

# Practices of Performance Appraisal in Public Service: A Comparative Empirical Review of Tanzania and Kenya

Richard Sikira & Prof. Ambrish Sharma

Mangalayatan University, Aligarh

## Abstract

This study examines the performance appraisal practices within the public services of Tanzania and Kenya to inform context-sensitive reforms and cross-national learning. Currently, there is a gap in comparative studies on performance appraisal practices between these two countries. In addressing this comparison gap in the literature, the study utilises empirical reviews and Goal-Setting Theory as its review and theoretical framework. The goal-setting theory suggests that clear, specific, and challenging goals, supported by feedback, are the primary drivers of work motivation and performance. Methodologically, the study employed a structured narrative review design, and 48 empirical studies published between 2016 and 2026 were synthesised. Data were retrieved from Google Scholar, Semantic Scholar, and SciSpace. The study utilised a thematic synthesis approach to analyse heterogeneous qualitative and quantitative evidence across both countries. The study found that both countries have established formal, government-wide frameworks such as Tanzania's PEPMIS and Kenya's TPAD/Performance Contracting. Key practices include participatory target setting, mid-year reviews, and the use of digital platforms. However, Tanzania follows a more centralised model, while Kenya uses multiple overlapping tools. Both countries face persistent implementation gaps, including heavy administrative burdens, insufficient training, and low employee trust because of perceived subjectivity and weak linkages between appraisal results and tangible rewards. The study recommends simplifying appraisal forms/tools to reduce bureaucratic burden, implementing regular hands-on training for supervisors, and ensuring a transparent, guaranteed link between high performance and rewards. Additionally, strengthening digital infrastructure is essential for the success of e-performance initiatives.

Keywords: Performance Appraisal, Public Service, Tanzania, Kenya, Performance Appraisal Practices.

## 1.0. Introduction

### 1.1 Background of the Study

Performance appraisal is now widely recognised as a core human resource management (HRM) instrument in public administration because it links individual effort to organisational goals, influences motivation, and provides a basis for accountability and improvement in public service delivery (Uzochukwu et al., 2024; Ofobruku, 2024).

Globally, performance appraisal has evolved alongside broader performance management reforms in the public sector. The evolution and introduction of performance appraisal techniques owe their foundation to these reforms, specifically the New Public Management (Scarozza et al., 2023; Tandika, 2024). This popular strategic shift by various governments from traditional management styles to New Public Management has been accompanied by the emergence of a broader performance-based culture in public administration. Public service organisations are increasingly expected to define clear objectives, use indicators and key performance measures, and report on results (Furculița, 2023). Additionally, public entities began to focus on the use of performance indicators, analysis and evaluation, and systematic performance reporting as core dimensions of a performance-oriented public sector (Mwesiumo et al., 2025).

The civil service among many European Union (EU) nations views individual performance appraisal systems as standard components of central government New Public Management. A comparative review of 18 European countries shows that these systems increasingly reflect a tension between two models, namely an incentivising type of appraisal, which is typical of the New Public Management (NPM) approach, and a developmental type, associated with post-NPM thinking (Hajnal & Staroňová, 2021). While it is true that NPM-inspired reforms stress performance-related pay, targets, and sanctions, more recent developments emphasise feedback, learning, and capacity building, suggesting a gradual shift from viewing appraisals as control instruments to seeing them as tools for employee development (Hajnal & Staroňová, 2021).

The new public management influence on performance appraisal is similar to nations such as China, where a new National Performance Appraisal, for example, in public hospitals seeks to balance the interests of multiple stakeholders and uses a balanced scorecard framework to drive quality and efficiency improvements (Yao et al., 2025).

In Africa, performance appraisal and related performance management reforms have become central to public sector modernisation, driven by internal demands for efficiency and external pressures linked to good governance and sustainable development (Cameron, 2021; Elhadi, 2020; Banda, 2022). Evidence from Nigerian federal regulatory agencies shows governments are rolling out performance appraisal systems across entire civil services in response to calls for greater accountability and efficiency, especially in economic constraints (Uzochukwu et al., 2024).

## **1.2. Context of Tanzania and Kenya**

Within this broader African context, East African countries such as Kenya, Tanzania, and Uganda have embraced performance-based reforms as part of their efforts to strengthen governance and improve public service delivery (Nor, 2025; Anosisye & Nyoni, 2024). Tanzania and Kenya, neighbouring countries with many similarities, both introduced performance appraisals in the public service through reforms in the 1990s and 2000s (Nchimbi, 2019; Ong'era & Musili, 2019; Chemjor, 2025).

In Tanzania, performance appraisal has historically been framed within broader civil service reforms of the late 1990s and early 2000s aimed at strengthening results-based management. The Open Performance Review and Appraisal System (OPRAS) was introduced in 2004 as a central instrument that replaced confidential appraisal to formalise target setting, review individual performance, and link employee efforts to organisational objectives. The confidential appraisal system has many flaws and complaints, thus proved unsuitable (Tandika, 2024; Matoka, 2023). More recently, Tanzania has moved towards digitalisation of performance management through the Public Employee Performance Management Information System (PEPMIS). PEPMIS is a digital system for evaluating employee performance in the government that replaces OPRAS and has been implemented within the public service in Tanzania (Tuseko et al., 2025). Similar to confidential appraisal, OPRAS had weaknesses such as poor linkage with incentives, lack of support and understanding; hence, the government replaced it with PEPMIS in 2024 (Bakar et al., 2025; Kalifumu & Njunwa, 2024). Guided by the Job Characteristics Model, PEPMIS suggests that it is a continuation and a deepening of earlier appraisal reforms, aiming to improve data quality, transparency, and timeliness in evaluating public employees, but also that its impact depends heavily on user understanding and acceptance.

Kenya's experience with performance appraisal has a background of a closed annual confidential report system in the pre-2000s, whereby in 2003, the government of Kenya introduced an advanced performance appraisal tool named GP 247 (Kikubu et al., 2018; Chemjor, 2025) and revised it in 2006, which is also referred as Staff Performance Appraisal System (SPAS) (Ndubai et al., 2016; Boruett et al., 2021). In the education sector, the Teachers Service Commission (TSC) implemented a Performance Contracting through the Teacher Performance Appraisal and Development (TPAD) tool introduced in 2016 (Philip, 2020), with the explicit aim of improving teacher performance and accountability and fostering a comprehensive, child-friendly learning environment in public primary schools (Saya et al., 2025). Evidence shows that, more

than a decade after TPAD's introduction, pupil learning outcomes remain scarce and inconclusive, highlighting an implementation and effectiveness gap (Saya et al., 2025). Beyond education, Kenyan public organisations have invested in strengthening civil servants' performance through training at the Kenya School of Government and the School of Management and Public Administration for deliberate improvement of civil servants' performance (Nor, 2025).

Both countries' performance appraisal systems are embedded within wider policy and governance frameworks that reflect international influences and best-practice models. The move from paper-based appraisal forms to digital platforms in Tanzania, exemplified by PEPMIS, mirrors broader global trends towards e-government and data-driven performance management (Tuseko et al., 2025). Kenya's adoption of Performance Contracting and structured appraisal tools such as TPAD aligns with international shifts from purely incentivising NPM-style appraisal to more developmental approaches that combine accountability with support for employee improvement (Hajnal & Staroňová, 2021; Saya et al., 2025).

Both countries face persistent challenges related to awareness, fairness, utilisation of results, and linkage to service outcomes (Nor, 2025; Saya et al., 2025; Tuseko et al., 2025). Understanding the practices of performance appraisal in these two contexts is therefore crucial not only for national policymakers and practitioners but also for scholars and reformers interested in how global ideas about performance management are adapted and implemented in African public services.

### **1.3. Problem Statement**

Despite the adoption of performance appraisal systems across African public services, implementation remains problematic, with challenges including poor alignment of objectives, lack of capacity, weak accountability, and a focus on compliance rather than meaningful performance improvement (Baporikar, 2022; Tyokwe & Naicker, 2021). In Tanzania, the Open Performance Review and Appraisal System (OPRAS) and the newer Public Employees Performance Management Information System (PEPMIS) face persistent issues such as inadequate training, weak participatory goal-setting, limited resources, and poor communication of appraisal purposes to employees (Anosisye & Nyoni, 2024; Mtasigazya, 2021; Mwamwala et al., 2022). Similarly, Kenya's performance appraisal systems, including the electronic Teacher Performance Appraisal and Development (eTPAD) system and broader Performance Contracting frameworks, struggle with inadequate project initiation processes, insufficient human resource management, and weak managerial practices (Mutunga et al., 2025; Macharia, 2023). A significant gap exists between policy intentions and implementation realities in both countries, with formal appraisal frameworks failing to translate into effective practice on the ground (Mukandala, 2023; Mtasigazya, 2021). The consequences of these ineffective systems are substantial: they undermine organisational performance, reduce employee motivation and engagement, weaken accountability, and ultimately fail to improve public service delivery (Tyokwe & Naicker, 2021; Mkunde, 2022; Mwamwala et al., 2022). However, there is limited comparative analysis examining how these challenges manifest differently across Tanzania and Kenya, despite the potential for cross-national learning to inform context-sensitive reforms and identify which institutional, political, and capacity factors shape appraisal system effectiveness in East African public services.

### **1.4. Purpose and Objectives**

The overall purpose of this study is to examine the performance appraisal practices and challenges in Tanzania's and Kenya's public service.

The specific objectives of the study are to:

- a. To examine the performance appraisal practices adopted in Tanzania's public service
- b. To examine the performance appraisal practices adopted in Kenya's public service
- c. To compare performance appraisal practices between Tanzania and Kenya

### **1.5. Significance of the Study**

This study is important for several reasons. First, it contributes to academic knowledge by organising and synthesising scattered empirical findings on performance appraisal in two key East African public services.

Second, the review has practical value for policymakers, managers, and human resource practitioners in Tanzania and Kenya by clearly showing what practices are in place and how these issues compare across the two countries and suggesting performance appraisal policies and tools.

Third, the study is significant for development partners and regional reform actors who are interested in strengthening performance management in African public services. A clearer picture of what works, what does not, and why can help guide more realistic and context-sensitive support to performance appraisal reforms in the region.

## **1.6. Scope and Delimitations**

This study focuses on performance appraisal in the public services of Tanzania and Kenya, with emphasis on civil service and closely related public institutions. The review covers empirical studies (quantitative, qualitative, and mixed-methods) that report on performance appraisal practices in these settings. It includes literature that examines traditional paper-based systems, such as Tanzania's Open Performance Review and Appraisal System (OPRAS), newer digital platforms like PEPMIS, and formal appraisal arrangements linked to Performance Contracting and other tools in Kenya.

The study is delimited in several ways. It does not cover performance appraisal in the private sector or in other countries. It also does not collect new primary data; instead, it relies solely on existing empirical literature. While efforts are made to identify and include a wide range of relevant studies, the review is limited to published and accessible published academic articles from 2016 to 2026 and mainly in English, which means that some internal reports or non-English studies may not be captured. The aim is therefore not to provide an exhaustive account of every appraisal practice in both countries but to offer a structured and comparative synthesis of the available empirical evidence.

## **1.7. Organisation of the Paper**

The paper is organised as follows: section 1 covers the introduction, section 2 the theoretical framework, and section 3 the methodology. Section 4 covers findings, and sections 5 and 6 highlight discussion and conclusion and recommendations, respectively.

## **2.0. Theoretical Framework**

This study uses Goal-Setting Theory as its main theoretical lens to understand how performance appraisal is designed and practised in the public services of Tanzania and Kenya. Goal-Setting Theory was developed in the 1960s mainly by Edwin Locke and later refined with Gary Latham and has become one of the most influential theories of work motivation and performance since the 1990s (Swann et al., 2020; Zhang, 2023). This theory remains a central framework across many fields, from physical activity promotion and education to business performance management, and it continues to be updated and extended in new contexts (Cheng, 2023; Swann et al., 2020).

Goal-Setting Theory starts from a simple but powerful assumption: people's behaviour at work is guided by conscious goals, and these goals direct attention, effort, and persistence (Swann et al., 2020). When individuals know clearly what they are trying to achieve, they can focus their energy, choose appropriate strategies, and keep working even when tasks are difficult (Hartono & Murniati, 2020). Controlled experiments in management have confirmed that people achieve higher levels of performance when they are given clear, specific and difficult goals compared to vague "do your best" instructions (Hartono & Murniati, 2020). Evidence in sport also shows that structured goal-setting interventions improve both task performance and important psychological outcomes, suggesting that the basic mechanisms proposed by the theory hold across different settings and activities (Williamson et al., 2022).

The core principle of Goal-Setting Theory is that specific, challenging goals lead to higher performance than easy, vague, or no goals (Hartono & Murniati, 2020). Specificity helps employees understand exactly what

is expected, while challenge signals that the organisation believes they can stretch beyond current levels (Hartono & Murniati, 2020). Studies comparing different types of goals show that when goals are well defined and linked to clear process or performance standards, they produce stronger improvements than broad outcome targets alone (Williamson et al., 2022).

A second key idea in goal-setting theory is the link between goal clarity and motivation. Clear goals act as a "cognitive bridge" between motivation and behaviour by telling people what to prioritise and how to judge their own progress (Cheng, 2023). Research shows that well-defined learning goals increase learners' motivation and persistence, because goals help them organise their efforts and see the link between their actions and eventual success (Cheng, 2023). In organisational settings, goal clarity and participation in goal-setting have been found to enhance employee satisfaction and performance, as employees feel more involved and believe that their work is meaningful (Afiah et al., 2021; Gibran et al., 2021).

This theory is directly relevant to performance appraisal systems, which in practice revolve around setting objectives, monitoring progress, and evaluating outcomes. Many modern performance management tools explicitly draw on Goal-Setting Theory.

