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**The Role of E-Performance Appraisal Information System on Teacher Performance**

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## The Role of E-Performance Appraisal Information System on Teacher Performance



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### Abstract

**Purpose:** The study examined the role of e-performance appraisal information system on teacher performance.

**Methodology:** The study depended on quantitative data based on formatted questionnaires. The target population for this study consisted of the teachers at all Catholic secondary schools within the Onitsha Archdiocese of Nigeria, totaling 36 schools. Descriptive research design was used in this study. This study employed a stratified random sampling technique to choose the participants. To guarantee the validity of the data collection tools, the pilot test was carried out using 11 respondents. Inferential analysis was used to ascertain whether there was a relationship between E-Performance Appraisal Information System and teacher performance.

**Findings:** The findings of the study were E-Performance Appraisal Information System (EPAIS) has a substantial correlation with the performance of teachers ( $r = .400$ ,  $p < 0.05$ ). There is a consensus regarding the positive influence of E-Performance Appraisal Information Systems on teacher performance.

**Unique Contribution to Theory, Practice and Policy:** To enhance the performance of E-Performance Appraisal Information Systems, the study recommended inclusion of dynamic capabilities that make it possible for the system to evolve in accordance with organizational priorities as well as teachers' needs.

**Keywords:** Education, Labor, Labor Management, Human Resources, Human Capital Theory, Catholic Secondary Schools, Performance

**JEL Codes:** I23, M54, O15

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## INTRODUCTION

The use of Human Resource Information Systems has become increasingly prevalent in educational institutions, particularly in the management of teacher performance (Ayeni, 2020). E-Performance Appraisal Information Systems is one of Human resource information systems. This study provided an examination of Catholic secondary schools in Onitsha Archdiocese, Nigeria, regarding E- Performance Appraisal Information System (EPAIS). Teacher performance at the Catholic secondary schools is pivotal to achieving both academic excellence and the spiritual development of students. Teachers not only deliver instructional content but also have a profound impact on students' educational experiences. Evaluating teacher performance in these schools involves not only assessing academic outcomes but also considering their role in fostering moral and spiritual growth, integral to faith-based education. Key performance indicators for teachers include consistent class attendance, effective communication, adherence to class management protocols, and thorough curriculum coverage (Davis & Fowler, 2020).

The implementation of E- Performance Appraisal Information System in educational settings has been linked to several positive outcomes, including enhanced teacher retention, more accurate performance evaluations, and expanded opportunities for professional development. Faith-based institutions, such as Catholic secondary schools, are educational establishments grounded in a specific religious tradition that integrates that tradition into their mission, curriculum, and overall ethos. Catholic schools in Nigeria are deeply embedded in faith-based education, which includes not just academic performance but also the moral, spiritual, and character development of students. Teachers' roles in such institutions are not only assessed based on academic outcomes but also on how they contribute to the spiritual growth of students. Therefore, the needs to account for holistic performance metrics. Which may require modification in the traditional performance appraisal tools.

Nigeria, like many developing countries, faces challenges related to technological infrastructure. This includes inconsistent access to reliable internet, electricity issues, and limited access computers and tablets in schools, especially in rural areas. Technological shift enables schools, particularly those in transnational contexts, to monitor and deploy teaching personnel more efficiently, contributing to a competitive edge in educational management (Guliyeva et al., 2020).

## Problem Statement

The analysis of existing literature on E-Performance Appraisal Information System revealed significant knowledge gaps regarding their effect on teacher performance, particularly within Catholic secondary schools in the Onitsha Archdiocese of Nigeria. While considerable research has been done before, most studies focused on secular educational or corporate contexts. As a result, there was limited exploration of how E-Performance Appraisal Information System aligned with the religious values and ethical standards central to Catholic educational missions. For instance, although Ullah et al. (2021) investigates the perceived accuracy of electronic performance appraisal (e-PA) systems within the context of a non-profit organization, their study did not address the effect of E-Performance Appraisal Information System on both educational and spiritual outcomes for teachers in faith-based schools. This oversight highlighted a conceptual gap in understanding how religious and moral considerations intersected with E-Performance

Appraisal Information System. A gap that this study sought to fill by assessing the role of EPRAIS on teacher performance within Catholic secondary school.

