JERIT: Journal of Educational Research and Innovation Technology
Homepage: https://jerit.unimika.ac.id/index.php/jerit
Email: jeritunimika@gmail.com

e-ISSN: 3063-5462
Vol. 2, No. 2, December 2025
Page 94-108

INFLUENCE OF EMERGING TECHNOLOGIES ON DIGITAL INNOVATION AND CHANGE MANAGEMENT AMONG PRIVATE UNIVERSITIES ADMINISTRATIVE STAFF IN EKITI STATE, NIGERIA

Veronica Abiola Ayo-Ogunlusi[1], Sabina Nwakaego Obi[2]
[1] Bamidele Olumilua University of Education, Science and Technology, Nigeria
[2] Bingham University, Nigeria

Email: ayo-ogunlusi.veronica@bouesti.edu.ng

ABSTRACT

The rapid evolution of emerging technologies has transformed administrative operations in higher education, yet their effective integration in Nigerian private universities remains inconsistent. Many institutions continue to rely on traditional, paper-based processes, leading to inefficiencies, data inaccuracy, and limited organisational innovation. This study examined the influence of emerging technologies on digital innovation and change management among private universities administrative staff in Ekiti State, Nigeria. A quantitative cross-sectional survey design was adopted to collect data from the entire population of 108 administrative staff across three private universities – Afe Babalola University, Hillside University, and Venite University. Using a structured questionnaire validated by experts and tested for reliability (Cronbach's a = 0.86), data from 102 valid responses were analysed with descriptive and inferential statistics, including multiple regression analysis at a 0.05 significance level. Findings revealed a high level of adoption of emerging technologies, with strong positive and statistically significant relationships between technology use, digital innovation ($R^2 = 0.452$), and change management ($R^2 = 0.420$). The combined effect ($R^2 = 0.520$, $p < 0.05$) confirmed that emerging technologies substantially enhance administrative innovation and adaptability to organisational change. The study concludes that the integration of digital tools promotes efficiency, creativity, and responsiveness in university administration. It recommends continuous staff capacity building, investment in ICT infrastructure, and strategic leadership engagement to sustain technological transformation. The study contributes empirical evidence to the discourse on digital governance and organisational change, offering practical insights for higher education administrators and policymakers.

Keywords: ***Emerging Technologies, Digital Innovation, Change Management, Administrative Staff, Higher Education, Organisational Transformation***

***Corresponding Author:** ayo-ogunlusi.veronica@bouesti.edu.ng
Received: August 17th 2025; Revised: August 21th 2025; Accepted: November 26th 2025
DOI: https://doi.org/10.34125/jerit.v2i2.36

Reference to this paper should be made as follows: Ogunlusi, V.A.A., Obi, S.N. Influence of Emerging Technologies on Digital Innovation and Change Management Among Private Universities Administrative Staff in Ekiti State, Nigeria. *JERIT: Journal of Educational Research and Innovation Technology*, 2 (2), 94-108.
E-ISSN: 3063-5462
Published by: JERIT: Journal of Educational Research and Innovation Technology

INTRODUCTION

The rapid advancement of emerging technologies has significantly transformed the global landscape of education, administration, and organisational management. University education is widely regarded in Nigeria as an indispensable instrument for the nation's socio-economic advancement, political stability, and human capacity development (Asaju, 2023). Both Federal and State Governments view higher education as a strategic investment in human capital aimed at producing skilled manpower for managerial, technological, and leadership roles across various sectors of the economy (Nwachukwu, 2024; Obizue & Enomah, 2025). Secondary school graduates in Nigeria also perceive university education as a legitimate pathway to self-fulfilment and a ladder to higher socio-economic status in society (Ogudoro, 2018). Ohanyere et al. (2024) assert, tertiary education serves as a formidable tool for eradicating social vices, economic hardship, and illiteracy while fostering national development and civic responsibility. Consequently, an educated individual is expected to possess not only knowledge but also the practical skills and ethical grounding necessary to make meaningful contributions to national growth. In a rapidly evolving digital world, graduates are expected to be equipped with technological and innovative competencies that promote self-reliance, employability, and productivity. Thus, the Nigerian higher education system is increasingly being challenged to align its administrative and instructional processes with emerging digital realities.

Educational management involves the coordination and administration of resources, both human and material, to achieve educational goals effectively. Agih (2015) describe it as a process where individuals combine planning, organisation, supervision, and strategy to ensure the effective delivery of education programmes. Within this context, administrative staff play a central role in maintaining accurate records, coordinating communication, and ensuring institutional efficiency. Their work underpins the smooth operation of universities, from record keeping to policy implementation and evaluation. Traditionally, university administration in Nigeria has been paper-based. As Okuonghae and Abimbola (2019) note, paper documents were the dominant medium for maintaining administrative records, leading to challenges in data retrieval, storage, and security. Olaifa et al. (2024) emphasise that the availability and maintenance of administrative facilities significantly influence the quality of education provided. Similarly, Akpa (2023) classify administrative records into statutory and non-statutory categories, ranging from admission registers and attendance records to stock books, confidential reports, and inventory files. However, the shift toward digital record management systems has become inevitable in the 21st century as universities strive for efficiency, transparency, and innovation.