In the public service context of this study, performance appraisal systems in Tanzania and Kenya also rest on the basic logic of goal-setting practices, even if they use different tools and labels. Appraisal frameworks such as Tanzania's earlier OPRAS and the more recent PEPMIS, as well as Kenya's Performance Contractings and formal appraisal forms, are all designed to translate organisational and national priorities into individual work targets, review progress against these targets, and link results to decisions about rewards, promotion, training or other development actions.

From a Goal-Setting Theory perspective, many of the challenges observed in African public services, such as vague or copied objectives, limited involvement of employees in setting their targets, lack of regular feedback, and weak connections between results and rewards, can be understood as failures to meet the theory's core conditions for effective goal-setting. Where goals are not clear, not genuinely challenging, or not supported by ongoing feedback and appropriate incentives, employees are less likely to feel committed or motivated, and performance appraisal can be perceived as a routine or unfair exercise rather than a meaningful driver of improvement (Gibran et al., 2021; Hartono & Murniati, 2020; Swann et al., 2020).

For these reasons, Goal-Setting Theory is particularly suitable for this comparative study of performance appraisal practices in Tanzania and Kenya. First, it provides a clear and well-tested framework for analysing how appraisal systems set, communicate, and monitor goals, and for explaining why certain practices may or may not lead to better performance (Hartono & Murniati, 2020; Swann et al., 2020). Second, it has been validated across many different sectors and cultural contexts, including logistics, healthcare, education, and high-tech firms, which supports its use in examining public services in East Africa (Cheng, 2023; Gibran et al., 2021; Williamson et al., 2022; Zhang, 2023). Third, the specific implementation problems reported in African public services, such as perceived unfairness, lack of clarity, poor linkage to rewards and development, and low motivation, map closely onto the conditions that Goal-Setting Theory identifies as necessary for effective goal-directed behaviour (Afiah et al., 2021; Hartono & Murniati, 2020; Swann et al., 2020). Therefore, through this theory, the study can systematically examine whether and how the performance appraisal systems in Tanzania and Kenya create specific and challenging goals, ensure employee understanding and commitment, provide constructive feedback, and align appraisal results with meaningful consequences.

### **3.0. Methodology**

This section covers the research methodology employed in this study. Specifically, the section uncovers the research design, data source and search strategy, inclusion and exclusion criteria, study selection process, data extraction as well as data analysis and synthesis.

#### **3.1 Research Design**

The research design employed in this study is a structured narrative review focusing on empirical studies of performance appraisal and performance management in the public services of Tanzania and Kenya. Unlike full systematic reviews that require highly formalised protocols, narrow questions and exhaustive database coverage, a narrative review allows the researcher to incorporate heterogeneous sources (e.g., journal articles, theses, government reports, grey literature) (Grashuis & Su, 2019; Hilmi, 2026).

The design enhances transparency and replicability; the review follows several core steps from systematic review practice: a clear search strategy, explicit inclusion/exclusion criteria, structured data extraction, an organised selection and coding process, and synthesis similar to recent systematic literature reviews (Grashuis & Su, 2019; Hilmi, 2026).

This design is particularly appropriate for a cross-country empirical review where the aim is not only to catalogue findings but also to compare patterns, explain divergences, and map research gaps across Tanzania and Kenya (Saerang et al., 2025; Grashuis & Su, 2019).

### **3.2 Data Sources and Search Strategy**

To capture empirical research evidence, the review draws on a wide range of secondary sources, consistent with multi-source strategies used in cross-disciplinary performance reviews published between 2016 and 2026 (Awaluddin et al., 2025; Grashuis & Su, 2019). Secondary sources comprise only peer-reviewed journal articles and conference papers.

Electronic searches were conducted mainly through Google Scholar, Semantic Scholar, and Scispace, which are widely used platforms for comprehensive literature retrieval across disciplines (Suhardi, 2025; Gusenbauer, M. (2024). The search covered the period 2016–2026 to focus on performance appraisal practices in Kenya and Tanzania's public service. Only works published in English were included, and search strings were combined based on key concepts related to performance appraisal, public service, and the two focal countries, using Boolean operators as follows:

```
("performance appraisal" OR "performance management" OR "performance evaluation") OR "OPRAS" OR "PEPMIS" OR "Performance Contracting") AND ("public service" OR "civil service" OR "public sector" OR "government") AND ("Tanzania" OR "Kenya" OR "East Africa")
```

```
"performance appraisal" AND "public service" AND "Tanzania"
```

```
"performance appraisal" AND "civil service" AND "Kenya"
```

```
"performance management" AND "public sector" AND ("Tanzania" OR "Kenya")
```

This combination of broad and specific search strings follows established practices in systematic literature reviews that seek to capture both generic and context-specific terminology (Hilmi, 2026). Reference lists of key articles and reports were also snowballed to identify additional relevant studies, an approach commonly used to reduce the risk of omitting important empirical contributions (Grashuis & Su, 2019).

### **3.3 Inclusion and Exclusion Criteria**

To ensure that only relevant and sufficiently robust studies were synthesised, explicit inclusion and exclusion criteria were applied, following the logic of recent empirical and systematic reviews in performance-related fields (Grashuis & Su, 2019; Hilmi, 2026; Zakka et al., 2025).

#### *Inclusion Criteria:*

Studies were included if they:

- i. Reported empirical research (quantitative, qualitative, or mixed-methods), including surveys, interviews, case studies, document analyses, or combinations thereof;
- ii. Focused on the public service/civil service or closely related public institutions in Tanzania and/or Kenya;

- iii. Examined performance appraisal or performance management with a clear and substantial discussion of appraisal practices, processes, or outcomes;
- iv. Were published between 2016 and 2026;
- v. Were available in English;
- vi. Included peer-reviewed journal articles.

These criteria reflect those used in other empirical literature reviews that centre on practice-oriented questions and include both academic and policy research (Grashuis & Su, 2019; Zakka et al., 2025).

*Exclusion Criteria:*

- i. Studies were excluded if they:
- ii. Were purely theoretical or conceptual with no empirical data;
- iii. Focused exclusively on the private sector or NGOs, with no clear link to public service organisations;
- iv. Mentioned performance appraisal without substantive examination of appraisal practices or challenges;
- v. Were set in countries other than Tanzania or Kenya, even if within Africa or East Africa more broadly;
- vi. Were opinion pieces, commentaries, or editorials without systematic empirical methods;
- vii. Were published before 2016;
- viii. Had inaccessible full texts, even after attempts to obtain them via institutional or open-access routes.

These exclusions are consistent with quality-oriented filtering seen in systematic reviews on organisational performance and public sector reforms.

### 3.4 Study Selection Process

The study selection followed a PRISMA-inspired flow, adapted for a structured narrative review. The initial database and web searches yielded 478 records from Google Scholar (213), Semantic Scholar (176) and the SciSpace database (89). After removing obvious duplicates and non-academic items (e.g., unrelated news pieces, non-substantive web pages), 207 records remained. Titles and abstracts were screened against the inclusion and exclusion criteria to exclude clearly irrelevant studies (e.g., private sector only, non-appraisal HR topics, non-Tanzania/Kenya contexts). The full texts of potentially relevant studies were retrieved and assessed for eligibility. At this stage, studies were excluded if they did not contain empirical data, did not substantively address performance appraisal, or were set entirely outside Tanzania and Kenya. Finally, 48 studies met all criteria and were included in the review. These comprised peer-reviewed journal articles only.

### 3.5 Data Extraction

For each included study, relevant data were systematically extracted using a structured data extraction form, paralleling procedures used in other empirical and systematic literature reviews (Awaluddin et al., 2025; Grashuis & Su, 2019). The following information was recorded:

- i. Bibliographic details: author(s), year of publication;
- ii. Country context: Tanzania, Kenya, or both (for comparative or regional studies);
- iii. Sector and organisational level: e.g., central ministries, local governments, regulatory agencies, education (schools, universities), health, or other specific public bodies;
- iv. Methodology;
- v. Type of performance system: e.g., OPRAS, PEPMIS, Performance Contracting, sector-specific appraisal tools;
- vi. Key performance appraisal practices examined;

This structured extraction enables systematic comparison across studies, in line with best practices in cross-disciplinary performance and governance reviews (Awaluddin et al., 2025; Saerang et al., 2025; Grashuis & Su, 2019).

### 3.6 Quality Appraisal

Although the review's primary aim is synthetic and descriptive, a basic quality appraisal of empirical studies was conducted to contextualise the strength and reliability of the evidence (Hilmi, 2026; Zakka et al., 2025). Each empirical study was assessed on criteria such as clarity of research aims and questions, appropriateness and transparency of research design and methods and adequacy of sample size and sampling strategy (relative to the study's aims). Furthermore, clarity of data collection procedures and instruments, rigour of data analysis, coherence between data, analysis and conclusions, and reflexivity and discussion of limitations.

### 3.7 Data Analysis and Synthesis

Data analysis followed a thematic synthesis approach, appropriate for integrating heterogeneous qualitative and quantitative evidence in narrative reviews (Awaluddin et al., 2025). After familiarisation with the extracted data, an inductive-deductive coding process was applied.

First is initial coding; studies were coded for recurring themes related to design and formal features of appraisal systems. Second, implementation practices and challenges were identified. Third, categorisation of identified practices into codes and then grouping into higher-order categories based on how appraisal is formally designed and actually conducted (practices). Fourth, country-specific and comparative syntheses were conducted, and findings were organised by country within each thematic cluster.

Through this process, the review produces an integrated, comparative picture of how performance appraisal is practised in Tanzanian and Kenyan public services and the recommendations for public sector performance and reform.

## 4.0. Findings

### 4.1 Overview of Included Studies

Through a structured narrative review, this study synthesised 48 qualified scholarly articles to examine the practices and challenges of performance appraisal in the public service by focusing on two countries: Tanzania and Kenya. In summary, the study used 48 articles to compile the findings: 24 (50%) articles from Kenya and 24 (50%) articles from Tanzania. Articles illuminating OPRAS were 18, performance contracting (11), TPAD (6), PEPMIS (6), SPAS (2) and other methods (5). Most articles were published in 2024 (9), followed by 2023 (7), 2021 (6), and the remaining 26 articles were published in the subsequent years.

Table 1: Summary of Reviewed Articles

S/N	Category	Sub-Category	No. of Articles	Percentage (%)
1	By Country	Tanzania	24	50.00%
		Kenya	24	50.00%
		Total by Country	48	100%
2	By Appraisal Method	OPRAS (Open Performance Review and Appraisal System)	18	37.50%
		Performance Contracting (PC)	11	22.92%
		TPAD (Teacher Performance Appraisal and Development)	6	12.50%
		PEPMIS (Public Employee Performance Management Information System)	6	12.50%
		SPAS (Staff Performance Appraisal System)	2	4.17%
		Other Methods	5	10.42%

		Others (MBO, 360-degree, e-performance, etc.)	5	10.41%
	Total by Method		48	100%
3	By Year of Publication	2025 (Forthcoming/Early Access)	5	10.42%
		2024	9	18.75%
		2023	7	14.58%
		2022	3	6.25%
		2021	6	12.50%
		2020	3	6.25%
		2019	5	10.42%
		2018	4	8.33%
		2017	2	4.17%
		2016	4	8.33%
	Total by Year		48	100%

Source: Researchers (2026)

#### 4.2 Performance Appraisal Practices in Tanzania

The performance appraisal practices in Tanzania's public service were synthesised and categorised into themes, whereby five (5) themes, as summarised in Table 2 below, were identified. The themes are participatory goal and target setting, continuous monitoring and review, feedback, coaching and development, linkage to HR decisions and rewards, and finally openness, fairness, and participation.

Specifically, the performance appraisal practices in Tanzania start with a simple conversation. Instead of a boss just handing out orders, supervisors and employees sit down together at the beginning of the year to agree on what needs to be done. They create what is called a performance agreement, where they set specific and realistic targets. This ensures that everyone knows exactly what is expected of them and how their individual work helps the bigger goals of their department or school.

Once these goals are set, the focus shifts to keeping a close eye on progress throughout the year. It isn't just a "once-a-year" event; it involves continuous monitoring. In many offices, this means having a mid-year review to see if things are on track. More recently, the government has introduced digital systems where employees log their daily tasks and subtasks online. This move toward digital record-keeping helps create a clear trail of evidence, making it easier for managers to see real-time progress rather than relying on memory at the end of the year.

As a result of constant monitoring, it becomes much easier for managers to provide regular feedback and support. The practice in Tanzania emphasises that appraisal should be a tool for growth, not just a way to point out mistakes. Supervisors are encouraged to act more like coaches or mentors, offering counselling and guidance when an employee hits a snag. An employee can identify exactly what kind of training or professional development an employee needs to do a better job in the future through discussing performance openly.

These discussions are not just for show; they have a direct impact on an employee's career. The results of these appraisals are used to make important HR decisions about who is ready for a promotion or a salary increase. In many cases, the scores help determine who gets a chance for further studies or who might be transferred to a different station. By linking the appraisal results to actual rewards and career progression, the system tries to motivate staff to stay committed to their duties.

For this link between work and rewards to feel fair, the process relies on a high level of openness and participation. A key practice is that both the supervisor and the employee must sign the appraisal forms together, showing they both agree on the final evaluation. Employees are also given the chance to evaluate

themselves first. This "open" style is designed to build trust and ensure that the evaluation is transparent, giving employees a voice and even a way to appeal if they feel the results don't reflect their hard work.

