Global Journal of Basic Education (GJBE)
Volume 1 Issue 2 Year 2025 Pages 117 - 126
e–ISSN : 3110-8687 | DOI: 10.61227
e-mail : gjbe.journal@gmail.com
https://journal.pusmedia.com/index.php/GJBE/index

PEPMIS Implementation and Its Effect on Teaching Effectiveness in Selected Public Primary Schools in Sumbawanga Rural District, Tanzania.

Pascal Tuseko[1]* , Kalafunja M. Osaki[2] , Adam Bag[3]

[1] Classroom Teacher, Sumbawanga Rural Distict Council
[2,3] Academician, Saint. Augustine University of Tanzania

Correspondence e-mail * : paschaltuseko@gmail.com

Abstract: This study examined the effect of the Public Employee Performance Management Information System (PEPMIS), a digital government performance evaluation initiative replacing the Open Performance Review and Appraisal System (OPRAS), on teaching effectiveness in public primary schools. Guided by the Job Characteristics Model (JCM), the study employed a descriptive mixed-methods design with a sample of 61 participants drawn from a population of 126 teachers, school heads, and district officers. Data were collected through semi-structured interviews and questionnaires, with qualitative data analyzed thematically and quantitative data analyzed using descriptive statistics via IBM SPSS Version 20. Findings indicated a need for greater teacher awareness of PEPMIS's purpose, although most teachers perceived the system as supportive. While PEPMIS-driven supervision had a limited reported effect on teaching effectiveness, it positively influenced job characteristics, contributing to the provision of quality education. A significant challenge identified was data manipulation, which undermined the credibility of performance records. The study concluded that while PEPMIS supports teachers' daily routines and supervision, its effectiveness depends on the integrity of data entry. It is recommended that further research address data integrity and assess PEPMIS's implementation across all public primary schools in Tanzania to establish its reliability as a national monitoring tool.

Keyword : PEPMIS, Teaching effectiveness, teacher dedication, public primary schools, Sumbawanga Rural District Council and quality education

Article info: Submitted : 2025-10-19 | Accepted : 2025-12-30 | Published : 2025-12-31

Copyright © 2025, Authors.

This is an open-access article under the CC BY 4.0

INTRODUCTION

The Tanzanian government has consistently sought to reform performance evaluation within its public sector, particularly in the education sector, to ensure that staff meet institutional and national goals. Historically, performance appraisal relied on manual systems such as the Confidential Performance Appraisal Management System (CPAMS), the Balanced Scorecard (BS), and the Open Performance Reviews and Appraisal System (OPRAS). However, these systems were often ineffective due

to their paper-intensive nature, bureaucratic procedures, and susceptibility to bias, which limited their ability to provide accurate and timely feedback on employee performance (Dominic & Rutenge, 2024; Osaki, Mwila, & Bakar, 2024). The inefficiencies inherent in these earlier methods necessitated the adoption of the more modern, digital Public Employee Performance Management Information System (PEPMIS), which was designed to enhance continuous monitoring of employee performance and ensure alignment with organizational objectives (PO PSMGG, 2024; Utumishi, 2023).

Despite the intended benefits, emerging reports indicate that PEPMIS has faced challenges in implementation. Some teachers perceive the system as punitive rather than developmental, leading to practices such as data manipulation to avoid negative evaluations (Osaki, Mwila, & Bakar, 2024). This misalignment undermines the reliability of performance feedback and potentially affects the quality of education delivered. Against this backdrop, the central aim of this study was to investigate whether PEPMIS implementation in selected public primary schools truly aligns with its foundational goals: enhancing teaching effectiveness, promoting teacher dedication, and fostering professional commitment to improve educational outcomes. The study was guided by the Job Characteristics Model (JCM) proposed by Hackman and Oldham (1976), which emphasizes the importance of job design in motivating employees, enhancing satisfaction, and improving performance. Specifically, the study pursued three objectives: first, to evaluate the practical implementation of PEPMIS in selected public primary schools; second, to examine how supervision and performance monitoring via PEPMIS influence teaching effectiveness and teacher dedication; and third, to assess the effect of PEPMIS implementation on the core job characteristics of teachers, including skill variety, task significance, autonomy, and feedback. Ultimately, the study sought to determine whether PEPMIS serves as an effective tool for improving teaching quality or whether it inadvertently increases administrative burdens without meaningful impact on instructional performance.

