

Influence of Electronic Human Resource Management on Supporting Staff Job Performance among Selected Tanzanian Public Universities

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Abstract

Electronic Human Resource Management (e-HRM) is increasingly recognised as a driver of efficiency and employee performance; however, evidence from African developing countries' higher learning institutions remains limited. This study examined the direct influence of e-HRM constructs Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions on Supporting Staff Job Performance among selected Tanzanian public universities, drawing on the Unified Theory of Acceptance and Use of Technology (UTAUT). A quantitative survey was conducted among 362 Supporting Staff across three universities, and data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). Findings indicate that performance expectancy ($\beta = 0.219$, $p = 0.001$) and effort expectancy ($\beta = 0.578$, $p < 0.001$) significantly improve Supporting Staff Job Performance, emphasising the importance of perceived usefulness and ease of system use. On the other hand, Social Influence and Facilitating Conditions revealed no significant effects, suggesting their limited role once baseline infrastructure is established. The study contributes to the UTAUT literature by linking e-HRM adoption to supporting staff job performance in a resource-constrained context. It provides policymakers and managers with practical insights to strengthen digital HRM strategies in universities.

Keywords: e-HRM, UTAUT, Supporting Staff, Job Performance, Public Universities, Tanzania

INTRODUCTION

The rapid advancement of technology in human resource management has emerged as a critical factor in enhancing organisational performance across various sectors (Al-Hyari, 2023; Rawashdeh et al., 2021). Universities are increasingly adopting Electronic Human Resource Management (e-HRM) systems to streamline operations and improve staff job performance.

Electronic Human Resource Management represents the integration of digital technologies into traditional HR processes, encompassing recruitment, performance management, training, and employee self-service functions (Bondarouk & Brewster, 2016; Njoku et al., 2019). This technological evolution has fundamentally transformed how universities manage their human capital, offering unprecedented opportunities to enhance efficiency, reduce costs, and improve service delivery (Bondarouk et al., 2017; Imran et al., 2021).

The relationship between e-HRM adoption and supporting staff job performance has gained considerable attention in academic literature, particularly within the framework of the Unified Theory of Acceptance and Use of Technology (UTAUT) (Fraij, 2022). The UTAUT model offers a comprehensive framework for understanding the factors influencing e-HRM adoption and its subsequent impact on job performance outcomes (Akinnuwesi et al., 2022; Al-Ajlouni et al., 2019; Fraij, 2022). This theoretical framework identifies four key independent variables that collectively determine technology acceptance and usage: Performance Expectancy (the degree to which individuals believe e-HRM will help them achieve job performance gains), Effort Expectancy (the degree of ease associated with using e-HRM systems), Social Influence (the degree to which individuals perceive that important others believe they should use e-HRM systems), and Facilitating Conditions (the degree to which individuals believe organizational and technical infrastructure exists to support e-HRM use), which ultimately influence the dependent variable of Supporting Staff Job Performance (Raza et al., 2019; Williams et al., 2011; Williams et al., 2015).

To date, there is limited empirical research on the influence of electronic human resource management (e-HRM) on supporting staff job performance in Tanzania, particularly within public universities (Maphosa, 2021; Masele et al., 2023; Matimbwa & Olatokun, 2024; Mwita, 2020). This knowledge gap necessitates a comprehensive study that examines how specific e-HRM factors (performance expectancy, effort expectancy, social influence, and facilitating conditions) shape the job performance of supporting staff in the public higher education context.

The Unified Theory of Acceptance and Use of Technology (UTAUT) posits that performance expectancy, effort expectancy, social influence, and facilitating conditions are the primary determinants influencing an individual's acceptance and use of technological systems (Venkatesh et al., 2003; Williams et al., 2015). In the context of e-HRM, performance expectancy refers to the degree to which staff believe that using e-HRM will

enhance their job performance (Kaewkhamnuan & Rotchanakitumnuai, 2022; Maphosa, 2021; Sarayreh et al., 2012), while effort expectancy relates to the perceived ease of using such systems (Al Haziazi, 2020b; Boateng et al., 2013). Social influence captures the extent to which individuals perceive that important others, such as supervisors or colleagues, believe they should use e-HRM systems (Gupta & Saxena, 2011). Facilitating conditions encompass the organisational and technical support available to ensure the effective use of e-HRM (Alqarni et al., 2023).

Recent studies emphasise that the adoption and effective implementation of e-HRM in public sector institutions can enhance service delivery, improve efficiency, and build a highly competent workforce (Marler & Parry, 2016; Theres & Strohmeier, 2023). However, the extent to which these UTAUT factors explain variations in supporting staff job performance in Tanzanian public universities remains underexplored (Matimbwa & Olatokun, 2024; Mgaiwa, 2021).

Therefore, the present study aims to bridge this gap by investigating whether performance expectancy, effort expectancy, social influence, and facilitating conditions significantly influence the job performance of supporting staff in Tanzanian public universities. To achieve this aim, the paper is structured as follows. The first section reviews relevant literature on e-HRM practices, the UTAUT framework, and the impact on supporting staff job performance, laying the groundwork for theoretical development. The third section outlines the research methodology. The fourth section presents and discusses the findings concerning existing empirical evidence. The fifth section concludes, followed by managerial implications in the sixth section. The final section highlights limitations and suggests directions for future research.

