



Challenges Facing the Implementation of Public Employees' Performance Management Information System (PEPMIS) among Teachers in Public Secondary Schools in Bunda Town Council

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Abstract: *This study examined the challenges facing the implementation of the Public Employees Performance Management Information System (PEPMIS) among teachers in public secondary schools. The study employed a mixed-method approach under a convergent parallel research design to enable comprehensive analysis of quantitative and qualitative data. A sample of 110 respondents, including teachers, Heads of Schools, and the TSEO, were involved in the study. Data were collected using questionnaires and interviews. Quantitative data were analyzed using descriptive statistics with the aid of SPSS version 28, while qualitative data were analyzed through content analysis. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed. The findings revealed that lack of adequate training, insufficient access to computers and reliable internet, frequent system failures, limited technical support and follow-up, and poor communication and feedback significantly hinder effective PEPMIS implementation. The study recommends regular training, improved ICT infrastructure, strengthened technical support mechanisms, and enhanced communication between school leadership and teachers to ensure effective utilization of PEPMIS and improved teacher performance management.*

Keywords: *Challenges, PEPMIS, teachers and Public secondary schools*

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1. Introduction

The introduction of Public Employees Performance Management Information Systems (PEPMIS) in public secondary schools across developed countries is intended

to enhance accountability, instructional effectiveness, and professional development. However, implementation has faced persistent challenges. In the United States of America (USA), teacher evaluation systems linked to student achievement data have raised concerns about

reliability, validity, and fairness, often leading to teacher resistance and reduced morale (Darling-Hammond, 2013; Amrein-Beardsley, 2014). In the United Kingdom, performance management reforms shaped by accountability policies have been criticized for intensifying workload, narrowing curriculum focus, and promoting compliance cultures rather than professional growth (Perryman, 2006; OECD, 2013). Similarly, in Canada, particularly in Ontario, challenges include balancing accountability with professional trust, inconsistencies in implementation, and limited leadership capacity to use evaluation data effectively for school improvement (Campbell et al., 2016). These issues demonstrate that despite policy intentions, contextual and professional dynamics significantly influence the successful implementation of PEPMIS in developed countries.

The implementation of Public Employees Performance Management Information Systems (PEPMIS) in African public secondary schools has been promoted to strengthen accountability, transparency, and teacher effectiveness. However, several contextual challenges limit effective implementation. In South Africa, teacher appraisal systems have faced resistance due to perceptions of subjectivity, insufficient training, and limited linkage between evaluation outcomes and professional development (De Clercq, 2008). Similarly, in Nigeria, weak monitoring mechanisms, insufficient funding, and inconsistent policy enforcement have undermined teacher evaluation reforms (Nakpodia, 2011). Additionally, in Kenya, performance appraisal systems such as the Teacher Performance Appraisal and Development (TPAD) framework have encountered challenges including inadequate ICT infrastructure, heavy workload, and limited teacher preparedness in using digital platforms (Oduor, 2018).

In Tanzania, the implementation of the Public Employees Performance Management Information System (PEPMIS), aligned with the Open Performance Review and Appraisal System (OPRAS), was introduced to enhance accountability, improve teacher performance, and strengthen service delivery in public institutions, including secondary schools. However, its implementation has faced several challenges. Studies indicate that teachers often perceive the system as compliance-oriented rather than developmental, reducing motivation and meaningful engagement (United Republic of Tanzania (URT, 2013). Limited training on the use of digital performance management platforms, inadequate ICT infrastructure, and unreliable internet connectivity particularly in rural schools further constrain effective utilization (Mollel, 2017). Additionally, weak monitoring and feedback mechanisms, combined with heavy teacher workloads, hinder consistent implementation and follow-

up (Komba & Nkumbi, 2008). In some cases, appraisal results are not clearly linked to professional development, promotion, or rewards, diminishing the perceived value of the system. These institutional, technological, and capacity-related challenges significantly affect the effective operationalization of PEPMIS in Tanzanian public secondary schools.

