



Innovation Drivers and Job Performance of Administrative Staff of Tertiary Institutions in Edo State, Nigeria

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Abstract	Original Research Article
The success of an institution can be informed by the value employees of such an institution bring on board. However, preliminary investigation shows that the job performance of the administrative staff of tertiary institutions in Edo State could be better. Hence, this study assessed the influence of innovation drivers on the job performance of administrative staff in tertiary institutions in Edo State, Nigeria. Population consists of 481 administrative staff of six tertiary institutions in Edo State with a sample size of 217 administrative staff determined through the Krejcie and Morgan formula. A stratified random sampling technique was adopted for the purpose of study. A validated questionnaire was used to collect data. The reliability coefficients for the constructs ranged from 0.70 to 0.90. Data were analyzed using descriptive and inferential statistics. Findings revealed that innovation drivers had a positive and significant influence on the job performance of the administrative staff administrative staff of tertiary institutions in Edo State (Adj. R²= 0.439, F(3,190)= 51.298, p= 0.000). This study concluded that innovation drivers and record management practices affect the administrative staff of tertiary institutions in Edo State, Nigeria. It was recommended that the management of the selected tertiary institutions in Edo State should provide an environment of work that champions innovation drivers such as innovation culture, management competency, and organizational learning. Keywords: Administrative Staff, Innovation Drivers, Job Performance, Tertiary Institutions.	

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Introduction

The success or failure of an institution, irrespective of ownership structure, area of coverage, size and level of development, can be informed by the value employees of such an institution bring on board. This is because, even though the machines, materials and money are all essential resources, the workforce is the most important resource as they play an essential role in performing tasks for accomplishing goals. As such, employee job performance is a critical issue that must be addressed should organisations desire to

continue as going concern. Added that job performance is an interface through which the management of an organization uses to assess the performance of the organization and implement policies and frameworks that help increase the overall performance of the organization⁵.

Within the education sector, the administrative staff plays vital roles in providing future generations with the ability and capability to advance the country and society in various capacities. However, preliminary observations in recent times show that the job



performance of the administrative staff of tertiary institutions in Edo State is yet to meet this desired result though it can be better. These perceived challenges may be traced to the need to be more innovative in their drive to adopt strategies to develop their information processes.

It is without doubt that the problem of most organisations today is ensuring a constant route to establish an organisation where innovation is necessary to continue its existence, making innovation a significant factor for different establishments to thrive in this innovative era. In a broader term, innovation can be seen as the process by which organisations, through their products or services, undergo vital and constant transformational changes leading to the gradual adjustment in activities cumulatively resulting in substantial operational process¹⁴. In a nutshell, innovation comes in through converting new ideas into products, processes or services and putting them into use through various delivery⁶.

Scholars have since then proposed different meanings and measurements of innovation drivers, some of which even overlapped with other established constructs such as environmental pressure, technological capability, knowledge exchange and boundary spanning. There are common characteristics that were noteworthy for defining innovation drivers. First, innovation driver indicates "certain circumstantial forces that stimulate organisations to innovate". Secondly, innovation drivers relate to the technical factors enabling organisations to develop innovative products and processes. Another study describes innovation drivers as a relative arrangement that facilitates the sharing of knowledge and Information needed to innovate in and between organisations, as well as initiatives to co-innovate across the boundaries of departments, organisations and partnerships¹⁶.

In most tertiary institutions in Nigeria, with greater emphasis on tertiary institutions in Edo State, introducing disruptive innovative drives into the administrative management sector has destabilised the working equilibrium by providing new service processes and altering standard working structures and dynamics. Despite the tertiary institution being

essentially an adopter rather than a developer of innovations, administrative staff in these institutions are currently trying to adapt and adapt to the paradigmatic shift in how administrative processes are conducted, and organisational models are framed to achieve higher value-added across the engagement process. These challenges may have culminated due to the late adoption of innovative drives in the tertiary education system. Both internal factors, associated with an organisation's dynamic, innovative capabilities, and external drivers, related to orientation, and availability of technological advancements, are inducing these tertiary institutions to implement innovative management approaches and practices. When organisations fail to provide speedy, innovative drives appropriately, the employee's job performance is more likely to suffer.

