HUMAN RESOURCE INFORMATION SYSTEMS AND TEACHERS' PERFORMANCE AT THE CATHOLIC SECONDARY SCHOOLS IN ONITSHA ARCHDIOCESE, NIGERIA.

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DECLARATION

I, the undersigned, declare that this research thesis is my original work and has not been submitted to any other university or institution for academic credit. All the information from other sources has been fully acknowledged.

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DEDICATION

I dedicate this research to Almighty God for His guidance, protection and abundance blessing. I also dedicate this research thesis to my family through whose sacrifice, support and encouragement I have come this far.

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May God, whose power is at work in us and who can do far more than we can ask or imagine, be glorified forever and ever. Amen. Every undertaking requires the coordination of multiple tools—both tangible and intangible—to achieve a specific goal. The completion of this work would not have been possible without the support and sacrifices of several individuals. I express my heartfelt gratitude to my Local Ordinary, the Most Rev. Valerian Maduka Okeke, Archbishop of Onitsha and Metropolitan of the Onitsha Ecclesiastical Province. His love, care, and concern for me, the Archdiocese, the Church, and humanity at large have provided me with the unique opportunity to further my studies. Thank you, Your Grace. May God bless and keep you for us. Amen.

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LIST OF ACRONYMS AND ABBREVIATIONS

HRM	:	Human Resource Management
HRIS	:	Human Resource Information System
HR	:	Human Resource
ICTs	:	Information Communication Technologies (ICTs)
CSSs	:	Catholic Secondary Schools
TAM	:	Technology Acceptance Model
PU	:	Perceived Usefulness
PEOU	:	Perceived Ease of Use
SPSS	:	Statistical Package for Social Sciences
MIS	:	Management Information System
LMS	:	Learning Management Systems
SIS	:	Student Information Systems
STEM	:	Science, Technology, Engineering and Mathematics
UTAUT	:	Unified Theory of Acceptance and Use of Technology
E-PAIS	:	E-Performance Appraisal Information System
E-TIS	**:**	E-Training Information System
ESSP	:	Employee Self-Service Portal

OPERATIONAL DEFINITION OF TERMS

Human Resource Information Systems

Human resource information systems are computer-based systems designed to manage the administration of human resource functions, including online recruitment, training systems, performance appraisal, and payroll processing, within an organization (Irum & Yadav, 2019; Guliyeva et al., 2020)

Performance

Performance refers to how effectively an organization achieves its specified objectives and goals. It is a multidimensional concept that encompasses a company's ability to utilize its resources efficiently, improve production, and attain desired outcomes (Mgumba & Githinji, 2023; Mitrea-Curpanaru, 2021)

E-Performance Appraisal Information Systems

An E-Performance Appraisal Information System (E-PAIS) is a digital platform designed to evaluate, monitor, and provide feedback on employee performance systematically. It utilizes tools like balanced scorecards, online feedback, and communication systems to enhance real-time appraisals. E-PAIS improves accuracy, convenience, and decision-making through efficient data storage and retrieval (Sułkowski et al., 2020).

E-Training Information systems

E-training Information Systems are web-based portals that enable organizations to provide online training and development opportunities for their employees. These systems often include features such as online modules, mobile learning, and online testing, allowing for a wide range of learning resources and delivery methods (Wang et al., 2020; Zhang & Nunamaker, 2023).

E-Payroll Information System

An E-Payroll Information System (E-PIS) is a digital tool that automates the calculation, processing, and management of employee compensation. It ensures timely payments, accurate records, and compliance with tax and labor regulations. Additionally, E-PIS often

includes self-service features for employees to securely access their payroll details (Wulandari et al., 2021; Soegoto, 2019).

Employee Self- Service Portal

An Employee Self-Service Portal (E-SSP) is a user-friendly digital platform that empowers employees to take control of their HR-related tasks, such as managing payroll, accessing benefits, and submitting time-off requests, fostering a sense of autonomy and convenience in the workplace (Fatmah, 2020).

School Size

School size refers to the number of users and data capacity a school can handle, impacting the effectiveness of HRIS implementation. Larger schools may face complexities in HRIS adoption compared to smaller ones, influencing teacher performance differently (Cornelius et al., 2019)

ABSTRACT

The effect of Human Resource Information Systems (HRIS) on teacher performance was studied at the Catholic secondary schools in the Onitsha Archdiocese in Nigeria. Specifically, how major components of HRIS—Employee Self-Service Portals, E-Training Information Systems, E-Performance Appraisal Information Systems, and E-Payroll Information Systems—impacted teacher performance in terms of lesson planning, efficient communication, and class management to meet learning objectives was studied. The study also looked into moderating variables in terms of school size, determining how school size impacted how these HRIS components and teacher performance interacted to drive instructional and career outcomes. This study was based on three theories: Theory of Dynamic Capabilities, Human Capital Theory, and Unified Theory of Acceptance and Use of Technology (UTAUT). The study took place in 2024-2025 with a descriptive research design for data collection and analysis to uncover the current state, attributes, and inter-relationships among variables without manipulation. The unit of analysis in this research was the network of 36 Catholic secondary schools in Nigeria's Onitsha Archdiocese. The teachers working in the sampled Catholic secondary schools were the units of observation. The research was based on a positivism research philosophy, assuming reality is absolute and could be clearly seen and described. The target population was 1,167 people, with a calculated sample size of 389 by applying Yamane's formula. This sample was drawn through a stratified random sampling method, with first-hand data collected via questionnaires. A pilot test was used to check for questionnaires' validity and reliability. Quantitative data analysis was carried out on data from the questionnaires, with diagnostic tests for autocorrelation, normality, heteroscedasticity, and multicollinearity to check for model assumptions and ensuring valid results. The study utilized both inferential and descriptive statistics, summarizing data into frequency, percentages, means, and standard deviation, and presenting it in graphs, pie charts, bar charts, and frequency tables. Multiple linear analysis was used for inferential analysis to identify inter-relations among independent, moderating, and dependant variables in this research. Based on findings, it was established that E-Training Information System (ETIS) ($b = 0.242$, $p = 0.000 < 0.05$), E-Performance Appraisal Information System (EPAIS) ($b = 0.178$, $p = 0.003 < 0.05$), E-Payroll Information System (EPIS) ($b = 0.195$, $p = 0.000 < 0.05$), and Employee Self-Service (ESS) portal ($b = 0.214$, $p = 0.001 < 0.05$) all had positive and statistically significant correlations with teacher performance, suggesting that higher levels of these HRIS components positively improved teacher performance by 0.242, 0.178, 0.195, and 0.214 units, respectively. In addition, the relationship between HRIS components and teacher performance was also moderated by school size at a significant level ($b = 0.156$, $p = 0.001 < 0.05$; F-statistic = 48.324, $p = 0.000 < 0.05$), implying an increase in school size contributed to an improved teacher performance by 0.156 units. The conclusion is made that HRIS implementation enhances teacher performance but underlines challenges such as disparities in resources and system usability. The suggestions include ongoing HRIS funding, customized training programs, system scalability improvements, as well as strong data security measures. The future research should investigate other moderating variables such as gender, experience, and socio-economic conditions, as well as comparative studies in different educational environments. The future research should also investigate HRIS impacts across different socio-economic contexts, sources of funding, as well as types of schools—involving public and other faith-based schools—while also conducting longitudinal studies to evaluate long-term effects on teacher performance, teacher retention, and student achievement.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provided an examination of Catholic secondary schools in Onitsha Archdiocese, Nigeria, regarding Human Resource Information Systems (HRIS) and teachers' performance, a history of Catholic Secondary Schools in Onitsha Archdiocese, Nigeria, problem statement, research aim in general, specific research aims, research hypotheses, theoretical and conceptual framework, justification for the study, and scope and limitations of the research.

1.1 Background of Study

The use of Human Resource Information Systems has become increasingly prevalent in educational institutions, particularly in the management of teacher performance (Ayeni, 2020). Human Resource Information Systems (HRIS) have become essential tools in optimizing the performance of teachers within educational institutions, particularly in faith-based schools such as Catholic secondary schools in the Onitsha Archdiocese, Nigeria. HRIS streamlines the management, tracking, and analysis of teacher-related data, contributing to improved job satisfaction, performance, and overall educational outcomes (Mahmud, Zainal & Saad, 2022). The effective use of HRIS is crucial for fostering an environment that promotes high-quality teaching and learning. A supportive work environment is recognized as essential for educators' success, as noted by the World Health Organization (2022). Teachers not only deliver instructional content but also have a profound impact on students' educational experiences. Their effectiveness depends heavily on the support they receive from the institution, and HRIS can significantly enhance this support through efficient management and strategic application of teacher data (Cai & Chen., 2021).

The implementation of HRIS in educational settings has been linked to several positive outcomes, including enhanced teacher retention, more accurate performance evaluations, and expanded opportunities for professional development. In Catholic secondary schools, for example, HRIS can track training programs and mentorship initiatives to ensure teachers receive the necessary skills to meet students' diverse needs (Mito, Ajowi, & Aloka., 2021). Additionally, HRIS allows systematic monitoring of performance indicators such as

attendance, teaching quality, and student achievement, which are integral to maintaining high standards in education (Guliyeva et al., 2020).

The World Bank Report (2023) defines HRIS as "a software or online solution for the data entry, data tracking, and data information needs of the Human Resources, payroll, management, and accounting functions within a business" (Mamun, 2022). Guliyeva et al. (2020) further emphasized that HRIS functions encompass a range of applications aimed at improving efficiency in human resource management, particularly in the education sector. The evolution of HRIS is driven by a growing demand for more efficient management of human resources. Technological advancements have made it increasingly necessary for educational institutions to utilize data effectively. The introduction of the Windows operating system, for instance, facilitated the development of adaptable and modular HRIS, allowing institutions to manage human resources more cost-effectively (Matimbwa et al., 2020). This 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).

HRIS technology has progressed through three stages: initially focusing on automating basic HR tasks, evolving to generate flexible reports at the Management Information System (MIS) level, and eventually supporting strategic decision-making through advanced decision support systems (Guliyeva et al., 2020; Lina, 2019). This evolution underscores the critical role HRIS plays in streamlining administrative processes, reducing manual tasks, and facilitating timely, informed decision-making in various HR functions (Polívka & Dvořáková, 2021). Educational institutions increasingly recognize the value of human resources in achieving their goals. By utilizing HRIS, schools can manage teacher recruitment, training, payroll, and performance appraisal more effectively, thereby enhancing teacher performance (Davarpanah & Mohamed, 2020). For instance, HRIS can track teachers' professional development and performance indicators, enabling school administrators to identify areas where teachers need improvement and address them proactively.

Moreover, HRIS adoption is becoming essential for modern organizations, as these systems help improve data accuracy and streamline administrative tasks. Irum and Yadav (2019) note that HRIS enables standardization in information gathering, making HR processes more efficient and facilitating better decision-making. In educational settings, such standardization ensures that critical teacher-related functions like recruitment, evaluation, and professional

development are handled systematically, thereby enhancing teacher efficiency and effectiveness. The benefits of HRIS extend beyond administrative efficiency. According to Novianti and Qadri (2020), HRIS enhances teacher productivity by automating routine tasks, reducing operational inefficiencies, and allowing school administrators to focus on supporting teachers' strategic growth. This is particularly relevant in faith-based schools where resources may be limited, and efficient HR management is crucial to maximizing teachers' impact on student learning.

Investing in cost-effective HRIS solutions can also provide educational institutions with a competitive advantage by improving teacher management processes. Such systems reduce administrative burdens and improve decision-making, ultimately enhancing teachers' ability to focus on instructional and professional responsibilities (Guliyeva et al., 2020). In Catholic secondary schools, where holistic teacher performance includes spiritual and moral leadership, HRIS can track and support various dimensions of teacher engagement and development (Irum & Yadav, 2019). Studies have demonstrated the significant effect of HRIS on teacher performance in various contexts. For example, Davarpanah and Mohamed (2020) found that HRIS implementation in faith-based higher education institutions enhanced teachers' skills and effectiveness. Similarly, Guliyeva et al. (2020) concluded that HRIS adoption in Azerbaijan improved teacher efficiency and productivity, highlighting the system’s potential to strengthen HR effectiveness in education and beyond.

In Catholic secondary schools, HRIS can be employed in several areas, such as e-training information systems, online performance appraisal information systems, e-payroll information systems, and employee self-service portals. These systems contribute to better management of teacher performance, thereby supporting both academic and spiritual growth within the educational institution.

1.1.1 Global Perspective of HRIS

The worldwide integration of Human Resource Information Systems (HRIS) has notably enhanced the management and assessment of teacher performance. In China, Zeng and Qi (2021), as cited by Shrestha (2021), reported that 85% of government bodies improved HR functions like payroll, transfers, and leave tracking after adopting HRIS—reducing administrative burdens by 40% and increasing data accuracy by 30%, which led to better decision-making in schools. In Azerbaijan, Asuming-Brempong and Lamptey (2020), as

referenced by Guliyeva et al. (2020), found that 78% of organizations using IT-based HRIS noted improvements in teacher evaluation, with 60% citing higher teaching efficiency.

Wang et al. (2022) studied Christian faith-based schools in China and found HRIS enhanced recruitment, training, and performance reviews—leading to improved teaching quality and academic outcomes. In the Asia-Pacific region, Chen et al. (2022), cited by Susanti and Syahlani (2022), reported that faith-based schools implementing HRIS experienced increased teacher engagement, more effective management, and better academic performance.

In the U.S., Jansen et al. (2021), cited by Lee et al. (2023), revealed that faith-based nonprofit schools using HRIS saw greater teacher retention, better instructional planning, and improved teaching effectiveness. Zang (2020) further noted that HRIS in U.S. schools played both regulatory and strategic roles—ensuring legal compliance while also guiding performance assessments and professional development. In Bangladesh, Akter and Rahman (2022), as cited by Mamun (2022), found that HRIS adoption in faith-based schools led to a 35% increase in teacher productivity, a 30% improvement in teaching-related decision-making, and a 40% rise in classroom effectiveness.

A Malaysian study by Davarpanah and Mohamed (2020) highlighted that information quality and institutional trust enhanced user satisfaction, which in turn boosted HRIS's impact on lesson planning, training, and evaluations. In the UK, Atkinson et al. (2020) observed that faith-based organizations used HRIS to better manage teachers, streamline evaluations, and increase engagement, improving learning outcomes. Lastly, Panjaitan (2020) demonstrated in Indonesia that HRIS significantly optimized teacher recruitment, development, and evaluation, boosting productivity and institutional competitiveness.

1.1.2 African Perspective on HRIS

Across Africa, the application of Human Resource Information Systems (HRIS) is expanding as educational institutions recognize their value in improving teacher management and performance. In South African faith-based schools, Mabaso et al. (2021), cited by Udekwe et al. (2021), found that HRIS streamlined recruitment, training, and performance evaluations—boosting teaching quality and classroom outcomes. Aghimien et al. (2019) conducted a survey across several African countries, including South Africa, and reported a 35% improvement in teacher deployment efficiency through centralized data, particularly during emergencies.

Udekwe et al. (2022) highlighted that South Africa's public schools without effective HRIS faced performance issues due to poor tech infrastructure and manual processes. They recommended sustainable tech integration to enhance teacher performance. In Tanzania, government agencies transitioned from manual to digital HRIS systems to better manage employment, training, and performance data (Matimbwa et al., 2020). Similarly, Sancoko (2022) emphasized HRIS's role in selection, training, and evaluations, despite regulatory challenges, affirming its value in enhancing teacher effectiveness. In Kenya, Kimani et al. (2022), as cited by Areo (2023), showed that HRIS improved training, performance management, and compensation in faith-based schools, leading to greater efficiency and better student results. In Tunisia, Moussa (2020) noted that HRIS adoption boosted teacher innovation and competitiveness through accurate data and professional growth support.

The Kenyan Parliamentary Service Commission (2020) used HRIS to elevate teacher management, allowing HR professionals to align decisions with local and international standards. Madyatmadja and Adora (2019) traced Kenya's HRIS back to 1984, where automation—including online appraisals—cut admin work by 30% and raised effectiveness by 25%. Cheruiyot (2020) found in Vihiga County that e-training, e-payroll, and e-evaluation improved decisions and reduced admin workload, giving teachers more time for development. Mutiku (2019) observed in Machakos County that HRIS influenced leadership, training, data processing, and policy—boosting performance. Lastly, Earl (2019) emphasized HRIS's role in improving strategic planning and encouraging innovative teaching practices, advocating for its adoption across African schools. These studies from South Africa, Tanzania, Tunisia, and Kenya collectively illustrate HRIS's growing role in strengthening teacher management, boosting classroom effectiveness, and supporting teacher development across Africa.

1.1.3 Local Perspective on HRIS

In Nigeria, multiple studies have explored the link between HRIS and teacher performance in faith-based schools. Uzor et al. (2023) found that HRIS implementation improved attendance tracking, personnel record management, and data-driven decision-making, which boosted teacher accountability, lesson quality, and student engagement. They also noted that integrating Islamic principles positively influenced performance outcomes. Ogunode et al. (2022) reported that in southwestern Nigeria, HRIS enhanced workforce planning, staff

development, and performance evaluations—leading to improved teaching quality and professional growth.

Similarly, Ejimofor and Okonkwo (2022) observed in southeastern Nigeria that HRIS boosted teacher productivity through streamlined training and workload management, contributing to long-term educational goals. Okeke and Ikediugwu (2021) examined HRIS in faith-based universities in the southwest, highlighting better recruitment, training, and development practices that led to higher instructional quality and improved research and student outcomes.

Ogunleye et al. (2022) studied HRIS in north-central Nigerian faith-based organizations and found it optimized scheduling, workload, and professional development tracking, all enhancing teacher effectiveness. Oladunjoye and Adedeji (2023) extended the conversation to Ghana, showing HRIS improved teacher engagement, reduced admin tasks, and enhanced instructional quality. In northern Nigeria, Elenwo et al. (2024) found that HRIS supported better record-keeping and streamlined performance evaluations, improving both teacher effectiveness and student achievement. Though based in banking, Dada et al. (2021) showed that real-time data tracking and system security improved operational efficiency by 35%—features also applicable in education to strengthen classroom performance monitoring.

Oyetunde et al. (2022) analyzed the financial dimension of HRIS in southeastern Nigerian non-profits, finding it improved resource allocation and teacher retention via payroll optimization and development opportunities. Joshua (2019) showed that private schools saw a 28% improvement in teacher management processes due to HRIS, enhancing engagement and instructional effectiveness. Finally, Ononogbo and Osagie (2021), studying Lagos banks, emphasized the importance of operational functionality, organizational culture, and comprehensive training in HRIS adoption—insights equally relevant for schools aiming to enhance teacher performance. Collectively, these studies underscore HRIS's significant potential to improve teacher effectiveness through stronger HR management, training, and development, ultimately leading to better educational outcomes.

1.1.4 Teacher Performance at the Catholic Secondary Schools

Teacher performance at the Catholic secondary schools is pivotal to achieving both academic excellence and the spiritual development of students. 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 (Fowler, 2020). Furthermore, professional development, decision-making abilities, and interpersonal skills significantly contribute to enhancing teacher effectiveness.

According to Herman et al. (2022), teaching in Catholic schools carries unique responsibilities, as it transcends academics to include the impartation of spiritual and moral values. Teachers are expected to serve as role models, nurturing character development in students while upholding Catholic teachings. Their performance is evaluated based on factors such as the quality of teacher-student relationships, timely feedback, and the integration of spiritual guidance into academic lessons. Similarly, Mappiasse et al. (2021) emphasize the importance of effective lesson planning, diverse teaching methods, and maintaining discipline in alignment with faith-based values as critical measures of teacher performance.

The use of Human Resource Information Systems (HRIS) plays a vital role in enhancing teacher performance at the Catholic secondary schools (Gosh, 2022). HRIS tools, such as e-training information systems, e-performance appraisal systems, e-payroll systems, and employee self-service portals, provide school administrators with a systematic approach to monitor and support teachers. These tools ensure teachers meet academic goals while advancing professionally in alignment with the school's spiritual mission. For instance, regular performance appraisals facilitated by HRIS allow school leaders to provide timely feedback, recognize areas for improvement, and help teachers excel in their dual roles as educators and spiritual mentors (Davarpanah & Mohamed, 2020).

Efficient management of teacher performance through HRIS fosters a workplace culture that encourages career growth and instructional effectiveness. The data generated through these systems provide insights for informed decision-making, enabling school leaders to allocate resources effectively and support teachers in achieving excellence. Aligning HRIS with the spiritual objectives of the school empowers teachers to fulfill their responsibilities, promoting both academic success and moral development among students (Radzuan et al., 2021). Managing teacher performance in Catholic secondary schools requires strategic alignment with the dual goals of academic and moral education. HRIS offers a robust framework to monitor and improve teacher effectiveness, equipping educators to meet the school's faith-based objectives. Through this approach, Catholic secondary schools can ensure holistic

education that nurtures the intellectual and spiritual growth of students, supporting long-term success and excellence.

1.1.5 History of the Catholic Secondary Schools in Onitsha Archdiocese of Nigeria

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. These institutions take their religious identity and values seriously and often strive to cultivate a community of faith that extends beyond the classroom (Gleeson et al., 2020). The Catholic Church has historically played a pivotal role in providing educational opportunities in Nigeria, particularly in the Onitsha Archdiocese. The origins of these faith-based Catholic secondary schools can be traced back to the early 20th century, when Catholic missionaries, such as the Society of African Missions and the Holy Ghost Fathers, established institutions to meet the increasing demand for education in the region (Amadi, 2019). These schools were instrumental in addressing the educational, social, and spiritual needs of the local population, laying the groundwork for a structured educational system that expanded from primary to secondary education.

The foundation of Catholic secondary education in Onitsha began with the establishment of primary schools (Isiani et al., 2021). However, as the need for higher education became apparent, the Church extended its efforts to secondary schooling. The Holy Ghost Fathers founded Christ the King College (CKC), Onitsha, in 1933, which became one of the most notable early establishments. CKC suffered significant loss during the 1967–1970 Nigerian Civil War, resulting in the destruction of most of its facilities. In 1973, the East Central State Government took control of the school and rebranded it "Heerey High School" in honor of its founder. In response to feedback from its former students, the name of the school was reverted to "Christ the King College (CKC)" in 1976. Rev. Fr. Nicholas Tagbo, the school's first indigenous principal prior to the war, was reinstated that year to reconstruct, restructure, and revitalize the institution. CKC was ultimately returned to the Catholic Mission by the state government on 1 January 2009 (Isiani et al., 2021). As a result, CKC became a pioneering model for Catholic secondary education in the region, emphasizing academic excellence, spiritual growth, and leadership development (Amadi, 2019).

Another significant institution, All Hallows Seminary, established in 1924, initially focused on training future priests but gradually expanded its curriculum to provide both religious and

academic education. These early schools were essential in establishing a broader network of Catholic secondary schools throughout the Onitsha Archdiocese (Gyang & Gusen, 2021).
After Nigeria gained independence in 1960, the Catholic Church expanded its educational initiatives to meet the growing demand for educated citizens capable of contributing to the nation's development. During this period, several new secondary schools were established, including Archbishop Heerey Memorial Girls' Secondary School, St. Charles College, and Regina Pacis College. These schools were committed to offering excellent education to both boys and girls, combining academic rigor with moral and spiritual formation. The Church's commitment to nurturing disciplined and responsible students was particularly important during this time of rapid social and political change in Nigeria (Amadi, 2019).

From the 1990s onwards, the Catholic educational network within the Onitsha Archdiocese expanded further to keep pace with the region's growing population and the increasing demand for quality education. Today, there are 36 faith-based Catholic private secondary schools in the archdiocese, offering a diverse range of academic and vocational programs. Modern schools such as Holy Ghost Academy, St. John's Science and Technical College, and Mater Amabilis Secondary School exemplify the Catholic Church's focus on providing a holistic education that nurtures both intellectual development and spiritual growth. These institutions, built on the legacy of their predecessors, are known for their academic excellence and emphasis on discipline, character development, and community service (Gyang & Gusen, 2021).

The educational and social advancement of Eastern Nigeria has been significantly impacted by Catholic secondary schools in the Onitsha Archdiocese. These institutions have fostered moral principles, leadership, and literacy, resulting in students who respect Christian virtues and achieve academic success. In national examinations such as the National Examination Council (NECO) exams and the West African Senior School Certificate Examination (WASSCE), Catholic secondary schools in the area consistently outperform other public and private institutions. The disciplined environment and high academic standards have made these schools a preferred choice for parents seeking a well-rounded education for their children (Ejikeme, 2019).

1.2 Statement of the Problem

The Catholic secondary schools at the Onitsha Archdiocese of Nigeria are encountering persistent challenges related to teacher performance, significantly impacting the quality of

education and student outcomes (Chikoko & Mthembu, 2020). Historically renowned for their excellence in academic and moral formation, these institutions are now struggling to uphold their standards. For instance, the pass rate in national examinations declined from 68% in 2018 to 56% in 2022, with further declines anticipated if proactive interventions are not implemented (Ujumadu, 2019; Onitsha Archdiocesan Directory, 2024).

One of the main concerns is teacher performance, exacerbated by recruitment, development, and maintenance challenges of qualified instructors. Many schools struggle with ensuring consistent instructional quality, particularly in critical subjects, such as Sciences, Technology, Engineering and Mathematics (STEM) (Podolsky et al., 2019). Contributing factors include insufficient professional development support, limited career growth opportunities, and inadequate performance feedback systems. As a result, teachers often face difficulties in maintaining high levels of motivation and effectiveness, which directly impacts students' academic success and moral development.

These challenges are magnified by the absence of an effective Human Resource Information System (HRIS), which has left the schools ill-equipped to address essential teacher performance factors such as training, performance appraisals, payroll management, and access to self-service platforms. Without a robust HRIS, teachers often lack support in their professional development journeys, and performance assessments are delayed or inconsistently executed. These inefficiencies not only affect teacher morale and productivity but also hinder their ability to deliver quality education and fulfill their dual role as educators and moral guides (Ujumadu, 2019).

Although research highlights the potential of HRIS to enhance teacher performance by streamlining HR functions such as training and appraisals, there is limited empirical evidence regarding its implementation in faith-based schools, particularly in Nigeria (Kaki et al., 2023). Most existing studies focused on corporate or tertiary education settings, resulting in a significant gap in understanding how HRIS can be tailored to improve teacher performance in Catholic secondary schools. Additionally, previous research tends to examine individual HRIS components in isolation rather than exploring the holistic impact of these systems on teacher performance, retention, and professional development within a faith-based educational context.

This study aims to address these gaps by investigating how HRIS can enhance teacher performance in Catholic secondary schools within the Onitsha Archdiocese. It specifically examined how HRIS functionalities—such as e-training systems, e-performance appraisals, payroll information systems, and employee self-service portals—can improve key aspects of teacher performance, including professional growth, motivation, and instructional effectiveness. By providing evidence-based insights, this study sought to offer practical recommendations on leveraging HRIS to support teacher performance, ultimately contributing to broader educational reforms and sustaining the mission of Catholic education in Nigeria.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the effect of Human Resource Information Systems (HRIS) on the teacher performance in Catholic secondary schools in Onitsha Archdiocese of Nigeria.

1.3.2 Specific Objectives

This study was guided by the following specific objectives:

i. To examine the influence of the E-training information system on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.
ii. To evaluate the role of the E-performance appraisal information system on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.
iii. To determine the effect of the E-payroll information system on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.
iv. To assess the effect of employee self-service portals on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.
v. To establish the moderating influence of school size on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.

1.4 Research Hypotheses

This study was guided by the following research hypotheses:

H_{01}: The E-training information system has no positive significant influence on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.

H_{02}: The E-performance appraisal information system has no positive significant effect on teacher performance in Catholic secondary s

H_{03}: The E-payroll information system has no positive significant effect on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.

H_{04}: The employee self-service portals have no positive significant effect on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.

H_{05}: There is no positive significant moderating effect of school size on teacher performance in Catholic secondary schools in the Onitsha Archdiocese of Nigeria.