To address challenges in implementing PEPMIS in Tanzanian public secondary schools, the government has initiated several measures. First, the President's Office – Public Service Management (PO-PSM) has strengthened capacity building programs, providing regular training and workshops for teachers and school administrators on the effective use of OPRAS and digital performance management tools (URT, 2013). Second, the government has invested in ICT infrastructure, including improving internet connectivity and providing computers to schools to facilitate digital reporting and monitoring (Mollel, 2017). Third, policy reforms and guidelines have been introduced to standardize performance appraisal processes, linking appraisal outcomes to promotions, rewards, and professional development opportunities. Additionally, monitoring and supervision mechanisms have been enhanced to ensure consistent implementation and feedback, thereby promoting transparency, accountability, and improved teacher engagement in the PEPMIS framework (Komba & Nkumbi, 2008). Despite these initiatives, the challenges facing teachers on a proper use of PEPMIS exists. It's for this reason; the proposed study was set to investigate the challenges facing the implementation of the Public Employees Performance Management Information Systems in Public Secondary Schools in Bunda Town Council.

1.1 Statement of the Problem

Ideally, PEPMIS is expected to enhance teacher accountability, transparency, and performance improvement through efficient digital performance management systems (URT, 2022). However, existing evidence shows persistent challenges in the implementation of digital appraisal systems in public institutions (Mollel, 2017; Komba & Nkumbi, 2008). This problem is also similar in Bunda Town Council, where according to the report from Education Office over 23.2% of teachers were unable to use effectively PEPMIS in the year of 2023 and in 2024. Despite government initiatives such as ICT policy reforms, teacher capacity-building programs, and digitalization strategies, implementation gaps remain and overall education quality were adversely affected. Although prior studies have examined digital performance systems broadly, limited empirical evidence specifically addresses challenges facing PEPMIS implementation among secondary school teachers, thus necessitating the current study

1.2 Objective of the Study

The main objective of this study was to investigate the challenges facing the implementation of PEPMIS among teachers in public secondary schools in Bunda Town Council

2. Literature Review

2.1 Theoretical Literature Review

This study was guided by Social Capital Theory (SCT) developed by Schultz (1961) and Becker (1964) in establishing a theoretical lens on investigating the challenges facing the implementation of PEPMIS among teachers in public secondary schools in Bunda Town Council.

Human Capital Theory (HCT), as proposed by Schultz (1961) and Becker (1964), assumes that investing in human resources through education, training, and skill development enhances productivity and organizational performance. Applied to PEPMIS in secondary schools, the theory posits that teachers are valuable human capital whose performance can be improved through systematic appraisal, professional development, and capacity-building initiatives. One assumption is that teachers' knowledge, skills, and competencies directly influence the effectiveness of PEPMIS, meaning inadequate training or unfamiliarity with performance management systems will reduce system efficiency (Becker, 1964). Another assumption is that investment in human capital yields returns, such as improved teaching quality, better student outcomes, and higher engagement (Schultz, 1961). Additionally, HCT assumes that motivation and proper incentives are essential; if teachers perceive PEPMIS as fair, transparent, and linked to growth opportunities, they are more likely to engage actively with the system. Thus, HCT provides a framework for understanding the institutional, technical, and human challenges affecting PEPMIS implementation.

Human Capital Theory (HCT) was highly applicable to the study of challenges facing the implementation of PEPMIS among secondary school teachers because it frames teachers as key organizational resources whose skills, knowledge, and motivation determine the effectiveness of performance management systems (Becker, 1964; Schultz, 1961). The theory underscores that investments in teacher training, professional development, and capacity-building enhance system utilization, thereby improving performance appraisal outcomes. In the Tanzanian context, PEPMIS implementation is hindered by limited ICT infrastructure, inadequate training on the system, and insufficient

understanding of appraisal procedures, reflecting gaps in human capital development (Mollel, 2017; Komba & Nkumbi, 2008). HCT also emphasizes that rewards, feedback, and growth opportunities increase the returns on human capital investment; thus, when teachers perceive PEPMIS as fair and linked to promotions or professional development, they are more likely to engage effectively. Therefore, HCT provides a conceptual lens to explain how capacity-building, motivation, and skill development influence successful PEPMIS adoption in Tanzanian secondary schools.