Table 2: Summary of Performance Appraisal Practices in Tanzania

S/N	Theme	Practice Evidence	Supporting Evidence (Authors)
1	Participatory Goal and Target Setting	Setting annual performance agreements, establishing SMART targets; aligning individual objectives with organisational goals; joint/participatory planning between supervisors and subordinates.	Matoka (2023); Kikoti & Lameck (2023); Anosisye & Nyoni (2024); Kapimpiti et al. (2024); Ndunguru et al. (2024); Bakar et al. (2025)
2	Continuous Monitoring and Review	Conducting mid-year and annual reviews; tracking daily tasks and subtasks; using digital systems (PEPMIS) for real-time monitoring; maintaining centralised performance records and evidence.	Ndunguru et al. (2024); Tuseko et al. (2025); Bakar et al. (2025); Kalifumu & Njunwa (2024); Ilomo & Anyingisye (2020)
3	Feedback, Coaching, and Development	Providing timely and accurate feedback; offering coaching, mentoring, and counselling; identifying training and professional development needs; using appraisal for performance improvement plans.	Ilomo & Anyingisye (2020); Kapimpiti et al. (2024); Matoka (2023); Tuseko et al. (2025); Fredrick et al. (2025).
4	Linkage to HR Decisions and Rewards	Using appraisal results for promotions, salary increments, and transfers; linking outcomes to monetary and non-monetary rewards; informing career development and compensation fairness.	Nchimbi (2019); Alman & Yusuph (2020); Mwamwala et al. (2022); Ndunguru et al. (2024); Tuseko et al. (2025), Mtasigazya (2021); Michael (2023); Kalifumu & Njunwa (2024); Paul & Bago (2022)
5	Openness, Fairness, and Participation	Joint signing of appraisal instruments (TFN 832); self-evaluation by employees; 360-degree appraisals; transparency in evaluation procedures; existence of appeals and review mechanisms.	Kapimpiti et al. (2024); Fredrick et al. (2025); Michael (2023); Silidion & Rutenge (2024); Ndunguru et al. (2024)

Source: Researchers (2026)

### 4.3 Performance Appraisal Practices in Kenya

Apart from exploring performance appraisal practices in Tanzania's public service, the study also intends to do the same in Kenya's public service. Categorically, five (5) themes were identified, namely, performance contracting and strategic alignment, use of structured tools (TPAD, SPAS, e-Performance) and rating

methods and benchmarking, and competency and service delivery assessment. Other themes are feedback, communication and collaborative planning, and finally, linkage to rewards and professional development.

In the Kenyan public service, performance appraisal is not just a human resources routine; it is a structured process designed to ensure that every civil servant contributes to the country's broader development goals. The journey of appraisal usually begins with the formalisation of expectations through Performance Contracting. This practice involves setting clear, measurable targets that align an individual's daily work with the strategic objectives of their specific department or state corporation. Through contract signing, employees and management enter into a mutual agreement on what success looks like for the year, creating a sense of accountability and financial stewardship across various sectors.

To make these high-level contracts work on the ground, the Kenyan public sector relies heavily on specialised tools and digital systems. For instance, in the education sector, the Teacher Performance Appraisal and Development (TPAD) tool is the standard for monitoring classroom effectiveness. Similarly, other government agencies use the Staff Performance Appraisal System (SPAS) or automated e-performance platforms. Other organisations used rating methods and benchmarking. These systems have moved the process away from simple paperwork toward a more data-driven approach, utilising HR scorecards and real-time digital tracking to keep a constant eye on progress rather than waiting until the end of the year to see how things are going.

When it comes to what is actually being measured, the focus is on a mix of technical competencies and service delivery standards. In schools, this means looking at how well a teacher prepares lesson plans, manages their classroom, and uses modern teaching aids like ICT. In other public offices, the criteria might include how efficiently a department handles public complaints or how well they manage their allocated budgets. The goal is to move beyond subjective opinions and instead use objective metrics, such as customer satisfaction surveys and service charters, to determine if the public is getting the quality of service they deserve.

This evaluation process is supported by a culture of continuous communication and collaborative planning. Rather than being a top-down command, many practices emphasise participatory goal setting where supervisors and subordinates sit down to negotiate targets. Throughout the year, this is followed by regular feedback sessions, mid-year reviews, and even 360-degree assessments where peers and sometimes even customers provide input. These discussions are meant to be a two-way street, allowing for coaching and mentoring to happen in real time, which helps in identifying areas where an employee might be struggling before it affects their final rating.

Ultimately, the entire appraisal cycle is designed to feed into the growth and motivation of the workforce. The results of these evaluations are used to make critical HR decisions regarding promotions, salary increments, and the distribution of rewards. Beyond just financial incentives, the appraisal process serves as a diagnostic tool to identify specific training needs. Through linking appraisal outcomes to professional development programmes and workshops, the system aims to ensure that the public service is not just checking boxes but is actively building a more competent and professional workforce for the future.

Table 3: Summary of Performance Appraisal Practices in Kenya

S/N	Theme	Evidence (Supporting Authors)
1	Performance Contracting & Strategic Alignment	Ogola & Nzulwa (2018); Njogu & Jamleck (2016); Muriuki et al. (2017); Wang & Odongo (2017); Orwa (2023); Sirkoi et al. (2021); Ndubai et al. (2016)
2	Use of Structured Tools (TPAD, SPAS & e-Performance), Rating Methods & Benchmarking	Isika et al. (2025); Jemurgor (2023); Ndegerege & Wanyoike (2024); Macharia (2023); Chepkwony & Njoroge (2019); Boruett et al. (2021); Chemjor (2025); Njuguna & Kisilu (2023); Nabangala & Amuhaya (2020); Orwa (2023); Kemboi & Merecia (2021); Ndubai et al.

		(2016); Malela & Araka (2023)
3	Competency & Service Delivery Assessment	Kaluyu et al. (2022); Isika et al. (2025); Ang'Anyo & Mbatha (2019); Mwandihhi et al. (2018); Kikubu et al. (2018); Ndubai et al. (2016)
4	Feedback, Communication & Collaborative Planning	Jemurgor (2023); Ndegerege & Wanyoike (2024); Tumusiime et al. (2021); Muriuki et al. (2017); Kemboi & Merecia (2021); Malela & Araka (2023)
5	Linkage to Rewards & Professional Development	Nganga & Anyieni (2023); Macharia (2023); Tumusiime et al. (2021); Mwandihhi et al. (2018); Boruett et al. (2021); Chemjor (2025); Malela & Araka (2023)

Source: Researchers (2026)

#### 4.4 Comparative Analysis of Practices

Performance appraisal in both Kenya and Tanzania is formal and used in public service. In each country, governments have introduced official tools, standard forms, and clear cycles for reviewing the work of public servants. Kenya relies on several systems, such as Performance Contracting, teacher appraisal tools like TPAD, and staff appraisal systems such as SPAS. Tanzania, on the other hand, has built most of its public service appraisal around the previously used OPRAS (not used currently), and now the government uses digital systems like PEPMIS. The performance appraisal in public service has similarities and differences in these two countries, as highlighted below.

##### 1. Formal appraisal systems and where they are used

Both countries now have formal, government-backed appraisal systems that are used across many public organisations. In Tanzania, OPRAS was the main instrument applied in ministries, local government, health facilities, ports, and public secondary schools. More recently, PEPMIS has been introduced and is used across all public service organisations in Tanzania.

Kenya shows a more mixed picture. Performance Contracting is widely used in ministries, state corporations, counties, revenue agencies and others to manage organisational and departmental performance. At the same time, several staff-focused tools operate in parallel. In the education sector, teachers are appraised mainly through TPAD, while other public staff may be assessed using SPAS, Result-Orientated Employee Appraisal, or e-performance appraisal modules within HR information systems. Universities and training institutions also report the use of methods such as management by objectives and 360-degree feedback.

So, while Tanzania has one dominant framework that has been extended into different sectors (and now into digital form), Kenya has multiple overlapping systems that are tailored to different institutions and cadres.

##### 2. Goal and target setting

Within these formal systems, a central practice in both countries is goal and target setting. In Tanzania, OPRAS requires each public servant to sign an annual performance agreement that lists individual objectives linked to the organisation's goals. Employees are expected to prepare clear, specific and realistic targets, often described as SMART, and to align them with departmental and organisational plans. With PEPMIS, these goals and key performance indicators are now entered electronically, with supervisors approving the performance plans online.

In Kenya, goal setting is equally important, though it often happens under different labels. Performance Contracting involves negotiating performance targets at the organisational, departmental, and sometimes individual level and then breaking them down into annual work plans. Teacher appraisal tools such as TPAD ask schools and teachers to set school-wide targets together, plan lessons and other activities around those targets, and document what each teacher aims to achieve. SPAS and result-orientated employee appraisal systems also stress performance planning and fair, agreed targets before the appraisal period begins.

The common idea in both countries is that performance appraisal should begin with clear objectives that flow from higher-level plans to individual staff. The main difference lies in the instruments used and how strongly they focus on organisational contracts (Kenya) versus individual agreements under a single national framework (Tanzania).

### **3. Participation and dialogue in the appraisal process**

From goal setting, it is natural to look at how many staff are involved in the appraisal process itself. In both Kenya and Tanzania, there is a strong intention to make appraisal more participatory, even though practice does not always fully match this aim.

In Tanzania, several studies show that OPRAS is supposed to be based on joint planning and discussion. Employees and supervisors are expected to sit together, agree on objectives, fill in forms, and then sign them. PEPMIS goes further by allowing teachers and other staff to do self-evaluation online and then submit their plans and reports for supervisor approval, which encourages ongoing dialogue.

Kenya has also moved towards more participation and open communication in appraisal. SPAS and TPAD emphasise appraisal interviews, supervisor–employee communication, peer observation, self-evaluation, and even full 360-degree assessment in some schools and institutions. Result-orientated employee appraisal systems ask supervisors to work with staff in agreeing on standards, even though in practice supervisors may still dominate the process. Some Performance Contracting and HRIS-based systems also include opportunities for staff to submit appraisal requests, comment on ratings, and interact with managers in real time.

In short, both countries recognise that staff should not just be passive recipients of ratings. However, Kenya tends to experiment more with multi-source feedback tools, while Tanzania's participation is more often framed around joint completion of OPRAS forms and, increasingly, self-evaluation inside PEPMIS.

### **4. Monitoring, review cycles and feedback**

Participation in planning is closely tied to how performance is followed up through the year. Both Kenya and Tanzania have moved away from treating appraisal as a single annual event and now include more regular monitoring, formal reviews, and feedback.

In Tanzania, OPRAS is built around an annual cycle with agreed targets, a mid-year review, and an end-year appraisal. Supervisors are expected to monitor progress, hold review meetings, and provide feedback to employees. In schools and councils, OPRAS guidelines instruct about giving staff copies of their appraisal reports, allowing them to comment, and discussing results in face-to-face sessions. With PEPMIS, monitoring becomes even more frequent: staff record tasks and subtasks, update their progress in the system, and receive feedback through the platform, which creates a more continuous flow of information.

Kenya shows a similar pattern, though fitted to its range of tools. Performance Contracting requires ongoing performance monitoring, quarterly or annual performance reports, and review meetings where results are discussed. TPAD includes regular evaluation of classroom preparation and teaching, as well as feedback sessions and performance review meetings at the school level. SPAS and result-orientated employee appraisal systems also emphasise continuous or periodic appraisals, feedback mechanisms, and formal documentation of results that can be revisited over time. Digital HRIS modules in the Teachers Service Commission Secretariat have added real-time collaboration and automated workflows for managing the appraisal cycle.

Thus, in both countries performance appraisal has gradually become a process with set review points and feedback, rather than a once-a-year formality.

### **5. Appraisal methods and tools, including digital systems**

These cycles of planning and review are supported by a variety of methods and tools, and here again we see both overlap and contrast between the two countries.

In Tanzania, OPRAS has long been a paper-based system using standard forms, rating scales, and checklists, combined with management by objectives. More recently, PEPMIS has brought in a digital dimension: employees set goals electronically, update work progress, attach evidence of completed tasks, and undergo online monitoring and evaluation in sectors such as the judiciary and basic education.

Kenya has an even wider mix of methods. Alongside traditional supervisor ratings, many institutions use self-evaluation, peer observation, subordinate evaluation, customer evaluation, and trainers' evaluation, especially in universities and training institutes. TPAD and SPAS both combine rating scales with structured observations, interviews, and records of classroom and professional activities. Result-orientated employee appraisal in some counties focuses on fair target setting, continuous appraisal, and supervisor-completed forms but still uses clear criteria and standards. In addition, the TSC Secretariat uses an e-performance appraisal module embedded in an HR information system, which automates scorecards, routing of appraisal requests, and feedback.

So, both systems blend classic tools such as rating scales with newer methods like digital platforms. Tanzania's innovation is centred on PEPMIS as a sector-wide platform, while Kenya spreads modern methods across several sector-specific and organisational tools.

## **6. Use of appraisal results for HR and organisational decisions**

All of these methods would be less meaningful if their results were not used. In both Kenya and Tanzania, appraisal outcomes are connected, at least in design, to human resource decisions and organisational management.

In Tanzania, studies show that OPRAS and PEPMIS results are used, or are supposed to be used, to guide promotions, salary progression, bonuses, and non-financial incentives. Appraisal information is also meant to help identify training needs, plan staff development, and make decisions about transfers and career advancement. In health facilities and district councils, OPRAS results have been used to decide who should receive training and compensation, while in schools and PEPMIS-enabled settings, scores influence promotions, salary increments, and access to professional development and targeted support.

In Kenya, appraisal results also feed into HR decisions. Result-orientated employee appraisal systems in county governments use appraisal scores to decide on promotion, training opportunities, and employee selection. In schools, TPAD results are linked to promotions, rewards, and access to training and development programmes. SPAS in the Kenya School of Government and in secondary schools connects appraisal outcomes to promotions, training recommendations, and other forms of recognition. Some Performance Contracting settings include award terms and recognition for high performers, and appraisal data may be used to identify staff who need further support or capacity building.

Overall, therefore, both countries intend appraisal to underpin decisions on who is promoted, trained, rewarded, or supported, even though the strength and fairness of these links vary from one organisation to another.