REVIEW OF LITERATURE

Unified Theory of Acceptance and Use of Technology (UTAUT)

This study applied the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003) to examine how e-HRM adoption influences the performance of supporting staff in public universities. UTAUT was preferred over UTAUT2 since it better fits organisational settings where technology use is mandatory, unlike UTAUT2, which targets voluntary consumer contexts (Venkatesh et al., 2012; Williams et al., 2015). The framework identifies four constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions that shape behavioural intention and system use. In this study, performance expectancy captured the perceived usefulness of e-HRM, effort expectancy denoted system ease of use, social influence reflected peer and organisational

pressures, and facilitating conditions represented the technical and structural support for system utilisation. While UTAUT has been critiqued for its complexity and limited attention to individual differences (Dwivedi et al., 2021; Dwivedi et al., 2019; Van Raaij & Schepers, 2008), it provided a rigorous framework for understanding how e-HRM acceptance enhances staff performance in higher education institutions.

Electronic Human Resource Management

E-HRM is defined as an advanced business solution that provides comprehensive online support for managing all processes, actions, data, and information necessary for human resource management in modern organisations (Wyatt, 2002). The concept encompasses the systems and processes at the intersection between information communication technologies (ICT) and HRM (Ngulugulu et al., 2023; Ngwa, 2023). More specifically, e-HRM refers to HR operations that businesses using online services are required to perform, utilising web-based and computer-based technologies, including artificial intelligence, machine learning, and deep learning applications (Nedumaran & Rani, 2021).

The evolution of e-HRM represents a paradigm shift from traditional personnel management to digital human resources management (Bondarouk et al., 2017; Mazikana, 2023). This transformation has been driven by the need to integrate all HR functions with digital technology, enabling the effective and efficient management of processes and the achievement of HRM goals (Mazikana, 2023). The development has progressed from basic Human Resource Information Systems (HRIS) to more sophisticated platforms that differ significantly from existing systems, such as HRIS and Human Capital Management (HCM) systems (Bondarouk et al., 2017).

Performance Expectancy and Supporting Staff Job Performance

Performance Expectancy emerges as the most significant predictor of e-HRM adoption in global university contexts (Iwu, 2016; Kajongwe et al., 2020). Leading universities worldwide have successfully integrated digital HR solutions, documenting significant cost reductions and improved operational efficiency when staff perceive clear performance benefits (Rohayati, 2024). The effectiveness of e-HRM systems in improving employee outcomes centres on their ability to automate HR processes, provide real-time access to critical information, and facilitate personalised support (Al Haziazi, 2020a). Compelling evidence from European higher education institutions shows that HRM practices significantly influence individual research performance, with ability-, motivation-, and opportunity-enhancing HRM bundles demonstrating positive effects on both proximal outcomes (research-oriented

knowledge and skills) and distal outcomes (individual research performance) (Jaškiene & Buciuniene, 2021). This study demonstrated how performance expectancy translates into measurable improvements in job performance when staff believe e-HRM systems will enhance their work effectiveness.

The stark contrast between traditional manual systems and digital alternatives often influences performance expectations in African university contexts (Iwu, 2016). Mwakasangula and Yonah (2018) note that African universities face common implementation challenges, but when staff perceive clear performance benefits, adoption rates improve significantly (Kajongwe et al., 2020). The potential for e-HRM to address chronic inefficiencies in African higher education systems creates strong performance expectancy among staff who experience these limitations daily (Karanja et al., 2018).

The demonstrated success of e-HRM implementations in other public-sector organisations strongly influences performance expectations in Tanzanian public universities (Mbamba & Sanga, 2024). ICT has significantly improved human resource performance in Tanzanian organisations, with particular benefits in records management, efficiency, and data integrity (Mahamoud, 2021). This documented success creates positive performance expectancy among university staff who anticipate similar benefits (Mahamoud, 2021). The Tanzania Airports Authority case study reveals the successful implementation of various e-HRM practices, including digital storage of employee data, automated payroll systems, and streamlined recruitment processes (Mollet & Rutenge, 2024). Such success stories enhance performance expectations by providing concrete evidence of e-HRM's benefits in the Tanzanian context.

Hypothesis 1: Performance Expectancy significantly influenced Supporting Staff Job Performance among selected Tanzanian public universities

Effort Expectancy and Supporting Staff Job Performance

Effort Expectancy plays a crucial role in determining adoption rates across international university systems (Al-Hmouze & Salameh, 2016; Soliman et al., 2019). Digital HRM has transformed employee training programs into more flexible and personalised learning journeys, with greater emphasis on self-paced learning and feedback for long-term effectiveness. This transformation directly addresses effort expectancy by making systems more intuitive and user-friendly (Sani et al., 2024). Successful global implementations focus on three main directions of HR digitisation: digitisation of personnel, digitisation of work, and digitisation of HR processes (Bondarouk et al., 2017). Each direction requires careful attention

to system usability and user experience to ensure low effort expectancy barriers are addressed (Bondarouk et al., 2017).

