

E-ADMINISTRATION AND STUDENTS' SATISFACTION IN AKWA IBOM STATE COLLEGE OF EDUCATION, AFAHA NSIT, AKWA IBOM STATE, NIGERIA.

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Abstract: The adoption of digital technologies in the education sector has revolutionized how services are delivered in the sector, especially in the higher institutions to meet students' satisfaction. This study examined the relationship between E-Administration and students' satisfaction in Akwa Ibom State College of Education Afaha Nsit. Using a cross-sectional survey research approach, the study examined impact of internet connectivity on students' satisfaction and the relationship between E-registration and students' satisfaction. Expectation theory was adopted as the theoretical framework. Findings from the study showed that, the components of internet connectivity that significantly impact students' satisfaction are Wi-fi, email and iPhone which are not readily available. These accessories underscore the importance of internet connectivity in enhancing students' educational experiences and provide actionable insights for policymakers and educational administrators. Furthermore, it was found that, there is a very strong correlation between E-registration and students' satisfaction. In view of the findings, it is recommended among others that, a multi-faceted approach that involves government initiatives, private sector engagement, infrastructure development, education and skills enhancement, and regulatory reforms among others should be adopted.

Keywords: E-Administration, E-registration, internet connectivity, service delivery, students' satisfaction, Akwa Ibom State, Nigeria.

Introduction

In an age where the rapid advancement of technology is reshaping the global landscape, Nigeria as one of the most populous nations in Africa, stands at the threshold of a digital transformation that promises to revolutionize its institutions (Atairet et al., 2024). The education sector globally has embraced digital transformation, reshaping service delivery in higher education. In Nigeria, Colleges of Education are pivotal in training future educators, and the quality of services offered plays a crucial role in achieving educational goals. There is an increasing focus on incorporating global innovation from the fourth industrial revolution into various businesses, economies and universities (Ibanga et al., (2024). The advent of Information and Communication Technology (ICT) that gave

room for the E-service has become part and parcel of life in this digital era, which Akwa Ibom State College of Education (AKSCOE) is not an exception. Information and Communication Technology (ICT) is a general term that combines information technology and communication technology. It deals with the collection, storage, manipulation and transfer of information using electronic means (Ibok and Ibanga, 2016). E-services, including online course registration, virtual learning environments, and digital libraries, are central to this transformation. However, concerns about infrastructure, user experience, and technical support impact the effectiveness of these services (Rajasekaran et al., 2024).

Nigerian Colleges of Education, which serve as critical training grounds for educators, are increasingly adopting digital tools to deliver administrative and academic services. However, the quality of these services often falls short, leading to students' dissatisfaction. Common complaints include; unreliable platforms for course registration, slow response times for technical support, and limited access to digital learning resources. This inadequacy not only affects students' academic performance, but also undermines the broader objective of digital inclusion in education (Udegbunam et al., 2023).

Furthermore, it is worthy to note that service quality depends on the perceptions of customers, as one customer can perceive a service as high quality and another customer can perceive the same service as low quality (Bassey et al., 2024; Etuk et al., 2023). Therefore, the determination of the expectations of a specific customer group, is non-negotiable for organisations that are committed to achieving high levels of service quality. In the specific case of colleges of education, the perceptions of enrolled students with respect to issues related to service quality could prove invaluable (Uford et al., 2022; Ezekiel et al., 2024). It involves all aspects that have to do with when, how and where a service is delivered to a customer, and whether it is fair and in line with, the laid down procedures (Atairet, 2022).