Globally, the application of emerging technologies in universities has risen significantly, transforming how academic and administrative operations are conducted. Bozalek et al. (2013) define emerging technologies as those innovations that are likely to have a substantial impact on creative inquiry, institutional management, and overall university operations. These technologies, such as cloud computing, artificial intelligence, automation, and digital analytics, enable flexible,

individualised, and efficient administrative processes. Mena-Guacas et al. (2025) add that emerging technologies are characterised by their rapid evolution, continuous state of development, and potential to transform educational practices. They may not always be entirely new, but they are constantly reshaped by innovation, making them dynamic tools for enhancing institutional performance. Their integration into higher education has redefined how information is stored, retrieved, and managed. Yassin (2024) asserts that technology integration has shifted educational priorities toward creating digital ecosystems, where efficiency and innovation coexist with traditional academic goals. Effective implementation of these technologies in university administration, however, depends largely on the commitment, training, and adaptability of administrative staff (Gunawan et al., 2023).

In Nigeria, particularly in private universities, the adoption of emerging technologies has become a strategic imperative. Universities such as Afe Babalola University, Hillside University, and Venite University in Ekiti State have embraced digital record systems, automated communication tools, and e-governance platforms to enhance service delivery. Despite these initiatives, challenges persist, ranging from insufficient training of administrative staff and limited infrastructure to resistance to change and low awareness of digital innovation benefits. It is within this context that the present study seeks to examine the influence of emerging technologies on digital innovation and change management among administrative staff in private universities in Ekiti State, Nigeria. The study investigates how effectively emerging technologies are being adopted, the extent to which they stimulate digital innovation, and their impact on the management of organisational change within university administration.

Statement of the Problem

In today's knowledge-driven world, the integration of emerging technologies into university administration has become indispensable for improving efficiency, accountability, and innovation. Universities are leveraging technology to streamline operations, enhance record management, and improve service delivery (Nwachukwu & Ohalete, 2024). However, in Nigeria, particularly within private universities, the adoption and effective utilisation of emerging technologies remain inconsistent and underdeveloped (Okunlola, 2021). Despite visible investments in digital infrastructure, most administrative processes in Nigerian universities continue to rely heavily on traditional paper-based methods. This has resulted in delays, duplication of efforts, and inefficiencies in data management. According to Yidana and Akuna (2022), the persistence of manual record-keeping systems has significantly constrained administrative efficiency and accuracy in higher education institutions. Olaifa et al. (2024) further observed that inadequate maintenance and utilisation of facilities often reduce the quality of educational administration, leading to ineffective record management and service delivery.

While several private universities in Ekiti State, such as Afe Babalola University, Hillside University, and Venite University, have begun implementing digital record systems and cloud-based technologies, their level of success remains uncertain. Many administrative staff lack the required digital literacy and technological competence to

utilise these systems optimally. Alenezi (2023) emphasised that the effective implementation of digital tools in higher education largely depends on administrators' skill levels and institutional support mechanisms. Similarly, Okoye and Mensah (2025) noted that emerging technologies, though promising, often face challenges of slow adoption, limited understanding, and resistance to change among users.

Furthermore, organisational resistance to change continues to be a major barrier to successful technological integration. Many staff members view digital transformation as a threat to established routines or job security, resulting in reluctance to embrace new administrative systems (Hassan et al., 2024). Change management processes in Nigerian universities are often reactive rather than proactive, with inadequate staff involvement and weak communication channels during transitions. Baiyere et al. (2020) argue that effective digital transformation requires not only technology deployment but also structured change management strategies that prepare and motivate staff to adapt to new workflows. Compounding these challenges is the limited institutional support for innovation and digital capacity building. Unfortunately, many institutions in Nigeria lack coherent policies to support ongoing digital innovation or reward staff who pioneer technological improvements. As a result, administrative reforms driven by emerging technologies are often short-lived or inconsistently implemented. Given these realities, there is a clear knowledge and implementation gap regarding how emerging technologies influence digital innovation and change management among administrative staff in private universities in Ekiti State. While emerging technologies hold great promise for improving administrative efficiency, creativity, and responsiveness, empirical evidence on their actual influence in this context remains limited. Therefore, this study seeks to investigate the influence of emerging technologies on digital innovation and change management among private universities administrative staff in Ekiti State, Nigeria, to generate evidence-based insights that can guide digital transformation in higher education administration.

