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*The Impact of Performance Evaluation on the
Effectiveness of the Public Sector in Zanzibar*

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The Impact of Performance Evaluation on the Effectiveness of the Public Sector in Zanzibar

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Abstract

The study investigates the impact of performance evaluation on the effectiveness of public sector institutions in Zanzibar, with a particular focus on improving accountability, service delivery, and organizational performance. Using a quantitative research design, data were collected from 162 public sector officials directly involved in planning and evaluation activities under the Zanzibar Development Plan (ZADEP). Descriptive and inferential statistical analyses, including linear regression, revealed a moderately strong relationship of 40% ($R^2 = 0.398$) between institutional participation in performance evaluation processes and enhanced public sector outcomes. The findings indicate that while performance evaluation is acknowledged as a valuable tool for improving public service delivery, its practical effectiveness remains uneven across institutions, as evidenced by varying mean scores: involvement of M&E agencies scored 3.64, reflecting positive engagement; training by the lead agency had a moderate mean of 3.21, indicating limited but existing capacity-building; communication of evaluation results scored 3.52, suggesting fair dissemination across departments; inclusion of local consultants received a lower score of 2.89, pointing to weak integration of national expertise; and ZAMEA's role in capacity building and collaboration with academia both scored 2.69, highlighting minimal impact and limited visibility in institutional processes. Overall, the study observes moderate internal participation but significant deficiencies in training, knowledge sharing, and local engagement, and therefore recommends strengthening interdepartmental collaboration, investing in institutional training, and formally integrating local consultants and academic institutions into performance evaluation systems to ensure a more effective, accountable, and data-driven public sector under ZADEP.

Keywords: Performance Evaluation, Public Sector Effectiveness, Service Delivery, Institutional Participation, Evaluation Systems, Organizational Efficiency, Accountability, Monitoring and Evaluation (M&E), Zanzibar Development Plan (ZADEP), Public Administration, Institutional Capacity, Evidence-Based Decision Making, Evaluation Utilization

1. Introduction

Public sector institutions play a pivotal role in delivering essential services to citizens and advancing socio-economic development. In Zanzibar, like in many developing economies, ensuring that public institutions function effectively and efficiently is critical to achieving national development goals. One of the tools increasingly emphasized to enhance public sector

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performance is performance evaluation. This process involves assessing the outcomes, behaviors, and effectiveness of employees and institutions against set objectives and standards (Aguinis, 2013). However, the success of performance evaluation systems depends on several factors, including employee awareness, institutional capacity, and feedback mechanisms.

According, UNDP (2009) underscores that inclusive performance evaluation processes help build early consensus, gain support from initially disengaged actors, and enhance communication regarding early results or “quick wins.” This collaborative engagement also ensures that intended beneficiaries of public sector programs gain early access to improved services, while simultaneously enabling the mobilization of additional resources to address evaluation-related gaps. Moreover, performance evaluation findings—when informed by diverse institutional insights—are more likely to be integrated into future planning and decision-making cycles.

The World Bank reinforces this perspective by emphasizing that multi-actor collaboration enhances the overall effectiveness of evaluation systems. According to Görgens and Kusek (2009), coordinated evaluation frameworks benefit from improved inter-institutional communication, better alignment of objectives, and more effective allocation of resources across public sector functions.

Empirical studies reveal mixed findings on the relationship between participatory performance evaluation and system effectiveness. For instance, Kioko (2017), Ngeru and Ngugi (2019), and Mushori et al. (2020) found that inclusive evaluation approaches significantly enhance the credibility and applicability of assessment outcomes in public institutions. Similarly, Olala (2020) reported that collaborative evaluation designs lead to improved accountability and decision-making. In contrast, Claude and Didace (2020) found no statistically significant relationship between institutional inclusion and the timely reporting of evaluation results. Likewise, Maturo (2021) observed that disproportionate external influence can sometimes compromise the objectivity of performance evaluations in non-governmental sectors.