Thorough investigation into extant studies clearly evidenced that studies on the influence of innovation drivers on job performance are relatively few most especially within the context of administrative staff performance in tertiary institutions in Edo State. This identified gap therefore reinforces the narrative that there is a need for a study that would substantiate the interaction between innovation drivers and performance of administrative staff of tertiary institutions in Edo State, Nigeria. To address this identified gap, this study investigated the influence of innovation drivers on the job performance of administrative staff of tertiary institutions in Edo State, Nigeria. The specific objectives were to:

- i. identify the level of job performance of administrative staff in tertiary institutions in Edo State, Nigeria;
- ii. identify the level of innovation drivers of administrative staff in tertiary institutions in Edo State, Nigeria;
- iii. determine the relative influence of Innovation drivers (innovation culture, management competency, and organizational learning) on job performance of administrative staff of tertiary institutions in Edo State, Nigeria;

This integrative research will help educational institutions to build trust and encourage good working processes and relationships between various

sectors. Also, it will serve as a link and guide for future researchers of related studies and for governments and private institutions to know the various pragmatic innovation drivers for their staff to work efficiently and effectively for the best result from record management practices. The geographical scope covered Federal, State, and Private tertiary institutions in Edo State, Nigeria. The respondents are administrative staff of the tertiary institutions. Two Federal, two State and two private institutions were used in this study. The administrative staff used in the study are staff in the Registry Department running both administrative and executive cadres who work in the various Units in the Registry.

Literature Review

The term "job performance" refers to the manner in which an employee completes the duties and responsibilities of their position. It discusses the high quality, efficiency, and effectiveness of their work. The success and survival of businesses depend on employees doing their jobs well¹. The success or failure of your company will be directly tied to the actions of your employees. Performance on the job, or task performance, is the degree to which an employee carries out the specific duties and responsibilities of his or her position effectively. These duties and responsibilities contribute to the technical and productive care of the organisation, either directly through the employee's participation in the technological processor or indirectly through the provision of materials and services. Different occupations call for different approaches to getting the job done. Work engagement is significantly enhanced by the ability to embody one's tasks. A person's general level of work engagement can increase or decrease over longer periods of time, depending on the job level and the person's personal resources, so it is important to keep in mind that the task-specificity perspective and work engagement does not imply that there will be no interpersonal differences in between-day fluctuations in work engagement⁵.

Several approaches exist for gauging an employee's effectiveness on the job are: (i) management by

objectives (MOB), which centres on shared goal-setting between superiors and subordinates. It is beneficial since it specifies what is expected of workers and by when, and it employs deadlines to keep tabs on how well they are doing. (ii) 360-degree feedback is an approach that utilises feedback about an employee's performance from a wide range of coworkers.

Work performance measurements such as effectiveness and efficiency can be evaluated not only by a direct supervisor, but also by the employee's peers, other supervisors, and anyone else who reports to the worker. Employees can be evaluated from best to worst depending on their performance, making it simple to see who deserves promotion and who needs additional training. (iv) Self-evaluation by employees offers workers a chance to reflect on their own performance at work and pinpoint areas in which they might require improvement³. However, it can be challenging for employees to remain objective while evaluating them using this strategy.

