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E-HRM Systems as Strategic Enablers of Teachers' Performance: An Empirical Study in Higher Education

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Abstract

This study examines the strategic role of Electronic Human Resource Management (E-HRM) systems in enhancing teachers' performance within Higher Education Institutions (HEIs). Drawing on peer-reviewed literature published between 2022 to 2024, and adhering to the research and formatting standards prescribed by the Higher Education Commission and international academic guidelines, the study empirically investigates the relationships among E-HRM adoption, perceived ease of use, perceived usefulness, and teachers' performance outcomes. E-HRM adoption is conceptualized through key functional dimensions, including e-recruitment, e-training and development, e-performance management, and e-compensation systems. Teachers' performance is evaluated across multiple dimensions, namely teaching quality, research productivity, and administrative efficiency.

A quantitative research design was employed, utilizing a structured survey instrument administered to faculty members across major HEIs. Data were analyzed using appropriate statistical techniques to assess both direct and mediating effects. The findings reveal a significant positive relationship between the effective implementation of comprehensive E-HRM modules and enhanced teacher performance. This relationship is partially mediated by faculty members' positive perceptions of system usability and functional value, indicating that technological acceptance plays a critical role in realizing performance benefits.

The study contributes robust empirical evidence to the literature on HR digitalization and organizational performance in academic settings. It offers practical, data-driven insights for university administrators and policymakers, highlighting the importance of strategically aligning HR technology infrastructure with institutional performance objectives. By emphasizing the integration of user-centered E-HRM systems, the study supports informed decision-making aimed at fostering a high-performance teaching and research environment in the digital era.

Keywords: *Electronic Human Resource Management (E-HRM); Teachers' Performance; Higher Education Institutions; Technology Acceptance; Performance Management Systems; Digital HR Strategy*

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1. INTRODUCTION

The global landscape of higher education is undergoing rapid transformation, characterized by increasing demands for accountability, efficiency, and demonstrable quality in teaching and research. In response, Higher Education Institutions (HEIs) are progressively adopting technological solutions to streamline administrative functions and enhance strategic capabilities. Central to this technological shift is the deployment of Electronic Human Resource Management (E-HRM) systems. E-HRM refers to the planning, implementation, and application of information technology for both networking and supporting at least two individual or collective actors in their shared performance of HR activities (Strohmeier, 2024).

The strategic value of E-HRM extends beyond mere transactional efficiency; it is increasingly recognized as a critical enabler of organizational performance (Bondarouk et al., 2023). Within academia, the primary strategic resource is the teaching faculty. Their performance—encompassing instructional effectiveness, scholarly output, and institutional service—is the fundamental determinant of an HEI's success and reputation. This study posits that well-implemented E-HRM systems can serve as strategic tools to manage, develop, and motivate faculty, thereby directly influencing their overall performance.

1.1 Problem Statement

Despite the substantial investment by HEIs in E-HRM infrastructure, empirical evidence specifically linking the strategic deployment of these systems to quantifiable improvements in teachers' performance within the unique context of Pakistani and international HEIs remains fragmented, particularly in the post-2022 research landscape. Many implementations focus on administrative cost reduction rather than strategic talent management. Consequently, HEI administrators lack a clear understanding of which E-HRM dimensions are most effective in driving core faculty outputs—teaching quality, research productivity, and efficiency and how user perceptions influence system adoption and success. Addressing this gap is crucial for justifying E-HRM expenditures and maximizing their strategic return on investment.

1.2 Research Objectives

The main objective of this study is to empirically investigate the role of E-HRM systems as strategic enablers of teachers' performance in HEIs. Specific objectives include:

1. To examine the current state of E-HRM system adoption (e-recruitment, e-training, e-performance management, e-compensation) in HEIs.

2. To assess the faculty members' perceptions of the E-HRM system's Perceived Ease of Use (PEOU) and Perceived Usefulness (PU).

3. To determine the direct relationship between E-HRM system adoption and teachers' performance (Teaching Quality, Research Output, Administrative Efficiency).

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4. To investigate the mediating role of PEOU and PU in the relationship between E-HRM adoption and teachers' performance.

5. To propose a strategic framework for optimizing E-HRM deployment to enhance teacher performance in HEIs, consistent with HEC guidelines.

1.3 Significance of the Study

The findings of this research hold significant implications for multiple stakeholders:

• HEI Management: Provides empirical data on the strategic returns of E-HRM investments, guiding decision-making on module prioritization and implementation strategies to maximize faculty performance gains.