In the Zanzibar context, the government promotes inclusive participation as a cornerstone of public sector performance management. The current performance evaluation framework encourages

collaboration with civil society, the private sector, academia, and international development partners (RGoZ, 2020). However, persistent challenges particularly in linking evaluation data with institutional decision-making remain. Weak data utilization, limited analytical capacity, lack of clear KPIs and underdeveloped feedback mechanisms between evaluators and users continue to constrain the full potential of the evaluation system in Zanzibar. Additionally, a scarcity of localized empirical studies assessing the direct impact of inclusive performance evaluation on public sector effectiveness highlights a critical research gap that this study seeks to address.

This study aims to assess the impact of performance evaluation on the effectiveness and service delivery of public sector institutions in Zanzibar. It explores how performance evaluation influences employee motivation, organizational efficiency, and service delivery, while also identifying key implementation challenges.

2. Literature Review

2.2 Theoretical Literature Review

2.2.1 Goal-Setting Theory

Developed by Locke and Latham (1990), Goal-Setting Theory posits that specific and challenging goals, along with appropriate feedback, lead to higher performance. In a public sector context, performance evaluations that are aligned with institutional goals can guide employees towards improved productivity, as clear expectations are established and monitored regularly.

2.1.2. Systems Theory

Systems Theory emphasizes the interdependence of various components in an organization (Katz & Kahn, 1978). Performance evaluation acts as a feedback mechanism in this system. It identifies inefficiencies, redirects efforts, and reinforces accountability, thereby improving the organization's overall functioning and responsiveness.

2.1.3. Expectancy Theory

According to Vroom's Expectancy Theory (1964), individuals are motivated when they believe their effort will lead to desired performance and that performance will result in valued outcomes.

If employees perceive the performance evaluation process as fair and linked to promotions or rewards, it can drive higher motivation and effectiveness.

2.1.4. Balanced Scorecard Approach

The Balanced Scorecard introduced by Kaplan and Norton (1996), provides a multidimensional framework for evaluating organizational performance. In the public sector, it enables government institutions to align operational processes with strategic goals, improve citizen satisfaction, and build institutional capacity, thereby enhancing overall effectiveness and accountability in service delivery.

2.2. Empirical Literature Review

Empirical research underscores the strategic role of performance evaluation in public administration. In Nigeria, Adegoke and Bello (2020) found that performance evaluation positively correlated with employee commitment and organizational efficiency. Similarly, in Tanzania, Mgaya and Mrope (2021) noted that consistent evaluations improved service delivery and accountability among local government officials.

In a comparative study, Kambala and Lwandali (2019) examined East African public institutions and concluded that performance appraisal systems, when properly designed and implemented, improved both individual productivity and organizational outcomes. However, challenges such as bias, lack of feedback, and limited training undermined these systems' effectiveness.

In Zanzibar specifically, there is limited but growing literature. A study by Ali and Suleiman (2022) found that while performance evaluation frameworks exist, their implementation is often weak due to limited capacity, inadequate follow-through, and lack of employee buy-in. This creates a gap between policy and practice, hindering effectiveness.

Specifically, much of the reviewed literature is either project-specific, organization-specific, or focused on broader regional contexts. Given that the existing literature does not specifically address performance evaluation practices within the Zanzibar public sector, there may be unique administrative dynamics, institutional frameworks, and contextual factors that influence how

inclusive evaluation processes operate. Therefore, conducting research that directly explores the role of participatory performance evaluation in Zanzibar's public institutions—and its influence on the overall effectiveness of evaluation systems—would help bridge this gap.

The outcomes of this study could provide valuable insights for policymakers, public managers, and institutional actors in Zanzibar. These insights can inform the development of context-specific performance management strategies, policies, and institutional mechanisms that strengthen participatory approaches and enhance the effectiveness of evaluation practices. A localized understanding of these evaluation dynamics is essential for designing sustainable reforms in the Zanzibar public sector.

2.3. Conceptual Framework

The conceptual framework of this study is structured around the relationship between performance evaluation and public sector effectiveness. The framework identifies performance evaluation as the independent variable and public sector effectiveness (measured through service delivery, employee productivity, and organizational efficiency) as the dependent variable. Independent Variable: Performance evaluation system (clarity, frequency, fairness, feedback), Mediating Variables: Employee motivation, institutional culture, training and capacity and Dependent Variables: Service delivery quality, employee productivity, organizational efficiency. This framework accepts that performance evaluation influences public sector effectiveness both directly and indirectly, mediated by organizational and human factors.