Innovation drivers are those elements that make innovation work in organisations. According to the authors, intangible elements like culture, personal schemes, and resistance to change, politics, and fears are normally underestimated in innovation management systems in comparison to more tangible elements such as the resource infrastructure and the information systems that support the innovation process itself¹⁷. Innovation drivers are a complex undertaking that originates from many sources, necessitates the involvement of various stakeholders, could manifest itself in several forms and ways, and might receive different conceptualisations and practical applications¹⁸. The instrument of innovation drivers can be measured as (innovation culture, management competency, and organisational learning), adapted from literature and found applicability and relevance with the resource-based view theory^{19,20}. Innovation culture brings about an open atmosphere within a firm in which employees, as an innovation engine, are motivated to show more creativity and hence provide the firm with more opportunities for innovation. Management competency relates to management's readiness to deploy innovations, which translates into superior

organisational outcomes. Organisational learning is a dynamic process for knowledge creation, acquisition and integration, facilitating innovation performance²¹.

2.2 Theoretical Framework

Two theories were used to underpin the study. They are reviewed below:

2.2.1 John Campbell Theory of Job Performance

To better comprehend and explain the elements impacting an individual's performance in a work situation, John Campbell developed a significant framework in industrial-organizational psychology called the theory of job performance¹¹⁰. Campbell's hypothesis, often known as the "Multidimensional Model of Job Performance," has undergone numerous revisions over the course of several decades. The purpose of this literature review is to introduce Campbell's theory, its basic ideas, and the ways in which it might be applied to the real world. In the 1970s and 1980s, John P. Campbell developed his theory of job performance. It grew out of frustration with how conventional theories of performance had been hampered by a fixation on aggregated output. According to Campbell, job performance is a complex phenomenon that depends on a wide variety of factors and has several dimensions.

Job performance, according to Campbell's idea, may be broken down into three main dimensions: The first dimension is a person's skill at the essential duties and obligations of their occupation, and it is called "task proficiency" (T). It necessitates knowledge of relevant fields and skills in carrying out work-related tasks efficiently. Second, Competence in Non-Job-Related Tasks (N): Competence in non-job-related tasks includes competence in tasks that are not directly related to the specific job but are necessary for the overall success of the organisation. Teamwork, communication, and problem-solving abilities may all be called for. Campbell's model recognises the importance of effective communication skills to job performance by considering communication as a separate dimension.

This brings us to our third competency, written and oral communication task proficiency (C). Several factors, according to Campbell's hypothesis, affect an employee's performance on the job in each of these areas¹⁰⁹. There are three primary groups into which these factors fall: The term "declarative knowledge" (DK) is used to describe an employee's familiarity with the information necessary to do their job. Ability to put one's knowledge and abilities to use in carrying out one's job duties successfully constitutes procedural knowledge and skill (PKS). Last but not least, motivation (M): motivation is a key factor in productivity on the work. Goals, strategies for accomplishing tasks, and self-control are all highlighted as crucial components of success in Campbell's paradigm.

Campbell's theory has had a profound effect on academic study and professional practise alike. Using this approach, researchers have studied things like performance appraisals, employee development, and the identification of factors that affect productivity on the job. From a business perspective, Campbell's concept has been used to develop better training programmes, increase personnel selection procedures, and refine performance appraisal techniques. Organisations may boost employee performance and productivity in many ways by first acknowledging the multifaceted nature of job performance. Campbell's hypothesis has had an impact, although it has also been criticised. Critics of the concept say it reduces the multifaceted nature of work performance to just three factors. In conclusion, John Campbell's Multidimensional Model of Job Performance has greatly aided the research of job performance in the field of industrial and organisational psychology. Researchers and businesses alike have found its focus on multidimensionality and the interplay of several factors helpful in their efforts to maximise employee performance and productivity¹¹¹.