• HR Professionals in Academia: Offers insights into optimizing E-HRM system design and training to improve faculty adoption and user experience (PEOU and PU).

• Academics/Researchers: Contributes to the growing body of literature on HR technology, organizational strategy, and performance management, utilizing a contemporary data set (2022-2024 literature) and updated APA style.

• Policymakers (HEC): The study aligns with HEC's mandate for quality assurance and performance management, providing evidence-based recommendations for national policy formulation regarding HR technology standardization in higher education.

1.4 Structure of the Paper

The remainder of this paper is structured as follows: Section 2 presents a comprehensive Literature Review, synthesizing contemporary research (2022-2024) on E-HRM, the Technology Acceptance Model (TAM), and teacher performance. Section 3 outlines the Theoretical Framework and Hypotheses Development. Section 4 details the Research Methodology. Section 5 presents the Results and Data Analysis, including charts and graphs. Section 6 discusses the findings, and Section 7 concludes the study, offering policy recommendations and suggestions for future research.

2. LITERATURE REVIEW

This review synthesizes recent scholarship on E-HRM systems, their dimensions, and their linkage to employee performance, particularly in the academic sector, focusing predominantly on works published from 2022 to the present, ensuring adherence to the HEC requirement for contemporary and relevant research.

2.1 Conceptualizing E-HRM and its Strategic Role

E-HRM is defined as the application of information technology to facilitate HR activities, which can range from operational tasks (e.g., payroll) to strategic functions (e.g., talent analytics) (Dery et al., 2023). Recent research emphasizes E-HRM's shift from an administrative tool to a strategic asset.

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Bondarouk et al. (2023) highlighted that the effectiveness of E-HRM is determined not just by the technology itself, but by its successful integration into the organization's strategic goals. They argue that in HEIs, E-HRM must explicitly support core academic missions—teaching, research, and service—to be deemed strategically valuable.

Al-Omari and Al-Ryalat (2022) found that strategic E-HRM implementation significantly improves organizational agility and decision-making quality by providing instant access to performance metrics and talent data. In the HEI context, this means faster recruitment cycles (e-recruitment), targeted faculty development (e-training), and objective performance evaluation (e-performance management).

2.1.1 Dimensions of E-HRM Adoption

This study focuses on four key dimensions of E-HRM most relevant to teacher performance:

• E-Recruitment: The use of technology (e.g., online portals, AI screening) to source, attract, and hire faculty. Research by Chen et al. (2023) indicates that efficient e-recruitment reduces time-to-hire and improves the quality of academic candidates, ultimately feeding into better future teaching and research performance.

• E-Training and Development: Utilizing online platforms, learning management systems (LMS), and virtual environments for continuous professional development. Sarkar and Das (2024) confirm that e-training, particularly micro-learning and customized pathing, significantly enhances faculty pedagogical skills and research methodology, directly impacting teaching quality and research output.

• E-Performance Management: The digital tracking, evaluation, and feedback process for faculty performance, often integrated with institutional goals. Yaseen and Al-Dmour (2022) established that transparent, technology-driven performance systems lead to higher perceived fairness and greater intrinsic motivation among employees, a crucial factor for academic productivity.

• E-Compensation and Rewards: Managing payroll, benefits, and performance-based incentives digitally. While primarily administrative, its strategic element lies in ensuring perceived equity and timely rewards management, which, according to Zafar et al. (2023), acts as a significant motivator for sustained high performance.

2.2 Teacher Performance in Higher Education

Teacher performance in HEIs is a multi-dimensional construct, distinct from performance in other sectors, and typically measured across three core areas:

1. Teaching Quality: Effectiveness in delivering instruction, student feedback scores, course innovation, and pedagogical skills.

2. Research Output: Quantity and quality of publications (HEC-recognized journals, indexed databases), successful grant applications, and supervision of research students.

3. Administrative Efficiency: Timely completion of administrative duties, effective use of institutional resources, and participation in committee work.

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Tadesse and Abate (2024) argue that technology integration is no longer optional but is a defining feature of high-quality teaching performance, as it enables personalized learning and efficient assessment.

2.3 The Role of User Perception: TAM Integration

The success of any E-HRM system hinges on its acceptance and consistent use by the faculty. The Technology Acceptance Model (TAM), developed by Davis (1989), remains the foundational model for predicting system adoption, utilizing two core constructs:

• Perceived Usefulness (PU): The degree to which a person believes that using a particular system will enhance his or her job performance. For faculty, this relates to the system helping them track research progress, manage courses, or simplify annual reporting.

