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INFLUENCE OF AI-BASED PERFORMANCE APPRAISAL SYSTEMS ON ACADEMIC STAFF PRODUCTIVITY IN PUBLIC UNIVERSITY IN RIVERS STATE

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Abstract

The study investigated influence of AI-based performance appraisal systems on academic staff productivity in Public University in Rivers State. Two research questions were posed and two hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey research design. The population of the study was 3,554 academic staff from the three Public Universities, which consist of University of Port Harcourt (UNIPORT), Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) all in Rivers State. The sample size was determined by applying Taro Yamene's formula on the population to arrive at 360 academic staff who are lecturers from the three Universities. Stratified purposive sampling technique was use in selecting the respondents which include, 172 male staff and 188 female staff. The instrument for data collection was a self-structured questionnaire titled "Influence of AI-Based Performance Appraisal Systems on Academic Staff Productivity Questionnaire (IAIPASASPQ)'' The instrument was validated by two experts in the field of Measurement and Evaluation, Rivers State University. The reliability of the instrument was established using Cronbach Alpha method and a cumulative reliability index of 0.78 was obtained. Research questions were analyzed using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study revealed that; Automated performance reviews, and Continuous feedback systems influence Academic Staff Productivity in Public University in Rivers State to a high extent. It was recommended among others that; Universities Administrators should Organize workshops and training sessions to help academic staff understand AI-based appraisal systems. Ensure that AI-generated performance reports contribute to staff development, mentorship programs, and fair promotion processes.

Key words: AI-Based Performance, Appraisal Systems, Academic Staff, Influence, Productivity

Introduction

The rapid advancement of Artificial Intelligence (AI) has transformed various sectors, including education, by introducing innovative tools for administrative and academic management. One of the key areas where AI has been integrated is performance appraisal, which plays a critical role in evaluating and improving academic staff productivity. AI-based performance appraisal systems use data analytics, machine learning algorithms, and automation to assess lecturers' contributions in terms of teaching effectiveness, research output, student engagement, and administrative responsibilities. In public universities in Rivers State, where traditional performance evaluation methods often suffer from biases, delays, and inefficiencies, the introduction of AI-driven appraisal systems presents an opportunity to enhance objectivity, accuracy, and efficiency in measuring academic staff performance (Nguyen, 2024). The adoption of AI-based performance appraisal systems in public universities in Rivers State has the potential to enhance transparency and fairness in the evaluation process. Traditional methods often rely on human judgment, which can be influenced by personal biases, favoritism, or inadequate assessment criteria. In contrast, AI-driven systems rely on quantifiable data, such as teaching records, publication impact, student feedback analytics, and institutional contributions, to generate comprehensive performance reports (Nguyen, 2024). This ensures that lecturers receive an objective appraisal based on measurable outcomes rather than subjective opinions. Additionally, AI-powered analytics can help universities identify faculty members who require additional support or training, leading to targeted interventions that enhance overall academic staff productivity and institutional performance (Garcia, 2024). Artificial Intelligence (AI) has revolutionized performance appraisal systems by introducing data-driven, objective, and efficient methods for evaluating employee performance. Below are notable types of AI-based performance appraisal systems: Automated Performance Reviews and Continuous Feedback Systems.

Automated performance reviews refer to the use of artificial intelligence (AI), data analytics, and machine learning algorithms to evaluate employees' or academic staff's productivity, efficiency, and overall contributions in an organization (Williams & Adeyemi, 2023). Unlike traditional performance review methods that rely on manual assessment, peer evaluations, and subjective judgments, automated performance review systems leverage real-time data collection, advanced analytics, and objective performance metrics to generate accurate and unbiased evaluations (Garcia, 2024). In educational institutions, particularly in public universities, these systems assess lecturers' teaching effectiveness, research output, student engagement, and administrative contributions. By analyzing diverse data points such as student feedback, publication impact, attendance records, and course performance automated performance review systems provide a more transparent, data-driven, and objective appraisal process that promotes accountability and continuous professional development (Brown & Taylor, 2023). Moreover, automated performance reviews enhance efficiency by reducing administrative workload and ensuring timely feedback. Traditional appraisal methods are often time-consuming, prone to errors, and susceptible to personal biases, leading to inconsistencies in performance evaluations. In contrast, AI-powered performance review systems use

