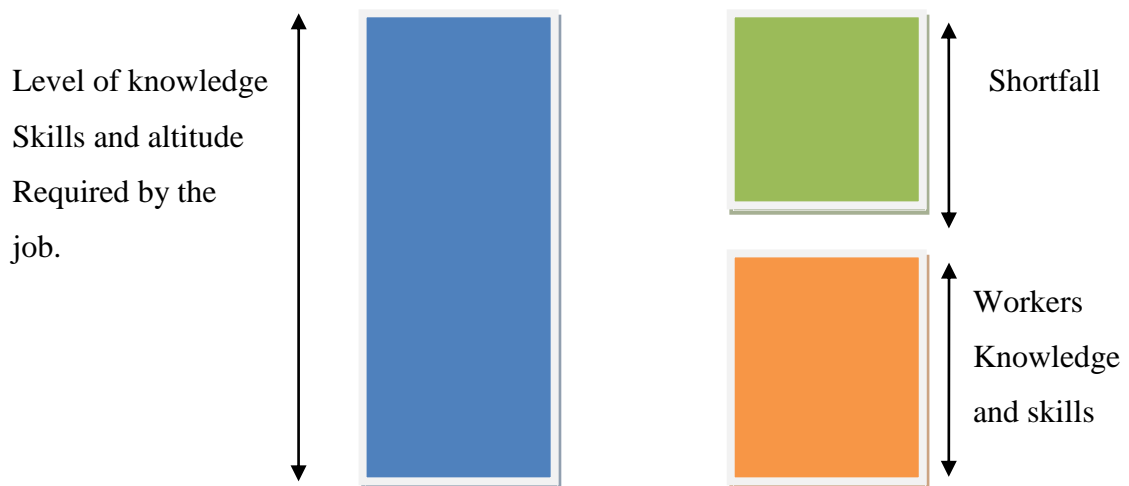
(iv) Relating resources to the training objectives

This is essential to assess the cost of effectiveness of training needs analysis in relating to the outcome and returns expected.

2.8 Identifying training needs

A training need is any shortfall in terms of employee’s knowledge, understanding, skills and altitudes against what is required by the job or the demand of organization change, (Cole, 1997).

Figure 2.1: Identifying Training Needs



Source Cole (1997) management theory and practices

All job make some demands on their job holders, simple jobs will require only a little knowledge with needs for any deeper understanding of what is involved, such job will also require little in the way of skills but may demand more in terms of altitude that is attention to details acceptance to routine and lack of direction. Complex jobs by comparison will demand not only specialist knowledge but also a real understanding of the basic principle or understanding concepts of the work involved such job will probably require a high level of specialist skills and altitudes that foster an awareness of the importance team work and the necessity for the first rate quality (Cole,1997).

When training staff conduct a comprehensive training needs analysis in their organization, they may seek the basic data for this process at two levels; According to Armstrong (1992) those are job requirement and individual requirement. An effective performance review can reveal short falls or training needs of an employee. Employee performance deficiencies may be identified by comparing actual performances with the minimum acceptable standard of performance or by comparing level of knowledge, skills and attitudes required by the job.

2.9 Performance Measurement

Casio (1986; 291) defines performance measurement as the act of measuring performance in an organizational setting whose aim is to react to the outcome in order to manage the performance. This is more clearly defined by Lebas (1995) who stated that "performance measuring includes measures based on key success factors, measures for detection of deviations, measures to track past achievements, measures to describe the status potential etc. According to him, in order to appraise an employee effectively one needs to observe his performance and work related attitudes diligently in a period of time. The fact here is that it is impossible for a person to be observed in a day. It's an exercise, which needs time and feedback, Casio goes on suggesting that once one has been observed. Judgment has to be done from the set of facts. This can well be achieved through performance measurement.

Performance is the process of comparing actual performance with the minimum acceptable standard of performance. Through performance review the worker or employee strength and weakness are identified. Performance review is done after six months of the implementation normally in December followed by annual performance review which occurs in June. The mid-year review the progress which occurs during the first half of the financial year (July-December) while the annual review is done to assess what the individual has to achieve against his/her objectives established for the whole year. This is a line with the time scale and the individual performance standard set.

2.10 Process of Performance Measurement

Gupta (2006) provides that "The performance measurement process follows a set pattern and it consists of the following steps:

2.10.1 Establishing performance standards

The process begins with the setting up of criteria to be used for appraising the performance of employees. The criterion is specified with the help of job analysis, which reveals the contents of a job. This criteria should be clear, objective, in writing and should be discussed with the supervisors to ensure that all the relevant factors have been included. In addition, who is to do the appraisal and how frequently appraisal is to be done should also be decided. In fact, performance standards will depend upon the objectives of the appraisal that is to appraise actual performance on the present job or to judge potential for higher jobs. However, the performance standards set must be SMART, that is, they must be Specific, measurable, attainable, realistic and time binding.

According to Hannagan (1995) performance standard established should adhere to the following guidelines:

- a) Target should be precise, unambiguous and (if possible) expressed numerically.
- b) Generic objectives such as 'increase profits' or 'cut costs' are not acceptable.
- c) Target should relate to the crucial and primary element of employees' jobs and not to 'trivial matters.
- d) Targets should be consistent. Each target should be accompanied by a statement of how it is to be achieved, by when, the resources necessary and how and where these will be acquired.

2.10.2 Communicating the standards

The performance standards specified in the first step are communicated and explained to the employees so that they come to know what is expected of them. The standards should be conveyed to the evaluators. The reactions of employees to the standards should be obtained. If necessary, the standards may be revised or modified in the light of feedback obtained from the employees and the evaluators. This step should be a two way communication and a continuous one between the supervisor and the subordinate.

2.10.3 Measuring performance

Once the performance standards are specified and accepted, the next stage is the measurement of actual performance. This requires choosing the right technique of

measurement; identifying the internal and external factors influencing performance and collecting information on results achieved. Personal observations, written reports and face to face contacts are the means of collecting data on performance. The performance of different employees should be so measured that it is comparable. What is measured is more important than how it is measured. This step is very important because It provides opportunities for supervisors to discover weaknesses and take corrective measures as well as strengths and utilize them effectively.

2.10.4 Comparing the actual with the standards

Actual performance is compared with the predetermined performance standards. Such comparison will reveal the deviations which may be positive or negative. Positive deviations occur when the actual performance exceeds the standards. On the other hand, excess of standard performance over the actual performance represents negative deviations.

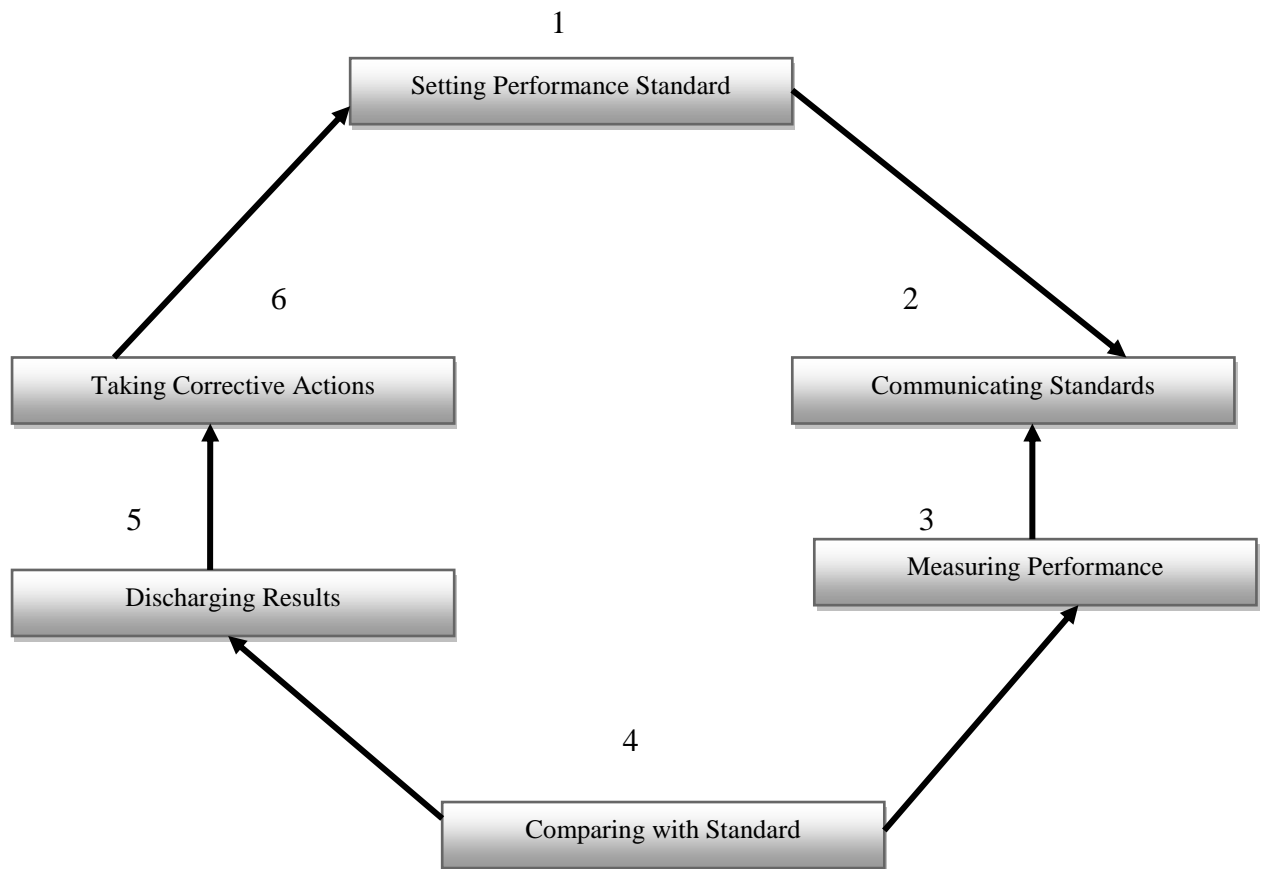
2.10.5 Discussing the appraisal and sign off