1.5 Significance of the Study

Catholic secondary schools in Onitsha Archdiocese are experiencing declining performance metrics, such as low academic achievement and teacher dissatisfaction. By investigating the contribution of HRIS, this research aims to uncover solutions that can enhance both educational and operational performance, which is critical for the sustainability and success of these schools. As HRIS is increasingly adopted in various sectors, including education, understanding how these systems affect teacher performance can help schools leverage technology more effectively. This study provides valuable insights into how HRIS components, such as e-training information system, e-performance appraisal information system, employee self-service portal, and e-payroll information systems, can improve teacher productivity, student outcomes, and school management.

1.5.1 Catholic Church Leadership

Catholic Church leaders overseeing schools can use this study to understand how HRIS improves operational efficiency while preserving faith-based values. Enhancing teacher development, performance management, and payroll allows schools to focus more on students' spiritual and academic growth.

1.5.2 School Management

School leaders gain insights into how HRIS boosts teacher productivity, motivation, and development. This helps them make better decisions around HRIS use, ultimately improving school performance and student outcomes.

1.5.3 Teachers and School Staff

Teachers benefit from understanding how HRIS tools—like e-training and self-service portals—enhance professional development, streamline tasks, and support continuous learning, helping them focus more on teaching and student success.

1.5.4 Policymakers

Policymakers can use the study to design HRIS guidelines and provide support for its implementation in Catholic schools. This promotes teacher growth and helps improve educational standards nationwide.

1.5.5 Scholars and Academicians

The study provides a base for academic exploration into HRIS's role in faith-based education. It encourages further research and contributes to HRM theory and practice in religious school settings.

1.5.6 Educational Technology Providers

Tech companies can use the findings to design HRIS solutions tailored to the needs of Catholic schools, ensuring systems that support both operational goals and religious values.

1.5.7 Donors and Philanthropists

Donors can see how HRIS supports teacher development and student achievement. The study helps guide funding decisions by showing how technology investments improve long-term school performance.

1.5.8 Service Users (Parents and Students)

Parents and students gain insights into how HRIS enhances school performance, teacher support, and learning experiences. The study also shows how HRIS can be adapted to support academic and moral development in Catholic schools.

1.6 Scope of the Study

This study focused on Catholic secondary schools located in the Onitsha Archdiocese, situated in the eastern part of Nigeria. It specifically investigated the effects of HRIS on the teacher performance of these schools. The key variables that were examined include e-training information system, e-performance appraisal information system, e-payroll information systems and employee self-service portal. The performance indicators examined in this study include lesson plan completion, teacher communication skills, and classroom

management. The unit of analysis for this study was the network of 36 Catholic secondary schools located within the Onitsha Archdiocese of Nigeria. The unit of observation was the teachers employed in the selected Catholic secondary schools from both rural, semi-urban, and urban areas. The study drawn responses from the teaching staff of these schools, who provided critical insights into the effectiveness of HRIS in improving school performance. The research was conducted from August 2024 to May 2025, and analyzed data from the 2019 to 2024 academic years to ensure the findings aligned with current HRIS adoption and trends.

1.6.1 Delimitation of the Study

This study was delimited to the Onitsha Archdiocese and did not encompass other regions or dioceses within Nigeria. Such a localized focus was intended to facilitate a more in-depth examination of the impact of HRIS within this specific religious and educational context. The research specifically targeted Catholic secondary schools, deliberately excluding public secondary schools and non-religious institutions. This delimitation allowed for a concentrated analysis that considered the unique traits and challenges of Catholic education in the Onitsha Archdiocese.

However, the study faced certain limitations associated with the bureaucratic nature of Catholic institutions. The decision-making process was frequently slowed down by the hierarchical structure of these organizations, which impacted on the accessibility and availability of relevant data. Securing the necessary permissions from higher authorities within the church further complicated the data collection process, as approval was generally required for research activities within religious settings. These bureaucratic hurdles delayed the research timeline and limited the study's comprehensiveness.

Several challenges were encountered during the data collection phase, particularly when engaging with teachers from the selected Catholic secondary schools. One significant challenge was the issue of awareness and acceptance among teachers. Many educators were not fully informed about the HRIS implemented in their schools, which resulted in gaps in their responses. Furthermore, some teachers exhibited resistance to participating in the study due to concerns about confidentiality or skepticism regarding the research's objectives.

Moreover, data reliability posed a concern. Given the potential for bias in self-reported data, there was a risk that teachers provided socially desirable responses rather than candid insights into their experiences with HRIS. This tendency impacted on the overall reliability of the collected data. Finally, variations in how HRIS was implemented across different schools led to inconsistent experiences among teachers, making it challenging to draw generalized conclusions from the gathered information.

1.7 Theoretical Framework

A theoretical framework is essential in research as it provides a foundational structure that connects existing knowledge with the new insights the study aims to generate (Ukwoma & Ngulube, 2021; Rotstein & Santamaría, 2022). In the social sciences, a well-defined theoretical framework is particularly important because it guides researchers in understanding key concepts, variables, and their interrelationships. This structured approach ultimately influences the interpretation of the collected data, leading to a more nuanced understanding of the findings (Kakati & Roy, 2021; Otoo, 2024). This research focused on how Human Resource Information Systems (HRIS) reflect the outcomes of Catholic high schools in Onitsha Archdiocese, Nigeria and stressed the importance of having a strong theoretical base to study this relationship.

To assess the effect of HRIS components—e-training, e-performance appraisal, employee self-service portals, and e-payroll systems—on teachers' performance, this study is grounded in three key theoretical frameworks: the Unified Theory of Acceptance and Use of Technology (UTAUT), Human Capital Theory, and the Theory of Dynamic Capabilities. Each theory provides a distinct perspective on how HRIS contributes to improving institutional effectiveness and student outcomes. However, the UTAUT framework cuts across the entire study and serves as the primary underlying theory guiding the research and offering a comprehensive lens for understanding technology adoption in educational settings.

The Unified Theory of Acceptance and Use of Technology (UTAUT) serves as the primary theoretical framework for this study, offering a complete model for comprehending how users adopt and utilize novel technologies. The model outlines four core constructs—performance expectancy, effort expectancy, social influence, and facilitating conditions—that shape an individual's behavioural intention and actual technology usage (Aljarboa & Miah, 2021). These constructs are further moderated by variables such as age, gender, experience, and voluntariness, which determine the extent to which each construct affects technology

adoption (Patil & Undale, 2023). In educational settings, UTAUT provides valuable insight into the factors that drive or hinder the adoption of Human Resource Information Systems (HRIS) among teachers, particularly in secondary schools (Buabeng-Andoh & Baah, 2020).

The expectation that a technology will improve job performance, i.e., performance expectancy—strongly predicts adoption, particularly on the part of teachers infusing HRIS into workflows. Teachers will more likely use HRIS when they notice that it improves teaching effectiveness, enhances lesson planning, and aids classroom management (Krismadinata et al., 2019). For example, HRIS tools such as self-service portals and performance appraisal systems provide teachers with valuable feedback, help monitor student progress, and enable access to professional development resources, which collectively contribute to better student outcomes and instructional quality (Distler et al., 2019). Similarly, effort expectancy, or the perceived ease of using the system, also plays a significant role. Teachers who find HRIS platforms, like e-training or e-payroll systems, intuitive and simple are more likely to incorporate them into daily practice, freeing time for instruction and reducing the burden of administrative tasks.

Social influence and facilitating conditions complete the UTAUT framework by addressing the environmental and social context of technology adoption. Social influence refers to the extent to which individuals perceive that people important to them (e.g., school leaders, colleagues, or parents) expect them to use a specific technology. When teachers observe others benefiting from HRIS or feel encouraged by their professional circle, they are more likely to adopt these tools themselves, leading to improved engagement and motivation (Buabeng-Andoh & Baah, 2020). Facilitating conditions are defined by the presence of technical support, infrastructure, and resources necessary for effective technology use. For HRIS adoption to succeed, teachers must have access to training and ongoing assistance. Without these conditions, even highly motivated educators may struggle to fully utilize HRIS functionalities. As such, UTAUT offers a practical and research-based lens for evaluating how HRIS affects teacher performance in Catholic secondary schools (Distler et al., 2019).

Theoretical Framework

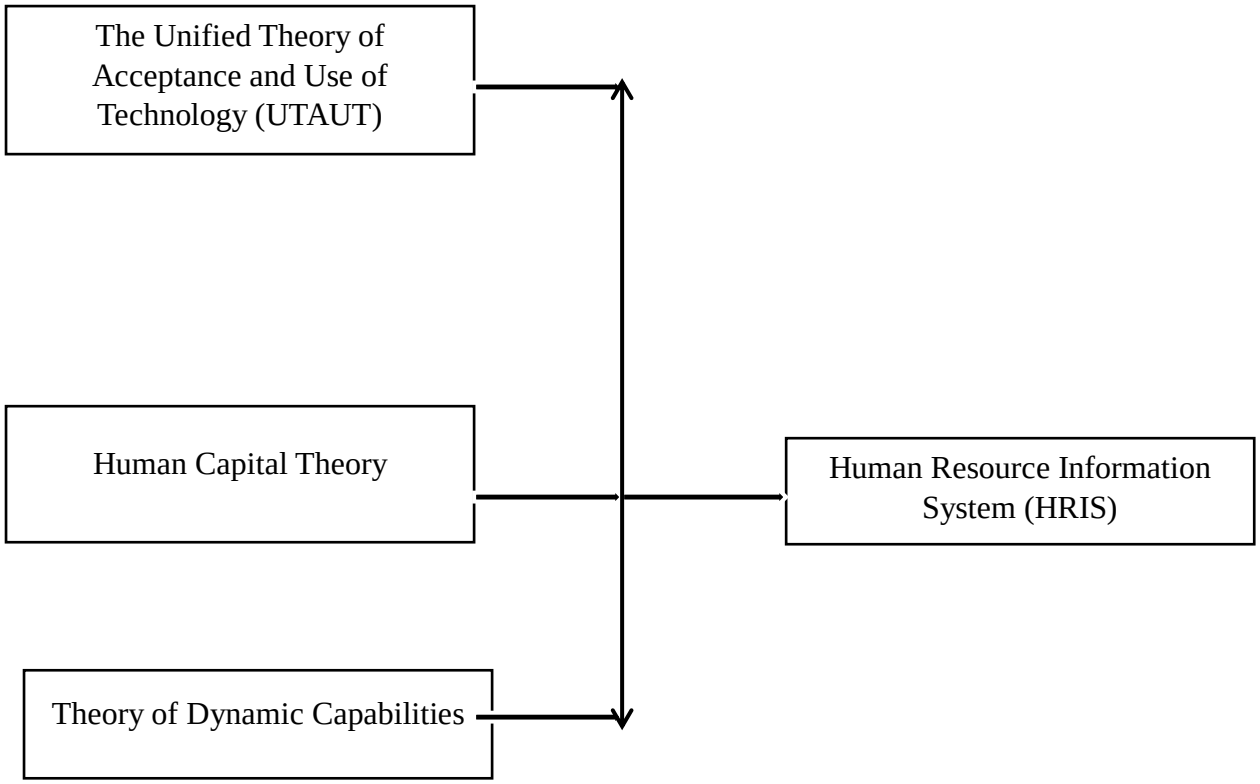

Figure 1.1 Theoretical Framework

1.8 Conceptual Framework

The conceptual framework serves as a tool for analyzing the relationships between variables (Kaki et al., 2023). Scholars such as Sabiu et al. (2019), Otoo et al. (2020), and Gile et al. (2022) have explored the influence of human resource management practices, including information systems, on teacher performance in the organization. Notably, the implementation of Human Resource Information Systems (HRIS) has been demonstrated to affect the performance of educational institutions (Sabiu et al., 2019; Otoo et al., 2020). This study examined the relationship between HRIS and performance of Catholic secondary schools in Onitsha Archdiocese of Nigeria. It employed independent and dependent variables, where the independent variable is the factor that the researcher manipulates or controls, while the dependent variable represented the outcome or effect that the researcher measured or observed (Guglielmetti et al., 2021).

The independent variables in this study included the e-training information system, e-performance appraisal information system, employee self-service portal, and e-payroll information system. The moderating variable was the school size. The dependent variable was teacher performance in the Catholic secondary schools in Onitsha Archdiocese of Nigeria. The relationship between the variables of interest was shown in the figure below

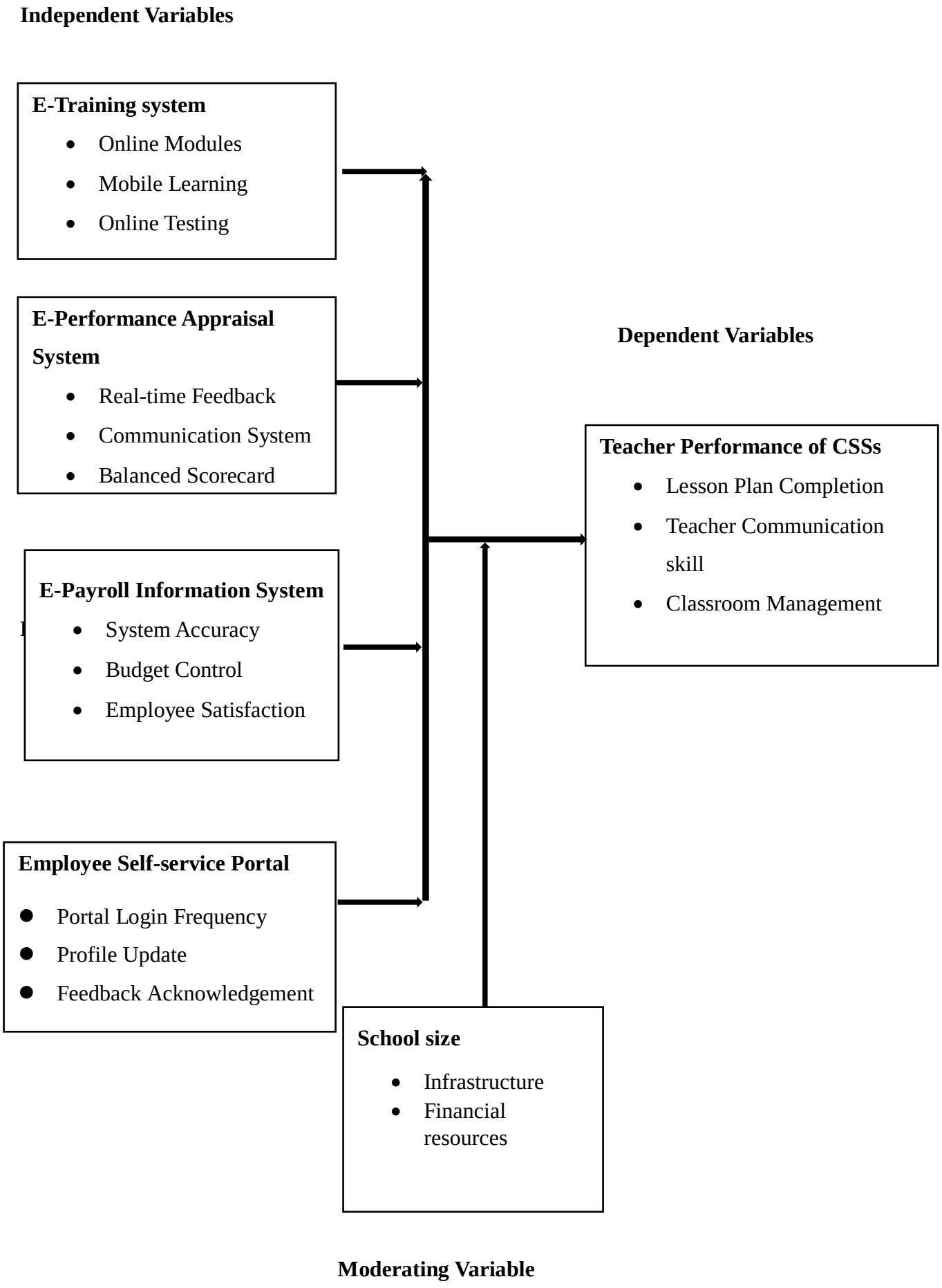

Figure 1.2 conceptual framework

1.8.1 E-Training information System

E-training information systems improve teacher performance through digital platforms like online modules and mobile learning (Wang et al., 2020). These tools support skill updates and personalized learning. Teachers with high tech self-efficacy are more likely to integrate technology effectively, enhancing student outcomes (Zhang & Nanumaker, 2023). E-training boosts subject knowledge, teaching strategies, and engagement (Awe, Balcita & Palaoag, 2020).

1.8.2 E-Performance Appraisal Information System

E-performance appraisal information system enables real-time, objective evaluations aligned with academic goals. It provides feedback that guides improvement, motivation, and accountability (Wamundila, 2020; Prasetiyo et al., 2021; Zhang, 2022). By recognizing performance and encouraging growth, it enhances teaching quality and professional development.

1.8.3 E-Payroll Information System

E-payroll information systems ensure prompt, accurate payments, reducing stress and improving job satisfaction (Murla et al., 2020; Masele & Kagoma, 2021). This increases trust in administration and boosts morale, leading to better instructional delivery and commitment (Alonzo et al., 2024; Madu et al., 2022).

1.8.4 Employee Self-Service Portal

Self-service portals give teachers access to HR services like payroll and leave, saving time and enhancing focus on teaching (Shaltoni et al., 2019; Ayeni, 2020). They promote transparency and professionalism, which improve teacher satisfaction and performance (Ковалева & Khachatryan, 2021).

1.8.5 School Size (Moderating Variable)

School size shapes performance through access to resources and teacher-student interaction. Small schools support personalized teaching and satisfaction (Muta, 2020), while larger ones

offer better facilities but may reduce interaction quality due to class size (Bryson et al., 2020; Panjaitan, 2023).

1.8.6 Teacher Performance at the Catholic Secondary Schools

Teacher Performance is measured through lesson planning, communication, and classroom management (Enemuo & Onyenwe, 2020). Effective planning ensures structured teaching, while good communication and discipline foster student engagement and academic success (Akporehe & Asiyai, 2023).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review is a vital part of any research, providing a clear understanding of the theoretical background and existing knowledge related to the study topic (Qian, 2023). This chapter examined the effect of HRIS on the teachers' performance at the Catholic secondary schools, focusing on components such as e-training information system, e-performance appraisal information system, e-payroll information system and employee self-service portals. Drawing from journals, research publications, periodicals, and other relevant sources, the chapter reviewed key theories, analyzed empirical findings, and identified knowledge gaps in the current literature.

2.1 Review of Theories

The Human Resource Information System, which links Human Resource Management (HRM) with Information Technology (IT), is essential to improving the performance of teachers. As noted by Davarpanah and Mohamed (2020), HRIS provides an integrated system for retrieving up-to-date information from a centralized database, which supports teachers in managing their workloads more effectively. This research was directed by three key HRIS theories: The Unified Theory of Acceptance and Use of Technology (UTAUT), the Human Capital Theory, and the Theory of Dynamic Capabilities.

2.1.1 The Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) was created by Venkatesh et al. in 2003, integrating eight earlier conceptualizations, including the Theory of Reasoned Action, Action, the Technology Acceptance Model (TAM) and the Theory of Planned Behavior. This integrative model offers a comprehensive explanation of how individuals accept and use technology by focusing on four primary constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions (Momani, 2020; Mohamed et al., 2021; Ukwoma & Ngulube, 2021). These core constructs influence users' behavioral intentions and actual usage behavior, while demographic and contextual variables such as age, gender, experience, and voluntariness of use act as moderators (Aljarboa &

Miah, 2021; Patil & Undale, 2023). Performance expectancy is how much people believe that applying a given technology will enhance their workplace performance. It has been shown to be one of the most potent predictors for adoption in various workplaces. Educators will use HRIS and other such systems more readily if they perceive that such technology will make them better teachers and better performers as a whole. Closely related is effort expectancy, which reflects the perceived ease of use, and the complexity involved in integrating technology into teaching practices. When teachers find HRIS platforms simple and user-friendly, they are more inclined to incorporate them into their routine tasks, leading to increased efficiency and better outcomes.

Another key construct, social influence, is instrumental in shaping teachers' attitudes toward new technologies. It reflects the degree to which individuals feel that important people—such as colleagues, school administrators, students, or even parents—expect them to use a specific technology. When teachers observe others benefiting from HRIS or receive encouragement from their professional community, they are more likely to adopt and engage with the system.

The fourth construct, facilitating conditions, relates to the accessibility of the necessary infrastructure, resources, and support systems for optimal use of the technology. For teachers to make the most of HRIS, they must have access to adequate training, consistent technical assistance, and reliable infrastructure. These conditions create an enabling environment that supports seamless integration of HRIS into teaching practices, ultimately enhancing teacher performance. UTAUT is particularly relevant for education, as it provides a practical framework for understanding how teachers interact with technologies like HRIS in the school environment (Buabeng-Andoh & Baah, 2020).

Despite its strengths, UTAUT is not without limitations. While it is robust and generalizable across contexts, critics argue that it can oversimplify the complex dynamics of technology adoption, especially in education. The model does not fully account for individual differences such as personal innovativeness, emotional readiness, or past experiences with technology, which can significantly affect adoption outcomes (Alshehri et al., 2019; Abbad, 2021). In school settings, where pedagogical styles, resource availability, and student needs vary, these omitted variables are critical. Furthermore, UTAUT’s limited focus on social-emotional influences, such as anxiety or motivation, reduces its explanatory power in real-life classroom environments (Patil & Undale, 2023). Although it remains a widely used and valuable theoretical model, scholars recommend adapting or extending UTAUT to better capture the

nuanced realities of educational technology use, particularly in faith-based or resource-constrained settings like those in Nigeria's Catholic school system.

In relation to Catholic secondary schools in the Onitsha Archdiocese, UTAUT effectively explains how teachers adopt e-training information systems. Performance expectancy evaluates whether teachers believe that the e-training system improves their instructional quality and professional growth (Krismadinata et al., 2019). For example, items such as "I expect the E-Training system to improve my teaching capabilities" help measure this construct. Effort expectancy assesses how easy the system is to use and is measured by items like "I find it effortless to access training materials." When teachers perceive HRIS platforms as helpful and accessible, it encourages them to integrate them into teaching practices. Moreover, social influence—encouragement from school leaders or peers—and facilitating conditions, such as access to technical support and infrastructure, also play key roles in promoting consistent HRIS usage (Distler et al., 2019). Research further supports this; studies show that teachers' intentions to adopt digital tools, including e-training and mobile learning platforms, are strongly influenced by perceived usefulness, ease of use, and peer support (Buabeng-Andoh & Baah, 2020; Kim & Lee, 2020; Hou et al., 2022).

2.1.2 Human Capital Theory

Human Capital Theory was notably advanced by Theodore Schultz and Gary Becker in the 1960s, with Becker's influential book *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education* (1994) laying the theoretical foundation. Schultz emphasized the role of education in improving individual productivity, while Becker formalized how investments in health, education, and skills translate into increased income and organizational effectiveness. Though rooted in earlier economic ideas from Adam Smith, who emphasized human labor as a driver of growth, Schultz and Becker expanded this notion to include both tangible investments (e.g., infrastructure and tools) and intangible investments (e.g., skills, education, and well-being) in enhancing performance (Osiobe, 2019). 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. Scholars argue that it oversimplifies the link between education and productivity by neglecting social, cultural, and institutional contexts that affect outcomes. It

often assumes equal access to resources, disregarding disparities in educational quality and infrastructure. Additionally, 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). Furthermore, it considers education to be a uniform commodity, failing to capture the diversity in learning experiences. Due to these limitations, researchers advocate for integrating Human Capital Theory with complementary models—such as UTAUT—to better understand the interplay between technological, human, and institutional dynamics in educational improvement (Patrinos, 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 and the Employee Self-Service Portal. These HRIS tools represent strategic investments in teachers' development and administrative autonomy. E-Performance Appraisal Systems support structured feedback, performance tracking, and growth-focused evaluations—measurable components of human capital enhancement (Jaffe-Walter & Fancsali, 2020). For instance, metrics such as frequency of feedback, lesson quality, and classroom management offer insights into teacher effectiveness and instructional impact. Simultaneously, the Employee Self-Service Portal empowers teachers to manage their HR profiles, access development opportunities, and track their growth, promoting autonomy and a sense of professional ownership (Byrd, 2020). Both tools facilitate continuous learning, targeted support, and increased engagement—core outcomes aligned with the human capital investment model. This framework justifies the integration of HRIS in education as a pathway to raise teacher effectiveness and student outcomes (Patrinos, 2019).

2.1.3 Theory of Dynamic Capabilities

The Theory of Dynamic Capabilities was originally introduced by Teece, Pisano, and Shuen (1997) to address limitations in the traditional resource-based view of the firm. While earlier theories emphasized existing resources for competitive advantage, Teece et al. argued that in rapidly changing environments, firms need to continuously integrate, build, and reconfigure internal and external competencies to adapt and thrive (Denrell & Powell, 2020). The theory posits that sustained success depends on the organization’s ability to sense opportunities, seize them, and transform operations accordingly (Medeiros et al., 2020). Since its introduction, the theory has been widely applied in fields like information systems and

strategic management, making it highly relevant to educational institutions navigating digital transformation and performance improvement (Yuan, 2023).

Despite its contributions, the Theory of Dynamic Capabilities faces several critiques. Scholars argue that it lacks clear definitions and measurable constructs, making empirical testing difficult. This ambiguity often results in inconsistent interpretations and challenges in applying the theory across varied organizational contexts (Wilden et al., 2020). Additionally, the theory is sometimes seen as tautological, as it explains successful outcomes by referring to capabilities that are, themselves, defined by success. Critics also note its weak grounding in practical management principles, which limits its applicability for decision-makers seeking actionable strategies (Steininger et al., 2022). Nonetheless, meta-analyses confirm its relevance, with studies showing a positive link between dynamic capabilities and organizational performance (Bitencourt et al., 2019). Scholars continue to advocate for refining its constructs and aligning it with measurable performance indicators to enhance its empirical and managerial utility (Drydakis, 2022).

In relation to Catholic secondary schools in the Onitsha Archdiocese, this theory offers valuable insights into how the adoption of an e-payroll information system enhances teacher performance through organizational adaptability. Transparency and accessibility of payroll information build trust and reduce administrative friction, fostering a stable and responsive environment. Additionally, features like real-time updates in compensation and seamless integration with other HR modules (e.g., performance appraisal and self-service portals) improve coordination and operational efficiency—critical attributes of dynamic capabilities (Amrullah et al., 2019). A user-friendly e-payroll system that empowers teachers to manage their payroll tasks independently contributes to autonomy, reduces errors, and ensures prompt remuneration, thus boosting morale and professional commitment. This flexibility boosts teacher satisfaction while also supports the institution’s expanded capacity to adjust to internal and external changes.

2.2 Empirical Literature Review

The growing competition of the 21st century has compelled organizations, including educational institutions, to develop strategies to sustain high levels of teacher performance (Qian, 2023). Consequently, numerous studies have investigated the factors influencing teacher performance, particularly concerning training, performance appraisal systems,

payroll, and employee self-service portals (Alsalami, 2022; Haris et al., 2021). This section reviewed empirical research specifically related to the how Human Resource Information Systems (HRIS) in enhances teacher performance, with a particular focus on their application in Catholic secondary schools within the Onitsha Archdiocese. The aim of this section was to analyze the empirical studies regarding the relationship between HRIS and teacher performance outcomes, assessing the research objectives, methodologies, and key findings to gain a deeper insight into how HRIS contributes to improving teacher performance in these institutions.

2.2.1 The Influence of the E-Training Information System on Teacher Performance

In a study conducted by Anho (2022), the impact of E-Training Information Systems (ETIS) on teacher performance in secondary schools in Delta State, Nigeria, was examined. The research focused on how the integration of electronic media into training could enhance teachers' knowledge, skills, and overall job performance, particularly concerning principals' administrative tasks. Applying Hull's behavioral framework of the stimulus-organism-response (S-O-R) theory, this research investigated teachers' reaction to administrative stimuli within the learning context and how e-training impacted this. A correlational descriptive survey method and ex-post-facto design were employed, targeting a population of 15,356 participants, which included 479 principals and 14,877 teachers. Through stratified random sampling, 659 respondents were selected, comprising 188 principals and 471 teachers from three senatorial districts and local government areas. Data was gathered through two self-designed questionnaires, and findings were that there existed a positive correlation between principals' utilization of e-training tools and teachers' work performance, even with the incomplete adoption due to poor ICT infrastructure.

