

E-Administration and Service Delivery in Akwa Ibom State University, Akwa Ibom State, Nigeria

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Abstract

Tertiary institutions across the globe were established to deliver services to stakeholders in the form of teaching, learning, and research, coordinated and overseen by the management through the administration of their day-to-day activities. Recently, this has been made possible due to the adoption of electronic administration platforms by universities, including Akwa Ibom State University (AKSU). However, the journey towards full-fledged e-administration at AKSU had encountered several challenges. Thus, the study aimed to examine the impact of e-administration on service delivery at Akwa Ibom State University. The study adopted the Diffusion of Innovations Theory, developed by Everett Rogers in 1962, as its theoretical framework. A survey design approach was used, and the total population of the study consisted of teaching staff, administrative staff, and students at the university, totalling 11,179, with a sample size of 311. The study employed stratified sampling and simple random sampling methods. The university was stratified into three strata to ensure internal homogeneity. The statistical tool of Simple Linear Regression was utilised to analyse the data. The results showed that the majority of respondents strongly agreed that the increase in convenience in service delivery was achieved through the use of the e-administration platform. Based on these findings, it was recommended that the university should develop and integrate an online platform for students and staff to access routine administrative services, such as course registration, fee payment, and document submission. This platform should be user-friendly, secure, and accessible on various devices at any time to ensure convenience and efficiency in service delivery.

Keywords: Tertiary institutions, e-administration, service delivery, routine administrative tasks, user-friendly, efficiency.

Introduction

In recent years, technology has become a crucial enabler of transformation in various sectors, including education, where its integration has revolutionised administrative processes and service delivery. Among the most significant advancements in the management of educational institutions is the adoption of e-administration, a process that leverages Information and Communication Technology (ICT) to streamline operations, enhance service delivery, and improve the overall efficiency of administrative functions. In Nigerian higher education institutions, including Akwa Ibom State University (AKSU), e-administration has gained substantial attention as an essential tool to improve governance, increase transparency, and ensure better accessibility to services for students, staff, and other stakeholders.

Historically, service delivery in universities was carried out through highly bureaucratic, paper-based systems that were often slow, inefficient, and prone to errors. These traditional

systems hindered the smooth functioning of university operations, leading to delays in student admissions, course registrations, fee payments, and other administrative processes (Eneh, 2015). Moreover, due to heavy reliance on manual processes, issues such as lack of transparency, prolonged processing times, and room for corruption were common (Mokhtaratal, 2015). As educational institutions across the globe faced mounting demands for greater efficiency, the adoption of digital governance through e-administration platforms became imperative to meet these challenges.

In response to the increasing need for modernisation, AKSU, like many universities, adopted e-administration tools to facilitate smoother, faster, and more efficient service delivery. These systems, which include online registration platforms, electronic fee payment systems, and virtual learning management platforms, have been instrumental in improving the overall experience for both students and staff. Despite these advancements, the implementation of e-administration in AKSU has encountered a variety of challenges that have hindered its full potential. Issues such as inconsistent network services, inadequate ICT infrastructure, low digital literacy among staff, and frequent technical glitches continue to undermine the effectiveness of the digital systems in place (Williams et al., 2025).

The transition to computer-based testing (CBT) and other e-administration platforms has been marred by issues such as server downtime, poor internet connectivity, and the lack of seamless integration across platforms. As a result, students and staff often experience delays, system errors, and a lack of support, which diminishes the overall effectiveness of the systems (Kumar et al., 2007). Therefore, this study seeks to explore the impact of e-administration on service delivery at Akwa Ibom State University. It aims to assess the extent to which e-administration has contributed to improving efficiency, transparency, and accessibility in university operations, as well as identifying the challenges that hinder the full implementation of e-administration systems, offering recommendations for how these barriers can be overcome to enhance the service delivery experience for students, staff, and other stakeholders.

Objectives of the Study

- (i) To examine how virtual meeting platforms increase administrative convenience in service delivery in Akwa Ibom State University.
- (ii) To examine the impact of electronic admission on the self-administration of admission processes in Akwa Ibom State University.
- (iii) To investigate the effect of online fee payments and financial accountability in Akwa Ibom State University.

Research Hypotheses

- i. Virtual meeting platforms tend to increase administrative convenience in service delivery at Akwa Ibom State University.
- ii. Electronic admission probably affects the self-administration of admission processes in Akwa Ibom State University.
- iii. Online fee payment likely affects financial accountability in Akwa Ibom State University.