The results of the appraisal are communicated to and discussed with the employees. Along with the deviations, the reasons behind them are also analyzed and discussed. Such discussion will enable an employee to know his weaknesses and strengths. Therefore he will be motivated to improve himself. The impression the subordinate received about his performance has an impact on his subsequent performance. The impact may be' positive or negative depending how the appraisal feedback is presented and discussed with the employee. Once the appraisal outcomes have been discussed the last thing to do is the signing off of the documents.

2.10.6 Taking corrective actions

Through mutual discussions with employees, the steps required to improve performance are identified and initiated. Training, coaching, counseling, etc, are example of corrective actions that help to improve performance.

Figure 2.2 The Performance measurement model



Source: Adopted from Gupta (2006)

The appraiser needs to prepare the following: job description, the last appraisal form, one to one reviews, the previous period's objectives, key result areas, standards, targets and a copy of job specifications. For the Manager need to consider the following; job description, previous appraisal form and one to one reviews for previous period. He needs also to consider the last the last period's objectives, key result areas, performance standards, competencies and target. Also consider the appraiser's' other working relationships; gather feedback from individuals department and from other organizations members. Consider development and training needs and how to achieve them, job sharing, job swap, secondment, coaching and on the job training. If appropriate will be training commitments will be made evaluate its impact on the employee. Consider the next year's objectives, key result areas, standards and competencies remember to change desired constraints and potential targets.

2.11 Goal Setting Theory

The study guided by the following theories

The study was guided by the goal setting and V'rooms expectancy theory. The goal setting theory was introduced in the late 1960's by Edwin Locke. This theory proposes that intention source of work motivation. Goal in essence tell employee what needs to be done and how much effort should be expended. In general, higher the level of performance goals for manager can set the goals for their employees or employees and managers can develop goals to general the advantage of employees participating in goals setting is that, they may be more likely to work towards a goal who set a goal, however employees do better when they get feedback on their progress. In addition to feedback, other factors influence the goals performance relationship includes:-

- Specific and clear goals lead to greater output and better performance, unambiguous, measurable and clear goals accomplished by a deadline for completion avoids misunderstanding.
- The willingness to work toward attainment of goals is the main source of job motivation, clear, particular and difficult goals than easy, general and vague goals.
- Participation of setting goals, however leads to more involvement.

This theory was used to find out involvement of employees in goal setting.

V'rooms Expectance theory

The expectancy theory is one of the most popular and accepted theory of work motivation. Its base on cognitive psychology places emphasize on awareness action, sequences and expectations. The understanding of situation leads to certain expectations and when those expectations are reinforced individual tend to repeat the behaviour.

The three constructed of V'rooms modal are (a) valence (b) instrumentality (c) expectancy.

Valence refers to the degree of desirability of outcomes as perceived by individual. In other words it refers to the strength of an individual preference for a particular outcome.

Instrumentality refers to the awareness of individual as what behavioural sequences need to be under taken in order to realize the goals.

Expectancy this refers to the belief that the efforts will lead to the desired level outcome, P.Jyothi (2006)

V'rooms theory has highlighted the process involved in understanding the nature of work behaviour. The outcomes influence the work value of an employee depending on what is important to them and the way each individual sequences his work life activities. In case of open performance review and appraisal system, which later lead to the identifying training needs, the employee expect good outcomes. This includes, promotion, reward and salary increment at the sometime the employee know what work behavioural sequence will lead to the negative motivation through OPRAS which includes demotions. This situation enhance hard work and use his/her skill at maximum, which later lead to identification of employees training needs.

Furthermore, different people (employees) may have different expectation and therefore the appraisal session provides a golden opportunity to discuss the expectancies held by individual employees information from the discussion can be used to correct misapprehensions and identify training need of individual employee.

2.12 Empirical Literature Review

There are increase interests in training in the world in general and in Tanzania training need is often considered the root important step among the steps in the training cycle and therefore should proceed any training intervention. However inspite of needs assessments important roles, the literature contains little empirical works on this field especially on open performance review and appraisal system as a base for indentifying training needs.

The study on ways used in TNA by the Mkawe (2010) at Mwalimu Nyerere organization revealed that there had no proper training needs analysis although employees are trained every year. The result of training was reported not to reflect the needs of the given employees and the organization needs. In most cases training has to reconcile between the individual needs and the organizational demands and this can be achieved only through conducting needs analysis.

Researcher like Al-Ameer et al (2000), Al-Khader (1990) and Faleh (1995) argued that many organizations especially the public organizations in the third world countries lack job descriptions and clear performance appraisal and that the approach used for assessing the development needs of employees is impressionistic (without clear details) rather than systematic. Ghuth (2012), argument support the researcher's presumption that for training needs identification, factor like performance appraisal is essential.

In 2004, the Government of Tanzania under the Ministry of Public Service Management through its circular no. 3 of 2004 directed all government, ministry and independent department to start using Open Performance Review and Appraisal System (OPRAS) as a system of evaluation performance of employees Ngirwa (2005). A written performance assessment must be completed each year and its contents discussed between the employee and his or her reporting officer. The assessment interview shall provide the opportunity to discuss the employee's training and carrier development needs as well as to recognize good performance and to examine the reasons and agree on remedial action where performance has not matched the required standards.

According to Bana (2009) employee performance appraisal should among other things serve as a tool for identification of employee's training needs. Performance appraisal should serve a means to an end hence should not become an end in itself. Training and development plan for employees should be developed and implemented in order to enhance their capacity. This would enable employees to perceive appraisal as a useful tool in their career and a source of healthy psychological contract. They should know what is in the OPRAS for them. He actually agree with the fact that OPRAS is useful in training needs identification.

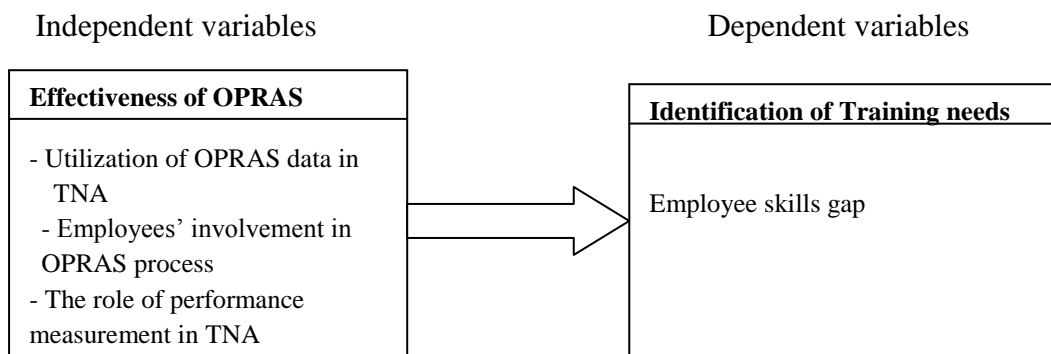
2.13 Conceptual Framework

According to Ndunguru (2007) conceptual Framework refers to an assembled set of research concept, variables together with their logical relationship often presented in the form of figures, charts, graphs, photographs or mathematical equation.