Effort expectancy represents a significant barrier in many African university settings (Percy & Van Belle, 2012). Mwakasangula and Yonah (2018) indicate that while digital HR solutions can reduce costs and improve efficiency, successful implementation requires addressing issues such as inadequate ICT skills, limited financial resources, and insufficient awareness of e-HRM practices (Rahman et al., 2018). The perceived difficulty of learning new systems, combined with limited training opportunities, often creates high effort expectancy barriers (Rahman et al., 2018). Research conducted in Kinondoni Municipality shows that ICT policies and regulations are well-established, indicating adequate policy framework (Fue & Maliganya, 2024). Their findings indicate that most offices are equipped with internet-connected computers, and employees demonstrate high levels of ICT awareness and skills. This foundation suggests that effort expectancy barriers may be lower than anticipated, particularly among younger staff members (Ghalandari, 2012). However, specific training in e-HRM systems remains necessary for effective utilisation, indicating that while general ICT skills exist, system-specific effort expectancy concerns persist (NJEJE, 2018).

Hypothesis 2: Effort Expectancy significantly influenced Supporting Staff Job Performance among selected Tanzanian public universities

Social Influence and Supporting Staff Job Performance

Social influence varies significantly across global university contexts, influenced by cultural factors and institutional governance structures (King, 2009). Organisations worldwide are increasingly moving from traditional paper-based systems to digital filing systems, driven partly by peer pressure and industry benchmarking (Cudjoe, 2019). The role of leadership and institutional culture in promoting e-HRM adoption cannot be understated in global contexts (Rana & Kaur, 2024). Both traditional hierarchical structures and emerging digital transformation pressures shape social influence in African university contexts (Ajani & Learning, 2024). The continent's diverse linguistic, cultural, and economic contexts create varying social pressures regarding the adoption of technology. However, regional collaboration and knowledge sharing among African universities could accelerate e-HRM adoption by creating positive peer influence effects (Kananu & Nyakego, 2015; Karanja et al., 2018).

Government initiatives and policy directives significantly shape social influence in Tanzanian public universities (Fussy, 2018). The Public Employees Performance Management Information System (PEPMIS) has received a positive reception among employees, who perceive it as fair, accurate, and timely in providing feedback (Dominic & Rutenge, 2024). This positive reception creates favourable social influence conditions for the adoption of e-HRM in universities. Government support through policy implementation, financial backing, and infrastructure development has been instrumental in successful e-HRM adoption efforts (Rahman et al., 2018). This top-down support creates strong social influence pressure for adoption while also providing legitimacy for the change process.

Hypothesis 3: Social Influences significantly influence Supporting Staff Job Performance among selected Tanzanian public universities

Facilitating Conditions and Supporting Staff Job Performance

Facilitating conditions in developed countries typically include robust technological infrastructure, adequate financial resources, and comprehensive support systems (Marler & Fisher, 2013). Developed countries have better infrastructure, but they still face challenges related to data security, worker adaptability, and the need for continuous technological updates (Marler & Fisher, 2013). Facilitating conditions represent the most significant challenge for African universities (Paul et al., 2015; Sabas & Kiwango, 2021). Limited technological infrastructure, an unreliable power supply, inadequate financial resources, and insufficient technical support create substantial barriers to implementing e-HRM (Shah et al., 2020). However, the growing availability of mobile technologies and internet connectivity creates new possibilities for innovative e-HRM solutions tailored to African contexts. Facilitating conditions in Tanzanian public universities present both opportunities and challenges (Mollel & Rutenge, 2024).

The areas affecting implementation include Infrastructure Capabilities: Their research reveals that, although basic ICT infrastructure exists, unreliable power supplies and limited internet connectivity in some regions affect system accessibility and reliability (Ntorukiri et al., 2022). Skills Development Infrastructure: Although general ICT awareness is high, specific training infrastructure for e-HRM systems needs to be developed for effective utilisation (Rahman et al., 2018). Limited financial resources for system acquisition, maintenance, and upgrades pose ongoing challenges to maintaining adequate facilitating conditions. Hence, comprehensive change management strategies and continuous support systems are essential facilitating conditions for successful implementation (Zutshi & Sohal, 2004).

Hypothesis 4: Facilitating Conditions do not significantly influence Supporting Staff Job Performance among selected Tanzanian public universities

Supporting Staff Job Performance

Supporting staff job performance, as the dependent variable in this framework, encompasses multiple dimensions of work effectiveness that are enhanced through e-HRM implementation. E-HRM systems significantly enhance job performance through improved efficiency, accessibility, and data integrity (Bondarouk & Brewster, 2016). This performance enhancement manifests in Administrative Efficiency, whereby Staff spend less time on routine administrative tasks, allowing more focus on strategic and value-added activities (Bondarouk & Brewster, 2016). In Decision-Making Quality, Real-time access to HR information enables better-informed decisions (Tuli et al., 2018). The PEPMIS system provides timely feedback that enhances performance management decisions. Improved HR service quality enhances both internal staff satisfaction and external stakeholder service (Mollet & Rutenge, 2024). Stone et al. (2015) emphasise that e-HRM systems facilitate personalised support and more responsive service delivery (CedarCrestone, 2006; Stone & Dulebohn, 2013).

The relationship between the e-HRM system and supporting staff job performance is reflected in the four UTAUT variables: Performance Expectancy and Job Performance. When staff believe that e-HRM will improve their performance, they are more likely to utilise system capabilities, leading to actual performance improvements fully (Al-Ajlouni et al., 2019; Anjum et al., 2020; Obeidat, 2016). Effort Expectancy and Job Performance: Lower perceived effort requirements lead to higher system usage rates, which in turn generate greater performance benefits. Social Influence and Job Performance: Positive social pressure and peer support create environments conducive to effective system utilisation and performance improvement. Facilitating Conditions and Job Performance: Adequate infrastructure and support systems enable staff to realise the full performance potential of e-HRM systems.

