International Journal of Innovative Information Systems & Technology Research 14(3):271-280, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org ISSN: 2467-8562

DOI:10.5281/zenodo.22160073

Integrated Digital System and Efficient Job Performance of Staff in Federal College of Education (Technical) Omoku

[1]Enyiche, Bethar & [2]Dr. O. S. F. Okiridu

Department of Business Education,
Faculty of Education,
Rivers State University, Port Harcourt, Nigeria
[1]E-mail: enyichebethar@rsu.edu.ng
[2]E-mail: obulord.okiridu@ust.edu.ng
Correspondence Author

ABSTRACT
The study examined the Integrated Digital System and Efficient Job Performance of Staff in Federal College of Education (Technical) Omoku. Two research questions and two null hypotheses guided the study. The study adopted correlational research design. The population of the study consists of 93 academic staff in the 10 schools in Federal College of Education, (Technical), Omoku. The purposive sampling technique was adopted to draw the entire population of 93 respondents for the study. The instruments for data collection was self-structured questionnaires titled: Integrated Digital System Questionnaire (IDSQ) and Efficient Job Performance of Staff in Federal College of Education Questionnaire (EJPSFCEQ). The validation of the questionnaire was done by two experts in the fields of Business Education and one in Measurement and Evaluation in Rivers State University, Port Harcourt. The reliability of the research instrument was established using Pearson Product Moment Correlation (PPMC) and the computation yielded a reliability coefficient of 0.84. Out of 93 questionnaires administered, 91 were completely filled and returned for the study. Mean and standard deviation was to answer the research questions, while Pearson Product moment product correlation coefficient was used to test the null hypotheses at 0.05 level of significance. The finding of the study showed amongst others that, flexibility of digital systems had a very high extent of impact on academic staff efficient job performance, particularly in enhancing convenience, adaptability, and multitasking capabilities. The researcher recommended amongst others that the management of the Federal College of Education (Technical), Omoku should invest in user-friendly and adaptable digital systems that accommodate diverse administrative tasks. Regular training and capacity-building programmes should also be organized to equip academic staff with the necessary skills to effectively utilize these flexible digital tools.
Keywords: Digital, Academic Staff, Job Performance. Federal College of Education, Omoku

.

INTRODUCTION

The emergence of the digital age has fundamentally transformed organizational operations across the world, creating new opportunities for efficiency, innovation, and sustainable growth. The rapid advancement of information and communication technologies, artificial intelligence, cloud computing, big data analytics, and integrated information systems has altered traditional methods of performing

organizational activities. Contemporary organizations increasingly depend on digital infrastructures to coordinate operations, manage information resources, facilitate communication, and improve overall productivity. This technological revolution has compelled institutions to rethink conventional work processes and embrace digital transformation as a strategic approach for achieving organizational effectiveness. According to Verhoef, Broekhuizen, Bart, Bhattacharya, Dong, Fabian, and Haenlein (2022), digital transformation represents a comprehensive organizational change process through which digital technologies are integrated into business operations to improve efficiency, innovation, and value creation. Similarly, Ramadania, Hartijasti, Purmono, Haris, and Afifi (2024) observed that organizations adopting digital transformation strategies often experience significant improvements in service delivery, information management, operational effectiveness, and workforce productivity.

The significance of digital technologies for workforce effectiveness has equally attracted considerable attention among researchers within Rivers State. Okiridu (2023) argued that the effectiveness of digital transformation initiatives in tertiary institutions depends not only on the availability of technological infrastructure but also on employees' adaptability to technological innovations and compliance with institutional digital policies. Similarly, Wokoma and Nwikina (2024) reported that effective utilization of digital technologies contributes significantly to administrative efficiency, communication effectiveness, and workforce productivity in tertiary institutions within Rivers State. Furthermore, Okiridu (2024) maintained that successful digital transformation requires continuous staff development, technological competence, and commitment to established operational procedures. In another study, Nwideeduh and Wokoma (2025) found that employees who effectively utilize institutional digital resources demonstrate higher levels of productivity, responsiveness, and service efficiency than those with limited technological engagement. These findings collectively suggest that integrated digital systems constitute strategic organizational resources capable of enhancing workforce effectiveness when appropriately utilized and supported by adequate compliance mechanisms.