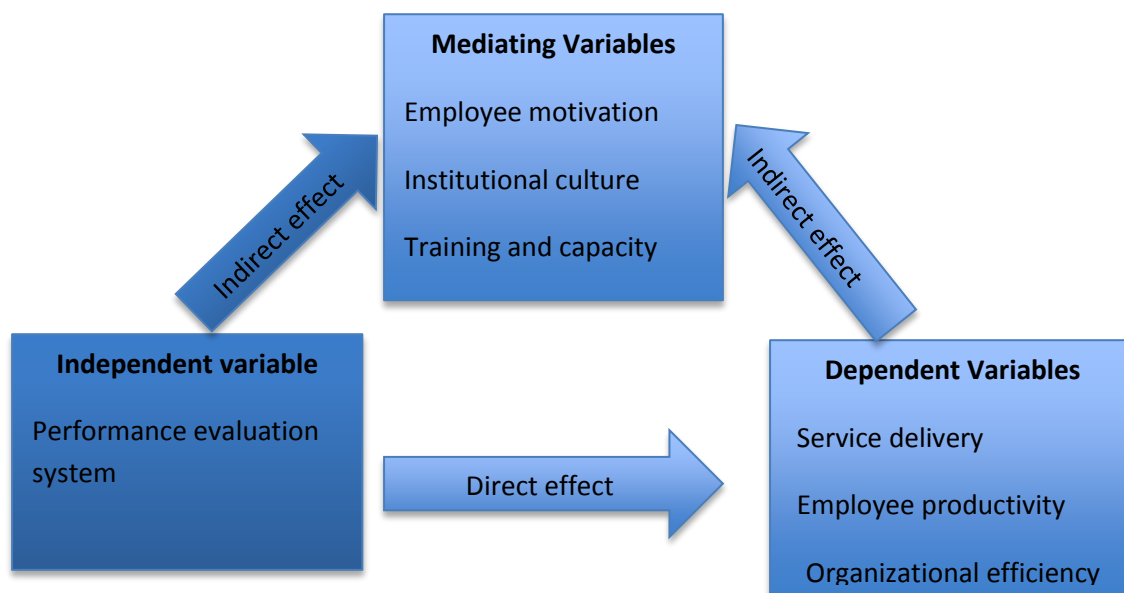


Figure 2.1: Conceptual framework

3. Methodology

This study adopted a positivist research approach, which emphasizes empirical, objectivity, neutrality, and generalizability. It employs an explanatory causal research design and follows a quantitative approach to investigate the relationship between performance evaluation practices and the effectiveness of public sector institutions in Zanzibar. A deductive reasoning approach was applied, enabling the formulation of testable hypotheses and the precise measurement of variables. This method was appropriate for the study as it supports accurate prediction testing and allows for the replication of findings with new data sets to verify results.

The research was conducted in Zanzibar, focusing on public institutions responsible for implementing, coordinating, and overseeing performance evaluation activities under the Zanzibar Development Plan (ZADEP). The study population consisted of 162 officials working within public sector institutions involved in policy formulation, coordination, and performance assessment. To ensure fair representation, a stratified and simple random sampling technique was adopted. The population was categorized into three strata based on their functional levels: Policy and decision-making level, Coordination and supervisory level and Implementation and operational level. Yamane's formula (Israel, 1992) was applied to determine the sample size as follows.

$$n = \frac{N}{1 + N(e)^2} = \frac{274}{1 + 274(0.05)^2} = 162$$

Where:

- n = sample size
- N = population size (274)
- e = Margin of error (0.05)

Primary data was collected through a structured, self-administered questionnaire using a 5-point Likert scale to gauge perceptions and responses on various dimensions of performance evaluation effectiveness. The data analysis involved both descriptive and inferential statistics:

3.1 Regression Model:

$$PE = \beta_0 + \beta_1 UTIME + \alpha$$

Where:

PE = Performance Evaluation Effectiveness

UTIME = Utilization of Evaluation Information

β_0 = Intercept

β_1 = Coefficient for independent variable

α = Error term accounting for model variability

4. Results and Discussions

4.1 Sample Description

Gender: The survey included both male and female respondents working in public institutions engaged in performance evaluation functions. Among the participants, 92 (56.8%) were male, while 70 (43.2%) were female.