Research Conceptual Framework

Based on relevant literature on the relationship between e-HRM acceptance and staff job performance, the researcher adapted the original UTAUT model to reflect the context of higher education institutions better (Curtis et al., 2010; Duyck et al., 2008; Venkatesh et al., 2011). The modified model examines the relationships among e-HRM acceptance, intended job performance as a mediating variable, and supporting staff job performance in

selected public universities (Akinnuwesi et al., 2022). In this framework, supporting staff job performance, the dependent variable, is hypothesised to be influenced indirectly by performance expectancy, effort expectancy, social characteristics, and facilitating conditions through intended job performance, thereby capturing the mechanisms by which e-HRM adoption may enhance employee performance in the higher education setting. Drawing on the hypothetical statements and to provide a clearer understanding of the proposed relationships, the research model is presented in Figure 1.

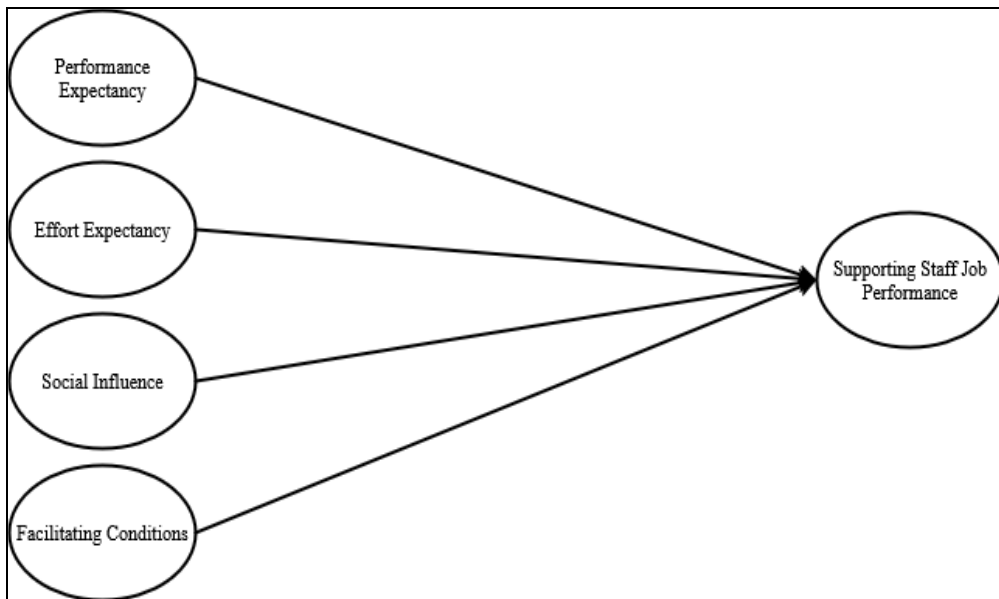


Figure 1: Research Conceptual Framework

DESIGN AND METHODOLOGY

A deductive approach was applied, as the gathered information from such a study helps determine the relationship between e-HRM performance expectancy, effort expectancy, social influence, facilitating conditions, and supporting staff job performance. The design was quantitative because it involves numerical representations and the manipulation of data to explain, describe, and test hypotheses (Creswell & John, 2018; Creswell & Creswell, 2017). Consequently, the study measured and analysed the relationship between e-HRM performance expectancy, effort expectancy, social influence, facilitating conditions and supporting staff job performance. Quantitative research, utilising a structured survey, was employed to collect the required data (Bryman et al., 2008). A survey was used to investigate the influence of electronic human resource management on supporting staff job performance in selected Tanzanian public universities. The survey is divided into two parts. Employee profiles, including gender, age, education level,

work experience, and marital status, were addressed in the first part. The four investigated concepts were examined in the second part (Churchill & Iacobucci, 2002).

Sample and Data Collection

The study was conducted in three Tanzanian public universities: the University of Dar es Salaam (UDSM), The Open University of Tanzania (OUT), and The Nelson Mandela African Institution of Science and Technology (NM-AIST), which were selected for their distinct characteristics regarding e-HRM acceptance. From a target population of 1,849 supporting staff, a sample of 362 respondents was determined using Taro Yamane's formula, with proportional simple random sampling ensuring representation from each institution (279 from UDSM, 53 from OUT, and 30 from NM-AIST). Primary data were collected through self-administered structured questionnaires, which are both cost-effective and reliable for large samples. The survey comprised demographic items and 21 items measuring the constructs of performance expectancy (5 items), effort expectancy (3 items), social influence (3 items), facilitating conditions (3 items), and supporting staff job performance (7 items), all rated on a five-point Likert scale and adapted from validated prior studies (Lin, 2019; Venkatesh et al., 2003). Quantitative statistical techniques were employed to analyze responses, ensuring robust measurement of the relationships among the construct and supporting staff job performance across the selected universities.