Furthermore, existing studies had narrow conceptual focuses, such as Kamela et al. (2023) who investigated the effectiveness of the Lecturer E-Performance Appraisal Information System Application at only one education institution which is Bung Hatta University. In contrast, the current study broadened this focus by examining the role of E-Performance Appraisal Information System on teacher performance in secondary schools.

Geographically, e-performance appraisal information system research had predominantly been conducted in countries such as Pakistan and Indonesia, with a focus on various sectors such as higher education, health care and civil servants. Additionally, no studies had explored e-performance appraisal information system within faith-based educational settings, particularly within Nigerian Catholic secondary schools, which possessed unique cultural, religious, and operational characteristics. These characteristics could have had a significant effect on the adoption and effectiveness of e-performance appraisal information system in such environments. For instance, the study by Pangkey et al. (2023) investigated the Electronic Performance Appraisal Programme in Indonesia, focusing on its use in a government agency setting, without considering its application in faith-based educational institutions. The research by Ullah et al. (2021) focused on the perceived accuracy of electronic performance appraisal systems in a non-profit healthcare setting in Pakistan, further highlighting the lack of studies on E-Performance Appraisal Information System in educational contexts with specific religious underpinnings. This study addressed this geographical gap by focusing on Catholic secondary schools within the Onitsha Archdiocese of Nigeria, providing valuable insights into how E-Performance Appraisal Information System could be effectively integrated into faith-based educational environments.

Catholic secondary schools, which operated within a unique cultural and religious framework. Similarly, Pangkey et al. (2023) used a descriptive qualitative research design to investigate how effectively the e-performance appraisal information system was integrated into the agency's operations on a population of the 50 employees, and the sample size consisted of 15 key informants. Although this study highlighted the applicability of qualitative research design, its context and methodological approach were distinct from the educational and religious dimensions of Catholic schools.

This methodological gap underscored the need for studies that used robust quantitative approaches, larger sample sizes, and diverse data collection methods to measure the role of e-performance appraisal information system on teacher performance at the Catholic secondary schools. The current study addressed this gap by employing a quantitative research design with a larger sample to provide a more empirically grounded evaluation of role of e-performance appraisal information system on teacher performance and educational outcomes in faith-based institutions. By addressing these conceptual, geographical, methodological and conceptual gaps, this study focused on advancing our understanding of e-performance appraisal information system's effective application within Catholic educational settings. This research ultimately sought to provide actionable insights to align e-performance appraisal information system with the academic and spiritual goals central to Catholic secondary schools in Nigeria.

Although national education policies in Nigeria promote the use of technology in schools. The government's investment in educational technologies may be uneven across the country. Urban schools might benefit from better resources, while rural schools remain disadvantaged. Also, for e-performance appraisal information system to be successful, it must be aligned with national educational policy and local governance structures. If local or diocesan policies regarding teacher assessments differ from national guidelines, the implementation of e-performance appraisal information system might be seen as misaligned with existing frameworks, potentially leading to inefficiency or non-compliance. Policymakers can use the study to design guidelines and provide support for its implementation and improvement of educational standards nationwide.

The study provides a base for academic exploration into e-performance appraisal information system role in faith-based education. It will help teachers to focus more on teaching and student success. It encourages further research and contributes to Human capital theory and practice in religious school settings. School leaders will gain insights into how EPAIS boosts teacher productivity, motivation, and development. This will help them make better decisions around EPAIS use, ultimately improving school performance and student outcomes. Tech companies can use the findings to design EPAIS solutions tailored to the needs of Catholic schools, ensuring systems that support both operational goals and religious values. The study will also guidance to donors and philanthropists to make funding decisions by showing how technology investments improve long-term school performance.