These findings supported the first objective of the ongoing study by demonstrating that e-training systems have a measurable positive influence on teacher performance. Specifically, the study confirmed that when electronic training tools are integrated into school management practices—even partially—they contribute to improving teachers' knowledge, skills, and job effectiveness. This directly aligned with the objective of assessing how E-Training Information Systems affect teacher performance in Catholic secondary schools in the Onitsha Archdiocese, suggesting that similar outcomes could be anticipated in this context when such systems are effectively implemented.

Similarly, the study conducted by Syahmaidi et al. (2021) focused on using an E-Training Information System (ETIS) to improve teacher performance in vocational education. The research aimed to design an effective e-training model using Computer Assisted Instruction (CAI) to develop the pedagogical competencies of prospective vocational teachers, with the goal of producing high-quality graduates. Employing a Research and Development (R&D) approach, the study progressed through stages of needs analysis, design, and evaluation. It identified key pedagogical skills needed in vocational education and used this information to create an e-training model. The model included planning, implementation, and evaluation phases, incorporating pre-tests and post-tests to measure competency development. Although the study did not mention a specific theoretical framework, it was based on instructional design principles. Data collection tools included pre-tests, post-tests, and evaluation grids to assess skills such as syllabus creation, lesson planning, and teaching material development. The findings demonstrated that the ETIS was effective in improving pedagogical competencies, with significant improvements in student performance after training.

These findings relate directly to the ongoing study, which seeks to examine the influence of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The demonstrated improvements in pedagogical skills and instructional planning align with the goal of assessing how such systems can enhance teacher effectiveness and, consequently, student learning outcomes in faith-based educational settings.

Sundari et al. (2024) conducted a study on the development of digital modules as part of an E-Training Information System for physics education. The study utilized a mixed-methods design, integrating both quantitative and qualitative methods to determine the needs of Padang high school physics teachers. The research focused on high school physics teachers in Padang, Indonesia, with a population estimated to be around 50 teachers actively involved in teaching secondary level physics. From this population, a purposive sample of nine teachers was selected to capture a diverse range of instructional practices and experiences. The researchers collected data using validated questionnaires to assess current teaching materials and instructional challenges, along with semi-structured interviews to gain deeper qualitative insights. The quantitative findings, analyzed using descriptive statistics, indicated that 83% of teachers relied on printed materials, while 86% had never used digital teaching tools. The qualitative analysis, conducted through thematic coding, revealed a strong interest in

instructional improvement, with 83% of respondents supporting the development of digital learning materials. Teachers emphasized the potential of resources based on the Predict-Observe-Explain (POE) model to enhance students' understanding of physics concepts such as kinematics.

The findings of this study relate directly to the first objective of the current research, which aimed to assess the influence of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The unwavering support among teachers for the use of digital modules demonstrates a clear recognition of the value of technology-enabled training in improving pedagogical effectiveness. These results suggested that implementing E-Training systems could enhance teachers' instructional strategies and subject delivery, ultimately leading to better student outcomes—thereby aligning with the goal of evaluating how such systems affect teacher performance.

Another study by El-Sofany and El-Haggar (2020) investigated the effectiveness of mobile learning (M-learning) techniques, a key component of e-training information systems, in improving learning outcomes in higher education. The study employed a descriptive research design and was conducted in Saudi Arabia at the Community College of Dammam and King Khalid University. The population consisted of second- and third-year computer science students, out of which 200 students were sampled. Data were gathered employing two structured questionnaires that examined students' satisfaction with M-learning, flexibility of mobile device usage, and improvements in technological skills. The findings showed that students had a positive perception of mobile learning, indicating high satisfaction with features such as continuous interaction and increased skill acquisition.

These findings supported the first objective of the current study, which was to examine the influence of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. Although the study focused on students, the demonstrated effectiveness of mobile learning in increasing user engagement and skill development suggested that similar e-training tools can be valuable in teacher professional development. The positive reception of mobile-based training aligned with the view that digital learning systems could significantly improve instructional skills and knowledge delivery, thereby contributing to improved teacher performance.

Al-Amri et al. (2020) carried out a study on the challenges in developing mobile training content for improving engagement in mobile learning environments. The research made use of a systematic mapping study (SMS) research design and aimed to explore common obstacles in designing effective mobile learning content. The population comprised academic research articles on mobile learning published between 2009 and 2019. From an initial pool of 194 studies, a sample of 58 articles was selected based on defined inclusion and exclusion criteria. Data collection focused on extracting keywords, abstracts, and findings from these articles, and the analysis categorized key challenges related to pedagogy, technology, and content management.

The findings revealed that content development for mobile learning faces several issues, including lack of interactivity, technological limitations, and insufficient instructional alignment. These results relate to the first objective of the current investigation, which examines the influence of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The study draws focus to the importance of well-designed, interactive training content for effective digital learning. Addressing these challenges in e-training systems can lead to improved teacher engagement, skill development, and performance in classroom settings.

Nikolopoulou et al. (2020) examined the readiness of K-12 teachers in Greece to adopt mobile learning, a key component of E-Training Information Systems (ETIS). The study utilized a descriptive research design and aimed to assess how prepared teachers were to integrate mobile learning into classroom instruction. The population included K-12 teachers from various educational levels across Greece, and the sample consisted of 920 teachers selected through voluntary participation. The study relied on a structured questionnaire as the primary data collection tool, focusing on four main factors: perceived possibilities, benefits, preferences, and external influences related to mobile learning.

The findings showed that teachers generally held positive views toward mobile learning, and those with prior ICT training or classroom experience using mobile devices expressed significantly more favorable attitudes. Interestingly, age and gender had no significant influence, although elementary school teachers were more inclined to adopt mobile learning than their high school or vocational counterparts. These findings relate directly to the first objective of the current study, which examines the effect of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The

positive impact of ICT exposure and digital training highlights the importance of structured e-training systems in improving teacher readiness, confidence, and overall performance in the integration of technology into teaching.

Maphalala and Adigun (2023) investigated the experiences of academic staff in implementing e-learning at a South African higher education institution. The study utilized a qualitative descriptive research design grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT) to study the variables or drivers shaping the adoption and use of e-learning technologies. The population consisted of academic staff members with at least three years of experience teaching undergraduate programs and integrating e-learning into their curricula. From this, a purposeful sample of ten academic staff and one IT professional was selected. Data were gathered by conducting semi-structured interviews and focus group discussions focusing on Moodle usage, ICT infrastructure, staff development, and challenges related to e-learning adoption.

The findings from thematic content analysis revealed five main themes: the importance of sustained technical support and skill development or training, the importance of ICT infrastructure and internet access, and challenges related to e-learning adoption, content development, and teaching evaluation. These findings support the first objective of the present study, which seeks to examine the influence of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The emphasis on staff development and infrastructure as key enablers of effective e-learning highlights how similar conditions are essential for successful integration of E-Training systems, ultimately enhancing teacher effectiveness and instructional quality.

Nasiatin et al. (2023) conducted a study on the role of e-training information systems in enhancing human resource management (HRM) efficiency within management development training institutions. The research employed a quantitative research design and aimed to investigate the effect of information and communication technology (ICT) tools on HRM practices. The study population of 300 HRM staff working across various management development institutions in Lagos State, Nigeria, provided the basis for sampling. From this group, a sample of 177 HR staff was selected. Data were collected and analyzed utilizing regression analysis to examine the connection involving the application of e-training information systems and HRM efficiency.

The results indicated a strong positive link or correlation between the adoption of e-training information systems and improved HRM efficiency. This draws attention to the benefit of ICT in boosting employee skills, optimizing training delivery, and improving organizational performance. These findings align with the first objective of the current study, which is to examine the effect of E-Training Information Systems on teacher performance at the Catholic secondary schools in the Onitsha Archdiocese. The positive outcomes observed among HR professionals suggest that similar digital training platforms, when applied in educational contexts, can strengthen teachers' instructional competence and promote better learning outcomes.

Hussein and Farhan (2023) conducted a study on The Influence of E-Training Information Systems on the Development of Skills for Designing Electronic Courses among Arabic Language Teachers in Colleges of Education in Iraq. The study was designed to assess the efficiency of e-training information systems in developing Arabic language teachers' skills for designing electronic courses—a critical competency in modern learning environments where the use of electronic courses is prevalent. The study applied a descriptive research design, and it was carried out among Arabic language teachers at institutions of education throughout Iraq. The target population consisted of 320 Arabic language teachers, of whom 145 teachers were randomly sampled to be involved in the research.

The findings indicate that the e-training system significantly contributed to enhancing teachers' electronic course-designing capabilities. When analyzed by background characteristics such as gender, years of experience, or level of academic degree, there were no significant variations in the performance of the learning system. These results directly validate the study's hypothesis through the exhibition of the universal applicability as well as equity of e-training systems. The absence of variance across demographic subpopulations suggests that the system can be applied universally and equally across institutions. The study, therefore, highlights the merit of investing in e-training systems as a mechanism of continuous professional learning among instructors, ultimately leading to better-informed content production and academic performance by teachers in higher education

Elmabaredy (2024) conducted a study on Developing an Online Program Using Moodle to Improve Student Teachers' Skills in Utilizing Digital Platforms According to Egypt's Vision 2030. The key focus of the study was to investigate the effect of an e-training information system on teacher performance, focusing particularly on student teachers' utilization of

digital platforms. The study used an experimental research approach and was conducted at Suez University, at the Faculty of Education. The study population was 90 third-year student teachers studying scientific majors like biology, math, and chemistry. Of this population, a sample of 35 students was randomly drawn to be included in the study. The study applied the ADDIE guidance strategy—made up of Analysis, Design, Development, Implementation, and Evaluation—as the theoretical framework for creating the e-training program via Moodle.

The results from the study indicated statistically significant gains by the participants both in cognitive achievement as well as practical application of the skills of the digital platforms following the intervention. The gains were measured through a test of cognitive achievement as well as an observation checklist given before and after the training. The findings confirmed the capability of the e-training information system to promote performance-related competencies among student teachers. The results were directly related to the purpose of the study, supporting that carefully designed e-training programs are capable of impacting teacher performance by enhancing technological competencies and preparedness for contemporary classes. The study supports the necessity of incorporating technological training platforms into the education of teachers to address country-level development objectives like Egypt's Vision 2030.

Finally, Dahri et al. (2024) investigated Teachers' Training through Mobile Learning: A Task-Technology Fit Perspective. The major aim of the research study was to investigate the influence of e-training information systems on teachers' performance. The study was conducted at the Provincial Institute for Teacher Education, Sindh, Pakistan, with a quantitative research approach. The researchers aimed to explore the influence of mobile learning platforms on teacher professional capacity and teacher satisfaction. The target population of the study was 563 schoolteachers who participated in mobile-based training modules in the 2022–2023 academic calendar, and all the teachers of this group were included as the sample, so the sample size was 163. The study evaluated the relationship between significant factors—such as content quality, system quality, information quality, past experience, and mobile self-efficacy—and teacher engagement, as well as teacher performance.

Through data analysis using Structural Equation Modeling (SEM), the findings revealed that mobile learning improved teachers' content expertise, pedagogical capabilities, as well as professional participation. The results showed that teachers' performance levels and levels of

job satisfaction depended on high-standard content for training, immediate feedback, as well as sound instructional design. These results had high applicability to the first objective of the current study, verifying that systems of e-training provided over mobile platforms can significantly influence teacher performance. The analysis emphasized the necessity for institutions to invest in mobile learning tools that match the requirements of teachers as well as technology expertise, given that such tools lead to significant professional development as well as higher levels of instruction at schools.

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

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.

Hairul et al. (2024) have investigated The Impact of the E -Performance Appraisal Information system on Employee Performance via Spiritual Motivation at the public sector in Indonesia. The research targeted the Regional Office of the Ministry of Religion at the Riau Islands Province to gauge the effect of the e-performance appraisal information system in addition to education and competence affecting employee performance, mediated by spiritual motivation. The study used a quantitative approach, rooted in theory about performance management, and motivation theory, particularly those concerning spiritual health. The study population was 104 employees, with the whole population as the sample by purposive sampling. The data gathered were obtained through structured questionnaires, while analysis was conducted utilizing Structural Equation Modeling (SEM) by SmartPLS 3.0 to measure the relationships between the variables.

The analysis uncovered that there was a strong positive influence of the e-performance appraisal system on employee performance, along with an increase in spiritual motivation, which directly influenced performance results. Education and competence, however, did not have an immediate influence on performance, although they positively influenced spiritual motivation, which was an indirect route to performance change. These results are directly related to the objective of this study, that is, to explore the performance influence of e-performance appraisal systems. The results emphasize the necessity to integrate spiritually motivating practices into performance appraisal systems and indicate that while education and technical competence are important, they might have an influence on performance by way of more profound motivating forces. The research emphasizes the function of the e-performance appraisal system not only as an administrative tool, but as an enabler of quantifiable productivity, along with intrinsic motivation within the workplace.

The study by Ullah et al. (2021) investigates the perceived accuracy of electronic performance appraisal (e-PA) systems within the context of a non-profit organization, specifically the Shaukat Khanam Cancer Hospital and Research Center in Pakistan. The research focuses on how employee perceptions regarding appraisal accuracy are influenced by factors such as rater competence, clarity of expectations, and the availability of an appeal platform. Employing equity theory, expectancy theory, and feedback intervention theory as its theoretical foundations, the study aims to understand how perceptions of fairness and

opportunities for feedback impact employees' attitudes toward performance appraisals. The study employs a cross-sectional, descriptive, and explanatory research design and collects data with a close-ended questionnaire administered to 500 randomly chosen workers and returned by 352 respondents. Analyzing the data with the help of Structural Equation Modelling (SEM) reveals that rater competence and the availability to appeal both have a notable influence in forming workers' beliefs of appraisal correctness.

The study found the perceptions of fairness and accuracy in the Electronic Performance Appraisal Information System (EPAIS) were significantly influenced by rater competence and the employee's ability to appeal appraisal outcomes. These factors, in turn, positively affected employee motivation and engagement, which ultimately enhanced overall performance. Although the study was conducted in a nonprofit health organization, the implications are directly relevant to teacher performance, especially in educational settings where transparency and fairness in evaluations play a crucial role in shaping professional behavior. These findings support the objective of understanding the role of EPAIS on teacher performance by showing that when teachers perceive the appraisal system as fair and accurate—backed by competent evaluators and opportunities for feedback or appeal—they are more likely to stay motivated, engaged, and committed to their teaching responsibilities. This suggests that in schools, especially faith-based or nonprofit educational institutions, the implementation of a transparent and well-managed EPAIS can significantly enhance teacher performance by reinforcing trust, encouraging professional growth, and fostering accountability.

Chasanah et al. (2023)'s study in Indonesia focused on The Influence of E-Performance Appraisal Information Systems and Employee Competence on Civil Servant Performance with Motivation as a Mediating Variable. The study utilized descriptive research design under the backdrop of performance management theory. The study focused on the education office employees of the Sukomoro District of East Java. The study's population included 34 employees, for whom 31 employees were selected using the Isaac and Michael (2016) sample size formula. The data were collected via structured questionnaires, and different measures were employed to test the reliability and validity of measures. The path analysis method was employed to test the link between E-Kinerja (e-performance appraisal) and competence, motivation, and employee performance.

The analysis established that the E-Kinerja system was not directly related to employee motivation. Employee capability, however, was seen to have a significant contributory effect on motivation, while motivation positively influenced employee performance. These results are pertinent to the study objective—E-Performance Appraisal Information System's influence on teachers' performance—by suggesting that the appraisal system may have no direct influence on performance but that its success might be conditional on other variables, such as employee competence and motivation. In education, this implies that teachers must be provided with support to develop competencies, as well as motivation support, so they can harness the benefits of e-performance appraisal systems to deliver better performance outcomes.

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.

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.

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.

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.

2.3.3 The Effects of E-Payroll Information System on Teacher Performance

Wibawa et al. (2022) investigated the Effects of E-Payroll Information System on Internal Control Effectiveness among higher education institutions in Jakarta, Indonesia. The research employed the descriptive design. The research population was 57 employees, while the researchers utilized the census method of sampling, where all members of the population were included. Structured questionnaire distributed via Google Forms was employed as

instrument to gather data. For data analysis, IBM SPSS was employed with multiple regression analysis. data, to research the correlation between the e-payroll information system and efficiency of the internal controls.

Findings showed that the partial effect of the e-payroll information system was substantial, explaining 92.5% of variance related to the effectiveness of internal controls. The high correlation indicates the system's ability to promote accuracy, transparency, and efficiency in payroll procedures. The results find applicability to The Effects of E-Payroll Information System on Teacher Performance, where efficient payroll systems have the advantage of promoting better teacher performance through timely and correct payment, less administrative errors, improved job satisfaction and motivation, and so on. The integration of e-payroll systems into educational institutions has the potential to boost teacher morale and performance by fostering greater trust in organizational processes.

Olumoh et al. (2024) examined the influence of electronic payroll information systems on the performance of the University Teaching Hospitals (UTHs) of Kwara State, Nigeria. The study was an attempt to address payroll management challenges that contribute to financial performance, as well as employee satisfaction, at these institutions. The research question at the center was to determine whether there is a substantial effect of electronic payroll information systems in the financial and operational performance of UTHs. Descriptive survey research was employed as the design, four teaching hospitals were targeted with a population of 320 staff members, and 178 were sampled via Taro Yamane's. The data required for analysis involved the use of a structured, closed-ended question, while data analysis entailed the use of descriptive statistics as well as inferential statistics, where Ordinary Least Squares (OLS) regression was applied.

The results demonstrated electronic payroll information systems to have played an important part in the performance of the hospitals, whereas the payroll internal control system did not have a significant influence. These results are pertinent to the objective The Effects of E-Payroll Information System on Teacher Performance by proving that effective electronic payroll systems increase institutional performance by making finance more accurate, eliminating errors, and providing timely payment. In an educational setting, these improvements can generate higher teacher satisfaction, less administrative workload, and more motivation—all contributing to improved teacher performance. Implementing an

efficient e-payroll system within schools, therefore, can have an important role to play in enhancing teacher proficiency as well as school outcomes.

Similarly, Violina (2020) did a study entitled "The Effect of Accounting Information System Payroll and Internal Control to The Performance of Employees" at PT Oasis Waters International, Cabang Bandung, Indonesia. The research applied the quantitative method where the research administered a structured questionnaire to obtain data from 50 sampled workers involved in managing payrolls. The population of the study was 60 workers. Multiple linear regression data analysis by SPSS software was employed to test the association between the e-payroll information system, the internal control system, and worker performance.

The results showed a strong positive connection between the e-payroll information system and employee performance. The evidence points to the conclusion that efficient payroll systems, coupled with proper controls, have an indirect positive impact on employee productivity. These results apply to the objective of "The Effects of E-Payroll Information System on Teacher Performance" by way of establishing that the use of efficient e-payroll systems in schools can make teachers perform better. The systems can facilitate promptness and accuracy in salary disbursements, eliminate administrative errors, and lesson job dissatisfaction, thus raising teacher morale and performance.

Aminudin and Saripudin (2021) conducted an Analysis and Design of Employee Payroll Accounting Information System at Public Accounting Firm of Tasnim, Fardiman, Sapuan, Nuzuliana, Ramdan & Partners to assess current procedures at the firm. The research was to ascertain inefficiencies caused by manual operations and to recommend an enhanced system. Using a descriptive design, the study considered a population of 15 payroll management employees with a sample size of 10 participants. The data was collected using system analysis methods, such as flowcharts and Data Flow Diagrams (DFDs), to represent current procedures and illustrate areas of improvement.

The results pointed to some glaring inefficiencies of the manual payroll system, including the time-consuming process of calculations as well as high error potential. These results prompted the suggestion of utilizing an electronic payroll information system to increase accuracy and operational efficiency. In the case of the aim to examine the impact of the adoption of e-payroll information systems on teachers' performance, this research emphasizes

that the transition to electronic payroll systems can automate the work of administration, reduce errors, and conserve time. In a teaching environment, such enhancements can make teachers allocate more time to instructions, and in turn, enhance overall performance.

In addition, Prastiwi et al. (2023) conducted a study titled "The Influence of Payroll and Internal Control to Accounting Information System Effectiveness" in PT Pratama Palm Abadi. The research was designed to quantify the effect of payroll and salary data systems to the effectiveness of internal control. Employing descriptive research, the research surveyed 70 employees were employed to use structured questionnaires. Multiple linear regression with the aid of SPSS version 23 was also employed to analyze the data. The findings were consistent that both the payroll and the salaried information system impacted the effectiveness of the internal control since it is established that the enhancements done to both result in improved internal controls.

Relating the results to the aim of studying the effect of electronic payroll systems on teachers' performance, the study suggests that adopting strong electronic payroll systems has the capability to make educational institutions' controls even stronger. To teachers, this might mean timely and correct salary payments, less error-prone administration, and transparency of payroll procedures. These aspects are certain to make teachers more satisfied and motivated at work, increasing thereby the teachers' performance.

Ahmed et al. (2023) examined the Web-based Payroll Management System: Design, Implementation, and Evaluation to automate payroll systems within the Kurdistan Region of Iraq. The study evaluated the efficiency of payroll management through the application of the Web-based Payroll Information Management System (WPMIS) adoption. Using a descriptive research paradigm, the study sampled 150 employees of the payroll department, out of which 25 participants were considered. The data was gathered using usability surveys, and analysis depicted that the efficiency of payroll management as well as the level of user satisfaction improved significantly with the use of the WPMIS to an extent of 87.8% usability satisfaction.

These results are related to the aim of examining the effect of e-payroll systems on teachers' performance. The adoption of such systems by schools can automate payroll, minimize errors, and increase transparency, thus promoting job satisfaction for teachers. Better

management of payroll can lead to improved financial management and operational efficiency that is key to supporting and promoting teacher performance.

In another study, Ike et al. (2023) investigated "Integrated Personnel and Payroll Information System and Public Financial Management in Nigeria's Public Service" that explored the effect of the Integrated Personnel and Payroll Information System (IPPIS) on Nigeria's public financial management. The study used the mixed-methods approach, integrating qualitative as well as quantitative methods. The study was targeting 676 employees in the public sector, from whom the sample size of 251 respondents was chosen by the Taro Yamane formula. The data were collected through surveys as well as interviews, and the analysis confirmed that the deployment of IPPIS facilitated timely payment of salaries as well as the elimination of leakages of money in Nigeria's public sector.

These results are relevant to the objective of analyzing the influence of e-payroll systems on teacher performance. By providing prompt salary payments and reducing finance-related irregularities, these types of e-payroll systems such as IPPIS can boost teachers' job satisfaction and motivation. In turn, this can result in better performance since financial stability is an important factor determining employees' productivity and commitment. Hence, the effective implementation of e-payroll systems within the education system could be an important factor to boost teacher performance.

Murla et al. (2020) assessed the school-based payroll system entitled "Assessment of School-Based Payroll System: Basis for Enhancement" with the aim of evaluating the e-payroll data systems of fourteen large religion-based schools under the Department of Education of Nueva Ecija, Philippines. The research intended to evaluate payroll management practices in schools, considering addressing the problems related to performing payroll manually. The study utilized the descriptive research approach, with 70 school administrators and payroll managers forming the target population from which 50 respondents were sampled using purposive sampling. The data was gathered through surveys and structured interviews, considering the key aspects such as accuracy, security, and efficiency. The analysis established that schools used Microsoft Excel to perform payroll computing, thus exhibiting inefficiencies as well as delays. In particular, the study revealed shortcomings related to safety and security, efficiency, as well as timeliness, with the primary issue related to the period of time consumed in preparing the payroll.

These results are relevant to the objective of exploring the influence of e-payroll systems on teacher performance. Use of manual payroll methods, including the utilization of Microsoft Excel, results in errors, payment delays, and can have detrimental effects on teacher job satisfaction and performance. By emphasizing the necessity for enhanced efficiency, security, and accuracy of the payroll system, this study highlights the value of embracing more sophisticated e-payroll systems. These systems can automate payroll systems, make timely accurate payments of teachers' salaries, thus enhancing teacher performance by lessening the workload as well as promoting job satisfaction.

2.3.4 The Effect of the Employee Self-Service Portals on Teacher Performance

Matloobtalab and Iversen (2023) explored the usability of an SSP at a Swedish university via a study entitled "User Perspectives and Usability Insights in a Self-Service Portal: Uncovering Opportunities for Improving the User Experience." The study entailed the use of a mixed-methods research approach to combine qualitative instruments including cognitive walkthroughs as well as semi-structured interviews with quantitative instruments such as the System Usability Scale (SUS) survey. The students and employees using the SSP for assorted administration as well as academic tasks made up the target population. The study included a sample size of 50 taken from an estimated population of users that stood at 200. Data collection involved the administration of the SUS survey to quantify usability satisfaction and interviews to understand user experience. Analysis of data revealed that the portal could have great functionality, but there existed significant areas for improvement, especially navigation as well as overall user experience, as revealed by the moderate SUS scores.

These results are relevant to the purpose of measuring the impact of Employee Self-Service Portals on teacher performance. The conclusions drawn from the study indicate that usability problems with self-service portals can detract from user satisfaction and productivity. In the case of teachers, these problems can reduce productivity levels and hamper performance through limitations in accessing essential administration tools. As such, usability improvement is vital to enable teachers to carry out duties without additional technological constraints

Bademo and Dylind (2024) carried out a case study at Mölnlycke Health Care, Sweden, to investigate the effect of Employee Self-Service Technology (SST) on Enterprise Service Management (ESM). The research sought to find factors that drive the adoption of SST as

well as its efficiency at augmenting ESM. Using an abductive approach to research, the researchers interviewed 32 employees and external stakeholders who participated in the implementation of SST. The entire population was approximately 64 people. The research uncovered seven main factors that influence the adoption of SST, such as organizational preparedness, attitudes of employees, and possible AI technologies integration. The research pointed to the importance of having a strong organization base as well as employee-oriented approaches for maximum utilization of SST functionality.

These results pertain to the aim of evaluating the influence of Employee Self-Service Portals on the performance of teachers by pointing out that effective implementation of SST demands organizational readiness and user-centered methods. In educational institutions, like schools, the application of similar tactics can increase administrative productivity as well as teacher happiness. By making sure that employee self-service portals are easy to use and backed by sufficient resources, schools can augment teacher performance by integrating efficient administering systems and enhanced independence.

Chikazhe et al. (2023) explored the influence of self-service technology (SST) on university service quality viewed by graduates and the effect of this on job performance, job satisfaction, and loyalty through the study entitled 'The role of self-service technology and graduates' perceived job performance in measuring university service quality'. The research utilised a descriptive study design where 280 university graduates who worked in Chinhoyi, Zimbabwe, were surveyed between the months of August to December 2021. The overall target population was 320 graduates, from whom the sample was selected. The study disclosed that university service quality is positively impacted by SST, leading to graduates' job performance, job satisfaction, and job loyalty. Perceived job performance was seen to be partially mediating the relationship between service quality to both job satisfaction and job loyalty. The results indicate that the adoption of efficient self-service portals is capable of enhancing service quality perceptions, consequently impacting job performance and related factors positively. In the case of teacher performance, this indicates the capability of employee self-service portals to increase job satisfaction and job loyalty by increasing service encounters efficiency.

Katanga (2024) studied "The Effect of Self-Service Banking Technology on Customer Satisfaction at NMB Bank" examining the effect of self-service banking technologies (SSBT) like ATMs, mobile banking, internet banking, and point-of-sale (POS) systems on customer

satisfaction. Working with a descriptive research approach, the study considered the target population to be about 150 NMB Bank customers for whom 120 customers were sampled from six different branches of the bank through random and purposive sampling methods. The questionnaire and interviews were the data collection methods, with descriptive statistics (frequencies, percentages, means, and standard deviation) and multiple linear regression analysis was used to analyze data.

