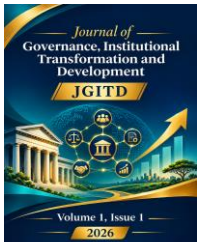
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Abstract

Purpose: This study assessed the level of performance monitoring under Tanzania's Public Employees' Performance Management Information System (PEPMIS) and examined its relationship with teachers' performance in public secondary schools in Kibondo District Council.

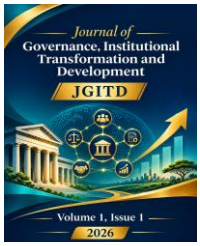
Design/methodology/approach: A convergent mixed-methods design was used. Questionnaires were completed by 197 randomly selected teachers from 26 schools, and semi-structured interviews were held with 17 purposively selected heads of school and education officials. Quantitative data were analysed using descriptive statistics, Pearson correlation and multiple regression; qualitative data were analysed thematically and triangulated with official documents.

Findings: Performance monitoring was moderate (M = 3.63). Awareness of being monitored was high (M = 3.88), but only about half of the teachers agreed that monitoring had improved their accountability, punctuality, progress tracking or professional practice (M = 3.55–3.58). Monitoring correlated positively with self-reported performance ($r = .455$, $p < .001$) and remained a significant predictor when feedback and leadership support were controlled ($B = 0.196$, $p < .001$). Interviews attributed the gap between awareness and behaviour to irregular supervisory review, entries made by colleagues and severe equipment shortages (64 of 340 required computers).

Research limitations/implications: The cross-sectional design, self-reported performance with a ceiling effect and the focus on one council limit causal and wider claims.

Practical implications: Schools should protect time for teachers to make their own entries, supervisors should verify entries against lesson records, and councils should phase in computers and connectivity, starting with the least-equipped schools.

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INTRODUCTION

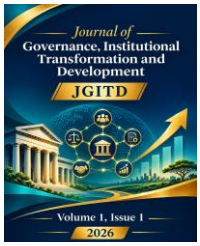
The quality of a school system depends, above all, on the work its teachers do in classrooms, and governments are increasingly turning to digital performance management to make that work visible and accountable (UNESCO & International Task Force on Teachers for Education 2030, 2024). Across the public service, electronic platforms are replacing annual paper appraisals with continuous records of targets, tasks and evidence. A recent systematic review of 30 studies published between 2021 and 2026 concluded that such systems improve openness, accountability and administrative efficiency, but that their results depend on infrastructure, users' digital skills and organisational readiness (Wahyudi, 2026). The 2023 Global Education Monitoring Report reaches a similar conclusion for education: digital tools strengthen management only where the conditions for using them are in place (UNESCO, 2023).

African experience shows how easily appraisal systems can drift from development to compliance. In Kenya, the Teacher Performance Appraisal and Development (TPAD) tool was associated with better punctuality in lesson attendance, duty performance and the preparation of professional documents in Migori County, with item means between 3.5 and 3.7 on a five-point scale (Ogalo et al., 2024). In South Africa, by contrast, supervisors reported that the Integrated Quality Management System was poorly applied and that many teachers took part mainly to earn incentives (Mamabolo et al., 2022), and teachers in King Cetshwayo District described a system that had lost its developmental purpose once it was linked to pay progression (Ngubane & Sibeko, 2025). The lesson is that introducing an appraisal system does not by itself change how teachers are supervised or how they teach.

Tanzania has followed the same path from paper to digital appraisal. The manual Open Performance Review and Appraisal System (OPRAS) was weakened by poor communication, inadequate training and limited funding (Nyello, 2026). It was replaced by PEPMIS, introduced by the President's Office – Public Service Management and Good Governance (PO-PSMGG). The implementation guideline requires employees to record their tasks daily and supervisors to review the entries, give feedback and discuss implementation with employees each week (PO-PSMGG, 2024). For teachers, this continuous record is expected to strengthen three dimensions of performance: lesson preparation, the quality of classroom teaching and the timely completion of professional duties. The government has since begun integrating PEPMIS into a wider e-performance platform, citing improved supervision and accountability (Said, 2025).