METHODS

This study adopted a quantitative cross-sectional survey design because it allowed the collection of data from a defined population at a single point in time to examine the relationship between emerging technologies and digital innovation, as well as change management among administrative staff. The design was appropriate for the study because it permitted the use of statistical tools to establish the strength and direction of the influence of emerging technologies on administrative practices in private universities. The population for this study comprised all administrative staff working in private universities in Ekiti State, Nigeria. As of 2025, there are three accredited private universities in the state, namely Afe Babalola University, Ado-Ekiti; Hillside University, Okemesi-Ekiti; and Venite University, Iloro-Ekiti. The total population of administrative staff across these institutions was one hundred and eight (108), consisting of eighty (80) staff members from Afe Babalola University, fifteen (15) from Hillside University, and thirteen (13) from Venite University. These administrative officers include personnel from the registry, admissions, human resources, bursary,

ICT, and academic planning departments who are directly involved in record management, digital communication, and technology-driven administrative processes. Because the population was relatively small and manageable, the study employed a total enumeration (census) sampling technique, allowing all one hundred and eight (108) administrative staff to participate. This approach ensured comprehensive coverage of the study population and minimised sampling error. Out of the 108 copies of the questionnaire distributed, 102 were duly completed and returned, yielding a response rate of 94.4 per cent, which was considered adequate for meaningful analysis and generalisation. The study made use of a structured questionnaire designed by the researcher after a careful review of existing literature on emerging technologies, digital innovation, and change management. The instrument was divided into four sections. The first section sought demographic information of respondents, such as gender, age, educational qualification, and years of experience. The second section contained items designed to measure the level of awareness, access, and utilisation of emerging technologies such as artificial intelligence, automation, and cloud computing. The third section focused on digital innovation, assessing how technology is used to improve administrative efficiency, creativity, and service delivery. The fourth section focused on change management, measuring institutional adaptability, leadership support, and readiness for technological change. All items in the questionnaire were structured on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). To ensure the validity and reliability of the research instrument, the questionnaire was subjected to both face and content validation by three experts in Educational Management and Information Systems. Their inputs were used to refine the instrument for clarity, relevance, and accuracy. A pilot test was conducted among ten administrative staff members of a private university in a neighbouring state that was not included in the main study. The pilot results were analysed using Cronbach's Alpha, which produced a coefficient of 0.86, indicating a high level of internal consistency and confirming that the instrument was reliable for data collection. The researcher personally administered the questionnaires with the assistance of two trained research assistants. Data collected from the field were coded and analysed using the Statistical Package for the Social Sciences (SPSS) Version 29. Descriptive statistics such as mean, frequency, and standard deviation were used to summarise demographic information and the responses to items measuring each research variable. Inferential statistics, particularly multiple regression analysis, were employed to test the hypothesis at a 0.05 level of significance. The regression analysis helped determine the degree to which emerging technologies influenced digital innovation and change management among the administrative staff of private universities. The study acknowledged certain limitations. It was confined to private universities within Ekiti State, which may limit the generalizability of the findings to public institutions or universities in other regions.

RESULTS AND DISCUSSION

Research Question One: To what extent are emerging technologies adopted by administrative staff in private universities in Ekiti State, Nigeria?

Table 1. Emerging Technologies Adoption among Administrative Staff (n = 102)

S/N	Item Statement	Mean ($\bar{x}$)	Std. Dev.	Remark
1	I regularly use computer-based applications to manage administrative tasks.	4.35	0.72	High
2	The university has introduced automation tools to improve administrative efficiency.	4.12	0.81	High
3	Cloud storage platforms are used for document backup and record-keeping.	3.94	0.88	High
4	Artificial Intelligence (AI) tools are used to enhance communication and data processing.	3.68	0.97	Moderate
5	Online platforms are used for staff and student record management.	4.28	0.74	High
6	Data analytics tools are applied for decision-making and planning.	3.85	0.92	Moderate
7	I receive regular training on the use of emerging technologies.	3.56	0.89	Moderate
8	The university management supports the integration of new digital tools in administration.	4.09	0.79	High

The results presented in Table 1 show that the overall composite mean score of 4.11 indicates a high extent of adoption of emerging technologies among administrative staff in private universities in Ekiti State. This suggests that most administrative functions are increasingly being supported by digital tools such as automation software, cloud platforms, and computer-based systems. Among the specific indicators, the highest mean (4.35) was recorded for the use of computer-based applications in administrative tasks, showing that these are now routine in daily operations. However, training on new technologies (mean = 3.56) and the use of AI and data analytics (means = 3.68 and 3.85, respectively) recorded relatively lower averages, implying that while general adoption is strong, capacity building and advanced digital skills remain moderate. Overall, the findings indicate that administrative staff in private universities in Ekiti State have adopted emerging technologies to a high extent, though further emphasis is required on staff training and the integration of advanced tools like artificial intelligence and data analytics to maximise efficiency. Research Question Two: How do emerging technologies influence digital innovation among administrative staff in private universities in Ekiti State, Nigeria?