Literature review

Across the globe, Employee Performance Management Systems (EPMS) have been established as continuous performance evaluation mechanisms designed to address the shortcomings of older appraisal systems and support governments in achieving key institutional objectives (Cappelli & Tavis, 2016; Alshamisi, Md Kassim, & Salamzadeh, 2023). Theoretically, EPMS frameworks aim to enhance employee performance and organizational productivity, ensure alignment with institutional goals, provide critical feedback for professional development, and strengthen working relationships between employees and management. Central to these systems is the reduction of bias, increased transparency, and promotion of accountability, motivating employees to work consistently toward organizational targets (Alshamisi,

Md Kassim, & Salamzadeh, 2023). The Job Characteristics Model (JCM) further provides a theoretical lens for understanding how performance management influences employee motivation, job satisfaction, and effectiveness. According to the JCM, successful implementation depends on employees experiencing skill variety, task identity, task autonomy, task significance, and timely feedback, which collectively enhance commitment, morale, and overall work performance (Milbrandt et al., 2004; Darling-Hammond, Hyler, & Gardner, 2017; Moss & Brookhart, 2019; Groza & Groza, 2022; Ertürk, 2023; Dieudé & Prøitz, 2024).

Empirically, studies show that the implementation of EPMS in African countries, including Tanzania, has faced significant challenges. Earlier manual systems such as the Confidential Performance Appraisal Management System (CPAMS), Balanced Scorecard (BS), and Open Performance Reviews and Appraisal System (OPRAS) were often ineffective due to their paper-intensive nature, bureaucratic procedures, and susceptibility to bias (Dominic & Rutenge, 2024; Osaki, Mwila, & Bakar, 2024; Constantine, Mwinjuma, & Nemes, 2025). Teachers and employees frequently perceived these systems as punitive rather than developmental, which undermined their effectiveness. In response, Tanzania introduced the digital Public Employee Performance Management Information System (PEPMIS) to enhance accountability, teaching effectiveness, and teacher dedication (PO PSMGG, 2022; Utumishi, 2023). Proponents argued that PEPMIS could improve teacher morale, provide performance-based motivation, and ultimately enhance the quality of education. However, empirical reports indicate persistent implementation challenges, including technical malfunctions, inadequate training, unreliable network connectivity, and the perception of PEPMIS as an administrative burden rather than a supportive professional tool (Daily News, 2025; Dominic & Rutenge, 2024).

Performance management systems such as PEPMIS are expected to enhance teaching effectiveness and teacher dedication when integrated with continuous professional development, forming a coherent cycle of self-review, assessment, and targeted training (Ofsted, 2006, as cited in GOV.UK, 2014; Taylor & Tyler, 2012). To achieve these outcomes, teachers must experience core job characteristics identified in the JCM skill variety, task identity, autonomy, task significance, and feedback which foster motivation, satisfaction, and professional growth. However, studies indicate that these elements are often inconsistently realized in rural Tanzanian schools, limiting the system's effectiveness.

Despite the theoretical potential of EPMS and the intended advantages of PEPMIS, there remains a clear research gap. Most empirical studies focus on general perceptions of PEPMIS implementation or its technical challenges, with limited attention to its concrete effects on teaching effectiveness and teacher dedication in specific rural contexts. Furthermore, there is scant evidence on whether the system facilitates the core job characteristics emphasized in the JCM, or whether it

meaningfully contributes to instructional quality, teacher commitment, and professional growth in rural primary schools such as those in Sumbawanga Rural District. This study therefore seeks to fill this gap by examining how PEPMIS implementation influences teaching effectiveness, teacher dedication, and the realization of core job characteristics in the selected public primary schools, moving beyond administrative compliance to assess actual educational impact.