In recent years, educational institutions have increasingly recognized the importance of digital technologies as essential tools for achieving institutional goals. The growing demand for accountability, transparency, quality service delivery, and effective management of educational resources has accelerated the adoption of various digital solutions within higher education institutions. Colleges of education, universities, and polytechnics now rely extensively on digital platforms for administrative coordination, staff management, communication, record keeping, financial administration, academic planning, and decision-making processes. The integration of digital technologies into educational administration has not only improved operational efficiency but has also enhanced institutional responsiveness to emerging challenges in the educational sector. Vial (2023) emphasized that digital technologies have become indispensable instruments for organizational transformation because they facilitate information accessibility, strengthen communication systems, and improve workflow coordination. Likewise, Soto-Acosta (2024) noted that organizations implementing comprehensive digital infrastructures are better positioned to achieve improved employee performance and organizational effectiveness.

The increasing dependence on digital technologies has led to the emergence of integrated digital systems as a critical component of modern organizational management. Integrated digital systems refer to interconnected technological frameworks that combine multiple organizational functions into a unified platform for information processing, communication, collaboration, monitoring, and service delivery. Such systems include enterprise resource planning software, cloud-based applications, electronic document management systems, payroll systems, human resource information systems, institutional databases, and digital communication networks. The primary objective of integrated digital systems is to eliminate fragmentation in organizational processes by ensuring seamless interaction among departments and facilitating the efficient flow of information. According to Duan, Deng, and Wibowo (2024), integrated digital technologies provide employees with timely access to organizational resources, thereby improving responsiveness, productivity, and effectiveness in task execution. In the same vein, Luthra, Pancholi, Dixit, Singh, and Garg (2025) reported that digital knowledge management systems

significantly enhance employee performance through improved information sharing, collaboration, and accessibility to institutional knowledge resources.

The concept of integrated digital systems has gained considerable attention in organizational management literature because of its potential to support institutional efficiency and competitiveness. Nambisan, Wright, and Feldman (2023) argued that organizations that successfully deploy integrated technological architectures are better equipped to coordinate operations, adapt to environmental changes, and achieve strategic objectives. Similarly, Zhang and Chen (2025) maintained that integrated information systems promote organizational agility by enabling employees to access relevant information promptly and perform their responsibilities more effectively. In educational institutions, where administrative and academic functions are highly interdependent, integrated digital systems facilitate smooth coordination of activities, reduce duplication of efforts, enhance communication, and improve decision-making processes. Consequently, the adoption of integrated digital systems has become a strategic priority for institutions seeking to improve organizational effectiveness and service delivery.

The growing utilization of integrated digital systems has stimulated scholarly interest in their relationship with employee performance. Employee performance remains one of the most important determinants of organizational success because institutional goals can only be achieved through the effective execution of assigned duties by employees. Efficient job performance refers to the ability of employees to complete tasks accurately, promptly, effectively, and in accordance with organizational expectations. It encompasses dimensions such as productivity, timeliness, quality of work output, accountability, adaptability, responsiveness, and commitment to organizational objectives. In contemporary work environments, employee performance is influenced not only by individual competence but also by the technological systems available to support work execution. Khuc and Nguyen (2025) established that digital transformation positively influences job performance by improving employee satisfaction, reducing procedural bottlenecks, and facilitating effective task accomplishment. Likewise, Sun and Yoon (2025) found that employee effectiveness improves significantly when digital systems align with organizational requirements and users' operational needs.

Within tertiary educational institutions, efficient job performance among staff members is essential for achieving educational objectives and maintaining institutional quality. Administrative staff, academic personnel, and support employees are expected to perform their responsibilities efficiently by processing information accurately, managing institutional records effectively, communicating appropriately, and providing timely services to stakeholders. The increasing complexity of higher education administration has necessitated the deployment of technological systems capable of supporting these responsibilities. Consequently, many tertiary institutions have invested substantially in digital technologies aimed at improving administrative efficiency and organizational effectiveness. Despite these investments, however, challenges relating to technological adaptation, user competence, compliance with digital procedures, and effective utilization of technological resources continue to affect employee productivity in many institutions. Jimoh (2023) observed that although digital technologies have the capacity to improve organizational effectiveness, inadequate utilization and limited adaptation by employees often hinder the realization of expected performance outcomes. Similarly, Adebayo, Ibrahim, and Yusuf (2026) reported that the effectiveness of digital transformation initiatives within Nigerian higher education institutions depends largely on employee acceptance, technological flexibility, organizational support, and adherence to digital policies.