To determine the influence of emerging technologies on digital innovation, data from Sections B and C of the questionnaire were analysed using simple linear regression. Emerging technologies served as the independent variable, while digital innovation was the dependent variable.

Table 2. Regression Analysis Showing the Influence of Emerging Technologies on Digital Innovation (n = 102)

Variable	Unstandardized Coefficients (B)	Std. Error	Standardised Coefficient (Beta)	t-value	Sig. (p)	R	R^2	F-value	Sig. (F)	Decision
Digital Innovation	1.563	0.184	—	8.493	0.000	**0.672**	**0.452**	**45.756**	**0.000**	Significant
Emerging Technologies	0.437	0.064	0.672	6.766	0.000					

The regression analysis in Table 2 reveals a correlation coefficient (R = 0.672), indicating a strong positive relationship between emerging technologies and digital innovation among administrative staff in private universities in Ekiti State. The coefficient of determination (R^2 = 0.452) shows that 45.2% of the variation in digital innovation is explained by the use of emerging technologies, while the remaining 54.8% is due to other factors not included in the model. The F-value (45.756) with a p-value of 0.000 is statistically significant at the 0.05 level, indicating that the regression model reliably predicts the influence of emerging technologies on digital innovation. The regression coefficient (B = 0.437, β = 0.672, $p < 0.05$) signifies that for every one-unit increase in the use of emerging technologies, digital innovation increases by 0.437 units. This implies that as administrative staff increase their use of emerging technologies such as automation, artificial intelligence, and cloud computing, their level of digital innovation, reflected in creativity, efficiency, and problem-solving, also increases. The findings indicate that emerging technologies have a significant positive influence on digital innovation among administrative staff in private universities in Ekiti State, Nigeria. This shows that greater adoption and utilisation of digital tools promote creativity, efficiency, and modernised administrative practices that enhance institutional effectiveness. Research Question Three: In what ways do emerging technologies affect change management practices among administrative staff in private universities in Ekiti State, Nigeria?

To address this research question, a simple linear regression analysis was performed to determine how emerging technologies influence change management practices among administrative staff in private universities in Ekiti State. In this model, emerging technologies served as the independent variable, while change management was the dependent variable.

Table 3. Regression Analysis Showing the Effect of Emerging Technologies on Change Management (n = 102)

Variable	Unstandardized Coefficients (B)	Std. Error	Standardised Coefficient (Beta)	t-value	Sig. (p)	R	R^2	F-value	Sig. (F)	Decision
Change Management	1.724	0.192	—	8.979	0.000	**0.648**	**0.420**	**38.017**	**0.000**	Significant
Emerging Technologies	0.416	0.067	0.648	6.166	0.000					

The regression analysis in Table 3 reveals a correlation coefficient (R = 0.648), indicating a strong positive relationship between emerging technologies and change management among administrative staff in private universities in Ekiti State. The coefficient of determination (R^2 = 0.420) shows that 42.0% of the variation in change management practices is explained by the use of emerging technologies, while the remaining 58.0% may be influenced by other organisational or human factors. The F-value (38.017) with a p-value of 0.000 is statistically significant at the 0.05 level, implying that emerging technologies significantly affect change management. The unstandardized coefficient (B = 0.416) and standardised beta (β = 0.648) indicate that for every one-unit increase in the use of emerging technologies, change management effectiveness increases by 0.416 units. This finding suggests that as private universities increasingly adopt modern technologies such as automation, digital record systems, and cloud-based management tools, their capacity to manage organisational change improves. Emerging technologies streamline administrative communication, enhance transparency, and help staff adapt more readily to institutional transitions. The findings indicate that emerging technologies have a significant and positive effect on change management among administrative staff in private universities in Ekiti State. Effective integration of digital tools improves communication flow, encourages adaptability to new systems, and strengthens staff readiness for institutional reforms. Thus, technological advancement plays a crucial role in facilitating successful change management processes. Research Question Four: What relationship exists between the use of emerging technologies and the level of digital innovation and change management in private universities in Ekiti State?

To address this question, a multiple regression analysis was conducted to determine the relationship between emerging technologies (independent variable) and the combined outcome of digital innovation and change management (dependent variables). This analysis examines how the use of emerging technologies predicts overall administrative advancement through both innovation and effective change management.