METHODOLOGY

This study employed a mixed-methods research approach, combining both qualitative and quantitative data collection and analysis, to explore how the PEPMIS implementation aligned with its goals of enhancing quality education in public primary schools. A descriptive research design was chosen to provide an in-depth look at the current state of PEPMIS implementation and its effects on teaching practices (Ghanad, 2023). Structured questionnaires were used to collect data from a number of teachers, school heads and some rural district officers. Each instrument took 20 to 30 minutes. Semi-structured interviews were conducted with one teacher from every selected school, taking 30 minutes to one hour. Open-ended questions were also included in the questionnaires for qualitative insights (Colton, & Covert, 2007). Both closed and open-ended questions were utilized to gain an understanding of the system's design, implementation and performance. All employed instruments underwent pilot testing to ensure validity. The total targeted population was 126, including teachers, school heads and district officers from 115 public primary schools. The sample size of 61 participants was determined using the Slovene's formula (as cited; in Tejada and Punzalan, (2012)), based on a 90% confidence level. The final sample comprised 50 teachers, 10 school heads and one district officer. Stratified and purposive sampling was used to select the ten public primary schools and one district officer. This ensured that the respondents had specific characteristics, such as subject matter expertise or willingness to participate (Thomas, 2022). Purposive Sampling was used for the one interviewed teacher per school and the district officer. Random Sampling was used to select ten school heads and forty teachers to complete the questionnaires. Qualitative data were analyzed thematically, which involved coding the interview transcripts and open-ended questionnaire responses, recognizing recurrent themes in order to organize and interpret the findings, while quantitative data were analyzed using descriptive statistics via IBM SPSS Version 20. The researcher adhered to ethical guidelines, obtaining necessary approvals from The St. Augustine University of Tanzania, Dar es Salaam Centre (Tzermpinou, 2023) as well as obtaining a data collection letter from the Sumbawanga District Executive Director (DED) before fieldwork commenced.

RESULT AND DISCUSSION

Result

1. Implementation of PEPMIS in Selected Public Primary Schools

The study found that PEPMIS had been implemented as a substitute for OPRAS, serving as a continuous evaluation system to monitor teachers' performance. Participants reported that the system enabled teachers to plan and implement their teaching programmes throughout the academic year, recording accomplished duties as percentages (Respondents EAa and Ebb from schools "Aa" and "Bb," 2025). Teachers interacted with the system weekly, using devices such as smartphones, laptops, or tablets. However, there was no uniformity in data entry schedules, as each school determined its own timing, reflecting variability in system usage across the district (40 respondents, 2025).

Teachers demonstrated understanding of the types of data to be imported into the system, distinguishing between "tasks" and "sub-tasks," with tasks representing broader teaching responsibilities and sub-tasks representing specific actions required to complete each task (Respondent EDd, School Dd, 2025). Despite this understanding, some teachers were reluctant to enter data independently and only complied after supervisors applied additional pressure. This sometimes led to false data entries, as teachers sought to protect themselves from potential negative consequences linked to low performance scores (Respondents Ee1, Ee2, Ee3, School Ee, 2025; Participant 1A, District Office, 2025).

Efforts to address data manipulation varied. Some school heads enforced strict compliance, requiring teachers to enter accurate performance records, with non-compliance resulting in data being rolled back or unapproved (Respondent HFf6, School Ff, 2025). Participants further noted that low scores in the system directly affected salary increments and promotions, which motivated teachers to engage with the system despite its challenges (Respondent 1A, District Office, 2025). Overall, PEPMIS facilitated self-evaluation and allowed teachers to identify areas of weakness, promoting corrective action to improve performance, though the reliability of data entry remained moderate due to concerns over accountability and linked financial incentives (Respondent Gg4, School Gg, 2025).

2. How Supervision via PEPMIS Had Enhanced Teaching Effectiveness and Teacher Dedication

The findings revealed that PEPMIS supervision had a mixed effect on teaching effectiveness and teacher dedication. While some teachers reported that the system encouraged commitment to assigned duties to avoid missed promotions and salary increments (Respondent Ebb, School Bb, 2025), others argued that the system's influence on reducing absenteeism was moderate. Teachers' attendance was influenced not only by PEPMIS but also by leadership style, equitable task

distribution, presence of registration books, and ongoing feedback from supervisors (40 respondents, 2025).