predictive analytics and performance tracking tools to offer real-time insights into an employee's strengths, weaknesses, and areas for improvement (Brown & Taylor, 2023). In academic settings, such systems can help university administrators identify lecturers who need additional training, mentorship, or research support, ultimately fostering a culture of continuous learning and professional growth. Additionally, automated reviews promote fairness by minimizing human biases and providing standardized evaluation criteria that align with institutional goals and best practices in higher education (Williams & Adeyemi, 2023).

Despite the numerous benefits associated with AI-based performance appraisal systems, their implementation in public universities in Rivers State faces several challenges. Issues such as inadequate digital infrastructure, resistance to change among academic staff, and concerns about data privacy and system accuracy may hinder the successful adoption of these technologies (Johnson & Carter, 2024). Additionally, AI-driven systems require continuous monitoring and improvement to ensure they align with the specific needs of higher education institutions. Without proper training and sensitization, lecturers may perceive AI-powered appraisals as a threat rather than a tool for career growth and productivity enhancement. Therefore, it is crucial for university administrators to develop clear policies, invest in necessary technological infrastructure, and provide capacity-building programs that enable academic staff to embrace AI-based evaluation systems effectively (Williams & Adeyemi, 2023).

Continuous feedback systems refer to structured, technology-driven mechanisms that provide real-time and ongoing performance evaluations, allowing individuals to receive immediate insights and recommendations for improvement (Thompson & Edwards, 2024). Unlike traditional performance appraisal methods, which rely on periodic evaluations, continuous feedback systems leverage artificial intelligence (AI), machine learning, and real-time data analytics to track performance metrics continuously (Zhang & Williams, 2023). In academic institutions, particularly in public universities, these systems assess lecturers' productivity based on teaching effectiveness, student engagement, research output, and administrative responsibilities. By integrating digital platforms, AI-powered analytics, and automated tracking tools, continuous feedback systems ensure that lecturers receive timely and constructive feedback to refine their instructional methods, improve research contributions, and enhance their overall professional development (Patel, Singh, & Daniels, 2023). Moreover, continuous feedback systems foster a culture of accountability, motivation, and growth by eliminating the inefficiencies of delayed or subjective assessments. These systems help university administrators and faculty members make data-driven decisions regarding professional development, mentorship programs, and skills enhancement (Johnson & Carter, 2024). In addition to providing real-time insights, AI-powered feedback tools personalize recommendations based on individual performance patterns, enabling lecturers to align their work with institutional objectives and global best practices (Patel et al., 2023). In public universities where bureaucratic challenges often hinder effective feedback mechanisms, continuous feedback systems serve as an essential tool for improving teaching standards and ensuring that academic staff remain proactive in their career development (Thompson &

Edwards, 2024). Ultimately, these systems enhance the overall quality of higher education by fostering continuous improvement and ensuring that lecturers are equipped with the necessary tools for academic excellence (Zhang & Williams, 2023).