Student satisfaction is critical because it affects decisions about re-enrollment as well as trust, loyalty, and favorable word-of-mouth recommendations (Ayanbode et al., 2022). Nevertheless, there is a noticeable lack of a generally acknowledged definition that combines customers' satisfaction with service quality in the literature on customer satisfaction (Francis et al., 2025). Satisfied students have greater tendency to continue consumption, spread positive views or increase word of mouth recommendations to yield new customers without extra cost on marketing the institution. The reverse is true as an unfulfilled expectation inevitably leads to dissatisfaction

Research Problem

Despite the increasing integration of digital services in Nigeria education system, it is observed that excellence in service delivery has gradually been eroded in most Nigerian higher institutions due mainly to decay and inadequate infrastructure, unstable academic calendars due to incessant strikes by lecturers and non-academic staff, insufficient funding and weak linkages. This development has resulted in students in Nigerian Colleges of Education expressing dissatisfaction with the quality of these services. Issues such as poor internet connectivity, unresponsive platforms for E-registration and inadequate support systems hinder their academic performance and overall satisfaction. However, even though Nigerian higher institutions of learning have implemented quality improvement programmes in response to pressure from different stakeholder groups, both internally and

externally, it is still unusual for students' satisfaction levels with regard to service delivery quality to be evaluated in tertiary institutions all over the nation. Given the above, it becomes pertinent to ascertain a relationship between service quality and student satisfaction in Akwa Ibom State College of Education.

Objectives

Specifically, this study sought to;

- i. Examine how internet connectivity impact on students' satisfaction in AKSCOEE.
- ii. Assess how E-registration has contributed to students' satisfaction in AKSCOEE.

Research Hypotheses

- i. There is no significant relationship between internet connectivity and students' satisfaction in AKSCOEE.
- ii. There is no significant relationship between E-registration and students' satisfaction in AKSCOEE.

Theoretical framework

The theoretical bases for this work is the expectation theory. **Expectation theory**, also referred to as expectancy-disconfirmation, is a common theory regarding consumer pleasure. It was first proposed in 1977 by Oliver and revised in 1988. According to the theory, a client's evaluation of the product or services leads to contentment. This is completed to a predetermined level of excellence. The customer's predictive expectations are known as pre-determined standards, and include three outcomes: positive disconfirmation, zero disconfirmation, and negative disconfirmation. When performance is thought to exceed predetermined expectations, positive disconfirmation occurs, and the customer may be delighted. Zero disconfirmation happens when the consumer is likely to be satisfied and the performance is thought to be exactly in line with expectations. When performance falls short of expectations, customers express their dissatisfaction, which is known as negative disconfirmation (Oliver, 1996). Anticipation and expectation play key roles in customer satisfaction. They describe how consumers make decisions. The model, according to critics, fails to account for the potential impact of consumers' evaluations of the alternative product's performance on product or service evaluation. Further, compared to tangible consumer items that are simple to test out before buying, the usage of expectancies may be less significant for experience services (Yüksel & Yüksel, 2001).

For each identified challenge and opportunity in the implementation of E-service initiatives in the Nigeria colleges of education, expectation theory can be applied to analyze its impact on perceived usefulness and ease of use. For instance, the challenge of inadequate technological infrastructure could lead to lower perceived ease of use, hindering adoption. Alternatively, an opportunity like enhanced service delivery through digital platforms could increase the perceived usefulness, facilitating adoption.

The relevance of this model to the study is that Higher Education Institutions (HEI) can satisfy their students and make them loyal to the institution via proper service quality application of responsiveness, reliability, tangibility, empathy and assurance. Therefore, when higher education institutions deliberately and meritoriously make service quality a strategic focus, it principally generates a lifelong consciousness in the memory of the students and make them satisfied. This satisfaction generates into loyalty to the HEI. Therefore, conscious service quality is imperative for Higher Education Institution (HEI) to sustain and create student loyalty.

Literature Review

Concept of E-Administration and Service Quality

Service is conceptualised as every business endeavour rendered by one party to another party, that is essentially intangible and via exchange that satisfies a recognized need and want. The concept of service according to Okpa (2019) can be defined as an intangible product that cannot be owned or stored, but it comes to existence at the time and place it is delivered for consumption.