Conceptual Review

Conceptual Framework

Independent variable

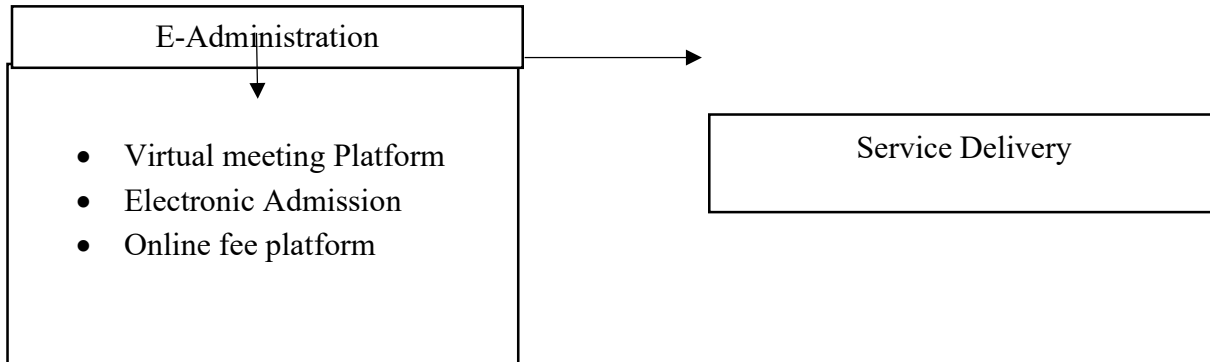


Figure 1: Model of e-administration and service delivery by the researcher (2025).

E-Administration

E-administration has increasingly become a significant element in the modernisation of administrative processes, particularly in higher education institutions. It is defined as the use of electronic platforms to enhance the efficiency of governance, service delivery, and citizen engagement. The shift from traditional paper-based processes to digital platforms in university management has streamlined operations, reduced administrative burdens, and enhanced transparency. Dairo (2024) defines e-administration as the application of digital tools to manage administrative functions through online platforms that facilitate the flow of information across various departments and stakeholders. This technological shift has significantly improved the quality and accessibility of services in many institutions, fostering a more collaborative environment between staff, students, and the broader public. E-administration's emphasis on increasing efficiency through automation and reducing the barriers to information access reflects a major departure from the traditional bureaucratic and hierarchical models (Fountain, 2005). This has, in many cases, led to faster decision-making and service delivery, ultimately improving the overall governance structure.

E-administration is closely linked to improving accountability and reducing corruption within institutions by making records and processes more transparent and easily accessible to the public (Coleman, 2006). As noted by Kumar et al. (2007), e-administration not only improves service delivery but also enhances institutional effectiveness by integrating digital platforms for tasks such as admission processes, examinations, assessments, record management, and financial transactions. These innovations align with the goals of promoting transparency, empowering citizens, and ensuring timely and equitable service delivery. The impact of e-administration is particularly evident in tertiary institutions, where digital systems have revolutionised how universities manage student data, course registrations, examinations, and even faculty administrative tasks. The adoption of these systems has been a response to the inefficiencies of traditional bureaucratic practices that often result in delays and frustrations. The introduction of e-administration enables universities to transcend these obstacles, offering more streamlined and efficient management of academic and administrative processes (Kris, 2007). Additionally, the integration of digital platforms aids in aligning university services with global standards, making them more accessible to a wider audience while facilitating accountability.

However, the adoption of e-administration is not without its challenges. The complexities of managing administrative functions in tertiary institutions require that e-administration systems be not only technologically advanced but also integrated with the specific needs of the institution. This integration often faces hurdles such as inadequate infrastructure, insufficient training, and poor technical support, which hinder the effective implementation of e-administration in many Nigerian universities (Shrivastava et al., 2014). Despite these challenges, e-administration is recognised as an essential tool for improving institutional capacity and advancing service delivery. E-administration also plays a critical role in the broader objective of e-democracy, promoting greater participation and transparency in decision-making processes. By providing students and staff with easier access to important information and services, e-administration fosters a more participatory and transparent governance system. This system is essential for building stronger institutions that can effectively respond to the needs of stakeholders and contribute to the overall development of the education sector in Nigeria.

Service Delivery

Amidst the scarcity of local skilled manpower, Nigerian governments had to expand the role of the public service beyond the colonial legacy of tax collection to community service delivery and nation-building. There was a need to build a public service with the capacity to support the new government plan and hasten the pace of the needed socio-economic development of the country. In fact, a machinery of government that would promote accountability, transparency, predictability, participation, and efficiency and effectiveness was very much desired (Okotoni, 2001). At independence therefore, the powers of the Nigerian civil service were rooted in the constitution of Nigeria to accomplish the function of appointments, advancement and discipline in the public service, predominantly as government business were planned under the departmental establishments such as Public Works Department, Health Department, Treasury Department, Forestry Department, the Nigerian Railways, the Electricity Board, the Telecommunication Board and the Nigerian Harbour (Olowu, 1999). Unfortunately, the Nigerian State fell prey to military authoritarian regimes, which impacted negatively on the character and philosophy of the Nigerian public service, though its roles in national development cannot be undervalued (Ayodele & Bolaji, 2007). Following the country's return to civilian administration in 1999, a repositioning and restructuring of the Nigerian public service in tune with democratic values of effective and efficient service delivery has become highly imperative (Ogunrotifa, 2012).