Academic staff productivity in public universities refers to the ability of lecturers and researchers to effectively contribute to teaching, research, and administrative duties that enhance institutional growth and student learning outcomes. Productivity in this context is often measured by various performance indicators, including the number and quality of research publications, teaching effectiveness, student engagement, curriculum development, mentorship roles, and participation in academic and administrative responsibilities (Adegbite & Olanrewaju, 2023). A highly productive academic staff is one that not only meets institutional expectations but also actively contributes to knowledge creation, innovation, and community service. Given the evolving demands of higher education, universities rely on academic staff productivity to maintain high educational standards, foster intellectual growth, and promote global competitiveness (Zhang, Williams, & Carter, 2024). In public universities, academic staff productivity is influenced by several factors, including access to research funding, institutional policies, workload distribution, professional development opportunities, and performance appraisal systems. The integration of modern technologies, such as artificial intelligence-based performance evaluation and automated administrative tools, has increasingly been recognized as a means of enhancing academic staff efficiency (Okonkwo & Ibrahim, 2023). Effective productivity measurement systems ensure that lecturers receive timely feedback, appropriate recognition, and necessary support for career advancement. However, challenges such as inadequate infrastructure, bureaucratic inefficiencies, and resistance to new evaluation methods often hinder the full realization of academic staff productivity in public universities. Addressing these challenges through strategic policy implementation and technological advancements can significantly improve lecturers' effectiveness, leading to better educational outcomes for students and overall institutional excellence (Thompson & Adeyemi, 2024).

Academic staff productivity is a vital component in determining the overall effectiveness of higher education institutions. Productivity in this context is not only measured by the number of courses taught or research publications produced but also by the quality of knowledge imparted to students, mentorship efforts, and participation in university governance. Conventional performance appraisal methods, such as peer reviews and student evaluations, are sometimes prone to subjectivity and inconsistencies, making it difficult to obtain a fair assessment of lecturers' performance (Garcia, 2024). AI-based performance appraisal systems can address these challenges by employing data-driven approaches that analyze multiple performance indicators objectively. These systems can track academic staff activities over time, identify performance trends, and provide personalized feedback, thereby fostering professional development and continuous improvement among lecturers (Brown & Taylor, 2023). Given the growing global reliance on AI technologies in educational management, it is imperative to explore the influence of AI-based performance appraisal systems on academic staff productivity in public universities in Rivers State. This study examined the extent to which

these systems contribute to improved teaching efficiency, research engagement, and overall academic performance

Statement of the Problem

The effectiveness and productivity of academic staff in public universities play a crucial role in ensuring quality education, research output, and institutional development. However, traditional performance appraisal methods used in public universities in Rivers State are often plagued by inefficiencies, biases, and lack of transparency. Many institutions still rely on outdated manual appraisal systems, which are time-consuming, prone to subjectivity, and fail to provide timely feedback necessary for professional growth. These traditional methods frequently lack standardized evaluation criteria, leading to inconsistencies in assessing lecturers' contributions to teaching, research, and administrative duties. As a result, academic staff members may not receive fair evaluations, appropriate incentives, or the necessary professional development support to enhance their productivity (Ogunleye & Okoro, 2023). With the emergence of artificial intelligence (AI)-based performance appraisal systems, there is a growing opportunity to improve the objectivity, efficiency, and accuracy of academic staff evaluations. AI-powered appraisal systems utilize data-driven analytics, machine learning algorithms, and real-time feedback mechanisms to assess lecturers' performance based on measurable indicators such as student feedback, research output, teaching effectiveness, and administrative engagement. However, despite the potential benefits of AI-driven appraisal systems, there is limited empirical evidence on their impact on academic staff productivity in public universities in Rivers State. Concerns regarding the acceptance, implementation challenges, and ethical implications of AI-based performance evaluation also remain largely unaddressed. Questions arise about whether these systems can truly eliminate biases, enhance motivation, and provide actionable insights for academic staff improvement (Ngwu & Adebanjo, 2024; Zhang & Carter, 2023).

Furthermore, many public universities in Rivers State face infrastructural and technological limitations that may hinder the successful adoption of AI-based performance appraisal systems. Issues such as inadequate digital infrastructure, lack of technical expertise, resistance to change among lecturers, and concerns about data privacy and algorithmic fairness pose significant challenges to implementation. Without proper policy frameworks and institutional readiness, the integration of AI in performance evaluation may create more challenges than solutions. Therefore, the researcher seeks to find out; What is the influence of AI-based performance appraisal systems on academic staff productivity in public universities in Rivers State? And to proffer solutions to the stated problems.

Purpose of the Study

The purpose of the study is to examine the influence of AI-Based performance appraisal systems on academic staff productivity in Public University in Rivers State, Specifically, the objectives of the study are to:

1. Ascertain the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State.
2. Determine the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State.