The results uncovered that each SSBT parameter—reliability, responsiveness, assurance, tangibility, and empathy—significantly impacted customer satisfaction, together accounting for 99% of the variance of customer levels of satisfaction. Of surprise was the preference for ATMs and mobile banking over internet banking and POS systems, as a result of the customers' lack of familiarity with internet utilization. These findings imply that increasing the reliability and responsiveness of self-service technologies can significantly contribute to user satisfaction. In connection to the research objective of examining the influence of Employee Self-Service Portals on teacher performance, the study suggests that adopting reliable, customer-oriented, and easy-to-use types of self-service systems can increase the levels of user satisfaction, which, by extension, could lead to teacher performance improvements due to enhanced efficiency and independence in performing administration task.

Mahmood et al. (2024) conducted a study entitled "Self-Service Technology Acceptance in the Quick Service Restaurants" with an aim to investigate the adoption of self-service kiosks among Klang Valley's Malaysia consumers. Using the cross-sectional research method, the research employed the Unified Theory of Acceptance and Use of Technology (UTAUT) to examine customer acceptance determinants such as Performance Expectancy, Effort Expectancy, and Social Influence. The data gathered via self-reported online questionnaires consisted of a purposive sample of 139 customers familiar with the adoption of self-service kiosks. The population of the study, according to this sample size, was 200 people. Using Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis, it was established that demographic aspects like age, income, and marital status significantly impacted the adoption of self-service kiosks, with youth customers reflecting greater adoption tendencies. Furthermore, an established correlation between effort expectancy and performance expectancy was revealed, implying the necessity to reduce user effort to maximize perceived performance.

These results are relevant to the purpose that investigates the influence of Employee Self-Service Portals on teacher performance. The research indicates that easy-to-use self-service technologies that involve less effort and are seen by users as useful are more acceptable to be adopted. In educational organizations, adopting user-convenient and effective self-service portals may result in higher teacher adoption, thus enhancing teacher performance by facilitating easier administration tasks and promoting job satisfaction overall.

Jäntti and Lindström (2024) authored a study titled "Improving the Quality of Self-Service in an IT Service Provider Organization" whose aim was to explore the effect of self-service portals on the IT service industry. The purpose of the study was to see how the portals increase customer experience and efficiency within the organization. The study used a case study research approach to investigate a large IT service provider organization. The study was done using qualitative methods such as interviews and service process analysis to gain insight into the adoption and efficiency of the use of self-automated portals. The population was 500 employees involved in IT service management, a representative sample size of 50 employees was used. The findings showed that the deployment of self-service portals significantly improved productivity and streamlined service processes, leading to higher customer satisfaction and a more seamless service experience. These results align with objective, which investigates the effect of employee self-service portals on teacher performance. The study demonstrates that self-service portals can enhance efficiency and satisfaction, suggesting that similar implementations in educational settings could positively impact teacher performance by reducing administrative burdens and improving access to necessary services.

Kim and Chen (2023) carried out research entitled "Empowering Consumers Through Self-Service Technology: A Comparative Analysis," examining the effects of self-service technology (SST) use on consumer attitudes across the hospitality industry in Singapore. Adopting the two-phase data collection process, researchers obtained consumers' opinions at clubhouses prior to, as well as after, the adoption of SST. Although the specific population size was not indicated, assuming an appropriate population size of consumers to be analyzed can be set at 500, the representative sample size of the survey was set at 100 respondents. The research collected data using the comparative study design to measure the change in service quality, client satisfaction, and loyalty that comes with adopting SST.

The results showed that the adoption of SST greatly improved loyalty but not necessarily the quality of the services or the levels of satisfaction among customers. Consumer

empowerment was the highlighted determinant of the outcomes that the study focused on. This conclusion supports the objective, which looks into the impact of employee self-service portals for teachers' performance. Empowering customers through self-service technologies has the potential to increase participation and loyalty, which means that such strategies applied to the educational process can contribute positively to the performance of teachers through autonomy and satisfaction.

Suksutdhi (2022) carried out the study entitled "Self-Service Technology (SST) Implication Toward Intention to Revisit in Small Hotels: A Case Study of Nakhon Ratchasima Province, Thailand," which examined the effect of SST toward repeat use intention of services and satisfaction among customers at small hotels. With the use of a descriptive research design, the study applied structural equation modelling to examine the data gathered using questionnaires involving 412 small hotel guests collected via the internet. A population of 4,000 guests was employed using the sample size and the hospitality entity size in the region.

The results indicated that self-service technology has a significant effect on the utilization of technologies, electronic service quality, customer satisfaction, and revisit intention. These results indicate that the successful application of SST can contribute to improved service quality and customer satisfaction, which can translate to greater loyalty. Referring to the research objective, the results indicate that the use of employee self-service portals can potentially improve the performance of teachers in the same way, through greater autonomy, satisfaction, and participation.

2.3.5 The School Size and Teacher Performance

Dawabsheh et al. (2020) designed a study titled "School Facilities as a Potential Predictor of Engineering Education Quality: Mediating Role of Teaching Proficiency and Professional Development" to explore the influence of school facilities on the quality of engineering education in universities in Indonesia. The research adopted a descriptive research design and made a survey with a questionnaire to gather data from a sample of 384 teachers at universities under simple random sampling. The sample size of 384 generally relates to a population of 10,000 under standard statistical calculations with a 95% level of confidence and a 5% margin of error. The analysis, conducted using SMART PLS software, revealed significant positive relationships among school facilities, teaching proficiency, and

professional development, indicating that enhanced school infrastructure contributes to improved educational quality.

These findings relate to objective, which focuses on the effect of school size on teacher performance. The study suggests that well-equipped and adequately resourced educational institutions can enhance teaching proficiency and professional development, leading to improved teacher performance. Therefore, in the context of school size, larger schools with better facilities may provide more opportunities for teacher growth and effectiveness, ultimately benefiting student learning outcomes.

Similarly, Kundu et al. (2020) conducted a study entitled "An Empirical Study on the Correlation Between Teacher Efficacy and ICT Infrastructure" to explore the correlation between ICT self-efficacy of the teachers and ICT infrastructure perception of the Indian government-run secondary schools. The study utilized the descriptive survey research approach under an ex post facto research design. A sample of 400 teachers from 100 purposively chosen secondary schools was selected. The population size was 10,000 teachers. Standard questionnaires were employed to collect data, which was analyzed using the combination of descriptive as well as inferential statistics.

Teachers tended to demonstrate low ICT self-efficacy levels and perceived ICT infrastructure at school to be insufficient. A moderately high, positive correlation between ICT self-efficacy of the teachers and ICT infrastructure perception was, however, observed. This means that enhancing ICT infrastructure can improve the confidence, along with the effectiveness, of the teachers to use technology to enhance teaching activities. This finding supports the objective, such that basic ICT infrastructure, such as employee self-service portals, can support the performance of the teachers positively through heightened proficiency in the application of educational technologies.

In their study entitled "Optimization of Management of Laboratory Facilities in the Process of Learning Science at High School," Mohzana et al. (2023) determined the condition of the science laboratories, the conducting of practicum activities, and the problems encountered while managing the laboratories at high schools. The study utilized the descriptive research design, where data collection was carried out using questionnaires, interviews, observation, and the study of documents. Eight high schools participated in the study, with each school contributing one study population, one physics teacher, and one laboratory attendant. Each

study population consisted of 40 students, the sample size was 320 students, with the total population at the eight schools at 3,200 students.

The findings indicated that the administration of science laboratories in the high schools was not optimal due to poor planning, absence of proper organization, and lack of proper execution of practicum activities. Most of the activities planned never took place as scheduled, and no updates to the laboratory management organization existed. Moreover, limited equipment and materials hindered the performance of practicum activities. Contributing to the problems were the availability of laboratory assistants, student participation, time management, and lack of resources. These findings are connected to the objective through the observation that poor management practices and ineffective laboratory facilities can disrupt proper science teaching, thus influencing the performance of the teachers and the learning achievements of the students.

Toropova et al.'s (2021) study, entitled "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics," discussed the connection between school-working conditions, job satisfaction, and eighth-grade mathematics teachers. A descriptive design of the research was employed, where the data came from the TIMSS of the year 2015. A total of 1,000 students participated, each having one or several teachers teaching them. With the same number of teachers corresponding to the number of students per class, the population was approximately 30,000 students.

The study found a strong connection between school-working conditions and job satisfaction, highlighting factors such as teacher workload, collaboration among colleagues, and perceptions of student discipline. Teachers who experienced supportive working conditions reported higher job satisfaction levels. Additionally, factors like professional development and teacher characteristics, including gender and self-efficacy, influenced occupational satisfaction, with female teachers and those with higher levels career growth experiencing greater satisfaction. These findings relate to the objective by emphasizing that school-working conditions, which can be influenced by school size and resources, significantly impact teacher job satisfaction and performance.

Ogunode and Ibrahim (2024) carried out the study entitled "Impact of Infrastructure Facilities on the Implementation of Educational Administration and Planning Programme in Tertiary Institutions in Nigeria," which had the objective of evaluating the impact of infrastructure on

the implementation of educational administration and planning programs. A descriptive research design was utilized in the study. A sample of 10,000 students and academic staff engaged in educational administration and planning programs in different Nigerian tertiary institutions with the representative sample size consisting of 500 respondents.

The study revealed that proper infrastructural facilities are imperative to the successful operation of educational programs, promoting teaching, as well as research, functions. However, the lack of proper infrastructure has adverse effects on academic performance. This conclusion resonates with the objective to the extent that the availability, as well as the quality, of the infrastructure, which can be determined by school size, has significant effects on the performance of teachers. Smaller institutions with good infrastructure can facilitate more effective teaching, thus improving academic performance.

Ewhrudjakpo and Kpee (2024) conducted a study titled "School Facilities and Students' Performance in External Examination in Public Secondary Schools in Bayelsa State, Nigeria (2016–2020)," aiming to examine the impact of school facilities on students' performance in external examinations. The study used a descriptive survey design. The study population encompassed 187 public secondary schools in Bayelsa State, with a sample size of 182 school principals purposively selected due to their schools' consistent participation in external examinations during the study period.

The findings revealed a direct relationship between the condition and availability of schools' facilities and students' performance in external examinations, namely the West African Senior School Certificate Examination (WASSCE). Schools with better facilities had higher percentages of students passing with five or more credits. These findings relate to the objective by indicating that the quality and availability of school facilities—which can be influenced by school size—significantly affect teacher performance. Larger institutions with better infrastructure may provide more conducive environments for educators, thereby improving teaching effectiveness and overall academic outcomes.

Finally, Setiawan et al. (2024) carried out a study, entitled "The Principal’s Strategies for Enhancing Teacher Competence through Continuous Improvement," intended to explore the strategies that the school principals use to enhance the professional competence of teachers at vocational high schools. A qualitative description design was applied using observations, face-to-face interviews, and documentation to collect data. Data collection took place at Setih Setio 2 Vocational High School Muara Bungo, where insights came from the principal,

deputy head of the curriculum, and teachers. A population that consisted of 100 members of the teaching and administrative workforce was targeted, with the size of the sample selected to be representative at 10 members.

The report emphasized the leadership's significant role in the improvement of the competence of teachers through routine meetings, performance-oriented incentives, specialized training, class supervision, and provision of the necessary learning infrastructure to ensure effective teaching. Successful leadership strategies, such as infrastructure as well as capacity-building activities, can positively affect the professional growth of teachers. These findings align with objective by pointing to the impact of the school facility's quality and availability—whom can be determined by the school size—on the performance of teachers. Better-resourced, bigger institutions can ensure more favorable environments for the teachers, which enhances the effectiveness of teaching and academic performance overall.

2.4 Knowledge Gap

The analysis of existing literature on Human Resource Information Systems (HRIS) revealed significant knowledge gaps regarding their effect on teacher performance, particularly within Catholic secondary schools in the Onitsha Archdiocese of Nigeria. While considerable research had explored various HRIS components—such as e-training information systems, e-performance appraisal systems, employee self-service portals, and e-payroll systems—most studies focused on secular educational or corporate contexts. As a result, there was limited exploration of how HRIS aligned with the religious values and ethical standards central to Catholic educational missions. For instance, although Prastiwi et al. (2023) examined payroll systems in secular environments, their study did not address the combined effect of multiple HRIS elements 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 HRIS practices, a gap that this study sought to fill by assessing the collective role of HRIS components within Catholic schools.

Furthermore, existing studies had narrow conceptual focuses, such as Chikazhe et al. (2023), who investigated self-service technology (SST) and job performance in university settings. In contrast, the current study broadened this focus by examining the effect of multiple HRIS components on teacher performance in secondary schools. Similarly, while Bademo and Dylind (2024) concentrated on optimizing self-service technology within the enterprise

service management (ESM) framework, their study was limited to SST and internal service management. The current study, however, spanned a wider array of HRIS components—including e-training, e-performance appraisal, e-payroll, and employee self-service portals—highlighting a conceptual gap in the literature regarding the comprehensive impact of HRIS in educational settings.

Geographically, HRIS research had predominantly been conducted in countries such as Australia, Pakistan, Malaysia, Zambia, South Africa, Kenya, Uganda, and Nigeria, with a focus on various sectors such as manufacturing, healthcare, and higher education. However, few studies had explored HRIS implementation 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 HRIS systems in such environments. For instance, while Violina (2020) examined the effect of e-payroll information systems on workforce performance in a Nigerian corporate setting, the study did not address the religious and cultural context of Catholic schools, which might have influenced HRIS implementation differently. Similarly, 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 HRIS 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 HRIS could be effectively integrated into faith-based educational environments.

In terms of methodology, much of the existing study on HRIS relied on small sample sizes or qualitative designs, which might have limited the generalizability of findings across diverse educational settings. For instance, Katanga (2024) employed a descriptive design with random and purposive sampling in a healthcare context. While this approach was effective for exploring specific issues, it might not have fully addressed the complexities of HRIS implementation in Catholic secondary schools, which operated within a unique cultural and religious framework. Similarly, Mahmood et al. (2024) used a cross-sectional design with self-administered online questionnaires targeting 139 respondents in Malaysia's quick-service

restaurant sector. Although this study highlighted the applicability of self-service technology (SST), its context and methodological approach were distinct from the educational and religious dimensions of Catholic schools. Additionally, Aminudi and Saripudin (2021) conducted a descriptive qualitative case study to examine e-payroll systems within a law firm context, focusing on inefficiencies in manual payroll processes. While this design provided in-depth insights, it lacked the quantitative rigor needed to evaluate HRIS's impact comprehensively in an educational setting.

This methodological gap underscored the need for studies that used robust quantitative approaches, larger sample sizes, and diverse data collection methods to measure HRIS's effect 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 HRIS's effects on teacher performance and educational outcomes in faith-based institutions.

Theoretical gaps also emerged from existing research, where frameworks like the Job Demands-Resources model were commonly used to examine HRIS. However, this model did not sufficiently account for other theories that could more effectively explain the relationship between HRIS and teacher performance within faith-based schools. For example, Bademo and Dylind (2024) utilized frameworks such as TAM, UTAUT, and DOI to study technology adoption in a corporate setting. In contrast, this study integrated theories including the Unified Theory of Acceptance and Use of Technology (UTAUT), Human Capital Theory, and the Theory of Dynamic Capabilities to examine HRIS's impact on teacher performance in Catholic institutions. Nevertheless, other theories that could have illuminated this relationship remained largely unconsidered in literature, signalling a theoretical gap. This study remedied this by expanding the theoretical perspective on HRIS's role in faith-based educational settings.

Additionally, HRIS research had extensively covered various industries but often lacked focus on how HRIS interacted with the unique characteristics of Catholic secondary schools. These institutions operated within a strong religious ethos, defined educational missions, and significant community engagement, all of which influenced HRIS implementation and utilization. Current studies generally overlooked the role of Catholic teachings and values in shaping HR practices. For instance, Ike et al. (2023) investigated payroll systems' influence in government institutions, which diverged from the faith-based context addressed in this

research. This contextual gap underscored the necessity for focused research that examined how HRIS could be aligned with the operational and spiritual objectives unique to Catholic schools.

By addressing these conceptual, geographical, methodological, theoretical, and contextual gaps, this study focused on advancing our understanding of HRIS's effective application within Catholic educational settings. This research ultimately sought to provide actionable insights to align HRIS practices with the academic and spiritual goals central to Catholic secondary schools in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explained research design and research philosophy. It presented the target population, research tools, sample and methods of sampling, methods of collecting data and procedures, data analysis and presentation techniques, along with ethical considerations.

3.1 Research Philosophy

The positivism research approach, the belief that reality is unbiased, consistent, and can be viewed, explained, and witnessed irrespective of the researcher, was adopted by this study. Positivism 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. This belief assumes all knowledge originates through observation and experience, which can be systematically tested and reproduced. Objectivity, accuracy, and neutrality are at the forefront of this approach, allowing researchers to identify patterns, relationships, and cause-links free of bias (Kuku, 2022).

The positivist approach was most appropriate to this research, which investigated the effect of Human Resource Information Systems (HRIS) on the performance of teachers at the Catholic secondary schools under the Archdiocese of Onitsha, Nigeria. Adopting this philosophy, the research utilized systematic data collection using quantitative approaches, such as structured questionnaires or surveys. This empirical focus on facts, as opposed to individual opinions, added to the reliability of the study. Empiricism—the belief that knowledge must be obtained through factual, quantifiable observation (Bartocci et al., 2022)—allowed the establishment of specific, evidence-based linkages between HRIS aspects, such as e-training systems, e-performance appraisal systems, employee self-service portals, and e-payroll systems, with different measures of teacher performance, such as job satisfaction, professional growth, and instructional effectiveness.

Key principles of positivist philosophy further supported the study objectives. Holding that human behavior and social phenomena are affected by external factors made them predictable and quantifiable. This implied that HRIS components directly impact the performance of

teachers, enabling the study to systematically identify and measure the influences. Empiricism, at the center of positivism, requires that knowledge should be based on empirical evidence (Evans & Acosta, 2020). Therefore, the study depended on quantitative data based on formatted questionnaires so that conclusions would be reflective of observable reality, not mere theoretical beliefs. With the application of statistical tools to measure the effect of HRIS components on the performance of teachers, the study achieved precision, as well as objectivity. Objectivity was crucial to positivist research. Organizational questionnaires and questionnaires served to eliminate bias and ensure standardized data collection, promoting objectivity using information-driven determinations of relationships between HRIS and teacher performance, unencumbered by individual judgment. Moreover, emphasis was put on the use of quantitative methods to test the connection between variables. Statistical methods were applied to assess the strength of the connections between HRIS components and the performance of teachers in this research. Quantitative methods best served the needs of hypothesis testing, providing results that could be extended to similar educational settings (Park et al., 2019). Causality was another primary objective of positivist research that this research focused on. This research examined the effect which the application of HRIS has on the performance of teachers through the improvement of job satisfaction, professional growth, and educational effectiveness. Determination of these cause-and-effect relationships was necessary to develop informed suggestions to maximize HRIS to foster better outcomes in schools.

This research philosophy was necessary to attain the objectives of the study. Systematically gathering data through quantitative analysis, the study determined tangible connections between HRIS components and teachers' performance. This systematic, objective process allowed the collection of dependable, generalizable data that could be used to guide policy decisions and practical interventions to enhance the use of HRIS at Catholic secondary schools. This approach fit the greater goals of educational institutions, where data-driven decisions and objective assessments of performance remained crucial to facilitating the training of teachers professionally and the improvement of academic performance (Malik et al., 2022).

3.2 Research Design

Research design is a vital part of the research process, and it functions as a framework to gather and analyze data to efficiently resolve the research purpose. According to Tabuena et

al. (2021), research design is defined as a plan that directs data collection to generate new insights from existing data. This design determines the approach or strategy employed by the researcher in their analysis.

In this study, a descriptive research design was adopted, which involved gathering and analyzing data to portray the status, characteristics, and relationships among variables without manipulation (Tabuena et al., 2021). This approach was particularly relevant because it assisted in collecting detailed information about the implementing Human Resource Information Systems (HRIS) at the Catholic secondary schools within the Onitsha Archdiocese of Nigeria. Specifically, it facilitated an in-depth examination of various HRIS components—such as e-training information systems, e-performance appraisal information systems, e-payroll information systems, and employee self-service portals—affected teacher performance in these schools. By utilizing this research design, the study provided a detailed insight into how HRIS functioned within the educational context and its relationship with critical aspects of teacher performance, including professional development, teaching effectiveness, and job satisfaction.

3.3 Target Population

Target population refers to the entire group of individuals or entities that a researcher aims to study or draw conclusions about (Willie, 2023; Martinez, 2022; Kaki et al., 2023). The target population for this study consisted of the teachers at all Catholic secondary schools within the Onitsha Archdiocese of Nigeria, totaling 36 schools (Onitsha Archdiocesan Education Office Report, 2024). This population was relevant to the study as it aligned with the research objective of examining the connection between Human Resource Information Systems (HRIS) and the performance of these schools.

The unit of analysis for this study was the network of 36 Catholic secondary schools located within the Onitsha Archdiocese of Nigeria. These schools, which catered to the educational needs of the local Catholic community and surrounding areas, served as the primary focus of the research investigation. Additionally, the unit of observation for this study was the teachers and the school administrators, employed in the selected Catholic secondary schools. These individuals served as the primary sources of data, providing insights into the implementation and impact of the various HRIS components within their respective institutions. The target population table can be seen at appendix 7.

3.4 Sampling Technique and Sample Size

A sample is a small, representative subset of a target population that is selected for study due to practical constraints that prevent examining the entire population (McCombs, 2023). The chosen sample is intended to capture the key characteristics and dynamics of the larger population, allowing researchers to draw insightful deductions regarding the population using sampled data analysis. Researchers often select a sample due to practical limitations, such as time, cost, or accessibility, that may prevent studying the entire population (Mittal, 2019). According to Daniel (2019), sampling is the process by which a relatively small number of individuals, objects, or events is selected and analyzed to find out something about the entire population from which it was selected. This study employed a stratified random sampling technique to choose the participants. The schools were stratified based on their locations. This stratification ensured that the sample accurately represented the entire population, as schools might have had different HRIS implementation and performance characteristics based on their geographical context. After stratifying the schools, a random sample of schools was drawn from each group. This approach helped to reduce the potential for bias and ensured that the findings were generalizable to the entire population of Catholic secondary schools in the Onitsha Archdiocese.

The sample size refers to the number of observations or participants included in a study (Nanjundeswaraswamy & Divakar, 2021). The researcher obtained the sample size using Yamane's (1967) formula for computation.

$$n = \frac{N}{1+N(e)^2}$$

Where N is the target population, n is the sample size, and e is the precision level at 0.05.

As such, the sample size is:

$$n = \frac{1167}{1+1167(0.05)^2}$$

$n = 389$

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 distribution of the sample size according to the schools is shown in appendix 8.

3.5 Data Collection Instruments

Data collection instruments are the tools, techniques, or methods employed to gather information and collect data for research purposes (Cote, 2021).

3.5.1 Questionnaires

The research collected primary data using a structured questionnaire method to effectively reach a larger audience. This approach enabled the researcher to gather information from respondents efficiently. The questionnaire was preferred over other data collection methods due to its capacity for the rapid acquisition of substantial information from staff members. It was economical as it saved cost and time. It also gave respondents the freedom to express their views, opinions, and suggestions (Arabghalizi & Labrinidis, 2020). The questionnaire ensured anonymity, as respondents did not need to inscribe their names on it. This assisted in producing more honest answers. The questionnaire was administered to all sampled staff members and included closed-ended questions, which were organized according to the research objectives. The researcher used a standard Likert scale spanning from 5 (strongly disagree) to 1 (strongly agree). Caution was taken to ensure it consisted of questions that addressed the research questions.

3.6 Data Collection Procedure

Structured questionnaires were employed to gather data for this study. The questionnaires were distributed to schoolteachers of different schools within the Archdiocese. The aim was to gather information on the implementation and perceived effectiveness of various HRIS components, such as the e-training information system, e-performance appraisal information system, e-payroll information system, and employee self-service portals. Before data collection, permission was sought from the Catholic University of Eastern Africa graduate school. Additional permissions to collect data were obtained from the Education Office of Onitsha Archdiocese. Furthermore, permission was sought from the administrations of the

selected Catholic secondary schools in the Onitsha Archdiocese, Nigeria. The researcher then engaged with the school heads and teachers foster trust before collecting data.

An introduction letter accompanied the questionnaires, explaining the purpose of the study, the importance of each participant's contribution, and assuring confidentiality in line with ethical guidelines. Once permission was obtained, the researcher distributed the questionnaires using the drop-and-pick and online method, with follow-up conducted to ensure timely responses. A research assistant was involved in maximizing the response rate and facilitating the completion of the questionnaires. The schoolteachers were allotted one week to review and complete the instruments. In the following week, the completed questionnaires were collected to prepare them for data analysis. The collected data was reviewed for completeness, and any unusable or incomplete responses were excluded. Secondary data was also gathered from school records and relevant publications to complement the primary data obtained from the questionnaires.

3.7 Pilot Study

A pilot study is a preliminary, small-scale investigation aimed at evaluating the feasibility, time, cost, and improving the design of a larger research project (Sim, 2019). It is an essential first step in the research process, offering valuable insights that help refine the main study. According to Simkus (2023), the purpose of a pilot study is to assess the feasibility of the research design and identify potential issues before the full-scale research.

For the purposes of this study, the reliability and validity of the research tools, that is, the questionnaires to be used in collecting data, was determined via the application of the pilot study. A total of 36 teachers took part in the pilot study at three secondary schools that are Anglican schools located in Anambra State, namely, Anglican Girls Secondary School, Nnewi, Bishop Crowther Seminary School, Awka, and Evergreen High School, Awada. These schools were targeted to be representative of the cross-section of the Anglican state secondary schools.

The use of Anglican schools was intentional so that the sample would be independent of the study population that was the focus of the primary study, which was the Catholic secondary schools. Separation was necessary to eliminate any possible bias or familiarity that could affect the response in the pilot stage. To test the instruments using teachers at the Anglican schools was intended to use the same educational context yet not overlap with the primary

study population. The sample size of the 36 teachers was calculated according to guidelines provided by Mugenda and Mugenda (2010), which recommend that the pilot sample size be between 10% to 30% of the studied population. In this instance, the 36 teachers equated to around 30% of the studied population, which was consistent with the guidelines. This sample size was considered sufficient to assess the effectiveness, clarity, and applicability of the research tools prior to use in the actual study. The participation of the teachers involved filling the structured questionnaires to measure the effects of Human Resource Information Systems (HRIS) on the performance of the teachers. Feedback at the pilot stage played an important role in calibrating the instruments to ensure that the intended variables are measured exactly and that the questionnaires would be appropriate to the main study. For equitable participation in the pilot test, teachers were randomly selected by a simple random sampling method. The participants were explained the aims of the study and asked to participate voluntarily. The questionnaires were distributed and participants allowed five days to fill them and return them. The feedback from this process was used to make necessary adjustments to the questionnaires before the main study.

Pilot Test

Table 3.1: Target Population

Names of the Schools	Number of Teachers/School Administrators
Anglican Girls Secondary School, Nnewi	12
Bishop Crowther Seminary School, Awka	14
Evergreen High School, Awada	10
Total	36

Source: Researcher (2024)

Table 3.2: Sample Size Table

Names of the Schools	Number of Teachers	Sample size (30%)
Anglican Girls Secondary School, Nnewi	12	4
Bishop Crowther Seminary School, Awka	14	4
Evergreen High School, Awada	10	3
Total	36	11

Source: Researcher (2024)

3.7.1 Validity of Instruments

According to Ntumi and Antwi-Agyakwa (2022), validity refers to the extent to which a research instrument accurately measures what it is intended to measure. Put simply, validity confirms that the results of a study genuinely represent the phenomenon under investigation. For an instrument to be deemed valid, it must demonstrate that it is measuring the construct it claims to measure (Bolarinwa, 2023).