The concept of E-service is an idea within the broad spectrum of electronic governance (e-governance). The concept of E-governance has been described in different terms, such as online governance, digital governance, competent government, mobile governance, and so on (Obi et al., 2020). The letter “E” added to government and management refers to the utilization of electronic tools in rendering public services or goods to the general public. Under e-governance, we have concepts such as e- procurement, e-voting, e-participation, and e-services. The idea of e-service has a plethora of definitions, but however, they have one common feature, which is the internet- based services. The Electronic Service, shortened as ‘E-Service’, refers to any service rendered through electronic methods usually through internet-enabled devices or mobile devices (Otu, 2022). E-service is therefore a term that depicts technological applications with the aim of providing services that seek to strengthen the relationship between consumer and the provider of such services. E-service has more meaning than just explaining electronics and service. Rather, it consists of different interactions and this mainly focuses on services between the consumer and the service provider done through the aid of internet devices. Otu (2022) asserts that there has been a paradigm shift in the operations of services, and this has to do with the use of internet-based devices to render services to the general public in a seamless manner and this has culminated in what is known as an e-service. Consequently, the adoption and implementation of e-services by organisations has different purposes. Among which are; for profit accumulation; making products and services to reach out to a wide range of clients across geographical locations globally. For example, the use of social media by firms and clients has given customers and potential customers to have access to products and services. Online payments are made and this has reduced the cost of hiring personnel, and other overhead expenses.

Colleges of education like every other higher institution of learning offer various services to their students, staff, and the general community with several of these operations performed via electronic means. In recent years, institutions of learning in Nigeria have offered a variety of educational E-services to their students such as payment of tuition fees, registration of courses and lectures, processing of transcripts, payment for hostel accommodation and continuous assessment of students are all carried out through electronic means. Improvement in all these services can be facilitated through the adoption and implementation of E-services. E-service quality refers to the degree to which online services meet users’ expectations and delivered desired outcome.

Dimensions of E-Administration

Notably, most studies have used the SERVQUAL model in examining the factors that influence students’ satisfaction in the traditional setup. Amoako et al. (2023) identify five main dimensions of E-service quality to

include: Assurance (competence, courtesy, credibility, and security); Empathy (admission, message, indulgent of the customer); Reliability (the capacity to undertake a guaranteed task efficiently) and Responsiveness (readiness to assist clients, help clients and offer timely service). Importantly, the construct of service quality is conceived by Parasuraman et al. (2006) as one that comprises five dimensions, namely tangibles, reliability, responsiveness, assurance and empathy.

Challenges to E-Administration in Nigeria

The digital divide remains a significant barrier to quality e-service delivery in Nigeria. Colleges of Education often operate with limited budgets, resulting in inadequate investment in ICT infrastructure. Challenges include: **Infrastructure Deficits:** Many institutions lack high-speed internet, reliable servers, and adequate power supply. This discrepancy in infrastructural development raises pressing questions about equitable access to essential amenities and services (Tom & Ndaeyo, 2024). An analysis of internet usage in Nigeria reveals a disheartening reality, characterized by a disparity between urban and rural regions (Udegbunam et al., 2023).

Technical Expertise: Insufficient training for staff and students on digital tools limits effective utilization. Significant portion of individuals who are tasked with executing crucial responsibilities often lack the essential competencies required for the job, especially in the realm of digital skills. Within this group, there exists a subset that does not possess a background in information technology, necessitating the implementation of comprehensive training programs (Nwozor et al. 2022). Essentially, the requirement to be adaptable to the prevailing technological advancements prompts the need for training interventions. In essence, this translates to the imperative of equipping certain individuals with the requisite proficiencies to harmonize with contemporary trends.

Cultural Resistance: Some educators and students are resistant to adopting new technologies, preferring traditional methods. When discussing the dynamics of change within the realm of human beings, there emerges a complex interplay between the inclination for change and the propensity for resistance. This dichotomy is particularly pronounced in the context of Nigeria's contemporary landscape. In this setting, the prevailing inclination often leans towards maintaining the existing status quo (Nwozor et al. 2022). Central to the reluctance for change are multifaceted challenges that act as formidable obstacles. These challenges are manifold, with one of the foremost impediments being the absence of a robust and all-encompassing database dedicated to the public service domain. The lacuna in reliable information infrastructure further compounds the issue.