Over the years, however, Nigeria continues to show evidence that public service delivery advancement in Nigeria has not kept pace with the quality found in the private sector, despite the awareness that effective functioning of the bureaucracy is pivotal to poverty alleviation and economic growth and development (Besley & Persson, 2010; Haenisch, 2012). Although there have been several reforms aimed at addressing the crisis of corruption and inefficiency in the delivery of quality services in the public sector (Olaopa, 2008), there has been no significant and appreciable improvement in the Nigerian public service. Critical assessments have shown that these reforms have had little effect in making Nigeria's public service effective in offering quality service delivery to the citizens (Salisu, 2001; Anazodo et al., 2012). The Nigerian public service is still considered motionless, incompetent, feeble and incapable of delivering quality service to the citizen (International Bank for Reconstruction and Development/The World Bank, 2005). The Nigerian public service, like in many other countries in Africa, is hitherto bedeviled by lack of accountability, transparency and commitment in making services work for the poor and marginalised citizens with the concomitant weak public institutions, collapse of infrastructures,

public distrust of governance and a development of a sense of despair amongst the Nigerian peoples (World Bank, World Development Report 2004; Ntetha & Mostert, 2010).

E-administration and Service Delivery in Akwa Ibom State University

The major mandate of tertiary institutions in Nigeria, as defined by the National Policy on Education (2004), includes the provision of high-level manpower for national development, and this role is achieved through its programme of teaching, learning and research. In the 21st-century digital age, nothing serious can be achieved without the help or input of Information and Communication Technology in tertiary institutions. Educational institutions are benefiting from the shift from manual to ICT-based service delivery. According to Chukwuemeka et al. (2017), this shift is essential because the use of ICT in work-related activities reduces waste of time, delays and mistakes by workers in the discharge of their duties.

Specifically, e-administration creates fast access to data and keeps its storage requirements to a minimum. In managing personnel electronically, a database can be used to keep the students, staff information system. These records are then used to calculate the workers' output and performance indicators such as labour turnover, absenteeism, quality defects and lateness to work. Some state governments have recently introduced e-payment of salaries in the public sector to check financial anomalies.

There are numerous components of the electronic administrative system, ranging from its application, structure and function, which have been incorporated into the emerging e-administration of the university management system. Efficient and effective service delivery is a vital key in university management, such as memos/emails, which are expected to be distributed online rather than dispatched to the university community manually. Transcripts, verification, and confirmation are expected to be done online. School fees payment via e-transact, course registration and to a large extent, exams are administered online through Computer-Based Test (CBT) platforms. This will enable students to assess their performance without queuing in the lecturer's office. There is no limit to the use of computers for educational administration. E-administration enables tertiary institutions to improve efficiency, reduce costs and improve on both formal and current service delivery systems (Danda, 2004). As argued by Aladejani (2018), Akpoiroro & Okon (2018), low implementation of e-service has been one of the challenges of the Nigerian university management.

Empirical Review

Ndema (2024) studied the effect of e-governance in service delivery in Enugu State civil service. The Technology Acceptance Model (TAM) by Fred Davis in 1989 theoretically guided the study. Content analysis design was adopted. Findings revealed that the introduction of biometric verifications significantly improved the payroll system in Enugu State civil service; adoption of e-payment enhanced efficient service delivery in Enugu State civil service; and use of ICT facilities influenced administrative processes in Enugu State civil service. The study recommended that there is a need for improvement in the use of biometric verifications for an improved payroll system in Enugu State civil service.

Lawan et al. (2020) investigated e-government and public service delivery in Nigeria and the reasons for the poor performance in the sector. This was done through secondary data collected with a structured interview from ICT directors of eight (8) purposively selected Federal Agencies in Nigeria. The study used thematic analysis of the interview data. The study found that the challenges confronting e-government implementation in Nigeria were national challenges, such as

infrastructural deficiency and ICT illiteracy, in addition to peculiar challenges like data privacy and security concerns. The paper concluded that unless these problems are tackled, the likelihood of having a successful e-government implementation outing in Nigeria would remain a mirage.

Fareen (2022) conducted a study on ‘Digital Learning in Higher Education: A Road to Transformation and Reform’. The study showed that digital learning had been the need of the hour as it provided access to online resources and got students to participate in their higher education courses amid the COVID-19 lockdown. Higher education had been specifically digitalised without any preparation on the part of academics and students. This paper was more concerned with understanding how lockdown accelerated the digitalisation of higher education and universities through switching to technology-enabled online platforms for both instruction and evaluation. It also suggested that in the process of shifting to E-Pedagogy, both teachers and students needed to be continuously provided with adequate technical tools and media to stay connected in online classes through virtual mode.

Ogidan et al. (2017) studied ICT strategies that could help the country consolidate on good governance, e-government, and realise its vision of becoming one of the top 20 global economies in the world by 2020. A desktop research approach was used to evaluate some technical details on the ICT tools in achieving good governance and socio-economic development in Nigeria. The study indicated that Information and Communications Technology (ICT) has been regarded as the source for the social and economic development of any country, especially a developing country like Nigeria and has remained the driver of growth for developed countries. Almost all government services could be initiated and delivered through ICT, and since these tools are efficient and reliable, they are today functioning as a catalyst for good governance in most countries. In conclusion, appropriate policy suggestions were made for the efficient use of ICT in promoting good governance in Nigeria.