Early evidence on PEPMIS is encouraging but conditional. In Dar es Salaam, stakeholders rated the system as usable for monitoring teachers (grand mean = 3.53), citing faster reporting, less paperwork and better accountability, while noting uneven digital literacy and connectivity problems (Rutashubanyuma et al., 2025). In Monduli, monitoring was rated most highly for tracking punctuality, attendance and classroom management, but delayed and inconsistent data entry limited its value (Kweka & Kitula, 2025). Teachers in Mzumbe valued the system's efficiency but questioned its fairness, the training provided and network reliability (Komba, 2024). Outside schools, three PEPMIS dimensions explained about half of the variance in employee performance in Morogoro Municipal Council (Ng'wanakilala, 2026), perceived usefulness predicted adoption of the system in Busega District Council (Njunwa & Magoiga, 2026), feedback was the strongest PEPMIS predictor of employee motivation at Dar es Salaam Port (Sebastian et al., 2026), and human resource practitioners reported that slow software, weak leadership support and unreliable connectivity reduced the system's value (Isanzu, 2026).

Two gaps remain. First, the evidence comes mainly from urban or better-connected settings, so it is not known whether the monitoring function of PEPMIS works where infrastructure is weakest. Kibondo District Council



in Kigoma Region is such a setting: only 17.7% of households in the region use grid electricity, and only 1.4% of persons aged 15 years and above own a laptop and 0.7% a desktop computer (National Bureau of Statistics [NBS], 2024). The council's public secondary schools had 64 of the 340 computers they required in May 2026 (Kibondo District Council, 2026b). Learning outcomes are also weak: in the 2025 district mock examinations, 29.6% of candidates in government schools reached Divisions I–III, against 88.5% in private schools (Kibondo District Council, 2026a). Second, earlier studies treated PEPMIS as a single construct, so the specific contribution of its monitoring function to teachers' performance has not been measured.

This paper reports the first objective of a wider study of PEPMIS in Kibondo District Council. Its aim was to assess the level of PEPMIS performance monitoring and to examine how monitoring relates to teachers' performance. Two research questions guided it: (1) What is the level of PEPMIS performance monitoring in public secondary schools in Kibondo District Council? (2) How is PEPMIS performance monitoring related to teachers' self-reported performance?

Theoretical Framework

The study drew on three complementary perspectives. Digital Transformation Theory holds that digital technologies create value only when organisations reorganise their processes, structures and culture around them; installing a system without such change produces a digitised version of old routines (Vial, 2019). A systematic review of 164 public-sector studies adds that digitally induced change in government is usually incremental and depends on how implementation is managed within agencies (Haug et al., 2024). For PEPMIS, the theory predicts that continuous monitoring will change teachers' behaviour only where schools have reorganised supervision, time and equipment around daily recording.

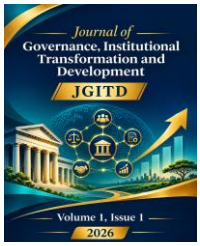
The facilitating-conditions construct of the Unified Theory of Acceptance and Use of Technology (UTAUT) explains the individual side of the same process. A meta-analysis of UTAUT studies confirmed that infrastructure and technical support are associated with actual use of a technology (Blut et al., 2022). Where computers, electricity and training are scarce, teachers are expected to use PEPMIS irregularly and superficially. Finally, the expectancy logic applied in recent PEPMIS studies (Dominic & Rutenge, 2024; Komba, 2024) explains why monitoring might motivate effort: teachers work harder when they believe their own effort is accurately recorded and leads to outcomes they value. If entries are made by someone else, or ratings are not trusted, that link weakens.

Performance Monitoring and Teachers' Performance

In this study, performance monitoring refers to the continuous recording and review of a teacher's work against agreed targets. It was assessed through five indicators: the visibility of duties to administrators, accountability, punctuality and commitment, the tracking of progress towards targets, and the improvement of professional practice. Teachers' performance was assessed through lesson preparation, use of teaching and learning materials, syllabus coverage, punctuality and class attendance, clarity of explanation and feedback to students. Consistent with evidence that structured monitoring is associated with punctuality and professional discipline (Kweka & Kitula, 2025; Ogalo et al., 2024), the study tested the following hypothesis:

H1: PEPMIS performance monitoring is positively and significantly related to teachers' performance in public secondary schools in Kibondo District Council.