Consequently, a deficit of empathetic leadership further complicates the ongoing global challenge of instigating sufficient intelligence and capability to usher in a new era of transformation. Persistent Power Failure is a barrier that casts a shadow over the seamless realization of e-government initiatives in Nigeria. This ceaseless struggle with power outages poses a significant impediment to the unhindered success of digital governance implementation across the nation. The unfortunate reality is that power blackouts have transformed into a distressingly commonplace occurrence, infiltrating and affecting the fabric of Nigerian cities, towns, and even remote villages (Abdulkareem, 2015). These pervasive disruptions cast a pall over the efficacy of Information and Communication Technology (ICT) systems, undermining their capacity to function robustly and efficiently.

The relentless march towards IT infrastructural development in Nigeria has been persistently hindered by a recurring and concerning issue – the rampant theft and vandalization of internet and telecommunication equipment. The intricate web of connectivity that forms the backbone of modern information and communication systems is systematically compromised as these essential components fall victim to criminal acts. Instances abound where critical infrastructure, essential for seamless communication and connectivity, falls prey to the hands of opportunistic criminals, exacerbating the challenges faced by a nation aspiring to leverage technology for development.

Internet connectivity and students' satisfaction

The advent of the internet has transformed the educational landscape, providing students with unlimited access to information, virtual learning opportunities, and seamless communication. Higher institutions of learning have integrated internet-based resources, including e-libraries, virtual lectures, online assignments, and research databases, into their academic systems. As a result, students' satisfaction is closely linked to the quality of internet connectivity available on campus.

Santillan et al. (2022) assert that, there are three basic types of elements that determine student and faculty satisfaction with internet access and connectivity: faculty, interaction, and technology and students, instructor, and institution. Since students and faculty's well-being are connected, student satisfaction is influenced by both human connection and technological advancements, which need more effort on the part of faculty members to engage students online. Internet learning comes with a slew of benefits and drawbacks. Internet connectivity assist students in the following ways: getting learning resources, online learning and virtual classes, communication, collaboration, research, innovation, and administrative expedience.

Satisfaction is a state felt by a person who has experienced a performance or an outcome that fulfill his or her expectation. Satisfaction can also be said to cover students' perception and experiences during the college years (Okpa, 2019). Student satisfaction is students' disposition by subjective evaluation of educational outcomes and experience. It is a function of relative level of experiences and perceived performance about educational service during the study period. Students' satisfaction is a multidimensional construct encompassing academic, administrative, and social experiences. Effective e-services can enhance satisfaction by providing seamless access to resources and efficient interaction with administrative systems.

According to Amoako et al. (2023) students' satisfaction is a multi- faceted notion, involving various dimensions. Khan et al. (2021) also assert that student gratification is the positivity of student's personal appraisal of the several consequences and involvements connected with their schooling. Student satisfaction shows the extent to which student expectations are achieved. However, there is a lack of consensus on how to assess and examine student happiness academically (Cheng, 2020). Student surveys serve as a means to measure satisfaction, consolidating students' educational experiences into a single satisfaction score. It is essential for service organizations like educational institutions to understand how students perceive their services. Student happiness is closely linked to endeavors that aim to fulfill customers' needs and desires through goods and services. In an educational context, student happiness serves as a key indicator of teaching quality (Agbor, 2019). Various aspects of education,

including the environment, curriculum, faculty experience, and classroom facilities, are scrutinized concerning students.

Borishade et al. (2021) view students' satisfaction with service delivery in an institution as very important since the extent to which services satisfy the needs of users will determine how effective and efficient an institution is. Ekpoh (2018) considers student satisfaction to involve the comparison of standards by receivers whether they are in the form of expectations, desires, and works ideal or equitable performance. Satisfaction is also view as what students expect from their educational institutions, involving everything that makes them eligible to become productive and successful persons in their practical lives. Students' satisfaction with service delivery is an indication that an institution is able to meet their expectations and needs.

