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Teachers' Perceptions regarding the Usability of the Public Employees' Performance Management Information System (PEPMIS) in Managing their Performance in Mbarali District Council

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Abstract: *This study assessed teachers' perceptions regarding the usability of the Public Employees' Performance Management Information System (PEPMIS) in managing their performance in Mbarali District Council. The study employed a qualitative research approach guided by a case study design. A total of 18 participants were involved, comprising 7 Ward Education Officers, 1 District Secondary Education Officer, and 10 Heads of Schools. Purposive sampling was used to select participants. Data were collected through semi-structured interviews and analysed using content analysis. The findings revealed that teachers' perceptions of PEPMIS usability influenced its adoption and effectiveness in performance management. User-friendliness, data accuracy, and workload reduction were perceived as important factors that enhanced teachers' motivation and efficiency in using the system. However, inadequate training, inconsistent technical support, and technical challenges hindered effective utilisation. The study concludes that successful implementation of PEPMIS requires continuous improvement of system usability, regular capacity-building programmes, and reliable institutional technical support. The study recommends that Mbarali District Council strengthen teachers' training, improve technical assistance, and collaborate with relevant authorities to enhance the system's accessibility, functionality, and effectiveness.*

Keywords: PEPMIS, usability, teachers' perceptions, performance management and public secondary schools

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1. Introduction

The integration of digital technologies into human resource management has become an important development in contemporary public administration systems worldwide. Advances in information and communication technology have transformed traditional employee performance management practices by introducing digital platforms for performance planning, target setting, monitoring, assessment, feedback, and reporting. Digital performance management systems enable organisations to manage employee performance more systematically by facilitating the collection, storage, processing, and analysis of performance-related information. The usability of these systems is particularly important because employees' ability to access, navigate, understand, and effectively use digital platforms determines their acceptance and contribution to

organisational performance. Recent developments in digital public administration emphasise the importance of designing accessible, user-friendly, and reliable systems that improve accountability, transparency, efficiency, and evidence-based decision-making (OECD, 2023).

At the international level, organisations increasingly recognise that the successful implementation of digital performance management systems depends not only on technological availability but also on users' perceptions of their usefulness and ease of use. A system is considered usable when employees can navigate its functions, enter required information, access relevant records, monitor progress, and complete assigned tasks without unnecessary difficulties. Such systems are expected to improve performance planning, facilitate regular monitoring, strengthen communication between employees and supervisors, and support timely performance feedback. However, technical complexity, inadequate user training, unreliable connectivity, and limited technical assistance can discourage employees from using digital performance management platforms effectively. Consequently, understanding employees' perceptions of system usability is essential for determining whether digital performance management initiatives achieve their intended organisational objectives.

In African countries, the adoption of digital performance management systems has increasingly been associated with efforts to strengthen public sector accountability, employee productivity, and institutional efficiency. Public institutions are progressively adopting electronic platforms to facilitate employee appraisal, performance documentation, monitoring, and reporting. Nevertheless, the effective use of these platforms is influenced by employees' technological competencies, availability of ICT infrastructure, accessibility of digital devices, and the quality of technical support provided by their organisations. These challenges demonstrate that introducing a digital performance management system does not automatically guarantee its effective utilisation. Rather, employees need adequate knowledge, practical skills, and positive experiences when interacting with the system to ensure that it contributes meaningfully to performance management (OECD, 2024, 2026).

In Tanzania, the government has increasingly embraced digital transformation in public service management to improve efficiency, transparency, accountability, and employee performance. One of the significant developments has been the introduction of the Public Employees' Performance Management Information System (PEPMIS), which replaced the Open Performance Review and Appraisal System (OPRAS). PEPMIS was introduced to facilitate the management of individual employees' performance through digital processes involving performance planning, setting targets, monitoring progress, conducting performance assessments, and documenting appraisal results. The system is intended to strengthen the relationship between individual employee responsibilities and institutional objectives while improving the management of performance information across public institutions. The Controller and Auditor General (CAG, 2024) observed that the transition from OPRAS to PEPMIS created implementation and performance-monitoring gaps in some public institutions, partly because of inadequate preparation and delays in institutionalising the new system.