He observe further that conceptual framework unveils a studied phenomenon of conceptual variables into simple set of relationship that can easily understood, modeled and studied, however the conceptual framework in the current study seeks to describe research concepts cum variables as isolated but in unified system of relationship.

The following figure shows the conceptual framework of the effectiveness of OPRAS in relation to identification of training needs.

Figure 2.3 Conceptual Framework



Source; Researcher initiative (2015)

Definition of variables

Independent variables are variables whose effect to the dependent variables is the centre of a study (Adam et al, 2003). In this study, utilization of OPRAS data, employees involvement in OPRAS process and the roles of performance measurement are the independent variables. They are factors which have effect on training needs identification. The researcher tried to find out how these can contribute on training needs identification in the organization. Independent variables above are variables that a researcher intends to measure in order to create on the dependent variables (Adam et, al, 2003). Dependent variable is a variable that is subject to a change depending on the function of independent variable. In this study training needs as a dependent variable will have to wait for the effect that will be created by independent variables provided above. That the function of the independent variables will cause a change on the training needs.

Effective utilization of OPRAS data in TNA

- To find out the attitudes of employees on whether OPRAS data are useful in TNA
- The extent in which OPRAS data utilized in TNA.

Employees involvement in OPRAS process

These are establishing performance objectives and standards, accessibility of job description, performance review, feedback and discussing performance.

The roles of performance measurements in TNA

These roles are increasing motivation, provides feedback, provides room for dialogue and identification of employee's strength and weakness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will present the methodology that was used in this study. It consists of eight sections; the research design, the area of the study, population of the study, sample size and sampling procedures, data collection methods and data analysis and an expected output of the study. The instruments will include questionnaires, interviews and field observation.

3.2 Research Design

Refers to a plan for selecting subjects, research sites and data collection procedures to answer the research questions (Kothari, 2004). The method used to generate answers to the problem is the case study design. Case study is essentially an intensive investigation of the particular unit under consideration. The objective of the case study method is to locate the factors that account for the behavior patterns of the given unit as an integrated totality (Kothari, 2004).

The researcher interested to use case study design because it is important due to the fact that the study aimed at giving a comprehensive description and analysis of the Open Performance Review and Appraisal System. Beside, the data collected were qualitative, the fact of which needed a deep and broad explanation of the situation that were investigated.

Also case study design gives opportunity to understand social phenomenon from the participant's perspective. It helped the researcher to study deep on the concern topic. Understanding was acquired by analyzing the contexts of participants' experiences and narrating participants, meanings which include feelings, beliefs, ideas, thoughts and actions regarding to discipline in schools.

3.3 Population of the study

Population can be defined as any group of individual or unit that have one or more characteristics in common which distinguish that group from other individuals. Target

population consist of the specific group to whom we plan to generalize our findings (Best and Kahn, 2006). For the purpose of this study a targeted population were Administrator/ personnel, human resource, planning department, ethics promotion, records and achieves, policy development, human capital, management service, procurement department, information and communication technology of president’s office public service management (POPSM) in Dar es Salaam. The population was 381 POPSMS staff.

Table 3.1 shows the population of the study

S/N	Department	No of staff
1	Administrative/personnel	49
2	Human Resources	40
3	Ethics Division	40
4	Records and Archives	34
5	Policy development	40
6	Management services	60
7	Information and communication	37
8	Establishment division	27
9	Accounting division	30
10	Gender division	24
	Total	381

Source: PO-PSM Staff list at May 2015

3.4 Area of Study

The research was carried out at president office public service management (PO-PSM) in Dar – es- salaam. PO-PSM is a ministry under president office. Its chief executive and accounting officer is the permanent secretary. The study is about effectiveness of OPRAS in Identifying Training Needs.

Units of Inquiry

The unity of inquiry are employees in POPSMS. These includes:

- Heads of Divisions and independent units at presidents office public service management.
- Supervisors
- Principal and senior officers and

- Auxiliary staff of various cadres from all departments at PO- PSM.

3.5 Sample and Sampling techniques

3.6 Stratified sampling

This is a sampling procedure where by population were divided into a number of homogeneous sub population or strata and sample were taken from each stratum. Stratified sampling procedure was employed to get the number of staff from each department. Almost 30% were taken from the population of study with regard to the department. 114 staff was selected out of the total number of 381 employees from PO-PSM.

3.7 Sample Size

Kothari (2004) defines a sample as a subset of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. In order to make inference about characteristics of a population, researcher can use a sample.

In order to make inferences about characteristics of a population, a researcher used a representative sample to cover all member of the organization due to lack of time and resources. Through this technique the researcher benefited by saving a time money and labor, also the technique helped the researcher to concentrate effectively on the data that were collected.

The researcher believed that this sample size was optimum at a sense that it fulfills the requirements of efficiency representativeness, reliability and flexibility.

3.8 Sampling Procedure

Staffs were stratified in departments and 30% of the total staff was chosen which is equivalent to 114 staff. The tables below illustrate the sampling procedure used by the research to get sample size.

Table 3.2 Sampling procedure

S/N	Department	No. of staff	30%	Sample size
1	Administrative/ personnel	49	14.7	15
2	Human Resources	40	12	12
3	Ethic division	40	12	12
4	Record & Archives	34	10.2	10
5	Policy development	40	12	12
6	Management service	60	18	18
7	Introduction & Communitarian	37	11.1	11
8	Establishment Division	27	8.1	8
9	Accounting Division	30	9	9
10	Gender Units	24	7.2	7
	TOTAL	381		114

Source: Field Data (2015)

Table 3.3 Sample size distribution

S/No	Department	Sample size
1	Administrative/ personnel	15
2	Human Resources	12
3	Ethic division	12
4	Record & Archives	10
5	Policy development	12
6	Management service	18
7	Introduction & Communitarian	11
8	Establishment Division	8
9	Accounting Division	9
10	Gender Units	7
	TOTAL	114

Source: Field Data (2015)

3.9 Sampling Techniques

3.9.1 Simple random sampling

Simple random sampling according to Adam and Kamuzora (2008) is a probability sampling where by all members in the population has equal chance of being selected to form a sample.

White (2002) maintains that this technique is appropriate where sampling frame is not too large and each unit is easily accessible. It is good when the population is made up of members with similar characteristics. This technique employed in this study because first it gave all member of the population equal chance to be selected and hence it helped to avoid biasness.

The names concerned employees in each department were sought from the computerized personnel data. A small box was prepared. The names were written on a place of papers and a small scissor used to cut and separate names of staff. The names, which were in small separate pieces of papers, were them mixed and shaken in the box. The pieces of papers (names) were picked randomly from the box until the targeted samples were reached for each department.

The distribution of random sampling includes 97 staff from POPSM these are.; Human Resources 8 staff, Ethic division 8 staff, Records & archives 10 staff, policy development 12 staff, management service 13staff, information & communication 11 staff, establishment Division 8 staff, Accounting Division 9 staff, and Gender Unit 7staff.

Table 3.4 Randomly sampled

S/No.	Department	No of staff
1.	Administrative/personnel	11
2.	Human Resources	8
3.	Ethics division	8
4.	Records Archives	10
5.	Policy development	12
6.	Management services	13
7.	Information and Communication	11
8.	Establishment Division	8
9.	Accounting Division	9
10	Gender unit	7
	Total	97

Source: Field Data analyzed by the research.

3.9.2 Purposive sampling

It is also called judgmental or deliberate sampling. The choice of the sample elements depends exclusively on the good judgment of the research it implies that the research exercise his judgment in the choice and includes those items or elements in the sample, which decided most typical of the population with regard to the characteristics under investigation Adam and Kamuzora (2008). Under purposive sampling the research was deliberate included or excluded some of elements in the sample. It the researcher choosed elements that were able to deliver the required data. From purposive sampling, 17 management staff was selected purposively. Stratified sampling procedure was used to get the number of staff. The staffs were stratified according their department.

Table 3.5 Purposively Sampled

S/N	Department	No. of Respondents
1.	Administrative/personnel	4 Admin & personnel officers
2.	Human Resources	4 Human resources officers
3.	Ethic division	4 Ethic officers
4.	Management	5 managers
	Total	17 officers

Source: Field Data (2015)

3.10 Data Collection Methods

Primary and secondary data were used to collect from respondents. The main instrument for data collection was structured questionnaire formulated of both closed and open ended questions. The respondents were filled the questionnaire, given by the researcher. To ensure validity and reliability of data first questionnaire were pretested before it had been use for actual data collection. Necessary changes made based on the pre- testing results before administered the questionnaire for actual data collection.

3.10.1 Primary data collection

The primary data are those which are collected afresh and for the first time, and happen to be original in character. In this method, person interviews and questionnaire were used.