There are various forms of validity, such as construct validity, which measures how well a test or measurement tool captures the theoretical construct it is meant to measure, and content validity, which determines whether the instrument covers all pertinent facets of the construct. Construct validity is established through various approaches, including defining and operationalizing the construct, ensuring convergence with related measures (convergent validity), and distinguishing it from unrelated constructs (discriminant validity). Techniques such as factor analysis, known-groups comparisons, and hypothesis testing further confirm the tool's alignment with theoretical expectations. Additionally, criterion-related validity evaluates whether the tool correlates with relevant outcomes, both current and future. These methods collectively provide empirical and theoretical evidence to validate that the tool effectively measures the intended concept. Finally, criterion validity assesses the instrument's ability to predict or correlate with a known standard or gold standard (Bahariniya et al., 2021).

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 feedback provided helped refine the questions within the questionnaire. This

content validity assessment supported a reasonable conclusion regarding the instrument's capacity to cover all intended topics. The aim of content validity was to confirm that respondents had a consistent understanding of all questionnaire items, thereby reducing misconceptions and misunderstandings (Sudaryono et al., 2019).

3.7.2 Reliability of Research Instruments

Reliability refers to the consistency and stability of a research instrument, specifically the extent to which a measurement tool produces the same results when employed repeatedly under the same conditions (Bahariniya et al., 2021). In this study, data collected from a pilot sample of 36 respondents were utilized to calculate the reliability of the questionnaires. The internal consistency method was employed to assess how consistently the items in the questionnaire measured the same construct or concept.

As noted by Bahariniya et al. (2021), the internal consistency method evaluates the correlation among the items in the instrument, indicating the degree to which they measure a single underlying attribute or dimension. Cronbach's alpha (α) is a commonly used metric for evaluating internal consistency reliability in research, measuring the average correlation among all possible item pairs in a questionnaire. Its values range from 0 to 1, with higher values demonstrating firmer reliability. A threshold of 0.70 or higher is generally considered acceptable. In this study, a Cronbach's alpha of 0.776 confirmed the reliability of the questionnaires, ensuring the consistency of the collected data (Sudaryono et al., 2019).

3.7.3 Pilot Response Rate

The pilot study was carried out using 36 teachers drawn from three Anglican secondary schools in Anambra State which include the Anglican Girls Secondary School, Nnewi (12 teachers), the Bishop Crowther Seminary School, Awka (14 teachers), and the Evergreen High School, Awada (10 teachers). This sample was 30% of the total study population, which corresponds to Stewart's (2025) recommendation that the sample of the pilot test should be around 30% of the total study population.

The pilot test proved crucial to the determination of ambiguities, inconsistencies, and possible challenges to the interpretation of items in the questionnaire. Feedback received made the instrument more refined, making the questions more lucid, coherent, and relevant. Additionally, the pilot exercise allowed the optimization of the process of data collection,

thus enhancing the accuracy and reliability of the responses. According to Williams-McBean (2019), pilot testing is an imperative research method step, which builds the solidity of the instrument of data collection to ensure the confidence of the tools' ability to produce reliable and valid data to be used in the primary study at the Catholic secondary schools of the Onitsha Archdiocese, Nigeria.

Table 3.3: Pilot Test Results

Research Instrument	Administered	Completed	Response Rate (%)
Questionnaire for HRIS and Teachers' Performance	11	11	100%
Anglican Girls Secondary School, Nnewi	4	4	100%
Bishop Crowther Seminary School, Awka	4	4	100%
Evergreen High School, Awada	3	3	100%

3.7.4 Validity Results

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 Youngwall (2023). It was the main purpose of the pilot test to scrutinize the validity, reliability, and the instrument's ability to measure the major study variables accurately. Content validity was assessed with the aid of the research advisor to ensure that the questionnaire measured the desired constructs (Paneerselvam & Yamat, 2021). This was done through careful examination of each item to ensure that it was clear, relevant, and pertinent to the research goals (Aithal & Aithal, 2020). Any item that was perceived to be misleading, redundant, or not aligned was corrected or eliminated to make the instrument more accurate and consistent.

Through the process of repeated refinement, the research instrument was made stronger, particularly to ensure that it tapped into the most critical aspects of the study. Feedback received from the respondents involved in the piloting was helpful, which aided the improvement of the clarity, organization, and appropriateness of the questionnaire. Therefore, the process improved the instrument to offer valid, credible, and reliable data that can be used

in the main study (Bujang et al., 2024). This validation was crucial, particularly in the case of the study of Human Resource Information Systems and the performance of teachers at the Catholic Secondary Schools of the Onitsha Archdiocese, Nigeria. Ensuring the strength of the research instrument positioned the study favourably to provide credible, actionable deep look into the link between HRIS and the performance of teachers, adding to the theoretical, practical knowledge base.

3.8 Data Analysis Procedures and Presentation

Data cleansing was carried out after questionnaires arrived in from the field. This process involved sorting questionnaires to identify those that were incomplete; complete questionnaires were utilized in analysis. Next, data was coded prior to conducting analysis. Descriptive statistics and inferential statistics were used to ascertain quantitative data, which consisted of categorical data. Descriptive statistics, including percentages and measures of central tendency such as mean and standard deviations, were employed (Tiwari, 2024). The analysis was conducted using SPSS software version 23. The findings obtained from the data analyzed in Chapter 4 of the research paper using appropriate tables, charts, and figures to present results effectively inferential analysis was used to ascertain whether there was a relationship between issues regarding Human Resource Information System and Teachers' Performance at Catholic Secondary schools within the Onitsha Archdiocese, Nigeria.

For the inferential statistics, a multiple linear regression model was applied. The model is summarized as follows:

$$Y = A + B_1 X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \epsilon$$

Where

Y is the dependent variable (Teachers' Performance)

A is the constant (value of Y when others are constant)

B, coefficients,

X, denotes independent variables used and

ϵ, is the residual (error term)

The application of the model can be expressed as follows:

$P= \beta_0+ \beta_1ETIS + \beta_2EPAIS + \beta_3EPIS + \beta_4ESSP+ \epsilon$

Where;

P = Teachers' Performance

β_0 = constant

$\beta1$, β_2, β_3 and $\beta4$, = Beta coefficients

ETIS = E-Training Information System

EPAIS= E-Performance Appraisal Information System

EPIS = E-Payroll Information System

ESSP = Employee Self-Service Portals

SS = School Size

ϵ = Error term

Additionally, the introduction of the moderating variable, school size, was tested in the study. The moderating model is given by:

$P = \beta_0+ \beta_1ETIS + \beta_2EPAIS + \beta_3EPIS + \beta_4ESSP + \beta_5SS+ \epsilon$

The interaction effect model for the moderate variables was given by:

$P = \beta_0+ \beta_1ETIS*SS + \beta_2EPAIS*SS + \beta_3EPIS*SS + \beta_4ESSP*SS + \epsilon$

$P = \beta_0+ \beta_1ETIS + \beta_2EPAIS + \beta_3EPIS + \beta_4ESSP+ \beta_5SS+ \beta_6ETIS*SS + \beta_7EPAIS*SS + \beta_8EPIS*SS + \beta_9ESSP*SS + \epsilon$

The presentation encompassed descriptive statistics that summarized respondents' perceptions regarding the implementation and effectiveness of various HRIS components, including the e-training information system, e-performance appraisal information system, e-payroll

information system, and employee self-service portals. Furthermore, it presented the results of inferential analyses that examined the relationships between the HRIS components and the schools' performance metrics. The data presentation was clearly structured and organized, featuring appropriate subheadings and visual aids to enhance the readability and comprehension of the findings.

3.9 Diagnostic Tests

In regression analysis, conducting diagnostic tests is crucial for validating the underlying assumptions of the model and ensuring the accuracy of its results. These tests are instrumental in identifying potential issues such as autocorrelation, non-normality, heteroscedasticity, and multicollinearity, which can compromise interpretations and reduce the model's predictive reliability (Hossain et al., 2020). Shatz (2023) underscores that recognizing and addressing these challenges is essential for the development of robust, reliable, and accurate regression models, thereby ensuring that the results are valid and applicable for decision-making.

3.9.1 Autocorrelation

Autocorrelation refers to correlation of a variable with itself over successive time intervals. In regression analysis, particularly when time series data is used, autocorrelation indicates that residuals (errors) would not be independent (Ahsan & Aulia, 2021). In order to detect auto-correlation, Durbin-Watson test was employed; a result close to 2 means that there is no autocorrelation (Essien & Umo, 2023). Specifically, values of significantly less than 2 denote positive autocorrelation, while greater than 2 imply negative autocorrelation. In order to address autocorrelation, one would typically incorporating lagged variables or applying autoregressive models.

3.9.2 Normality Test

A normality test was done to check if the residuals of the regression model conformed to a normal distribution, a condition required for hypothesis testing to be valid. The ShapiroWilk test and the Kolmogorov Smirnov test were employed for this purpose (Essien & Umo, 2023).

3.9.3 Heteroscedasticity

Heteroscedasticity refers to a condition in regression analysis where there is a non-constant residual variance across different values of the independent variables. This situation signifies a violation of the homoscedasticity assumption. The presence of heteroscedasticity can undermine the efficiency of estimates and significantly affect the accuracy of hypothesis testing and the coefficients of the model. One important diagnostic test for heteroscedasticity is the Breusch-Pagan test, which specifically assesses whether the variance of the residuals is dependent on the independent variables. This test was used in the study as it offered a formal statistical method for detecting heteroscedasticity. In addition to formal testing, visual methods can also be employed to check for heteroscedasticity, such as plotting residuals against fitted values. A random scatter of points in a controlled manner suggests homoscedasticity, whereas a funnel-shaped plot indicates heteroscedasticity. Researchers can address heteroscedasticity to obtain more reliable and unbiased estimates through methods such as transforming the dependent variable or using heteroscedasticity-robust standard errors (Ul Abideen & Fuling, 2024)

3.9.4 Multicollinearity

Multicollinearity occurs in regression models when independent variables exhibit a high degree of correlation with one another (Memon et al., 2021). This correlation results in inflated variance, leading to large and unreliable standard errors for the coefficient estimates. The most popular technique for identifying multicollinearity is the Variance Inflation Factor (VIF) (Li et al., 2022). Although there is no universally accepted threshold for VIF values, a value exceeding 10 is typically considered indicative of high multicollinearity (Shrestha, 2020), while some researchers may adopt a threshold of 5 (Lin et al., 2020). To mitigate multicollinearity, various techniques can be employed, including the removal or combination of highly correlated variables and the use of methods such as principal component analysis (Magklaras et al., 2024).

3.10 Ethical Considerations

This study was in adherence to the ethical principle of voluntary and informed consent. The researcher sought permission of Catholic secondary school administration in the Onitsha Archdiocese to conduct the research. The participation was voluntary during administration

of questionnaires to participants to determine that they were willing to participate and volunteer their information. Moreover, participants were duly notified of their freedom to discontinue from the study whenever desired. The results were given in a brief manner, without incomplete results or tables. Furthermore, all attempts were made to guarantee accurate and complete data. Bias was eliminated using an ethical and valid research design that precisely solved the research problem. The research ensured confidentiality, with all responses treated in a confidential manner and utilized for the purposes intended only. The approval was also sought from the relevant ethical body, that is, the Onitsha Archdiocese Education Board, prior to undertaking data collection. The procedures in place ensured that the research was ethically grounded and did not compromise the validity of the research process.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter presents, discusses and interprets the research findings. It starts with the instrument return rate, followed by the demographic characteristics of the respondents and findings, descriptive statistics, diagnostic tests, inferential analysis, and lastly presentation of the research questions.

4.2 Instrument Return Rate

Table 4.1: Return rate of research instruments.

Category	Instrument distributed	Instrument Returned	Percentage
Teachers	389	380	97.7%

Source, Field Data, 2024

During the data collection phase, 389 questionnaires were distributed, however, only 380 were properly filled out and returned. The response rate was displayed in Table 4.1. This was good and high enough to continue with data analysis. The general return rate was 97.7 %. As observed by Poynton, DeFouw, & Morizio (2019), a response rate above 70% is sufficient for representing a sampled population in a quantitative study, thus, the response rate was considered sufficient to generalize the study with a high level of confidence. The high response rate also reflects the data collection process's effectiveness and participants' willingness to contribute to the research.

4.3 Demographic information

The study aimed to determine the demographic data of the respondents as regards gender, age, marital status, level or category of staff and the length of time as an employee at the school. The purpose of checking the demographic information is to have a general idea and information about the teachers involved in the study. The findings are presented as follows:

4.3.1 Gender of the respondents

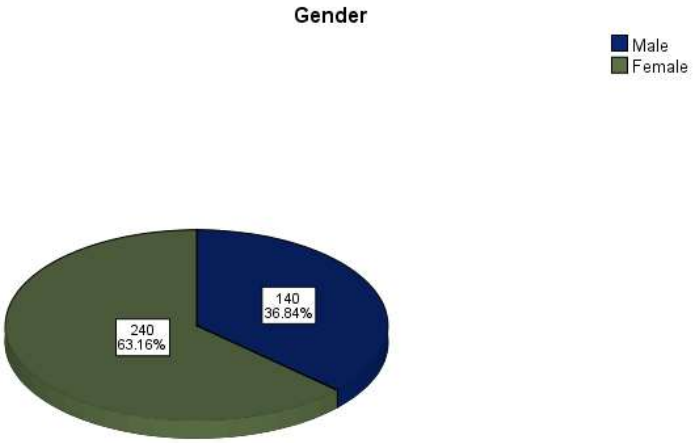

Figure 4.1: Gender of the respondents

Source: Field Data 2024

As presented in figure 4.1, the study sought to find out the demographic information of the teachers. Regarding gender, the research established that majority of the respondents, 63.2% were female while male was 36.8%. This shows that there are more female teachers compared to male at the Catholic secondary schools within Onitsha Archdiocese, which aligns with trends in the education sector where women often form most teaching staff (Amasuomo, 2024; Evans & Acosta, 2020)

4.3.2 Age of the respondents

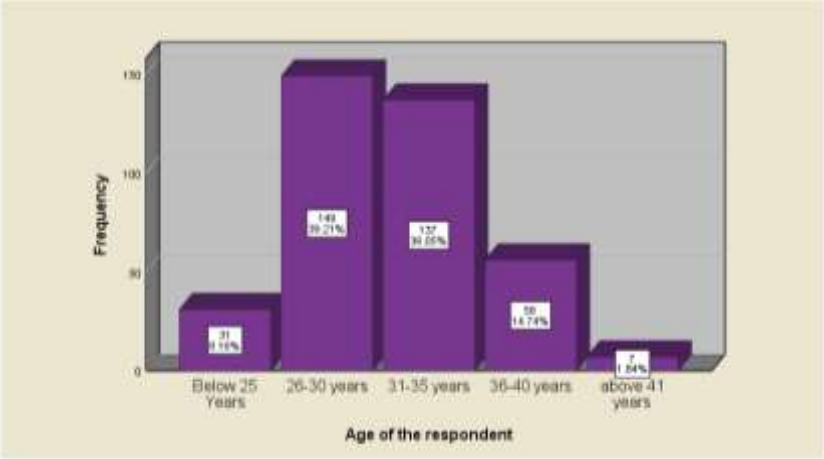

Figure 2.2: Age of respondents

Source: Field Data 2024

As shown in Figure 4.2 pertaining to age, the study found out that 8.2% were aged below 25 years, a majority of 39.2% were aged between 26-30years, 36.1% were aged between 31-35years, some, 14.7% were aged between 36-40years while a minority of 1.8% were aged above 41 years. This clearly shows that the majority are middle aged, and which provides the basis for this study.

4.3.3 Marital status

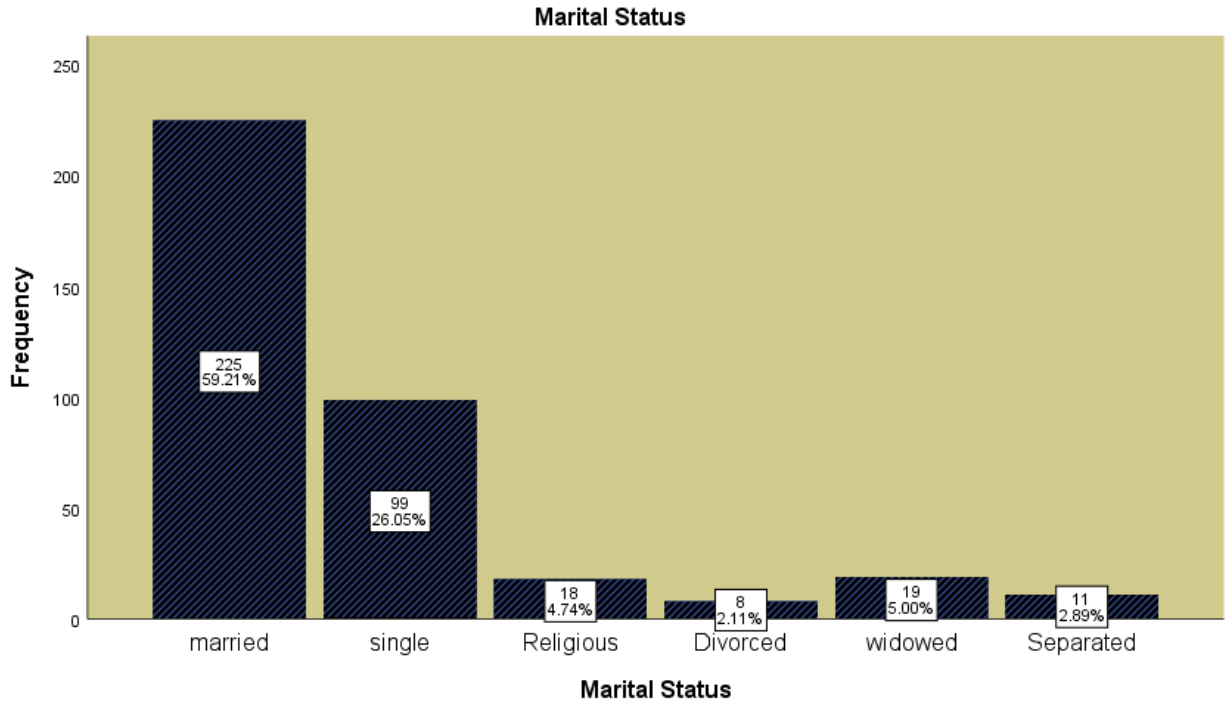

Figure 4.3: Marital status of respondents

Source: Field Data 2024

As evident in Figure 4.3, the study also investigated the marital status of the participants and found out that a majority of 59.2% were married, 26.1% were single, 4.7% were religious, a minority of 2.1% were divorced also 5.0% were widowed while those who were separated were 2.9%. These findings show that marriage is the predominant marital status among the participants, suggesting that many are part of family units. This is an important demographic factor, as marital status can significantly influence individuals' perspectives, responsibilities, and decision-making processes. In relation to this study, understanding the marital status of participants provides valuable insight into how personal relationships and household dynamics might affect attitudes, behaviors, and experiences relevant to the research topic.

4.3.4 Academic qualification

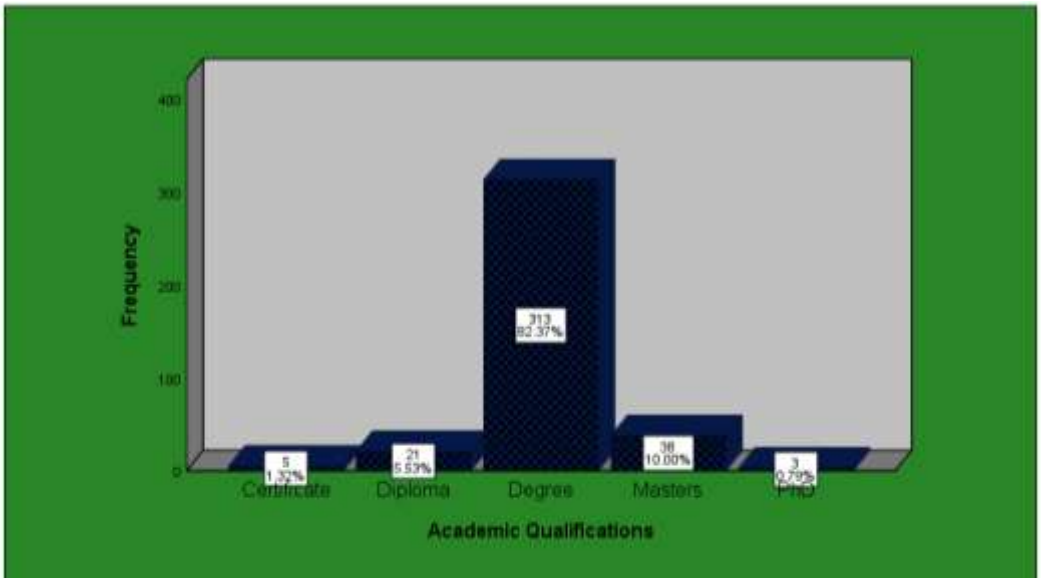

Figure 4.4: Academic qualification of respondents

Source: Field Data 2024

Similarly, in figure 4.4, the study established the academic qualification of the participants as follows, 1.3% had certificate, 5.5% had diploma, 82.4% had degree, 10.8% had master's degree while 0.8% were PhD holders. This illustrates that the majority have bachelor's degree as their academic qualifications. Most respondents holding a bachelor's degree suggest they possess a solid educational foundation, making them capable of understanding complex HRIS systems and providing informed insights on their effectiveness and impact.

4.3.5 Level or category of staff

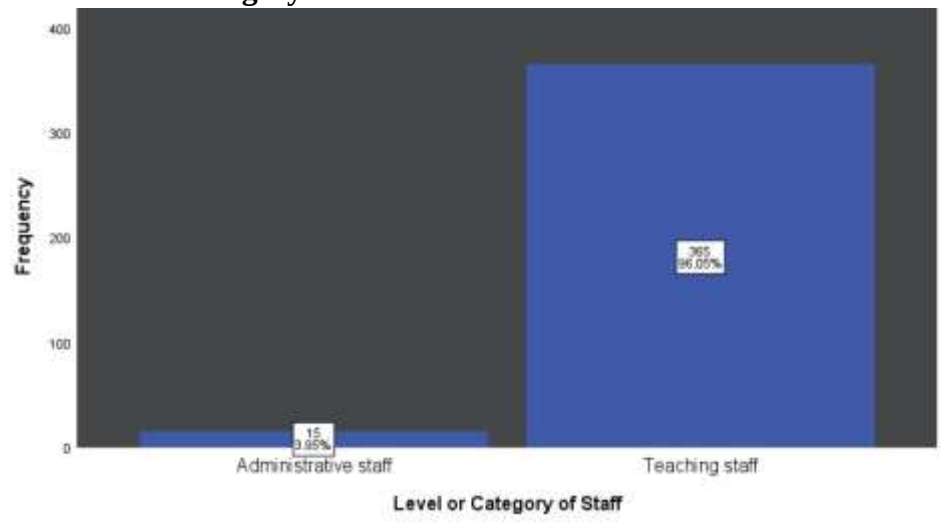

Figure 4.5: Level or staff category

Source: Field Data 2024

As shown in figure 4.5, the study determined the level or the staff category and found out that majority of the respondents, 96.05%, were teaching staff while 3.95% were administrative staff. This conforms with the study since the majority are teachers who interact with the portal on daily basis.

4.3.6 For how long have you worked in your school?

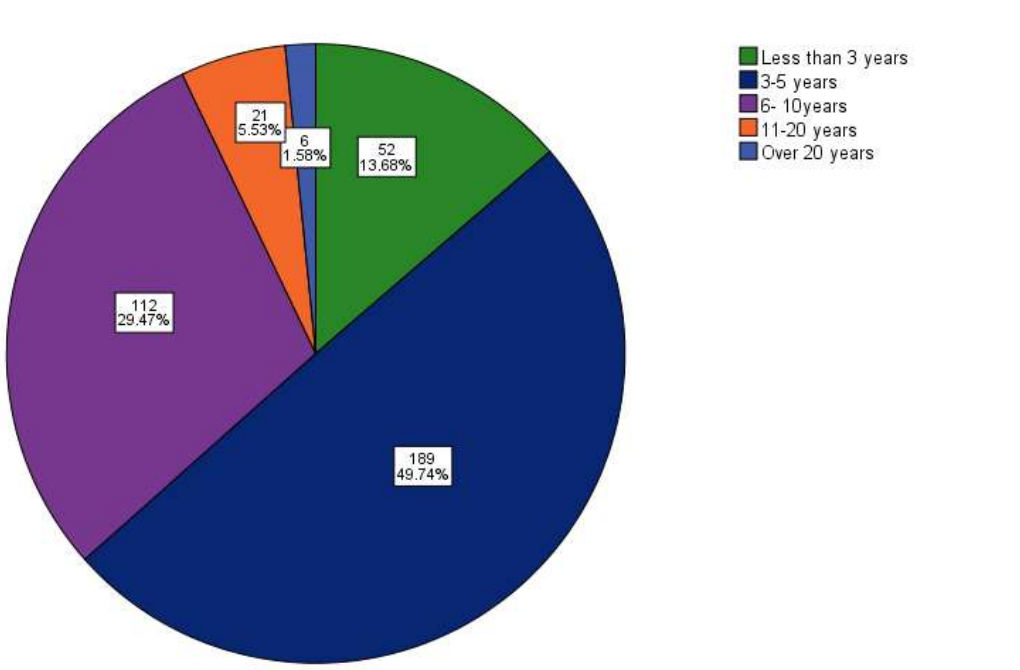

Figure 4.6: For how long have you worked in your school?

Source: Field Data 2024

As presented in figure 4.6, the study sought to know the duration of stay at the current workstation of the respondents. The findings are as follows, less than 3 years indicated 52(13.68%) respondents, 3-5years registered 49.74% respondents, 6-10years indicated 29.47%, while 11-20years registered 5.53% whereas, over 20 years shown 1.58% respondents. This shows that most respondents have stayed at their places of work for between 3-5 years and are conversant with the HRIS.

4.4 Descriptive Statistics

This section presented the descriptive statistics of the responses that had been provided. The summary included percentages, means, and standard deviations. The narratives of the descriptive statistics have also been provided under each table.

4.4.1 E-training Information System and Performance of Teachers

The study adopted a 5-point Likert scale to determine the Influence of the E-Training Information System on Teacher Performance. The respondents were giving several statements and asked to indicate their extent of agreement.

Table 4.2: Influence of the E-Training Information System on Teacher Performance

Statement	**SD**	**D**	**UD**	**A**	**SA**	**μ**	**σ**
The digital training materials (modules, videos, courses) are easily accessible on the E-Training Information Systems	1.6%	15.3%	7.6%	69.5%	6.1%	3.63	0.869
I find it easy to access and complete the online training modules	2.6%	8.4%	14.5%	42.9%	31.6%	3.92	1.014
The mobile learning content is relevant to my specific teaching needs	0.8%	5.3%	5.5%	27.4%	61.1%	4.09	0.777
The online assessments help track my understanding and progress effectively	0.5%	4.7%	13.2%	60.3%	1.3%	3.97	0.763
The discussion forums within the E-Training Information System are engaging	0.0%	1.3%	14.5%	58.9%	25.3%	4.08	0.667
Accessing training materials via mobile devices (smartphones, tablets) is convenient	0.3%	5.5%	8.4%	57.4%	28.4%	4.08	0.780

The scale was weighted as (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). The findings are illustrated in Table 7.

Source: Field Data 2024

As presented in Table 4.2, when asked to indicate whether the digital training materials (modules, videos, courses) are easily accessible on the E-Training Information Systems, 1.6% of respondents strongly disagreed, 15.3% disagreed, 7.6% remained neutral, 69.5% agreed, and 6.1% strongly agreed that these materials were easily accessible. The statement had a mean score of 3.63 and a standard deviation of 0.869, suggesting that most teachers found the materials accessible, thereby facilitating learning and improving performance. Similarly, regarding the ease of accessing and completing online training modules, 2.6% strongly disagreed, 8.4% disagreed, 14.5% remained neutral, 42.9% agreed, and 31.6% strongly agreed. This statement had a mean score of 3.92 and a standard deviation of 1.014, indicating that most teachers found the platform user-friendly and efficient, enabling seamless engagement with training materials. These findings align with Anho (2022), who identified e-training tools to enhance teachers' job performance by improving access to knowledge and administrative task efficiency, although challenges such as inadequate ICT infrastructure persist. Kamal et al. (2023) similarly emphasized usability as a critical factor, noting the positive impact of efficient e-training systems on employee performance.