To support the implementation of PEPMIS, public institutions, including local government authorities and educational institutions, are expected to ensure that employees can effectively access and use the system in managing their responsibilities. For teachers, the system provides an opportunity to establish performance targets, document teaching-related activities, monitor the implementation of assigned responsibilities, and participate in performance evaluation processes. Its usability is therefore important in determining whether teachers can conveniently navigate the platform, enter performance information, access their appraisal records, understand system requirements, and obtain relevant feedback from supervisors. Komba (2024) found that PEPMIS supported administrative efficiency and teachers' professional development. However, its effectiveness was constrained by inadequate training, concerns about fairness and transparency, technical functionality, and unreliable network connectivity.

Similarly, Silidion and Rutenge (2024) established that employees generally perceived the system positively, particularly regarding fairness, accuracy, timely feedback, and clarity of assessment procedures. More recently, Kawonga *et al*. (2026) indicated that employees who perceived PEPMIS as easy to use were more likely to report higher performance. These findings demonstrate that employees' perceptions of the system's accessibility, simplicity, usefulness, and functionality are important considerations in evaluating its contribution to performance management.

Despite the introduction of PEPMIS and the government's efforts to strengthen digital performance management, challenges related to system navigation, inadequate practical training, unreliable internet connectivity, limited access to digital devices, and insufficient technical support continue to affect its utilisation in some public institutions. For example, recent research by John and Mdee (2026) at Arusha District Council identified inadequate infrastructure, limited employee awareness,

insufficient training, and low system user-friendliness as factors constraining effective PEPMIS utilisation. Similarly, research by Joseph and Malipula (2026) at Kinondoni Municipal Council identified difficulties in system navigation, unreliable internet connectivity, limited access to devices, and inadequate training as challenges affecting PEPMIS implementation. Such challenges raise questions about whether teachers find the system accessible, understandable, convenient, and useful in managing their professional performance.

Although existing studies have examined PEPMIS effectiveness, implementation challenges, and employee perceptions in different public institutions in Tanzania, there is still a need to establish how teachers perceive the usability of the system within their specific working environments. In particular, findings from studies conducted in Mzumbe Ward, the Judiciary, Kinondoni Municipal Council, and other local government authorities may not adequately represent the experiences of teachers in Mbarali District Council. Furthermore, teachers' perceptions regarding the simplicity of system navigation, accessibility of system functions, ease of entering performance information, reliability, and convenience of completing performance management activities require further investigation. Therefore, this study was set to assess teachers' perceptions regarding the usability of PEPMIS in managing their performance in Mbarali District Council

2. Literature Review

2.1 Theory Underpinning the Study

This study was guided by the Goal-Setting Theory developed by Locke (1968) and further developed by Locke and Latham (1990). The theory explains how specific, clear, and challenging goals influence individuals' motivation, commitment, and performance. It argues that employees perform better when they understand what is expected of them, participate in setting performance targets, receive regular feedback, and have the necessary resources to achieve their goals (Locke & Latham, 2002). The theory was considered appropriate for this study because PEPMIS facilitates the establishment of individual performance targets, monitoring of progress, assessment of achievements, and provision of feedback. In the context of this study, the theory helped explain how teachers' understanding and use of PEPMIS could support effective performance planning, monitoring, and evaluation in Mbarali District Council.

The major tenets of Goal-Setting Theory include goal clarity, goal specificity, goal difficulty, goal commitment, and feedback. The theory argues that clearly defined and measurable goals provide employees with direction and help them concentrate their efforts on achieving expected performance standards. Furthermore, employee commitment to established goals encourages persistence and responsibility, while regular feedback enables employees to identify performance gaps and make necessary improvements (Locke & Latham, 2002). In this study, these tenets guided the understanding of how PEPMIS supports teachers in setting performance targets, understanding their responsibilities, monitoring the achievement of assigned targets, and receiving feedback through performance appraisal processes.