3.10.1.1 Questionnaire

Ndunguru (2007) defines questionnaire as a schedule of questions in which respondents fill in answering the advantage of this method were that the responses were gathered in a standardized way since it is more objective, it is relatively quick to collect information. From a large portion of a groups. The questions were structured in a sense that they solicit all information from effusiveness of open performance review and appraisal system as a base for identifying training needs in public sector. The form of questions were either closed (ie of the type Yes, No) or open (ire inviting free response)

Questionnaires were used to non-management staff from PO-PSM. A researcher arranged the questions properly to extent that reduce the chances of questions being. Misunderstood by respondents. This method used in order to get more information within a short time while giving respondents enough time to provide needed information. The questions were structured in simple language. The respondents were 97 non-management staff within different departments. The researcher through questionnaire succeed to get information about involvement of employees in the process of identifying training needs and utilization of OPRAS data in TNA.

3.10.1.2 Interviews

The interview method of collecting data involves presentation of oral – verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interview and, if possible through telephone interviews (Kothari, 2014). Personal interview were conducted 17 management staff (key informants). Respondents selected purposively from different departments. The researcher interested using this method because it useful to obtain detailed information about personal feelings and perception.

It also allow more detailed question to be asked, and ambiguities be classified and complete answer followed up, this usually adhered a high response rate.

The researcher from interview succeeded to get information about the roles of performance review in identifying training needs and methods used in TNA. This type of interview allowed face to face meeting between the respondents and the interviewer. The researcher employed structured interviews which were involved the use of a set of predetermined questions and highly standardized techniques of recording. One of the advantages of this method that, it saved time and helped to come up with the information that was not possible to be obtained through Questionnaires. An interview guide is attached in appendix IV.

3.10.2 Secondary data collection

The secondary data are those which have already been collected by someone else and which have already passed through the statistical process (Kothari 2014). Secondly data were collected through documentation. Valuable background information were collected from published and unpublished literature. This includes books, journals, magazines, OPPRAS guidelines 2005, and reports from presidents office public service management (OPRAS Department). The data gathered from documentary source were to supplement the primary data obtained through the questionnaire and interview.

3.10.3 Documentary reviews

The researcher examined and analyzed official and public documents in POPSM these include URT (1999) Employment Policy, URT (2004) Government Circular No. 3, URT (2001) OPRAS Guideline, OPRAS Form TFN.832, URT (2003) Public Service Act No. 8 and URT Government Notice No. 168 (2003). Through these official

documents, the researcher succeeded to get information which involves, procedures of training and training need identifications, utilization of OPRAS data, procedure in performance measurement and guideline in using OPRAS.

3.11 Data Processing and Analysis Methods

3.11.1 Data processing

In order to detect errors and omissions, the researcher will edit data collected and this will help to ensure that the data are accurate, consistent with other facts gathered and have been well arranged to facilitate coding and tabulation.

3.11.2 Coding

Coding is an analytical process in which the data in both qualitative and quantitative form are categorized to facilitate analysis. It is done to assign numerals or other symbols to answers so that responses were put into limited number of categories or classes which were appropriate to the research problems under consideration (Kothari 2004).

Because research results may present a large volume of raw data, classification will be done to reduce them into homogeneous groups for meaningful relationships. Data will be arranged in groups or classes on the basis of the common characteristics. After assembling data into classes, the researcher will tabulated (arranged them in some kind of concise and logical order) data. Thus, the researcher will summarize raw data and displaying the same in the form of statistical tables (column and row) for further analysis (Kothari, 2004).

3.11.3 Data analysis

Data analysis refers to the computation of a certain measures along with searching for patterns of relationship that exist among the data groups. This process of analysis aims at determining whether our observation supports the hypothesis we formulated before going into the field to collect the information or reject the hypothesis (Kothari, 2004). The main activities which researcher will carry out during data analysis include editing, coding, classification and tabulation.

Data collected through questionnaire method will be coded and analyzed using Statistical Package for Social Sciences (SPSS) where qualitative and quantitative variables will be analyzed. Descriptive statistical analysis will be carried out where means, frequency, and percentages were computed. Content analysis method is used to analyze in detail the component of verbal discussions which will be held with different respondents through key informants' interview.

3.11.4 Editing

Editing involved inspecting and if necessary correcting questionnaires and interview. The basic purpose is to secure quality and standard on the data (Kothari 2004). Field editing helped researcher to clarify things which were not clear such as unreliable handwriting, abbreviations, unfilled questions and ambiguous statement.

3.11.5 Classification

This is the process of putting the responses of the same characteristics into the same group or class. Classification reduced the hugeness of the collected raw data to facilitate easy tabulation (Kothari 2004).

3.11.6 Tabulation

It refers to the process of summarizing collected raw data from a table in order to facilitate computation of various measures during data analysis (Kamuzora, 2008). Tabulation helped to save space, making comparison possible and identification of errors easy. In this study therefore data was analyzed by examining, categorizing, tabulating or combining the evidence to address the initial propositions of the study. The statistical Package for social sciences (SPSS) program was used to process and analyze data.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents and analyzes the findings of the study and it gives interpretation of the findings according to the objectives of research, research questions and theoretical framework of the study. For better collection and analysis of findings, the respondents were divided into two categories. Category “A” and category “B”. The category A respondents were the non-management staff while category “B” management staff (key informants). Those include, head of departments, supervisors and administrative officers.

It was ideal to divide the respondents into these group because of their varying roles in open performance review of employees and training needs identification practices. First and foremost this chapter provides the background of the respondents in terms of sex, level of education and working experiences. The data were collected through questionnaires, interview and documentary reviews.

4.2 Respondents Distribution by Sex

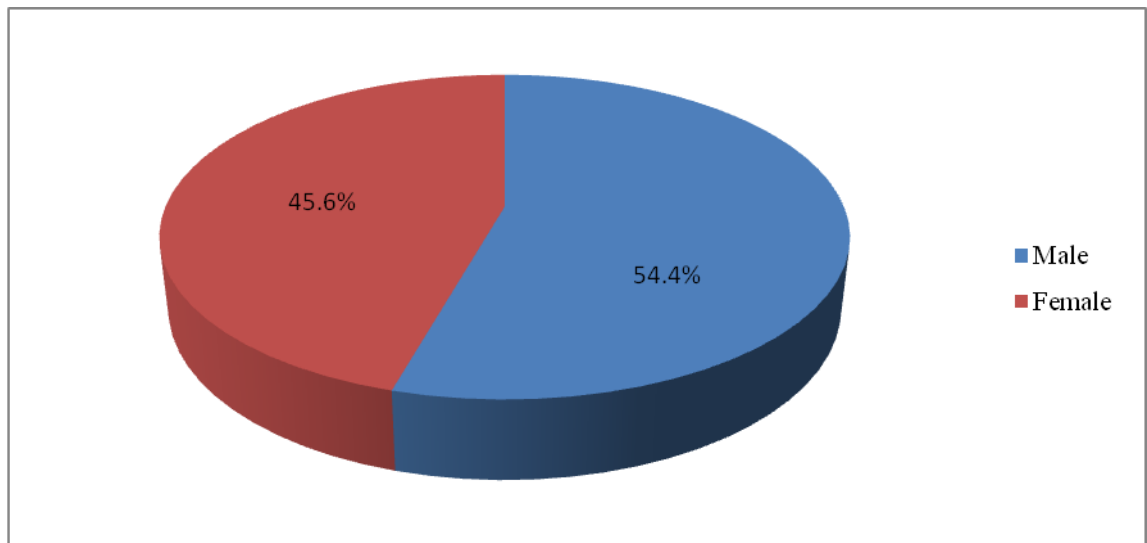
Sex was one of the variables of the study whereby the researcher sought their contribution in the subjects matter. According to the table 1.4, many of the survey respondents were male 54.4% followed by female 45.6%. The reason behind choosing more male workers than female is that male were more than female workers. This is to say, more population, more sample and hence more representation. Also these results imply that male and female interface in the job position that always male staffs outnumber the females.