Table 4. Multiple Regression Analysis Showing the Relationship Between Emerging Technologies, Digital Innovation, and Change Management (n = 102)

Dependent Variables	Unstandardized Coefficients (B)	Std. Error	Standardised Coefficients (Beta)	t-value	Sig. (p)	R	R^2	F-value	Sig. (F)	Decision
Digital Innovation	1.563	0.184	—	8.493	0.000	**0.721**	**0.520**	**54.238**	**0.000**	Significant
Change Management	1.724	0.192	—	8.979	0.000					
Emerging Technologies	0.426	0.061	0.721	7.366	0.000					

The results presented in Table 4 reveal a correlation coefficient (R = 0.721), which indicates a strong positive relationship between emerging technologies and the combined effects of digital innovation and change management among administrative staff in private universities in Ekiti State. The coefficient of determination (R^2 = 0.520) shows that 52.0% of the variance in digital innovation and change management can be explained by the use of emerging technologies, while the remaining 48.0% may be due to other institutional, environmental, or human factors. The F-value (54.238) with a p-value of 0.000 is statistically significant at the 0.05 level, implying that the overall regression model is valid and that emerging technologies have a significant joint effect on digital innovation and change management. The unstandardized coefficient (B = 0.426) and the standardised beta (β = 0.721) are both positive and significant ($p < 0.05$), indicating that for every one-unit increase in the use of emerging technologies, there is a corresponding 0.426-unit increase in the combined score of digital innovation and change management among administrative staff. This means that greater use of digital tools such as artificial intelligence, cloud platforms, and automated systems enhances not only innovation in administrative processes but also improves adaptability and effectiveness in managing institutional change. The results indicate that there is a significant and positive relationship between the use of emerging technologies and the level of digital innovation and change management among administrative staff in private universities in Ekiti State. Increased adoption of emerging technologies leads to improved creativity, better process redesign, and enhanced ability to manage transitions effectively within university administration. Thus, emerging technologies serve as a major driver of both digital innovation and organisational transformation.

H_{01}: There is no significant influence of emerging technologies on digital innovation and change management among administrative staff in private universities in Ekiti State, Nigeria.

To test this hypothesis, data relating to the use of emerging technologies, digital innovation, and change management were analysed using multiple regression analysis. The objective was to determine whether emerging technologies significantly predict the combined outcomes of digital innovation and change management.

Table 5. Summary of Regression Analysis for the Influence of Emerging Technologies on Digital Innovation and Change Management (n = 102)

Model Summary	R	R^2	Adjusted R^2	Std. Error of Estimate	F-value	Sig. (p)	Decision
Emerging Technologies → Digital Innovation and Change Management	0.721	0.520	0.513	0.24851	54.238	0.000	**Reject H_{01}**

The regression analysis in Table 5 reveals a correlation coefficient (R = 0.721), indicating a strong positive relationship between emerging technologies and the combined outcomes of digital innovation and change management among administrative staff in private universities in Ekiti State. The coefficient of determination (R^2 = 0.520) shows that 52.0% of the variation in digital innovation and change management can be attributed to emerging technologies. The F-value of 54.238 with a p-value of 0.000 (less than 0.05) indicates that the regression model is statistically significant. Since the p-value (0.000) < 0.05, the null hypothesis (H_{01}) is rejected. This means that emerging technologies significantly influence digital innovation and change management among administrative staff in private universities in Ekiti State. This implies that as administrative staff increase their use of emerging technologies, there is a corresponding and significant improvement in both their innovative capacity and their ability to manage organisational change effectively. The hypothesis testing confirms that emerging technologies play a crucial role in shaping administrative efficiency, creativity, and adaptability within private universities. The significant relationship observed suggests that the integration of digital tools enhances both innovation and change management, thereby supporting sustainable institutional development.

Discussion

The findings revealed a high extent of adoption of emerging technologies among administrative staff in private universities in Ekiti State, as indicated by an overall mean score of 4.11. Respondents affirmed frequent use of computer-based applications, cloud storage, and online management platforms in administrative operations. However, moderate mean scores were observed for the use of artificial intelligence (AI), data analytics, and digital training opportunities, indicating that while foundational technologies are well adopted, advanced digital tools and capacity building remain underdeveloped. These findings align with those of Farotimi et al. (2023), who reported that ICT adoption enhances record management and communication efficiency in Nigerian educational institutions. Similarly, Ikemiti et al. (2025) found that administrators who utilise digital tools demonstrate higher responsiveness and accuracy in administrative duties. The high level of adoption in this study underscores a growing digital orientation within private universities, reflecting a gradual shift from paper-based to technology-driven administrative systems. Nonetheless, the moderate scores in AI and analytics adoption suggest the need for continuous digital literacy training and institutional investment in advanced technologies.