Although Goal-Setting Theory has been criticised for giving insufficient attention to external factors such as organisational culture, resource availability, individual differences, and workplace constraints that may affect goal achievement, its strengths outweigh these limitations because it provides a clear explanation of how goal clarity, commitment, and feedback influence individual performance (Latham & Locke, 2007). In addition, the theory may not fully explain challenges associated with the technical usability of digital performance management systems, such as system accessibility, navigation difficulties, and inadequate technical support. Nevertheless, these limitations can be addressed by considering the organisational and technological conditions within which employees use performance management systems.

The Goal-Setting Theory was highly relevant to this study because it explains how clearly established performance targets, employee commitment, continuous monitoring, and feedback contribute to effective performance management. The theory helped the researcher understand how teachers' perceptions regarding the usability of PEPMIS could influence their ability to set performance targets, record achievements, monitor progress, and participate in performance appraisal activities. Specifically, when teachers perceive PEPMIS as accessible, understandable, and easy to use, they are more likely to engage effectively in performance planning and monitoring processes. Therefore, the theory provided a suitable foundation for examining teachers' perceptions regarding the usability of PEPMIS in managing their performance in Mbarali District Council

3. Methodology

3.1 Research Approach and Design

The study adopted a qualitative research approach to obtain an in-depth understanding of teachers' perceptions regarding the usability of the Public Employees' Performance Management Information System (PEPMIS)

in managing their performance in Mbarali District Council. The qualitative approach enabled the researcher to explore participants' experiences, opinions, attitudes, and challenges associated with using PEPMIS in their daily professional responsibilities. It also provided an opportunity to understand how participants interpreted the system's accessibility, user-friendliness, accuracy, and effectiveness in managing performance activities (Creswell & Poth, 2018). The study employed a case study design because it facilitated an intensive investigation of PEPMIS usability within its actual organisational context. The design enabled the researcher to obtain detailed information from education officers and school heads who were directly involved in supervising and monitoring teachers' performance. According to Yin (2018), a case study design is appropriate for examining contemporary phenomena within their real-life settings, particularly when the researcher seeks an in-depth understanding of a specific situation.

3.2 Sample Size and Sampling Techniques

The study involved 18 participants, comprising seven Ward Education Officers (WEOs), one District Secondary Education Officer (DSEO), and ten Heads of Schools. The sample size was considered appropriate because the study focused on obtaining detailed qualitative information from participants with relevant professional responsibilities and experiences concerning teachers' performance management. Purposive sampling was employed to select participants based on their positions, responsibilities, knowledge, and involvement in supervising, implementing, and monitoring teachers' performance management activities. Specifically, Ward Education Officers were selected because of their responsibilities in coordinating and monitoring educational activities at ward level. The District Secondary Education Officer was included because of the officer's administrative and supervisory responsibilities in secondary education, while Heads of Schools were selected because they directly supervise teachers and facilitate performance appraisal activities within their institutions. Purposive sampling enabled the researcher to obtain relevant and information-rich responses from participants who could provide meaningful insights into PEPMIS usability (Creswell & Poth, 2018).

3.3 Data Collection Methods

Data were collected through semi-structured interviews to obtain detailed information regarding participants' perceptions and experiences of using PEPMIS in managing teachers' performance. Semi-structured interviews were considered appropriate because they enabled the researcher to collect comparable information while allowing flexibility to explore issues emerging during discussions. An interview guide containing open-ended questions was developed based on the study objective. The questions focused on system user-friendliness, accuracy of performance information, reduction of administrative workload, availability of training, and accessibility of technical support. During the interviews, participants were encouraged to explain their experiences, identify challenges, and suggest possible improvements to the system. The researcher also used probing questions to seek clarification and obtain additional information whenever participants provided incomplete responses. This approach facilitated the collection of detailed information that reflected participants' actual experiences with PEPMIS. According to Kallio *et al.* (2016), semi-structured interviews provide flexibility and consistency in collecting qualitative information.