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METHOD

Research Design

A convergent parallel mixed-methods design was adopted (Creswell & Creswell, 2023). Quantitative and qualitative data were collected at the same time, analysed separately and integrated at the interpretation stage. The quantitative strand was cross-sectional and correlational; the qualitative strand used semi-structured interviews and documentary review to explain the statistical patterns. The design was chosen because the research questions required both a measurement of the level of monitoring across many teachers and an explanation of why monitoring did or did not change practice.

Study Area and Population

The study was conducted in Kibondo District Council, a predominantly rural council in Kigoma Region, western Tanzania, bordering Burundi. The council was selected for three reasons: it represents a resource-constrained rural setting with low access to electricity, connectivity and ICT equipment; no PEPMIS study had been carried out in Kigoma Region; and its public schools record weak examination results. The target population comprised 460 people with direct experience of PEPMIS: 411 teachers (236 male, 175 female) in the council's 26 public secondary schools, 26 heads of school, 19 ward education officers, three district education officers and the District Executive Director (Kibondo District Council, 2026a).

Sample Size and Sampling

The sample size was determined using Slovin's formula, also known as Yamane's formula, $n = N / (1 + Ne^2)$, which is used for finite populations (Hasan & Kumar, 2024). With N = 460 and a margin of error of 5%, $n = 460 / (1 + 460 \times 0.0025) = 214$. The sample comprised 197 teachers and 17 key informants (Table 1). Teachers were selected by simple random sampling: each of the 411 teachers on the district list was numbered and 197 were drawn using a computer-generated random number sequence. Key informants were selected purposively for their roles in PEPMIS: seven heads of school representing different levels of system use, six ward education officers with at least one year of PEPMIS supervision, the three district education officers responsible for the system and the District Executive Director.

Table 1. Population, sample and sampling technique by respondent category

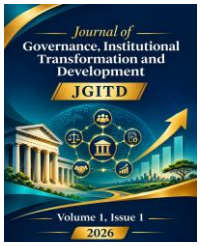
Respondent category	Population	Sample	Sampling technique
Teachers	411	197	Simple random
Heads of school	26	7	Purposive
Ward Education Officers	19	6	Purposive
District Education Officers	3	3	Purposive
District Executive Director	1	1	Purposive
Total	**460**	**214**	

Source: Field data (2026).

Instruments

Questionnaire

A self-administered questionnaire collected background information (gender, age, education, teaching experience, PEPMIS experience, ICT training, frequency of use and self-rated digital literacy). Performance



monitoring was measured with five items (B1–B5) and teachers' performance with six items (D1–D6), all on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Six feedback items and five leadership-support items from the wider study were used as covariates in the regression analysis. Two open-ended questions asked how PEPMIS relates to teachers' performance and what strengthens or weakens that relationship. Questionnaires were distributed and collected at staff meetings and returned in sealed envelopes.

Interviews and Documentary Review

Semi-structured interviews of 45 to 60 minutes were held with the 17 key informants at their workplaces. The guide covered PEPMIS implementation, monitoring practice and the link between the system and teaching. Responses were recorded in detailed handwritten notes and translated into English. Four documents were reviewed: the national PEPMIS implementation guideline (PO-PSMGG, 2024), the district education status report (Kibondo District Council, 2026a), the district computer requirements schedule of May 2026 (Kibondo District Council, 2026b) and an anonymised dataset of employee performance ratings. Because individual records could not be matched to survey respondents, the documents were used as contextual evidence for triangulation.

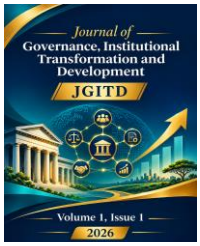
Validity and Reliability

Three experts in public administration, education and research methodology rated each item for relevance. The overall content validity index was 0.82, above the 0.70 criterion commonly applied in the social sciences (Romero Jeldres et al., 2023); two items below this level were revised. A pilot with 10 teachers outside the sample led to the rewording of three items. Internal consistency was acceptable for the monitoring scale (Cronbach's α = .752), feedback (α = .758) and leadership support (α = .805), using the conventional .70 criterion (Field, 2024). The performance scale had lower consistency (α = .555) because of a ceiling effect: no teacher disagreed with any performance item. Because low reliability attenuates correlations, estimates involving this scale are likely to be conservative. For the qualitative strand, credibility was supported by triangulating interview accounts with questionnaire results and documents and by drawing informants from four levels of the supervisory hierarchy.