Edet et al. (2024) studied E-Governance and Public Service Delivery: Evidence from Nigeria. The study looked at how e-governance, through digital platforms such as online portals and mobile apps, can enhance public service delivery in Nigeria. It focused on challenges like low digital literacy, limited internet access, and poor mobile network coverage that hinder effective service delivery. The research adopted a survey design, collecting data from public servants and the general public through structured questionnaires. Using Ordered Logistic Regression (OLR) for data analysis, the study found that factors such as digital literacy among both public servants and citizens, internet penetration, and mobile network coverage had significant positive effects on public service delivery. The authors concluded that e-governance positively impacted service delivery. They recommended that the Nigerian government implement mandatory training programs for public servants, promote digital literacy campaigns for citizens, and ensure digital platforms are accessible and user-friendly in local languages.

Theoretical Framework

Diffusion Innovation Theory by Everett Rogers (1962)

The study was based on the diffusion of innovation theory developed by Everett Rogers in 1962 and the new public management theory. The diffusion innovation theory suggests that the spread of a new idea or technology is a process that occurs over time, and it is influenced by several factors, such as the characteristics of the individuals or groups, the communication channels through which information about the innovation is transmitted, and the characteristics of the innovation. The theory assumed that technological innovation has become an instrument that facilitates channels of communication in regular operation in university service delivery. This is

achieved through message propagation on communication routes electronically or online. This involves conveying information among members of the university community through adopted channels and diffusing directly or indirectly to foster collaboration to achieve the objective of service delivery.

To further strengthen the theoretical foundation of the study, the new public administration theory developed in the 20th century by public administration scholars at the Minobrook conference was adopted. The theory focuses on collaboration and collective common good within society, with emphasis on responsiveness to public needs, public involvement and integration of management principles that drive service delivery. The theory assumes that the public service derives its purposes from the mandate to serve the public to advance public good, and the mandate is achieved through objective service delivery. Therefore, university institutions should be managed by embracing new technological innovations or policies that encourage involvement of those who choose to make it their career. Primarily, this involves the adoption of significant improvements in the university management by the implementation of new, improved processes and methods to improve the operation and service delivery in the institution.

By application, university institutions need appropriate administrative techniques to provide the needed drive for their performance; thus, the introduction of new ideas or technology to promote the administrative and teaching methods for efficient service delivery by the management of the institution. To achieve the objectives, there is a need to adopt the new technological change for administrative and teaching purposes to ensure information communication. This suggests the imperative for communication channels of general administration and teaching methods through a more formal way, driven by technological innovations. Consequently, the university institutions always work to improve the services to the stakeholders through the adoption of appropriate operational techniques. To succeed in the aspiration, universities need to adopt the framework of service delivery by modernising and re-engineering their operational mechanisms to suit the contemporary demands of making university institutions visible.

Research Design

The research design employed in this study was a survey design, a strategy or blueprint that specifies the approach for gathering and analysing data while considering time and budget constraints (Chukwuemeka, 2006). A survey research design is particularly appropriate when investigating phenomena that exist at the time of the research and are relevant to a wide population across a specific area. This design was chosen to address the problem situation that resonates with a broad group, ensuring that the study's findings are representative and comprehensive (Chukwuemeka, 2006). The population for this study includes teaching staff, administrative staff, and students at Akwa Ibom State University (AKSU), with a total population of 11,179 individuals. The breakdown of this population consists of 443 teaching staff, 965 administrative staff, and 9,660 students (Human Resources Unit, Akwa Ibom State University, 2025). This diverse population ensures a wide range of perspectives and experiences, making the findings more robust and relevant to the study's objectives.

To determine the appropriate sample size for the study, Taro Yamane's formula was applied. This formula is used to calculate the sample size based on the total population, ensuring statistical reliability and representation. Given a population of 11,179 and an error limit of 0.05, the sample size was calculated to be 311. Data for the study were collected from both primary and secondary sources. Primary data were gathered through questionnaires distributed to teaching staff,

administrative staff, and students of AKSU. Secondary data were sourced from existing literature, including historical materials, organisational records, textbooks, academic journals, articles, and other relevant publications. This combination of data sources ensured a comprehensive understanding of the study's focus on the role of e-administration in service delivery at AKSU.

The primary research instrument used in this study was a questionnaire, designed to collect both demographic and specific data on e-administration practices at AKSU. The questionnaire consisted of two sections: Section A captured participants' demographic information, such as age, gender, race, tenure, and job level. Section B focused on the three key dimensions of e-administration: routine administration, computer-based testing, and electronic admission, as well as their impact on service delivery. The questions in Section B were developed using a five-point Likert scale, ranging from strongly agree to strongly disagree, to capture participants' attitudes and perceptions. For data analysis, the study employed Simple Linear Regression, a statistical tool used to predict the relationship between an independent variable and a dependent variable. This method was selected to understand how the various e-administration practices influence service delivery at AKSU, allowing the researcher to assess the strength and direction of these relationships.

Questionnaire Administration

Table 1: Questionnaire Administration

Respondents	No. of distributed questionnaires	%	No. of returned questionnaires	%
Teaching staff	161	51.8	148	47.6
Non-teaching	150	48.2	144	46.3
Total	311	100.0	292	93.9

Source: Field Survey, 2025

The questionnaire administration details, as presented in Table 1, revealed that a total of three hundred and eleven (311) copies of the questionnaire were administered to staff of Akwa Ibom State University, Ikot Akpaden, to examine how e-administration affects service delivery. However, of the 311 copies administered, 292 copies were properly filled and retrieved, implying that nineteen (19) copies of the questionnaire were lost in the process. Hence, 292 respondents became the valid sample size of the study. Thus, 93.9 (292) copies of the administered questionnaire were retrieved and confirmed.