## **7. Strong emphasis on the education sector**

Finally, one clear similarity is that both Kenya and Tanzania have paid special attention to performance appraisal in the education sector, especially for teachers.

In Tanzania, OPRAS has been used for many years in public secondary schools to assess teachers' work progress, supervise classroom performance, and promote professional improvement. Studies show long-term use of OPRAS in schools and examine how it is linked to teacher commitment and promotions. At the same time, PEPMIS is being rolled out in primary and secondary schools to support continuous digital supervision, self-evaluation, feedback, and alignment of daily teaching tasks with annual school work plans. In these settings, appraisal scores can influence promotions, salary increments, and the targeting of professional development activities.

Kenya has developed an equally dense set of practices around teacher appraisal. TPAD is widely used in public secondary schools across different counties. It covers lesson planning, classroom instruction, learner assessment, professional ethics, co-curricular activities, and innovation, and ties these to school-level and individual targets. TPAD is also linked to professional development, promotion, and performance improvement plans for teachers. In some schools, SPAS further supports performance planning, appraisal interviews, feedback, and appraisal-based rewards.

Thus, while appraisal systems cover many sectors in both countries, the education sector, and particularly teacher appraisal, shows the most detailed and elaborate practices and has attracted the most research and reform efforts.

### **8. Implementation gaps, paperwork and administrative burden**

In both Tanzania and Kenya, performance appraisal is widely reported as a formal, time-consuming procedure and inconsistent implementation, which undermines its developmental purpose.

Tanzania's OPRAS is often seen as complex, paper-intensive and impractical in crowded, under-resourced schools and councils and other public organisations, leading to partial use or abandonment. On the other hand, PEPMIS, though reducing paper, brings new burdens of frequent data entry and technical problems. In Kenya, TPAD and Performance Contracting similarly generate complaints about excessive documentation, routine form completion and a bureaucratic feel, especially in contexts of high workload and unclear or weak incentives.

Thus, both systems administratively overload staff, but Tanzania's problem is rooted in a cumbersome paper-based OPRAS (and demanding digital PEPMIS), whereas Kenya's lies in multiple overlapping tools that embed appraisal in a culture of documentation and compliance.

### **9. Training, capacity and understanding of appraisal systems**

In both countries, inadequate training and limited understanding among supervisors and employees weaken the effective use of appraisal tools such as OPRAS, PEPMIS, Performance Contracting, TPAD and SPAS, with lack of capacity and sensitisation repeatedly cited as a core barrier.

In Tanzania, many studies highlight low understanding of OPRAS across supervisors and supervisees, scarce formal training on OPRAS or PEPMIS, and weak managerial support, especially in councils, health facilities and schools, which leads to confusion over targets, ratings and follow-up.

In Kenya, capacity gaps occur through insufficient TPAD training, poor preparation of teachers for detailed evidence requirements, limited sensitisation about how Performance Contracting and HRIS work, and inadequate training on result-oriented appraisal for principals and teachers.

The shared outcome is poorly implemented, overlapping appraisal systems with uneven training support in Kenya, but Tanzania's challenge centres on grasping and owning a single, nationalised framework.

### **10. Perceptions of fairness, subjectivity, trust and motivation**

Employees in both Tanzania and Kenya often doubt the fairness, transparency and objectivity of performance appraisal, leading to resistance, negative attitudes, low trust and weak motivational impact, with subjectivity, bias and unfair reward linkages frequently mentioned.

In Tanzania, OPRAS and PEPMIS are criticised for biased and non-transparent ratings and for irregular or weak links to rewards and training, sometimes deepening hostility between teachers and heads or fuelling scepticism among wider public servants.

In Kenya, Performance Contracting, TPAD, SPAS and ranking methods attract similar concerns over unfair comparisons, punitive use of feedback, biased ratings, and poor distributive fairness of rewards, eliciting resistance from teachers and unions.

A key difference is that Kenya has more explicit incentive schemes formally tied to appraisal outcomes, which can intensify frustration and conflict when staff perceive those incentives as being allocated unfairly, whereas in Tanzania the problem is often that promised reward linkages are weak, opaque or not realised in practice.

Table 4: Comparative analysis table: Kenya vs Tanzania

Theme	Similarities between Kenya and Tanzania	Key differences between Kenya and Tanzania	Main supporting authors
1. Existence of formal, government-wide appraisal frameworks	Both countries have nationwide, formal performance appraisal frameworks that structure appraisal in the public service rather than leaving it to ad hoc practices. Tanzania mainly uses OPRAS, while Kenya uses Performance Contracting and several staff-level appraisal systems such as TPAD, SPAS and Result Orientated Employee Appraisal.	Tanzania is dominated by one core framework (OPRAS), now complemented by PEPMIS in certain sectors. Kenya operates a more fragmented system with multiple parallel tools (Performance Contracting in ministries and parastatals, TPAD for teachers, SPAS for staff in schools and training institutions, result-orientated employee appraisal in counties, and e-performance appraisal at TSC).	Tanzania: Paul & Bago (2022); Nchimbi (2019); Alman & Yusuph (2020); Matoka (2023); Ndunguru et al. (2024); Silidion & Rutenge (2024). Kenya: Ogola & Nzulwa (2018); Muriuki et al. (2017); Mwandihhi et al. (2018); Chepkwony & Njoroge (2019); Boruett et al. (2021); Chemjor (2025)
2. Goal and target setting / performance planning	In both countries, performance appraisal starts with setting clear goals and targets that should align individual performance with organisational objectives. Appraisal systems emphasise performance agreements, target setting and work planning as core practices.	In Tanzania, OPRAS and PEPMIS stress formal annual performance agreements, cascaded and aligned SMART targets, and standard forms (e.g., TFN 832) for documenting goals. In Kenya, Performance Contracting focuses strongly on organisational and departmental targets and work plans, while TPAD, SPAS and result-orientated employee appraisal break targets down to individual teachers and staff, sometimes using multiple instruments and more detailed competency-based targets.	Tanzania: Ilomo & Anyingisye (2020); Juma et al. (2021); Matoka (2023); Kapimpiti et al. (2024); Mwamwala et al. (2022); Ndunguru et al. (2024). Kenya: Njogu & Jamleck (2016); Mwandihhi et al. (2018); Nganga & Anyieni (2023); Sirkoi et al. (2021); Kikubu et al. (2018); Nabangala & Amuhaya (2020); Chemjor (2025); Kaluyu et al. (2022); TPAD studies (e.g., Jemurgor 2023; Tumusiime et al. 2021).

<p>3. Employee participation, communication and coaching in appraisal</p>	<p>Both systems are designed to include employee participation in planning and appraisal, with joint goal setting, discussion of performance, and feedback provision. There is also an intention to use appraisal meetings for coaching, mentoring or counselling in schools and public offices.</p>	<p>In Tanzania, participation is often framed through joint completion of OPRAS forms, participative goal setting, and appraisal discussions, but studies repeatedly note limited real autonomy for employees and weak communication, especially in schools and councils. In Kenya, there is more explicit use of self-evaluation, peer observation, 360-degree feedback and appraisal interviews (e.g., in SPAS and TPAD), though practice is still frequently criticised for supervisor dominance and shallow feedback.</p>	<p>Tanzania: Ilomo &amp; Anyingisye (2020); Mtasigazy (2021); Anosisye &amp; Nyoni (2024); Kapimpiti et al. (2024); Michael (2023); Matete (2016); Ndunguru et al. (2024). Kenya: Njuguna &amp; Kisilu (2023); Chemjor (2025); Tumusiime et al. (2021); Boruett et al. (2021); Ndegerege &amp; Wanyoike (2024)</p>
<p>4. Monitoring, review cycles and feedback</p>	<p>In both countries, appraisal is organised around defined cycles that include target setting, mid-period monitoring and end-year evaluation, combined with feedback to employees. Formal review meetings and performance reports are common features in public organisations and schools.</p>	<p>Tanzania's OPRAS and PEPMIS explicitly stipulate annual agreements, mid-year reviews, end-year appraisals, and continuous updating of progress and evidence in digital systems, especially in the judiciary and schools. Kenya's Performance Contracting emphasises periodic performance reporting and review at the organisational level, while TPAD and SPAS focus more on classroom observations, termly/annual teacher appraisals and structured feedback sessions; e-performance at TSC enables real-time monitoring via HRIS.</p>	<p>Tanzania: Ilomo &amp; Anyingisye (2020); Juma et al. (2021); Kapimpiti et al. (2024); Ndunguru et al. (2024); Silidion &amp; Rutenge (2024); Tuseko et al. (2025). Kenya: Muriuki et al. (2017); Mwandishi et al. (2018); Sirkoi et al. (2021); Kikubu et al. (2018); Ndegerege &amp; Wanyoike (2024); Boruett et al. (2021); TPAD studies such as Jemurgor (2023)</p>
<p>5. Use of appraisal outcomes for HR decisions (promotion, rewards, training)</p>	<p>Both countries formally link appraisal results to HR decisions such as promotions, salary increments, transfers, training, and sometimes non-financial rewards. Appraisal data are expected to support decisions on career development and staff recognition.</p>	<p>In Tanzania, OPRAS and PEPMIS are meant to guide promotions, salary progression, bonuses, training and career development, but several studies show that in practice appraisal results are often not used effectively for motivation or training, especially in councils, hospitals and some schools. In Kenya, Performance Contracting, TPAD, SPAS and result-orientated employee appraisal more consistently report that appraisal scores feed into promotions, training selection</p>	<p>Tanzania: Alman &amp; Yusuph (2020); Mwamwala et al. (2022); Matoka (2023); Ndunguru et al. (2024); Tuseko et al. (2025). Kenya: Mwandishi et al. (2018); Orwa (2023); Kemboi &amp; Merecia (2021); Njuguna &amp; Kisilu (2023); Tumusiime et al. (2021); Boruett et al. (2021)</p>

		and incentive schemes, although weak or unfair linkages and delayed promotions are also widely reported.	
6. Range of methods and instruments, including digitalisation	Both systems blend traditional appraisal techniques (supervisor ratings, rating scales, management by objectives) with more modern approaches like 360-degree feedback, team-based evaluation and, increasingly, digital tools for managing appraisals.	Tanzania's reforms centre on OPRAS (paper-based forms, rating scales, and checklists) extended with team-based Quality Improvement Teams in health and digital PEPMIS platforms in courts and schools. Kenya uses a wider variety of methods across many tools: Performance Contracting with performance indicators and ranking methods; TPAD and SPAS with classroom observations, self-evaluation, peer and 360-degree assessments; Result-orientated employee appraisal with supervisor-completed forms and TSC's e-performance appraisal integrated into HRIS	Tanzania: Alman & Yusuph (2020); Matoka (2023); Silidion & Rutenge (2024); Tuseko et al. (2025); Bakar et al. (2024); Rutabashunyuma et al. (2025). Kenya: Nabangala & Amuhaya (2020); Orwa (2023); Mwandihhi et al. (2018); Ndegerege & Wanyoike (2024); Njuguna & Kisilu (2023); Boruett et al. (2021); Chemjor (2025); Malela & Araka (2023)
7. Strong emphasis on teacher appraisal in the education sector	In both Kenya and Tanzania, the education sector, especially public secondary schools, has some of the most detailed and researched appraisal practices. Teacher appraisal covers classroom preparation, teaching, assessment, professional ethics and development and is linked to promotions and professional growth.	Tanzania primarily appraises teachers through OPRAS and, increasingly, PEPMIS; OPRAS has been used to track teacher work progress and commitment, while PEPMIS introduces continuous digital supervision and use of scores for promotions and professional development. Kenya uses TPAD as the main tool for teacher appraisal, supported in some schools by SPAS; TPAD provides a very detailed checklist of instructional and professional activities and is closely tied to school targets and TSC policies.	Tanzania: Paul & Bago (2022); Matete (2016); Ilomo & Anyingisye (2020); Tandika (2024); Kapimpiti et al. (2024); Komba (2024); Tuseko et al. (2025); Bakar et al. (2024). Kenya: Chepkwony & Njoroge (2019); Boruett et al. (2021); Isika et al. (2025); Jemurgor (2023); Macharia (2023); Tumusiime et al. (2021); Njuguna & Kisilu (2023)
8. Implementation gaps, paperwork and administrative burden	In both countries, many studies report that appraisal is often reduced to a formality or box-ticking exercise, with heavy paperwork, time-consuming procedures and	Tanzania's OPRAS is frequently described as complex, paper-intensive, time-consuming and impractical in crowded, under-resourced contexts, leading to abandonment or only partial use in schools and councils. PEPMIS reduces paper but introduces new burdens of frequent data entry and	Tanzania: Tandika (2024); Alman & Yusuph (2020); Ilomo & Anyingisye (2020); Matete (2016); Mtasigazya (2021); Juma et al. (2021); Ndunguru et al. (2024); Tuseko et al. (2025); Bakar

	incomplete or inconsistent implementation across organisations. This weakens the developmental value of appraisal.	susceptibility to bias and technical failures. In Kenya, teachers and public officers report excessive documentation under TPAD and Performance Contracting, routine completion of forms, and appraisal seen as bureaucratic and burdensome, especially where workloads are high and incentives unclear.	et al. (2024). Kenya: Mwandishi et al. (2018); Chepkwony & Njoroge (2019); Boruett et al. (2021); Kikubu et al. (2018); Macharia (2023); Tumusiime et al. (2021)
9. Training, capacity and understanding of appraisal systems	In both contexts, inadequate training and limited understanding of appraisal tools among supervisors and employees are common challenges, undermining correct use of OPRAS, PEPMIS, Performance Contracting, TPAD and SPAS. Lack of capacity and sensitisation is repeatedly identified as a barrier to effective appraisal.	In Tanzania, studies point to low understanding of OPRAS among both supervisors and supervisees, limited training on OPRAS or PEPMIS, and weak motivation or support for implementation in councils, health facilities and schools. In Kenya, capacity gaps appear in the form of inadequate TPAD training, poor preparation of teachers for appraisal requirements, limited sensitisation on Performance Contracting and HRIS features, and insufficient training on result-oriented appraisal systems for both principals and teachers.	Tanzania: Alman & Yusuph (2020); Mtasigazya (2021); Anosisye & Nyoni (2024); Ndunguru et al. (2024); Komba (2024); Tuseko et al. (2025); Bakar et al. (2024). Kenya: Nganga & Anyieni (2023); Orwa (2023); Ndegerege & Wanyoike (2024); Isika et al. (2025); Tumusiime et al. (2021); Boruett et al. (2021); Chemjor (2025)
10. Perceptions of fairness, subjectivity, trust and motivation	In both countries, employees often question the fairness, transparency and objectivity of appraisal, leading to resistance, negative attitudes, low trust and limited motivational impact. Subjectivity and bias in ratings and weak or unfair links to rewards are frequently cited.	Tanzania's OPRAS and PEPMIS are criticised for perceived bias, unfairness, lack of transparency, and weak or irregular linkage to rewards and training, sometimes reinforcing hostility between teachers and heads or scepticism among staff. Kenya's Performance Contracting, TPAD, SPAS and ranking methods are also challenged for unfair comparisons, perceived punitive use of feedback, biased ratings, weak distributive fairness in rewards, negative teacher perceptions and resistance from unions; but Kenya also reports more explicit incentive schemes tied to appraisal outcomes, which can heighten tensions when perceived as unfair.	Tanzania: Matete (2016); Alman & Yusuph (2020); Tandika (2024); Mwamwala et al. (2022); Matoka (2023); Ndunguru et al. (2024); Komba (2024); Silidion & Rutenge (2024); Bakar et al. (2024). Kenya: Nabangala & Amuhaya (2020); Orwa (2023); Kikubu et al. (2018); Sirkoi et al. (2021); Chepkwony & Njoroge (2019); Boruett et al. (2021); Tumusiime et al. (2021); Njuguna & Kisilu (2023); Kemboi & Mercia (2021); Macharia (2023)