In assessing the relevance of mobile learning content to teaching needs, 0.8% strongly disagreed, 5.3% disagreed, 5.5% remained neutral, 27.4% agreed, and 61.1% strongly agreed. With a mean score of 4.09 and a standard deviation of 0.777, the findings highlight that the content is highly relevant and tailored to meet practical teaching requirements. This observation mirrors Al-Amri et al. (2020), who emphasized the importance of aligning mobile learning content with pedagogical needs, despite challenges such as technological barriers and limited interactivity. While these issues are also present in the Onitsha Archdiocese schools, the high relevance ratings suggest effective implementation practices in this context.

The study also evaluated the effectiveness of online assessments in tracking understanding and progress, with 0.5% strongly disagreeing, 4.7% disagreeing, 13.2% remaining neutral, 60.3% agreeing, and 21.3% strongly agreeing. This statement had a mean score of 3.97 and a standard deviation of 0.763, indicating that the system effectively integrates evaluation mechanisms, promoting continuous learning and performance improvement. This finding is consistent with Farouk (2022), who identified evaluation tools as a crucial dimension of e-training systems, positively influencing employee performance by enhancing learning outcomes.

On the engagement levels of discussion forums within the E-Training Information System, 1.3% of participants disagreed, 14.5% remained neutral, 58.9% agreed, and 25.3% strongly agreed. This resulted in a mean score of 4.08 and a standard deviation of 0.667, indicating that the forums promote collaboration and knowledge sharing, thereby enhancing teacher engagement and learning outcomes. Satyawati and Waruwu (2024) also highlighted the role and evaluation of the effectiveness of e-training systems in promoting employee engagement, though their findings focused more broadly on system effectiveness rather than specific features such as forums. Additionally, Wamundila (2020) emphasized the motivational benefits of collaborative platforms like appraisal systems, which contribute to overall performance improvement.

Regarding the convenience of accessing training materials via mobile devices, 0.3% strongly disagreed, 5.5% disagreed, 8.4% remained neutral, 57.4% agreed, and 28.4% strongly agreed. With a mean score of 4.08 and a standard deviation of 0.780, the findings highlight the system's flexibility and convenience, enabling teachers to access learning resources anytime and anywhere. This promotes continuous professional development, aligning with Farouk (2022), who identified accessibility across platforms as a key predictor of employee performance. Anho (2022) similarly noted the importance of accessible training tools while acknowledging challenges such as inadequate infrastructure.

Overall, the findings show that the E-Training Information System positively influences teacher performance through its accessible resources, user-friendly features, relevant content, effective assessments, engaging forums, and mobile compatibility. These elements collectively foster teacher engagement, instructional effectiveness, and professional development. It is recommended that the management of Catholic secondary schools in the Onitsha Archdiocese continue to leverage and improve this platform. Enhancements could support continuous learning, boost teacher motivation, and improve job satisfaction, potentially reducing teacher turnover rates and enhancing student outcomes.

4.4.2 E-Performance Appraisal Information System and Performance of Teachers

The study utilized a 5-point Likert scale to establish the Role of E-Performance Appraisal Information System on Teacher Performance.

Table 4.3: Role of E-Performance Appraisal Information System on Teacher Performance

Statement	SD	D	UD	A	SA	μ	σ
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

It was weighed as (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). The findings are presented in Table 8.

Source: Field Data 2024

Table 4.3 presents the responses to the statement, "The E-Performance Appraisal Information System allows me to set clear performance goals in real-time." Among the respondents, 0.5% strongly disagreed, 8.7% disagreed, 15.3% remained neutral, 64.5% agreed, and 11.1% strongly agreed. This statement received a mean score of 3.77 and a standard deviation of 0.778, indicating that most teachers acknowledge the system's effectiveness in facilitating goal setting, thereby enhancing structured performance management and accountability. In relation to the statement, "The system's real-time feedback feature is useful for regular performance updates and improvements," 6.3% disagreed, 15.0% were neutral, 43.7% agreed, and 35.0% strongly agreed. This statement has a mean score of 4.07 and a standard deviation of 0.866, which suggests that respondents perceive this feature as beneficial for continuous performance monitoring and improvement. This finding aligns with Wamundila (2020), who noted that real-time goal setting enhances teacher motivation and productivity, thereby supporting organizational objectives. Similarly, Mpi and Gabriel (2019) demonstrated that real-time performance indicators enable timely adjustments and promote transparency, reinforcing the current study's conclusion that these system features drive continuous performance improvement. In contrast, Chasanah et al. (2023) found that E-performance appraisal information systems in Indonesia did not directly influence employee motivation or performance; they identified employee competence and motivation as critical mediators. This discrepancy highlights a contextual difference, suggesting that in the educational sector, the system's features may have a more direct impact on enhancing teacher performance compared to their effects on civil service.

Regarding the communication tools within the system, 0.3% strongly disagreed, 6.1% disagreed, 13.4% remained neutral, 60.5% agreed, and 19.7% strongly agreed that these tools facilitate smooth interaction between employees and managers during the appraisal process. With a mean score of 3.93 and a standard deviation of 0.771, this indicates that the system enhances collaboration and feedback mechanisms essential for performance management. This finding aligns with the research by Ondari and Ondiba (2019), who highlighted the importance of multi-rating systems and employee input for effective appraisals in Kenyan public universities. These tools are likely to promote comprehensive evaluations and foster greater team engagement. Similarly, a study by the Ministry of Religion (2024) found that appraisal systems positively impact performance and spiritual motivation, suggesting that improved communication and interaction enhance both employee performance and morale.

These findings are particularly relevant to faith-based organizations and closely mirror the results of the current study.

When asked whether "automated reminders from the system help ensure goal completion," 7.6% disagreed, 14.7% remained neutral, 45.3% agreed, and 32.4% strongly agreed. This statement received a mean score of 4.02 and a standard deviation of 0.882, indicating that automated reminders contribute to task completion and time management, thereby enhancing performance efficiency. The effectiveness of automated reminders in ensuring task completion and improving time management is corroborated by the findings of Mpi & Gabriel (2019), whose study highlighted the role of these systems in reducing manual intervention, increasing efficiency, and ensuring adherence to schedules. This consistency underscores the practical advantages of automated features in both educational and organizational contexts.

With respect to the statement "the system provides useful data-driven insights through key performance indicators (KPIs) that support decision-making," the responses were as follows: 7.9% disagreed, 16.4% were neutral, 41.6% agreed, and 33.7% strongly agreed. This statement achieved a mean score of 4.01 and a standard deviation of 0.903, indicating that the system effectively supports performance evaluation and informed decision-making. This finding aligns with Wamundila (2020), who emphasized the importance of robust appraisal policies in addressing performance challenges. Furthermore, the Ministry of Religion study (2024) demonstrated the significant impact of appraisal systems on informed managerial decisions. Collectively, these studies highlight the essential role of KPIs in strategic performance management.

Finally, regarding the statement "The system provides reliable storage for past reviews, creating a performance history," the responses were as follows: 7.4% disagreed, 16.1% remained neutral, 69.7% agreed, and 6.8% strongly agreed. This statement received a mean score of 3.76 and a standard deviation of 0.687. The findings indicate that the system is effective in ensuring reliable record-keeping, which supports long-term performance tracking and analysis. This study emphasizes the critical importance of storing past reviews for performance tracking, aligning with Ondari and Ondiba (2019), who advocated for e-performance appraisal information systems that maintain comprehensive performance histories to inform decisions such as contract renewals. This highlights the essential role of systematic record-keeping in enhancing long-term management effectiveness.

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. These studies emphasize features such as real-time feedback, goal setting, and performance tracking, which promote improved accountability and structured management. In contrast, the research conducted by Chasanah et al. (2023) offers a more nuanced perspective, prioritizing employee competence and motivation over the direct impact of e-performance appraisal information systems. This divergence indicates that the effectiveness of such systems may be influenced by contextual factors, including user proficiency and the broader organizational environment. Overall, there is a consensus regarding the positive influence of E-Performance Appraisal Information Systems on teacher performance. However, variations in organizational contexts and the role of mediating factors such as motivation and competence underscore the need for tailored approaches. For Catholic Secondary Schools in the Onitsha Archdiocese, leveraging the system's features while addressing potential gaps, such as providing user training, can enhance its effectiveness and support long-term performance improvements.

4.4.3 E-Payroll Information System and Performance of Teachers

To determine the Effects of E-Payroll Information System on Teacher Performance the study adopted a five-point Likert scale.

Table 4.4: Effects of E-Payroll Information System on Teacher Performance

Statement	SD	D	UD	A	SA	μ	σ
The E-Payroll Information System accurately calculates salaries, taxes, and deductions, reducing manual errors	0.00%	5.6%	11.6%	71.3%	11.3%	3.88	0.669
The system helps in maintaining effective budget control for payroll-related expenses	1.1%	5.3%	9.5%	46.3%	37.9%	4.15	0.871
The system accurately integrates with time-tracking tools to account for hours worked	0.00%	2.6%	11.6%	60.0%	25.8%	4.09	0.687
The E-Payroll Information System provides robust data security to protect sensitive payroll information	0.00%	1.6%	14.7%	50.3%	33.4%	4.16	0.722
The E-Payroll Information System provides access controls to protect sensitive payroll information	0.00%	4.5%	13.9%	51.6%	29.7%	4.07	0.789
The E-Payroll Information System has improved overall employee satisfaction with payroll services and processes	0.00%	5.5%	8.2%	46.3%	40.0%	4.21	0.813

The scale was weighted as (1= Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). The results of the questionnaire are presented in table 9.

Source: Field Data 2024

The study's findings, as presented in Table 4.4, highlight the significant role of the E-Payroll Information System in improving teacher performance by ensuring accurate calculations, enhancing budget control, ensuring data security, and increasing employee satisfaction. Most respondents, 71.3% agreed and 11.3% strongly agreed—indicated that the system accurately calculates salaries, taxes, and deductions, minimizing manual errors. This is reflected in a mean score of 3.88 and a standard deviation of 0.669, suggesting high reliability and efficiency in payroll processing. Furthermore, when respondents were asked about the system's role in maintaining effective budget control for payroll-related expenses, 46.3% agreed and 37.9% strongly agreed, giving a mean score of 4.15 and a standard deviation of 0.871. This suggests that the system plays a vital role in managing financial processes effectively, which can positively impact overall organizational performance by ensuring that payroll expenses are well-controlled.

Additionally, respondents indicated that the system's integration with time-tracking tools is beneficial, with 60.0% agreeing and 25.8% strongly agreeing, resulting in a mean score of 4.09 and a standard deviation of 0.687. This implies that the system facilitates accurate tracking of hours worked, further contributing to operational efficiency. In terms of data security, 50.3% agreed and 33.4% strongly agreed that the system provides robust protection, yielding a mean score of 4.16 and a standard deviation of 0.722. Similarly, 51.6% agreed and 29.7% strongly agreed that the system has effective access control measures, achieving a mean score of 4.07 and a standard deviation of 0.789. These results reflect the importance of data security in safeguarding sensitive payroll information, which can enhance teacher trust in the system.

Finally, when asked about the overall improvement in employee satisfaction with payroll services, most respondents—46.3% agreed and 40.0% strongly agreed—indicated that the system had a positive impact, reflected by a mean score of 4.21 and a standard deviation of 0.813. This suggests that the E-Payroll Information System contributes to improved teacher satisfaction, which can, in turn, enhance motivation and overall performance in the school setting.

The findings of this study are consistent with previous research examining the effects of electronic payroll systems on employee performance. For instance, Njeru and Muchelule (2024), in their investigation of Human Resource Information System (HRIS) practices within the Kenya Police Service, discovered that the implementation of electronic payroll

management had a positive effect on employee performance. This parallels the current study's observation that accurate and efficient payroll systems help reduce administrative errors and enhance the delivery of support services for teachers. In a similar vein, Olumoh et al. (2024) conducted a study at Kwara State University Teaching Hospitals and found that the adoption of electronic payroll systems led to notable improvements in employee satisfaction as well as stronger institutional financial oversight. These findings reinforce the present study's conclusion that a well-managed payroll system not only boosts teacher morale and satisfaction but also promotes greater financial transparency and accountability within schools.

Furthermore, Koech (2022) highlighted a strong positive relationship between e-payroll administration and teacher performance in various educational institutions in Sri Lanka, reinforcing the idea that such systems enhance efficiency in payroll processes and contribute to improved teacher satisfaction and productivity. However, Chasanah et al. (2023) introduced a nuanced perspective, emphasizing the mediating role of employee competence and motivation in determining the effectiveness of HRIS systems, including e-payroll. While the current study underscores the technical functionality and reliability of the system, integrating training programs to improve user competence could further enhance the system's effectiveness. This perspective suggests that alongside system implementation, addressing factors such as training and employee motivation could optimize the impact of the E-Payroll Information System.

Overall, the findings align with the existing literature on the positive effects of E-Payroll Information Systems, particularly in enhancing accuracy, data security, budget control, and employee satisfaction. Catholic secondary schools in the Onitsha Archdiocese can leverage these insights to optimize their payroll systems, ensuring long-term operational efficiency and boosting teacher performance by addressing both technical functionality and employee development needs.

4.4.4 Employee Self-Service Portals and Performance of Teachers

The study adopted a Likert scale to find out the Effect of the Employee Self-Service Portals on Teacher Performance.

Table 4.5: Effect of the Employee Self-Service Portals on Teacher Performance.

Statement	SD	D	UD	A	SA	μ	σ
I regularly use the Employee Self-Service (ESS) portal to manage work-related tasks	0.00%	3.7%	15.3%	70.8%	10.3%	3.28	0.623
The ESS portal makes it easy for me to update my personal details, contact information, and emergency contacts	0.00%	4.5%	6.1%	54.2%	35.3%	4.20	0.743
The portal promptly acknowledges my feedback and queries, helping me feel heard and valued	0.00%	5.8%	11.3%	61.1%	21.8%	3.99	0.751
The portal enables me to efficiently apply for leave	0.3%	2.4%	8.9%	65.8%	22.6%	4.08	0.655
The ESS portal keeps me updated on company announcements	0.3%	1.6%	8.7%	57.9%	31.6%	4.19	0.674
I can easily access performance reviews from managers through the ESS portal	0.5%	5.0%	6.8%	54.2%	33.4%	4.15	0.793

The scale was weighted as (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). The results are presented in table 10.

Source: Field Data 2024

As shown in Table 4.5, it is evident that the Employee Self-Service (ESS) portal is utilized extensively and is highly praised for its usability in performing work-related work. The majority (70.8%) of participants agreed, and 10.3% strongly agreed, making a mean score of 3.29 and a standard deviation of 0.623. In updating personal details, 54.2% agreed, and 35.3% strongly agreed, making a mean score of 4.20 and a standard deviation of 0.743, implying that it is easy to use. The portal also enhances engagement, in that 61.1% agreed and 21.8% strongly agreed that it responds positively to feedback, making a mean score of 3.99 and a standard deviation of 0.751. Similarly, its efficacy in processing leave applications was confirmed by 65.8% agreeing and 22.6% strongly agreeing, making a mean of 4.08 and a standard deviation of 0.655. In company announcements, 57.9% agreed, and 31.6% strongly agreed that it keeps one informed, making a mean score of 4.19 and a standard deviation of 0.674. Accessibility to review performance was also highly rated, in that 54.2% agreed and

33.4% strongly agreed, making a mean score of 4.15 and a standard deviation of 0.793. The results show that ESS portal increases communication, engagement, and teacher performance to a great extent.

These findings collectively suggest that the ESS portal has a positive impact on teacher performance by streamlining administrative processes, enhancing communication, and facilitating access to performance reviews. This aligns with prior research on self-service portals, such as Santhi and Srinivasan (2024), who emphasized the efficiency, usability, and user engagement of cloud-hosted platforms like DevOps in improving operational outcomes. The positive teacher responses highlight how ESS portals, by simplifying tasks and improving communication, contribute to better teacher performance. Moreover, Matloobtalab and Iversen (2023) discussed usability challenges in self-service portals, particularly related to navigation and user experience. However, the ESS portal in this study effectively addresses these issues, achieving high usability and satisfaction through targeted functionality improvements and a user-centric design. This is consistent with Bademo and Dylind's (2024) study, which showed that Employee Self-Service Technology (SST) enhances organizational efficiency and promotes positive employee attitudes. Features like feedback acknowledgment and leave management are crucial, and user engagement is enhanced when supported by organizational readiness, as seen in Mölnlycke Health Care.

The role of the ESS portal in improving teacher performance mirrors Chikazhe et al.'s (2023) findings on SST's impact on job performance. The study demonstrates how enhanced engagement and efficiency, facilitated by user-friendly technology, benefits teachers in resource-constrained environments. Additionally, Katanga's (2024) research on self-service banking technology (SSBT) reinforces the importance of reliability and responsiveness in user satisfaction. The ESS portal's reliability in managing personal information updates and leave applications, along with its timely company announcements, highlights its responsiveness. These factors underscore the critical importance of technological reliability across different contexts. Furthermore, Mahmood et al. (2024) identified ease of use and performance expectancy as key factors in SST adoption, both of which are evident in the high usability scores for the ESS portal, particularly for personal information updates (mean: 4.20). This validates their emphasis on minimizing user effort to foster technological acceptance.

Overall, these findings reinforce the importance of continuing to invest in the ESS portal to maintain its functionality and relevance. Improving navigation and user experience, as

suggested by Matloobtalab and Iversen, and providing ongoing support and training, as recommended by Bademo and Dylind, are essential. Furthermore, leveraging feedback mechanisms, as demonstrated in this study and by Chikazhe et al., can further strengthen engagement and foster continuous improvement. These measures will ensure that the ESS portal remains an integral tool for enhancing teacher performance and organizational efficiency.

4.4.5 School Size and Performance of Teachers

The study used a Likert scale to measure the School Size and Teacher Performance.

Table 4.6: School Size and Teacher Performance

Statement	SD	D	UD	A	SA	μ	σ
The staff-to-student ratio at our school allows for effective individual attention and learning support for students	1.3%	7.4%	18.7%	64.2%	8.4%	3.71	0.776
The physical size of our school facilities (classrooms, libraries, recreational areas) positively impacts the learning environment	1.6%	13.4%	18.9%	44.7%	21.3%	3.71	0.999
Our school effectively allocates financial resources based on its size and student population	4.2%	30.5%	29.5%	30.0%	5.8%	3.03	1.004
Our school effectively allocates instructional resources based on its size and student population	9.5%	23.4%	31.3%	25.0%	10.8%	3.04	1.139
The infrastructure of our school is sufficient to meet the needs of our current student population	2.6%	12.6%	37.9%	36.1%	10.8%	3.40	0.932
The number of teachers at our school is appropriate for the current student population	4.7%	24.5%	14.2%	50.5%	6.1%	3.29	1.050

The scale was weighed on a scale of (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5 = Strongly Agree). The findings are presented in table 11.

Source: Field Data 2024

From Table 4.6, 1.3% of the respondents strongly disagreed, 7.4% disagreed, 8.7% were neutral, 64.2% of respondents agreed while 8.4% strongly agreed that the staff-to-student ratio allows for effective learning support, with a mean score of 3.71 and a standard deviation of 0.776. This finding is consistent with Dawabsheh et al. (2020) study, which found that better school infrastructure, including appropriate staffing, positively influences teaching proficiency and overall educational quality. The availability of resources that allow teachers to give adequate attention to students supports not only learning outcomes but also enhances teacher satisfaction and performance.

Similarly, 1.6% strongly disagree, 13.4% disagreed, 8.9% remained neutral, 44.7% agreed and remaining 21.3% strongly agreed that the physical size of facilities positively impacts the learning environment, with a mean score of 3.71 and a standard deviation of 0.999. This finding aligns with the results of Dawabsheh et al. (2020), who concluded that adequate school facilities, including physical space, enhance teaching proficiency and professional development. In both contexts, improving school infrastructure is linked to better outcomes, with teachers being better equipped to engage students effectively and foster learning.

However, the study revealed mixed responses regarding the allocation of financial and instructional resources. Only 30.0% of participants agreed that financial resources were allocated effectively according to the school's size and student population, with a mean score of 3.03, while instructional resource allocation received a similar response. This indicates that while the size of the school may influence teacher performance, inadequate resource allocation remains a challenge. This finding contrasts with Kundu et al. (2020) research on the impact of ICT infrastructure on teacher efficacy. Kundu et al. (2020) found a strong, positive relationship between the availability of quality infrastructure and teacher efficacy, suggesting that resource allocation is a critical factor in teacher performance. The contrast here could indicate that while teachers perceive physical infrastructure as conducive to learning, financial and instructional resources may not always meet the required standards to support teaching effectively.

For infrastructure adequacy, 2.6% strongly disagreed, 12.6% disagreed, 37.9% were neutral, 36.1% agreed and 10.8% strongly agreed, yielding a mean of 3.40 and standard deviation of 0.932. This result points to the need for improvement in school facilities to further optimize teacher performance, a concern echoed by Mohzana et al. (2023), who identified suboptimal management of facilities as a significant barrier to effective teaching in science education.

They emphasized the importance of resource allocation and better planning to overcome the challenges posed by insufficient infrastructure. The current study's findings suggest that improving the physical infrastructure and ensuring its adequacy for the current student population could significantly enhance teacher performance.

Regarding teacher numbers, 4.7% strongly disagreed, 24.5% disagreed, 14.2% remained neutral, 50.5% agreed and 6.1% strongly agreed that their school had sufficient staff, with a mean score of 3.29 and a standard deviation of 1.050. This result resonates with the findings of Toropova et al. (2020), who highlighted the importance of teacher workload and cooperation among teachers in enhancing job satisfaction and performance. Their study found that supportive working conditions, including manageable teacher workloads, are crucial for teacher job satisfaction and, by extension, performance. A balanced teacher-to-student ratio contributes to more favorable working conditions, which can enhance teacher effectiveness and satisfaction.

Overall, the findings of this study suggest that while school size, infrastructure, and teacher numbers play a significant role in supporting teacher performance, challenges remain in terms of financial and instructional resource allocation. These challenges align with the concerns raised in previous studies, such as those by Kundu et al. (2020) and Mohzana et al. (2023), about the importance of adequate resources for effective teaching. Addressing these issues, particularly in resource allocation and infrastructure management, could significantly enhance teacher performance and, ultimately, student outcomes. Additionally, as shown in the research of Ogunode and Ibrahim (2023) and Ewhrudjakpo and Kpee (2024), the provision of adequate infrastructure is essential for improving educational outcomes, making it imperative for school administrators to prioritize such investments for long-term improvements in teacher effectiveness.

4.4.6 Teacher Performance in Catholic Secondary Schools

To determine teacher performance in catholic schools, the study used a Likert scale. Kindly indicate how much you agree with the following statements using a five-point Likert scale.

Table 4.7: Teacher performance in Catholic secondary schools

Statement	SD	D	UD	A	SA	μ	σ
My teaching positively influences student academic achievement	0.5%	6.3%	8.7%	74.2%	10.3%	3.87	0.689
I communicate effectively with students to enhance their understanding in learning	0.00%	0.8%	7.6%	47.6%	43.9%	4.35	0.654
I utilize various assessment methods to evaluate student progress to support learning	0.00%	1.1.%	12.6%	54.2%	32.1%	4.17	0.679
I effectively deliver lessons that engage students and meet curriculum standards	0.00%	2.4%	8.2%	59.7%	29.7%	4.17	0.668
I am willing to adapt my teaching strategies and incorporate new technologies to improve student outcomes	0.00%	1.1.%	7.9%	52.9%	38.2%	4.28	0.652
I actively participate in professional development opportunities to enhance my teaching skills and effectiveness.	0.3%	0.3%	9.2%	51.8%	38.4%	4.28	0.659

The scale was weighed on a scale of (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5 = Strongly Agree). The findings are presented in table 12.

Source: Field Data 2024

The data from Table 4.7 imply that more of the teachers in Catholic secondaries believe in their teaching, and this occurs more in a variety of key areas. Notably, a significant 74.2% of teachers also agree, with 10.3% of them strongly agreeing, that their teaching contributes towards student academic performance, with a mean of 3.87 and a standard deviation of 0.689. In the area of communication, 47.6% of them are in agreement and 43.9% of them also strongly agree that they communicate very effectively with their students to aid them in understanding what has been covered, with a mean of 4.35 and a standard deviation of 0.654. In addition, 54.2% of the teachers agreed and 32.1% of them strongly agreed that they adopt various methods of measurement of student improvement and learning development, with a mean of 4.17 and a standard deviation of 0.679. In the area of lesson presentation, 59.7% of them agreed and 29.7% of them strongly agreed that they effectively present lessons that involve students and meet curriculum demands, with a mean of 4.17 and a standard deviation of 0.668. In addition, 52.9% of them agreed and 38.2% of them strongly agreed in terms of being prepared to shift teaching styles and adopt new technologies to improve student performance, with a mean of 4.28 and a standard deviation of 0.652. Finally, 51.8% of them agreed and 38.4% of them strongly agreed in taking part in professional development activities to improve teaching, with a mean of 4.28 and a standard deviation of 0.659.

While the findings indicate a strong overall confidence among teachers, a small percentage expressed disagreement or a neutral stance, highlighting potential challenges in their performance. This may suggest underlying issues such as resource limitations, gaps in professional development, or a need for more consistent feedback and support.

The study by Ali and Haider (2020) on teacher performance correlates with the data from Table 12, particularly regarding instructional and professional qualities. Their Teacher's Job Performance Scale (TJPS) identifies key factors such as effective communication, engagement in teaching, and adaptability, which are also evident in the responses from Catholic secondary school teachers. However, the slight disagreement and neutrality observed in the data may indicate challenges in fully realizing these qualities, possibly due to resource constraints or gaps in professional development.

Similarly, Muhammad (2019) highlights the positive relationship between teacher effectiveness and student achievement. The high levels of agreement among Catholic secondary school teachers regarding their communication skills and assessment methods correspond with the value of these variables in advancing student outputs. Nonetheless, the

study also suggests a potential gap between teachers' perceptions of their effectiveness and actual student achievement, indicating that elements such as the classroom environment and student engagement may critically influence student success.

Arifin et al. (2022) identified a strong correlation among teacher professional development, classroom environment, and student academic performance. The consensus among teachers regarding their participation in professional development supports this finding. However, Arifin's research underscores the significance of nurturing a classroom environment, a factor not explicitly addressed in the data from Table 12. This implies that while teachers recognize the value of professional development, the overall classroom environment and its impact on student outcomes may require further investigation.

Finally, Maktoum and Kaabi (2024) discuss the challenges teachers face in the evaluation process, including unreliable performance indicators and episodic feedback. The small percentage of teachers who disagreed or expressed neutrality regarding their performance in Table 12 may reflect similar challenges, underscoring the necessity for more reliable and continuous feedback mechanisms to accurately assess teacher performance. Although the data does not specifically address the teacher evaluation process, these challenges remain relevant and may contribute to teachers' self-perceptions of their performance.

In conclusion, the findings suggest that Catholic secondary school teachers generally express confidence in their performance, particularly in communication, teaching methods, adaptability, and professional development. However, the small percentage of teachers who disagreed or remained neutral may indicate challenges such as resource limitations, insufficient ongoing feedback, or difficulties in fully implementing new teaching strategies and technologies. These issues align with existing literature highlight the importance of professional development, teacher evaluation, and classroom environment in influencing teacher performance. Future studies should investigate these barriers in more detail to pinpoint methods for raising teacher performance and, eventually, raising student achievement.

4.5 Diagnostic Test Results

Several diagnostic tests were conducted to validate the assumptions of the linear regression model and ensure that the results were reliable. For the diagnostics, the following tests were conducted autocorrelation, normality test, heteroscedasticity, and multicollinearity.