Data Analysis

In the current study, the assumptions of normality, linearity, and multicollinearity were verified before proceeding with the main analysis (Hair et al., 2019; Tabachnick & Fidell, 2013). Once these assumptions were satisfied, the partial least squares (PLS) path modelling technique was applied using SmartPLS version 4.1.0.6 as the primary tool for quantitative analysis (Chin, 1998). This study adopts PLS path modeling as the most appropriate analytical technique for several reasons. Although PLS path modeling shares certain similarities with traditional regression methods, it offers the distinct advantage of estimating multiple relationships simultaneously (Chin, 1998). Notably, it is recognized as a powerful statistical approach for concurrently examining the relationships between indicators and their corresponding latent constructs (measurement model) as well as the relationships among constructs (structural model) (Hair, 2014; Hair et al., 2019). In this study, a two-step procedure was employed to evaluate the research model, comprising an assessment of both the

measurement (outer) model and the structural (inner) model (Hair et al., 2012; Henseler et al., 2014; Henseler et al., 2016).

RESULTS

Participants Profile

The study sampled 362 supporting staff: most held post-secondary qualifications (94.5%), the largest educational group was bachelor's degree holders (38.1%), 53.0% had ≥ 10 years' experience, 55.5% were male, and 72.7% were aged 31–50."

Table 1: Participants Profile

Variable	Characteristic	Frequency	Percent
Educational level	O-level (Form 4)	20	5.5
	Certificate	52	14.4
	Diploma	84	23.2
	Bachelor Degree	138	38.1
	Master's Degree	66	18.2
	PhD	2	0.6
Working experience (<i>in years</i>)	0-3	45	12.4
	4-6	51	14.1
	7-9	74	20.4
	10 and Above	192	53
Gender	Male	201	55.5
	Female	161	44.5
Age (<i>in years</i>)	20-30	44	12.2
	31-40	160	44.2
	41-50	103	28.5
	51-60	55	15.2

Measurement Model Assessment

Item Loadings, Variance Inflation Factor (VIF), Cronbach's Alpha (CA), Composite Reliability (CR) and Average Variance Extracted (AVE)

A measurement model assesses the relationships between indicators and their respective latent constructs (Hair et al., 2021; Hair et al., 2013). In this process, individual item reliability, internal consistency, as well as convergent and discriminant validity are examined. Individual item reliability was evaluated by assessing the outer loadings of each construct's indicators (Bagozzi et al., 1991), with loadings of 0.70 or higher considered more reliable. Internal consistency reliability was determined using the composite reliability coefficient, following the guideline that it should not fall below 0.70 (Fornell & Larcker, 1981). Convergent validity was assessed in line with Chin's (1998) recommendations, using the Average Variance Extracted (AVE), whereby each latent construct should have a value of at least 0.50

(Chin, 1998). Further details on these assessments are provided in Figure 2 and Table 1

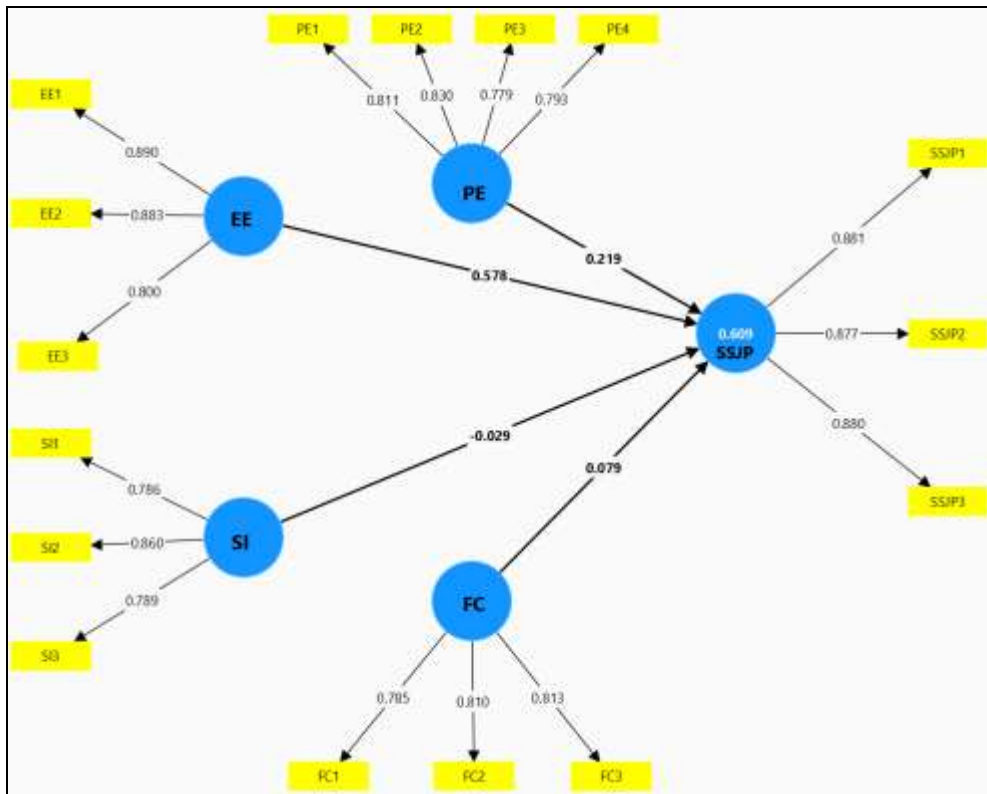


Figure 2: Measurement Model

Table 2: Item Loadings, Variance Inflation Factor (VIF), Cronbach's Alpha (CA), Composite Reliability (CR) and Average Variance Extracted (AVE)