## **5.0. Discussion**

### **5.1. Comparison of Performance Appraisal Practices Between Tanzania and Kenya**

#### **5.1.1. Formal Appraisal Systems and Their Application**

In both Kenya and Tanzania, performance appraisal has moved away from informal chats to structured, government-backed systems like TPAD and PEPMIS. This finding highlights that both nations are trying to create a professional environment where work is measured using official tools and clear cycles. Recent studies support this by showing that formalising these systems is essential for organisational success and that moving toward digital platforms helps reduce human bias in evaluations (Dali et al., 2025; Mwenya & Kabwe, 2025). The implication here is that having a formal structure provides a standard for accountability, ensuring that every public servant knows they are being watched and measured by the same rules.

#### **5.1.2. Goal and Target Setting**

A major part of the appraisal process in these countries is setting SMART goals and signing performance agreements. The findings show that whether it is a teacher in Kenya or a ministry official in Tanzania, everyone must have clear targets aligned with their organisation's plans. Research confirms that individual goal setting is a powerful predictor of how well an employee will perform, as it creates a direct link between personal effort and organisational goals (Vidya & Chandana, 2023; Mbabazi & Odengo, 2025). This means that when goals are clear and agreed upon in advance, employees are more likely to stay focused and productive because they know exactly what success looks like.

#### **5.1.3. Participation and Dialogue in the Appraisal Process**

While both countries want appraisals to be a two-way conversation, the findings suggest that this doesn't always happen perfectly in practice. Ideally, supervisors and staff should sit down together to plan and review work. Management literature agrees that employee participation is a "make or break" factor for the sustainability of any performance system, yet many organisations still struggle with a lack of real involvement from staff (Anosisye & Nyoni, 2024; Zhong-Li, 2023). The above discussion means that if employees feel they are just being told what to do without a voice, they may view the appraisal as a top-down burden rather than a chance to grow.

#### **5.1.4. Monitoring, Review Cycles, and Feedback**

The findings show a shift from "once-a-year" reviews to continuous monitoring, with mid-year check-ins and real-time digital updates. This move toward regular feedback is backed by studies suggesting that continuous, objective processes are much better at improving productivity than episodic, subjective evaluations (Febiula et al., 2025; Kalogiannidis et al., 2025). Through keeping a constant eye on progress, managers can provide help when it is actually needed. The above discussion suggests that regular feedback prevents nasty surprises at the end of the year and allows employees to fix problems as they happen.

#### **5.1.5. Appraisal Methods and Tools**

Both countries are blending traditional rating scales with modern digital systems, such as Tanzania's PEPMIS and Kenya's e-performance modules. This finding is consistent with the global trend of using IT-enhanced systems to make data collection more efficient and transparent (Dali et al., 2025; Febiula et al., 2025). These digital tools help move away from messy paperwork and can provide more accurate data for decision-making. However, the implication is that the success of these high-tech tools depends heavily on whether the staff is ready and able to use the technology effectively.

#### **5.1.6. Use of Appraisal Results for HR Decisions**

The findings indicate that appraisal scores are supposed to lead to real-world consequences like promotions, training, or rewards. Scholarly work emphasises that rewarding employees based on their performance results is vital for the overall effectiveness of the system and the motivation of the workforce (Anosisye & Nyoni, 2024; Mwenya & Kabwe, 2025). If the results are just filed away and never used to help someone get a promotion or a bonus, the whole process becomes meaningless. The above findings and studies imply that

for an appraisal system to be respected, there must be a clear and fair link between a good score and a tangible reward.

#### **5.1.7. Strong Emphasis on the Education Sector**

There is a very heavy focus on teacher appraisals in both countries, with systems like TPAD being highly detailed. Research shows that teacher appraisal is particularly complex because it involves many different tasks, from lesson planning to professional ethics, all of which impact student outcomes (Rubin et al., 2022; Tiya, 2022). Because the education sector is so large, it often acts as a laboratory for new performance management ideas. The implication is that if these systems work for teachers, they can provide a roadmap for improving performance management across the entire public service.

#### **5.1.8. Implementation Gaps and Administrative Burden**

Despite the good intentions, many staff feel that these systems are too time-consuming and buried in paperwork. Studies concur that when there is a misalignment between targets and the actual resources available, it leads to wasted effort and a "bureaucratic feel" that weakens the management tool (Lian, 2024; Shu, 2025). This suggests that the systems might be too complex for the environments they are in. The implication is that if the administrative burden is too high, people will focus more on filling out forms correctly than on actually doing their jobs well.

#### **5.1.9. Training, Capacity, and Understanding**

A common problem found in both countries is that many people do not fully understand how to use the appraisal tools because they haven't been trained properly. Management experts point out that a lack of training and unclear procedures are major hurdles that stop appraisal systems from working as they should (Kalogiannidis et al., 2025; Li, 2023). Without proper sensitisation, even the most expensive digital system will fail. The findings suggest that governments must invest just as much in training their people as they do in buying new software or designing new forms.

#### **5.1.10. Perceptions of Fairness, Subjectivity, and Trust**

Finally, many employees in Kenya and Tanzania worry that appraisals are biased or unfair, which leads to a lack of trust. Research shows that when employees perceive the appraisal process as fair, they are much more motivated and willing to share their knowledge with others in the organisation (Jha & Ray, 2022; Rini et al., 2023). On the flip side, if they think the system is rigged or based on favouritism, they will resist it. In light of the above, it is crucial to build trust and ensure transparency as the only way to make performance appraisal a truly motivational tool.

### **6.0. Conclusion and Recommendations**

#### **6.1. Conclusion of the Study**

Organisations in the public service in Kenya and Tanzania practise performance appraisals through the use of various performance appraisal methods/tools. The study concludes that there is a strategic shift from old-fashioned, informal ways of appraising employees. Both governments introduced formal, government-backed systems that focus on setting clear goals and using digital tools to track progress throughout the year. Despite similarities in performance appraisal practices in Tanzania and Kenya, differences such as the use of one main system for everyone by Tanzania emerge. On the contrary, Kenya uses several different tools for different types of jobs. Furthermore, there are challenges emerging from practising performance appraisal in both countries, such as too much paperwork and too tedious digital data entry, lack of training and biased appraisal. Therefore, performance appraisal practices in Tanzania have several similarities with their counterparts in Kenya, despite the existence of few differences in implementation.

#### **2. Recommendations**

The following are the recommendations based on the findings of this study:

- i. Governments should simplify the appraisal forms and digital requirements so that staff can focus more on their actual jobs rather than spending hours filling out reports.

- ii. There should be regular, hands-on training for both supervisors and employees to make sure everyone understands how to set goals and use the digital systems correctly.
- iii. To keep staff motivated, there must be a guaranteed and transparent link between high appraisal scores and real benefits, like promotions, salary raises, or training opportunities.
- iv. Since both countries are moving to digital systems like PEPMIS and e-performance modules, they need to ensure that every office has reliable internet and technical support to fix system errors.
- v. Supervisors should be encouraged to have open, honest conversations with their staff throughout the year to reduce bias and make the process feel like a helpful coaching session rather than a "trap" or a punishment.

## 7.0. References

1. Afiah, N. N., Adriana, R., & Susilo, W. H. (2021). Attempt to the employee satisfactions in the private firms within the pharmacy industry in Indonesia: Rooting from the goal-setting theory and its contribution. *International Journal of Research in Commerce and Management Studies*, 03(05). <https://doi.org/10.38193/ijrcms.2021.3502>
2. Alman, K. L., & Yusuph, M. L. (2020). Performance appraisal experiences and its implications on human resource decisions in decentralized health services in Shinyanga Region, Tanzania. *Journal of Public Administration and Governance*, 10(2), 181. <https://doi.org/10.5296/jpag.v10i2.16870>
3. Ang'anyo, M. and Mbatha, J. (2019). Impact of Performance Contracting on Public Service Delivery in the National Government Administration in Kenya: Case of Eldoret West Sub-County. *Journal of Public Administration and Governance*, 9(2). <https://doi.org/10.5296/jpag.v9i2.14855>
4. Anosisye, A. K., & Nyoni, N. P. (2024). Challenges facing sustainability of performance management system in public sector in Tanzania: A critical analysis of OPRAS. *The Accountancy and Business Review*, 16(2), 1–18. <https://doi.org/10.59645/abr.v16i2.193>
5. Awaluddin, S. P., Khair, A. U., Zainal, A. Z., Suryani, A., & Amran, A. (2025). Integrating economics, management, finance, and taxation: A systematic literature review of cross-disciplinary drivers of organizational performance. *Golden Ratio of Mapping Idea and Literature Format*, 6(1), 1203–1213. <https://doi.org/10.52970/grmilf.v6i1.1600>
6. Bakar, A. S., Osaki, K., & Mwila, P. M. (2024). Evaluating the impact of the Public Employee Performance Management Information System (PEPMIS) on teacher performance in Tanzania: A critical review of literature. *International Journal of Social Studies*, 4(1), 009–018. <https://doi.org/10.55627/ijss.004.01.1003>
7. Baporikar, N. (2022). Performance management system implementation challenges in state-owned enterprises. *International Journal of Project Management and Productivity Assessment*, 10(1), 1–17. <https://doi.org/10.4018/ijpmpa.310017>
8. Boruett, H. C., Kisirikoi, F., Dimba, M., & Ronoh, A. (2021). Employees' attitude and implementation of performance appraisal system in the Ministry of Education in Nairobi City County, Kenya. *International Journal of Innovative Research and Development*, 10(4). <https://doi.org/10.24940/ijird/2021/v10/i4/apr21014>
9. Cameron, R. (2021). An analysis of performance management in the South African Department of Labour. *The Governance of Labour Administration*. <https://doi.org/10.4337/9781802203158.00021>
10. Chemjor, Z. C. (2025). Factors affecting effectiveness of performance appraisal in the public service in Kenya: A case of Kenya School of Government Mombasa Campus. *Editon Consortium Journal of Business and Management Studies*, 7(1). <https://doi.org/10.51317/ecjbms.v7i1.591>
11. Chepkwony, C. K., & Njoroge, J. G. (2019). Teachers' performance appraisal and development tool and teachers' performance in Nairobi City County. *Strategic Journal of Business & Change Management*, 5(4). <https://doi.org/10.61426/sjbcm.v5i4.888>
12. Dali, N. (2025). Leveraging behavioral accounting in IT-enhanced performance appraisal systems. *Journal of Information Systems Engineering & Management*, 10(3), 631–652. <https://doi.org/10.52783/jisem.v10i3.5990>