Age (years): Respondents were grouped into five age categories. The majority were between 31–40 years old, accounting for 68 individuals (42.0%). This was followed by the 41–50 age group, which included 40 respondents (24.7%). Other age groups included 21–30 years (32 respondents, 19.8%), 51–60 years (15 respondents, 9.3%), and 61–65 years (07 respondents, 4.3%).

Marital Status: Most respondents were married, comprising 150 individuals (92.6%), while 12 respondents (7.4%) identified as single.

Education Level: The educational background of participants varied. A small group (10 respondents, 6.2%) held secondary education, while 49 (30.2%) had diplomas. A significant number (66 respondents, 40.7%) had bachelor's degrees, 30 (18.5%) held master's degrees, and 07 respondents (4.3%) possessed PhDs.

Types of Organization: Respondents were drawn from a wide range of public institutions involved in performance planning, implementation, and evaluation within Zanzibar's public sector. The largest group (86 respondents, 53.1%) were from Ministries, Departments, and Agencies (MDAs). A substantial number (25 respondents, 15.7%) came from the Office of the

Chief Government Statistician (OCGS). Others represented Local Government Authorities (17 respondents, 10.5%), Development Partners (10 respondents, 6.2%), and select individuals from the private sector, higher learning institutions and NGOs contributing 8 respondents each (4.9%, 4.9% and 4.9% respectively).

Position: Respondents held various roles directly linked to performance planning, evaluation, and service delivery within public sector institutions in Zanzibar. The largest group was comprised of **Monitoring and Evaluation (M&E) Officers**, with **35 respondents (21.6%)**, highlighting their central role in tracking and reporting performance outcomes. This was followed by both **Planning Officers** and **Human Resource Officers**, each with **25 respondents (15.4%)**, reflecting their contributions to strategic planning and personnel appraisal processes. **Statistical Officers** represented **16 respondents (9.9%)**, providing critical support in data analysis for performance metrics. **Budget Officers** accounted for **14 respondents (8.6%)**, supporting resource planning and allocation tied to institutional goals. **Project Management Officers** comprised **9 respondents (5.6%)**, contributing to the implementation and evaluation of performance-based initiatives.

At the strategic management level, both **Directors of Administration and Human Resources** and **Directors of Planning, Policy and Research** were represented by **10 respondents each (6.2%)**, indicating their influence on policy direction and structural oversight of evaluation systems. Additional roles included **Research Officers** (7 respondents, 4.3%), **ICT/Data Systems Officers** (6 respondents, 3.7%), and **Internal Auditors** (5 respondents, 3.1%), all playing vital roles in data management, systems integration, and compliance monitoring as shown in Table 4.1

Table 4.1: Sample Respondents Characteristics

Variables	Item	Frequency	Percentage
Sex	Male	92	56.8
	Female	70	43.2
Age	21-30	32	19.8
	31-40	68	42.0
	41-50	40	24.7
	51-60	15	9.3
	61-65	7	4.3
Marital Status	Married	150	92.6

	Single	12	7.4
Education Level	Secondary	10	6.2
	Diploma	49	30.2
	Degree	66	40.7
	Masters	30	18.5
	PhD	7	4.3
Types of Organization	MDAs,	86	53.1
	OCGS	25	15.4
	LGAs	17	10.5
	DPs	10	6.2
	Private sector	8	4.9
	Higher learning institutions	8	4.9
	NGOs	8	4.9
Position	DAH	10	6.2
	DPPR	10	6.2
	Planning Officers	25	15.4
	M&E Officers	35	21.6
	H R Officers	25	15.4
	Statistical Officers	16	9.9
	Budget Officers	14	8.6
	PM Offers	9	5.6
	Research Officers	7	4.3
	ICT/Data Systems Officers	6	3.7
	Internal Auditors	5	3.1

Source: Field data 2025

4.2 Descriptive and Inferential Analysis Based on Institutional Roles in Performance Evaluation (ZADEP)

4.2.1 Descriptive Statistics

The descriptive statistics provide insights into various aspects of institutional participation in performance evaluation activities under the Zanzibar Development Plan (ZADEP).