	Item Loading	VIF	CR	CA	AVE
Performance Expectancy					
PE1	0.811	1.907			
PE2	0.830	1.95	0.879	0.817	0.646
PE3	0.779	1.51			
PE4	0.793	1.633			
Effort Expectancy					
EE1	0.890	2.04			
EE2	0.883	2.14	0.894	0.822	0.738
EE3	0.800	1.612			
Social Influence					
SI1	0.786	1.429			
SI2	0.860	1.517	0.853	0.746	0.66
SI3	0.789	1.529			
Facilitating Conditions					
FC1	0.785	1.308			
FC2	0.810	1.556	0.844	0.724	0.644
FC3	0.813	1.506			
Supporting Staff Job Performance					
SSJP1	0.881	2.154			
SSJP2	0.877	2.017	0.911	0.853	0.773
SSJP3	0.880	2.155			

The measurement model in Tables 2 and Figure 2 demonstrated strong reliability, convergent validity, and discriminant validity. Item loadings range from 0.779 to 0.890, exceeding the 0.70 threshold, confirming indicator reliability (Hair et al., 2019). Composite Reliability (CR = 0.844–0.911) and Cronbach's Alpha (CA = 0.724–0.853) indicate robust internal consistency (Hair Jr et al., 2017), while Average Variance Extracted (AVE = 0.644–0.773) confirms adequate convergent validity (Fornell & Larcker, 1981). Variance Inflation Factor (VIF) values between 1.308 and 2.155 indicate no concerns regarding multicollinearity (Kock & Lynn, 2012). HTMT ratios range from 0.589 to 0.899, below the 0.90 threshold, supporting discriminant validity (Henseler et al., 2015). The highest HTMT value, between Supporting Staff Job Performance and Effort Expectancy (0.899), indicates a strong but distinct relationship. Overall, these findings confirm that the constructs are reliable, valid, and empirically distinct, providing a solid basis for evaluating the structural model.

Table 3: Heterotrait - Monotrait Ratio (HTMT) for Validity

	EE	FC	PE	SI	SSJP
EE	-				
FC	0.72	-			
PE	0.864	0.679	-		
SI	0.772	0.806	0.644	-	
SSJP	0.899	0.634	0.783	0.589	-

Note: EE = Effort Expectancy, FC = Facilitating Conditions, PE = Performance Expectancy, SI = Social Influence, SSJP = Supporting Staff Job Performance

Explanatory Power (R^2 Predict, f^2 Predict and Q^2 Predict)

The model's explanatory power explains 60.9% of the variance in supporting staff job performance (SSJP), indicating substantial explanatory power (Chin, 1998; Hair et al., 2021). Among the predictors, performance expectancy ($R^2 = 0.058$) and facilitating conditions ($R^2 = 0.009$) demonstrate negligible predictive contributions, while effort expectancy ($R^2 = 0.347$) shows moderate explanatory ability. Social influence is associated with the highest explained variance ($R^2 = 0.609$). Yet, its effect size ($f^2 = 0.001$) is negligible by Cohen's (1988) benchmarks, suggesting that its predictive power is largely shared with other predictors rather than unique (Cohen & Ernst, 1988). Nonetheless, the Stone–Geisser Q^2 value of 0.589 confirms strong predictive relevance, underscoring that the model as a whole predicts SSJP well despite weak individual contributions (Geisser, 1974; Stone, 1974).

Table 4: Explanatory Power

Predictor (s)	Outcome (s)	R – Square (R^2 Predict)	f – Square (f^2 Predict)	Q – Square (Q^2 Predict)
PE			0.058	
EE			0.347	
SI	SSJP	0.609	0.001	0.589
FC			0.009	

Structural Model

At this stage, PLS-SEM tests the research hypotheses by evaluating the significance of the path coefficients between latent constructs within the model. The significance of these path coefficients was determined using a bootstrapping procedure with 10,000 resamples based on data from 362 cases, to assess the significance levels of the direct hypothesised relationships (Hair et al., 2021; Hair et al., 2012, 2013). The results of the main direct effect model are presented in Table 3 and Figure 3.