2.2 Empirical Literature Review

Guo et al (2024) also examined Teacher Challenges in the Implementation of Performance Appraisal Systems in Asian Secondary Schools in Henan Province, China, using a correlational quantitative approach. Structured questionnaires were administered to 4,290 teachers across 202 schools, and data were analyzed through descriptive statistics and structural equation modeling. Findings revealed that moderate satisfaction with appraisal systems was undermined by unclear evaluation criteria, perceived unfairness, and misalignment with professional expectations, which reduced teacher motivation and engagement.

Muthoni (2023) investigated Challenges Facing the Implementation of Teacher Performance Management Systems in African Secondary Schools in Kamukunji Sub County, Nairobi County, Kenya. The study used a descriptive survey design, collecting data from 178 teachers and staff via structured questionnaires, analyzed with descriptive statistics. Results revealed that poor teacher attitudes, weak leadership engagement, and flaws in system design were major barriers to implementation.

Kioko and Macharia (2025) explored Challenges in Implementing Teacher Performance Appraisal Systems in East African Secondary Schools in Kisauni Sub-County, Mombasa County, Kenya. Using a descriptive survey research design, they collected data from 171 teachers, senior teachers, and principals via questionnaires, analyzed using descriptive statistics. Findings indicated that principal management practices significantly influenced appraisal implementation, but challenges such as inadequate supervision, poor coordination, weak feedback mechanisms, and limited principal training undermined system effectiveness.

Komba (2025) examined Challenges Facing the Implementation of PEPMIS Among Secondary School Teachers in Tanzania in Mzumbe Ward, Tanzania. The study used a qualitative case study design. Semi-structured interviews were conducted with 13 purposively selected teachers, and data were analyzed thematically.

Teachers reported that PEPMIS improved administrative efficiency but faced challenges including lack of training, poor ICT infrastructure, unreliable internet connectivity, and concerns about fairness and transparency. These technical, institutional, and human resource challenges hindered meaningful engagement and reduced the perceived value of PEPMIS.

3. Methodology

This study employed a mixed-methods approach under the pragmatism paradigm, which emphasizes the use of both qualitative and quantitative methods to provide a comprehensive understanding of complex research problems (Creswell & Plano Clark, 2018). Pragmatism was important in this study because it allowed the researcher to investigate the challenges facing the implementation of PEPMIS among secondary school teachers from multiple perspectives, combining measurable trends with in-depth insights into participants' experiences (Tashakkori & Teddlie, 2010). A convergent parallel design was used, where quantitative and qualitative data were collected concurrently, analyzed separately, and then integrated during interpretation. This design was chosen to compare and validate findings from both strands simultaneously, enhancing the credibility and depth of the results (Creswell & Plano Clark, 2018).

A total sample of 110 respondents was selected, comprising teachers, heads of schools, and the Town Secondary Education Officer (TSEO). Simple random sampling was employed to select teachers to ensure representativeness, while purposive sampling was used for heads of schools and the TSEO to capture specific expertise relevant to PEPMIS implementation. Data were collected using questionnaires for quantitative responses and semi-structured interviews for qualitative insights. Quantitative data were analyzed using descriptive

statistics with SPSS software, including frequencies, percentages, and means to summarize patterns. Qualitative data were analyzed using content analysis, following Braun and Clarke's six steps: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006). To ensure validity and reliability, the instruments were reviewed by research experts and pilot-tested, while ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the study to protect participants' rights and integrity of the research.

4. Results and Discussions

4.1 Introduction

This section presents the results and discussion regarding the challenges facing the implementation of PEPMIS among teachers in public secondary schools in Bunda Town Council.

4.2 Challenges in Implementation of PEPMIS among Teachers in Public Secondary Schools in Bunda Town Council

This was the main objective of this study where the researcher used questionnaire and semi-structured interview to collect the data. The data from quantitative sources were analyzed by using descriptive analysis with the aid of SPSS software version 28 and then the results presented in table showing mean and standard deviation while the qualitative data was analyzed by using content analysis. The findings are indicated in Table 1 below.