Data Analysis

Quantitative data were analysed in IBM SPSS Statistics (version 27). There were no missing values among the 197 questionnaires. Frequencies, means and standard deviations were computed, and composite means were interpreted as low (1.00–2.33), moderate (2.34–3.66) or high (3.67–5.00). Pearson correlation measured the association between monitoring and performance. Multiple regression with mean-centred predictors estimated the effect of monitoring while controlling for feedback, leadership support and their interactions with monitoring and feedback, and a hierarchical model added gender, age, teaching experience and PEPMIS experience as controls. Residuals were normally distributed (Shapiro–Wilk W = 0.990, p = .177) and independent (Durbin–Watson = 1.97), and variance inflation factors ranged from 1.08 to 2.65. Because the Breusch–Pagan test indicated mild heteroscedasticity ($\chi^2(5) = 12.05$, p = .034), the model was re-estimated with HC3 robust standard errors (Field, 2024). One case with a large standardised residual (3.89) was retained after a sensitivity check showed that the main effects were unchanged without it.

Interview notes and open-ended responses were analysed thematically in NVivo 14, following the phases of familiarisation, coding, theme development, review, definition and reporting (Braun & Clarke, 2022). The number of informants expressing each subtheme was recorded, and open-ended responses were coded and



counted. The two strands were integrated in a joint display to identify convergence, divergence and complementarity.

Ethical Considerations

Ethical clearance was obtained from Kampala International University in Tanzania, and research permits were granted by the Regional Administrative Secretary of Kigoma, the President's Office – Regional Administration and Local Government and Kibondo District Council. Participants gave written informed consent, participation was voluntary and no names were recorded. Results are reported in a form that does not identify any school or individual.

RESULTS

Respondent Profile

All 197 teachers returned the questionnaire (100% response rate). Women made up 52.8% of respondents, 65.9% were aged 30–49 years, 80.7% held at least a bachelor's degree and 57.4% had more than 10 years of teaching experience, so most had worked under both OPRAS and PEPMIS. Use of PEPMIS was uneven: 27.9% used it daily, as the guideline requires, 38.6% weekly, 18.3% monthly and 15.2% rarely. Some 16.8% had received no ICT training and a further 42.6% had learnt on the job, although 72.6% rated their digital literacy as high or very high.

Level of PEPMIS Performance Monitoring

The composite mean for performance monitoring was 3.63 (SD = 0.64), at the upper end of the moderate band (Table 2). Only the awareness item (B1) reached the high band: two-thirds of the teachers agreed that administrators use PEPMIS to monitor their performance. The four behavioural items (B2–B5) clustered just above the midpoint, with roughly half of the teachers agreeing and about one-third neutral. Agreement was lowest for improved accountability (B2), and disagreement was highest for improvement of professional practice (B5). No teacher strongly disagreed with any item. Figure 1 shows the same distribution graphically.

Table 2. Item-level statistics for PEPMIS performance monitoring (n = 197)

Item	Disagree (%)	Neutral (%)	Agree (%)	Mean	SD	Level
B1. Administrators use PEPMIS to monitor my performance	5.1	28.4	66.5	3.88	0.86	High
B2. PEPMIS monitoring improves accountability	13.2	37.1	49.7	3.55	0.94	Moderate
B3. PEPMIS monitoring improves punctuality and commitment	12.2	35.0	52.8	3.55	0.89	Moderate
B4. PEPMIS allows supervisors to track progress towards targets	12.2	34.0	53.8	3.58	0.91	Moderate
B5. PEPMIS monitoring encourages improvement of professional practice	16.2	26.9	56.9	3.55	0.93	Moderate
Composite				**3.63**	**0.64**	**Moderate**

Note. Disagree combines 'strongly disagree' (no responses) and 'disagree'; Agree combines 'agree' and 'strongly agree'. Levels: low = 1.00–2.33; moderate = 2.34–3.66; high = 3.67–5.00. Source: Field data (2026).