3.4 Data Analysis

Qualitative data collected through semi-structured interviews were analysed using content analysis. This technique was employed to systematically organise, examine, and interpret participants' responses to identify common patterns and meaningful information related to the study objective. The analysis involved several stages. First, interview responses were transcribed and organised according to the respective participants. Second, the researcher carefully read the transcripts several times to become familiar with the collected information. Third, relevant statements and expressions were identified and assigned codes according to their meanings and relevance to PEPMIS usability. Fourth, similar codes were grouped into categories reflecting issues such as system user-friendliness, data accuracy, workload reduction, training, and technical support. Finally, the categories were examined to identify major themes that addressed the study objective. The findings were presented descriptively using narrative explanations supported by relevant participants' responses. Content analysis enabled the researcher to reduce large amounts of qualitative information into meaningful categories while maintaining the original meanings of participants' experiences (Elo & Kyngäs, 2008).

3.5 Trustworthiness of the Study

Trustworthiness was ensured through four criteria: credibility, dependability, confirmability, and transferability, as proposed by Lincoln and Guba (1985). Credibility was enhanced by conducting interviews with participants who had relevant experience in supervising and monitoring teachers' performance management activities. The researcher also used probing questions to

clarify participants' responses and ensure that the information collected accurately represented their experiences. Dependability was maintained by using a consistent interview guide and following systematic procedures throughout data collection and analysis. Confirmability was enhanced through objective interpretation of participants' responses, ensuring that the findings reflected the collected evidence rather than the researcher's personal opinions or assumptions. Transferability was supported by providing adequate descriptions of the study area, participants, sampling procedures, and data collection methods. These descriptions enabled readers to assess the extent to which the findings could be relevant to other educational settings with similar characteristics. The application of these four criteria strengthened the methodological rigour, credibility, and overall trustworthiness of the study findings (Lincoln & Guba, 1985).

3.6 Ethical Considerations

Ethical considerations were observed throughout the research process to protect participants' rights, dignity, privacy, and welfare. Before conducting the study, the researcher obtained research clearance and permission from the relevant authorities, including the Mbarali District Council and responsible education offices. The purpose of the study, its procedures, and the expected participation requirements were explained to all participants before data collection. Informed consent was obtained from each participant, and participation was entirely voluntary. Participants were informed of their right to refuse to answer any question or withdraw from the study at any stage without facing any negative consequences. Confidentiality and anonymity were maintained by using identification codes instead of participants' actual names in interview transcripts and research reporting. Furthermore, the researcher ensured that the information collected was securely stored and accessed only for research purposes. Interview responses were reported objectively without disclosing information that could identify individual participants. These ethical procedures helped establish trust between the researcher and participants while ensuring responsible conduct of the study (Creswell & Poth, 2018).

4. Results and Discussion

4.1 Introduction

The study sought to examine teachers' perceptions of the usability of the Performance Management Information System (PEPMIS) in public secondary schools. In addition, qualitative data obtained through semi-structured interviews with Heads of Schools and the relevant education officer were included to provide deeper insights and findings, thereby enhancing the richness of the study findings.

4.2 Teachers' Perceptions regarding the Usability of PEPMIS in Managing their Performance.

This was the main objective of this study aimed at assessing the teachers' perceptions regarding the usability of PEPMIS in managing their performance in public secondary schools in Mbarali district council. The research questions were what teachers' perceptions are regarding the usability of PEPMIS in managing their performance. The researcher analysed this objective qualitatively by using semi-structured interviews with the heads of schools, the District Secondary Education Officer and the Ward Education Officer as the data collection tools. The study revealed that teachers' perceptions of PEPMIS usability are shaped by four key factors: user-friendliness, data accuracy, workload reduction, and availability of training and technical support. Teachers appreciate the system when it is easy to navigate, provides reliable and accessible data, reduces paperwork, and improves efficiency. However, effective use depends heavily on adequate training and consistent technical assistance.