Public sector agencies responsible for monitoring and evaluation are often involved in designing and implementing the evaluation system for ZADEP. This area recorded a mean rating of 3.64 and a standard deviation of 1.096, indicating a generally positive level of organizational involvement, though with some variability in perceptions. Regarding the coordination of evaluation capacity-building, the evaluation lead agency was assessed on how frequently it organizes training to meet institutional performance assessment needs under ZADEP. This item had a mean of 3.20 and a standard deviation of 1.247, suggesting a moderate level of training provision and mixed perceptions across institutions. When evaluating the engagement of local M&E consultants through contract awards for evaluation-related tasks under ZADEP, the responses reflected a mean of 2.89 and a standard deviation of 1.198. This suggests a neutral perspective overall, with considerable variation in views regarding the inclusion of local technical expertise in formal performance evaluation processes.

The use of external consultants in delivering performance evaluation services showed a mean rating of 3.64 with a standard deviation of 1.124, pointing to a significant reliance on external expertise and a moderate level of consensus among respondents. The communication of evaluation results and findings across institutional actors was rated with a mean of 3.52 and a standard deviation of 1.075, suggesting generally effective communication, though not without some variation in how this was experienced or perceived. In terms of evaluation capacity development Zanzibar Monitoring and Evaluation Association, the frequency of training provided to member institutions under ZADEP had a mean of 2.69 and a standard deviation of 0.970, indicating that many respondents were unsure or indifferent about Zanzibar Monitoring and Evaluation Association training efforts. This also reflects limited visibility or impact of these capacity building initiatives as shown in Table 4.2.

Overall, the findings point to a generally **positive level of institutional participation** in performance evaluation under the ZADEP framework. However, areas such as **local consultant engagement** and **M&E capacity development by Monitoring and Evaluation Association**

show room for improvement. Strengthening these areas could enhance the comprehensiveness and inclusiveness of performance evaluation efforts across Zanzibar's public sector institutions.

Table 4.2: Descriptive Statistics Results

Item	Mean	Standard Deviation	Minimum	Maximum
M&E agencies are often involved in designing and implementing the ZADEP performance evaluation system	3.64	1.096	1	5
The lead agency frequently organizes training to meet the performance evaluation needs of public institutions under ZADEP	3.21	1.247	1	5
Local consultants are given opportunities for contracts in ZADEP performance evaluation activities	2.89	1.197	1	5
External consultants are frequently used to provide performance evaluation services under ZADEP	3.64	1.124	1	5
Evaluation results and findings are communicated effectively across public institutions	3.52	1.075	1	5
ZAMEA frequently provides training related to performance evaluation under ZADEP	2.69	0.97	1	5
ZAMEA's collaboration with the evaluation lead agency and public institutions contributes to capacity building for performance evaluation under ZADEP	2.7	1.16	1	5
ZAMEA's collaboration with national and international organizations supports performance evaluation capacity building under ZADEP	2.7	1.045	1	5
Local higher learning institutions are engaged in providing training for performance evaluation needs under ZADEP	2.69	1.015	1	5

Source: Field data, 2025

4.3 Regression Analysis

Regression analysis was conducted to assess the relationship between institutional involvement in performance evaluation (across key positions) and the overall effectiveness of evaluation efforts under ZADEP.