Table 1: Findings Obtained from Teachers

S/N	Statement	Mean	Standard Deviation
1.	Lack of adequate training on PEPMIS use hinders effective implementation among teachers	3.48	1.43
2.	Insufficient access to computers and internet connectivity limits teachers' ability to use PEPMIS effectively	3.77	1.33
3.	Frequent systems failures and technical problems discourage teachers from using PEPMIS	3.51	1.46
4.	Lack of technical support and follow-up from education officers affects proper use of PEPMIS	3.49	1.47
5.	Poor communication and feedback between the heads of the schools and teachers affect the smooth implementation of PEPMIS	3.59	1.40

Source: Data Field, 2025

4.2.1 Lack of Adequate Training

The data presented in table 1 reveal that the majority of the respondents agreed on the statement that lack of adequate training on PEPMIS use hinders effective

implementation among teachers is regarded as the challenges hindering the implementation of PEPMIS among teachers with a mean value of 3.48. This means that most teachers perceive insufficient capacity-building and orientation as a significant barrier to the successful utilization of the system. The finding suggests that many teachers may not possess the necessary technical knowledge, skills, or confidence to operate PEPMIS effectively. Therefore, limited training reduces system efficiency, lowers teacher engagement, and weakens the overall objective of improving performance management in schools. On the other hand, when the participants of this study were asked whether lack of adequate training hinders the effective implementation of PEPMIS among teachers. One of the heads of the school coded HOS1 had this to say;

In our school, teachers face challenges using PEPMIS because they were not sufficiently trained. Most of them lack confidence in handling the system independently. Without continuous training and technical support, they find it difficult to complete appraisal tasks accurately and on time (Interview with HOS1 14th November, 2025)

Similarly, the TSEO commented that when asked;

From my observation, many teachers have not received adequate training on how to use PEPMIS effectively. Some only attended brief orientations without practical sessions. As a result, they struggle with system navigation, data entry, and performance reporting, which significantly affects proper implementation at the school level (Interview with TSEO 15th November 2025)

The interview quotes from both the TSEO and Head of School imply that inadequate training significantly undermines the effective implementation of PEPMIS in secondary schools. When teachers receive only brief orientations without practical, hands-on training, their ability to navigate the system, enter accurate data, and complete appraisal tasks becomes limited. This situation may lead to errors in reporting, delays in submission, and superficial compliance rather than meaningful engagement with the system. Furthermore, lack of confidence in using PEPMIS can reduce teachers' motivation and willingness to fully embrace performance management processes. The findings suggest that without continuous professional development, technical support, and structured capacity-building programs, the intended

goals of PEPMIS—such as accountability, transparency, and improved teacher performance may not be fully realized in school. The quantitative findings revealed that the majority of respondents agreed that lack of adequate training hinders effective implementation of PEPMIS, as indicated by a mean score of 3.48. This suggests that insufficient capacity-building is a significant challenge affecting teachers' ability to utilize the system properly. These results are reinforced by the qualitative findings from interviews with the TSEO and Head of School, who emphasized that teachers received limited orientation and lacked practical training sessions. They further noted that teachers struggle with system navigation, data entry, and timely submission of appraisal reports due to low confidence and inadequate technical skills. The convergence of quantitative and qualitative data strengthens the credibility of the finding, demonstrating that training gaps are not only statistically evident but also practically experienced in schools. Thus, the integration of both strands indicates that without structured, continuous professional development and technical support, PEPMIS implementation may remain procedural rather than developmental, limiting its intended impact on teacher performance improvement

This finding is supported by Social Capital Theory, which emphasizes that productive outcomes depend on networks, shared norms, trust, and collaborative relationships within an organization (Coleman, 1988; Putnam, 2000). In the context of PEPMIS implementation, inadequate training limits opportunities for teachers to build professional networks, share knowledge, and develop mutual support systems necessary for effective system use. When teachers lack collaborative learning opportunities and institutional support, their ability to utilize PEPMIS confidently is weakened. Social capital enhances information flow, collective problem-solving, and trust in institutional processes; therefore, insufficient training reduces both technical competence and relational support structures. The finding that inadequate training hinders effective implementation of PEPMIS is consistent with several empirical studies. Mollel (2017) found that limited training on OPRAS in public institutions reduced employees' understanding and effective utilization of performance appraisal systems. Similarly, Komba and Nkumbi (2008) reported that insufficient professional development opportunities weakened teachers' capacity to implement educational reforms effectively in Tanzania. In Kenya, Oduor (2018) revealed that lack of adequate training on Teacher Performance Appraisal and Development (TPAD) negatively affected teachers' compliance and system engagement. Furthermore, De Clercq (2008) noted that inadequate preparation and support for teachers during appraisal reforms created resistance and limited meaningful participation.