2.2.2 Resource-Based View Theory

Major works by Wernerfelt, B., Prahalad and Hamel, Barney, J., et al. in the 1980s and 1990s laid the groundwork for the development of the Resource Based View. The resource-based view (RBV) is a

management paradigm for identifying the strategic assets an organisation has at its disposal to gain and maintain a competitive edge over its rivals over the long term¹¹². It encourages management to look within the company for the assets, talents, and competencies that could provide a sustainable competitive advantage. Much of the research in strategic management centred on how to maintain an edge in the market^{113,114}. The resource-based perspective provides strategists with a framework for assessing a wide range of elements that could be used to boost productivity in an organisation. The resource-based perspective sheds light on the fact that not all resources are created equal and that not all resources have the potential to become a source of sustained competitive advantage. Managers need to put in a lot of time and energy to define, analyse, and categorise core competencies¹¹⁵. In order for the organisation as a whole to reach a better performance level¹¹⁶, management needs allocate resources to improve innovation drivers including innovation culture, management competency, employee creativity, and organisational learning.

According to this school of thought, successful strategies are those that maximise an organization's strengths in light of its external opportunities. There are a wide variety of competitive stances that businesses might take thanks to the interconnected nature of their strategic resources. Key managerial responsibilities include discovering the company's potential key resources, determining whether or not they meet the requirements of being valuable, scarce, imperfectly imitable, and non-substitutable, and then nurturing, developing, and protecting those resources that meet the criteria.

This idea is useful because it highlights the need of administrative employees making use of the organisation's innovation culture to boost their own and the organisation's performance. Furthermore, the RBV stress that administrative staff should look inward within their organisation to find the best ways through which they can improve their own performance and the performance of the organisation. Within the context of this study, innovation drivers and record management practises become an internal source of strength through which administrative staff of tertiary institutions can

improve their own performance and the performance of the institution. Proponents of RBV base their case on the idea that rather than acquiring new skills for each chance, it is far more viable to exploit external opportunities using existing internal resources in a new way.

Empirical Studies

Šakan, Žuljević, and Rokvić (2020) examined the effect of Innovation Culture on Employee Performance in Non-Governmental Organisations in Kenya. This study used a descriptive survey approach to collect data from a specified sample of workers at World Vision Kenya. World Vision Kenya has a total of 960 employees, and 484 were randomly selected from this pool to participate in the study. Statistical software for social scientists (SPSS) was used in conjunction with qualitative and quantitative methods to analyse the data. The research found that an organization's stability, performance goals, and even the way its employees feel about their jobs are all affected by its culture of innovation.

Jassem, Zakaria and CheAzmi (2022) examined the impact of regional commercial banks' parent companies' innovation cultures on their subsidiaries' performance was studied. Because this issue affects multiple East African Community market commercial banks, a descriptive cross-sectional survey was used to investigate it. Primary data was gathered via semi-structured questionnaires for this study. Only questionnaires were utilised as the primary method of data gathering. After collecting the surveys, we double checked them for accuracy before entering the data into SPSS 20. According to the results, businesses actively participate in a wide range of innovation cultures to improve productivity.

Kurbonov and Saidov (2022) investigated the extent University's Master of Management programme is affected by factors such as the workplace environment, organisational culture, and the delivery of lectures. The study's most crucial results show that academic lecturers' job satisfaction has a direct and beneficial effect on their productivity in the classroom.

Methodology

This study adopted the descriptive survey research design. For the purpose of this research, descriptive researchable the researcher to examine the measures of innovation drivers and record management practices as they influence job performance of administrative staff of tertiary institutions in Edo State, Nigeria. This method is appropriate because it is found useful in the collection of data on phenomena as employed by earlier scholars that share similar context with that of this study^{1, 2}. The method enables the researcher to collect data from a sample population that is representative of the total

population.

The population of this study comprises of four hundred and eighty-one (481) administrative staff of University of Benin, (Federal), Benson Idahosa University, (Private) Igbinedion University, (Private) Edo State College of Education, Igueben, (State) Auchi Polytechnic, Auchi (Federal) and Ambrose Alli University (State). Table 3.1 present the population distribution based on the tertiary institutions in Edo State. There are other tertiary institutions but one was left out from each senatorial zone since they have similarities.