13. Elhadi, Y. I. (2020). Influence of performance appraisal on performance of civil servants in Kenya. *European Journal of Engineering and Technology Research*, 5(4), 415–420. <https://doi.org/10.24018/ejers.2020.5.4.1857>
14. Febiula, I. M. C., Nagaraju, S., Ghosh, A., Venugopal, R., Sharmila, C., & Manimekalai, K. (2025). AI in Performance Management: Automating Feedback, Goal Setting, and Appraisals for Improved Productivity. 2025 IEEE 5th International Conference on ICT in Business Industry & Government (ICTBIG), 1–7. <https://doi.org/10.1109/ictbig68706.2025.11323873>
15. Fredrick, M., Mhagama, M., & Mkulu, D. G. (2025). Teachers' perceptions towards performance appraisal in improving teaching in public secondary schools in Misungwi District. *International Journal of Education Foundations*, 2(2), 83–93. <https://doi.org/10.33687/ijef.002.02.0020>
16. Furculița, T. (2023). The Performance of the Public Administration in the Context of the New Public Management. *Scientific Space: Integration of Traditional and Innovative Processes*. <https://doi.org/10.30525/978-9934-26-310-1-20>
17. Gibran, A. A., Firmansyah, S. E., & Susilo, W. H. (2021). An Employee Performance in the Private Firms- Logistics Hub: Insights the Goal- Setting Theory. *International Journal of Research in Commerce and Management Studies*, 03(03), 90-103. <https://doi.org/10.38193/ijrcms.2021.3307>
18. Grashuis, J., & Su, Y. (2018). A review of the empirical literature on farmer cooperatives. *Annals of Public and Cooperative Economics*, 90(1), 77–102. <https://doi.org/10.1111/apce.12205>
19. Gusenbauer, M. (2024). Beyond Google Scholar, Scopus, and Web of Science: An evaluation of the backward and forward citation coverage of 59 databases' citation indices. *Research Synthesis Methods*, 15(5), 802-817. <https://doi.org/10.1002/jrsm.1729>
20. Hajnal, G., & Staroňová, K. (2021). Changing patterns of individual performance appraisal systems in EU civil service. *International Journal of Public Sector Management*, 34(7), 748–764. <https://doi.org/10.1108/ijpsm-02-2021-0051>
21. Hartono, Y., & Murniati, M. P. (2020). Goal-setting theory: The effect of incentive moderation on individual performance. *Research in Management and Accounting*, 3(2), 95–106. <https://doi.org/10.33508/rima.v3i2.3053>
22. Hilmi, I., Arwani, M., Mulyadi, M., Nurjanah, N., Arifin, B. S., & Hasanah, A. (2026). Pendidikan Islam. *Journal of Communication Education*, 20(1), 87-95. <https://doi.org/10.58217/jocep.v20i1.163>
23. Ilomo, O., & Anyingisye, P. M. (2020). Assessment of the effectiveness of OPRAS among secondary school teachers in Arusha City. *East African Journal of Education and Social Sciences*, 1(1), 112–119. <https://doi.org/10.46606/eajess2020v01i01.00112>
24. Isika, L. M., Ondigi, S. R., & Bwire, A. M. (2025). Teacher preparedness in implementing TPAD in Kwale County. *Cradle of Knowledge African Journal of Educational and Social Science Research*, 12(4), 201–212. <https://doi.org/10.4314/ajessr.v12i4.3>
25. Jha, J. K., & Ray, P. (2021). "They Care, We Share". *International Journal of Knowledge Management*, 18(1), 1–28. <https://doi.org/10.4018/ijkm.291095>
26. Jemurgor, K. C. (2023). Influence of quality appraisal techniques on deputy school principals' performance. *East African Journal of Education Studies*, 6(2), 160–170. <https://doi.org/10.37284/eajes.6.2.1276>
27. Kalifumu, H. W. and Njunwa, K. (2025). Influence of Limited Stakeholder Engagement in the Adoption of Pempis by the Kigamboni Municipal Council. *Journal of Governance and Security Studies*. <https://doi.org/10.59645/jgss.v1i1.608>
28. Kaluyu, V., Wachana, P., & Kalunda, E. (2022). Influence of Performance Evaluation Practices on Creative Governance Success in Public Hospitals in Kenya. *Strategic Journal of Business & Change Management*, 9(1). <https://doi.org/10.61426/sjbcm.v9i1.2165>
29. Kalogiannidis, S., Kalfas, D., Chalaris, M., Spinthiropoulos, K., & Chatzitheodoridis, F. (2025). Evaluating the effectiveness of performance appraisal systems. *WSEAS Transactions on Business and Economics*, 22, 234–252. <https://doi.org/10.37394/23207.2025.22.23>

30. Kapimpiti, L. M., Kipilimba, T., & Matiku, E. (2024). Efficacy of OPRAS on teachers' work performance in Tanzania. *East African Journal of Education Studies*, 7(4). <https://doi.org/10.37284/eajes.7.4.2399>
31. Kemboi, K., & Merecia, S. (2021). Talent management strategies and employee performance in Kenya's National Police Service. *Public Policy and Administration Research*. <https://doi.org/10.7176/ppar/11-4-06>
32. Kikoti, S. K., & Lameck, W. (2023). Institutional framework and employee performance in Tanzania's maritime sector. *International Review of Administrative Sciences*, 90(1), 259–275. <https://doi.org/10.1177/00208523231184617>
33. Kikubu, A. M., Abraham, M. A., & Musiega, D. D. (2018). Performance appraisal as a strategy for productivity among public servants. *Strategic Journal of Business & Change Management*, 5(4). <https://doi.org/10.61426/sjbcm.v5i4.964>
34. Li, Z. (2023). Research on Issues Related to Performance Appraisal of Enterprise Human Resource Management. *International Business & Economics Studies*, 5(3), p129. <https://doi.org/10.22158/ibes.v5n3p129>
35. Lian, Z. (2024). Business Management Goal Setting and Performance Appraisal Strategies of Development. *Highlights in Business Economics and Management*, 28, 318–328. <https://doi.org/10.54097/btzc9z21>
36. Macharia, S. M. (2023). Principals' management practices in TPAD implementation in Kisauni Sub-County. *Journal of Education and Practice*, 4(1), 38–56. <https://doi.org/10.47941/jep.1223>
37. Malela, J. O. & Araka, H. (2023). Influence of Evaluation on Employee Performance at Tom Mboya University in Homa-Bay County. *East African Journal of Business and Economics*, 6(1), 316-324. <https://doi.org/10.37284/eajbe.6.1.1389>
38. Matete, R. E. (2016). Implementation of MBO through OPRAS for teachers in Tanzania. *International Journal of Education and Literacy Studies*, 4(4), 51–59.
39. Matoka, C. (2023). Effect of OPRAS on employees' performance in Tanzania local government authorities. *Journal of Engineering and Technology for Industrial Applications*, 9(41). <https://doi.org/10.5935/jetia.v9i41.862>
40. Mbabazi, J., & Odengo, R. (2025). Effect of Performance Appraisal on Employee Performance in Non-Governmental Organizations: A Case of World Vision International Rwanda (WVIR). *Journal of Research Innovation and Implications in Education*. <https://doi.org/10.59765/ewsy74gt3>
41. Michael, F. K. (2023). Employee performance measurement as a reform tool in Tanzania. *Pan-African Journal of Business Management*, 2(2), 48–71. Retrieved from <https://www.ajol.info/index.php/pajbm/article/view/255659>
42. Mkunde, B. M. (2022). Performance appraisal systems: The need to focus on employee engagement. *Global Journal of Business, Economics and Management: Current Issues*, 12(3), 233-243.
43. Mtasigazya, P. (2021). Local government staff performance management in Tanzania: Experience of Open Performance Review and Appraisal System (OPRAS) in Kinondoni Municipal Council. *Vestnik of Saint Petersburg University. Management*, 20(1), 104-130. <https://doi.org/10.21638/SPBU13.2021.104>
44. Mukandala, R. S. (2023). The civil service in Tanzania: Challenges and opportunities for reform. In *Public administration in Africa: Performance and challenges* (pp. 156-178). Routledge.
45. Muriuki, J., Iravo, M., & Karanja, K. (2017). Role of performance planning on strategy implementation in commercial state corporations in Kenya. *IOSR Journal of Business and Management (IOSR-JBM)*, 19(4), 25–33. Retrieved from <https://www.iosrjournals.org>
46. Mutunga, F. M., Mulwa, A. S., Kyalo, D. N., & Mbugua, J. K. (2025). Analysing project initiation processes effects on electronic teacher performance appraisal and development system implementation in public primary schools. *Academic Journal of Interdisciplinary Studies*, 14(1), 72-88. <https://doi.org/10.36941/ajis-2025-0072>

47. Mwamwala, L. T., Onyancha, H., & Lamu, A. A. A. (2022). Uses of OPRAS as a method of performance appraisal on organizational performance: Experience of Moshi Municipal Council, Tanzania. *Asian Journal of Research in Social Sciences and Humanities*, 12(8), 234-248. <https://doi.org/10.5958/2249-7315.2022.00378.1>
48. Mwandishi, N. K., Iravo, A. M., & Sakwa, M. M. (2018). Influence of result oriented employee appraisal on performance of public servants in Vihiga County, Kenya. *Journal of Human Resource & Leadership*, 2(3), 27–44.
49. Mwenya, K., & Kabwe, M. (2025). Effect of Performance Appraisal on Organisational Performance in Public Sector: A Case Study of Ministry of Health Lusaka. *International Journal for Multidisciplinary Research*, 7(2). <https://doi.org/10.36948/ijfmr.2025.v07i02.40717>
50. Mwesiumo, D., Similä, J. O., & Langseth, M. (2025). Performance orientation in public procurement: an empirical exploration. *Journal of Public Procurement*, 25(4), 519-544. <https://doi.org/10.1108/jopp-01-2024-0014>
51. Nabangala, J., & Amuhaya, D. (2020). Effect of performance management systems on employee productivity: The case of Kenya Forestry Research Institute (KEFRI). *Strategic Journal of Business & Change Management*, 7(2). <https://doi.org/10.61426/sjbcm.v7i2.1644>
52. Nchimbi, A. (2019). The link between Open Performance Review and Appraisal System and other human resource systems in Tanzania: Insights from Iramba District Council. *European Journal of Business and Management*. <https://doi.org/10.7176/ejbm/11-8-13>
53. Ndegerege, M., & Wanyoike, R. (2024). Human resource information systems and employee performance at Teachers Service Commission in Nairobi City County, Kenya. *International Journal of Business Management, Entrepreneurship and Innovation*, 2, 121–142.
54. Ndubai, R. E., Mbeche, I. M., & Pokhariyal, G. P. (2016). A study of the relationship among performance contracting, measurement and public service delivery in Kenya. *OALib*, 03(09), 1–11. <https://doi.org/10.4236/oalib.1102850>
55. Ndunguru, G., James, N. M., & Gration, J. M. (2024). Two decades of the application of the Open Performance Review and Appraisal System in Tanzanian local government authorities: A synopsis of predicaments and the way forward. *Local Administration Journal*, 17(2), 155–169.
56. Nganga, G., & Anyieni, A. (2023). Employee performance appraisal system and employee performance in Nakuru County Government, Kenya. *Strategic Journal of Business & Change Management*, 10(2). <https://doi.org/10.61426/sjbcm.v10i2.2667>
57. Njogu, D., & Jamleck, D. M. (2016). Performance contracting and head teacher performance in primary and secondary schools in Kenya. *EPH – International Journal of Business & Management Science*, 2(2), 11–17. <https://doi.org/10.53555/eijbms.v2i2.11>
58. Njuguna, B. C., & Kisilu, K. (2023). Influence of procedural fairness on implementation of performance appraisal practices in public secondary schools in Cherangany Sub-County, Kenya. *International Journal of Research and Innovation in Social Science*, VII(V), 1642–1659. <https://doi.org/10.47772/ijriss.2023.70627>
59. Nor, A. I. (2023). Improving employee performance and public service delivery through training and development: Case of civil service of Federal Government of Somalia. *International Journal of Business and Management*, 18(2), 145. <https://doi.org/10.5539/ijbm.v18n2p145>
60. Ogola, G. O., & Nzulwa, D. J. (2018). Influence of performance contracting on service delivery in state corporations in Kenya: A case of Kenya National Examinations Council (KNEC). *Strategic Journal of Business & Change Management*, 5(4). <https://doi.org/10.61426/sjbcm.v5i4.888>
61. Ofobruku, G. (2024). Effect of public service motivation on job performance: A literature review. *International Journal of Social Sciences and Management Review*, 07(04), 223–236. <https://doi.org/10.37602/ijssmr.2024.7418>
62. Ong'era, A., & Musili, B. M. (2019). Public sector reforms in Kenya: Challenges and opportunities. Kenya Institute for Public Policy Research and Analysis (KIPPRA). <https://kippra.or.ke/wp-content/uploads/2021/02/public-sector-reforms-in-kenya-challenges-and-opportunities-wp29.pdf>

63. Orwa, B. H. (2023). Relational practices and performance contracts in public organizations in Kenya: A case of Kenya Revenue Authority. *The University Journal*, 1(1). <https://doi.org/10.59952/tuj.v1i1.177>
64. Paul, R., & Bago, J. (2022). Teachers' perceptions on performance appraisal and professional practice improvement in public secondary schools. *East African Journal of Education Studies*.
65. Philip, R. M. (2020). Assessing the impact of the implementation of teacher performance appraisal development tool on the quality of teaching in Kenya: A case study of Narok County secondary schools. *Cradle of Knowledge: African Journal of Educational and Social Science Research*, 7(1), 16–28.
66. Rini, Y. W., Mandasari, D. A., & Ismail, I. (2023). Goal-setting appraisal and employee motivation in public sector education organizations: A literature study. *Edumaspul – Jurnal Pendidikan*, 7(1), 918–931. <https://doi.org/10.33487/edumaspul.v7i1.5677>
67. Rubin, E. V., Roch, C. H., & Roch, S. G. (2022). Grading teacher performance appraisal systems: Understanding the implications of student test scores and performance information use. *Public Performance & Management Review*, 46(2), 257–284. <https://doi.org/10.1080/15309576.2022.2118798>
68. Rutashubanyuma, A. S., Okendo, E. O., Lyamatane, E. C., & Rwezaura, P. J. (2025). Education stakeholders' experience in the use of PEPMIS in monitoring teachers' job performance in public secondary schools in Dar es Salaam, Tanzania. *JRII Journal*, 9(4).
69. Saerang, C. R., Pratama, B. W. N., Lukito, T., & Purba, H. H. (2025). A Systematic Literature Review of Line Balancing Practices in Industry: A Review and Trends. *Jurnal Rekayasa Sistem Industri*, 10(2), 37-49. <https://doi.org/10.33884/jrsi.v10i2.9511>
70. Saya, C. M., Achoka, J., & Nganyi, J. (2025). Teacher performance contracting and student outcomes: An analysis of the comprehensive learning environment in public primary schools in Kakamega County, Kenya. *Science Mundi*, 5(2), 317–325. <https://doi.org/10.51867/scimundi.5.2.30>
71. Scarozza, D., Hinna, A., & Ceschel, F. (2023). People management in Italian ministries: Antecedents, choices and effects of individual performance appraisal. In *Reshaping Performance Management for Sustainable Development* (pp. 61–88). <https://doi.org/10.1108/S2051-663020230000008004>
72. Shu, C. (2025). Exploring optimizing performance appraisal systems based on budget management. *International Journal of Global Economics and Management*, 8(3), 63–68. <https://doi.org/10.62051/ijgem.v8n3.06>
73. Silidion, R., & Rutenge, E. (2024). Effectiveness of PEPMIS on employee performance in Tanzania's judiciary. *Journal of Public Sector Performance*.
74. Sirkoi, K. R., Omboto, P. I., & Musebe, R. (2021). Perceived influence of performance standards on quality public service delivery in national government administration in Kenya. *East African Journal of Interdisciplinary Studies*, 3(1), 116–127. <https://doi.org/10.37284/eajis.3.1.318>
75. Suhardi, N. M., Oktarina, A., Bostrom, M. P., Xu, Y., & Suhardi, V. J. (2025). Database-Augmented Transformer-Based Large Language Models Achieve High Accuracy in Mapping Gene-Phenotype Relationships. <https://doi.org/10.1101/2025.01.28.635344>
76. Swann, C., Rosenbaum, S., Lawrence, A., Vella, S. A., McEwan, D., & Ekkekakis, P. (2020). Updating goal-setting theory in physical activity promotion: A critical conceptual review. *Health Psychology Review*, 15(1), 34–50. <https://doi.org/10.1080/17437199.2019.1706616>
77. Tandika, E. L. (2024). Demystifying performance management practices on employee commitment: Evidence from Tanzania public service organizations. *Kelaniya Journal of Management*, 13(3), 1–24. <https://doi.org/10.4038/kjm.v13i3.7817>
78. Tiya, A. (2022). The Effect of Goal Setting Practices on Teacher Performance Appraisal on the Achievements in Kenya Certificate of Primary Education in Turkana West Sub-County, Kenya. *International Journal of Science and Research (IJSR)*, 11(3), 18–23. <https://doi.org/10.21275/sr211216130410>