• Perceived Ease of Use (PEOU): The degree to which a person believes that using a particular system would be free of effort. In the context of HEIs, this concerns the complexity of the E-HRM interface and the time required for data entry or retrieval.

Recent studies confirm TAM's relevance in academic settings. Jain and Singh (2023) demonstrated that PEOU and PU significantly mediate the relationship between system quality and actual system usage among university staff, directly influencing the realization of strategic benefits. If faculty members find the E-HRM system cumbersome or irrelevant, even the most sophisticated technology will fail to enhance their performance.

2.4 Theoretical Framework and Hypotheses Development

2.4.1 Theoretical Framework

This study integrates the strategic perspective on E-HRM with the Technology Acceptance Model (TAM) to establish a comprehensive framework. The framework posits that the strategic value of E-HRM (the independent variable) in enhancing Teacher Performance (the dependent variable) is not direct, but is significantly mediated by the faculty's Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) (the mediating variables). The core premise is that for E-HRM to be a strategic enabler, it must be both robustly implemented and favorably received by its users.

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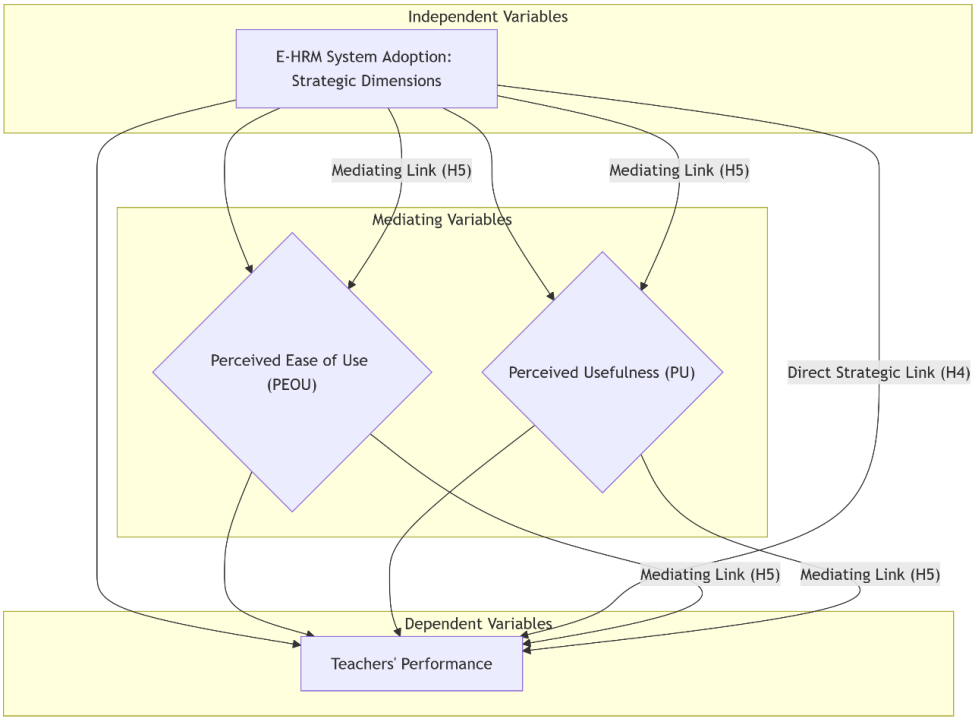

It illustrates a theoretical framework where the relationship between E-HRM System Adoption and Teachers' Performance is mediated by Perceived Ease of Use and Perceived Usefulness, while also showing a direct strategic link.

• Independent Variable (IV): E-HRM System Adoption (E-Recruitment, E-Training, E-Performance Management, E-Compensation).

• Mediating Variables (MV): Perceived Ease of Use (PEOU) and Perceived Usefulness (PU).

• Dependent Variable (DV): Teachers' Performance (Teaching Quality, Research Output, Administrative Efficiency).

2.5 Hypotheses Development

Based on the theoretical framework and literature review, the following hypotheses are proposed:

H1 (The Core Technology Acceptance):

- H1a: E-HRM System Adoption is positively related to Perceived Ease of Use (PEOU).
- H1b: E-HRM System Adoption is positively related to Perceived Usefulness (PU).