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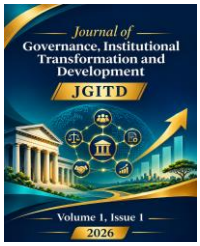
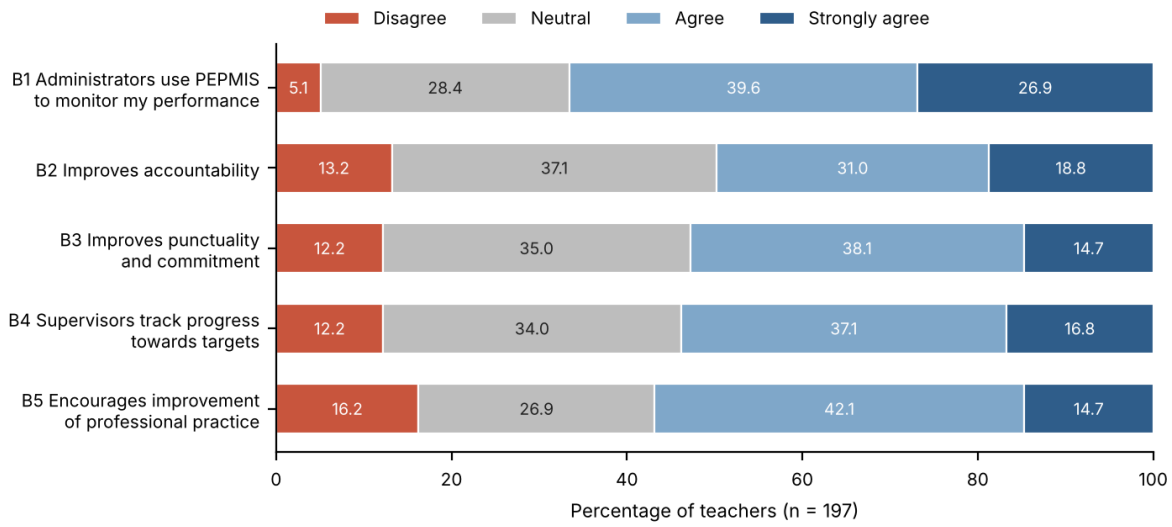


Figure 1. Distribution of teachers' responses to the five performance monitoring items



Source: Field data (2026).

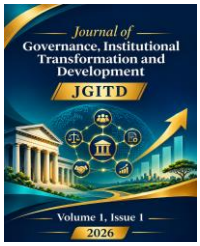
Relationship between Monitoring and Teachers' Performance

Teachers rated their own performance highly (M = 4.47, SD = 0.32); every performance item had a mean above 4.4 and 95.7% of responses were 'agree' or 'strongly agree'. Performance monitoring had a medium, positive correlation with self-reported performance ($r = .455$, $p < .001$), so monitoring alone shared about 21% of the variance in performance. Monitoring was strongly correlated with feedback ($r = .773$, $p < .001$) but unrelated to leadership support ($r = -.060$, $p > .05$).

Table 3 shows that monitoring remained a significant predictor of performance when feedback, leadership support and the interaction terms were held constant ($B = 0.196$, $p < .001$), and the whole model explained 42.7% of the variance in performance. Feedback had no separate effect once monitoring was included ($p = .111$). In the hierarchical model, the demographic controls explained 4.8% of the variance ($p = .052$), and adding monitoring and feedback raised the explained variance by 20.9% ($\Delta F(2, 190) = 26.70$, $p < .001$). Every coefficient kept the same level of significance with HC3 robust standard errors. H1 was therefore supported.

Table 3. Multiple regression predicting teachers' self-reported performance

Predictor (mean-centred)	B	SE	t	p
Constant	4.469	0.018	251.99	< .001
Performance monitoring	0.196	0.045	4.39	< .001
Feedback mechanisms	0.074	0.046	1.60	.111
Leadership support	0.198	0.028	7.13	< .001
Monitoring × Leadership support	−0.033	0.072	−0.45	.651
Feedback × Leadership support	−0.137	0.068	−2.02	.045



Note. n = 197. R^2 = .427, adjusted R^2 = .412, F(5, 191) = 28.49, p < .001. With gender, age, teaching experience and PEPMIS experience added as controls, monitoring and feedback together added ΔR^2 = .209 (p < .001) and neither interaction term was significant. Source: Field data (2026).

Qualitative Findings

Thematic analysis produced three subthemes. The first, *enhanced accountability and visibility*, described how PEPMIS makes duties and progress observable, while also exposing doubts about data quality. One head of school explained that each teacher writes a work plan, agrees duties, sets targets and provides evidence, but that the entries are not yet reviewed on time:

> *"It still requires reliable internet, access to computers, technical support and regular supervision throughout the performance cycle." (Head of School 1)*

Another added that some teachers ask colleagues to enter their data, "which means that the monitoring data is not reliable or useful for school improvement" (Head of School 2).