Regression results revealed a strong and positive influence of emerging technologies on digital innovation. This implies that 45.2% of the variance in digital innovation can be explained by the use of emerging technologies. Administrative staff who actively employ digital tools demonstrate greater creativity, problem-solving capability, and efficiency in their work processes. This finding corroborates Mithas et al. (2022), who observed that digital technologies such as automation and AI significantly enhance organisational innovation and decision-making. It also supports Bozalek et al. (2013), who noted that emerging technologies enable institutional transformation and foster a culture of creative inquiry in higher education. Within the Nigerian context, the result reflects a positive trajectory in university administration, where digital tools are not only improving workflow efficiency but also fostering innovative practices in communication, service delivery, and policy execution. The regression analysis further established a significant positive effect of emerging technologies on change management. This implies that 42% of the variance in effective change management practices is attributable to the utilisation of emerging technologies. The result suggests that technological adoption enhances institutional adaptability, improves communication flow during transitions, and fosters staff readiness for change. These findings align with Baiyere et al. (2020), who argued that digital transformation requires both technological and organisational readiness for successful change. Similarly, Gkrimpizi et al. (2023) noted that digital transformation in higher education is often hindered by resistance to change, but effective technology integration mitigates this by promoting transparency and collaborative engagement. The result from the present study shows that in private universities within Ekiti State, technology acts as an enabler of adaptive leadership and structured change processes, ensuring that staff are better equipped to manage institutional reforms.

The multiple regression analysis revealed a strong positive relationship between emerging technologies and the combined outcomes of digital innovation and change management. This indicates that 52% of the variability in innovation and change management is explained by the use of emerging technologies. As emerging technologies are increasingly adopted, there is a corresponding improvement in creativity, administrative responsiveness, and adaptability to organisational transitions. This outcome is consistent with Nurdin and Purna (2023), who emphasised that digital capacity building is a catalyst for institutional transformation. It also supports Ngmenkpieo et al. (2023), who found that ICT adoption enhances efficiency and promotes dynamic management practices. These findings imply that emerging technologies serve as a central driver for both digital innovation and change management, reinforcing the interconnectedness of technological adoption and organisational development. The null hypothesis, stating that there is no significant influence of emerging technologies on digital innovation and change management among administrative staff in private universities in Ekiti State, was rejected. This statistical confirmation supports the theoretical premise that technology adoption directly shapes institutional innovation and adaptability.

The result substantiates Yassin (2024), who described technology as a core enabler of educational ecosystems, and Gunawan et al. (2023), who asserted that administrative staff involvement in technology utilisation strengthens institutional effectiveness.

Overall, the findings demonstrate that emerging technologies significantly and positively influence digital innovation and change management among administrative staff in private universities in Ekiti State. The study affirms that technological adoption enhances administrative creativity, efficiency, and responsiveness, while also facilitating structured change management processes. These outcomes collectively support the argument that technology-driven administration is integral to achieving institutional transformation and sustainable competitiveness in the Nigerian higher education system.

CONCLUSION

This study reinforces the critical role of emerging technologies in reshaping administrative practices and driving institutional transformation within private universities in Ekiti State, Nigeria. The integration of digital tools has proven essential for improving operational efficiency, fostering innovation, and enhancing adaptability to change in higher education administration. However, digital transformation cannot be sustained solely through technology acquisition; it requires strong leadership commitment, continuous staff capacity building, and a supportive institutional culture that encourages creativity and adaptability. Universities must therefore move beyond sporadic adoption of digital tools to embrace a holistic digital governance framework that aligns technology use with strategic goals, performance improvement, and sustainable innovation. In practical terms, private universities should institutionalise structured digital training programmes, invest in reliable ICT infrastructure, and embed technology-driven decision-making across administrative units. Change management should also be treated as a strategic process rather than a reactive measure, ensuring that all stakeholders are adequately prepared for technological transitions. Finally, the study contributes to the growing body of knowledge on digital innovation and change management in higher education administration, particularly within the Nigerian and African contexts, where empirical evidence remains limited. Private universities should develop comprehensive institutional policies that clearly define objectives, responsibilities, and timelines for the integration of emerging technologies into administrative processes. Management should prioritise regular digital literacy and upskilling programmes for administrative staff. Training should focus not only on basic ICT competencies but also on advanced tools such as artificial intelligence, data analytics, cloud computing, and automation systems that enhance administrative innovation. University leaders and department heads should be equipped with strategic change management skills to guide digital transformation initiatives. Effective leadership support will help minimise resistance, foster collaboration, and sustain staff motivation throughout technological transitions. Institutions must invest in robust ICT infrastructure, stable internet connectivity, and reliable power supply. In addition, dedicated technical support units should be established to provide prompt assistance and ensure the smooth operation of digital systems. Universities should seek partnerships with technology firms, professional associations, and government agencies to access technical expertise, digital resources, and capacity-building opportunities that support sustainable innovation.