Data Presentation

In this section, the research questions relating to e-administration and service delivery are analysed using descriptive statistics such as a five-point Likert scale, frequency, percentage and mean.

Table 2: Virtual Meeting Platforms and Administrative Convenience on Service Delivery

Virtual Meeting Platforms	SA	A	UN	D	SD	Total	$\bar{x}$
1. Virtual meeting platforms increase convenience in service delivery in the university	123 42.1%	55 18.8%	56 19.2%	32 11.0%	26 8.9%	292 100	3.74
2. Virtual meeting platforms reduce complexity in service delivery	78 26.7%	45 15.4%	81 27.7%	46 15.8%	42 14.4%	292 100	3.24
3. Virtual meeting platforms enhance service delivery in the University	106 36.3%	61 20.9%	70 24.0%	21 7.2%	34 11.6%	292 100	3.63
4. Virtual meeting platforms enable effective communication capacities for service delivery	149 51.0%	74 25.4%	37 12.7%	17 5.8%	15 5.1%	292 100	4.11
5. Virtual meeting platforms enhance management efficiency in AKSU	118 40.4%	91 31.2%	34 11.7%	27 9.2%	22 7.5%	292 100	3.87
6. Virtual meeting platforms lead to effective performance in the University's goal	97 33.2%	73 25.0%	25 8.6%	41 14.0%	56 19.2%	292 100	3.39
7. AKSU has adapted and implemented virtual meeting platforms in the institution	134 45.9%	59 20.2%	47 16.1%	24 8.2%	28 9.6%	292 100	3.84
8. AKSU has applied virtual meeting platforms in all the components of service delivery in the institution	69 23.6%	50 17.1%	44 15.1%	59 20.2%	70 24.0%	292 100	2.96

Source: Field Survey, 2025 Decision rule: mean > 3.0 accepted, mean < 3.0 not accepted.

Table 2 showed the responses on the effect of virtual meeting platforms on convenience in service delivery. The result showed that e-administration increases convenience in service delivery in virtual meeting, accepted at the mean value $3.74 > 3.0$; virtual meeting platforms reduces complexity in service delivery was accepted at a mean value $3.24 > 3.0$; virtual meeting platforms enhances service delivery in the University was accepted at a mean value $3.63 > 3.0$. Also, virtual meeting platforms enables effective communication capacities for service delivery was accepted since the mean value $4.11 > 3.0$; virtual meeting platforms enhances management efficiency in AKSU was accepted at a mean value $3.87 > 3.0$; e-administration leads to effective performance in the University goal was accepted at a mean value $3.39 > 3.0$. In addition, AKSU has adapted and implemented virtual meeting platforms in the institution was accepted at a mean value $3.84 > 3.0$. Lastly, AKSU has applied virtual meeting platforms in all the components of service delivery in the institution was rejected at a mean value of $2.96 < 3.0$. From the above result, most of the employees accepted that virtual meeting platforms significantly affect administrative convenience in service delivery. This is because, seven out of eight research items have a mean value above 3.0

benchmark. Hence, virtual meeting platform is a determining factor to convenience in service delivery in Akwa Ibom State University, Ikot Akpaden, Nigeria.

Table 3: Electronic Admission and Self-Administering Admission Process

Electronic admission	SA	A	UN	D	SD	Total	$\bar{x}$
3. Candidates administer the admission process by themselves in the institution	64 21.9%	98 33.6%	26 8.9%	70 24.0%	34 11.6%	292 100	3.30
4. Electronic admission reduces the cost of admission application	101 34.6%	77 26.4%	54 18.5%	33 11.3%	27 9.2%	292 100	3.65
5. Electronic admission increases the ability of the candidate for self-advancement in ICT	152 52.1%	86 29.5%	12 4.1%	26 8.9%	16 5.4%	292 100	4.13
6. Electronic admission improves service delivery in admission process in the institution	123 42.1%	91 31.2%	18 6.2%	29 9.9%	31 10.6%	292 100	3.84
7. Electronic admission increases fairness in admission opportunities	77 26.4%	52 17.8%	40 13.7%	63 21.6%	60 20.5%	292 100	3.07
8. Electronic admission provides accuracy in qualification for admission in the institution	70 24.0%	71 24.3%	25 8.5%	73 25.0%	53 18.2%	292 100	3.10
9. Electronic admission increases convenience in admission process	92 31.5%	52 17.8%	70 24.0%	40 13.7%	38 13.0%	292 100	3.41