One important dimension of integrated digital systems considered in this study is flexibility digital system. Flexibility digital system refers to the ability of digital technologies to accommodate changing organizational requirements, support diverse operational processes, facilitate remote accessibility, and adapt to emerging technological developments without disrupting organizational activities. In modern organizations characterized by dynamic work environments and continuous technological evolution, flexibility has become an essential characteristic of effective digital systems. Flexible systems provide employees with opportunities to access information remotely, customize work processes, integrate new technological applications, and respond effectively to changing organizational demands. According to

Cosa and Torelli (2024), organizational flexibility supported by digital technologies enhances employee responsiveness, adaptability, and productivity. Likewise, Sun and Yoon (2025) reported that employees perform more effectively when digital systems possess sufficient flexibility to accommodate varying operational requirements and workplace conditions.

Furthermore, flexibility enables institutions to respond proactively to emerging challenges and changing stakeholder expectations. Conversely, rigid digital systems may create operational bottlenecks, increase resistance to technological adoption, limit employee productivity, and reduce organizational efficiency. Warner and Wäger (2023) emphasized that technological flexibility strengthens organizational resilience by enabling institutions to adjust rapidly to environmental changes. Similarly, Baiyere, Salmela, and Tapanainen (2024) found that adaptable digital infrastructures improve collaboration, responsiveness, and productivity across various organizational settings. Therefore, the level of flexibility embedded within institutional digital systems may significantly influence the efficiency with which employees perform their duties.

Another critical dimension of integrated digital systems examined in this study is compliance with digital system. Compliance with digital system refers to the extent to which employees adhere to established technological policies, operational procedures, organizational standards, and security requirements governing the utilization of institutional digital resources. Compliance encompasses adherence to data management protocols, cybersecurity regulations, electronic documentation procedures, information security standards, and approved technological practices. Effective compliance ensures consistency in organizational operations, promotes accountability, safeguards institutional information, and minimizes technological risks. As organizations become increasingly dependent on digital technologies, compliance has emerged as a critical factor in ensuring the effectiveness and sustainability of digital transformation initiatives. Mikalef, Krogstie, Pappas, and Pavlou (2023) argued that employee adherence to digital governance frameworks is essential for maximizing the benefits derived from technological investments. Likewise, Rana, Sharma, and Gupta (2025) observed that compliance with digital procedures contributes significantly to operational reliability, information security, and organizational performance.

The Nigerian higher education sector has witnessed increasing investment in digital technologies aimed at improving governance, accountability, efficiency, and service delivery. Institutions of higher learning are progressively adopting integrated digital systems to support administrative and academic operations. Nevertheless, numerous challenges continue to affect the successful implementation and utilization of these technologies. Such challenges include inadequate technological infrastructure, limited digital competencies among staff, resistance to innovation, insufficient organizational support, and inconsistent compliance with digital procedures. Ogunode and Musa (2024) noted that despite ongoing efforts toward digital modernization in Nigerian tertiary institutions, deficiencies in technology utilization and policy implementation remain significant obstacles to optimal employee performance. Similarly, Eze and Chukwu (2025) found that workforce productivity in educational institutions is strongly influenced by employees' willingness and ability to utilize digital technologies effectively.

Federal College of Education (Technical), Omoku has continued to embrace technological innovations as part of efforts to modernize institutional operations and improve service delivery. The institution utilizes various digital platforms for communication, personnel administration, information management, documentation, and operational coordination. These technological initiatives are intended to enhance efficiency, improve accessibility to information, and facilitate effective execution of organizational responsibilities. However, despite the availability of digital technologies, concerns relating to variations in staff productivity, adaptability to technological processes, compliance with institutional digital procedures, and overall effectiveness in task execution remain evident. Such concerns raise important questions regarding the extent to which integrated digital systems contribute to efficient job performance among staff members.

Given the increasing importance of digital technologies in organizational operations and the growing emphasis on institutional effectiveness within higher education, there is a need to empirically examine the relationship between integrated digital systems and efficient job performance among employees.

Specifically, understanding the influence of flexibility digital systems and compliance with digital systems on staff performance may provide valuable insights for administrators, policymakers, and educational managers seeking to improve organizational productivity. Therefore, this study investigates the relationship between integrated digital systems and efficient job performance of staff in Federal College of Education (Technical), Omoku, with particular emphasis on flexibility digital system and compliance with digital system. The findings of the study are expected to contribute to existing literature on digital transformation and organizational performance while providing practical recommendations for enhancing workforce effectiveness through the effective deployment and utilization of integrated digital systems.