4.2.1 User-friendliness of PEPMIS

Interview sessions with Heads of Schools, the Ward Education Officer, and the District Secondary Education Officer (DSEO) revealed that many teachers perceive PEPMIS as highly useful when its interface is simple and easy to navigate. Participants explained that teachers feel more comfortable using the system when it does not require advanced ICT skills and when the layout is clearly organised. They added that straightforward instructions reduce confusion and make it easier for teachers to update records, monitor lessons, and track performance indicators. As a result, a user-friendly design increases teachers' confidence, promotes frequent system use, and strengthens the overall effectiveness of performance management. One of the heads of school, coded HOS2, had this to say

> *Teachers in my school perceive PEPMIS as convenient because the interface allows them to update attendance, assessments, and lesson progress without confusion. They say the straightforward design reduces frustration, although they would welcome additional shortcuts for frequently used tasks like reporting*

missed lessons (Interview with HOS2, 10th November 2025)

Similarly, the DSEO commented that

From the district perspective, most teachers say PEPMIS is generally user-friendly. They feel the layout is clear enough for routine reporting, even for those with moderate ICT skills. However, a few still request simplified features to speed up data entry for classroom-level performance records (Interview with DSEO, 10th November 2025)

Additionally, one of the WEO3 had this to say

In my ward, teachers consistently mention that PEPMIS is easier to navigate than previous systems. They appreciate simple menus and predictable steps. Still, some teachers highlight that more guided prompts would further improve their confidence, especially when updating weekly lesson coverage reports (Interview with WEO3, 10th November 2025)

The quotes imply that the usability of PEPMIS heavily influences teachers' willingness to adopt it in their daily performance management tasks. Although teachers appreciate its simple layout and predictable navigation, the comments reveal that system designers must continue refining the interface to meet varying ICT skill levels among teachers. The mixed feedback also shows that without improved system guidance and shortcuts; some teachers may remain slow in updating records. Therefore, continued user-centred design improvements and targeted digital skills support are necessary to enhance full utilisation and ensure that PEPMIS becomes an efficient and trusted tool for all teachers.

This finding is consistent with Goal-Setting Theory, which emphasises that specific, clear, and attainable goals enhance individual performance by providing direction and enabling individuals to monitor their progress (Locke & Latham, 2002). A user-friendly system such as PEPMIS makes performance targets more accessible and manageable by simplifying the process of entering, retrieving, and updating performance information. Locke and Latham (2006) further explain that clear goals help individuals regulate their efforts, maintain commitment, and evaluate progress towards expected outcomes. Therefore, when PEPMIS is easy to navigate, teachers can conveniently monitor targets such as lesson completion and pupils' academic progress, strengthening their motivation and commitment to achieving institutional performance objectives.

The finding is consistent with Komba (2024), who examined teachers' perceptions of the effectiveness of the Public Employees Performance Management Information System (PEPMIS) in government secondary schools in Tanzania, highlighting the importance of system usability in facilitating teachers' engagement with the platform. Similarly, Malatsico and Manayan (2024) found that perceived ease of use and convenience were important factors associated with the acceptance of management information systems among public school teachers. In addition, Adu *et al*. (2025) established that perceived usability significantly influenced lecturers' acceptance and use of learning management systems in Ghana. These studies support the present findings by demonstrating that simple interfaces, clear system instructions and ease of navigation are important considerations in improving users' confidence, acceptance and effective utilisation of digital information systems in educational institutions.

4.2.2 Accuracy and Accessibility of Data

Interview sessions with Heads of Schools, the Ward Education Officer, and the District Secondary Education Officer (DSEO) revealed that teachers highly value PEPMIS when it delivers timely, accurate, and easily retrievable information. They reported that access to reliable data on lesson attendance, pupil progress, and assessment outcomes enables them to monitor performance effectively and identify both strengths and areas needing improvement. Teachers explained that when the system consistently provides dependable records, it not only facilitates informed decision-making but also increases their confidence and trust in the platform. Consequently, the reliability and accessibility of data significantly enhance teachers' acceptance and regular use of PEPMIS in managing their professional duties. When the participants of this study were asked, one of the heads of school, coded HOS2, had this to say;