Source: Field Survey, 2025

mean > 3.0 accepted, mean < 3.0 rejected

As recorded in Table 3, a large percentage of the respondents (52.1%) with a mean value of 4.13, strongly agreed that electronic admission increases the ability of candidates for self-advancement in ICT. This is followed by 42.1% and 34.6% of the respondents with mean values of 3.84 and 3.65, who strongly agreed that electronic admission improves service delivery in the admission process in the institution, and electronic admission reduces the cost of admission application, respectively. Also, 31.5% and 33.6% of the respondents with mean values of 3.41 and 3.30 agreed that electronic admission increases convenience in the admission process, and that candidates administer the admission process by themselves in the institution, respectively. More so, 26.4% of the respondents, with a mean value of 3.07, agreed that electronic admission increases fairness in admission opportunities. Lastly, 24.0% of the respondents, with a mean value of 3.10, agreed that electronic admission provides accuracy in qualification for admission in the institution. The stated research statements have mean values of 3.30, 3.6, 4.13, 3.84, 3.07, 3.10 and 3.41. From the mean result, all the statements had a mean value greater than 3.0, and none of the mean values is less than the 3.0 decision rule. Based on the decision rule that a mean value > 3.0 is accepted while a mean < 3.0 is rejected, the researcher concluded that electronic admission significantly affects the self-administering admission process in Akwa Ibom State University.

Effect of Online Fee Payment on Financial Accountability in AKSU**Table 4: Online Fee Payment on Financial Accountability in AKSU**

Online fee payment	SA	A	UN	D	SD	Total	$\bar{X}$
1. AKSU has adopted online payment of fees	137 46.9%	129 44.2%	17 5.8%	4 1.4%	5 1.7%	292 100	4.33
2. Online fee payment promotes financial transparency in AKSU	41 14.0%	56 19.2%	62 21.2%	69 23.6%	64 21.9%	292 100	2.79
3. Online fee payment is made easy for all fee payments in AKSU	127 43.5%	98 33.6%	24 8.2%	23 7.9%	20 6.8%	292 100	3.98
4. Every fee payment is made online in AKSU	60 20.5%	59 20.2%	31 10.6%	65 22.3%	77 26.4%	292 100	2.86
5. Stakeholders appreciate online fee payment in AKSU	77 26.4%	68 23.3%	24 8.2%	63 21.6%	60 20.5%	292 100	3.13
6. AKSU has a good network service for fee payment	82 28.1%	101 34.6%	15 5.1%	49 16.8%	45 15.4%	292 100	3.43
7. Students prefer online payment of fees in AKSU	125 42.8%	94 32.2%	26 8.9%	21 7.2%	26 8.9%	292 100	3.92

Source: Field Survey, 2025**mean > 3.0 accepted, mean < 3.0 rejected**

The descriptive analysis of the effect of online fee payment on financial accountability in AKSU was examined in Table 4. From the result, 46.9% of the respondents, with a mean value of 4.33% strongly agreed that AKSU has adopted online payment of fees in the instruction. This was followed by 43.5% and 42.8% of the respondents with a 3.98 and 3.92 mean value, who strongly agreed that online fee payment is made easy for all fees in AKSU, and Students prefer online payment of fees in AKSU, respectively. More so, 28.1% and 26.4% of the respondents with a mean value of 3.43 and 3.13 strongly agreed that AKSU has a good network service for fee payment, and stakeholders appreciate online fee payment in AKSU, respectively. Invariably, 26.4% and 21.9% of the respondents, with a mean value of 2.86 and 2.79, disagreed that every fee payment is made online in AKSU and that online fee payment promotes financial transparency in AKSU, respectively. The precision through the mean value decision rule was that a mean value > 3.0 was accepted, while a mean value < 3.0 was rejected. From the descriptive statements, five (5) out of seven (7) research statements had a mean value above 3.0, implying two of the items had a mean value less than 3.0. In effect, the researcher concludes that online fee payment significantly improves financial accountability in AKSU.

Test of Hypotheses**Test of Hypothesis 1**

H₀: Virtual meeting platforms have no significant effect on administrative convenience on service delivery in Akwa Ibom State University.

Result of the simple linear regression analysis model for hypothesis 1

Table 5: Simple Linear Regression Analysis Result of Virtual Meeting Platforms and Administrative Convenience on Service Delivery

Variable	Parameters	Coefficient	Std error	T-cal value
Constant	β_0	1.731	0.179	9.669***
Virtual Meeting Platforms (X ₁)	β_1	0.486	0.051	9.571***
R-Square (R ²)		0.240		
Adjusted R – Square (R ⁻²)		0.237		
F – Statistics		91.595		
F – Probability		0.000		
Durbin-Watson stat		2.015		

Decision Rule: If $F_{cal} > F_{tab}$, accept the alternative and reject the null hypothesis. Otherwise, accept the null hypothesis. (= 1%), (= 5%), and (=10%) denotes the significance of the coefficient at the level, respectively, t-tab value = 1.968, df = 290. Dependent Variable: virtual platforms (x), Predictors: (Constant), convenience(y).

Source: Field Survey, 2025 (SPSS Version 23)

The results of the simple linear regression analysis presented in Table 5 show a statistically significant and positive relationship between the use of virtual meeting platforms (X₁) and convenience in service delivery at Akwa Ibom State University (Y) at the 1% significance level. The analysis indicates that an increase in virtual meeting platforms, while holding other variables constant, will lead to a 0.486 unit increase in convenience in service delivery. This suggests that the convenience in service delivery at the university improves with the use of virtual meeting platforms. The t-calculated value for the relationship was 9.571, which is greater than the t-tabulated value of 1.968, leading to the rejection of the null hypothesis in favour of the alternative hypothesis. This further supports the conclusion that virtual meeting platforms contribute to enhanced service delivery convenience.