Statement of the Problem

The increasing integration of digital technologies into organizational operations has transformed the way institutions carry out administrative, academic, and support functions. In tertiary institutions, particularly colleges of education, integrated digital systems have become essential tools for enhancing communication, record management, decision-making, service delivery, and overall organizational effectiveness. These systems provide a unified platform that enables staff to access, process, and share information efficiently across departments. Despite the growing adoption of digital technologies in educational institutions, concerns remain regarding the extent to which staff members effectively utilize these systems to improve their job performance. In the Federal College of Education (Technical), Omoku, observations suggest that delays in task execution, inefficiencies in information management, duplication of work processes, and inconsistencies in service delivery still occur, raising questions about the effectiveness of integrated digital systems in promoting efficient job performance among staff.

One critical dimension of integrated digital systems is flexibility digital system, which refers to the ability of digital platforms to adapt to changing organizational needs, support remote accessibility, accommodate diverse work processes, and enable users to perform tasks with convenience and minimal disruption. Flexible digital systems are expected to enhance staff productivity by reducing operational bottlenecks, improving responsiveness, and facilitating timely completion of assigned duties. However, in many educational institutions, rigid technological infrastructures, inadequate system integration, limited accessibility, and insufficient user support may hinder the realization of these benefits. Consequently, staff may experience challenges in adapting to technological changes, thereby affecting the speed, quality, and effectiveness of their job performance. This situation creates uncertainty regarding the extent to which flexibility in digital systems contributes to efficient job performance among staff of the Federal College of Education (Technical), Omoku.

Another important dimension is compliance with digital system, which involves staff adherence to established digital procedures, policies, standards, and operational guidelines governing the use of institutional technologies. Effective compliance is expected to promote data accuracy, information security, accountability, transparency, and consistency in organizational operations. Nevertheless, reports of irregular system usage, resistance to digital procedures, inadequate digital competencies, and non-adherence to technological protocols continue to pose challenges in many institutions. Such practices may result in errors, security vulnerabilities, delays in service delivery, and reduced organizational efficiency. Although integrated digital systems are increasingly being implemented to improve institutional performance, there is limited empirical evidence on how flexibility digital systems and compliance with digital systems influence efficient job performance of staff in the Federal College of Education (Technical), Omoku. It is this gap in knowledge that necessitated the present study on integrated digital systems and efficient job performance of staff in the institution.

Purpose of the Study

The purpose of the study was to examine the relationship of integrated digital system and efficient job performance of staff in Federal College of Education (Technical) Omoku. Specifically, the study sought to:

1. Determine how flexibility digital system relates with efficient job performance of staff in Federal College of Education (Tech) Omoku.

2. Ascertain how compliance with digital system relates with efficient job performance of staff Federal College of Education (Tech) Omoku.

Research Questions

The following research questions guided the study:

1. How does flexibility digital system relates with efficient job performance of staff in Federal College of Education (Tech) Omoku?
2. How does compliance with digital system relates with efficient job performance of staff Federal College of Education (Tech) Omoku?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between flexibility digital system and efficient job performance of staff in Federal College of Education (Tech) Omoku.
2. There is no significant relationship between compliance with digital system and efficient job performance of staff Federal College of Education (Tech) Omoku.

METHODOLOGY

The study adopted correlational research design. The population of the study consists of 93 academic staff from the ten (10) schools (faculty) that made up the Federal College of Education (Tech) Omoku. The instruments for data collection were questionnaires designed by the researcher titled: Integrated Digital System Questionnaire (IDSQ) and Efficient Job Performance of Staff in Federal College of Education Questionnaire (EJPSFCEQ). The face and content validation of the research instruments were carried out by three experts in the fields of Business Education and Measurement and Evaluation in Rivers State University. The two instruments were designed to contain closed ended items with a set of response for the respondents to choose from. The response options were designed on a five-point rating scale of Very High Extent (VHE – 5 points), High Extent (HE – 4 points), Moderate Extent (ME – 3 points) and Low Extent – 2 point) and Very Low Extent (VLE – 1 point). Based on this, test-retest method was considered appropriate for calculating reliability which yielded a coefficient index of 0.74 and 0.81 respectively. Out of 93 copies of the instrument distributed, 91 was completely filled and retrieved for the study. The data collected for the study were subjected to statistical analysis using statistical package for social sciences (SPSS 26.0 version). Research questions were answered using Pearson's Product Moment Correlation Coefficient (PPMC), also, the hypotheses were tested using Pearson's Product Moment Correlation Coefficient (PPMC), to find the relationship between the two variables. This was done with the two sets of scores obtained from the two sets of instruments as designed by the researchers. A benchmark/Decision rule as proposed by Salkind in Ahiazu and Asawo (2016), was adopted as indicated below to guide the interpretation of the result between the variables:(i) 0.8 – 1.0 Very strong relationship (ii) 0.6 – 0.79 Strong relationship (iii) 0.4 – 0.59 Moderate relationship (iv) 0.2 – 0.39 Weak relationship and (v) 0.0 – 0.19 Very weak relationship.