Table 4.1 Respondents distribution by sex

Sex	Frequency	Percentage
Male	62	54.4%
Female	52	45.6%
Total	114	100%

Source; Field work (2015)

Figure 4.1 Respondents distribution by sex



Source; Table 4.1

4.3 Respondents distribution by level of education

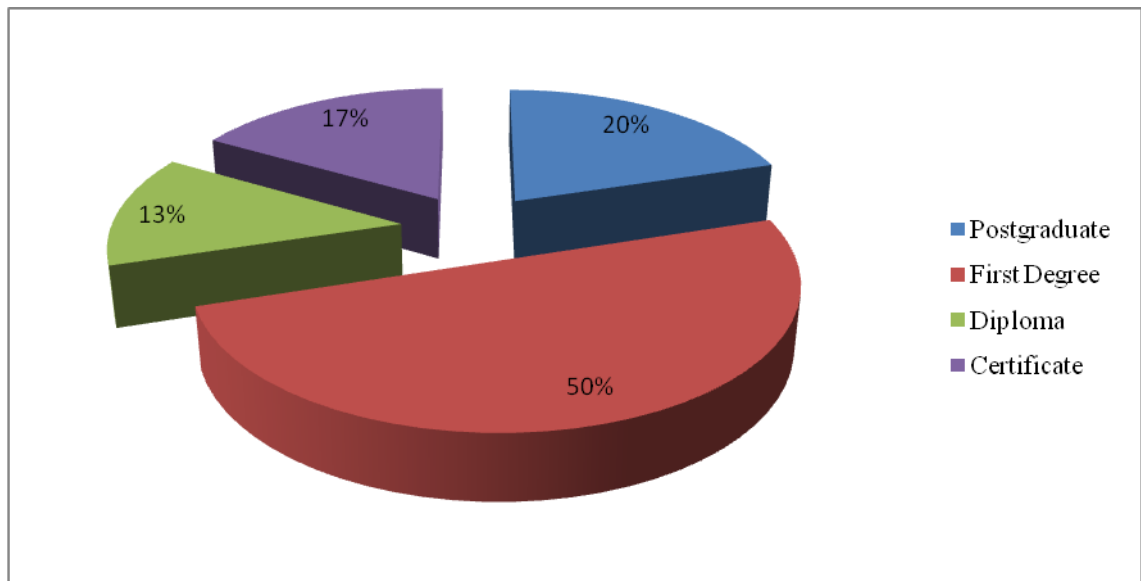
Under this point, the study settled four possible academic levels the respondents were asked to identify. The level of education was an important variable in this study. The researcher assumes that, the higher the level of education the higher the knowledge the respondents had. The modality was postgraduate, first degree, diploma and certificate. The data collected revealed that 20.2% have reached the level of postgraduate, 50% first degree, 13.1% have reached diploma while 16.7% are certificate level.

Table 4.2 Respondents Distribution by Level of Education

Level of education	Frequency	Percentage
Postgraduate	23	20.2%
First Degree	57	50%
Diploma	15	13.1%
Certificate	19	16.7%
Total	114	100%

Source; Field work (2015)

Figure 4.2 Respondents Distribution by Level of Education



Source; Field work (2015)

4.4 Respondents Distribution by Experience in Working

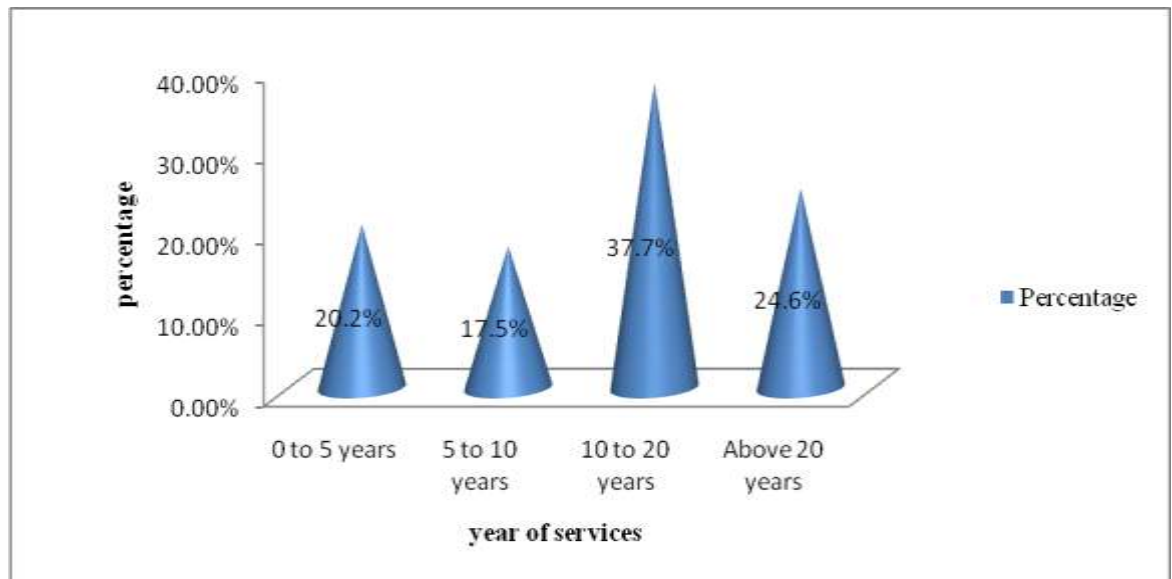
Many people learn and understand skills and concept at work without necessarily going through formal training. The researcher sought that some employees may have good knowledge and information about the research topic as the result of their long services. The result showed that 20.2% had worked less than five years, 17.5% had worked from 5 to 10 years, 37.7% had worked from 10 to 20 years and 24.6 had worked above 20 years.

Table 4.3 Respondents Distribution by Experience in Working

Years of services	Frequency	Percentage
0 to 5 years	23	20.2%
5 to 10 years	20	17.5%
10 to 20 years	43	37.7%
Above 20 years	28	24.6%
Total	114	100%

Source; Field work (2015)

Figure 4.3 Respondents Distribution by Experience in Working



Source; Field work (2015)

4.5 Utilization of OPRAS Data in Training Need Analysis

The study asked the respondents if OPRAS data are useful in identifying training needs. The researcher intended to find out the attitudes of respondents on the use of OPRAS data in indentifying training needs.

It was revealed that 71.2% of the respondents had the positive attitudes that OPRAS data are useful in identifying training needs. Among them 9.3% were postgraduate, 42.3% were first degree level, 9.3% were diploma holder and 10.3% were certificate level. The data revealed that the large number of the respondents with the highest level of education had positive attitudes compared to those with lowest level of education.

Furthermore, on probing the knowledge, the respondents were required t o give reason behind their positive answer. Most of them had a view that OPRAS data is useful in TNA because it explore employee’s strength and weakness.

One key information quoted “OPRAS data particularly feedback, providing an employees with review which help then become aware of their own actions and feelings and how their actions and feeling impart others. Employees want to hear how they are doing and providing them with regular coaching and feedback will keep employee engaged and motivated and can increased their job satisfaction-feedback is an opportunity with an overall hence identify training needs.”

On the other hand, 28.8% of the respondents had negative attitudes on the subject matter. Among them 13.4% were the first degree level, 6.1% were diploma level and 9.3% were a certificate level.

The findings further concluded that the majority of both subordinate and supervisors had positive attitudes on the use of OPRAS data in identifying employee's training needs. This is very important thing to note since positive attitudes helps the employees to be willingly evaluated which finally facilitate training need identification. The results are shown in the table 4.4.

Table 4.4 Responses in relation to level of education on whether OPRAS data are useful in identifying training needs

Responses	No. of staff	Frequency		Percent	
		YES	NO	YES	NO
Postgraduate	9	9	0	9.3%	0
First Degree	54	41	13	42.3%	13.4%
Diploma	15	9	6	9.3%	6.1%
Certificate	19	10	9	10%	9.3%
TOTAL	97	69	28	71.2%	28.8%

Source; Field work (2015)

4.5.2 The extent in which OPRAS data are used in TNA

The research question sought to find out whether performance appraisal's data was used in identifying employee's training needs. The researcher asked respondents to indicate the level in which OPRAS data are used. The result revealed that there are inadequate use of OPRAS data in identifying employee's training needs. 9.3% of the respondents indicates good, 29.9% of the respondents indicated average, 48.4% of the respondents indicated inadequate while 12.4% of the respondents indicated poor. The table 4.5.

Table 4.5 The extent in which OPRAS data are used

Level	Frequency	Percent
Good	9	9.3%
Average	29	29.9%
Inadequate	47	48.4%
Poor	12	12.4%
Total	97	100%

Source; Field work (2015)

On the other hand supervisor were interviewed on the methods used in identifying employee's training needs. The researcher intended to find out if there are relationship between OPRAS data and the practices of conducting TNA at POPSM.

The result were 23.5% of the respondents said that TNA were conducted by interviewing their performance so as to identify their weakness and strength.

35.3% of the respondents said that department meeting were used whereby each employee allowed to explain his/her willingness to attend training in order to add new knowledge, skill and attitudes.

48.8% of the respondents said that OPRAS forms are used in identifying employee's training needs.

The data revealed that there are many methods used to conduct TNA in POPSM. The table 4.6 shows the results.