### **Theoretical Framework**

This section delves into the theory that underpins the roles of EPAIS in teacher performance. In the realm of education, human capital theory posits that investments in, education and training enhance the productivity of individuals, making them valuable assets in the workforce. According to this theory, human capital refers to the knowledge, skills and competencies possessed by individuals. In educational settings, teachers are viewed as key players whose skills and development directly impact the quality of education provided to students. By improving teachers' abilities, educational institutions invest in their human capital, which in turn drives better educational outcomes. Human Capital Theory is relevant to teacher performance through E-Performance Appraisal Information Systems (EPAIS). EPAIS lies its focus on the continuous development and evaluation of teachers as valuable assets. It offers a systematic approach to assess, monitor, and enhance teachers' performance through real-time feedback, tracking of progress, and alignment with institutional goals. This appraisal system supports the principles of Human Capital Theory by enabling targeted professional development, feedback-driven improvement, and data-informed decision-making for educators. By integrating EPAIS, schools can more effectively nurture their human capital, ensuring that teachers' skills are continually refined to meet evolving educational needs and maximize their impact on student success.

Rafid (2023), examined the relationship analysis and concept of human capital theory and education. The theory is highly relevant in educational settings, where the quality of teaching is a direct result of the investment in teachers' training, development, and support. While Human Capital Theory offers a solid rationale for educational investment, it is not without critique. It tends to overemphasize economic returns, overlooking broader aspects of development such as emotional well-being, social capital, and equity (Islam et al., 2022; Elliot et al., 2019). With regard

to Catholic secondary schools in the Onitsha Archdiocese, Human Capital Theory is highly applicable to the use of E-Performance Appraisal Information Systems. E-Performance Appraisal Systems support structured feedback, performance tracking, and growth-focused evaluations—measurable components of human capital enhancement (Jaffe-Walter & Fancsali, 2021). For instance, metrics such as frequency of feedback, lesson quality, and classroom management offer insights into teacher effectiveness and instructional impact.

Wamundila (2020), studied The Role of E-Performance Appraisal Information System on Teacher Performance in faith-based secondary schools in Zambia. The key aim was to explore the extent to which the E-Performance Appraisal Information System (EPAIS) affects teacher performance, particularly among educational institutions experiencing underperformance. The study used a descriptive research framework, combining both qualitative and quantitative methods to provide a comprehensive analysis. Theoretical frameworks of performance management informed the study, with employees within the Ministry of Education as the target group. The study's target population comprised approximately 200 education officers and teachers serving within the faith-based secondary school system. A sample of 100 people was drawn using purposive random sampling methods, while data was collected through both structured questionnaires as well as interviews.

The results established that there was significant teacher motivation as well as performance following the use of the E-Performance Appraisal Information System. In particular, the system facilitated the alignment of teacher output to institutional objectives through providing systematic feedback and quantifiable performance indicators. Notably, however, the research uncovered fundamental constraints—such as managerial incapacity to deal with appraisal processes, as well as the lack of formal performance appraisal guidelines in virtually half of the schools under study. These results are directly applicable to the current study's objective, demonstrating that as much as the e-performance appraisal system has great potential to increase teacher performance, this is contingent upon organizational support mechanisms as well as administration capabilities. Therefore, for maximum benefits to be derived from EPAIS, there is the requirement for policy development, leadership development, and better implementation frameworks within the education system. This study indicates a geographical gap as the study concentrated on the Role of E-Performance Appraisal Information System on Teacher Performance in faith-based secondary schools in Zambia. To fill the gap our study focuses on faith-based secondary schools in Nigeria which could have a significant effect on the adoption E-Performance Appraisal Information System in such an environment.

Kamela et al. (2023), conducted a study entitled Effectiveness of the Lecturer E-Performance Appraisal Information System Application at Bung Hatta University to measure the extent to which the system facilitates academic data management for teaching, research, and recognition. The aim of the research was to quantify the quality of the system and its impact on user satisfaction within the university's Digital Campus system. A descriptive research design was utilized, where researchers employed the DeLone and McLean information system success model as the framework of reference. The study population included 120 full-time lecturers, and to the model suggestion to use a minimum of fivefold the quantity of indicators, 95 lectures were chosen to constitute the sample. Data were gathered using structured questionnaires where both descriptive statistics and inferential statistical analysis were applied to make meaning of the data.