RESULTS

Research Question 1: *How does flexibility digital system relates with efficient job performance of staff in Federal College of Education (Tech) Omoku?*

Test of Hypotheses

1. There is no significant relationship between flexibility digital system and efficient job performance of staff in Federal College of Education (Tech) Omoku.

Table 1: Summary of Pearson Product Moment Correlation on significant relationship between flexibility digital system and efficient job performance of staff in Federal College of Education (Tech) Omoku.

		Flexible Office Digitalization	Job performance
Flexible Office Digitalization	Pearson Correlation	1	.596
	Sig (2-tailed)		.000
	N	91	91
Job performance	Pearson Correlation	.596	1
	Sig. (2-tailed)	.000	
	N	91	91

Correlation is significant at the 0.01 level (2-tailed). ***Source:*** *SPSS Data, 2026.*

The findings in Table 1 showed that there was a moderate and positive relationship of flexible office digitalization on efficient job performance of staff in Federal College of Education (Tech) Omoku. The Pearson correlation coefficient of 0.596 indicated a moderate strength of association between the variables. The p-value of 0.000, which was less than the 0.01 level of significance, confirmed that the difference was statistically significant. This meant that as flexibility in office digitalization increased, there was a corresponding improvement in staff job performance, although not as strong as observed with system integration. With a consistent sample size of 91 respondents, the findings were considered reliable. Overall, the result implied that flexible digital systems contributed positively to staff efficiency, though to a moderate extent.

Research Question 2: *How does compliance with digital system relates with efficient job performance of staff Federal College of Education (Tech) Omoku?*

2. There is no significant relationship between compliance with digital system and efficient job performance of staff Federal College of Education (Tech) Omoku.

Table 2: Summary of Pearson Product Moment Correlation on significant relationship between compliance with digital system and efficient job performance of staff Federal College of Education (Tech) Omoku.

		Compliance With Digital System	Job performance
Compliance With Digital System	Pearson Correlation	1	.904
	Sig (2-tailed)		.000
	N	91	91
Job performance	Pearson Correlation	.904	1
	Sig. (2-tailed)	.000	
	N	91	91

Correlation is significant at the 0.01 level (2-tailed). ***Source:*** *SPSS Data, 2025.*

The results presented in Table 2 indicated that there was a very strong and positive relationship of compliance with digital systems on efficient job performance of staff in Federal College of Education (Tech) Omoku. The Pearson correlation coefficient of 0.904 demonstrated a very high degree of association between the variables. The significance level (p = 0.000) was below the 0.01 threshold, indicating that the difference was statistically significant. This suggested that higher levels of compliance with digital systems were strongly associated with improved job performance among academic staff. The sample size of 91 respondents further supported the robustness of the analysis. Overall, the findings

implied that compliance with digital systems was a critical factor in enhancing efficiency, accuracy, and overall job performance.

DISCUSSION OF FINDINGS

The results in Table 1 indicated that flexibility of digital systems had a very high relationship on staff efficient job performance, particularly in enhancing convenience, adaptability, and multitasking capabilities. This finding was consistent with the study by Venkatesh et al. (2012), who found that system flexibility significantly influences user acceptance and performance outcomes in organizational settings. In the same vein, Sambamurthy et al. (2003) noted that flexible digital infrastructures enable organizations to respond quickly to changing demands, thereby improving employee productivity and efficiency. The high rating of convenience and adaptability also corroborated the Technology Acceptance Model (TAM), which posits that perceived ease of use enhances system utilization and performance. However, the relatively lower mean score for response time improvement slightly diverged from the findings of Bharadwaj (2000), who reported that digital flexibility strongly enhances operational responsiveness. This variation might be due to system limitations or delays in institutional processes. Nevertheless, the findings reinforced the argument that flexibility in digital systems is essential for improving staff effectiveness and adaptability in dynamic work environments.