The model indicated that institutional roles such as M&E Officers, Planning Officers, Directors of Planning, Policy and Research (DPPR), Directors of Administration and Human Resources (DAH), Statistical Officers, Human Resource Officers, Budget Officers, Project Management (PM) Officers, ICT/Data Systems Officers, Research Officers, and Internal Auditors collectively explained 39.8% of the variance in the effectiveness of performance evaluation ($R^2 = 0.398$). This suggests a moderately strong influence of these institutional roles on public sector evaluation outcomes as shown in Table 4.3

Table 4.3: Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.631 ^a	.398	.394	.56649

a. Predictor: (Costsnt), IPPEA

IPPEA = Institutional Participation in Performance Evaluation Activities

Source: Field data, 2025

The regression model was statistically significant as shown by the ANOVA results: $F(1, 156) = 103.261$, $p < 0.001$. This indicates that institutional roles significantly contribute to explaining the variation in evaluation effectiveness as indicated in table 4.4

Table 4.4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.137	1	33.137	103.261	.000 ^b
	Residual	50.062	156	.321		
	Total	83.199	157			

a. Dependent Variable: Performance Evaluation Effectiveness (PE)

b. Predictors: (Constant), IPPEA

IPPEA= Institutional Participation in Performance Evaluation Activities

Source: Field data, 2025

The unstandardized coefficient ($B = 0.552$, $p < 0.001$) shows that higher levels of institutional participation in the evaluation process especially from key roles like M&E, Planning, and Policy units correlate positively with improved performance evaluation outcomes as shown in table 4.5.

Table 4.5: Regression Coefficients Results

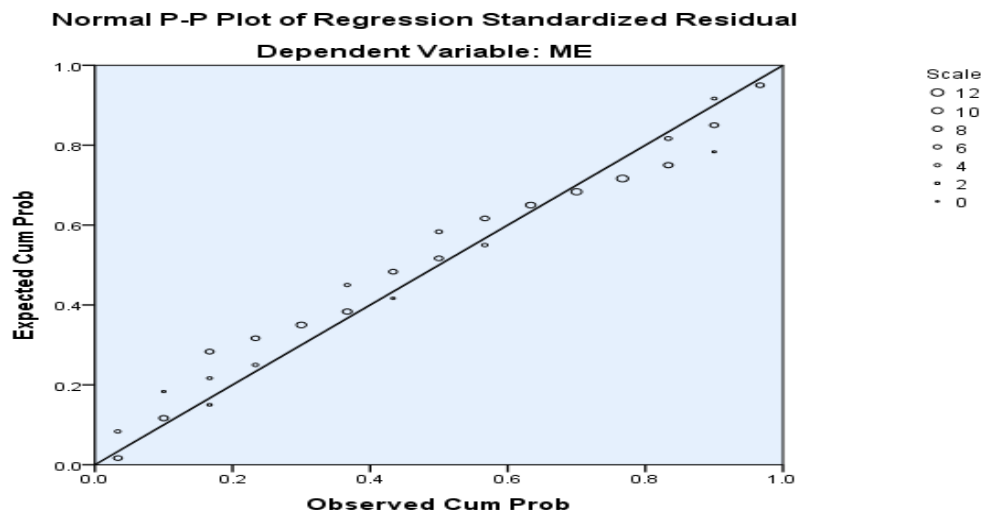
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.016	0.202		9.98	.000
	IPPEA	.552	.054	.631	10.162	.000

IPPEA= Institutional Participation in Performance Evaluation Activities

Source: Field data, 2025

4.4 Linearity Test

The assumption of linearity was tested using a P-P plot. The pattern of the plotted points closely followed a straight diagonal line, indicating that there is a linear relationship between institutional participation in performance evaluation activities and the effectiveness of evaluation outcomes under the Zanzibar Development Plan (ZADEP). This supports the validity of the regression model used in assessing the influence of various institutional roles such as planning, M&E, HR, and budget functions on public sector performance effectiveness.



Figure

4.2: P-P Plot for Linearity Test

Source: Field data (2025)

5. Discussion of Findings

Findings suggest that **institutional engagement in performance evaluation** across technical, managerial, and strategic roles plays a crucial role in enhancing the effectiveness of evaluation

systems under ZADEP. This is supported by quantitative results from public institutions in Zanzibar, where the involvement of **M&E agencies** in designing and implementing evaluation systems recorded a **mean score of 3.64**, indicating a generally positive level of engagement. Similarly, the **communication of evaluation results across departments** showed a mean of **3.52**, reflecting moderately effective dissemination practices.