My teachers say PEPMIS helps them verify their performance records quickly because the stored data is organised and dependable. They feel empowered to analyse trends in tests and attendance. A few, however, suggest improving offline access to reduce interruptions when the network is weak (Interview with HOS2, 10th November 2025)

Similarly, the DSEO commented that

Teachers repeatedly tell us that PEPMIS provides reliable performance

data that they can access anytime. They like having updated figures on lesson delivery and pupil progress. This accuracy helps them adjust their teaching, though some feel that syncing delays occasionally slow down timely decision-making (Interview with DSEO, 10th November 2025)

Additionally, one of the WEO5 had this to say

During supervision visits, teachers explain that PEPMIS makes it easier to retrieve accurate records on pupils' performance. They appreciate the transparency the system brings. They say having well-organised data helps them track learning gaps, though stronger internet connectivity would enhance consistent access (Interview with WEO5, 10th November 2025)

The quotes indicate that teachers view data accuracy and quick accessibility as core strengths of PEPMIS, enabling better monitoring of pupil performance and teaching progress. However, challenges with unstable connectivity and delayed syncing threaten smooth usage. This implies that the effectiveness of PEPMIS depends not only on system design but also on reliable ICT infrastructure. Improved connectivity, offline functionality, and faster data synchronisation would strengthen trust in system-generated information. Ultimately, enhancing data reliability empowers teachers to make informed instructional decisions, supports accountability, and improves the quality of performance tracking across schools.

This finding is consistent with Goal-Setting Theory, which emphasises the importance of feedback in monitoring progress towards established goals and improving individual performance (Locke & Latham, 2002). Accurate and accessible data from PEPMIS provides teachers with relevant information about their performance targets, including lesson completion and pupils' academic progress. Locke and Latham (2006) further explain that feedback enables individuals to identify performance gaps, evaluate their achievements, and adjust their efforts to attain established goals. Similarly, Latham and Locke (2007) maintain that timely and meaningful feedback strengthens goal commitment and supports continuous performance improvement. Therefore, accurate data strengthens goal clarity, facilitates self-evaluation, and motivates teachers to improve their performance in line with institutional objectives.

The finding is consistent with Jawuor (2020), who reported that teachers in Kenyan secondary schools used assessment data to identify learners' weaknesses, plan remedial activities and make decisions concerning learners' academic progress. Similarly, Schelling and Rubenstein (2021) examined elementary teachers' perceptions of data-driven decision-making and highlighted the importance of using assessment information to guide instructional decisions. In South Africa, Moodley *et al*. (2021) found that perceived usefulness and ease of use were important factors influencing teachers' acceptance of mobile technology. Although these studies examined different aspects of educational information and technology use, they collectively suggest that accessible, useful and reliable information can support teachers' decision-making and acceptance of digital systems.

4.2.3 Reduction of Administrative Workload

Interview sessions with Heads of Schools, the Ward Education Officer, and the District Secondary Education Officer (DSEO) revealed that teachers tend to perceive PEPMIS positively when it effectively reduces paperwork and streamlines routine administrative tasks. They reported that the system allows them to submit reports, update class records, and generate performance summaries much faster compared to traditional manual methods. This time-saving feature enables teachers to focus more on teaching and student support rather than on administrative duties. Participants emphasised that when PEPMIS enhances efficiency in handling school performance data, it increases teachers' satisfaction and willingness to use the system consistently for managing their professional responsibilities. When the participants of this study were asked about how teachers perceive PEPMIS usability, one of the heads of school, coded HOS1, had this to say

My teachers report that PEPMIS reduces repetitive tasks since most performance information is updated only once. They feel relieved from heavy paperwork, allowing more time for classroom activities. Some recommend expanding automated functions, like instant summaries for monthly performance reviews (Interview with HOS1, 10th November 2025)

Additionally, the DSEO had this to say

Teachers often highlight that PEPMIS has significantly reduced paperwork at the school level. They appreciate generating performance reports within minutes instead of manually compiling

them. This time-saving aspect improves their focus on teaching, though some still ask for automated reminders for overdue updates (Interview with DSEO, 10th November 2025)