Research Questions

The study was guided by the following research questions:

1. To what extent do Automated performance reviews influence academic staff productivity in Public University in Rivers State?
2. To what extent do Continuous feedback systems influence academic staff productivity in Public University in Rivers State?

Hypotheses

The study was guided by the following null hypotheses at 0.05 level of significance.

1. There is no significant difference between the mean opinion scores of male and female lecturers on the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State.
2. There is no significant difference between the mean opinion scores of male and female lecturers and students on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State.

Methodology

The study adopted the descriptive survey research design. The population of the study was 3,554 academic staff from the three Public Universities, which consist of University of Port Harcourt (UNIPORT), Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) all in Rivers State. The sample size was determined by applying Taro Yamene's formula on the population to arrive at 360 academic staff who are lecturers from the three Universities. Stratified purposive sampling technique was use in selecting the respondents which include, 172 male staff and 188 female staff. The instrument for data collection was a self-structured questionnaire titled "Influence of AI-Based Performance Appraisal Systems on Academic Staff Productivity Questionnaire (IAIPASASPQ)'' The questionnaire consisted of two sections namely section A and B. Section A of the questionnaire was used to generate demographic information while section B consisted of questionnaire items addressing the research questions of the study. This section of the questionnaire was structured using a five-point summated rating response scale of: Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Moderate Extent, (MOE) = 3, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The instrument was subjected to face and content validity by two experts in the field of Measurement and Evaluation in Rivers State University. The reliability of the instrument was established using Cronbach Alpha method and a cumulative reliability index

of 0.78 was obtained. 360 copies of the questionnaire were administered and 100% retrieved and were properly filled with the help of three trained assistants. Research questions were analyzed using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance.

Result Presentation

RQ 1: To what extent do Automated performance reviews influence academic staff productivity in Public University in Rivers State?

Table 1: Mean Ratings of Respondents on the Extent Automated performance reviews influence academic staff productivity in Public University in Rivers State

		Lecturers (male) N= 172		Lecturers (female) N=188				
S/N	**Questionnaire Items**	$\bar{X}_1$	**Std$_1$**	$\bar{X}_2$	**Std$_2$**	**Average mean**	**Std**	**RMK**
1.	Automated performance review systems eliminate biases common in manual evaluations by using data-driven metrics.	3.65	0.89	3.69	0.87	3.67	0.88	HE
2.	AI-powered review systems provide continuous performance insights, allowing academic staff to monitor their progress in teaching, research, and administrative tasks.	4.19	1.33	4.20	1.29	4.19	1.31	VHE
3.	By analysing student feedback, lecture delivery quality, and assessment efficiency, automated reviews help lecturers identify areas of improvement in their teaching methods.	3.00	0.68	3.02	0.67	3.01	0.68	HE
4.	Automated systems track research output, publication frequency, and citation impact,	3.07	0.78	3.09	0.78	3.08	0.79	HE

	motivating academic staff to focus on scholarly activities.							
5.	Traditional performance reviews require extensive paperwork and manual assessments, which consume valuable time. Automation streamlines the evaluation process, allowing academic staff to focus more on teaching and research.	3.00	0.75	3.03	0.74	3.02	0.75	HE
	Aggregate Mean/SD for male and female Lecturers	**3.38**	**0.89**	**3.41**	**0.87**	**3.39**	**0.88**	**HE**

Source: Field Survey, 2025.

Table 1 in response to research question 2 which states, to what extent does Automated performance reviews influence academic staff productivity in Public University in Rivers State had the following opinion scores for both male and female lecturers. Mean scores of the male lecturers to questionnaire items 1, 2, 3, 4 and 5 were 3.65, 4.19, 3.00, 3.07 and 3.00 with standard deviations of 0.89, 1.33, 0.68, 0.78 and 0.75 while the mean scores of the female lecturers were 3.69, 4.20, 3.02, 3.09 and 3.03 with standard deviation of 0.87, 1.29, 0.67, 0.78 and 0.74. Furthermore, the mean set representing the average mean scores for both male and female lecturers were 3.67, 4.19, 3.01, 3.08 and 3.02; with standard deviation of 0.88, 1.31, 0.68, 0.79 and 0.75 respectively. The readings which were higher than the criterion mean of 3.00 indicated that Automated performance reviews influence academic staff productivity in Public University in Rivers State to a high extent.