4.5.1 Auto correlation

The term autocorrelation describes how a variable correlates with itself over time. In regression analysis, particularly with time series data, autocorrelation indicates that the residuals (errors) are not independent (Bolarinwa, 2023). The Durbin-Watson test was used to check for autocorrelation, and values approximating 2 indicate there is no autocorrelation. Values much below 2 indicate positive autocorrelation, and values above 2 indicate negative autocorrelation. To address autocorrelation, one might consider incorporating lagged variables or utilizing autoregressive models.

Table 4.8: Auto correlation results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.703[a]	.494	.488	.31399	1.889

a. Predictors: (Constant), SCHOOLSIZE, ESS, ETIS, EPIS, EPAIS

b. Dependent Variable: TEACHERPERFORMANCE

Source: Field Data 2024

As shown in Table 4.8, the Durbin-Watson statistics in this analysis was found to be 1.889, which is close to 2. This means that there is no or little autocorrelation in the model. So, do not reject the hypothesis of no autocorrelation, suggesting that the residuals can considered independent. The findings support the strength of the regression model used to analyze the correlation between the predictors—SCHOOLSIZE, ESS, ETIS, EPIS, EPAIS—and teacher performance

4.5.2 Normality Test

The validity of hypothesis testing was secured by performing a normality test to verify if the residual of the regression model had a normal distribution. This is an important measure to preserve statistical analysis reliability. There are two long-proven techniques that were implemented to check the normality of the residual numerically: Shapiro-Wilk test and Kolmogorov-Smirnov test.

Table 4.9: Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
ETIS	.045	380	.200	.992	380	.278
EPAIS	.039	380	.200	.989	380	.193
EPIS	.048	380	.200	.987	380	.137
ESS	.050	380	.200	.985	380	.091
SCHOOLSIZE	.043	380	.200	.990	380	.222

a. Lilliefors Significance Correction

Source: Field Data 2024

According to Table 4.9, the p-values for both the Kolmogorov-Smirnov and Shapiro-Wilk tests were all greater than 0.05, which indicates that the residuals are normally distributed, and the null hypothesis for normality should not be rejected. The results confirm that the data follow the assumption of normality, validating the use of parametric tests in the subsequent analysis.

4.5.3 Heteroscedasticity

To address heteroscedasticity in the analysis, the Breusch-Pagan test was conducted. When examining the regression, a funnel-shaped pattern would suggest heteroscedasticity, while a random scatter would indicate homoscedasticity. Remedial measures for heteroscedasticity include altering the dependent variable or incorporating robust standard errors. In the data displayed in Table 4.10, heteroscedasticity was tested using the Breusch-Pagan test, resulting in a p-value of 0.268, which is greater than 0.05. This shows that the null hypothesis of constant variance cannot be rejected, implying that there is not enough evidence towards

heteroscedasticity in the regression. The residuals seem to be homoscedastic, reiterating that regression assumptions are valid.

Table 4.10: Heteroscedasticity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.493	5	1.299	1.349	.268[b]
	Residual	359.516	374	.961		
	Total	366.009	379			

a. Dependent Variable: TEACHERPERFORMANCE

b. Predictors: (Constant), SCHOOLSIZE, ESS, ETIS, EPIS, EPAIS

Source: Field Data 2024

4.5.4 Multicollinearity

Multicollinearity occurs in regression models when independent variables exhibit a high degree of correlation with one another. This correlation results in inflated variance, leading to large and unreliable standard errors for the coefficient estimates. The most popular technique for identifying multicollinearity is the Variance Inflation Factor (VIF). Although there is no universally accepted threshold for VIF values, a value exceeding 10 is typically considered indicative of high multicollinearity, while some researchers may adopt a threshold of 5. To mitigate multicollinearity, various techniques can be employed, including the removal or combination of highly correlated variables and the use of methods such as principal component analysis (Lin et al., 2020).

Table 4.11: Multicollinearity

Model		Collinearity statistics	
		Tolerance	VIF
1	(Constant)		
	ETIS	.518	1.929
	EPAIS	.497	2.013
	EPIS	.582	1.720
	ESS	.543	1.841
	SCHOOLSIZE	.909	1.100

a. Dependent Variable: TEACHERPERFORMANCE

Source: Field Data 2024

According to Table 4.11, independent variables' Variance Inflation Factor (VIF) values range from 1.100 to 2.013, much lower than the critical value of 10. Likewise, values of ranged between 0.497 and 0.909, higher than the minimum of 0.1. The independent variables' values of their respective Tolerance and VIF values, from the current findings, imply there's no multicollinearity problem. Finding confirms that multicollinearity is not an issue in this regression model, making reliable coefficient estimates.

4.6 Inferential Tests

Inferential analysis was performed in this study with the aim of measuring the correlation between the study's independent variable and its dependent variable. The correlation and regression analysis were conducted to accomplish inferential analysis. The findings of this are discussed herein. The use of correlation analysis was for measuring relationship and degree of relationship between study variables.

Table 4.12: Correlation Results

Correlation coefficients

			ETIS	EPAIS	EPIS	ESS	SCHOOL SIZE	TEACHER PERFORMANCE
Spearman's rho	ETIS	Correlation Coefficient	1.000	.626**	.404**	.474**	.287**	.403**
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000
		N	380	380	380	380	380	380
	EPAIS	Correlation Coefficient	.626**	1.000	.441**	.495**	.243**	.400**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000
		N	380	380	380	380	380	380
	EPIS	Correlation Coefficient	.404**	.441**	1.000	.481**	.230**	.426**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	380	380	380	380	380	380
	ESS	Correlation Coefficient	.474**	.495**	.481**	1.000	.238**	.456**
		Sig. (2-tailed)	.000	.000	.000	.	.000	.000
		N	380	380	380	380	380	380
	SCHOOLSIZE	Correlation Coefficient	.287**	.243**	.230**	.238**	1.000	.161**
		Sig. (2-tailed)	.000	.000	.000	.000	.	.002
		N	380	380	380	380	380	380
	TEACHER PERFORMANCE	Correlation Coefficient	.403**	.400**	.426**	.456**	.161**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.002	.
		N	380	380	380	380	380	380

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

The variables analyzed include the E-TIS- E-Training Information System, EPAIS- E-Performance Appraisal Information System, EPIS- E-Payroll Information System, and ESS- Employee Self-Service Portal. The results of the correlation analysis are summarized in Table 4.12.

The table indicates a positive and significant correlation (r =.403, p < 0.05) between teacher performance in Catholic secondary schools and the E-Training Information System (ETIS). The E-Performance Appraisal Information System (EPAIS) also demonstrated a favourable and substantial correlation with the performance of teachers (r =.400, p < 0.05). There was a significant and positive association between teacher performance and the E-Payroll Information System (EPIS) (r =.426, p < 0.05). Furthermore, the greatest positive and significant association between teacher performance and the Employee Self-Service (ESS) portal was discovered (r =.456, p < 0.05). School size also showed a positive and significant correlation with teacher performance (r = .161, p < 0.05), although the correlation was weaker compared to other variables. This study concludes that the features of Human Resource Information Systems (HRIS) positively and significantly correlate with the performance of teachers in Catholic secondary schools in the Onitsha Archdiocese of Nigeria. The findings suggest that improved integration and utilization of these systems may enhance teacher performance.

4.6.1 Regression analysis

The results from hypothesis tests confirm that every aspect of the Human Resource Information System (HRIS) plays an important role in improving performance by Catholic secondary schools in the Onitsha Archdiocese. In particular, the E-Training Information System (ETIS) had an apparent positive impact (β = 0.242, p = 0.000), confirming that e-trainings by virtue of improving capabilities contribute positively to enhancing pedagogical competence. This is consonant with Delita et al. (2022), who highlighted the pivotal role that e-trainings play in enhancing pedagogical competence in Catholic schools in Ghana. Similarly, E-Performance Appraisal Information System (EPAIS) also showed a strong positive impact (β = 0.178, p = 0.003), confirming that real-time feedback tools improve classroom practice, as argued by Ofoegbu (2023). The E-Payroll Information System (EPIS) also had an evident positive coefficient (β = 0.195, p = 0.000), pointing to efficient management by virtue of paying salaries on time improving workers' morale and retention—coinciding with Okwara (2020) that accuracy in payments is associated with job stability. In addition, Employee Self-Service Portal (ESS) positively impacted performance (β = 0.214, p = 0.001), further confirming that self-service tools improve job satisfaction as well as ease in operations by school workers, as concluded by Ozdemir (2022).

In addition, school size was found to moderate the influence of HRIS components on instructor performance ($\beta = 0.156$, $p = 0.001$), culminating in the invalidation of the fifth null hypothesis. This implies that more sizable school settings use HRIS systems optimally, perhaps because such settings have greater access to technological infrastructure, fiscal support, and administrative strength. This finding is in line with prior research by Adeoye and Aluko (2021), who indicated that school size has an impact on the deployment of information systems in schools. The moderating influence of school size highlights system implementation variability in context, as well as system impact. In summary, HRIS components integration and school size's enabling role portray an ordered, theory-congruent approach—systematically based on Human Capital Theory—to improve instructor performance through digital HR processes.

The combined influence of independent variables—ETIS, EPIS, EPAIS, and ESS—over the dependent variable, teacher performance, also demonstrated statistical significance. The R-squared value for the model being 0.494 shows that 49.4% variation in teacher performance is explained by these components of HRIS. To explain it further, R-squared 0.494 shows that independent variables E-Training Information System (ETIS), E-Payroll Information System (EPIS), E-Performance Appraisal Information System (EPAIS), and Employee Self-Service (ESS) account for 49.4% variance in Catholic secondary school teacher performance in Onitsha Archdiocese. These systems guide improvement, motivation, measurement of performance, and job satisfaction in line with Human Capital Theory that human resource system investment leads to an increase in productivity. The strong contribution from HRIS shows that it is a determining factor for teacher performance in terms of structured processes in training, management of payroll, measurement of performance, and employee support services.

Nonetheless, 50.6% unexplained variance is explained by unmeasured variables like school administration, student conduct, parents' involvement, government intervention, measurement bias, and data quality. Specification bias in models like failure to include moderating variables like job satisfaction is another possible explanation for unexplained variance. Reconciliation for unexplained variance is not required, but it adds to study validity and opens an avenue for other possible determinants of teaching performance to be investigated in future research. The statistical relevance of the regression model is also confirmed by an F-statistic value of 48.324 with p-value $0.000 < 0.05$.

Such results support Human Capital Theory assertions that systematic investment in individuals—through formal training, performance feedback, and administrative support—yields increased productivity. Such results buttress Kaaria's (2023) study that proved that HRIS positively affected employee performance in Ghanaian private schools. In the same vein, Wanjiru and Odenyo (2024) determined that e-performance appraisal systems had an enhanced impact on staff productivity in Kenyan faith-based schools. In contrast, Resca and Munandar's (2022) study in Nigerian public schools, as well as that by Uzoho and Akinyele (2021), concluded that payroll system implementation had no significant effect on job satisfaction among teachers.

Table 4.13: Regression Results for the Overall Linear Regression Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703[a]	.494	.488	.31399

a. Predictors: (Constant), SCHOOLSIZE, ESS, ETIS, EPIS, EPAIS

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	26.120	5	5.224	48.370	000
Residual	26.840	249	.108		
Total	52.960	254			

Dependent Variable: Teacher Performance

Predictors: (Constant), School Size, ESS, ETIS, EPIS, EPAIS

Source: Field Data 2024

Table 4.14: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients T	
		B	Std. Error	Beta	Sig.
1	(Constant)	2.120	.435		4.874
	ETIS	.242	.064	.278	3.781
	EPAIS	.178	.059	.199	3.017
	EPIS	.195	.055	.218	3.545
	ESS	.214	.063	.245	3.398
	SCHOOLSIZE	.156	.048	.198	3.250

Dependent Variable: Teacher Performance

Source: Field Data 2024

The model summary table shows that the regression model has a value of 0.703, which means that the independent variables (ETIS, EPAIS, EPIS, ESS, and School Size) are directly and positively correlated with teacher performance. The value for R Square is 0.494, which shows that the 49.4% variation in teacher performance is due to the independent variables. The value for Adjusted R Squared, 0.488, after adjusting for the number of predictors, shows that the independent variable in the model has an excellent fit. The standard error of the estimate value, 0.31399, shows the average of the difference between the observed and predicted values, i.e., due to the low value, the model can predict reasonably and accurately.

ANOVA table supports the explanatory power of the regression model in general. The result of an F-statistic value 48.370 with an equivalent p-value 0.000 (less than 0.05) suggests that the model is forecasting teacher performance substantially better than by chance. The Coefficient table demonstrates that all predictors have statistically significant positive impacts on teacher performance with p-values less than 0.05. That is, ETIS ($\beta = 0.242$), EPAIS ($\beta = 0.178$), EPIS ($\beta = 0.195$), ESS ($\beta = 0.214$), and School Size ($\beta = 0.156$) all have meaningful contributions to teacher performance, indicated by their significant t-values. This suggests that enhancing HRIS components and adapting for school size positively and significantly improves teacher effectiveness in the context in question.

The overall linear regression model can be summarized as follows:

Teacher Performance = 2.120 + 0.242(ETIS) + 0.178(EPAIS) + 0.195(EPIS) + 0.214(ESS) + 0.156(School Size)

Where,

ETIS= E-training information system

EPAIS= E-appraisal information system

EPIS= E-payroll information system

ESS= E-self -service portal

SS= School size

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents a summary, conclusion, and recommendations of the study for the Human Resource Information System and teachers' performance at the Catholic secondary school performance within Onitsha Archdiocese, Nigeria. The chapter was also set to examine the proposals for further studies.

5.1 Summary of the Findings

This section gives a brief description of the results in line with the overall research objectives.

5.1.1 E-training Information System and Teacher Performance

Concerning the impact of the E-Training Information System on teachers 'performance at the Catholic secondary schools in the Onitsha Archdiocese, some notable observations were made. Table 7 presents findings on the effect of the E-Training Information System on teacher performance. The E-Training Information System (ETIS) reflects that teachers in Catholic secondary schools in the Onitsha Archdiocese feel that the system is very effective in enriching their instructional practices as well as their own professional development. Most respondents concurred that digital training materials were accessible to them (69.5%), while virtually half found it easy to complete the modules (42.9%). A high proportion strongly agreed that learning materials on mobile were relevant to their pedagogical needs (61.1%), while more than 60% concurred that online quizzes effectively assessed their knowledge. Participation in discussion forums (58.9%) and convenience in accessing training through mobile phones (57.4%) were also favoured. These observations indicate that ETIS is easy to use as well as active in enhancing teachers' learning and performance.

To support this, hypothesis testing confirmed that there is a statistically significant positive relationship between ETIS adoption and performance by teachers ($p = 0.000$, $\beta = 0.242$), such that an increase in ETIS adoption by one unit is associated with an increase in performance by 0.242 units. Therefore, by rejecting the null hypothesis in favour of the alternative, it confirms that the system is working. These findings confirm that integrating accessible, mobile-compatible, and interactive e-training platforms is an important intervention to adopt for improving performance by teachers (and, by extension, learning outcomes) in Catholic schools.

5.1.2 E-Performance Appraisal Information system and Teacher Performance

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. Most participants (64.5%) concurred that the system enables them to define performance targets in real-time (mean = 3.77, SD = 0.778), while 43.7% valued real-time feedback in terms of performance updates and performance refinement (mean = 4.07, SD = 0.866). Furthermore, 60.5% affirmed that the system facilitates seamless communication among staff and managers in the course of appraisals (mean = 3.93, SD = 0.771). Participants also valued system reminders (45.3%), KPI-based knowledge (41.6%), and safe storage of historical performance reviews (69.7%), all reflecting that EPAIS facilitates goal tracking as well as decision-making processes concerning performance.

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 (β) = 0.178. That is to say, for an increase in one unit in EPAIS implementation, teacher performance improves by 0.178 units. From here, based on this evidence, it was determined that the null hypothesis was rejected, while the alternative hypothesis was confirmed to indicate that EPAIS plays an important role in improving teacher performance. 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.

5.1.3 E-Payroll Information System and Teacher Performance

As shown in Table 9, the E-Payroll Information System (EPIS) shows that Catholic secondary school teachers in the Onitsha Archdiocese in general regard the system as efficient, accurate, and conducive to their performance. A high percentage (71.3%) concurred that the system is accurate in calculating salaries, taxes, and deductions, with a mean of 3.88 and standard deviation of 0.669. Also, 46.3% concurred that the system facilitates efficient budget control (mean = 4.15, SD = 0.871), while 60.0% affirmed synchronization with time-monitoring tools for reliable work-hour accounting (mean = 4.09, SD = 0.687). Fifty percent (50.3%) agreed that the system guarantees high data security (mean = 4.16, SD = 0.722), while 51.6% indicated that it offers strong access control (mean = 4.07, SD = 0.789). Also, 46.3% of respondents indicated that employee satisfaction with payroll services is enhanced

by the system (mean = 4.21, SD = 0.813), affirming that it enhances trust and efficiency in salary processing.

The hypothesis test supports the descriptive results, revealing a strong positive association with EPIS and teacher performance at a significance value (p-value) of 0.000 and beta coefficient (β) value of 0.195. This suggests that an increase in one unit in EPIS implementation results in an improvement in teacher performance by 0.195 units. Consequently, the null hypothesis was rejected, and the alternative one was adopted, proving that EPIS does have positive effects. These results highlight the significance of efficient, secure, and reliable payroll systems in promoting teacher motivation, job satisfaction, and performance in Catholic secondary schools.

5.1.4 Employee Self-Service Portals and Teacher Performance

As seen in Table 10, Catholic secondary school teachers in the Onitsha Archdiocese report that the ESS portal is useful in terms of carrying out their work-related duties. The majority (70.8%) of respondents affirmed frequent use of the portal (mean = 3.29, SD = 0.623), while 54.2% concurred that it is easy to update personal and emergency contact numbers (mean = 4.20, SD = 0.743). Further, 61.1% asserted that the portal is quick to acknowledge their questions, making them feel valued (mean = 3.99, SD = 0.751). The ESS portal also allows seamless leave requests to be submitted, as agreed by 65.8% of respondents (mean = 4.08, SD = 0.655), while 57.9% reported that it informs them about company notices (mean = 4.19, SD = 0.674). Further, 54.2% agreed that it is easy to access performance reviews from managers (mean = 4.15, SD = 0.793). Such observations portray an appreciative view about ESS portal's contribution towards administrative convenience and openness.

Hypothesis analysis further confirms the significance of the ESS portal, registering a positive and significant association with teacher performance ($p = 0.001$, $\beta = 0.214$). This shows that for an increase in one unit in the effective use of the ESS portal, teacher performance is enhanced by 0.214 units. Thus, the null hypothesis was rejected, while the alternative hypothesis was confirmed, establishing that the portal has positive effects. The results highlight the ESS portal's ability to promote teacher independence, communication, and accessibility to performance-related data, all factors that lead to improved participation, satisfaction, as well as overall performance in Catholic secondary schools.

5.1.5 School Size and Teacher Performance

From Table 11, the quantitative descriptive analysis of Catholic secondary school size and its impact on teacher performance shows mainly positive perceptions from teachers at the Catholic secondary schools in the Onitsha Archdiocese. A majority of respondents (64.2%) concurred that class size facilitates meaningful learning support with an average score of 3.71 and standard deviation at 0.776. Another 66% (agreeing in addition to strongly agreeing) also felt that facility size contributes positively to learning environment, an aspect that is mirrored in an average of 3.71 and an SD of 0.999. Though fewer positive views were cited on resource allotments, 30% concurred that finance is adequately allocated (mean = 3.03, SD = 1.004), while instructional resources were deemed sufficient by 25% (mean = 3.04, SD = 1.139). In terms of adequacy in infrastructure, opinions were positive though moderate, having an average value of 3.40 and 0.932 standard deviation. Finally, perceptions on staffing were mixed, with 50.5% agreeing with an average score of 3.29 and standard deviation at 1.050. These statistics indicate that although an aspect of school size such as class size and student-teacher ratio is viewed to have positive impacts, resource-related areas remain an area for concern.

Hypothesis testing indicated that there is an important positive association between teacher performance and school size ($p = 0.001$, $\beta = 0.156$), meaning that an increase in one unit in school size leads to an increase by 0.156 units in teacher performance. This evidence supports rejecting the null hypothesis in favour of accepting the alternative hypothesis, thereby confirming that school size exerts an effect on moderating HRIS-teacher performance. The results highlight that the effect imposed by HRIS tools on teachers' outcomes is more efficient if complemented by an optimum school size, such as enough staff, accommodations, and even student-teacher ratios.

5.1.6 Teacher Performance in Catholic Secondary Schools

As indicated in Table 12, the descriptive analysis of the Catholic secondary teachers in the Onitsha Archdiocese demonstrate that most teachers see their roles as playing an important part in student achievement as well as in their own professional development. Almost all respondents (74.2% agreed, 10.3% strongly agreed) felt that their teaching impacts academic achievement positively (mean = 3.87), while an overwhelming 91.5% reported communicating effectively to support pupil understanding (mean = 4.35). Teachers further indicated using multiple ways to measure pupil achievement (mean = 4.17), providing

standards-based, engaging lessons (mean = 4.17), and being adaptable by interacting differently with new techniques for teaching and new technologies (mean = 4.28). In addition, evidence was seen in high levels of professional development with 90.2% responding that they participated in development activities to better teach (mean = 4.28). Such results affirm an active, balanced commitment by teachers in support of pupil achievement as well as ongoing professional development.

Hypothesis test results were in line with these intuitions by establishing the positive significant impact of all four components of HRIS on teacher performance. In particular, E-Training ($p = 0.000$, $\beta = 0.242$), E-Payroll ($p = 0.000$, $\beta = 0.195$), ESS portals ($p = 0.001$, $\beta = 0.214$), as well as E-Performance Appraisal systems ($p = 0.003$, $\beta = 0.178$) all reflected significant contributions toward making teachers more effective. Further, school size was found to act as an important moderating factor ($p = 0.001$, $\beta = 0.156$), augmenting the positive impact of HRIS implementation. These results necessitated rejection of all null hypotheses, affirming that structured HRIS models, complemented by sufficient school size, play an important role in enhancing teachers' performance in Catholic secondary schools in the Onitsha Archdiocese.

5.2 Conclusions

The study aimed to investigate the effect that Human Resource Information Systems (HRIS) have on teacher performance at the Catholic secondary schools in Onitsha Archdiocese, employing a multiple linear regression analysis. The analysis showed that all four components of HRIS—E-Training Information System (ETIS), E-Payroll Information System (EPIS), E-Performance Appraisal Information System (EPAIS), and the Employee Self-Service (ESS) portal—are statistically positively associated with teacher performance. These findings support the theoretical basis offered by Human Capital Theory that investing in human capital through e-HR practices enhances productivity gains and performance results. Significantly, by implication, the results confirm that HRIS is not an administrative system but a strategic resource that has an appreciable effect on instructional capability, job satisfaction, performance monitoring, and employee motivation.

Additionally, the study determined that school size exerts a statistically significant moderating influence on HRIS-teacher performance. Larger schools were more efficient in their use of HRIS because they have better access to infrastructure and organizational capacity. The combined model produced an R-squared value of 0.494, meaning that fully half (49.4%) of the variation in teaching performance is explained by the components of HRIS

examined. These results have practical significance for Catholic schools in Nigeria, where systemic issues remain in areas such as teacher development, motivation, and retention. By integrating and scaling solutions in HRIS—most notably in larger school contexts—Catholic schools can embed data-driven human resource processes that promote performance improvement, job satisfaction, and accountability. Nonetheless, unexplained variance suggests that future research on contextual variables such as leadership, policy, and sociological-economic factors that also influence educational performance is necessary. In all, the study presents an intriguing case for Catholic school use and consolidation of HRIS in their operations to increase effectiveness in Nigeria's education system.

5.3 Recommendations for the Study

Based on the conclusions of this study, which investigated the influence of the E-Training Information System (ETIS), E-Performance Appraisal Information System (EPAIS), E-Payroll Information System (EPIS), Employee Self-Service (ESS) Portals, and school size on teacher performance in Catholic secondary schools within the Onitsha Archdiocese of Nigeria, the following recommendations are made to optimize HRIS implementation and enhance teacher performance in these institutions.

5.3.1 Strengthen E-Training Information Systems for Improved Teacher Performance

The study found that there was a significant contribution of the E-Training Information System (ETIS) to secondary teachers' performance in the Onitsha Archdiocese. To make these benefits more effective, strategic measures need to be taken to enhance digital materials for training, increase these materials' accessibility, and offer on-going professional development. One of these was that 69.5% of teachers agreed that digital materials such as modules, videos, and courses are easy to access with an average score of 3.63 and having a standard deviation of 0.869. Accordingly, Catholic secondary schools should invest in advanced and interactive e-learning platforms that offer vast materials from multimedia to virtual classrooms to increase ease of access and user experience. Providing good quality interactive digital materials will give teachers sufficient instruments to contribute to their own professional advancement in ease.

In addition, teachers reported that 42.9% of modules were easy to complete and access, with a mean of 3.92 on a five-point scale and a standard deviation of 1.015. To further improve ease of module, use and completions, institutions must make their training more user friendly by streamlining their content. Breaking modules into bite-sized chunks of digestible content

and embedding aspects of self-paced learning have potential to drive greater completions and make teachers more actively involved in the learning experience. Another crucial factor that was emphasized in the results was that 61.1% of teachers significantly agreed that mobile learning materials are relevant to their pedagogical requirements with a score of 4.09 on average and a deviation of 0.777. There should be assurance that e-learning websites or portals are compatible with mobiles for ease of use to make things more convenient for teachers to carry around while on-the-go so that teachers can implement their learning in classrooms themselves. Mobile-facilitated strategy is in accordance with the Unified Theory of Acceptance and Use of Technology that stresses how technology adoption is influenced by ease of use and ease of access to technology.

Furthermore, 60.3% of people agreed that online exams correctly identify their command and improvement with an average score of 3.97 and a deviation of 0.763. Schools must continue to work on robust online exams that provide instant feedback so that teachers have their improvement tracked and their learning gaps completed. Through the integration of adaptive testing processes and detailed improvement reports, teachers get specific feedback on their own improvement. Active participation in forums was valued by 58.9% of teachers at a mean score of 4.08 on a standard deviation of 0.667. Institutions must further enhance peer forums for collaborative learning experiences, subject forums by specialists, and interactive forums by groups. Supporting teachers' dialogue and experience sharing would make their level of activity higher and build community in the improvement process at work. Additionally, 57.4% of the respondents consented that getting to view materials for training on their mobiles is easy with a mean of 4.08 on a five-point level of measurement and deviation of 0.780. Secondary Catholic schools need to make their e-learning websites fully accessible on their mobiles. This is in accordance with the Unified Theory of Acceptance and Use of Technology that emphasizes ease of access in technology adoption in e-learning. Providing easy-to-access interfaces and easy-to-follow links will further increase teachers' ease of access to materials for training.

Beyond accessibility, integration of continuous professional development (CPD) in school culture is needed. Periodical organization of refresher courses, online modules, and workshops in alignment with pedagogical developments is needed to establish a culture of lifelong learning in schools (Aprilia & Suryadarma, 2020). As per the Human Capital Theory, spending on teachers' professional advancement is worthwhile to make teachers more

effective in their work and increase outcomes in their classrooms. Through alignment of CPD with teachers' needs and industry needs, schools would possess a dynamic and skilled faculty force (Alkhalaf & Alhussain, 2022). To maintain their relevance and impact of e-training programs, feedback mechanisms must be established. Teachers' feedback on their experience of training must receive systematic receipt and analysis by schools. Theory of Dynamic Capabilities alludes to the need for feedback mechanisms that must flow continuously so that schools may modify their training materials and align themselves to the changing environment of education in an effective way. Teacher feedback allows for institutions to make instant adjustments to their training materials to align with newer developments in education and teachers' developmental standards. By implementing these proposals, secondary schools within the Onitsha Archdiocese would make their E-Training Information System more efficient and effective. Digital materials must be enhanced, mobile access ensured, culture for on-going learning cultivated, and feedback mechanisms in-built to enhance teachers' performance and learners' results in general. All these strategic reforms would make e-training systems relevant, effective, and in harmony with shifting teachers' and learners' requirements.