Table 4.6 Methods used to conduct TNA in POPSM

Methods	Frequency	Percent
Interview	4	23.5%
Department meeting	6	35.3%
OPRAS forms	7	48.4%
Total	17	100%

Source; Field work (2015)

4.5.3 Involvement of employees in OPRAS practices

Employees need proper co-ordination in order to implement an effective OPRAS that builds a sense of possessing an instrument that leads to an effective OPRAS. It entails clear communication packages and confidence in job related material thus through effective co-operation, greater part of the respondents agree that they were involved in OPRAS implementation.

The study settled four criteria to measure employees involved in the OPRAS process. These includes, establishing performance criteria, accessibility of job description, involvement in performance reviews, feedback and discussing employee's performance. The respondents were required to tick YES or NO to show their involvement and to explain.

4.6 Involvement of Employees in OPRAS Process

4.6.1 Involvement of employees in setting objectives and performance targets

Goal setting theory suggest that, goals pursued by employees potentially play an important part in enhance performance and training need identification in general.

The study asked respondents whether they were involved in setting objectives and performance targets. The study revealed that 40.2% of the respondents were involved. Among them men were 21.6% while female were 18.6%. They said that the objectives and performance target were discussed and agreed upon by both parties. On the other hand 59.8% of the respondents said that they were not involved. They argued that objectives and performance target were set by the management cadre. Among them male were 31.9% while female were 27.9%. The data revealed that the majority of respondents 59.9 were not involved in setting objectives and performance targets. Now the question is how could they reach consensus during job evaluation at the end of the midyear review or year? Disagreement was more likely because it was not participative from the beginning and this was contrary to the OPRAS procedures. The results are shown in the table4.7 below.

Table 4.7 Responses in relation to sex

Question	Frequency		Percent	
	YES	NO	YES	NO
Are you involved in setting objectives and performance criteria?				
Male = 52	21	31	21.6	31.9
Female = 45	18	27	18.6	27.9
Total 97	39	58	40.2	59.8

Source; Field work (2015)

4.6.2 Involvement of employees in job description

The respondents were asked if they know their job description. 80.4% of the respondents said that they knew their job description. They said that knew their job description because they were them 42.3% were male while 38.1% were female. On the other hand 19.6% of the respondents said that they were not know their job description. This was because the job descriptions were not shown to them and neither were they given a copy. Among them male were male 11.3% while female were 8.3%. The general observation here is that, it was likely for the targets to be partially achieved due to the fact that some employees were doing the work by using experiences. The table 4.8 show the results.

Table 4.8 Responses in relations to sex

Question	Frequency		Percent	
	YES	NO	YES	NO
Do you know your job description?				
Male = 52	41	11	42.3	11.3
Female = 45	37	8	38.1	8.3
Total 97	78	19	80.4	19.6

Source; Field work (2015)

4.6.3 Involvement of employees in performance feedback

After performance review, feedback on performance must be communicated to the employees so that they can regulate and improve their performance. The researcher asked the respondents if they are informed about their performance. 74.2% of the respondents said that they were informed; they said that the results about our

performance were communicated to us. Among them, 40.2% were male while 34% were female. On the other hand 25.8% of the respondents said that they were not informed about their results. Among them 13.4% were male while 12.4% were female. They argued that, the completed form of their results were stored in the archives of the HR department, and the issue of performance was oftenly neglected until the next round of performance reviews meeting.

The general observation of the result imply that, since the majority of employees where getting feedback, it is clear that there were good communication between management cadre and non management cadre. Table 4.9 Show the results.

Table 4.9 Responses in relation to sex

Question	Frequency		Percent	
	YES	NO	YES	NO
Are you informed about your performance result?				
Male = 52	39	13	40.2	13.4
Female = 45	33	12	34	12.4
Total 97	72	25	74.2	25.8

Source; Field work (2015)

4.6.4 Involvement of employees in the performance discussion

This step seemed to be most difficult and challenging to supervisors because they had to present the overall appraisal to subordinate and then make them agree in the constructive manner. The researcher asked respondents if they involved in discussing their performance. It was revealed that 65% of the respondents said they were involved. Among them male were 35.1% while female were 29.9%. They said that they were discussed with their supervisors about their performance and the action to be taken. On the other hand 35% of the respondents said they were not involved. Among them male were 18.6% while female were 16.4%. They argued that their supervisors were not discussing about their performance. This is an indication that there are variations in the practice of OPRAS in POPSM. It is at this point, one could ask himself how organization could achieve its goals at such a disparity. The results are shown in table 4.10.

Table 4.10 Responses in relation to sex

Question	Frequency		Percent	
	YES	NO	YES	NO
Are you involved in discussing of your performance?				
Male = 52	34	18	35.1	18.6
Female = 45	29	16	29.9	16.4
Total 97	63	34	65	35

Source; Field work (2015)

4.7 The Roles of Performance Measurement in Identifying Employee's Training Needs

The researcher interviewed the management staff on the roles of performance measurement in identifying training needs. The respondents had different views. 4.2% of the respondents had a view that performance measurements identify employee's strengths and weakness. Through performance measurement, the actual performances are compared with the agreed standard performance. When the actual performance exceeds the standard, this is a positive performance, but when standard performance exceeds actual performance, this is negative performance. This imply that the employee has skill gap which can be filled by training.

29.4% of the respondents had a view that performance measurement created a room for dialogue between supervisor and subordinate. The supervisor and subordinate were able to discuss the objectives, performance standards. All these enable staff to have broad understanding of skill required and also it reduce the fear existed between the boss and subordinates. Exchange of view by both parties ensure that the discussion involves a full free and frank exchange of views about what was achieved, what need to be done to achieve more and what individual think about their work, the way they are guided and their aspiration. At the end of this discussion training needs were identified.

11.8% of the respondents had a view that performance measurement is a tool of motivation. The employees are motivated to work hard since they know that at the end of the given time, they will be evaluated so they strive to work hard to achieve the given objectives. According to Expectancy theory, people will act only when they have

reasonable expectation that their action will lead to desired goals. They will perform if they believe that reward will follow effective performance. OPRAS through the system of performance measurement, granted rewards to those who perform well. These include promotion, salary increment so the positive expectation leads to effective implementation of OPRAS which in turn facilitates identification of employees' training needs.

The last category of management staff are those of 17.6%. These had a view that performance measurement provides feedback. Effective feedback allows employees to know if they are in a right track and sometimes motivates them to perform better.

Fletcher (1993) pinpoints that knowledge of results is a necessary condition for effective learning. You cannot improve performance if you do not know where you are going. In the first place, much depends on the amount of feedback conveyed and the style in which it is given. Feedback helps to transfer information between supervisor and the subordinate and vice versa, on the part of the supervisor, it gives information about what the subordinate thinks and feels in relation to their job. In the part of subordinate it gives information about what is needed to achieve. Therefore immediate feedback of any decision made regarding performance is essential in training need identification.

Table 4.11 The role of performance measurement in identifying employee's training needs

The roles of performance measurement	Frequency	Percent (%)
Increase motivation	2	11.8
Provides feedback	3	17.6
Identification of skill gap	7	41.2
Provides room for dialogue	5	29.4
Total	17	100

Source; Field work (2015)

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter talks about the findings of the research based on effectiveness of OPRAS in identifying training needs. The issues under discussion includes utilization of OPRAS data in identifying training needs, involvement of employees in OPRAS process and roles of performance measurement in identifying training needs.

5.2 Utilization of OPRAS Data in Identifying Training Needs

First and foremost, the study finding showed that 71.2% of the respondents had a positive attitudes that OPRAS data are useful in identifying training needs. They gave a reasons that OPRAS data explore employee's skill strengths and weakness. This view was supported by the research findings done by (Kahalwe, 1999) on OPRAS at BOT. it was revealed that OPRAS provides inputs/data for employee's training needs.

Furthermore, Allock (1994) contention in his book titled Industrial Society said that *“performance appraisal offers an excellent opportunity for supervisor and subordinate to recognize and agree upon individual training and development needs. During the discussion of an employees work performance. The presence and absence of work skill can become very obvious even to those who habitually reject the idea of training needs.”*

The study further revealed that inspite if having useful data for TNA, POPSM were not using the data effectively in TNA. 48.4% of the respondents said that there were inadequate utilization of OPRAS data in training need identification. These finding reflects reality to many public organization that they are not use OPRAS data effectively in TNA.

The study also revealed that in POPSM there were no uniformity in method used to conduct training need identification. The training need analysis was conducted through department meeting, interview and OPRAS form. This however is confirming to what David A.Deconzo (2006) observed that there are many need analysis. These include, OPRAS forms, interview, management meeting and observation analysis. OPRAS should be a base for identifying training needs since it is objective assessment of an individual employee's performance against a well defined benchmarks.