The findings demonstrated that the system quality score of the E-Performance Appraisal Information System was high at 95.01%, proving that the application works properly and has a positive influence on user satisfaction. Of the ten hypotheses tested, six were supported, exhibiting strong system quality to user satisfaction relationship. These results support directly the objective—The Role of E-Performance Appraisal Information System on Teacher Performance—by proving that an e-performance appraisal system high on system quality enhances the level of satisfaction of academic staff. In the case of teachers or lecturers, an organized digital appraisal system not only facilitates efficient performance evaluation but also encourages the usage through satisfaction, leading to better performance as a teacher or lecturer.

Pangkey et al. (2023), conducted a study on the topic Implementation of the Electronic Performance Appraisal Information System, focusing on its application within the Personnel and Legal Subdivision of the Regional Finance and Assets Agency in North Sulawesi Province, Indonesia. The researchers used a descriptive qualitative research design to investigate how effectively the e-performance appraisal information system was integrated into the agency's operations. The population of the study was 50 employees, and the sample size consisted of 15 key informants, selected purposively based on their direct involvement with the system. Data collection was conducted through interviews and document analysis, aimed at understanding users' perceptions, system effectiveness, and the challenges faced during execution.

The findings of the analysis showed that while the system contributed to improved documentation and monitoring of employee performance, several challenges hindered its effectiveness. These included limited digital literacy among staff, inadequate training, and delays in data input and evaluation. These findings relate directly to the objective—The Role of E-Performance Appraisal Information System on Teacher Performance—by showing that for an e-performance appraisal system to effectively enhance performance, it must be supported by adequate user training, reliable infrastructure, and consistent data management practices. Similarly, in a school setting, such a system can positively influence teacher performance if properly implemented and supported, promoting accountability, continuous feedback, and professional growth.

Mpi and Gabriel (2021), conducted a study titled Electronic Performance Appraisal Information Systems and the Performance of Private Universities in South-South Nigeria to assess how such systems influence organizational performance. The research was carried out across all 13 private universities in the region, targeting principal officers as key informants. Using a cross-sectional survey research design, the authors adopted a census sampling method and distributed 52 structured questionnaires, retrieving 47 valid responses. The study sought to establish how the implementation of electronic performance appraisal information systems (EPAIS) impacts university performance, focusing on quality-of-service delivery and timely graduation rates as performance indicators. Data analysis was performed using SPSS version 22 and the Spearman Rank Order Correlation Coefficient, which revealed strong positive correlations between EPAIS and both quality of service ( $r = 0.772$ ) and timely graduation ( $r = 0.837$ ). These findings support the study objective—The Role of E-Performance Appraisal Information System on Teacher Performance—by showing that EPAIS contributes to institutional efficiency, which is closely linked to the performance of teaching staff. A reliable appraisal system provides timely and accurate feedback, supports teacher development, and fosters accountability, all of which enhance

the ability of educators to deliver quality instruction and contribute to improved student outcomes, such as graduating on time. Even so, this study signals a methodological gap due to use of cross-sectional survey research design. Our study will fill this gap by using descriptive research design which provides in-depth insights in identifying the role of E-Performance Appraisal Information System on Teacher Performance.