79. Tumusiime, P., Mwalwa, S., & Okemasisi, K. (2021). Principals' implementation of TPAD tool and teachers' performance in public secondary schools in Kikuyu Constituency. *African Journal of Emerging Issues*, 3(4), 1–22.
80. Tuseko, P., Osaki, K. M., & Bag, A. (2025). PEPMIS implementation and its effect on teaching effectiveness in selected public primary schools in Sumbawanga Rural District, Tanzania. *Global Journal of Basic Education*, 1(2), 117–126. <https://doi.org/10.61227/gjbe.v1i2.249>
81. Tyokwe, B., & Naicker, V. (2021). The effectiveness of a performance management system at a South African public hospital in Cape Town. *Africa's Public Service Delivery and Performance Review*, 9(1), 498–516. <https://doi.org/10.4102/apsdpr.v9i1.498>
82. Uzochukwu, I., Shehu-Usman, M., Gambo, N., & Bakare, A. (2024). Impact of performance appraisal fairness on employee productivity in Nigerian federal regulatory agencies. *European Journal of Business and Innovation Research*, 12(1), 53–71. <https://doi.org/10.37745/ejbir.2013/vol12n15371>
83. Vidya, D. V., & Chandana, C. T. (2023). Effect of target-based performance appraisal towards employee productivity. *International Journal of Scientific Research in Engineering and Management*, 07(10), 1–11. <https://doi.org/10.55041/ijrem26629>
84. Williamson, O., Swann, C., Bennett, K. J., Bird, M. D., Goddard, S. G., Schweickle, M. J., & Jackman, P. C. (2022). The performance and psychological effects of goal setting in sport: A systematic review and meta-analysis. *International Review of Sport and Exercise Psychology*, 17(2), 1050–1078. <https://doi.org/10.1080/1750984X.2022.2116723>
85. Yao, S., Ma, S., Shi, L., Wu, F., & Reis, E. (2025). Balancing stakeholder interests: A balanced scorecard perspective on performance appraisal implementation in China's public hospitals. *The International Journal of Health Planning and Management*, 40(5), 1122–1139. <https://doi.org/10.1002/hpm.3948>
86. Wang, D. and Odongo, N. H. (2017). Performance contracting and performance in the public sector of Kenya. *International Journal of Public Sector Performance Management*, 3(1), 59. <https://doi.org/10.1504/ijpspm.2017.10003222>
87. Zakka, E., Ismail, N., & Alhassora, N. S. A. (2025). Systematic Review of Literature on Motivation in Learning Mathematics and its Effects on Students' Performance in Secondary Schools. *International Journal of Academic Research in Progressive Education and Development*, 14(2). <https://doi.org/10.6007/ijarped/v14-i2/25418>
88. Zhang, J. (2023). Analysis of ByteDance's OKR system based on goal-setting theory. *Frontiers in Business, Economics and Management*, 12(2), 184–186. <https://doi.org/10.54097/fbem.v12i2.14877>

#### Appendix 1: Summary of Findings

S/N	Author & Year	Country	Sector/Organization	Methodology	Appraisal System	Practice
1	Paul & Bago (2022)	Tanzania	Education sector; public secondary schools in Temeke Municipality, Dar es Salaam	Mixed methods (convergent parallel design); thematic & descriptive analysis; questionnaires, document review, interviews, FGD	OPRAS	Use of OPRAS to assess teachers' work progress and support professional practice improvement
2	Nchimbi (2019)	Tanzania	Public service; Iramba District	Cross-sectional design, questionnaires & interviews, descriptive statistics	OPRAS	Extent/adequacy of OPRAS use for improving employee performance; implementation of OPRAS as part of performance

			Council			management culture (PIM framing)
3	Ogola & Nzulwa (2018)	Kenya	Public sector; state corporation —Kenya National Examinations Council (KNEC)	Descriptive research design; questionnaires (closed/open-ended); primary & secondary data; SPSS v21 descriptive statistics; multiple regression analysis	Performance Contracting	Organisational commitment; performance measurement; organisational efficiency; performance incentive system (as dimensions of Performance Contracting linked to service delivery)
4	Nchimbi (2019)	Tanzania	Public service (Local Government Authority): Iramba District Council (IDC)	Cross-sectional design; sample; questionnaire, interviews; descriptive statistics	OPRAS	Extent of linkage/integration of OPRAS with other HR systems: training, career development, rewards, and promotion
5	Kaluyu et al.(2022)	Kenya	Public health sector; Tier four public hospitals (14 hospitals)	Quantitative; descriptive correlational design; census survey questionnaire; descriptive statistics, linear regression	Performance Evaluation practices	Establishing performance management systems; holding regular performance evaluation periods; establishing models/procedures to meet evaluation goals; performance data collection & analysis; monitoring to measure change after evaluation interventions
6	Tandika (2024)	Tanzania	Public service; 51 public sector organizations	Cross-sectional, quantitative survey; structured questionnaire; random sampling; PLS-SEM	OPRAS	Implementation of OPRAS as a performance management practice and its relationship with employee commitment (affective, continuance, normative)
7	Alman & Yusuph (2020)	Tanzania	Public health sector; decentralized health services/health facilities in Shinyanga Region	Explanatory survey design; mixed-method approach; survey of 287 respondents	OPRAS	Use of OPRAS for individual performance; team performance evaluation via Quality Improvement Teams; use of appraisal results to inform HR decisions (training, compensation)
8	Kikoti & Lameck (2023)	Tanzania	Maritime sector; Tanzania Port Authority (Dar es Salaam)	Mixed methods; case study; questionnaire in-depth interviews, descriptive statistics, thematic analysis	OPRAS	Target/goal setting via formal rules; use of informal communication/social rules shaping performance behaviour; role of resource availability in meeting targets
9	Iloimo & Anyingisye (2020)	Tanzania	Education sector; public secondary schools in Arusha City (10 schools)	Survey design; self-administered questionnaires, descriptive statistics	OPRAS	Management and supervision of OPRAS; coaching/mentoring/counselling by heads; annual performance agreements; mid-year/annual reviews; provision of appraisal feedback/copies; teacher

						comments on reports; appraisal discussions witnessed by observers
10	Komba (2024)	Tanzania	Public education sector; Mongola Secondary School & Mzumbe Secondary School (government secondary schools)	Qualitative case study; purposive sampling; interviews with 13 teachers (to saturation); thematic analysis; guided by expectancy theory	PEPMIS	Use of PEPMIS for performance management administration; support for professional development; user perceptions of system effectiveness
11	Mtasigazya (2021)	Tanzania	Local government; Kinondoni Municipal Council (KMC)	Case study; questionnaires, in-depth interviews, documentary review; purposive sampling content analysis & cross-tabulation	OPRAS	Communication of OPRAS needs to employees; OPRAS-related training; motivation; budgeting/funding; monitoring of implementation; planning/strategies for sustainability
12	Anosisye & Nyoni (2024)	Tanzania	Public sector; Commission for Mediation and Arbitration (CMA)– Arusha	Mixed-method case study; purposive sample; questionnaires (descriptive stats) interviews (content analysis)	OPRAS	Employee participation in goal setting; effectiveness of goal implementation; role of employee rewarding; user understanding/ability to use OPRAS
13	Kapimpiti et al.(2024)	Tanzania	Education; Vwawa, Iyula & Msangano Secondary Schools (Mbozi District Council)	Mixed methods; questionnaires & interviews; descriptive statistics plus thematic/content analysis	OPRAS	Long-term OPRAS implementation; appraisal linked to teacher commitment and performance indicators (2018–2023); emphasis on communication/feedback and staff training/workshops
14	Nganga; Anyieni (2023)	Kenya	Public sector; Nakuru County Government	Descriptive design; census; questionnaires; primary & secondary data	Performance Contracting	Appraisal criteria; appraisal frequency; appraisal reward system; appraisal feedback
15	Isika et al. (2025)	Kenya	Public education sector; public secondary schools in Kwale County	Mixed methods: questionnaire, key-informant interviews; descriptive qualitative analysis; sample	Teacher Performance Appraisal and Development (TPAD) tool	Appraisal of teacher competencies (lesson planning, instructional skills, classroom management, learner assessment, professional ethics); teacher preparedness to implement TPAD
16	Jemurgor (2023)	Kenya	Education; public secondary	Ex-post facto design; stratified & simple random sampling; questionnaires;	Teacher Performance	Evaluation of classroom preparation, Evaluation of classroom presentation, Setting

			schools in Nandi North Sub-County	descriptive & inferential statistics	Appraisal and Development (TPAD) tool	school targets together, Communicating performance targets, Effectiveness of rating techniques, Developing a performance improvement plan, Staff self-evaluation, Effective provision of feedback
17	Ndegerege & Wanyoike (2024)	Kenya	Public sector (education); Teacher's Service Commission (TSC) Secretariat, Nairobi City County	Descriptive design; purposive/census; structured & unstructured questionnaires; descriptive stats, multiple regression	e-performance appraisal	Production of up-to-date HR scorecard information, Automation of HR scorecard evaluations, Accessibility to information for labour planning and management, Employee submission of appraisal requests that are automatically escalated to line managers, Real-time collaboration and communication between managers and HR specialists, Use of performance-based appraisal feedback
18	Ang'Anyo & Mbatha (2019)	Kenya	Public sector; National Government Administration, Eldoret West Sub-County	Descriptive survey design; quota sampling, primary & secondary data; SPSS/Excel analysis	Performance Contracting	Financial stewardship; human resource management; public complaints resolution/handling within Performance Contracting
19	Matete (2016)	Tanzania	Education	Qualitative with some aspects of quantitative data	OPRAS	Evaluation of public servants work performance, assessing work performance, making teachers accountable for teaching
20	Macharia (2023)	Kenya	Public secondary schools in Kisauni sub-County, Mombasa County	Descriptive Survey, Questionnaire, Descriptive Statistics	Teacher Performance Appraisal and Development (TPAD) tool	Instructional Supervision, Instructional Coordination, Instructional Evaluation, Feedback and Communication, Training and Development, Remuneration and Promotion
21	Juma et al (2021)	Tanzania	Public Secondary School, Nyamagana, Mwanza	Descriptive analysis, mixed approach, simple and purposive sampling, questionnaire and interviews	OPRAS	Goal Setting, Execution, Monitoring, and Reviewing
22	Tumusii me et al. (2021)	Kenya	Public secondary schools in Kikuyu constituency	Descriptive cross-sectional survey design, Blend of qualitative and quantitative paradigms, Probability sampling (simple random sampling, Non-probability sampling	Teacher Performance Appraisal and Development	Objective evaluation of teachers, Providing feedback to teachers, Guiding professional development, Informing promotion decisions, Assessing and giving progress reports on teachers' performance, Identifying