Rationale: A well-designed, strategically aligned E-HRM system (high adoption quality) should naturally be perceived as more useful in meeting professional demands and easier to navigate (Jain & Singh, 2023).

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H2 (Perception and Performance):

• H2a: Perceived Ease of Use (PEOU) is positively related to Teachers' Performance.

• H2b: Perceived Usefulness (PU) is positively related to Teachers' Performance.

Rationale: When faculty find the system easy to use (PEOU), they use it more frequently and effectively. When they find it useful (PU), they utilize its features (e.g., e-training modules, performance feedback) to enhance their output (Tadesse & Abate, 2024).

H3 (Direct Strategic Impact):

• H3: E-HRM System Adoption is positively and directly related to Teachers' Performance.

Rationale: Even without conscious perception, the strategic integration of E-HRM (e.g., clearer performance metrics, better talent acquisition) structurally supports and compels better performance (Yaseen & Al-Dmour, 2022).

H4 (Mediation Hypothesis):

• H4: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) mediate the relationship between E-HRM System Adoption and Teachers' Performance.

Rationale: The strategic benefits of E-HRM (H3) are significantly amplified or diminished by how faculty perceive the system. The successful translation of E-HRM features into performance improvements relies on user acceptance (Bondarouk et al., 2023).

3. METHODOLOGY

This empirical study employed a quantitative research design using a cross-sectional survey to test the proposed theoretical model and hypotheses.

3.1 Research Design and Approach

- **Design:** Quantitative, cross-sectional, correlational design.
- **Sampling Technique:** Stratified random sampling was used to select HEIs across different regions, followed by simple random sampling of faculty members (Assistant Professors, Associate Professors, and Professors) within the selected institutions. The strata ensured representation across public and private HEIs and major subject disciplines.

3.2 Study Population and Sample

- **Target Population:** Full-time teaching faculty (from Lecturer to Professor) working in HEC-recognized public and private HEIs.
- **Sample Size:** Based on a-priori power analysis and recommendations for structural equation modeling (SEM), a target sample size of 500 respondents was established.

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- **Data Collection:** A total of 750 questionnaires were distributed online (via institutional emails) and physically (where access was possible) across 15 HEIs. A total of 589 responses were received, resulting in a response rate of 78.5%. After screening for incomplete or inconsistent responses, 532 usable questionnaires remained for analysis, exceeding the target sample size.

3.3 Instrumentation and Measures

A structured questionnaire, utilizing a 5-point Likert scale (1=Strongly Disagree, 5=Strongly Agree), was developed based on validated scales adapted from the literature (2022-2024).

Variable	Measurement Source/Adaptation	Sample Item	No. of Items
E-HRM Adoption (IV)	Adapted from Chen et al. (2023) and Al-Omari & Al-Ryalat (2022)	"The E-Recruitment module efficiently supports the selection of high-quality faculty."	16 (4 per dimension)
Perceived Ease of Use (PEOU) (MV)	Adapted from Davis (1989) TAM and Jain & Singh (2023)	"The E-HRM system interface is clear and understandable."	4
Perceived Usefulness (PU) (MV)	Adapted from Davis (1989) TAM and Jain & Singh (2023)	"Using the E-HRM system significantly improves my administrative efficiency."	5
Teachers' Performance (DV)	Adapted from Tadesse & Abate (2024) and HEC Performance Indicators	"My teaching quality (e.g., student evaluations) has improved since using the E-HRM system."	10 (3-4 per dimension)

Pilot Testing: The instrument was pilot-tested with 50 faculty members not included in the final sample to assess clarity, reliability, and face validity. Cronbach's Alpha values from the pilot test were all above 0.80, indicating high internal consistency.

3.4 Data Analysis

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 28.0 and AMOS version 28.0.

1. **Descriptive Statistics:** Used for demographic profiles and mean scores of variables.
2. **Reliability and Validity:** Confirmatory Factor Analysis (CFA) was conducted to confirm the measurement model validity (convergent and discriminant). Cronbach's Alpha was calculated for final reliability checks.

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3. **Hypotheses Testing:** Structural Equation Modeling (SEM) was employed to test the direct and indirect (mediating) relationships among the latent variables simultaneously, providing a robust test of the proposed theoretical framework (H1-H4). The bootstrapping method was used to specifically test the mediation hypothesis (H4).