4.2.2 Insufficient access to computers and internet connectivity limits teachers' ability to use PEPMIS effectively

The data presented in table 1 reveal that the majorities of the respondents responded on the statement that Insufficient access to computers and internet connectivity limits teachers' ability to use PEPMIS effectively with a mean score of 3.77. This means that inadequate ICT infrastructure is perceived as a serious barrier to the successful implementation of the system. Teachers may experience difficulties logging into the platform, uploading appraisal information, and completing required performance reports on time. Poor connectivity and limited computer availability can also discourage consistent use of PEPMIS, resulting in delays, incomplete records, and reduced efficiency in performance management processes within schools. When the participants of this study were asked to respond on whether insufficient access to computers and internet connectivity limits teachers' ability to use PEPMIS effectively. One of the head of the school coded HOS3 had this to say;

In our school, we have very few computers, and the internet connection is unreliable. Teachers are sometimes forced to share devices or wait for connectivity to improve before using PEPMIS. These technical limitations discourage regular use of the system and delay completion of performance appraisal tasks (Interview with HOS3 14th November 2025)

Similarly, the TSEO commented that

Many schools still face serious shortages of computers and stable internet connectivity. Even where PEPMIS is available, teachers cannot consistently access the system due to network interruptions and limited devices. This makes timely submission of appraisal reports difficult and affects overall compliance with performance management requirements (Interview with TSEO 15th November, 2025)

The interview responses imply that inadequate ICT infrastructure significantly undermines the effective implementation of PEPMIS in schools. Limited access to computers and unreliable internet connectivity restricts teachers' ability to use the system consistently and efficiently. This may lead to delays in completing appraisal reports, incomplete data submission, and reduced accuracy of performance records. Furthermore, persistent technical challenges can lower teachers' motivation and willingness to engage with PEPMIS,

turning the system into a procedural obligation rather than a meaningful performance improvement tool. The findings suggest that without adequate investment in ICT facilities and stable connectivity, the objectives of PEPMIS may not be fully achieved

The findings indicate that insufficient access to computers and reliable internet connectivity is a major challenge affecting the effective implementation of PEPMIS, as evidenced by a high mean score of 3.77. This suggests that ICT infrastructure constraints are widely experienced among teachers and significantly hinder system utilization. The quantitative results are reinforced by qualitative interview responses from the TSEO and Head of School, who highlighted persistent network interruptions, limited computer availability, and device sharing among teachers. The convergence of these findings demonstrates that technological barriers directly affect timely data entry, report submission, and overall compliance with performance management requirements. Moreover, inadequate ICT facilities may discourage teachers from actively engaging with PEPMIS, reducing its intended impact on accountability and professional growth. Therefore, the effectiveness of PEPMIS depends not only on policy directives but also on sufficient technological infrastructure and institutional support systems within schools.

This finding is in line with Social Capital Theory, which emphasizes that productive outcomes depend on networks, trust, shared norms, and collaboration within an organization (Coleman, 1988; Putnam, 2000). In the context of PEPMIS, teachers rely not only on their individual skills but also on access to shared resources, technical support, and collaborative problem-solving. Limited access to computers and unreliable internet reduces opportunities for teachers to interact, share knowledge, and support one another in using the system effectively. Consequently, both individual and collective performance are constrained. Social Capital Theory suggests that enhancing connectivity, providing adequate ICT resources, and promoting collaborative support structures will strengthen teachers' engagement and improve the successful implementation of PEPMIS in schools.