PEPMIS supervision was perceived as more supportive than punitive, providing structured guidance for implementing planned teaching programmes and facilitating professional oversight (10 school heads, 2025). The feedback generated through the system moderately identified areas where teachers required support or professional development, enhancing teacher engagement and fostering a culture of dedication (Respondent 1A, District Office, 2025; Respondent Gg4, School Gg, 2025). Data processed through PEPMIS was generally considered fair and accurate; however, occasional manipulation and inconsistencies slightly undermined this reliability (10 school heads, 2025).

3. Effect of the Initial Implementation of PEPMIS on Key Job Characteristics that Enhanced Teaching Effectiveness and Teacher Dedication

The study further revealed that PEPMIS positively influenced key job characteristics among teachers, enhancing skill variety, task identity, task autonomy, task significance, and task feedback (10 school heads, 2025). This effect contributed to improved teaching quality, increased accountability, and greater transparency, as teachers' performance became visible at both school and national levels. The system also strengthened cooperation between teachers and supervisors, fostering professional growth, commitment, and effective monitoring of instructional delivery. Additionally, PEPMIS helped secure personal and professional data while promoting a structured work environment.

Despite these benefits, some limitations hindered optimal implementation. Teachers reported an increased workload due to frequent data entry, and in certain areas, lack of electricity and internet connectivity forced teachers to travel outside schools to access the system, which disrupted teaching focus and reduced overall effectiveness. These challenges highlight the need for infrastructural improvements and targeted support to maximize the benefits of PEPMIS in enhancing teaching effectiveness and teacher dedication in rural primary schools.

Discussion of the Findings

The study revealed that teachers generally understood the purpose of PEPMIS implementation in the selected public primary schools, reflecting a basic awareness of its role as a continuous performance evaluation tool. These findings align with previous studies highlighting the intentions behind online continuous employee performance evaluation systems (PO PSMGG, 2022; Utumishi, 2023). However, the fact that some teachers could not explain the meaning of "PEPMIS" indicated that further education and training were still needed to ensure comprehensive understanding. Interaction with the system varied, with some schools accessing it

weekly, others daily or monthly, which contradicted previous assertions that PEPMIS functions as a day-to-day evaluation tool, thereby risking a mismatch with its intended goals (Dominic and Rutenge, 2024). The findings also showed that implementation guidelines and procedures were not uniformly communicated, resulting in individualized interpretations and practices, which supports prior research suggesting that inconsistent application of performance management systems, including annual-only evaluations, may fail to capture teachers' full performance range and be vulnerable to biases like the "halo effect" or recency error (Senevirathna, 2021; George Dell, 2013; Al Maktoum and Al Kaabi, 2024; Daily News, 2025). While effective implementation of PEPMIS has the potential to improve teacher morale, accountability, and the overall quality of education (Osaki, Mwila, and Bakar, 2024), its current effectiveness is constrained by data manipulation, where the information entered does not always match actual work performance (Taylor and Tyler, 2012; Utumishi, 2023).

Regarding supervision through PEPMIS, findings indicated a moderate enhancement of teaching effectiveness and teacher dedication. The system was generally viewed as more supportive than punitive, providing feedback that helped teachers identify weaknesses and pursue professional development opportunities, supporting eventual promotions (Ofsted, 2006; as cited in GOV.UK, 2014). However, a few participants perceived it as punitive, echoing previous findings that lack of trust, transparency, and equity can undermine the system's effectiveness in fostering teacher commitment (Ebere, Odonye, and Wuyep, 2024; Osaki, Mwila, and Bakar, 2024; Daily News, 2025). The feedback generated by PEPMIS was largely fair and accurate, helping teachers to align their efforts with annual work plans.