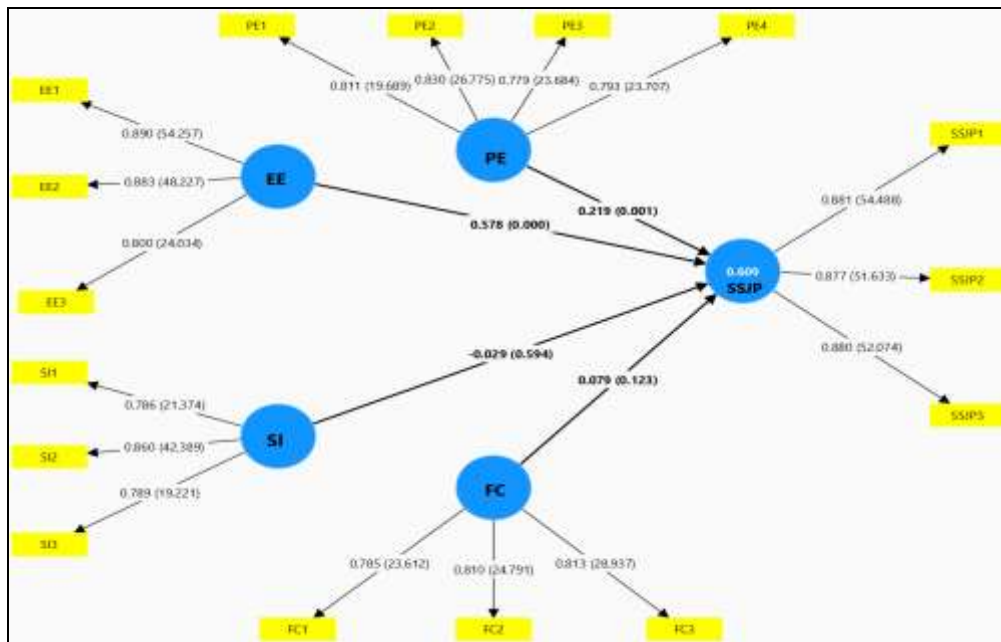


Figure 3: Structural Model (PLSc)

Note: Significant at $p < 0.050$ (Two-tailed Test)

Main Direct Effect of the Hypotheses

This section presents the results of the hypothesized main effects as initially proposed. The criteria for accepting each hypothesis were based on t-values of ≥ 2.326 at the 0.01 significance level and ≥ 1.645 at the 0.05 level (one-tailed) for each path coefficient (Chin, 1998). In Table 3 and Figure 3, the structural model results revealed that performance expectancy had a significant and positive influence on supporting staff job performance ($\beta = 0.219$, $t = 3.395$, $p = 0.001$), indicating that when staff perceive e-HRM systems as applicable, their performance improves. Effort expectancy was the strongest predictor ($\beta = 0.578$, $t = 9.470$, $p < 0.001$), showing that ease of use of e-HRM systems substantially enhances performance. In contrast, social influence did not have a significant effect ($\beta = -0.029$, $t = 0.533$, $p = 0.594$), suggesting that peer or managerial pressure does not shape staff performance in this context. Likewise, facilitating conditions were not significant ($\beta = 0.079$, $t = 1.541$, $p = 0.123$), possibly because institutional infrastructure and support are already well established and thus taken for granted. Generally, the results emphasise that staff performance is primarily driven by perceptions of usefulness and ease of use of e-HRM systems rather than external pressures or infrastructural support, highlighting the centrality of performance expectancy and effort expectancy in improving job performance in public universities.

Table 5: Hypotheses Testing Results

Hypotheses	Relationships	Path Coefficients	Standard Error	T statistics	P values	Confidence Interval		Decision
						Lower (0.025)	Upper (0.975)	
H1	PE -> SSJP	0.219	0.065	3.395	0.001	0.109	0.358	Supported
H2	EE -> SSJP	0.578	0.061	9.470	0.000	0.454	0.694	Supported
H3	SI -> SSJP	-0.029	0.055	0.533	0.594	-0.149	0.064	Not Supported
H4	FC -> SSJP	0.079	0.052	1.541	0.123	-0.014	0.187	Not Supported

Note:

PE = Performance Expectancy, EE = Effort Expectancy, SI = Social influences, FC = Facilitating Conditions, SSJP = Supporting Staff Job Performance

DISCUSSION OF FINDINGS

This study aimed to investigate the influence of e-HRM acceptance on supporting staff job performance in Tanzanian public universities. Specifically, the study aimed to investigate the direct relationships between e-HRM system performance expectancy, effort expectancy, social influence, facilitating conditions, and staff job performance. The results of the structural model provide important insights into the determinants of supporting staff job performance in public universities. Performance expectancy (H1) was found to significantly and positively influence job performance ($\beta = 0.219$, $t = 3.395$, $p = 0.001$). The results suggest that when staff perceive e-HRM systems as enhancing their effectiveness and productivity, their performance outcomes improve. This finding aligns with the Unified Theory of Acceptance and Use of Technology (UTAUT), which posits performance expectancy as a primary driver of technology adoption (Venkatesh et al., 2003). Empirical studies across diverse contexts support this relationship. Performance expectancy significantly predicts employee outcomes when digital HR platforms are adopted (Tariq et al., 2025). Similar evidence from Kenyan universities has shown that the perceived usefulness of HR technology enhances both staff efficiency and institutional performance (Midiwo, 2016). Employee perceptions of system usefulness are central to performance, reinforcing the present study's results (Matimbwa & Olatokun, 2024).

Effort expectancy (H2) emerged as the strongest predictor of staff job performance ($\beta = 0.578$, $t = 9.470$, $p < 0.001$). The findings revealed that when e-HRM systems are user-friendly and require minimal effort, staff are more likely to integrate them into their daily work practices, thereby improving performance. Ease of use fosters higher adoption and effective utilisation of digital systems (Oliveira et al., 2016). Amoako et al. (2023) and Abane et al. (2023) found that technological simplicity enhances performance in Ghanaian higher education institutions. Tanzanian evidence, as presented by Matimbwa and Olatokun (2024), similarly highlights that the ease of use of HR systems fosters effective adoption and, in turn, contributes positively to staff productivity. Conversely, Social Influence (H3) had no significant effect on job performance ($\beta = -0.029$, $t = 0.533$, $p = 0.594$). The findings suggest that peer or managerial pressure does not significantly influence the performance of supporting staff in the studied universities. According to UTAUT, social influence primarily plays a role in early adoption phases but diminishes over time as users become more familiar with technology (Venkatesh et al., 2003).