RQ. 2: To what extent do Continuous feedback systems influence academic staff productivity in Public University in Rivers State?

Table 2: Mean Ratings of Respondents on the Extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State

		Lecturers (male) N= 172		**Lecturers (female) N=188**				
S/N	**Items**	**$\bar{X}_1$**	**Std_1**	**$\bar{X}_2$**	**Std_2**	**Average mean**	**Std**	**RMK**

6.	Continuous feedback systems provide regular insights from students, peers, and administrators on teaching methods, lecture delivery, and course content.	3.72	0.89	3.75	0.84	3.74	0.86	HE
7.	By offering regular feedback on research progress, publication impact, and academic contributions, continuous feedback systems motivate lecturers to stay consistent in their research efforts.	4.37	1.18	4.41	1.11	4.39	1.14	VHE
8.	Regular, constructive feedback—especially when positive—reinforces academic staff contributions, boosting morale and job satisfaction.	3.68	1.61	3.74	1.48	3.71	1.54	HE
9.	Continuous feedback provides academic staff with specific, actionable insights into their strengths and weaknesses.	3.57	0.93	3.63	0.90	3.60	0.92	HE
5.	Traditional annual performance evaluations can create anxiety and pressure. Continuous feedback systems break down performance assessments into manageable insights over time, reducing stress and allowing lecturers to improve gradually without feeling overwhelmed.	3.73	0.88	3.77	0.82	3.75	0.83	HE
	Aggregate Mean/SD for male and female Lecturers	**3.81**	**1.10**	**3.86**	**1.03**	**4.56**	**1.06**	**VHE**

Source: Field Survey, 2025.

Table 2 in response to research question 1 which states, to what extent does Continuous feedback systems influence academic staff productivity in Public University in Rivers State had the following opinion scores for both male and female lecturers. Mean scores of the male

lecturers to questionnaire items 6, 7, 8, 9 and 10 were 3.72, 4.37, 3.68, 3.57 and 3.73 with standard deviations of 0.89, 1.18, 1.61, 0.93 and 0.88 while the mean scores of the female lecturers were 3.75, 4.41, 3.74, 3.63 and 3.77 with standard deviation of 0.84, 1.11, 1.48, 0.90 and 0.82. Furthermore, the mean set representing the average mean scores for both male and female lecturers were 3.74, 4.39, 3.71, 3.60 and 3.75; with standard deviation of 0.86, 1.14, 1.54, 0.92 and 0.83 respectively. The readings which were higher than the criterion mean of 3.00 indicated that Continuous feedback systems influence academic staff productivity in Public University in Rivers State to a high extent.

Hypotheses Testing

1. There is no significant difference between the mean opinion scores of male and female lecturers on the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State.

Table 3: Z-test Analysis on the Extent Automated performance reviews influence academic staff productivity in Public University in Rivers State.

Respondents	N	$\bar{x}$	Std	DF	z-cal	z-crit	LS	Decision
Male Lecturers	172	3.38	0.89					
				358	0.78	±1.96	0.05	
								Accepted
Female Lecturers	188	3.41	0.87					

Source: Field Survey, 2025.

The result on Table 3 above shows Z-test Analysis on the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State. The result on the table showed that there is no significant difference between the mean opinion scores of male and female lecturers on the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State. The result on the table further showed a z-calculated value of 0.78 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 38, since the z-calculated (0.78) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female lecturers on the Automated performance reviews influence academic staff productivity in Public University in Rivers State.

2. There is no significant difference between the mean opinion scores of male and female lecturers and students on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State.