E- Student registration

The letter "E" added to the word student refers to the utilization of electronic tools in rendering services to students. Simply put, E-student registration refers to electronic student registration where students embark on their registration electronically using internet connected devices. The idea of "E" attached to any word has a plethora of definitions, but however, they have one common feature, which is the internet- based services (Otu, 2022). The Electronic Service, shortened as 'E-Service', refers to any service rendered through electronic methods usually through internet-enabled devices or mobile devices. It is a term that depicts technological applications with the aim of providing services that seek to strengthen the relationship between consumer and the provider of such services. The implementation of E-services has different purposes one of which is that, it has made products and services to reach out to a wide range of clients across geographical locations globally. In the case of students, E-registration helps in online payments of school fees, application for admission via electronic media, students' registration/enrolment via the use of computers, electronic form of timetable/class schedule, maintenance of students' attendance via computer usage, usage of E-media platforms to communicate students' academic details to their parents/guardians and notifications of information via use of E-media. It is obvious that, significantly, higher institutions of learning in Nigerian in recent times, have offered a variety of educational E-services to their students. At present, payment of school fees, courses registration, lectures, payment for hostel accommodation, processing of students' transcripts and so on are done electronically. All these activities have a reduced cost effect on the school management and ensure speed of completion on the part of students.

Service Delivery

Service delivery simply means the extent to which an individual, unit or department of an organization discharge their assigned or statutory responsibilities. It is also a means by which an organization evaluates an individual employee or unit input and output level especially in the area of attaining set goals or task assigned. In the view of Obi et al. (2020), service delivery is the degree to which an employee accomplished the tasks that made his or her job.

Different groups in society will have different visions about what makes "good" service delivery. In the education sector for instance, clients (parents, learners, alumni, staff members,) want low-cost, easy-to-access, safe, high-quality schooling that improves their children's/their life chances. Policy makers and political leaders want to

deliver social benefits at low cost, with high propaganda value and political rewards. The providers (lecturers/teachers/administrative and other staff) care about technically sound curricula, adequate incentives, high salaries, respect and safety. Thus, the effectiveness of service delivery depends on addressing competing goals and expectations in ways that satisfy the stakeholders (Okpa, 2019).

Service delivery is the capability and having the right infrastructure of delivering services correctly according to a particular standard and with consistency. It covers the help, assistance and services academic staff are required to give to students, parents, users of the university and the community. Service delivery can also be conceptualized as the relationship between policy makers, service providers and consumers of services, and encompasses both services and their supporting systems. It is the provision of social or public goods that will promote socio-economic well-being of the citizens (Atairet et al., 2024).

In summary, service delivery can be viewed as the achievement of targets (performance/output/ productivity) of the tasks assigned to organizations or employees within particular period of time. It involves the execution of duties and responsibilities assigned by constituted authorities which one have promised to do, so as to achieve set goals of an organization. Therefore, the degree to which an organization or employees performs its duties and functions towards achieving set goals determines the spate of service delivery-whether it is efficient or inefficient, effective or ineffective, economical or not economical, productive or not productive.

Methodology

The study adopted a cross-sectional survey research design in which students and staff of the college across different units and departments were randomly sampled to obtain information from them on the impact of internet connectivity on students' satisfaction and the extent to which E-registration impact students' satisfaction. To achieve the objectives of the study, a structured questionnaire on a graded scale was used to elicit information from both students and staff. Participants were selected using stratified random sampling to ensure representation across different units and departments of the College, targeting 200 students and 20 administrative staff. Data obtained were quantitatively analyzed using correlation and regression analysis to identify relationships and differences across groups.

$$STSAT = f(\text{INTERCON}) \quad (1)$$

Where;

STSAT = students' satisfaction

INTERCON = internet connectivity

Substituting internet connectivity by its components, (1) can be written as;

$$STSAT = f(\text{wifi, email, PC, iphone}) \quad (2)$$

Amending (2) for estimation, we have;

$$STSAT = \alpha_0 + \beta_1 \text{wifi} + \beta_2 \text{email} + \beta_3 \text{pc} + \beta_4 \text{iphone} + \mu_t \quad (3)$$

Where;

STSAT = student satisfaction

α_0 = intercept

$\beta_1 - \beta_4$ = parametres or coefficients of the variables

wifi = wifi access

Email = electronic mail access

PC = personal computer

iphone = internet enabled cell phone

μ_t = error term

Consequently, objective two can be modelled as;

$$\text{STSAT} = f(\text{E-REG}) \quad (4)$$

Where;