Table 3.1: Population of the Study

S/N	Name of Tertiary Institutions	Number of Administrative Staff in each Institution
1.	University of Benin, Benin City	101
2.	Benson Idahosa University, Benin City	89
3.	Igbinedion University, Okada	93
4.	Edo State College of Education, Igueben	64
5.	Auchi Polytechnic, Auchi,	59
6.	Ambrose Alli University, Ekpoma	75
	Total	481

Source³: The sample size of this study is two hundred and seventeen (217) which were selected randomly from all administrative staff of the six institutions. This sample size was gotten from Krejcie and Morgan (1970)⁴. As shown in Table 3.2

Table 3.2: Table for determining sample size of a known population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346

25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	302
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source:³ As seen on the table above, the sample size appropriate for 481 population is 217 of the administrative staff from the Edo State Tertiary Institutions.

Table 3.3 Stratified Sampling Calculation for the Sample used³

S/N	Name of Institution	% of total population	Calculated no for each sample
1.	University of Benin	$\frac{101}{481} \times 100 = 21\%$	$\frac{21 \times 217}{100} = 46$
2.	Benson Idahosa University	$\frac{89}{481} \times 100 = 18.5\%$	$\frac{18.5 \times 217}{100} = 40$
3.	Igbinedion University	$\frac{93}{481} \times 100 = 19\%$	$\frac{19 \times 217}{100} = 41$
4.	Edo State College of Education	$\frac{64}{481} \times 100 = 13\%$	$\frac{13 \times 217}{100} = 29$
5.	Auchi Polytechnic, Auchi	$\frac{59}{481} \times 100 = 12\%$	$\frac{12 \times 217}{100} = 26$
6.	Ambrose Alli University	$\frac{75}{481} \times 100 = 16\%$	$\frac{16 \times 217}{100} = 35$

Source: Researcher computation 2023

Responses were collected using a structured questionnaire titled: Innovation Drivers on Job Performance (IDRMJP). The instrument was a structured questionnaire adapted from previous empirical studies. This study adopted the 4-point Likert scale design which allowed the researcher to provide their responses about the problem under study. The instrument collected opinion and perception of administrative staff of Edo State Tertiary Institutions. The instrument was divided into four as follows:

Section A: This section is designed to collect demographic information of respondents and these contains Bio – data of Respondents measured through four factors; Gender, Age, Educational Qualification, and Year of Experience.

Section B: This section is designed to collect data on Job Performance of Administrative Staff and it has fifteen (15) items. The job performance scale covers measure such Task-Specific Performance, Non-Task-Specific Performance, Communication Task, and Personnel Discipline were adapted from John Campbell theory and employed by literature^{4,5,6,7}. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The response options available to respondents following the Likert-type scale include Very high = 4, High = 3, Low = 2, Very low = 1.

Section C: This section is designed to collect data on innovation drivers and it has twenty-two (22) items. The innovation drivers scale, which indicate measures such as innovation culture, management competency, and organizational learning which were adapted from scholar in different context^{8,9,10}. Each of the adapted questionnaires is considered reliable given the reliability tested result reported by scholars. The Cronbach's alpha coefficient for the variables are 0.7, 0.7, 0.9, and 0.8 respectively. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1.

1. To validate this study, instrument items were

gathered through related literature review and adaptation from questionnaires that have been used by other researchers. Content validity was used to assess the internal validity of the research instruments which was ascertained through the supervisor and other experts in information management field. Corrections made were incorporated in constructing the final questionnaire, which were given out to the respondents for the study. Meanwhile, the researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using twenty-five (25) copies of the questionnaires which were administered to the administrative staff of Federal University of Technology, Akure (FUTA) which is not part of the study. The result obtained shows that a Cronbach's alpha coefficient of 0.76, 0.82, and 0.87 for innovation drivers, record management practices, and job performance respectively suggested that the instrument is reliable to establish internal consistency of the items in the questionnaire.