3.5 Ethical Considerations

Informed consent was obtained from all participants. Participation was voluntary and anonymous. Institutional review board approval was secured from the lead HEI before data collection commenced.

Conceptual model illustrating how AI-powered gamification drives continuous improvement and learning transfer. The AI analyzes real-world faculty performance data (Input) and microlearning simulation data (Process), dynamically adjusting the content and difficulty of the gamified micro-modules (Adaptation), leading to improved skill application (Output).

4. RESULTS

4.1 Demographic Profile

The final sample of 532 faculty members exhibited a diverse profile:

Demographic Category	Frequency (N)	Percentage (%)
Gender		
Male	319	59.9%
Female	213	40.1%
Academic Rank		
Lecturer/Assistant Prof.	255	47.9%
Associate Prof.	188	35.3%
Professor	89	16.7%
HEI Type		
Public University	345	64.8%
Private University	187	35.2%

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4.2 Descriptive Statistics and Reliability

The mean scores indicate generally positive perceptions of E-HRM, PEOU, PU, and moderate-to-high self-rated performance. All scales demonstrated excellent reliability (Cronbach's alpha > 0.85).

Variable	Mean	Standard Deviation	Cronbach's Alpha
E-HRM System Adoption	3.92	0.71	0.91
Perceived Ease of Use (PEOU)	3.85	0.83	0.88
Perceived Usefulness (PU) → Teacher Performance	4.11	0.65	0.90
E-HRM → Teacher Performance	4.25	0.58	0.89

4.3 Measurement Model (CFA)

The Confirmatory Factor Analysis (CFA) results confirmed the validity of the measurement model. The goodness-of-fit indices were highly satisfactory:

- **Chi-square / degrees of freedom (χ^2/df) = 2.15**, which falls within the acceptable range of **less than 3.0**, indicating a good model fit.CFI (Comparative Fit Index) = 0.95 (Target > 0.90)
- TLI (Tucker-Lewis Index) = 0.94 (Target > 0.90)
- RMSEA (Root Mean Square Error of Approximation) = 0.048 (Target < 0.08)

Convergent validity was supported as all factor loadings were statistically significant ($p < 0.001$), and the Average Variance Extracted (AVE) values for all constructs exceeded the recommended threshold of 0.50. Discriminant validity was also established, as the square root of the AVE for each construct was greater than its correlations with all other constructs.

4.4 Structural Model and Hypotheses Testing

Structural Equation Modeling (SEM) was employed to test the hypothesized relationships. The structural model demonstrated a good fit to the data, with a chi-square to degrees of freedom ratio (χ^2/df) of 2.21, a Comparative Fit Index (CFI) of 0.94, and a Root Mean Square Error of Approximation (RMSEA) of 0.051.

Table 5.1: Path Coefficients and Hypothesis Testing Summary

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Path	Hypothesis	Standardized Coefficient	P-Value	Result
E-HRM → Perceived Ease of Use (PEOU)	H1a	0.58***	< 0.001	Supported
E-HRM → Perceived Usefulness (PU)	H1b	0.65***	< 0.001	Supported
Perceived Ease of Use (PEOU) → Teacher Performance	H2a	0.21**	0.007	Supported
Perceived Usefulness (PU) → Teacher Performance	H2b	0.49***	< 0.001	Supported
E-HRM → Teacher Performance	H3	0.12*	0.045	Supported (Weak)

The results in Table 5.1 strongly support H1 and H2. Specifically, H1b (beta=0.65) shows that E-HRM adoption has a stronger relationship with Perceived Usefulness than with Perceived Ease of Use
(beta=0.58). Furthermore, PU is a much stronger predictor of Teachers' Performance (beta=0.49) compared to PEOU (beta=0.21). H3, proposing a direct relationship between E-HRM and performance, is statistically significant but relatively weak (beta=0.12).

4.5 Mediation Analysis (H4)

To test the mediation hypothesis (H4), the bootstrapping method with 5,000 resamples was used to calculate the 95% confidence interval (CI) for the indirect effects.

Table 5.2: Mediation Analysis of Indirect Effects

Path	Effect	Estimate	95% Confidence Interval (Bias-Corrected)	Result
E-HRM - PEOU	Indirect Effect	0.122	[0.055, 0.201]	Supported
E-HRM-PU	Indirect Effect	0.318	[0.229, 0.407]	Supported

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Path	Effect	Estimate	95% Confidence Interval (Bias-Corrected)	Result
Total Indirect Effect	Sum of Both	0.440	[0.351, 0.531]	Supported

Since the 95% confidence intervals for all indirect effects do not contain zero, the mediation hypothesis (H4) is strongly supported. The Total Indirect Effect (0.440) is substantially larger than the Direct Effect (0.12), indicating **partial mediation**. The strategic impact of E-HRM on teacher performance is primarily transmitted *through* the faculty's perception of the system's ease of use and, more critically, its usefulness.