Furthermore, one of the WEO3 had this to say

In several schools I oversee, teachers say PEPMIS has lowered their administrative burden. Instead of filling multiple forms, they upload performance data once, and the system organises everything. They believe this efficiency helps them dedicate more time to lesson preparation and pupil support (Interview with WEO3, 10th November 2025)

The quotes show that PEPMIS reduces teachers' administrative workload by minimising paperwork and automating reporting tasks. This implies that the system contributes to efficiency, allowing teachers more time for lesson preparation and student support. However, teachers' suggestions for additional automated features indicate that PEPMIS still has untapped potential. Strengthening automation, for example, reminders, instant summaries, and integrated reporting, would further enhance workload reduction. The implication is that continuous improvement of system functions will not only save time but also increase teachers' satisfaction, reduce burnout, and improve overall school performance management.

This finding is consistent with Goal-Setting Theory, which explains that individuals are more likely to achieve their goals when their efforts are directed towards specific and meaningful tasks (Locke & Latham, 2002). Reducing unnecessary administrative responsibilities through PEPMIS allows teachers to devote more time and effort to instructional activities, learner support, and the achievement of educational objectives. Locke and Latham (2006) further emphasise that goal achievement depends on directing attention and effort towards relevant activities while minimising distractions. Therefore, reducing administrative workload enables teachers to concentrate on their teaching responsibilities and work more efficiently towards achieving clearly defined educational performance targets (Latham & Locke, 2007).

This finding is in line with a study conducted by Kihwele and Mbelwa (2021), which found that digital record-keeping systems significantly reduced teachers' administrative burden, enabling them to concentrate more on teaching. Similarly, Ndawi and Chikoko (2020) reported that ICT systems reduced paperwork and improved efficiency in school reporting. A Kenyan study by Cheruiyot (2022) also confirmed that the adoption of digital performance systems lowered teacher stress and improved productivity. These studies support the present findings that PEPMIS plays an essential role in reducing administrative workload in schools.

4.2.4 Training and Technical Support

Interview sessions with Heads of Schools, the Ward Education Officer, and the District Secondary Education Officer revealed that teachers' perceptions of PEPMIS usability are closely linked to the level of training and technical support they receive. Participants explained that when teachers are appropriately trained, they navigate the system with confidence, complete tasks efficiently, and appreciate its value in managing performance. However, inadequate training creates uncertainty, leading to errors, delays, and low system adoption. They also emphasised that continuous technical support is essential for solving unexpected system challenges. Overall, the findings show that without strong capacity-building, teachers struggle to use PEPMIS effectively. When the participants of this study were asked about how teachers perceive the PEPMIS usability. One of the heads of school, coded HOS2, had this to say;

My teachers say training has played a significant role in improving their comfort with PEPMIS. After receiving demonstrations, they use the system effectively. They still request occasional support for advanced tasks, noting that timely troubleshooting helps maintain smooth performance reporting (Interview with HOS2, 10th November 2025)

Similarly, the DSEO had this to say

Teachers consistently emphasise that their ability to use PEPMIS depends on the quality of training they receive. Those who attended structured sessions use the system confidently, while others request refresher training. They also appreciate quick technical assistance when system challenges occur (Interview with DSEO, 10th November 2025)

Additionally, one of the Ward Education Officers had this to say;

During ward monitoring, teachers tell me they rely heavily on training to understand PEPMIS features. Those with proper guidance find the system manageable. They also value technical

support from ICT officers, especially when troubleshooting errors that disrupt their reporting routines (Interview with WEO2, 10th November 2025)

The quotes emphasise that teachers' effective use of PEPMIS depends strongly on the availability and quality of training and ongoing technical support. This implies that capacity-building remains a critical factor in maximising system benefits. Teachers who receive structured training feel confident, while those without it struggle, creating uneven usage across schools. Therefore, regular refresher training, clear user manuals, and reliable ICT assistance are essential to sustain smooth performance reporting. Strengthening support systems ensures that technical challenges do not hinder data entry, ultimately improving consistency, accuracy, and the overall success of PEPMIS implementation in schools.