However, the findings also reveal notable gaps. The frequency of **training organized by the lead evaluation agency** had a lower mean of **3.21**, suggesting only a moderate level of institutional capacity-building. Meanwhile, the **inclusion of local consultants** in performance evaluation contracts scored a mean of **2.89**, reflecting a neutral or limited use of local expertise. The role of ZAMEA in building evaluation capacity was also perceived as relatively weak, with a mean of **2.69**, indicating indifference or low visibility among institutional actors. Likewise, **collaboration between ZAMEA and academic institutions**, as well as engagement with higher learning institutions for evaluation training, also scored mean values below 2.8 pointing to missed opportunities for leveraging local capacity. These findings align with prior research that show structured performance evaluation practices improve institutional efficiency and outcomes (IOSR, 2023). Furthermore, studies in Kenya affirm that internal institutional participation enhances employee performance and organizational productivity (Wanyonyi & Nyambura, 2023).

Theoretically, these findings are consistent with the Utilization-Focused Evaluation approach, which emphasizes the involvement of key internal institutional actors in influencing how evaluation results are interpreted and applied. Utilization-Focused Evaluation promotes a performance evaluation process that is guided by the needs of actual users such as planning officers, M&E specialists, human resource managers, and directors of policy and research.

By centering the evaluation process on these roles, the approach fosters greater ownership, accountability, and relevance of findings, ultimately enhancing the utility and uptake of evaluation results within the public sector. In the context of ZADEP, adopting such a role-based and user-oriented framework contributes to improved decision-making, performance-based planning, and more effective service delivery across government institutions.

6. Conclusion and Policy Implications

The study concludes that **well-structured institutional involvement in performance evaluation** plays a critical role in improving both **service delivery** and **organizational effectiveness** in Zanzibar's public sector. This conclusion is supported by quantitative findings showing strong participation by key institutional actors. Specifically, the involvement of **M&E agencies** in designing and implementing evaluation frameworks under the Zanzibar Development Plan (ZADEP) scored a **mean of 3.64**, indicating a positive institutional commitment. Additionally, the **communication of evaluation results** across departments had a **mean of 3.52**, reflecting a moderately effective practice that contributes to transparency and learning.

However, the study also identifies important gaps that must be addressed. The frequency of **training provided by the lead evaluation agency** recorded a **mean of 3.21**, indicating a moderate effort, while the **engagement of local consultants** had a lower mean of **2.89**, signaling underutilization of national capacity. Similarly, the **role of ZAMEA** in capacity building scored **2.69**, and the involvement of **academic institutions** also scored **2.69**, pointing to weak institutional integration and support systems. These findings underscore the importance of fostering a **culture of regular performance review** within public institutions. To build a result oriented public administration, government agencies should prioritize: Expanding training opportunities; Enhancing feedback mechanisms; and strengthening collaboration between departments and with local experts.

Ultimately, the study recommends that government institutions have more fully engaged personnel such as **M&E officers, planners, HR officers, and directors of policy** in all stages of the evaluation process from design and implementation to utilization of results to improve accountability, transparency, effectiveness and service quality across all levels of the public sector.

6.1 Areas for Further Study

While this study has contributed to the understanding of how performance evaluation impacts the effectiveness and service delivery of public sector institutions in Zanzibar, several areas remain open for further exploration to enrich this field of knowledge and support policy development under the Zanzibar Development Plan (ZADEP).

Firstly, the study could explore the role of Strategic Planning in Enhancing Efficiency and Effectiveness in the Public Sectors. Strategic Planning is an essential tool for public sector reform, its effectiveness is hindered by inadequate capacity, lack of coordination among departments, and limited stakeholder involvement.

Secondly, the study of Capacity Gaps and Training Needs in Performance Evaluation. This study explores the capacity challenges and training needs faced by Zanzibar's Monitoring and Evaluation (M&E) workforce in implementing performance evaluation under the Zanzibar Development Plan (ZADEP).

Lastly, given the study's findings that local consultants and academic institutions are underutilized (mean = 2.69), further research is needed to assess the capacity, constraints, and opportunities of local actors in supporting performance evaluation systems. Understanding their role could foster stronger local ownership and sustainability of public sector evaluation initiatives in Zanzibar.

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