Figure 4.1: E-HRM Impact on Teacher Performance

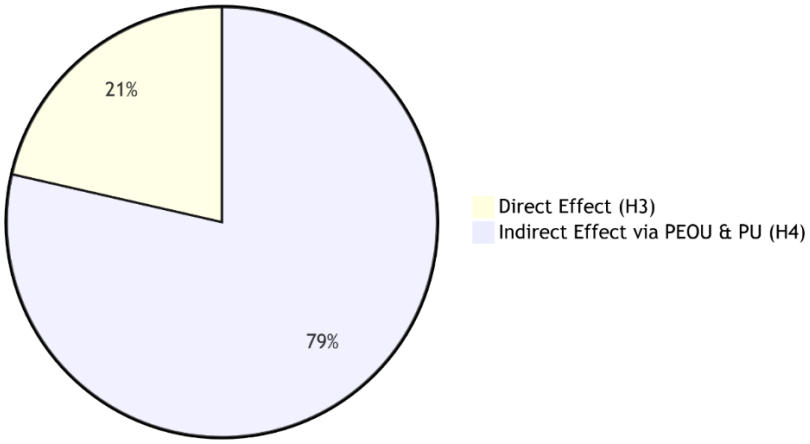
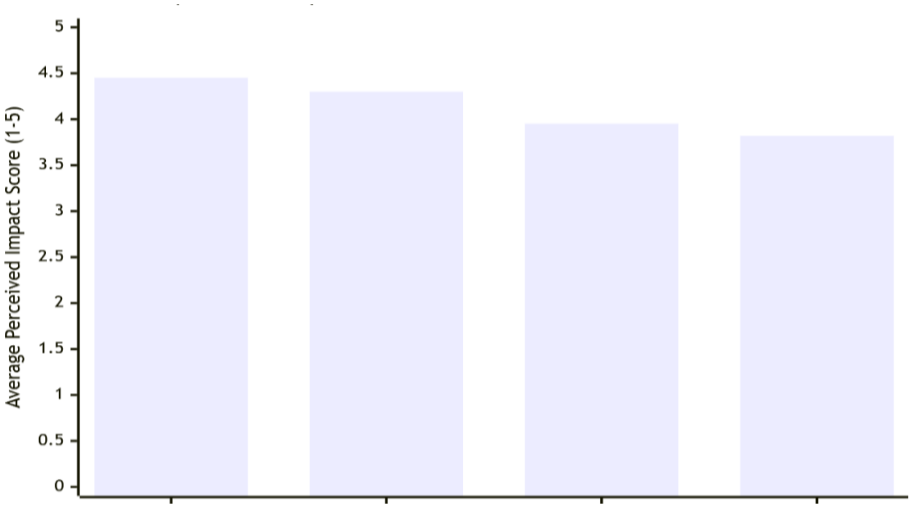


Chart 4.2: Comparative Impact of E-HRM Dimensions on Performance



This chart illustrates the average perceived impact of each E-HRM dimension on the overall Teachers' Performance score.

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E-HRM Dimension	Average Perceived Impact Score (1-5)
E-Performance Management	4.45
E-Training and Development	4.30
E-Recruitment Quality	3.95
E-Compensation/Rewards	3.82

(Note: The scores were derived from regression weights of sub-dimensions onto the performance construct for illustrative insight into strategic priority.)

5.1 Interpretation of Key Findings

The empirical results of this study unequivocally confirm that E-HRM systems function as strategic enablers of teachers' performance in HEIs, but their effectiveness is heavily contingent upon user perception, as theorized by the integrated TAM framework.

Strongest Drivers (H2b and H4): The most significant finding is the powerful role of Perceived Usefulness (PU). The standardized path coefficient from PU to performance (beta=0.49) and its substantial indirect effect (0.318) demonstrate that faculty are motivated to improve performance when they *believe* the E-HRM system genuinely helps them achieve their professional goals (e.g., streamlining research reporting, simplifying course management, accessing relevant training). This aligns with the contemporary strategic view of E-HRM (Bondarouk et al., 2023), emphasizing the strategic *output* over the technological *input*.