5.3 Involvement of Employees in OPRAS Process

The study finding revealed that the majority of employees were involved in OPRAS process. 64.5% of the respondents were involved while 35.5% were not involved. This findings conforming what Kahalwe (1999) observed in his research findings. It was revealed that OPRAS forms provides for employees' involvements. Employee were involved in setting performance standards, job description, performance review, feedback and discussing performance, employee's involvement in OPRAS process motivated employees. They become aware of their skill strength and weakness. The study although revealed that employees were not much involved in the establishing performance standards in performance reviews.

One key respondents said that;

“The management involves u in some OPRAS process. But there are some problems in case of involves of employees. In some process the management does not involves us. These include setting objectives”.

The management should make sure employees are involved at all stages. Furthermore, through involvement of employee, OPRAs provides a system of immediate feedback which is very necessary in motivating works for training needs identification. Supervisor also argued that involvement of employees in OPRAS process is very crucial in training need analysis, since employee's skills gaps are identified easily due to interaction between supervisor and subordinate. The study also revealed that there was no gender bias in OPRAS involvement.

5.4 The Roles of Performance Measurement in Identifying Training Needs

One of the most important factors examined in this study was the roles of performance measurement in identifying training needs. The study found that performance measurement plays an important roles in TNA. The major one is identification of employee's skill gap. This was the view of management staff when interviewed by the researcher. 41.2% of the respondents had such a view.

One key respondent said that;

“Performance measurement plays significant role in indentifying training needs. The employee's strengths and weakness are identified in performance measurement”.

Gupta (2008) explained that performance measurement provides valuable information for, demotion, pay increase and it useful for analyzing training and development needs. In public sector performance measurement through OPRAS is mandated as a part of a performance agreement between supervisor and subordinates. The public services regulation (URT 20) through the subsequent clause, 40 of the scheme, reads also that “every employer shall sign a performance contract with his/her employee in accordance with the procedures provided for the public services.”Rugumyamheto (1998:86) on the other hand argued that on job performance measurement where individuals are made aware of their strengths and weakness, it makes them to know that reward to expect for excellent performance and training with regard to the poor performance.”

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents summary, conclusions, recommendations and policy implications. The training needs identification has got a lot of challenges. In order to reduce those challenges, the present study sought to come up with the effectiveness of OPRAS in identifying training needs.

6.2 Summary

The study was about effectiveness of OPRAS in identifying training needs. It is a case study conducted at President Office Public Service Management in Dar es Salaam, between July 2014 and June 2015. The study aimed to make clear knowledge and understanding on the importance of using OPRAS as a base for identifying training needs in public sectors.

This process involved 114 respondents. Among of them 97 were randomly selected while 17 were obtained by purposeful means. The study used primary and secondary means of collecting data. The data collected were analyzed using various statistical means including frequency and percentage distribution and pie chart. Based on those statistical means, the study comes up with these results.

6.3 General findings

The study revealed that OPRAS generates a useful data for identification of training needs. Furthermore, OPRAS through the process of performance measurement, play a great roles in TNA, on the other hand it was revealed that effective implementation of OPRAS in public sector has a number of problems which could hinder identification of training needs. These include inadequate utilization of OPRAS data in TNA and ineffective involvement of employees in OPRAS process.

6.4 Conclusions

The results clearly show that OPRAS has great important features that can be used in the process of identifying of employees training needs. Despite the government effort to introduce the systematic procedures in conducting training, issues of training needs identification are neglected. This state of affairs has continuously lead to presence of training, which does not reflect the need of job and organization in general in public sectors.

6.4.1 Utilization of OPRAS data in TNA

The study, first examined the attitudes if employees in utilization of OPRAS data in TNA. The researcher interested to know if the data are useful in TNA. The study revealed that 71.2% of the respondents had positive attitudes that OPRAS data are useful in identifying training needs. The study further examined the existent in which OPRAS data are used in identifying training needs. It was revealed that although the data are useful in TNA, the POPSMS does not use them efficiently. The study showed that the total of 60.8% of the respondents revealed that the data were little used in TNA.

6.4.2 Involvement of employees in OPRAS process

Involvement of employees in OPRAS practices were also an important issue of the study. It was revealed that employees were involved in most of the stages. Although in the first stage of setting objective and performance criteria were poorly involved. It was revealed that 59.8% of the employees were not involved. This state could lead to ineffective implementation of OPRAS practice since all stages depends much on this first stage. The study also revealed that there were no gender bias in case of involving employees.

6.4.3 The roles of performance measurement in TNA

Since OPRAS addressed what the employee do (their work) how they do (their behavior) and what they achieve (their results). Performance measurement is important in fulfilling these processes. The study examined the roles of performance measurement in identifying training needs. It was revealed that performance measurement play an important roles. These include increasing motivation to employees, provides feedback, provide room for discussion and explore employee's strengths and weakness.

6.5 Recommendations

Basing on the research findings and conclusion, the study recommends the following:-

- The President office Public Service Management should make performance appraisal as one of its important administrative functions. The data from performance appraisal should be used appropriately to make more meaningful and achieve its desired results. Employees are motivated when they see the data produced are utilized to the maximum.
- The management team should work hand in hand with employees to create conducive environment for the whole process of performance appraisal. The adequate room should be provided in involvement of all employees in OPRAS practices.
- OPRAS should be a base for identifying training needs since it is an objective means of assessment and it is mandatory to all public servants.
- The PO-PSM should provide an opportunity for the public organizations to customize the OPRAS so that it can fit various activities of different public organization, instead of having a system which is uniform across the public sector and which is not implemented as expected.

6.6 Policy Implications

The study come up with the challenge of the policy in Tanzania which required each employer to train his/her staff. The Government Notice No. 168 (2003) URT, pg 57 direct that every employer shall be responsible for training and development of his/her staff and shall introduce staff development programme for the public servants. The notice specify sequence of steps to be followed and how training should be implemented. These steps grouped into five phase. Phase No. 1 is need assessment. Although the notice direct that the process should begin with the need assessment, but it did not provides procedure to be used in this first phase. That is why in public sector, there are many procedures used in TNA which lead to improper identification of training needs.

6.7 Area for Further Research

Since there are little research done on the topic particularly on OPRAS as a base for training need identification, thus more studies are needed so as to improve the implementation on OPRAS particularly on the training needs identification.

REFERENCES

- Adam, J. and Kamuzora, F. (2008). *Research methods for business and social studies*, 1st Ed, Mzumbe: Mzumbe book project.
- Agarwala, T. (2007). *Strategic Human Resource Management*; Oxford University Press. New Delhi.
- Amstrong N. M (2003). *Human Resource Management* 5th Edition. Kogan Page London.
- Armstrong (1993). *A handbook of Management Techniques*, Nichols Publishing, New Jersey.
- Aswathappa, K. (2013). *Human Resource Management*. Text and Cases. Mc Graw-Hill Education. New Delhi.
- Ban, B.A et al., (2009). The Governance Excellence: managing. A Paper presented at the Conference on Governance Excellence. Managing Human Potential held at Arusha International Conference Centre. URT from 2nd -4th March 2009. Cambridge University Press.
- Best, J. W and Kahan, J. V (2006). *Research in Education*. New Delhi: Prentice Hall.
- Best, J. W. & Kahn, J. V. (2006). *Research in education*, 10th ed. Boston: Ally Bacon.
- Byer Land Rue L. (1997). *Human Resource Management*, New York: Mc.Gram Hill.
- Cole, SP (1997). *The Personnel man and his job*. New York, Richard Publishers.
- David, A.D. (2006). *Human Resource Management*. Practice Hall. New Delhi.
- Fletch,C.(1993). *Appraisal Routes to Improve Performance*; London Institute of Personnel Management.
- Ghufli, A., (2012). Training Needs Analysis A Empirical Study of the Dhabi Police. London Brunel, Business School.