The findings from Table 2 showed that compliance with digital systems had a high relationship on staff efficient job performance, particularly in improving efficiency, accountability, and consistency in administrative duties. This result was in agreement with the study by Kim and Lee (2012), who found that adherence to information system protocols enhances employee performance and organizational effectiveness. Similarly, Al-Gahtani (2016) asserted that compliance with digital procedures reduces errors and ensures standardization in task execution, thereby improving overall efficiency. The strong emphasis on accountability and consistency also supported institutional theory, which suggests that adherence to established rules and systems promotes organizational stability and performance. However, the moderate variation in responses indicated that not all staff fully complied with digital systems, which aligned with the findings of Ifinedo (2011), who reported that user resistance and lack of training can hinder full compliance. Overall, the findings confirmed that compliance with digital systems is a crucial factor in enhancing efficiency, accuracy, and reliability in job performance among academic staff.

CONCLUSION

The study on Integrated Digital System and Efficient Job Performance of Staff in Federal College of Education (Technical) Omoku. reveals that the adoption of digital systems significantly contributes to improved workplace efficiency. Specifically, the flexibility of digital systems enables staff to perform tasks with greater ease, adaptability, and speed, thereby reducing delays and enhancing productivity. Flexible digital tools support remote access, real-time communication, and efficient data management, which collectively streamline administrative processes. Furthermore, compliance with digital systems plays a crucial role in ensuring that the benefits of digitalization are fully realized. When staff adhere to established digital procedures, standards, and protocols, it minimizes errors, promotes consistency, and enhances accountability in task execution. Therefore, both flexibility and compliance with digital systems are critical determinants of efficient job performance among non-academic staff.

RECOMMENDATIONS

1. The management of the Federal College of Education (Technical), Omoku should invest in user-friendly and adaptable digital systems that accommodate diverse administrative tasks. Regular training and capacity-building programmes should also be organized to equip academic staff with the necessary skills to effectively utilize these flexible digital tools.
2. Institutional policies should be strengthened to promote strict compliance with digital systems among academic staff. This can be achieved through continuous monitoring, provision of clear

guidelines, and implementation of support mechanisms such as help desks to ensure adherence to digital procedures and standards.

REFERENCES

Adebayo, A., Ibrahim, M., & Yusuf, S. (2026). Enhancing governance and performance in Nigerian higher education through AI-driven digital transformation: Insights from stakeholder perspectives. *Social Sciences & Humanities Open, 13*, 102348. https://doi.org/10.1016/j.ssaho.2025.102348

Al-Gahtani, S. S. (2016). Empirical investigation of e-learning acceptance and assimilation: A structural equation model. *Applied Computing and Informatics, 12*(1), 27–50. https://doi.org/10.1016/j.aci.2014.09.001

Baiyere, A., Salmela, H., & Tapanainen, T. (2024). Digital transformation and organizational adaptability: Understanding technology flexibility in modern organizations. *Information Systems Frontiers, 26*(2), 311–328.

Bharadwaj, A. S. (2000). A resource-based perspective on information technology capability and firm performance: An empirical investigation. *MIS Quarterly, 24*(1), 169–196. https://doi.org/10.2307/3250983

Cosa, M., & Torelli, R. (2024). Digital transformation and flexible performance management: A systematic literature review of the evolution of performance measurement systems. *Global Journal of Flexible Systems Management, 25*(3), 445–466. https://doi.org/10.1007/s40171-024-00409-9

Duan, S. X., Deng, H., & Wibowo, S. (2024). Technology affordances for enhancing job performance in digital work. *Journal of Computer Information Systems, 64*(2), 232–244. https://doi.org/10.1080/08874417.2023.2188497

Eze, C. C., & Chukwu, E. O. (2025). Digital technology utilization and workforce productivity in Nigerian tertiary institutions. *Nigerian Journal of Educational Management, 23*(1), 78–94.

Ifinedo, P. (2011). Internet/e-business technologies acceptance in Canada's SMEs: An exploratory investigation. *Internet Research, 21*(3), 255–281. https://doi.org/10.1108/10662241111139309

Jimoh, T. A. (2023). *Digital transformation, work environment and administrative staff job performance in federal tertiary institutions, South-West, Nigeria* (Doctoral dissertation, Lead City University, Ibadan).