The second subtheme, *punctuality and target tracking*, was raised by 12 of the 17 informants, who linked continuous tracking to punctual reporting but described the practice as uneven. As one head of school put it, poor electricity and connectivity make it difficult "to use PEPMIS as a tool for supporting professional practice rather than just reporting" (Head of School 5). The third subtheme, *improvement of professional practice*, showed that monitoring changed practice only where review was regular:

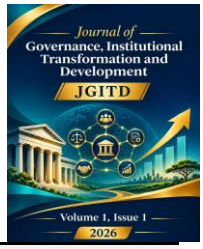
> *"Some teachers are monitored on an ongoing basis by leaders while others are monitored at the end of the year. The best thing is the transparency and checking of targets … Lack of feedback, minimal follow-up and treatment of the exercise as a routine devalue its importance." (Informant 7)*

Another informant warned that "false reporting, lack of verification and inconsistent supervisory comments compromise fairness" (Informant 8). Concerns about infrastructure and digital competence were the most widely shared view, expressed by 13 of the 17 informants at all levels of the hierarchy. In the open-ended responses, teachers most often linked PEPMIS to more visible work targets (82 mentions), but 50 teachers, about one in four, said it had produced no clear improvement, and connectivity and equipment were the most frequently cited constraint (91 mentions).

The documents confirmed these accounts. The guideline expects daily entries and weekly supervisor discussion (PO-PSMGG, 2024), yet the schools had 64 of 340 required computers, an availability of 18.8% and a shortfall of 276 units (Kibondo District Council, 2026b). The district education status report listed regular monitoring and lesson-plan checks among its improvement strategies but did not mention PEPMIS (Kibondo District Council, 2026a), and the anonymised performance ratings ranged from below 20% to 100%, showing that the system does distinguish between employees. Table 4 integrates the three sources of evidence.

Table 4. Joint display of quantitative, qualitative and documentary findings on PEPMIS monitoring

Quantitative result	Qualitative result	Documentary evidence	Integrated interpretation
High awareness of being monitored (B1, M = 3.88)	PEPMIS makes duties and targets visible	Guideline requires daily entries and weekly review	Convergence: the recording function is established
Behavioural items moderate (B2–B5, M = 3.55–3.58)	Irregular review, entries made by colleagues, false reporting	District report does not mention PEPMIS	Divergence: visibility has not yet become a supervisory routine



Quantitative result	Qualitative result	Documentary evidence	Integrated interpretation
One-third use PEPMIS only monthly or rarely	Electricity, connectivity and computer shortages (13 of 17 informants)	64 of 340 computers available (18.8%)	Complementarity: weak facilitating conditions explain irregular use
Monitoring predicts performance (r = .455; B = 0.196)	Practice improves where targets are checked regularly	Ratings vary from below 20% to 100%	Convergence: monitoring matters when review is regular

Source: Field data and documentary review (2026).

DISCUSSION

Level of PEPMIS Performance Monitoring

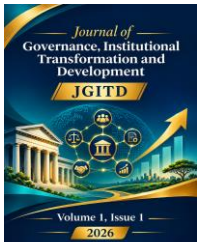
The first research question asked about the level of PEPMIS monitoring. The answer is that monitoring is moderate overall but uneven in its components: the system has made teachers' work visible, yet only about half of teachers report that this visibility has changed their accountability, punctuality or professional practice. This awareness–behaviour gap is the central finding of the paper. The Kibondo composite is close to the grand mean reported for Dar es Salaam (Rutashubanyuma et al., 2025) and to the TPAD means reported in Kenya (Ogalo et al., 2024), but the behavioural items are weaker than the ratings for punctuality and attendance in Monduli (Kweka & Kitula, 2025). The interviews and documents suggest why: with less than one-fifth of the required computers and one teacher in three using the system only monthly or rarely, the frequent use that two-thirds of teachers report is likely to include entries made on personal phones or by colleagues. Such use satisfies the reporting requirement without the reflective engagement that would change practice.