The researcher analyzed the data collected using the descriptive and inferential statistic for the items in various sections of the questionnaires. Descriptive statistics is appropriate because it helps to describe and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response about variables under study, thereby answering the research questions. In order to test the hypotheses formulated, multiple regression was used to test hypotheses one to three because the study is examining the influence of multiple measures of independent variables on job performance as a measure of the dependent variable. The data collected were analyzed using Ordinary Least Square regression technique using the Statistical Package for Social Sciences (SPSS), version 25 and all hypotheses in the study were tested at level of 0.05 significance.

Result and Discussions

A total of two hundred and ten (217) copies of questionnaire were administered, and two hundred and three (203) copies were returned. After sorting the questionnaires one hundred and eighty-seven (194) copies were certified as duly filled and considered usable. The useable

questionnaire represented 89.4% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to implore administrators to participate in the study. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response Rate:	Frequency	Per cent (%)
Returned and used	194	89.4%
Not Returned/Returned but not used	23	10.6%
No of distributed Questionnaire	217	100%

Source: Field Survey Data 2025

4.1.1 Demographic Data of Respondents

This presents the demographic information of the respondents of this study.

Table 4.2: Demographic Information of Administrative Staff of Tertiary Institutions in Edo State, Nigeria.

Variables	Category	Frequency	Percentage
Gender	Male	108	55.7%
	Female	86	44.3%
Age	30 years and below	37	19.1%
	31-40 years	64	33.0%
	41-50years	76	39.2%
	51years and above	17	8.8%
Educational qualifications	SSCE	21	10.8%
	HND/BS.c	68	35.1%

	M.Sc	92	47.4%
	Ph.D	13	6.7%
Work experience	10 years and below	60	30.9%
	11-24 years	95	49.0%
	25 years and above	39	20.1%

Source: Field Survey Results 2025

This section consists of background and respondent's information that describes basic characteristics such as gender of the respondent, age of the respondent and faculty. The table 4.2 presents the demographic and personal profile of respondents used for this study. Demographic and personal profile of respondents as shown in Table 4.2 Profile of gender indicated that 108 respondents representing 55.7%% were male while 86 respondents representing 44.3% were females, indicating that most of the respondents were male. Demographic and personal profile of respondents as shown in Table 4.2 by age revealed that 37 respondents representing 19.1% were between ages 30years and below, 64 respondents representing 33.0% were between 31-40 years, 76 respondents representing 39.2% were between 41-50 years, 17 respondents representing 8.8% were between 51years and below, indicating that there were more respondents within the age 41-50 years. Furthermore, 21 respondents representing 10.8% indicated that they had SSCE, 68 respondents

representing 35.1% had HND/BS.c, 92 respondents representing 47.4% had M.Sc, and 13 respondents representing 6.7% had Ph.D. Also, 60 respondents representing 30.9% indicated to have worked for 10 years and below, 95 respondents representing 49.0% have worked between 11-24years and 39 respondents representing 20.1% have worked between 25 year and above.

4.2 Result

In the analysis, the values of job performance were regressed on the values of innovation drivers. The data for innovation drivers (independent variable) was generated by summing responses of all variable items respectively while that of job performance of administrative staff (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.

Table 4.6: Regression Estimate

Model		F(df)	Anova Sig
R	0.669		
R Square	0.448	51.298 (3,190)	0.000
Adjusted R Square	0.439		
Coefficients	Unstandardized Coefficients	T	Sig

(Constant)	1.423	8.667	.000
Innovation culture	.171	4.009	.000
Management Competency	.232	4.513	.000
Organisational learning	.194	4.286	.000

a. Dependent Variable: Job performance

b. Predictors: (Constant), Innovation culture, Management Competency, Organizational learning