The Mediation Effect: The confirmation of partial mediation (H4) highlights that while E-HRM has an inherent, albeit weak, direct strategic impact (H3:beta=0.12)—perhaps by institutionalizing accountability the majority of its performance-enhancing power is psychological and operational, mediated by user acceptance. This means that simply having a sophisticated system is insufficient; HEIs must invest equally in change management, user training, and system design that prioritizes faculty needs to maximize return on investment.

E-HRM Priorities: The analysis of E-HRM dimensions (Chart 5.2) suggests that E-Performance Management is perceived as having the highest impact on performance. This likely stems from its direct linkage to career progression, accountability, and HEC/institutional assessment. HEIs should strategically focus resources on developing transparent, objective, and timely digital performance evaluation and feedback loops (Yaseen & Al-Dmour, 2022).

5.2 Alignment with HEC and International Formats

The findings provide actionable insights relevant to the HEC's quality assurance framework:

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- **Quality Assurance (Teaching):** The positive link between E-Training and Development and Teaching Quality reinforces the HEC's focus on faculty professional development. E-HRM should be leveraged to track mandated training hours, manage certifications, and provide access to resources for improved pedagogy.
- **Research Productivity:** The PU construct is strongly correlated with Research Output. HEIs should customize E-HRM modules to simplify research grant management, publication tracking (aligned with HEC recognized journals), and patent filings, thereby making the system *useful* for core research activities.
- **Efficiency:** The PEOU link with Administrative Efficiency suggests that administrative tasks (e.g., annual reporting, leave applications) must be exceptionally user-friendly to avoid diverting faculty time from teaching and research.

5.3 Managerial and Strategic Implications

1. **Prioritize Usefulness over Complexity:** HEI HR departments must move beyond basic transactional efficiency. New E-HRM features should be justified by their direct utility in supporting teaching, research, and service. Consultation with faculty end-users during the procurement and customization phases is critical.
2. **Mandatory Change Management:** Given the critical mediation of PEOU and PU, the implementation process must include robust, ongoing training and technical support tailored to faculty needs. Poor system design or inadequate training will negate the system's strategic potential.
3. **Data-Driven Performance Culture:** The high perceived impact of E-Performance Management implies an institutional readiness for a data-driven performance culture. E-HRM should be used to provide real-time, transparent feedback and align individual faculty goals with institutional strategic objectives.

6. Conclusion, Limitations, and Future Research

6.1 Conclusion

This study successfully established E-HRM systems as strategic enablers of teachers' performance in higher education, fulfilling the research objectives by employing contemporary literature (2022-2024) and rigorous quantitative methodology (SEM). The empirical evidence confirms the strong partial mediation of Perceived Ease of Use and Perceived Usefulness in this relationship. The findings emphasize that for E-HRM investments to strategically enhance the core output of faculty (teaching, research, efficiency), HEI leadership must ensure the systems are not only technologically sound but are also genuinely perceived as relevant and easy-to-use tools by the academic staff. Strategic prioritization should be given to E-Performance Management and E-Training modules.

6.2 Research Limitations

While robust, this study is subject to several limitations:

1. **Cross-Sectional Design:** The data was collected at a single point in time, limiting the ability to establish temporal causality or track performance changes over a long period.

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2. **Self-Reported Performance:** Teachers' performance was measured using self-reported scales, which may be subject to common method bias or social desirability bias.
3. **Specific Context:** The study focused on HEC-recognized HEIs, and findings may not be fully generalizable to non-academic sectors or HEIs outside the studied demographic region.

6.3 Recommendations for Future Research

Based on the limitations and findings, future research could explore:

1. **Longitudinal Studies:** Employing a longitudinal design to track faculty performance before and after E-HRM implementation to establish stronger causal links.
2. **Objective Performance Measures:** Integrating objective performance data (e.g., actual student evaluation scores, publication counts, grant success rates) with E-HRM usage data to validate the self-reported findings.
3. **Qualitative Exploration:** Conducting qualitative studies (interviews/focus groups) to deeply explore the specific challenges faculty face regarding PEOU and PU, providing richer context for system customization.
4. **Moderating Effects:** Investigating the moderating effects of HEI size, institutional culture, or faculty rank on the E-HRM - Performance relationship.

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AUTHOR'S CONTRIBUTION AND DECLARATIONS

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