5.3.2 Optimize E-Payroll Information Systems

The findings affirm that the E-Payroll Information System (EPIS) plays a vital role in teachers' performance through enabling accurate salary computations, adequate budget control, and secure protection of sensitive payroll details. Most of the respondents confirmed that EPIS precludes human errors in payroll computations, has integration capabilities with modules for tracking work schedules, and secures sensitive payroll information. Statistical testing of hypotheses ($p = 0.000$, $\beta = 0.195$) further confirms the beneficial impact of EPIS on teachers' performance in disproving the null hypothesis. The results affirm that payroll improvement must continuously go on to improve transparency, efficiency, and teachers' satisfaction. To sustain these benefits, secondary schools in the Onitsha Archdiocese must implement measures that take full advantage of EPIS capabilities (Alonzo et al., 2024).

One essential recommendation is to carry out periodic payroll audits to curtail errors, preclude salary arrears, and establish teachers' trust. Noted by Madu et al. (2022), payroll accuracy is crucial in that electronic payment mechanisms drive fiscal sustainability through minimized inefficiencies. Dynamic Capabilities Theory provides a thoughtful approach to how institutions must continuously improve their payroll mechanisms to fit shifting

requirements. Periodical audits not only provide payroll visibility but also cause teachers to receive their salary on time to elevate their level of motivation as well as performance in general. Setting these audits in place will elevate institutional trust as well as establish payroll mechanisms' reliability in Catholic secondary schools in the Onitsha Archdiocese. Furthermore, integrating payroll with more general finance management modules will increase budgeting, resource allocation, and reporting accuracy. This recommendation aligns with the precepts of Human Capital Theory that advocate for investing in employees' welfare and capabilities to drive greater institutional performance. Secure accessible payroll portals are equally indispensable as these provide teachers with their salary and benefits on their own, translating to higher satisfaction and commitment. The UTAUT model justifies this approach in that it centers on enabling conditions such as technical assistance to drive proper adoption of information systems (Aguboshim et al., 2021). Through these measures—regular payroll audits, finance system integration, and secure access—Catholic secondary schools in the Onitsha Archdiocese can make their EPIS more functional, increase teachers' satisfaction, and ultimately drive greater institutional efficiency.

5.3.3 Enhance Employee Self-Service Portals

The findings identify that Employee Self-Service (ESS) portal has helped improve teachers' performance through ease of access, efficiency, and administrative activity participation significantly. Most of the respondents confirmed that through the portal, they have managed to handle work activities in their daily operations, for instance, in updating their details, requesting for leave, receiving performance appraisals, and receiving communications from the company. Statistical analysis further confirms this impact by showing that Employee Self-Service portal has correlation with teachers' performance ($p = 0.001$, $\beta = 0.214$). This would imply that increasing adoption and utility of Employee Self-Service portal would further increase teachers' efficiency and satisfaction in Nigeria's Onitsha Archdiocese in Catholic secondary schools. To attain maximum impact, strategic measures by schools to increase ease of use of the portal would be required to make it more effective to attain maximum impact.

A key recommendation to make the ESS portal more effective in its utility to teachers is to extend its capacity to more closely align with teachers' needs. Through inclusion of more features such as benefits administration, performance feedback mechanisms, and requests for professional developments, the utility of the portal in teachers' perceptions would increase substantially. This recommendation aligns with the UTAUT model that emphasizes that

utility of the system plays an integral part in driving adoption (Madu et al., 2022). Offering periodic training and technical assistance is equally crucial to make teachers more confident in their capacity to work through the capabilities of the portal. Consistent with the facilitating conditions construct of the UTAUT model, provision of user guides and helpdesk would make teachers more comfortable with technology, thus driving more adoption (Ghosh, 2022; Arnold et al., 2021). Moreover, maintaining stringent measures of protection of data is crucial to gaining teachers' confidence in the ESS portal. As teachers make use of the portal to see sensitive professional and personal information, schools must have sophisticated encryption in place, periodic audits of their security measures, as well as stringent restrictions on their accesses. Research by Ghosh (2022) illustrates that protection of privacy in technology adoption is crucial in that if people believe their information is secure, they would more willingly interact with the system. Through instituting these measures of protection in their operations, schools would increase teachers' confidence in the portal to maintain their adoption for lengthy periods of adoption. Overall, instituting these measures in alignment with the basic operations of the ESS portal would increase teachers' satisfaction as well as increase their institutions' efficiency, further solidifying technology's positive contribution to teachers' performance in Catholic secondary schools.

5.3.4 Improve E-Performance Appraisal Information Systems

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. Most teachers (64.5%) confessed that the system was effective in performance goal settings, while 43.7% of teachers reported that the feature of instant feedback was beneficial for repeated performance feedback. Additionally, 60.5% of teachers agreed that the system facilitates teachers' and administrators' communications to make performance appraisals more transparent and constructive. Statistical analysis further validated the relationship between EPAIS and instructional performance ($p = 0.003$, $\beta = 0.178$), underscoring its contribution to proper performance management and improvement of professionals. All these results justify that more flexible and integrated performance appraisal has to be implemented to accommodate teachers' changing needs (Aleksandrov et al., 2020).

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. Improvements in these areas should include timely constructive feedback, performance rewards, and goal-setting capabilities. According to research by Konadu et al. (2020), feedback mechanisms play a vital part in promoting teachers' growth, emphasizing the need for EPAIS to offer more tailored and constructive feedback. Besides that, career advancement prospects and performance rewards need to be included in the system to inspire teachers since research has shown that reward structures of that kind increase teachers' engagement as well as their productivity level (Ugoani, 2020). 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. By implementing these proposals, secondary schools in the Onitsha Archdiocese can have more functional and responsive performance evaluation mechanisms in place. Enhancing feedback mechanisms, involving motivational rewards, and goal-setting capabilities will not only improve teachers' performance but create on-going learning culture and professionalism as well. All these fit within general organizational goals of having a high-performance workforce while sustaining long-term organizational success.

5.3.5 Address School Size Limitations

The results indicate that teachers' performance is significantly affected by school size through aspects of staff-to-pupil ratio, infrastructure capacity, and resource allocation. Most of the respondents (64.2%) concur that proper assistance in learning is facilitated by the staff-to-pupil ratio while 66.0% of the respondents affirm that school building capacity positively affects the environment for learning. Financial resource allocation and instructional resource allocation received conflicting feedback with scores of 3.03 and 3.04 to portray concerns of impartial allocation. Statistical testing of $p = 0.001$ and $\beta = 0.156$ further validated that school size moderates how effective HRIS is in impacting teachers' performance to determine necessary adaptable measures to enhance HRIS implementation in differently scaled schools. Findings reveal that scalable approaches that accommodate small-scale as well as large-scale schools must maintain consistency in teachers' evaluation as well as resource allocation to accommodate their varied requirements.

To address size challenges, Catholic secondary schools in the Onitsha Archdiocese need to have adaptable and scalable HRIS that accommodate specific small-scale as well as large-scale requirements of their institutions. As noted by research by Agyemang and Ofori-Antwi (2020), cited in Evans and Acosta (2020), small-scale schools have inadequate IT capabilities

and human resource capacity to manage IT infrastructure so that simplified HRIS capabilities that maintain basic capabilities such as teacher evaluation and administration of data would play a crucial role in easing integration. Simplification of capabilities of HRIS but not eliminating basic capabilities such as teacher evaluation and administration of data would make their schools more effective without straining scarce resources. Similarly, harmonizing all their schools' HR policies in accordance with Human Capital Theory makes uniform teacher evaluation and capacity-building so that all teachers benefit from implementation of HRIS regardless of their institutions' size (Leithwood & Jantzi, 2019). Moreover, the Theory of Dynamic Capabilities emphasizes that it is necessary to constantly monitor adoption levels of HRIS and their pattern of utilization in order to identify and bridge performance gaps in the system. Periodical checks enable schools to upgrade on capabilities of HRIS so that these remain adaptable to changing situations (Evans & Acosta, 2020). Proactively accomplishing so makes it possible for HRIS solutions to not only get maximized for large organizations but for their inherent limitations in small-scale schools to enhance teachers' performance as well as academic performance. Through these proposals, secondary schools in the Onitsha Archdiocese can make full exploitation of HRIS while reducing challenges offered by organization size.

5.3.6 Policy Recommendations

To ensure the effective execution and sustainability of Human Resource Information Systems (HRIS) in Catholic secondary schools, policymakers and school administrators must adopt strategic approaches tailored to address critical variables influencing HRIS functionality. Adequate funding is essential, not only for the initial acquisition of HRIS software but also for ongoing maintenance, infrastructure upgrades, and teacher training programs. Investments should prioritize enhancing technological capacity, including network connectivity, hardware, and secure data storage. Comprehensive teacher training initiatives must equip educators with the knowledge and skills to integrate HRIS tools into their daily practices effectively, ensuring these systems become integral to teaching and administrative operations. Additionally, the establishment of HRIS monitoring committees within schools is critical to oversee implementation, identify challenges, and recommend timely adjustments. These committees would serve as a bridge between administrators and teachers, ensuring the system aligns with organizational goals while addressing user concerns. Regular performance reviews of HRIS systems should also be conducted to evaluate their impact on teacher performance, school management, and overall educational outcomes. Such reviews must

consider advancements in technology, shifts in educational requirements, and feedback from users to maintain system relevance and efficacy.

Furthermore, HRIS systems must integrate specific modules to address distinct performance areas. The e-training information system should enable seamless management of teacher training, ensuring mandatory participation in professional development linked to performance evaluations, as suggested by Charo et al. (2019). The e-performance appraisal system should facilitate transparent evaluations, linking teacher performance to career growth, salary adjustments, and targeted training opportunities. An e-payroll information system is vital for accurate salary processing, fostering administrative efficiency and employee satisfaction, while employee self-service portals empower teachers to manage personal and professional data actively. Policymakers must also consider the moderating role of school size in HRIS implementation. Larger schools require robust systems to handle their complexities, whereas smaller schools may benefit from streamlined, cost-effective solutions. Tailored guidelines and support mechanisms should be developed to ensure schools of varying sizes can effectively leverage HRIS technologies. By addressing these variables systematically, Catholic secondary schools can enhance teacher performance, streamline administrative processes, and achieve superior educational outcomes.

These recommendations outlined in this study emphasize the importance of continuous investment in HRIS technologies, ongoing professional development programs, and policies that support the efficient and secure management of teacher data. By adopting these recommendations, Catholic secondary schools within the Onitsha Archdiocese can optimize their HRIS systems to enhance teacher performance. This, in turn, will create a more motivated, effective, and well-supported teaching workforce, contributing to improved educational outcomes for students.

5.4 Suggestions for Further Studies

Since the predictor variables in this study—E-Training Information System (E-TIS), E-Performance Appraisal Information System (E-PAIS), E-Payroll Information System (E-PIS), Employee Self-Service Portal (ESS), and school size—cumulatively explained 49.4% of variance in teacher performance, other factors still lie outside investigation. Subsequent studies should thus endeavour to investigate other determinants of Catholic secondary school teacher performance. These could encompass leadership style (e.g., transformational vs. transactional style), governance structure in schools, motivation and participation strategies

for teachers, ICT infrastructure quality, digital literacy levels, and institution culture. Investigating in greater depth how these variables intersect with HRIS might lead to a more complete appreciation for performance drivers in schools.

Additionally, future studies could increase the range of moderating variables to include demographics such as gender, age, years of service, specialty in teaching, and academic background, as these could have an impact on how teachers use HRIS platforms. Investigating schools' socio-economic backgrounds in terms of urban versus non-urban schools as well as levels of donor support or funding might also unearth varying impacts of HRIS tools across school settings. Furthermore, since data at the present study were limited to the 36 Catholic secondary schools in the Onitsha Archdiocese, future research might use comparative multi-diocesan or inter-state design to investigate if similar trends exist across other faith-based or public-school sectors in Nigeria. This could further enrich study generalizability as well as inform evidence-based HRIS adoption-related policy formation in education. Finally, longitudinal studies could be used to evaluate extended impacts of HRIS adoption on Catholic school teachers' performance, retention, as well as student achievement.

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APPENDICES

Appendix I: Research Questionnaire Letter

The Catholic University of Eastern Africa,

Faculty of Business & Economics,

School of Business,

P.O. Box 62157-00200

Nairobi, Kenya.

Dear Respondent,

RE: LETTER OF INTRODUCTION

I am currently pursuing a Master of Business Administration (MBA) in Human Resource Management at the Graduate Business School of the Catholic University. As part of my studies, I am conducting research on the topic: **"Human Resource Information Systems and Teachers' Performance at the Catholic Secondary Schools in Onitsha Archdiocese, Nigeria."**

You are kindly requested to fill the questionnaire genuinely to enable me accomplish this study. The insights gathered from this study will provide valuable information to stakeholders of Catholic Secondary Schools in Onitsha Archdiocese of Nigeria. Please be assured that the information obtained will be treated with utmost confidentiality and only used for the purpose of this study.

Thank you for taking your time and cooperation.

Okoye, Anthony Ekene

1061914

Graduate Student

Appendix II: Nacosti Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION.

Ref No: **140681**

Date of Issue: **10/March/2025**

RESEARCH LICENSE



This is to Certify that Fr.. Anthony Ekene Okoye of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Human Resource Information Systems And Performance Of Catholic Secondary Schools In Onitsha Archdiocese, Nigeria. for the period ending : 10/March/2026.

License No: **NACOSTI/P/25/416503**

140681

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

Appendix III: University Research Authorization Letter

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
A.M.E.C.E.A
SCHOOL OF BUSINESS & ECONOMICS
Department of Graduate Business Studies
P.O. BOX 62157 00200 Nairobi – KE
Tel: 020-2325811-5, 8890023-4,
Email: sbe@cuea.edu or bmfgbs@cuea.edu
Website: www.cuea.edu

Our Ref: CUEA/SoBE/GBS/JM/mba.rec/363/2024

3rd December 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: OKOYE ANTHONY EKENE. – REG NO: 1061914

The above named is a student at The Catholic University of Eastern Africa, Nairobi—Kenya, in the School of Business & Economics, Department of Graduate Business Studies. He is pursuing Master of Business Administration degree (Human Resource Management Option).

As part of the MBA degree requirements, the University expects the student to write a research thesis. Anthony requires your assistance in carrying out his research study by providing him with a research permit and/or the necessary information. His thesis is entitled ***"Human Resource Information Systems and Performance of Catholic Secondary Schools in Onitsha Archdiocese of Nigeria".***

Any assistance accorded to Anthony will be highly appreciated. All the information provided will be used purely for academic purposes and will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D.
03 DEC 2024
GRADUATE BUSINESS SCHOOL
P. O. BOX 62157 - 00200, NAIROBI

Dr. Joseph Macheru, PhD., CPA-K
HEAD OF DEPARTMENT – GRADUATE BUSINESS STUDIES

Appendix IV: Research Permit from Archdiocese of Onitsha

ARCHDIOCESE OF ONITSHA

TEL: EDU. OFFICE: 09070497011
EDU. SEC.: 09070497012



EDUCATION OFFICE
P.O. BOX 411
Onitsha - Anambra State
Nigeria.

Our Ref:.....
Your Ref:.....

Date:.....10/12/2024

Rev. Fr. Okoye Anthony Ekene,
The Catholic University of Eastern Africa,
School of Business and Economics,
Department of Graduate Business Studies.

Dear Fr. Anthony,

You are permitted

May the peace of the Lord be with you.
Following your request for permission to gather data for your thesis from some Secondary School under Onitsha Archdiocesan School System, we are happy to inform you that it is granted.

Please, feel free to write to any of the schools for the data you need. Should there be any other assistance you may require from us to help you in your research, please do not hesitate to call us.

Please be assured of our continued fraternal support.

With our warmest regard,

Rev. Fr. Paschal Onwugbenu
Archdiocesan Education Secretary
10-12-24

E-mail: archofed@gmail.com

Appendix V: Questionnaire for Teachers

By use of a tick (✔) select the option that best fits your response

Section A: Demographic Information

1**.** (a) Gender: Male [ ] Female [ ]

2. Age of the respondent

Below 25 years [ ] 26-30 years [ ] 31-35 years [ ] 36-40 years [ ] above 41 years [ ]

3. Marital Status

Married [ ] Single [ ] Religious [ ] Divorced [ ] Widowed [ ] Separated [ ]

Any other……

4. Academic Qualifications

Certificate [ ] Diploma [ ] Degree [ ] Masters [ ] PHD [ ] Any other (please specify ----

5. Level or Category of Staff

Administrative Staff [ ] Teaching Staff [ ]

6. For how long have you been an employee in your school?

Less than 3 years [ ] 3-5 years [ ] 6- 10years [ ] 11-20 years [ ] Over 20 years [ ]

Section B: E-training Information System

7. E-training Information Systems are web-based platforms that offer online training, including modules, mobile learning, and testing, to support employee development. Kindly

indicate how much you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
The digital training materials (modules, videos, courses) are easily accessible on the E-Training Information Systems					
I find it easy to access and complete the online training modules					
The mobile learning content is relevant to my specific teaching needs					
The online assessments help track my understanding and progress effectively					
The discussion forums within the E-Training Information System are engaging					
Accessing training materials via mobile devices (smartphones, tablets) is convenient					

Section C: E-Performance Appraisal Information System

8. An E-Performance Appraisal Information System (E-PAIS) is a digital tool that streamlines the evaluation, monitoring, and feedback of employee performance for improved accuracy and decision-making. Kindly indicate how much you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
The E-Performance Appraisal Information System allows me to set clear performance goals in real-time					
The system’s real-time feedback feature is useful for regular performance updates and improvements					
The communication tools within the system facilitate smooth interaction between employees and managers throughout the appraisal process					
Automated reminders from the system help ensure goal					

completion					
The system provides useful data-driven insights through key performance indicators (KPIs) that support decision-making					
The system provides reliable storage for past reviews creating a performance history					

Section D: E-Payroll Information System

9. An e-Payroll Information System is a digital tool that automates the calculation, processing, and tracking of employee compensation to ensure accuracy and timely payments. Kindly indicate how much you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
The E-Payroll Information System accurately calculates salaries, taxes, and deductions, reducing manual errors					
The system helps in maintaining effective budget control for payroll-related expenses					
The system accurately integrates with time-tracking tools to account for hours worked					
The E-Payroll Information System provides robust data security to protect sensitive payroll information					
The E-Payroll Information System provides access controls to protect sensitive payroll information					
The E-Payroll Information System has improved overall employee satisfaction with payroll services and processes					

Section E: Employee Self-Service Portals

10. Employee self-service portals are web-based platforms that allow employees to access and manage HR-related information and services independently. Kindly indicate how much

you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
I regularly use the Employee Self-Service (ESS) portal to manage work-related tasks					
The ESS portal makes it easy for me to update my personal details, contact information, and emergency contacts					
The portal promptly acknowledges my feedback and queries, helping me feel heard and valued					
The portal enables me to efficiently apply for leave					
The ESS portal keeps me updated on company announcements					
I can easily access performance reviews from managers through the ESS portal					

Section F: School Size

11. School size refers to the number of users and data capacity a school can handle, impacting the effectiveness of HRIS on teacher performance. Kindly indicate how much you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
The staff-to-student ratio at our school allows for effective individual attention and learning support for students					
The physical size of our school facilities (classrooms, libraries, recreational areas) positively impacts the learning environment					
Our school effectively allocates financial resources based on					

its size and student population					
Our school effectively allocates instructional resources based on its size and student population					
The infrastructure of our school is sufficient to meet the needs of our current student population					
The number of teachers at our school is appropriate for the current student population					

Section G: Teacher Performance in Catholic Secondary Schools

12. Kindly indicate how much you agree with the following statements using a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree)

Statement	1	2	3	4	5
My teaching positively influences student academic achievement					
I communicate effectively with students to enhance their understanding in learning					
I utilize various assessment methods to evaluate student progress to support learning					
I effectively deliver lessons that engage students and meet curriculum standards					
I am willing to adapt my teaching strategies and incorporate new technologies to improve student outcomes					
I actively participate in professional development opportunities to enhance my teaching skills and effectiveness.					

Thank you for your cooperation.

Appendix VI: Plagiarism Certificate

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I HEREBY CONFIRM THAT **ANTHONY EKENE OKOYE** REG NO: **1061914**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **HUMAN RESOURCE INFORMATION SYSTEMS AND TEACHERS' PERFORMANCE AT THE CATHOLIC SECONDARY SCHOOLS IN ONITSHA ARCHDIOCESE, NIGERIA. A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

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Appendix VII: The Target Population

Names of the Schools	Number of Teachers and School Administrators
1. City of God Secondary School Uke	24
2. Archbishop Albert Obiefuna Secondary School, lyiowa-Odekpe	26
3. Heerey Technical College, Ogidi	33
4. Mater Amabilis Secondary School, Umuoji	35
5. Our Lady's Secondary School, Nnobi	28
6. St. John's Secondary School, Alor	36
7. St. Joseph's Special Secondary/Seminary School, Awka – Etiti	38
8. St. Kizito Girl's Secondary School, Umudioka	30
9. St. Patrick's Secondary School, Ossomalla	21
10. Sacred Heart Secondary School, Nteje	29
11. Marian Foundation Secondary School Oraukwu	26
12. Holy Rosary Secondary School, Uke	23
13. St. Patrick's Secondary School, Odume Obosi	30
14. St. Patrick's Secondary School, Ugwuagba Obosi	33
15. St. Anthony Of Padua High Secondary School Nkpor	36
16. Don Bosco Secondary School, Obosi	36
17. St. Augustine's Secondary School, Nkpor	33
18. St. Edmund's Secondary School, Nkpor	30
19. St. Charles Secondary School, Obosi Nkpor	31
20. Seat of Wisdom Secondary School, Nkpor	32
21. Holy Family Secondary School, Nkpor	30

22. Crus Sancta Secondary School, Nkpor	29
23. Albert De Great College, Obosi	30
24. St. Raphael The Archangel Secondary School, Anumudu	33
25. Christ the King's College, Onitsha	43
26. Trinity Secondary School Onitsha	36
27. All Hallows Seminary Onitsha	38
28. Queen of Rosary College, Onitsha	33
29. St. Charles Secondary School, Onitsha	37
30. St. Valerian's High School Akpaka	33
31. St. Charles Lwanga Int'l Secondary School New Heaven, Onitsha	38
32. St. John the Apostle High School, Odoakpu Onitsha	34
33. Regina Pacis Model School Onitsha	38
34. Mater Christi Secondary School, Awada	34
35. Holy Spirit Secondary School, Omagba Onitsha	36
36. St. Joseph the Worker Secondary School, Enekwasumpu	35
Total	**1167**

Source: Onitsha Archdiocesan Education Office (2024)

Appendix VIII: Sampling Distribution Table

Names of the Schools	Number of Teachers/Proportion	Sample Selection
1. City of God Secondary School Uke	24 = 24 * 100 / 1,167 = 1.8%	1.8 * 389 / 100 = 7
2. Archbishop Albert Obiefuna Secondary School, lyiowa-Odekpe	26 = 26* 100 / 1,167 = 2.2%	2.2 * 389 / 100 = 9
3. Heerey Technical College, Ogidi	33 = 33 * 100 / 1,167 = 2.8%	2.8 * 389 / 100 = 11
4. Mater Amabilis Secondary School, Umuoji	35 = 35 * 100 / 1,167 = 3%	3 * 389 / 100 = 12
5. Our Lady's Secondary School, Nnobi	28 = 28 * 100 / 1,167 = 2.4%	2.4 * 389 / 100 = 8
6. St. John's Secondary School, Alor	36 = 36 * 100 / 1,167 = 3.1%	3.1 * 389 / 100 = 12
7. St. Joseph's Special Secondary/Seminary School, Awka – Etiti	38 = 38 * 100 / 1,167 = 3.3%	3.3 * 389 / 100 = 13
8. St. Kizito Girl's Secondary School, Umudioka	30 = 30 * 100 / 1,167 = 2.6%	2.6 * 389 / 100 = 10
9. St. Patrick's Secondary School, Ossomalla	21 = 21 * 100 / 1,167 = 1.8%	1.8 * 389 / 100 = 7
10. Sacred Heart Secondary School, Nteje	29 = 29 * 100 / 1,167 = 2.5%	2.5 * 389 / 100 = 10
11. Marian Foundation Secondary School Oraukwu	26 = 26 * 100 / 1,167 = 2.2%	2.2 * 389 / 100 = 9
12. Holy Rosary Secondary School, Uke	23 = 23 * 100 / 1,167 = 2%	2 * 389 / 100 = 8
13. St. Patrick's Secondary School, Odume Obosi	30 = 30 * 100 / 1,167 = 2.6%	2.6 * 389 / 100 = 10
14. St. Patrick's Secondary School, Ugwuagba Obosi	33 = 33 * 100 / 1,167 = 2.8%	2.8 * 389 / 100 = 11
15. St. Anthony Of Padua High Secondary School Nkpor	36 = 36 * 100 / 1,167 = 3.1%	3.1 * 389 / 100 = 12
16. Don Bosco Secondary School, Obosi	36 = 36 * 100 / 1,167 = 3.1%	3.1 * 389 / 100 = 12
17. St. Augustine's Secondary School, Nkpor	33 = 33 * 100 / 1,167 = 2.8%	2.8 * 389 / 100 = 11
18. St. Edmund's Secondary School, Nkpor	30 = 30 * 100 / 1,167 = 2.6%	2.6* 389 / 100 = 10
19. St. Charles Secondary School, Obosi Nkpor	31 = 31 * 100 / 1,167 = 2.7%	2.7 * 389 / 100 = 11
20. Seat of Wisdom Secondary School, Nkpor	32 = 32* 100 / 1,167 = 2.7%	2.7 * 389 / 100 = 11
21. Holy Family Secondary School, Nkpor	30 = 30 * 100 / 1,167 = 2.6%	2.6 * 389 / 100 = 10
22. Crus Sancta Secondary School, Nkpor	29 = 29 * 100 / 1,167 = 2.5%	2.5 * 389 / 100 = 10
23. Albert De Great College, Obosi	30 = 30 * 100 / 1,167 = 2.6%	2.6 * 389 / 100 = 10
24. St. Raphael The Archangel Secondary School, Anumudu	33 = 33 * 100 / 1,167 = 2.8%	2.8 * 389 / 100 = 11
25. Christ the King's College, Onitsha	43 = 43 * 100 / 1,167 = 3.7%	3.7 * 389 / 100 = 14
26. Trinity Secondary School Onitsha	36 = 36 * 100 / 1,167 = 3.1%	3.1 * 389 / 100 = 12
27. All Hallows Seminary Onitsha	38 = 38 * 100 / 1,167 = 3.3%	3.3 * 389 / 100 = 13
28. Queen of Rosary College, Onitsha	33 = 33 * 100 / 1,167 = 2.8%	2.8 * 389 / 100 = 11
29. St. Charles Secondary School, Onitsha	37 = 37 * 100 / 1,167 = 3.2%	3.2 * 389 / 100 = 11
30. St. Valerian's High School Akpaka	33 = 33 * 100	2.8 * 389

		1,167 = 2.8%	100 = 11
31. St. Charles Lwanga Int'l Secondary School New Heaven, Onitsha	38	= 38 * 100 / 1,167 = 3.3%	3.3 * 389 / 100 = 13
32. St. John the Apostle High School, Odoakpu Onitsha	34	= 34 * 100 / 1,167 = 2.9%	2.9 * 389 / 100 = 11
33. Regina Pacis Model School Onitsha	38	= 38 * 100 / 1,167 = 3.3%	3.3 * 389 / 100 = 13
34. Mater Christi Secondary School, Awada	34	= 34 * 100 / 1,167 = 2.9%	2.9 * 389 / 100 = 11
35. Holy Spirit Secondary School, Omagba Onitsha	36	= 36 * 100 / 1,167 = 3.1%	3.1 * 389 / 100 = 12
36. St. Joseph the Worker Secondary School, Enekwasumpu	35	= 35 * 100 / 1,167 = 3%	3 * 389 / 100 = 12
Total	1167		= 389

Source: Researcher (2024)