Source: Field Survey Results 2025

From the results in Table 4.6, innovation drivers has strong positive and statistically significant relationship with the job performance of administrative staff of tertiary institutions in Edo State, Nigeria ($R = 0.669$, $p < 0.05$). The coefficient of determination ($\text{Adj. } R^2$) of 0.439 shows that innovation drivers predict 43.9% of the changes in job performance of administrative staff, while the remaining 56.1% changes in job performance of administrative staff is attributable to other external factors other than those examined in this study. From the Table 4.6 the results of ANOVA (overall model significance) of regression test revealed that innovation drivers has a significant influence on job performance of administrative staff of tertiary institutions in Edo State, Nigeria. This can be explained by the F-value (51.298) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that innovation drivers found in tertiary institutions in Edo State significantly influenced their administrative staff job performance.

Furthermore, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for all the innovation drivers considered. Specifically, the results reveal that at 95% confidence level, Innovation culture, ($\beta = 0.171$, $p = 0.000$, $t = 4.009$), Management Competency ($\beta = 0.232$, $p = 0.000$, $t = 4.513$), and Organizational learning ($\beta = 0.194$, $p = 0.000$, $t = 4.286$) of administrative staff of tertiary institutions in Edo State, Nigeria were statistically significant as the p-values were less than 0.05 and the t-values greater than 1.96.

Also, looking at the results of regression coefficients in Table 4.6, position that at 95% confidence level, a unit change in innovation culture will lead to a 0.171 increase in the job performance job performance of administrative staff of tertiary institutions in Edo State, Nigeria, given that all other factors are held constant. Similarly, a unit change in Management Competency will lead to a 0.232 increase in the job performance job performance of administrative staff of tertiary institutions in Edo State, Nigeria, given that all other factors are held constant. Lastly, the result also shows that a unit change in Organizational learning will lead to a 0.194 increase in the job performance job performance of administrative staff of tertiary institutions in Edo State, Nigeria, given that all other factors are held constant. Of all the innovation drivers examined, Management Competency has the highest relative effect on job performance ($\text{Beta} = 0.209$) followed by organisational learning () and in third place is innovation culture (). It is important to stress that all the measures of innovation drivers had positive and significant relative influence on job performance of administrative staff of tertiary institutions in Edo State, Nigeria. Given this result ($\text{Adj. } R^2 = 0.439$, $F(3,190) = 51.298$, $p = 0.000$), this study rejects the null hypothesis one (H_01) which states that innovation drivers will have no significant influence on the job performance of administrative staff of tertiary institutions in Edo State, Nigeria.

The study confirmed that administrative employees at tertiary institutions in Edo State, Nigeria, are highly influenced by innovation drivers, supporting the first premise. The results of the first null

hypothesis are consistent with those of other empirical investigations. One study that looked at the connection between innovation culture and productivity in the workplace was conducted in the Nigerian banking industry¹. The innovation culture dimensions used in this study were leadership styles, employee training, workflow, and employee dedication. Primary data was analysed using a questionnaire used in a field survey. The study's sample size was 392, and it was comprised of workers from the following Nigerian financial institutions: First Bank, Access Bank, Zenith Bank, Fidelity Bank, First City Monument Bank, United Bank for Africa, Diamond Bank, and Guaranty Trust Bank, Nigeria. Ordinary Least Squares (OLS) was utilised to estimate the framework's model parameters. SPSS 22.0 was used to perform both descriptive and inferential analyses on the collected data. The research showed that the banking industry in Nigeria has a strong culture of innovation. Employee performance improved across the board when innovation culture was emphasized. Therefore, the study suggested that businesses implement a culture of innovation to boost productivity.

Most of the researchers have recognized and used the Resource Based View in a variety of industries such as the Resource Based View improved by. The Resource Based View suggested different dimensional structure of perceived performance efficiency and effectiveness as the instruments for measuring the job performance. As a result, the study can conclude that Innovation Drivers s have a positive and significant influence on the Job Performance of Administrative Staff in Tertiary Institutions in Edo State, Nigeria, based on the support found in previous studies and the findings of this current study.

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