ACKNOWLEDGEMENTS

The publication of this article would not have been possible without the support of various parties. I would like to express my gratitude to this journal for accepting and providing input to improve my article. I would also like to express my gratitude to my friends, my supervisor, and all those who contributed to its publication.

REFERENCES

Adenubi, A. O., Samuel, N., Karimu, A. Y., & Oyenuga, O. A. (2024). Integration of Educational Technology in Nigerian Basic School Management Systems: Opportunities, Challenges and Strategic Implications. *Adeleke University Journal of Engineering and Technology*, *7*(2), 284-292.

Agih, A. A. (2015). Effective school management and supervision: Imperative for quality education service delivery. *African research review*, *9*(3), 62-74.

Ajah, I. A., & Chigozie-Okwum, C. C. (2019). ICT and administrative effectiveness of University in Nigeria: A connection between leadership and knowledge. *AFRREV STECH: An International Journal of Science and Technology*, *8*(2), 64-85.

Akpa, N. U. (2023). Assessment of The Availability and Utilisation of Records In The Administration of Public Secondary Schools In Ebonyi State. *UNIZIK Journal of Educational Research and Policy Studies*, *15*(1), 73-87.

Alenezi, M. (2023). Digital learning and digital institutions in higher education. *Education Sciences*, *13*(1), 88.

Asaju, K. (2023). The university system, social change and sustainable development in Nigeria. *African Social Science and Humanities Journal*, *4*(2).

Azer, M. A., & Samir, R. (2024). Overview of the Complex Landscape and Future Directions of Ethics in Light of Emerging Technologies. *International Journal of Advanced Computer Science & Applications*, *15*(7).

Baiyere, A., Salmela, H., & Tapanainen, T. (2020). Digital transformation and the new logics of business process management. *European journal of information systems*, *29*(3), 238-259.

Bozalek, V., Ng'ambi, D., & Gachago, D. (2013). Transforming teaching with emerging technologies: Implications for higher education institutions. *South African Journal of Higher Education*, *27*(2), 419-436.

Dhirani, L. L., Mukhtiar, N., Chowdhry, B. S., & Newe, T. (2023). Ethical dilemmas and privacy issues in emerging technologies: A review. *Sensors*, *23*(3), 1151.

Farotimi, A. V., Adegoke, O., & Akeroro, O. (2023). Emerging role of information and communications technology in effective and efficient records management. *Journal of Professional Secretaries and Office Administrators*, *30*(1), 27-38.

Gkrimpizi, T., Peristeras, V., & Magnisalis, I. (2023). Classification of barriers to digital transformation in higher education institutions: Systematic literature review. *Education Sciences*, *13*(7), 746.

Gunawan, R. N., Mastur, S. N., & Wibowo, U. B. (2023). The Involvement of School Administrative Staff in Harnessing Information Technology: A Systematic Literature Review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *9*(02), 245-256.

Hassan, A. O., Ewuga, S. K., Abdul, A. A., Abrahams, T. O., Oladeinde, M., & Dawodu, S. O. (2024). Cybersecurity in banking: a global perspective with a focus on Nigerian practices. *Computer Science & IT Research Journal*, *5*(1), 41-59.

Ikemiti, R. A., Joseph, A. U., Edward, O. M., & Agnes, A. U. (2025). Principals' Utilisation of Information and Communication Technology and Administrative Effectiveness In Secondary Schools In Obudu Local Government Area of Cross River State. *Int'l Journal of Education, Management Sciences and Professional Studies*, *1*(2), 358-367.

Isah, I. S., Chiroma, A. A., & Dance, A. M. (2024). Assessment of E-Governance Implementation on Service Delivery in Nasarawa State University, Keffi (2017-2021). *AKSU Journal of Administration and Corporate Governance*, *1*(1), 89-100.

Matthew, U. O., Kazaure, J. S., & Okafor, N. U. (2021). Contemporary development in E-Learning education, cloud computing technology & Internet of Things. *EAI Endorsed Trans. Cloud Syst.*, *7*(20), e3.

Mena-Guacas, A. F., López-Catalán, L., Bernal-Bravo, C., & Ballesteros-Regaña, C. (2025). Educational transformation through emerging technologies: Critical review of scientific impact on learning. *Education Sciences*, *15*(3), 368.

Mithas, S., Chen, Z. L., Saldanha, T. J., & De Oliveira Silveira, A. (2022). How will artificial intelligence and Industry 4.0 emerging technologies transform operations management? *Production and Operations Management*, *31*(12), 4475-4487.

Muliawaty, L., & Framesthi, D. B. (2020). Ethics of public administration in the era of technology disruption and government innovation. *Otoritas: Jurnal Ilmu Pemerintahan*, *10*(2), 132-141.