Table 4: Z-test Analysis on the Extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State.

Respondents	N	$\bar{x}$	Std	DF	z-cal	z-crit	LS	Decision
Male Lecturers	172	3.81	1.10					
				358	0.41	±1.96	0.05	Accepted
Female Lecturers	188	3.86	1.03					

Source: Field Survey, 2025

Table 4 above shows Z-test Analysis on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State. The result on the table showed that there is no significant difference between the mean opinion scores of male and female lecturers on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State. The result on the table further showed a z-calculated value of 0.41 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 358, since the z-calculated (0.41) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female lecturers on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State.

Discussion of Findings

The findings of the study are discussed as follows:

Table 1 in response to research question 1 which states, to what extent does Automated performance reviews influence academic staff productivity in Public University in Rivers State. The result on the table 3 further showed a z-calculated value of 0.78 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 358, since the z-calculated (0.74) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female lecturers on the extent Automated performance reviews influence academic staff productivity in Public University in Rivers State. The findings are in line with Brown & Taylor (2023) who states that, automated performance reviews enhance efficiency by reducing administrative workload and ensuring timely feedback. Traditional appraisal methods are often

time-consuming, prone to errors, and susceptible to personal biases, leading to inconsistencies in performance evaluations. In contrast, Williams & Adeyemi, (2023) opined that, AI-powered performance review systems use predictive analytics and performance tracking tools to offer real-time insights into an employee's strengths, weaknesses, and areas for improvement. In academic settings, such systems can help university administrators identify lecturers who need additional training, mentorship, or research support, ultimately fostering a culture of continuous learning and professional growth.

Table 2 above shows Z-test Analysis on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State. The result on the table 4 further showed a z-calculated value of 0.41 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 358, since the z-calculated (0.39) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female lecturers on the extent Continuous feedback systems influence academic staff productivity in Public University in Rivers State. This result was in line with that of Thompson & Edwards (2024) who opined that, in public universities where bureaucratic challenges often hinder effective feedback mechanisms, continuous feedback systems serve as an essential tool for improving teaching standards and ensuring that academic staff remain proactive in their career development. Zhang & Williams, (2023) also opined that, ultimately, these systems enhance the overall quality of higher education by fostering continuous improvement and ensuring that lecturers are equipped with the necessary tools for academic excellence.

Conclusion

Based on the findings of the study, the researcher concludes that; Automated performance reviews, and Continuous feedback systems influence academic staff productivity in Public University in Rivers State to a high extent. The integration of AI-based performance appraisal systems in public universities in Rivers State presents a transformative opportunity to enhance academic staff productivity by providing accurate, data-driven, and real-time evaluations. Unlike traditional appraisal methods, which are often subjective, time-consuming, and inconsistent, AI-driven systems offer a more transparent and objective means of assessing lecturers' contributions in teaching, research, and administrative duties. By leveraging advanced analytics, machine learning, and continuous feedback mechanisms, these systems can help university administrators identify strengths and weaknesses in academic staff performance, offer personalized professional development opportunities, and foster a culture of accountability and excellence. However, despite these advantages, challenges such as technological limitations, resistance to change, and ethical concerns surrounding AI implementation must be carefully addressed to ensure smooth adoption and effectiveness in performance evaluation.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Universities Administrators should Organize workshops and training sessions to help academic staff understand AI-based appraisal systems. Ensure that AI-generated performance reports contribute to staff development, mentorship programs, and fair promotion processes. Proper training will help staff understand how to interpret automated feedback, improve their work efficiency, and leverage AI insights to enhance research and teaching quality. This will reduce resistance to technology adoption and ensure a smooth transition to AI-driven evaluations.
2. Public Universities Administrators should adopt AI-powered continuous feedback systems to provide real-time performance insights to academic staff. These systems can track key metrics such as teaching effectiveness, research contributions, and student engagement. By receiving timely feedback, lecturers can identify their strengths and areas for improvement, leading to enhanced productivity and better learning outcomes.

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