				(purposive sampling, Questionnaires and interview guides, Quantitative data analysis Descriptive statistics, Inferential statistics, Qualitative, data analysis: thematic analysis	(TPAD) tool	teachers' training needs, Recommending teachers for further training, Collaborative planning, Principals' support towards teachers' professional development, Organizing workshops and seminars
23	Matoka (2023)	Tanzania	Public, Mtwara Municipal Council	Positivist research philosophy, Quantitative research approach/methodology, Explanatory research design, Case study research design/approach, Cross-sectional study	OPRAS	Participative goal-setting, Cascading and aligning OPRAS targets with organizational and individual employee goals, Setting SMART targets, Providing performance feedback that is timely, accurate, unbiased, based on known standards, Using appraisal results to guide promotions, career progression, salary increments, training needs, compensation fairness, and leadership actions that encourage performance, Applying performance appraisal information across HR functions, Designing appraisal systems around objectivity, accuracy, relevance, feedback, fairness, and minimal subjectivity, Implementing OPRAS and other performance measurement systems continuously in public organizations
24	Njogu & Jamleck (2016)	Kenya	Public, Primary and Secondary Schools in Kenya	Review of recent empirical cross-national studies	Performance Contracting	Signing Performance Contracting, Measuring performance, Evaluating strengths and weaknesses against set criteria, Negotiating targets, Appending signatures in performance appraisals
25	Kapimpiti et al. (2024)	Tanzania	Public, Secondary Schools Mbozi	Mixed research approach, Questionnaires, Interviews	OPRAS	Planning performance, Appraising performance, Giving feedback, Counselling employees, Openness in appraisal, Fairness in appraisal, Trust in the appraisal process, Use of qualified staff to conduct appraisal, Use of OPRAS via form TFN 832, Performance agreement between employee and supervisor, Setting individual performance objectives linked to organizational objectives, Continuous performance goal

						setting and review, Preparation of SMART goals by employees, Joint/participatory performance planning with employees, Mutual agreement on goals and performance standards between employees and supervisors, Use of more than one instrument in the assessment process, Provision of timely feedback to teachers, Provision of teachers' training and seminars on OPRAS forms, Teacher motivation and rewards linked to OPRAS
26	Mwamwala et al., (2022)	Tanzania	Public, Moshi	Survey research design, Mixed approach	OPRAS	Promotion to different ranks, Monetary rewards, Staff career development, Salary increase, Transfers
27	Muriuki, et al. (2017).	Kenya	Public, Commercial state corporations in Kenya	Descriptive research design, Simple random sampling, Structured questionnaires for primary data collection, Principal component analysis  Regression analysis using SPSS software	Performance Contracting	Performance Target Setting, Performance Planning, Performance Monitoring and Reporting, Performance Coaching, Timely and actionable feedback, Alignment of employee goals with business objectives, Regular updating of employee goals, Development of standardized work plan formats, Hiring competent staff, Ensuring staff competence in work allocation
28	Wang & Odongo (2017)	Kenya	Public Sector	Empirical testing of theoretical relationships	Performance Contracting	PC practices; benchmarking on PC; results measurement tools.
29	Michael (2023)	Tanzania	Public Sector	Explanatory research design, Survey strategy, Probability sampling, Structured questionnaires, Review of public documents, Structural Equation Modelling (SEM)	OPRAS	Employee participation in evaluation, provision of feedback, discussion of performance measurements, and the use of performance metrics and reporting. It also notes practices such as stakeholder involvement in developing measurement tools, adoption of best performance management approaches, and the tendency in some institutions to reduce appraisal to a form-filling exercise rather than a meaningful management process
30	Ndunguru et al.	Tanzania	Public	Desk research (document review), Semi-structured	OPRAS	Setting annual performance targets, establishing performance

	(2024)			interviews, Purposive sampling		agreements, conducting mid-year reviews, and carrying out end-year appraisals. Additional practices involve assessing performance attributes, providing avenues for appeals, implementing developmental measures, offering feedback, and linking appraisal outcomes to rewards such as salary progression, bonuses, and non-financial incentives
31	Silidion & Rutenge (2024).	Tanzania	Public, Judiciary	Case study design, Quantitative research approach, Stratified sampling, Simple random sampling, Purposive sampling, Questionnaire data collection, Descriptive analysis using SPSS	PEPMIS	Fairness and accuracy in assessment, timely feedback, and the use of set goals and targets as the basis for evaluation. linking performance with rewards, providing training, ensuring clear assessment procedures, updating work progress in the system, attaching evidence of completed tasks, setting goals and KPIs electronically, and obtaining supervisor approval for performance plans
32	Mwandihi et al. (2018).	Kenya	Public, Vihiga County	Descriptive and explanatory survey designs. stratified random sampling and purposive sampling, closed-ended questionnaires, pilot testing, and descriptive and inferential statistics, correlation and regression analysis.	Result Oriented Employee Appraisal	Fair target setting, consistent appraisal procedures, the use of performance standards, application of performance criteria, feedback mechanisms, identification of training needs, continuous appraisal, the use of supervisor-completed appraisal forms, appraisal results are used for decisions related to promotion, training, and employee selection
33	Nabangala & Amuhaya (2020).	Kenya	Public, Kenya Forestry Research Institute (KEFRI)	Correlational research design, simple random sampling and the use of questionnaire, descriptive statistics and multiple regression analysis	Performance Contracting with Ranking Method, the Behaviorally Anchored Rating Scale, and Paired Ranking	Assigning rating scales, differentiating rating scales, ensuring impartiality in rating, focusing on indicators such as retained customers, periodic sales, and employee competencies, comparison of employee performance with colleagues, departments, and industry peers

					g	
34	Orwa (2023).	Kenya	Public, Kenya Revenue Authority	Descriptive survey research design, questionnaires containing both structured and unstructured questions, stratified random sampling, descriptive statistics such as mean and standard deviation, inferential statistics such as regression analysis, content analysis for qualitative data	Performance Contracting	Work planning, employee training and sensitization workshops, performance monitoring and evaluation, organizational culture development, performance targets setting, work plan development and approval, on-the-job training, internal and external training, award terms, performance evaluation, managerial processes, responsiveness to citizens' demands, standards setting, clear and flexible measurement instruments, customer-oriented approaches, and teamwork initiatives.
35	Chepkwony & Njoroge (2019).	Kenya	Public, Nairobi City County	Descriptive research design; census technique; structured questionnaires; descriptive statistics; inferential statistics; regression analysis; ANOVA analysis.	Teachers Performance Appraisal and Development (TPAD) tool	Preparation of teaching materials; appraisal of lesson plans; appraisal of lesson notes; appraisal of schemes of work; appraisal of classroom environment; appraisal of classroom physical space; appraisal of classroom organization; appraisal of professional responsibility; appraisal of professional development courses; appraisal of innovation and creativity in teaching; appraisal of use of teaching aids; appraisal of ICT integration; appraisal of participation in co-curricular activities
36	Boruett et al. (2021)	Kenya	Public, Ministry of Education in Nairobi City County	Concurrent mixed methods design; quantitative methodology; qualitative methodology; cross-sectional survey; stratified sampling; simple random sampling; purposive sampling; semi-structured questionnaires; interview guides; descriptive analysis; inferential analysis	Teachers Performance Appraisal Development (TPAD) tool	Goal setting; performance evaluation against set targets; employee involvement in appraisal process; appraisal training; feedback provision; performance review meetings; linkage of appraisal outcomes to rewards; linkage of appraisal outcomes to promotions; linkage of appraisal outcomes to training and development; supervisory evaluation; documentation of appraisal results.
37	Sirkoi et al. (2021).	Kenya	Public, National Government Administration	Explanatory research design; stratified sampling technique; simple random sampling; use of questionnaire, descriptive statistics; inferential	Performance Contracting	Performance standards setting; target setting; Performance Contracting; goal setting; performance indicators development; monitoring of performance targets; evaluation of

				statistics; multiple regression analysis.		employee performance against set standards; use of Performance Contractings; assessment of service delivery outcomes; performance measurement using quality indicators; feedback on performance outcomes.
38	KIkubu et al. (2018)	Kenya	Public, Kakamega County	Descriptive research design; use of structured questionnaires; census approach; quantitative data analysis; use of SPSS for data analysis; descriptive statistics; frequency and percentage analysis	Performance Contracting	Performance target setting; annual work planning; performance monitoring; performance evaluation; performance reporting; supervisor appraisal; employee self-appraisal; feedback provision; performance review meetings; performance measurement against agreed targets; appraisal of service values and work ethics; appraisal of accountability; appraisal of transparency; appraisal of efficiency; appraisal of resource utilization
39	Kemboi & Merecia (2021)	Kenya	Public, National Police Service	Descriptive survey research design; multi-stage sampling; stratified random sampling; use of questionnaires; use of interview guides; descriptive statistics; inferential statistics	Performance Appraisal System	Performance target setting; role clarification; goal setting; benchmarking of best practices; regular performance feedback; supervisor-subordinate performance reviews; documentation of appraisal outcomes; performance evaluation against set objectives; review of appraisal processes; linkage of appraisal outcomes to rewards and promotions
40	Chemjor (2025)	Kenya	Public, Kenya School of Government	Descriptive survey research design; use of semi-structured questionnaires; primary and secondary data collection; correlation analysis; t-test analysis; ANOVA; regression analysis	Staff Performance Appraisal System (SPAS)	Performance planning; goal setting; appraisal interviews; supervisor-employee communication; performance feedback; reward through promotion; reward through training; reward through recommendations; performance evaluation against agreed standards; documentation of appraisal outcomes
41	Njuguna & Kisilu (2023)	Kenya	Public, Public Secondary Schools in Cherangany	Concurrent triangulation design; mixed methods approach; stratified sampling; simple random sampling; purposive sampling; use of questionnaires; use of interviews; descriptive statistics; inferential	Staff Performance Appraisal System (SPAS)	Performance planning; goal setting; appraisal interviews; supervisor-teacher communication; performance feedback; peer observation; self-evaluation; 360-degree assessment; verbal appraisal discussions; external assessment; record keeping of teaching and

				statistics; correlation analysis		learning performance; appraisal-based rewards; merit-based promotion; incentive schemes linked to appraisal outcomes
42	Ndubai et al. (2016).	Kenya	Public Service	cross-sectional survey design; use of secondary data; coverage of public agencies on Performance Contracting (ministries and accounting departments, state corporations, local authorities, tertiary institutions); analysis period 2006/07 to 2010/11 (with historical performance data from 2004); use of descriptive and inferential statistics analysis.	Performance Contracting	involving employees in improving organizational effectiveness; communicating organizational goals and objectives; reinforcing individual accountability for meeting goals; tracking individual and organizational performance results; decomposing strategic objectives into measurable performance indicators and targets; defining objective methodologies for measuring progress towards achievement of targets; comparing achievement on freely negotiated performance targets with actual achievement; use of citizens' service charters; conducting annual customer satisfaction surveys; incorporating "customer satisfaction" as a key performance indicator under the "service delivery" criterion; grading performance using a composite-scoring scale; inverting composite scores for visual interpretation of achievement; and using performance appraisal focused on largely subjective attributes to assess individual employees.
43	Malela & Araka (2023)	Kenya	Public, Tom Mboya University	Descriptive research design, stratified sampling, systematic random sampling, use of a structured questionnaire to collect primary quantitative data, analysis of data using descriptive statistics, inferential statistics	Management by objectives, 360 degrees appraisal method	Practices of performance appraisal mentioned/used in this paper include supervisor evaluation, peer evaluation, self-evaluation, subordinate evaluation, customer evaluation, trainers' evaluation, setting objectives and plans, monitoring progress, rewarding according to performance, linkage between objectives and results/output, stakeholder participation, use of rating scales, accurate appraisals, fairness or lack of bias in appraisal, appraising versus current job description, goal-oriented appraisal, regularity of conducting appraisals, feedback from all sections or teams, measurement of employee skills, feedback process,

						duration taken for feedback, periodic interviews (annual or semi-annual), 360-degree feedback, continuous real-time feedback from managers, and use of job incidents, sales reports and ratings as inputs to appraisal
44	Tuseko et al. (2025)	Tanzania	Public, Primary Schools in Sumbawanga Rural District	A mixed-methods research approach; a descriptive research design; use of structured questionnaires; use of semi-structured interviews; stratified sampling; purposive sampling; random sampling; thematic analysis of qualitative data; and descriptive statistical analysis using IBM SPSS	PEPMI S	Continuous performance evaluation; annual performance evaluations; supervision and performance monitoring via a digital system; self-evaluation by teachers; feedback provision to teachers; recording and updating performance data in the form of tasks and sub-tasks; alignment of daily activities with annual work plans; use of performance scores to inform promotions and salary increments; linking appraisal outcomes to professional development and targeted support; monitoring attendance and task distribution; and the use of online employee performance management frameworks in the public sector.
45	Bakar et al. (2024)	Tanzania	Public, Teachers	Systematic literature review, Thematic analysis, Literature search using databases (Google Scholar, Scopus, Web of Science), Inclusion/exclusion criteria for study selection, Timeframe focus: studies published between 2000 and 2023	PEPMI S	Goal setting, Performance monitoring, Feedback mechanisms, Professional development (development and review), Performance rating, Rewarding/incentive linkage, Data entry/data management
46	Kalifumu & Njunwa (2024)	Tanzania	Public, Kigamboni Municipal Council	A descriptive research design, both qualitative and quantitative research approaches, a non-probability sampling design, collection of primary and secondary data, use of semi-structured interviews, use of questionnaires, data analysis using SPSS, correlation analysis to determine relationships among variables	PEPMI S	Monitoring and evaluation of employee performance, tracking performance, conducting evaluations, establishing consistent and efficient performance management practices, using performance measurement and management systems, and performance review
47	Rutashubanyuma et al.	Tanzania	Public, secondary schools in	Convergent mixed-methods design (mixed methods with	PEPMI S	Setting objectives Assessing performance Providing timely feedback Real-time performance

	(2025)		Dar-es-salaam	simultaneous quantitative and qualitative data collection and separate analysis)		tracking Data-driven evaluations Streamlined reporting Centralized records Uploading/submitting performance data Reviewing school performance reports Updating teacher records
48	Fredrick et al. (2025).	Tanzania	Public Secondary Schools Misungwi District	Mixed-methods approach; convergent parallel design; stratified random sampling, purposive sampling; self-administered questionnaires; face-to-face interviews; qualitative thematic analysis; and descriptive statistics analysis	OPRAS	Joint discussion, completion, and signing of appraisal instruments by appraiser and appraisee; 360-degree appraisals; management by objectives; use of rating scales and checklists; structured interactions between teachers and immediate supervisors; feedback provision for development; identification of training needs; linking appraisal with promotion and salary decisions; use of appraisal data for planning and professional development; and use of appraisal forms

Source: Researchers (2026)