- Gupta C.B (2006), *Human Resource Management, seventh edition*, New Delhi. Sultan Chand and Sons.
- Gupta, C.B. (2006). *Human Resource Management; 7th edition* Sultan Chand & Sons. New Delhi.
- Gupta, C.B. (2012). *Human Resource Management; Sultan Chand & Sons*. New Delhi
- Hannamg, T., (1995). *Management Concepts for Practice*, Pitman Great Britain.
- Kahalwe, E.W., (1999), An Assessment of Employees Involvement in the Performance Appraisal system in Parastal Sector. The case of BoT.
- Kamuzora F and Adam J (2008). *Research Methods for Business and Social Studies*. Mzumbe Book Project. Tanzania.
- Kothari, C (2006). *Research Methodology*, (2nd edition), New Delhi: New age international.
- Luthan, F. (1998). *Organization Behaviour*. 8th Ed. Boston: Irwin Mc Graw-Hill.
- Luthans, F (2008) *Organization Behaviour*; Mc Graw- Hill, New Delhi.
- McMillan, J.H. & Schumacher, S. (2001). *Research in education: A conceptual Introduction New York: Longman*.
- McMillan, J.T. & Schumacher, S. (1993). *Research in education: A conceptual Introduction New York: Harper Collins College*.
- Mutahaba, al (1993). *Vitaling African Public Administration for Recovery and Development U.S.A. Kumarian Press*.
- Mutahaba, G.K (2006). *Public Service reform in Eastern and Southern Africa*. Issues and Challenges PSM; Mkuki na Nyota Publisher
- Ndunguru P.C (2007). *Research Methodology for Social Sciences*. Morogoro: Mzumbe University.

- Noe, R (2002) *Employee Training and Development* 2nd Edition, New York. Men Graw Hill.
- Noe. A.R, Hollen beck J,/ Gerhart B and Wright P (2003). *Human Resource management, Gaining competitive advantage*. 4th Ed United states of America. Mc. Graw Hill Companies.
- P. Jyothi (2006). *Human Resource Management*, Oxford University Press.
- P. Jyothi (2006). *Human Resource Management*. Oxford. University Press.
- Pattayank, B. (2005). *Human Resource Management; 3rd Edition* Practice-hall- New Delhi. India
- Prasad. C. M (2004). *Human Resource management* Sultan Chad & Sons New Delhi.
- Robertson, I and Smith, M (1985). *Motivation and job design theory, Research and Practice* London: IPM.
- Rugunyamheto, J., (1998). *Transforming the Civil Service to a Meritocracy in East and Southern Africa*.
- The Government Notice No. 168 (2008) URT.
- Torrington, D and Hall (1991). *Personnel Management- A New Appraisal*; Oxford Practice Hall International Ltd. UK.
- URT (2003) Public Service Regulation URT (2002) Public Service Act.
- URT (2003). *The Public Service Act No. 8 of 2002*. Dar es Salaam. Government Printer.
- URT Public Service Regulation
- URT.(2011) OPRAS Guideline.
- White B(2008). *Dissertation Skills for Business and Management Students*, London Martins the Printers, Ltd.

White. B (2002). *Dissertation Skills, for Business and management Students*. London
Martins the Printers Ltd.

PREVIOUS RESEARCH REPORT

Ms. Mahuwi (2005). Training needs Assessment in Public Sector in Tanzania case study
National Insurance Corporation (NIC).

Kande E (2005). The assessment of employee performance in Private Organizations.

APPENDICES

APPENDIX I

A RESEARCH STUDY ON EXAMINING EFFECTIVENESS OF OPRAS IN IDENTIFYING TRAINING NEEDS IN PUBLIC SECTOR

To be responded by staff in President Office Public Service Management

Dear respondent,

Provided below is a set of questions that requires your response. The collected information will be used for academic purpose for **Isaya Mpanda** and not otherwise. Confidentiality is vital in respect to the information written in this questionnaire.

SECTION A. (BACKGROUND INFORMATION)

In this section you are requested to tick the alternative about your background information that is most appropriate.

Your gender

Male { },

Female { }

2. Education level:

(a) Certificate

(b) Diploma

(c) Degree

(d) Postgraduate

3. How long have you been working in this organization

(a) between 0 to 5 years (b) between 5 to 10 (c) between 10 to 20 (d) above 20

4. What department are you working for

PART A

QUESTIONNAIRES FOR NON-MANAGEMENT STAFF

Utilization of OPRAS data in TNA

1. Do you think the data useful in identifying training needs

YES []

NO []

If YES, please give reasons

.....
.....
.....
.....

2. Would you be in position to state to what extent are the data from performance appraisal are used in TNA.

A. Good []

B. Average []

C. Inadequate []

D. Poor []

3. What is your comment on the use of OPRAS data in identifying training needs.

.....
.....
.....
.....

PART B

QUESTIONNAIRES FOR NON-MANAGEMENT STAFF

Involvement of employees in OPRAS practices

1. Are you involved in setting objectives and performance criteria?

YES ()

NO ()

Explain.....
.....
.....

2. Do you know your job description?

YES ()

NO ()

Explain.....
.....
.....

3. Are you informed about your performance result (feedback)

YES ()

NO ()

Explain.....
.....
.....

4. Are you involved in discussing your performance?

YES ()

NO ()

Explain.....
.....
.....

Thank for your cooperation

INTERVIEW GUIDE TO THE MANAGEMENT STAFF

- i. Do you think the data from OPRAS are useful in identifying employee's training needs?
- ii. What methods do you use in conducting TNA?
- iii. Would you be in a position to state whether the data from OPRAS are used in TNA?
- iv. Can you briefly explain how involvements of employees in OPRAS enhance training need identification?
- v. Can you briefly explain the roles of performance measurement in identifying training needs?
- vi. What is your general comment about the use of OPRAS as a base for identifying training needs in public sectors.

BACKGROUND INFORMATION ABOUT THE PUBLIC SERVICE MANAGEMENT

The President's Office Public Service Management (OP-PSM) formerly known as the Civil Service Department is a Ministry under President's Office. It was transformed into President's Office, Public Service Management (PO-PSM) in the year 2003 to conform to the newly enacted Public Service Act No. 8 of 2002. It comprises a workforce of 381 employees. Along with the transformation, opportunity was taken to accommodate efficiency and effectiveness considerations in the Management of the Public Service, particularly implementation of the on-going Public Service Reforms and provision of its services.

The structure of the PO-PSM

Currently the President's Office Public Service Management operates under the Divisions and Units as shown in the organization chart which is provided as (appendix). These are Policy Development Division, Human Resources Development Division, management Information Systems Division, Establishment Division, Management Services Division, Records and Archives Management Division, Ethics Division, Administration and Personnel Division, Diversity Unit, Information, Education and Communication Unit, Accounts Unit, Internal Audit and Gender Unit.

Functional roles of PO-PSM

The PO-PSM's role is to assist the Head of the Public Service (the Chief Secretary) in matter of personnel and administration pertaining to Public Service in the entire government system. According to the Presidential Order of 1993 on Ministerial Responsibilities, the specific functions of PO-PSM embrace the following:-

- Administrative and Personnel Policy
- Administration of Public Service
- Co-ordination of Training and Recruitment
- Improvement of efficiency and effectiveness on delivery of public service
- Human Capital Management

The scope of PO-PSM's activities

- i. Provide advisory services to the Ministries, Departments and Regions
- ii. Formulate, prepare and monitor the implementation of administrative and personnel policies
- iii. Coordinate, monitor and administer all matters related to the allocation of human resources in the Public Service, notably: recruitments; confirmations; appointments; promotions; training; discipline; terminations.
- iv. Develop the skills, knowledge and attitudes of Public Service Personnel;
- v. Instill and maintain ethical behaviour and a higher level of integrity among Public Servant, to give the Government a positive image;
- vi. Coordinate and control the effectiveness of training in the public service and increase the quality of manpower running the economy;
- vii. Deal with analysis, research and review;
- viii. Generate a conducive working environment;
- ix. Review personnel and administrative policies and other related matters; and
- x. Enhance work morale among Public Servants.

Types of management Activities at Public Service Management

Having the role outlined above, the Public Services Management exercises management activities at different levels; these are basically management activities at strategic level, management level and operational level. Strategic management activities involve senior management addressing strategic issues and long-term trend both internal and external the organizational environment. For example to match the Public sector's capability with the changes from the external environment, Public Service management coordinate with Ministries, Departments and Agencies to facilitate various training programs offered within our country and in foreign institutions provided by various donors. Management level decisions includes, monitoring, controlling, decision making and

administrative activities of middle managers. Operational activities involve keeping track of elementary activities and transactions of the organization.

Two categories of Human Resources operations are observed at the Public Services Management; the internal HR managed under the Division of Administration and Personnel/Human Resources, which provide such services to the ministry itself; basically dealing with the ministry's staff or personnel and, all human resources (HR) related activities provided from other divisions and units in the ministry which are focused to serving the public sector at large like authorizing employment permits (for recruiting or procuring new employees in the Ministries, Departments and Agencies. Both are geared towards improving efficiency and effectiveness of the public sector.

THE CURRENT ORGANIZATION STRUCTURE OF THE OFFICE OF PUBLIC SERVICE MANAGEMENT

(Approved by the President on 28th January, 2003)