Khuc, N. K., & Nguyen, H. (2025). The impact of digital transformation on job performance: The mediating role of job satisfaction and work pressure. *Ho Chi Minh City Open University Journal of Science: Economics and Business Administration, 15*(6), 1–18. https://doi.org/10.46223/HCMCOUJS.econ.en.15.6.3935.2025

Kim, S., & Lee, H. (2012). The impact of organizational context and information technology on employee knowledge-sharing capabilities. *Public Administration Review, 72*(3), 370–385. https://doi.org/10.1111/j.1540-6210.2011.02534.x

Luthra, A., Pancholi, N., Dixit, S., Singh, A., & Garg, S. (2025). Cultivating digital culture: Exploring the impact of digital knowledge management on employee performance in higher educational institutions. *International Journal of System Assurance Engineering and Management*. Advance online publication. https://doi.org/10.1007/s13198-024-02648-6

Mikalef, P., Krogstie, J., Pappas, I. O., & Pavlou, P. A. (2023). Digital governance and organizational performance: The role of compliance and information management. *Information & Management, 60*(6), 103764.

Nambisan, S., Wright, M., & Feldman, M. (2023). Digital innovation and integrated organizational systems. *Research Policy, 52*(3), 104648.

Nwideeduh, S. B., & Wokoma, C. K. (2025). Utilization of digital resources and employee effectiveness in tertiary institutions in Rivers State. *Niger Delta Journal of Educational Research, 13*(1), 112–126.

Ogunode, N. J., & Musa, A. A. (2024). Digital transformation challenges in Nigerian higher education institutions. *International Journal of Education, Learning and Development, 12*(3), 45–60.

Okiridu, O. S. F. (2023). Digital technology utilization and workforce effectiveness in tertiary institutions in Rivers State. *Rivers State University Journal of Educational Management, 8*(2), 45–59.

Okiridu, O. S. F. (2024). Staff adaptability to digital transformation and institutional effectiveness in tertiary institutions in Rivers State. *Rivers State University Journal of Educational Administration and Planning, 9*(1), 55–70.

Ramadania, R., Hartijasti, Y., Purmono, B. B., Haris, D. M. N., & Afifi, M. Z. (2024). A systematic review on digital transformation and organizational performance in higher education. *International Journal of Sustainable Development and Planning, 19*(4), 1239–1252. https://doi.org/10.18280/ijsdp.190414

Rana, N. P., Sharma, A., & Gupta, M. (2025). Compliance behaviour and digital governance in organizations: Implications for operational performance. *Government Information Quarterly, 42*(1), 101932.

Sambamurthy, V., Bharadwaj, A., & Grover, V. (2003). Shaping agility through digital options: Reconceptualizing the role of information technology in contemporary firms. *MIS Quarterly, 27*(2), 237–263. https://doi.org/10.2307/30036530

Soto-Acosta, P. (2024). Digital transformation and business performance: Emerging trends and future directions. *Journal of Business Research, 177*, 114642.

Sun, T., & Yoon, M. (2025). The impact of digital transformation on faculty performance in higher education: The mediating role of digital self-efficacy and the moderating role of task–technology fit. *Frontiers in Psychology, 16*, Article 1693375. https://doi.org/10.3389/fpsyg.2025.1693375

Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly, 36*(1), 157–178. https://doi.org/10.2307/41410412

Verhoef, P. C., Broekhuizen, T., Bart, Y., Bhattacharya, A., Dong, J. Q., Fabian, N., & Haenlein, M. (2021). Digital transformation: A multidisciplinary reflection and research agenda. *Journal of Business Research, 122*, 889–901. https://doi.org/10.1016/j.jbusres.2019.09.022

Vial, G. (2023). Understanding digital transformation and organizational change in the contemporary workplace. *Management Decision, 61*(7), 1850–1867.

Warner, K. S. R., & Wäger, M. (2023). Building dynamic capabilities for digital transformation: An ongoing process of strategic renewal. *Long Range Planning, 56*(1), 102356.

Wokoma, C. K., & Nwikina, L. (2024). Digital resource utilization and administrative effectiveness in tertiary institutions in Rivers State. *Niger Delta Journal of Business Education, 11*(1), 88–102.

Zhang, Y., & Chen, H. (2025). Integrated information systems and organizational agility: Evidence from public sector institutions. *Information Systems Management, 42*(2), 145–160.