This finding is in line with a study conducted by Mollel (2017) found that in public institutions, inadequate ICT infrastructure hindered employees' ability to engage with the Open Performance Review and Appraisal System (OPRAS), resulting in delayed submissions and incomplete records. Similarly, Komba and Nkumbi (2008) reported that Tanzanian teachers' limited access to computers and lack of reliable internet reduced their capacity to implement performance management reforms effectively. Additionally, Oduor (2018) noted that poor

ICT facilities and weak network connectivity negatively affected teachers' engagement with the Teacher Performance Appraisal and Development system (TPAD). These studies collectively suggest that technical infrastructure is critical for enabling teachers to utilize digital performance management systems, and without adequate access to computers and internet, systems like PEPMIS cannot achieve their intended goals.

4.2.3 Frequent Systems Failures and Technical Problems Discourage Teachers from using PEPMIS

The data presented in Table 1 reveal that the majority of the respondents responded on the statement that frequent systems failures and technical problems discourage teachers from using PEPMIS with a mean value of 3.51. This means that technical reliability is a significant barrier to the effective implementation of the system. When PEPMIS experiences frequent glitches, downtime, or software errors, teachers are unable to enter data, submit appraisal reports, or access system features efficiently. These challenges can lead to frustration, reduced motivation, and inconsistent engagement with the system, ultimately limiting its effectiveness in enhancing performance management and accountability in schools. On the other hand, when the participants of this study were asked on this statement that frequent systems failures and technical problems discourage teachers from using PEPMIS. One of the heads of the schools coded HOS4 had this to say;

In our school, PEPMIS sometimes fails unexpectedly, and teachers struggle with technical problems such as system freezes and error messages. This has caused delays in submitting appraisal data and lowered teachers' motivation to engage with the system, making it difficult to maintain accurate and timely performance records (Interview with HOS4 14th November 2025)

Additionally, the TSEO had this to say;

Many schools experience frequent PEPMIS system failures and technical glitches. Teachers often cannot log in or submit reports on time due to software crashes and slow responses. These issues discourage teachers from using the system consistently and reduce the overall efficiency and reliability of performance management processes (Interview with TSEO 15th November, 2025).

The interview quotes imply that frequent system failures and technical problems significantly hinder the effective

use of PEPMIS in schools. When the system is unreliable, teachers are unable to complete appraisal tasks on time, leading to delays, incomplete data, and decreased accuracy in performance records. Persistent technical issues can also lower teachers' confidence and motivation to engage with PEPMIS, reducing overall system adoption. This indicates that the success of digital performance management systems depends not only on training and skills but also on reliable software, regular maintenance, and prompt technical support. The findings indicate that frequent system failures and technical problems are a major challenge hindering the effective implementation of PEPMIS among teachers, as reflected by a mean score of 3.51. Quantitative results show that teachers perceive technical reliability as critical to using the system efficiently, while qualitative interviews with the TSEO and Head of School highlighted recurring issues such as system crashes, freezes, and slow responses. These technical disruptions prevent timely submission of appraisal data, reduce accuracy, and create frustration among teachers, ultimately discouraging consistent engagement with the system. The convergence of quantitative and qualitative findings demonstrates that PEPMIS cannot achieve its intended objectives if the technological infrastructure is unstable. This aligns with Social Capital Theory, which emphasizes that access to reliable resources is necessary for collaborative and productive interactions (Coleman, 1988; Putnam, 2000). Therefore, addressing system reliability through regular maintenance, software updates, and technical support is essential for successful PEPMIS implementation.

This finding is in line with a study conducted by Mollé (2017) found that in Tanzanian public institutions, technical glitches and unreliable digital platforms reduced employees' engagement with OPRAS, delaying data submission and lowering system efficiency. Similarly, Komba and Nkumbi (2008) reported that Tanzanian teachers faced challenges implementing digital performance management systems due to frequent system errors and lack of IT support. In Kenya, Oduor (2018) noted that technical problems such as system crashes and network failures negatively affected teachers' use of the TPAD system. Additionally, De Clercq (2008) highlighted that technical failures discouraged teachers from engaging fully with performance appraisal systems.