The coefficient of determination (R²) was found to be 0.240, meaning that 24.0% of the variation in convenience in service delivery could be explained by changes in the use of virtual meeting platforms. The remaining 76.0% was unexplained, indicating the presence of other factors affecting service delivery. The adjusted R² value of 23.7% demonstrates a good fit for the regression model, which was statistically significant at the 5% probability level. The Durbin-Watson statistic value of 2.015 falls within the acceptable range (1.8 to 2.5), indicating no autocorrelation in the data. The F-statistic value of 91.595, which exceeds the critical value of 1.968, and the F-probability value of 0.000 (which is less than 0.05), confirm that the regression model is statistically significant at the 5% level. In conclusion, the findings reject the null hypothesis and accept the alternative hypothesis, indicating that virtual meeting platforms significantly increase convenience in service delivery at Akwa Ibom State University.

Test of Hypothesis 2

H₀: Electronic admission does not affect the self-administration of the admission process in AKSU

Table 6: Simple Linear Regression Analysis of the Effect of Electronic Admission on Self-Administering of the Admission Process in AKSU

Variable	Parameters	Coefficient	Std error	Tcal – value
Constant	β_0	4.159	0.068	61.381***
Electronic admission (X ₁)	β_1	0.469	0.073	6.425***
R-Square (R²)		0.125		
Adjusted R – Square (R⁻²)		0.122		
F – Statistics		41.353		
F – Probability		0.000		
Durbin-Watson stat		1.845		

Decision Rule: If $F_{cal} > F_{tab}$, accept the alternative and reject the null hypothesis. Otherwise, accept the null hypothesis. (=1%), (=5%), and (=10%) denotes the significance of the coefficient at the level, respectively, t-tab value = 1.968, df = 290. Dependent Variable: electronic admission (x), Predictors: (Constant), self-administering (y)

Source: Field Survey, 2025 (SPSS Version 23)

The regression analysis results indicate that the estimated value of electronic admission (X) was statistically significant and positively related to the self-administration of the admission process at Akwa Ibom State University (AKSU) at a 1% probability level. The coefficient for electronic admission was 0.469, meaning that for every unit increase in the use of electronic admission, there is a corresponding 0.499 increase in the self-administering of the admission process at AKSU. This relationship was further confirmed by the calculated t-value of 6.425, which is greater than the tabulated value of 1.968, leading to the rejection of the null hypothesis in favor of the alternative hypothesis. This finding confirms that electronic admission has a positive impact on the self-administration of the admission process at AKSU.

The coefficient of determination (R²) was found to be 0.125, meaning that 12.5% of the variation in the self-administering of the admission process can be explained by changes in the electronic admission system, while the remaining 87.5% is unexplained by the model. The adjusted R² value of 12.2% supports the goodness of fit for the regression model, which is statistically significant at the 5% probability level. The Durbin-Watson statistic value of 1.845, which is close to 2.5, suggests that there is no evidence of autocorrelation in the model, ensuring the reliability of the results. Furthermore, the F-statistic value of 41.353 and the associated F-probability value of 0.000, which is less than the significance level of 0.05, further confirm that the regression model is statistically significant. This strong statistical evidence supports the conclusion that electronic admission has significantly impacted the self-administration of the admission process at AKSU. In summary, the study accepts the alternative hypothesis that the implementation of electronic admission systems has a positive and statistically significant effect on the self-administration of the admission process at Akwa Ibom State University.

Test of Hypothesis 3

H₀: Online fee payment does not affect financial accountability in AKSU

Table 7: Simple Linear Regression Analysis Result of the Effect of Online Fee Payment on Financial Accountability in AKSU

Variable	Parameters	Coefficient	Std error	Tcal – value
Constant	β_0	1.801	0.228	7.906***
Online fee payment (X_1)	β_1	0.693	0.045	13.316***
R-Square (R^2)		0.447		
Adjusted R – Square (R^2)		0.445		
F – Statistics		234.592		
F – Probability		0.000		
Durbin-Watson stat		1.944		

Decision Rule: If $F_{cal} > F_{tab}$, accept the alternative and reject the null hypothesis. Otherwise, accept the null hypothesis. (=1%), (= 5%), and (=10%) denotes the significance of the coefficient at the level, respectively
t-tab value = 1.968 df = 290 Dependent Variable: online fee pay(x), Predictors: (Constant), financial(y)

Source: Field Survey, 2025 (SPSS Version 23)

The estimated value of online fee payment (X_1) was statistically significant and positively related to financial accountability in AKSU. The result indicates that a unit increase in the use of online fee payment, holding other variables constant, will lead to a 0.693 unit increase in financial accountability in AKSU. This signifies that online fee payment has a significant effect on financial accountability in AKSU. Statistically, the calculated value of online fee payment is 13.316, and the tabulated value is 1.968. Since the calculated value is greater than the tabular value in absolute terms, the null hypothesis was rejected in favour of the alternative hypothesis. Thus, online fee payment has a significant and positive effect on financial accountability in AKSU.