Deeva et al. (2020), conducted a study on the topic Automated Feedback Technologies in Education, aiming to explore the classification, challenges, and opportunities associated with these systems. The researchers adopted a systematic literature review research design to evaluate advancements in automated feedback systems developed between 2008 and 2019. The study focused on identifying and analyzing existing technologies that provide real-time, personalized feedback to enhance learning outcomes. A total of 109 automated feedback systems were reviewed, drawn from a population of approximately 500 published studies related to education technology and feedback mechanisms. The data was gathered through rigorous literature searches, screening processes, and inclusion criteria based on relevance and quality. The findings revealed that while various systems exist, the field remains fragmented, lacking a unified classification and standard evaluation framework. The authors designed the Technologies for Automated Feedback Classification Framework (TAF-ClaF) in response to this gap. These results are relevant to the study objective—The Role of E-Performance Appraisal Information System on Teacher Performance—as they demonstrate the importance of real-time, data-driven feedback systems in enhancing performance. Just as automated feedback improves student learning, an effective electronic performance appraisal information system for teachers can provide continuous, personalized evaluations that inform professional development, promote accountability, and ultimately improve teaching quality. This research generalized education therefore stipulating a conceptual gap as it did not address E-Performance Appraisal Information System on spiritual outcomes for teachers in faith-based schools. A gap that this study sought to fill by assessing the role of E-Performance Appraisal Information System on Teacher Performance in Catholic schools.

## METHODOLOGY

The positivism research approach was used as it supports the collection of data using scientific methods, using observable and measurable factors to ensure findings based on empirical evidence that can be quantified, analyzed, and verified. The study depended on quantitative data based on formatted questionnaires so that conclusions would be reflective of observable reality, not mere theoretical beliefs. In this study, a descriptive research design was adopted because it assisted in collecting detailed information and provided a detailed insight into the Role of EPAIS on Teacher Performance with critical aspects like professional development, teaching effectiveness, and job satisfaction.

The target population for this study consisted of the teachers and the school administrators at all Catholic secondary schools within the Onitsha Archdiocese of Nigeria, totaling 36 schools (Onitsha Archdiocesan Education Office Report, 2024). This study employed a stratified random sampling technique to choose the schools based on their locations. Afterwards, a random sample of schools was drawn from each group. The researcher obtained the sample size using Yamane's (1967) formula for computation. The parameter for stratification to select the study sample was used to include each stratum. Thus, 389 teachers were selected as the research sample.

The research collected primary data using a structured questionnaire method to effectively reach a larger audience. The questionnaires were distributed to schoolteachers of different schools within the archdiocese. Standard Likert scale spanning from 5 (strongly disagree) to 1 (strongly agree) was used. A pilot study consisting of 36 teachers drawn from three Anglican secondary schools was carried out to determine reliability and validity of the research tools. Content validity was employed to ensure the validity of the questionnaire. In this process, the supervisors reviewed the questionnaire items to determine whether they addressed the study objectives. The internal consistency method was employed to assess how consistently the items in the questionnaire measured the same construct or concept. Feedback received made the instrument more refined, making the questions more lucid, coherent, and relevant. To guarantee the validity of the data collection tools, the pilot test was carried out using 11 respondents, which accounted for 30% of the total population under study, according to Yu, Zhang & Li (2020).

Descriptive statistics and inferential statistics were used to ascertain quantitative data, which consisted of categorical data. The analysis was conducted using SPSS software version 23. The findings obtained from the data analyzed was presented in tables, charts, and figures to present results effectively. Inferential analysis was used to ascertain the Role of E-Performance Appraisal Information System on Teacher Performance.

## RESULTS

### Descriptive Statistics

The study utilized a 5-point Likert scale to establish the Role of E-Performance Appraisal Information System on Teacher Performance. The findings from Wamundila (2020) and Mpi and Gabriel (2019) align closely with the current study, underscoring the significant advantages of E-Performance Appraisal Systems in enhancing organizational performance. Regarding the communication tools within the system, a mean score of 3.93 and a standard deviation of 0.771 indicate that the system enhances collaboration and feedback mechanisms essential for performance management. When asked whether "automated reminders from the system help ensure goal completion" the results indicate that automated reminders contribute to task completion and time management, thereby enhancing performance efficiency. With respect to the statement "the system provides useful data-driven insights through key performance indicators (KPIs) that support decision-making," the responses indicate that the system effectively supports performance evaluation and informed decision-making. Finally, regarding the statement "The system provides reliable storage for past reviews, creating a performance history," the responses indicate that the system is effective in ensuring reliable record-keeping, which supports long-term performance tracking and analysis. Overall, there is a consensus regarding the positive influence of E-Performance Appraisal Information Systems on teacher performance.