Finally, facilitating conditions (H4) were also not significant ($\beta = 0.079$, $t = 1.541$, $p = 0.123$), indicating that infrastructural support and resources did not directly affect staff performance in this context. The findings suggest that once basic resources, such as ICT infrastructure, training, and policy support, are in place, they are considered part of the institutional environment and do not directly enhance performance outcomes. Venkatesh et al. (2012) noted similar findings, suggesting that facilitating conditions often act indirectly through intention to use technology rather than directly influencing performance. In brief, these findings highlight the importance of performance expectancy and effort expectancy in shaping the job performance of supporting staff in Tanzanian public universities, while social influence and facilitating conditions appear to play a limited role. These findings reinforce the theoretical propositions of UTAUT and highlight the importance of focusing on system usefulness and ease of use to achieve optimal performance outcomes.

IMPLICATIONS OF THE STUDY

The findings of this research carry significant theoretical and practical implications. Theoretically, this study contributes to the existing literature on the influence of e-HRM acceptance on supporting staff job performance by providing empirical evidence of the relationships among e-HRM system components (performance expectancy, effort expectancy, social influence, and facilitating conditions). For management and practitioners focused on job performance, adopting and implementing the proposed model offers a valuable framework for better understanding which e-HRM practices warrant greater attention to enhance staff job performance effectively.

Theoretical Implications

The study reinforces the theoretical foundations of the Unified Theory of Acceptance and Use of Technology (UTAUT) by demonstrating the central role of performance expectancy and effort expectancy in shaping supporting staff job performance in e-HRM contexts (Venkatesh et al., 2003; Venkatesh et al., 2012). The stronger influence of effort expectancy highlights that ease of use may be a more immediate predictor of performance than perceived usefulness in institutionalised organisational environments, thereby extending the theoretical understanding of UTAUT beyond adoption intentions to actual performance outcomes (Venkatesh et al., 2016). There are no significant effects of social influence and facilitating conditions, suggesting that contextual boundary conditions exist within Tanzanian public universities, indicating that UTAUT constructs may operate differently when technology adoption is mandatory, infrastructure is established, or digital literacy is variable (J. S. Mtebe & R. Raisamo, 2014; Williams et al., 2015). These

findings contribute to theory by identifying the constructs most relevant to predicting technology-enabled job performance in higher education settings in Africa, thereby refining the application of UTAUT in public-sector institutions.

Practical Implications

From a managerial perspective, the results suggest that university leaders and HR practitioners should focus on enhancing the usability and perceived benefits of e-HRM systems to improve staff performance. Prioritising user-centred design, workflow integration, and simplifying routine tasks can yield greater performance gains than simply expanding infrastructure or relying on social influence (Teo, 2011). Targeted training programs should emphasise practical, task-oriented use of e-HRM systems, demonstrating how these systems reduce effort and improve productivity, rather than relying on peer pressure or managerial enforcement (Lwoga & Komba, 2015). Policy makers in higher education should incorporate usability and functionality metrics into procurement and implementation strategies, ensuring that investments in e-HRM translate into measurable improvements in staff efficiency and institutional effectiveness (Chao, 2019; J. Mtebe & R. Raisamo, 2014; Mtebe & Raphael, 2018). For software vendors and IT units, intuitive interfaces, automated workflows, and iterative usability testing with staff are critical to maximising adoption and performance outcomes, particularly in resource-constrained public universities.

LIMITATIONS AND DIRECTIONS FOR FUTURE STUDY

Despite providing valuable insights into the influence of UTAUT constructs on supporting staff job performance in Tanzanian public universities, this study has several limitations. First, the study employed a cross-sectional design, which limits the ability to infer causal relationships between the constructs. Second, the sample was drawn from only three public universities in Tanzania, which may restrict the generalizability of the findings to other higher learning institutions, private universities, or contexts outside Tanzania. Third, the study focused exclusively on supporting staff, excluding academic staff and management personnel, whose experiences with e-HRM systems may differ. Fourth, the research relied on self-reported measures, which may be subject to social desirability or response bias. Finally, the study examined only the direct effects of UTAUT constructs on job performance, without exploring potential mediators or moderators such as organisational culture, digital literacy, or employee engagement, which could provide a more nuanced understanding of technology adoption outcomes.

Future studies can address these limitations by adopting longitudinal or mixed-methods designs to more effectively capture causal relationships and changes over time. Expanding the study to include multiple types of universities, both public and private, and incorporating diverse employee categories, including academic staff and management, would enhance generalizability and applicability. Future research should also investigate potential mediators and moderators, such as digital competency, organisational culture, job complexity, and employee engagement, to gain a more comprehensive understanding of how e-HRM adoption affects job performance. Comparative studies across African countries or other emerging economies could help identify contextual factors that influence the effectiveness of e-HRM systems. Additionally, incorporating objective performance metrics, such as system usage logs or productivity records, alongside self-reported measures, may yield more robust and reliable results.

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