The result of the coefficient of multiple determination (R^2) was impressive with a value of 0.447, which implies that 44.7% changes in the dependent variable were explained by changes in the independent variable, while 55.3% was unexplained by the stochastic variables in the model. Thus, 44.7% changes or improvement in financial accountability in AKSU can be attributed to online fee payment. The Durbin-Watson stat value was 1.944, which is close to 2.5, implying that there is no evidence of autocorrelation. F-stat value of 234.592, which is greater than 1.968; and F-prob value of 0.000 was observed from the analysis, which is less than 0.05 (95% degree of freedom), indicating that the estimated regression model adopted in this study was statistically significant at 5% level. With this, the researcher rejected the null hypothesis in favour of the alternative hypothesis, which states that online fee payment has a significant and positive effect on financial accountability in AKSU.

Discussion of Findings

The study examined the impact of electronic administration (e-administration) on service delivery in Akwa Ibom State University (AKSU). The research utilised primary data obtained through questionnaires administered to the staff of the institution, and the data were analysed to test the stated hypotheses. The empirical results of the first hypothesis, which focused on the impact of virtual meeting platforms on service delivery, indicated that these platforms increased the convenience of service delivery at AKSU. The majority of respondents strongly agreed that the

use of e-administration platforms, particularly virtual meetings, had a significant impact on service delivery convenience. This finding aligns with the study of Ugbo & Chukwuemeka (2020), which investigated the use of e-administration in enhancing service delivery in public tertiary institutions in Anambra State. The research revealed that ICT applications have significantly improved administrative processes, although some barriers still exist to their full integration.

In the second hypothesis, the study investigated the role of electronic admission in improving the self-administration of the admission process. The results showed a strong positive impact of electronic admission, with respondents agreeing that it facilitated a more convenient admission process. This finding corresponds with the work of Rutuja et al. (2021), who studied the automation of admission processes and found that it reduced human error, improved efficiency, and enhanced the overall quality of the admission system. This study also highlighted that the electronic admission system could handle a higher volume of applications and operate flexibly without time constraints. Moreover, Kumar et al. (2007) emphasised the significant cost savings and increased transparency that e-administration offers, particularly in terms of reducing corruption and improving operational efficiency.

In the third hypothesis, the study focused on the effect of online fee payment on financial accountability in AKSU. The results revealed that the online fee payment system positively influenced financial accountability and service delivery. The integration of online fee payments has streamlined financial transactions, reduced fraud, and improved financial record-keeping. This is consistent with the findings of Suyu et al. (2022), who noted that online payment systems enhance financial management practices and increase accountability. The use of online fee payments has replaced traditional cash-based systems, reducing the time students spend queuing and providing a more secure and transparent method of transaction. The findings of Azil and Nwagwu (2025) also support this, highlighting that e-payment systems enforce transparency, ensure the authenticity of transactions, and improve data integrity.

The study confirms that e-administration has a significant impact on service delivery in AKSU, particularly in terms of convenience, efficiency, and accountability. However, the findings also highlight that while digital platforms have improved certain aspects of service delivery, challenges such as infrastructural limitations, inadequate training, and resistance to change must be addressed to fully harness the benefits of e-administration in the university. Recommendations include increasing investment in ICT infrastructure, providing comprehensive training for staff and students, and fostering an environment of continuous improvement to ensure that digital tools are fully integrated into the administrative and academic processes at AKSU.

Conclusion

The advent of Information and Communication Technologies (ICT) has provided a platform for effective and efficient service delivery electronically. E-administration is being embraced as a means of better service delivery to both the university community and the general public. The Nigerian Universities are yet to be equipped with ICT as a platform for equitable service delivery; it is apparent that e-administration practice in the Nigerian Universities therefore is therefore imperative. From the foregoing, the ICT platform provides an important tool for university management of various service delivery. Electronic administration provides a good communication network that concerns both the staff, students and other key stakeholders in the university system and increasingly helps in the management of the university. Extensively, the application of e-administration in the management of the university system promotes conducive environments for effective and efficient service delivery, which ensures growth in universities.

Therefore, e-administration has a positive and significant impact on service delivery in Akwa Ibom State University, Ikot Akpaden, Nigeria.

Recommendations

Based on the empirical findings, the following recommendations were suggested:

- i. The Akwa Ibom State University management should implement a virtual meeting platform for administrative tasks. Develop and integrate online platforms for students and staff to access effective and efficient services, such as meetings, conferences, teaching, training, course registration, fee payment, and document submission. This platform should be user-friendly, secure, and accessible on various devices and at any time to ensure convenience and efficiency in service delivery.
- ii. Akwa Ibom State University management should optimise and expand its electronic admission platform to further streamline and automate the admission process and enhance applicant experience and administrative efficiency. These would give the institution an advantage in the number of students admitted due to the digital service delivery.
- iii. Stakeholders in the university should ensure proper maintenance of online fee payment platform facilities, such as 24-hour free network availability in the university campuses for easy financial transactions. This will boost the efficiency of the platform and encourage usage of the platform.

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