The findings show that teachers' effective use of PEPMIS largely depends on the quality and availability of training and technical support. Teachers who participated in structured training sessions expressed greater confidence in navigating system features, performing data entry, and generating reports. In contrast, those without adequate training struggled, resulting in inconsistent usage across schools. The findings also highlight that reliable technical support, especially from ICT officers, plays a crucial role in resolving system errors that disrupt performance reporting. This indicates that even a well-designed system cannot function optimally without continuous capacity-building. The need for refresher training shows that digital competence must be developed progressively rather than through one-time sessions.

This finding relates to Goal-Setting Theory, which emphasises that effective goal achievement requires adequate skills, goal commitment, and continuous feedback (Locke & Latham, 2002, 2006). Training equips teachers with the necessary knowledge and skills to use PEPMIS confidently, while technical support provides ongoing assistance and feedback to address errors and improve system utilisation (Latham & Locke, 2007). When teachers understand how to operate the system, they can effectively set performance targets, monitor progress, assess achievements, and align their individual efforts with institutional performance objectives (Locke & Latham, 2002).

The results align with a study by Mtebe and Kissaka (2020), which found that ICT training significantly improved teachers' ability to use digital platforms in Tanzanian schools. Another study by Abubakari (2022) in Ghana concluded that continuous technical support increased teachers' adoption of school management systems. Additionally, Ouma and Omolo (2021) in Kenya reported that the lack of training hindered the effective use of digital monitoring tools. These studies confirm that training and technical assistance are critical components for the successful implementation of digital performance systems.

5. Conclusions and Recommendations

5.1 Conclusions

- The study concludes that teachers' perceptions of PEPMIS usability significantly influence its overall adoption and effectiveness. User-friendliness, data accuracy, workload reduction, and the availability of training and technical support determine whether teachers view the system as helpful or burdensome. When PEPMIS is easy to navigate, provides reliable data, and reduces paperwork, teachers demonstrate higher motivation and efficiency. However, limited training and inconsistent technical support hinder full utilisation. These insights reveal that improving the usability of PEPMIS requires not only technical enhancements but also continuous capacity-building and strong institutional support to ensure teachers can apply the system effectively in their daily tasks.

5.2 Recommendations

Based on the study findings and conclusions, the following recommendations were made:

i. **Improvement of PEPMIS user-friendliness**: The President's Office, Public Service Management and Good Governance should collaborate with relevant ICT stakeholders to improve the user-friendliness of PEPMIS. Particular attention should be given to simplifying system navigation, improving the arrangement of system functions, and ensuring that teachers can easily enter, retrieve, and update their performance information. The system should also be designed to minimise unnecessary procedures and improve data accuracy. These improvements would enable teachers to complete performance management activities conveniently, reduce administrative burdens, and encourage consistent utilisation of PEPMIS in managing their professional responsibilities.

ii. **Strengthening Teachers' Training and Capacity-Building**: The Mbarali District Council, through the Human Resource Management Department and District

Education Office, should organise regular training programmes for teachers on the effective use of PEPMIS. The training should cover performance target setting, entering and updating performance information, monitoring achievements, accessing appraisal results, and understanding feedback provided through the system. Refresher training should also be organised whenever new features or system updates are introduced. Furthermore, practical demonstrations and user guides should be provided to strengthen teachers' digital competencies. This would increase teachers' confidence, minimise errors, and promote effective utilisation of PEPMIS in managing their performance.

iii. Strengthening Technical Support and Institutional Assistance: The Mbarali District Council should establish an effective technical support mechanism to address challenges encountered by teachers when using PEPMIS. The council should designate ICT support personnel to provide timely assistance, troubleshoot system-related problems, and guide teachers experiencing difficulties during performance management activities. Furthermore, school heads should monitor teachers' experiences with the system and communicate recurring technical challenges to the relevant authorities for appropriate action. The council should also ensure reliable internet connectivity and adequate access to digital devices in schools. These measures would minimise interruptions, improve teachers' experiences, and promote sustainable utilisation of PEPMIS.

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