**Table 1: Role of E-Performance Appraisal Information System on Teacher Performance**

Statement	SD	D	UD	A	SA	$\mu$	$\sigma$
The E-Performance Appraisal Information System allows me to set clear performance goals in real-time	0.5%	8.7%	15.3%	64.5%	11.1%	3.77	0.778
The system's real-time feedback feature is useful for regular performance updates and improvements	0.00%	6.3%	15.0%	43.7%	35.0%	4.07	0.866
The communication tools within the system facilitate smooth interaction between employees and managers throughout the appraisal process	0.3%	6.1%	13.4%	60.5%	19.7%	3.93	0.771
Automated reminders from the system help ensure goal completion	0.00%	7.6%	14.7%	45.3%	32.4%	4.02	0.882
The system provides useful data-driven insights through key performance indicators (KPIs) that support decision-making	0.00%	7.9%	16.4%	41.6%	33.7%	4.01	0.903
The system provides reliable storage for past reviews creating a performance history	0.00%	7.4%	16.1%	69.7%	6.8%	3.76	0.687

### Correlation Analysis

The E-Performance Appraisal Information System (EPAIS) demonstrated a favourable and substantial correlation with the performance of teachers ( $r = .400$ ,  $p < 0.05$ ). These results are supported by Tiwari (2020), who determined that performance appraisal demonstrated a favorable and substantial correlation with employee performance. Luvuno (2021), also consonates these findings as his study determined that there is a positive correlation in Performance appraisal system and performance of teachers in public secondary schools in Lamu County, Kenya.

**Table 2: Correlation coefficients**

		EPAIS	Teacher Performance
Spearman's rho	EPAIS	Correlation Coefficient	.400**
		Sig. (2-tailed)	.000
		N	380
		Teacher Performance	
	Teacher Performance	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	380

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Regression Analysis

The results from hypothesis tests confirm that Appraisal Information System (EPAIS) showed a strong positive impact ( $\beta = 0.178$ ,  $p = 0.003$ ), confirming that real-time feedback tools improve classroom practice, as argued by Ofoegbu (2022). In the same vein, Wanjiru (2024) determined that e-performance appraisal systems had an enhanced impact on staff productivity in Kenyan faith-based schools.

**Table 3: Regression Coefficient**

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	t	
1	(Constant)	2.120	.435		0.000
	EPAIS	0.178	.059	.199	0.003

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

The E-Performance Appraisal Information System (EPAIS) shows that Catholic secondary school teachers in Onitsha Archdiocese found the system to be an important means to improve their performance as professionals. The hypothesis test confirms the descriptive evidence, indicating a positive and statistically significant association between EPAIS and teacher performance, where  $p = 0.003$  and beta coefficient ( $\beta$ ) = 0.178. That is to say, for an increase in one unit in EPAIS implementation, teacher performance improves by 0.178 units. Such evidence informs us about the significance of timely feedback, tracking in real-time, and data-driven evaluations in creating teacher effectiveness and ongoing professional development.

### Recommendations

The findings identify that the E-Performance Appraisal Information System (EPAIS) meaningfully affects teachers' performance by allowing clear performance objectives, immediate feedback, and easy communication between employees and their bosses. The following recommendations are made to improve E-Performance Appraisal Information Systems; to enhance the performance of

EPAIS, it is necessary to include dynamic capabilities that make it possible for the system to evolve in accordance with organizational priorities as well as teachers' needs. Secondly, career advancement prospects and performance rewards need to be included in the system to inspire teachers. Lastly, having performance improvement tracking capabilities as well as goal-setting capabilities within the system will further increase teachers' ownership of their own professional improvement as well as their accountability towards it. All these fit within general organizational goals of having a high-performance workforce while sustaining long-term organizational success.

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