Monitoring and Teachers' Performance

The second research question concerned the relationship between monitoring and performance. Monitoring was positively related to teachers' reported performance and retained a unique effect when feedback and leadership support were controlled, so H1 was supported. The strength of the relationship is consistent with the PEPMIS–performance link reported in Morogoro (Ng'wanakilala, 2026) and with evidence that digital infrastructure shapes performance in Tanzanian organisations (Kafwenji & Msoka, 2026). The fact that feedback had no effect of its own once monitoring was included suggests that, in Kibondo, the system works mainly through visibility, by making duties and deadlines explicit, rather than through the developmental conversations the guideline envisages. This interpretation fits evidence from Butiama, where appraisal was rarely followed by feedback and therefore lost much of its developmental value (Makere et al., 2026).

Theoretical Implications

The findings describe a case of partial digital transformation. In line with Digital Transformation Theory (Vial, 2019), the recording of duties has been digitised, but the supervisory processes and equipment needed to act on the records have not been reorganised; the change is incremental, as public-sector research would predict (Haug et al., 2024). The awareness–behaviour gap offers a simple indicator of how far a monitoring system has been embedded. The results are also consistent with the facilitating-conditions construct of UTAUT (Blut et al., 2022): where equipment and training are scarce, use is irregular and shallow. From an expectancy perspective (Komba, 2024), delegated data entry is particularly damaging because it breaks the link between a teacher's own effort and the rating that effort receives, removing the motivational force of monitoring.



Practical Implications

Three practical implications follow. First, heads of school should set aside protected time each week for teachers to make their own PEPMIS entries and should explain at the start of each year how monitoring data are used. Second, supervisors should verify entries against lesson plans, attendance registers and inspection reports, so that records become trustworthy evidence rather than routine compliance. Third, the council should phase in computers and connectivity, beginning with schools that have none, and national authorities should consider offline entry with periodic synchronisation for low-connectivity councils.

Limitations

The study has five limitations. First, the cross-sectional design cannot establish whether monitoring improves performance or whether better-performing teachers make fuller use of PEPMIS. Second, performance was self-reported and showed a ceiling effect with modest reliability, and the very high self-ratings contrast with the district's weak examination results. Third, monitoring and performance were measured in the same questionnaire, which carries a risk of common method bias (Kaltsonoudi et al., 2022). Fourth, the study covered one rural council, and teachers nested in 26 schools were analysed at the individual level. Fifth, the qualitative sample consisted of supervisors rather than classroom teachers, and interviews were recorded in notes rather than verbatim transcripts.

CONCLUSION

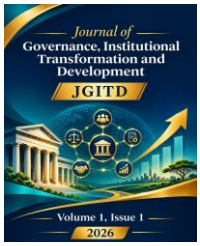
PEPMIS has made teachers' duties visible in Kibondo District Council, and this visibility is positively associated with teachers' reported performance. However, the level of monitoring is only moderate, and the system has not yet changed accountability, punctuality and professional practice for about half of the teachers. The gap between being monitored and changing practice is explained by irregular supervisory review, delegated data entry and a severe shortage of computers and connectivity. The study concludes that the monitoring function of PEPMIS is the part of the system that is working, but that it will strengthen teaching only when schools reorganise supervision around it and teachers have the equipment to use it themselves.

Recommendations

Heads of school should establish a weekly routine and protected time for PEPMIS entries and verify that each teacher makes their own entries. The District Education Office should train heads of school and ICT focal persons to verify entries against lesson records and to resolve common technical problems, and should provide differentiated refresher training for teachers. Kibondo District Council should prioritise computers and connectivity for the least-equipped schools in its development budget, and PO-PSMGG should consider allowing offline entry with weekly synchronisation in low-connectivity councils.

Areas for Further Research

Future studies should use longitudinal designs to establish the direction of the relationship, compare rural and urban councils, apply multilevel models that account for the nesting of teachers within schools, and test PEPMIS records against independent evidence such as classroom observation and examination results. Qualitative research with classroom teachers would also show how monitoring is experienced by those being monitored.



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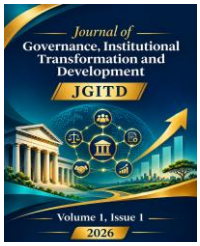
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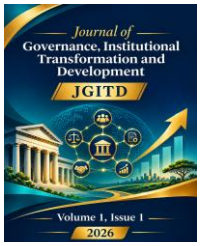
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