4.2.4 Lack of Technical Support and Follow-up from Education Officers affects Proper use of PEPMIS

The data presented in the Table 1 above reveal that the majority of the respondents responded that lack of technical support and follow-up from education officers affects proper use of PEPMIS with a mean value of 3.49. This means that insufficient guidance, supervision, and

assistance from school leaders and education authorities hinder teachers' ability to use the system effectively. Without timely technical support and consistent monitoring, teachers may struggle to resolve system errors, submit appraisal data accurately, or adhere to PEPMIS procedures. Thus, the absence of follow-up and support reduces system efficiency, discourages engagement, and limits the intended impact of PEPMIS on teacher performance management. When the participants of this study were asked whether insufficient guidance, supervision, and assistance from school leaders and education authorities hinder teachers' ability to use the system effectively. One of the heads of schools coded HOS5 had this to say;

In our school, teachers frequently encounter issues with PEPMIS, but technical guidance and supervision from education officers are rare. Without regular follow-up and support, teachers become discouraged and may delay or incorrectly complete appraisal tasks, which undermines the system's effectiveness in managing and improving performance (Interview with HOS5 14th November 2025)

Additionally, the TSEO commented that;

Teachers often face challenges using PEPMIS because there is minimal technical support from the district office. When problems arise, such as system errors or difficulties in data entry, teachers struggle to resolve them, and there is limited follow-up to ensure the system is used correctly, affecting overall implementation (Interview with TSEO 15th November 2025)

The interview quotes imply that the lack of technical support and follow-up from education officers significantly hinders the effective use of PEPMIS. Without timely guidance, supervision, and troubleshooting assistance, teachers struggle to resolve system errors, complete appraisal tasks accurately, and adhere to performance management procedures. This can lead to delayed submissions, inaccurate data, and reduced accountability, ultimately limiting the system's effectiveness in improving teacher performance. The findings suggest that for PEPMIS to achieve its intended goals, continuous technical support, regular monitoring, and proactive follow-up from education authorities are essential. Strengthening these support mechanisms would enhance teacher engagement, ensure accurate system usage, and promote successful implementation of performance management processes.

The findings indicate that lack of technical support and follow-up from education officers is a critical challenge affecting the proper use of PEPMIS among teachers.

Quantitative data, with a mean score of 3.49, showing that most teachers perceive inadequate guidance and supervision as a significant barrier to effective system utilization. Qualitative interviews with the TSEO and Head of School reinforced this, highlighting that teachers struggle to resolve technical issues and often receive minimal monitoring or assistance. This convergence of quantitative and qualitative findings suggests that without consistent support and follow-up, teachers may experience frustration, delays, and errors in performance reporting, reducing overall system efficiency.

The result of this study aligns with Social Capital Theory, which emphasizes that access to support, networks, and collaborative problem-solving enhances organizational performance (Coleman, 1988; Putnam, 2000). Therefore, strengthening technical assistance and supervisory mechanisms is essential to improve teachers' engagement and the successful implementation of PEPMIS. The finding that lack of technical support and follow-up hinders effective implementation of PEPMIS is supported by several studies. Mollel (2017) found that in Tanzanian public institutions, inadequate guidance and limited monitoring reduced employees' ability to engage effectively with OPRAS, resulting in incomplete submissions and reduced system efficiency. Komba and Nkumbi (2008) reported that Tanzanian teachers' implementation of educational reforms was constrained by insufficient technical support and lack of follow-up from education officers, limiting the effectiveness of performance management systems. Similarly, Oduor (2018) in Kenya noted that minimal supervision and support from administrators negatively affected teachers' engagement with the Teacher Performance Appraisal and Development (TPAD) system. Furthermore, De Clercq (2008) in South Africa emphasized that weak follow-up mechanisms and lack of technical assistance discouraged teachers from meaningful participation in performance appraisal processes.