The study also demonstrated that PEPMIS positively influenced key job characteristics in accordance with the Job Characteristics Model. Teachers reported increased skill variety, autonomy, task significance, and ownership over their teaching responsibilities (Darling-Hammond, Hyler, and Gardner, 2017; Groza and Groza, 2022; Ertürk, 2023; Dieudé and Prøitz, 2024). Feedback mechanisms allowed teachers to monitor progress, identify gaps, and adjust their teaching practices, reinforcing task identity and responsibility (Milbrandt et al., 2004; Moss and Brookhart, 2019). Consequently, PEPMIS contributed to professional growth, dedication, and improved quality of teaching. Nevertheless, its overall effectiveness was limited by challenges such as data fraud, manipulation, increased workload, and infrastructural deficiencies including electricity and internet connectivity problems, confirming prior studies that highlight implementation gaps in rural contexts (Mphahlele and Dachapalli, 2022; Dominic and Rutenge, 2024; Komba, 2024; Osaki, Mwila, and Bakar, 2024; Constantine, Mwinjuma, and Nemes, 2025). These findings underscore the need for consistent training, robust supervision, and technological support to optimize the

impact of PEPMIS on teacher performance and teaching effectiveness in rural Tanzanian primary schools.

CONCLUSION

The findings of this study indicate that the implementation of the Public Employee Performance Management Information System (PEPMIS) in selected public primary schools in Sumbawanga Rural District Council has had a mixed impact on teaching effectiveness and teacher dedication. While the system has contributed positively to enhancing job characteristics such as skill variety, task identity, autonomy, task significance, and feedback, it has also faced significant challenges that limit its full potential. Teachers reported that PEPMIS supported their professional growth, encouraged accountability, and improved the alignment of daily teaching activities with annual work plans. Moreover, supervision via PEPMIS fostered a moderate culture of dedication and commitment, as the feedback mechanisms allowed teachers to identify weak areas and improve performance. However, the system's effectiveness was hindered by inconsistent data entry, occasional manipulation, limited infrastructure, increased workload, and lack of uniform implementation guidelines. These challenges highlight that while PEPMIS has the potential to strengthen teaching effectiveness, its current operational constraints reduce its overall impact in rural primary schools.

Based on these findings, it is recommended that the Tanzanian government and school administrators enhance teacher training and capacity-building programs to ensure comprehensive understanding and consistent use of PEPMIS. Adequate technical support, reliable internet connectivity, and access to necessary devices should be prioritized to minimize data entry challenges and reduce the temptation for manipulation. School heads should foster a supportive and transparent environment, emphasizing fairness and constructive feedback to maximize teacher motivation and professional commitment. Furthermore, PEPMIS procedures should be standardized across schools to ensure uniformity in data entry and evaluation practices. By addressing these operational and infrastructural challenges, the system can more effectively achieve its intended objectives of improving teaching quality, promoting teacher dedication, and enhancing overall educational outcomes in public primary schools in rural Tanzania.

REFERENCES

Al Maktoum, S. B., & Al Kaabi, A. M. (2024). Exploring teachers' experiences within the teacher evaluation process: A qualitative multi-case study. *Cogent Education, 11*(1), Article 2287931.

Alshamisi, M. K., Md Kassim, N., & Salamzadeh, Y. (2023). Factors influencing intent to use an educational management information system (EMIS): Insights from

private universities of the United Arab Emirates. *Community Practitioner, 20*(8), 115–123.

Cappelli, P., & Tavis, A. (2016). The performance management revolution. *Harvard Business Review, 94*(10), 58–67.

Colton, D., & Covert, R. W. (2007). *Designing and constructing instruments for social research and evaluation*. John Wiley & Sons.

Costantine, E., Mwinjuma, J. S., & Nemes, J. (2025). Navigating adversity: Assessing teacher resilience challenging secondary school environments in Morogoro, Tanzania. *Journal of Multidisciplinary Research and Development, 2*(1), 12–24.

Daily News. (2025, April 30). *Bunge directs government to address challenges in rural areas*.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://doi.org/10.54300/122.311

Dell, G. (2013). Common statistical errors and mistakes: Validation and reliability. *The Appraisal Journal, 81*(4), 332.