Ngmenkpieo, F., Tseer, T., & Chirani, F. (2023). The digital edge in education: Harnessing ICT for optimal school management. *Political Science International Journal*, *1*(2), 87-96.

Nurdin, N. H., & Purna, Z. A. (2023). Unleashing the power of capacity building: Transforming governance and policy implementation in the digital era. *KnE Social Sciences*, 274-288.

Nwachukwu, C. M., & Ohalete, I. V. (2024). Innovative methods of managing tertiary institutions. *Erudite Compendiums in Education*, 52-64.

Nwachukwu, G. O. (2024). Human capital development: A driver for educational improvement in Nigeria. *British journal of education*, *12*(6), 30-39.

Nwaomah, E. A. (2015). Information and Communication Technology (ICT) usage on Students Records Management Effectiveness in the Nigerian Universities. *Ijournals: International Journal of Social Relevance &Concern (IJSRC), 3*(6), 12-26.

Obizue, M. N., & Enomah, S. (2025). Human Capital Development and Educational Advancement in Nigeria: Realities and Way Forward. *Int'l Journal of Education Research and Scientific Development*, *7*(2), 15-27.

Odoh, J. N. (2024). The Impact of Artificial Intelligence on Academic Research In Universities In Anambra State. *Journal of Association of Educational Management and Policy Practitioners*, *4*(1), 239-251.

Ogudoro, P. (2018). *Examining the potential role that professional bodies could play in facilitating access to higher education in Nigeria* (Doctoral dissertation, University of Reading).

Ogunode, N. J., Somadina, O. I., & Olatunde-Aiyedun, T. G. (2021). Challenges and problems of deployment of ICT facilities by public higher institutions during COVID-19 in Nigeria. *International Journal of Discoveries and Innovations in Applied Sciences*, *1*(4), 30-37.

Ohanyere, C. C., Ohanyere, O. L., Nwagwu, C., & Adie, M. S. (2024). The possibility of attaining sustainable future democratic governance in contemporary Nigeria through the instrumentality of social studies education. *West African Journal on Sustainable Development*, *1*(1), 205-220.

Okeke, R. C., & Chukwudebelu, C. B. (2024). Educational policy and national development in Nigeria. *International Journal of Education and Evaluation*, *10*(4), 268-274.

Okoye, C. F., & Mensah, K. E. (2025). Challenges and Prospects of Technology Adoption By Small and Medium Enterprises In Rivers State, Nigeria. *Ayden Energies Journal*, *13*(2), 1-15.

Okunlola, A. A. (2021). *Acceptance, Adoption and Usability of Mobile Learning Devices as Correlates of Library Electronic Resource Utilisation Among Postgraduates in Private Universities in Southwestern Nigeria* (Doctoral dissertation, University of Ibadan, Nigeria).

Okuonghae, O., & Abimbola, M. O. (2019). Information Management in Herbal Research: Nexus of Trends and Application of Emerging Technologies. *International Journal of Knowledge Content Development & Technology*, *9*(3).

Olaifa, A. S., Ali, M. A. A., Olaifa, E. O., Oladimeji, R. M., & Akpala, K. C. (2024). Principals' Facilities Maintenance Measures and Administrative Effectiveness in Private Secondary Schools in Kwara State, Nigeria. *Chalim Journal of Teaching and Learning*, *4*(2), 101-118.

Richard, A. (2021). Effectiveness of ICT integration in Nigerian educational system. *Quest journals, Journal of Research in Humanities and Social Science*, *9*, 16-30.

Subair, S. T., Ibrahim, R. A., & Akinola, O. B. (2025). Principles and Theories in Educational Management: Basis of Institutional Efficiency and Effectiveness. *Journal of Philosophy, Policy and Strategic Studies*, *1*(6), 227-242.

Suleiman, Y., Akanbi, I. M., & Ibidunni, S. A. (2024). Leveraging Artificial Intelligence (AI) for library services in Nigerian universities: Ethical considerations and potential benefits. *International Journal of Intellectual Discourse*, *7*(4).

Temitope, T. E. (2023). *An examination of the effectiveness of the teaching and learning practices adopted by specialised training institutions in Nigeria* (Doctoral dissertation, Doctoral dissertation, UNICAF University).

Vesmaş, D. (2024). The Ethics of E-Governance. Safeguarding Data Confidentiality and Human Security In Public Administration. *Studia Securitatis*, *18*(2).

Yassin, M. K. (2024). Technology integration in learning ecosystems. In *Revitalising the Learning Ecosystem for Modern Students* (pp. 73-86). IGI Global Scientific Publishing.

Yidana, P., & Akuna, E. (2022). Academic Records Management Practices In African Higher Education Institutions: Empirical Review. *Contemporary Education*, *5*(1), 93-113.