4.2.5 Poor Communication and Feedback

The data presented in Table 1 indicate that the majority of respondents agreed that poor communication and feedback between heads of schools and teachers affect the smooth implementation of PEPMIS, as reflected by a mean score of 3.59. This means that ineffective information flow, unclear guidance, and limited feedback mechanisms hinder teachers' understanding and proper use of the system. When school leaders fail to provide timely clarification, constructive feedback, and continuous dialogue regarding performance expectations, teachers may experience confusion, reduced motivation, and inconsistent system usage. Therefore, weak communication structures undermine collaboration, accountability, and the overall effectiveness of PEPMIS

implementation in schools. When the participants of this study were asked, one of the heads of schools coded HOS3 had this to say;

Sometimes communication about PEPMIS requirements is not consistent. Teachers submit their performance data but rarely receive detailed feedback on their strengths or areas for improvement. Without proper dialogue and follow-up discussions, the system becomes procedural rather than developmental, limiting its intended impact (Interview with HOS3 14th November, 2025)

Additionally, the TSEO commented that;

There is a noticeable communication gap between heads of schools and teachers regarding the use of PEPMIS. In some schools, teachers are not given clear guidance or timely feedback after submitting their appraisal reports. This weakens understanding of expectations and reduces effective system utilization (Interview with TSEO 15th November, 2025)

The interview responses imply that poor communication and inadequate feedback mechanisms significantly weaken the effectiveness of PEPMIS implementation. When teachers do not receive clear instructions, timely clarification, or constructive feedback from heads of schools, they may misunderstand appraisal criteria and system requirements. This can lead to inaccurate data entry, reduced motivation, and limited professional growth. Moreover, without continuous dialogue, PEPMIS risks being perceived as a compliance tool rather than a developmental instrument aimed at improving teaching performance. The findings suggest that strengthening communication channels, promoting regular feedback sessions, and fostering collaborative discussions are essential to enhance transparency, trust, and effective utilization of PEPMIS in schools. The findings indicate that poor communication and limited feedback between heads of schools and teachers significantly hinder the smooth implementation of PEPMIS, as evidenced by a mean score of 3.59. Quantitative results show that most respondents perceive ineffective communication as a serious barrier, while qualitative interview data revealed that teachers rarely receive timely clarification or constructive feedback after submitting appraisal reports. This convergence of findings suggests that weak communication structures create confusion about appraisal criteria, reduce transparency, and limit teachers' understanding of performance expectations. Therefore, PEPMIS may be viewed as a compliance requirement rather than a professional development tool.

This finding aligns with Social Capital Theory, which emphasizes that trust, networks, and effective communication enhance organizational performance (Coleman, 1988; Putnam, 2000). Without open dialogue and feedback, collaborative relationships weaken, reducing engagement and system effectiveness.

Similarly, Oduor (2018) found that inadequate feedback mechanisms in Kenya's TPAD system reduced teacher motivation and participation. Furthermore, De Clercq (2008) also reported that weak communication and limited professional dialogue undermined performance appraisal processes.

5. Conclusions and Recommendation

5.1 Conclusions

The study concluded that the implementation of PEPMIS in secondary schools is significantly hindered by a combination of human, technical, and organizational challenges. Lack of adequate training limits teachers' ability to navigate and utilize the system effectively. Insufficient access to computers and reliable internet, along with frequent system failures, further constrain usage. Additionally, limited technical support and follow-up from education officers, coupled with poor communication and feedback between heads of schools and teachers, reduce engagement and compliance. These factors collectively undermine the efficiency and effectiveness of PEPMIS, affecting timely data submission, accurate performance appraisal, and overall teacher accountability.

5.2 Recommendations

The study recommended the following:

1. Provide Regular and Comprehensive Training: The government and school authorities should organize continuous and well-structured training programs to enhance teachers' proficiency in using PEPMIS effectively.
2. Ensure Adequate ICT Infrastructure: The government should ensure that schools are equipped with sufficient computers, stable internet connectivity, and reliable system maintenance services to minimize technical challenges.
3. Offer Continuous Technical Support and Monitoring: Education officers should provide ongoing technical assistance, routine follow-up, and supervision to guide

teachers and ensure proper utilization of PEPMIS.

4. Establish Communication and Feedback Mechanisms: School heads should create regular communication channels and structured feedback systems to address teachers' concerns and emerging challenges promptly.

5. Strengthening Stakeholder Collaboration: Effective collaboration among teachers, school leadership, and district education offices should be promoted to create a supportive and coordinated environment for successful PEPMIS implementation.

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