Department for Education. (2014). *Making the links between teachers' professional standards, induction, performance management and continuing professional development*.

Dieudé, A., & Prøitz, T. S. (2024). Curriculum policy and instructional planning: Teachers' autonomy across various school contexts. *European Educational Research Journal, 23*(1), 28–47. https://doi.org/10.1177/14749041221075156

Dominic, B. S., & Rutenge, M. M. (2024). Exploring employees' perception of the effectiveness of public employees' performance management information system: A case of the Judiciary of Tanzania. *African Journal of Empirical Research, 5*(4), 1188–1196.

Ebere, I. M., Odonye, D. E., & Wuyep, T. (2024). Effect of performance appraisal practices on the employee performance in the Federal Ministry of Education Abuja, Nigeria. *Bingham University Journal*.

Ertürk, R. (2023). The effect of teacher autonomy on teachers' professional dedication. *International Journal of Psychology and Educational Studies, 10*(2), 494–507.

Eteris, E. (2024). Towards European "Education Union": Strategy for universities. In [editor] (Ed.), *Educational challenges for a new century: Policies for growth* (pp. 67–83). Springer Nature Switzerland.

Ghanad, A. (2023). An overview of quantitative research methods. *International Journal of Multidisciplinary Research and Analysis, 6*(8), 3794–3803. https://doi.org/10.47191/ijmra/v6-i8-52

Groza, M. P., & Groza, M. D. (2022). Enhancing volunteer pride and retention rates: The role of organizational reputation, task significance, and skill variety. *Journal of Nonprofit & Public Sector Marketing, 34*(3), 351–370.

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*(2), 250–279. https://doi.org/10.1016/0030-5073(76)90016-7

Komba, M. M. (2024). Teachers' perceptions of public employees' performance management information system effectiveness in government secondary schools in Mzumbe Ward, Tanzania. *African Journal of Empirical Research, 5*(3), 1351–1358.

Milbrandt, M. K., Felts, J., Richards, B., & Abghari, N. (2004). Teaching-to-learn: A constructivist approach to shared responsibility. *Art Education, 57*(5), 19–33. https://doi.org/10.1080/00043125.2004.11653563

Moss, C. M., & Brookhart, S. M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*. ASCD.

Mphahlele, L., & Dachapalli, L. A. P. (2022). The influence of performance management systems on employee job satisfaction levels at a telecommunications company in South Africa. *SA Journal of Human Resource Management, 20*, Article a1804. https://doi.org/10.4102/sajhrm.v20i0.1804 ◇

Osaki, K., Mwila, M. P., & Bakar, S. A. (2024). *Evaluating the impact of the Public Employee Performance Management Information System (PEPMIS) on teacher performance in Tanzania: A critical review*.

President's Office-Public Service Management and Good Governance. (2022). *The government cyber security strategy for 2022–2027*.

Romero, C., & Ventura, S. (2020). Educational data mining and learning analytics: An updated survey. *WIREs Data Mining and Knowledge Discovery, 10*(3), Article e1355. https://doi.org/10.1002/widm.1355

Senevirathna, R. S. M. W. W. S. (2021). *An evaluation of the effectiveness of employee performance evaluation system at Leeds International School Network*. ResearchGate.

Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review, 102*(7), 3628–3651. https://doi.org/10.1257/aer.102.7.3628

Tejada, J. J., & Punzalan, J. R. B. (2012). On the misuse of Slovin's formula. *The Philippine Statistician, 61*(1), 129–136.

Thomas, F. B. (2022). The role of purposive sampling technique as a tool for informal choices in a social science in research methods. *Just Agriculture, 2*(5), 1–8.

Tzermpinou, A. (2023). Ethics & governance of research: Focus on research ethics committees globally, disparities across regions and the understanding of the structures and systems in place for publicly available information. *Bioethica, 9*(1), 22–35. https://doi.org/10.12681/bioeth.34072

Utumishi. (2023). *Performance management in Tanzanian public service: The role of PEPMIS*.