STSAT = students' satisfaction

E-REG = E-registration

If the components of E-registration are; online payments of school fees, online application for admission, online students' course registration/enrolment, online notification of students' result, we can model (4) as;

$$\text{STSAT} = f(\text{onsfp}, \text{onappa}, \text{oncor}, \text{onren}) \quad (5)$$

Amending (5) for estimation, we have;

$$\text{STSAT} = \alpha_0 + \beta_1 \text{onsfp} + \beta_2 \text{onappa} + \beta_3 \text{oncor} + \beta_4 \text{onren} + \mu_t \quad (6)$$

Where;

STSAT = student satisfaction

α_0 = intercept

$\beta_1 - \beta_4$ = parametres or coefficients of the variables

ONSFP = online school fees payment

ONAPPA = online admission application

ONCOR = online course registration

ONREN = online result notification

μ_t = error term

Each of the independent variables in (3) and (6) is expected to positively correlate with the dependent variable.

Findings and Discussion

The study sought to; i. Examine the impact of internet connectivity on students' satisfaction in Akwa Ibom State College of Education, Nigeria; ii. Asses the relationship between E-registration and students' satisfaction in AKSCOE.

The components of internet connectivity in Akwa Ibom State College of education have been identified to include access to Wi-Fi, access to email, access to personal computer and access to personal iPhone. The extent to which each of these accessories impact on students' satisfaction is presented on the regression outcomes in the Table 1 below;

Table 1: Impact of Internet Connectivity on Students' Satisfaction.

Model	Unstandardized		Standardized		Change
	coeff.		coeff.		
	B	Std. error	Beta	t	Sig.
Constant	3.36	1.153		2.194	0.004
Wi-fi	-0.375	0.110	-0.142	-3.419	0.001
Email	0.901	0.111	0.236	8.109	0.000
Personal computer	0.108	0.098	0.037	1.095	0.275
iPhone	2.790	0.087	0.958	31.942	0.000

Source: Author's computation from field information using SPSS 25

The result of the impact of internet connectivity students' satisfaction presented above shows that, students' access to Wi-fi has a negative and significant impact on students' satisfaction. This means that, as students' access to Wi-fi decreases, students' satisfaction with internet connectivity will decrease.

There is a positive and significant impact of email as component of internet connectivity on students' satisfaction. The implication is that, if there is increase in the number of students with email access, students' satisfaction with internet connectivity will increase. Access to personal computer as component of internet connectivity has a positive and non-significant impact on students' satisfaction with E-service. What this implies is that, though the possession of personal computer impact on students' satisfaction is positive, the influence is not statistically significant due to the fact that students' interest on personal computer may wane with the possession of personal cell phone which is portable and easily accessible by students at any given point in time. Possession of personal iPhone as one of the components of internet connectivity has a positive and significant impact on students' satisfaction. The implication of this is that, if greater number of students have access to iPhone, the degree of students' satisfaction with internet connectivity will increase.

Infrastructures such as internet facilities, well designed data base system, viable telecommunication system, uninterrupted electricity supply, trained ICT personnel among others constitute internet connectivity. The availability of these facilities could determine the quality of E-service delivery and the extent to which students' expectations can be met. The result of the findings as presented in Table 4.1 shows that internet connectivity by its various components has significant impact on students' satisfaction. Furthermore, absence of internet connectivity can impact negatively on students' satisfaction as the result also indicate. This finding support earlier findings by Bahinting et al. (2023) that, gadgets such as cellular phones, laptop and computers are some of the internet resources in use in educational learning. Furthermore, the use of gadgets is not solely for entertainment purposes anymore. Rather, these gadgets connected to the internet are the main tools for students to cope with the new set up in education. These are now given merit more than it is being valued before

From the discussion, it can be asserted that, students identified Wi-fi, email and iPhone as the most critical components of internet connectivity influencing their satisfaction. The regression analysis revealed a positive impact of internet connectivity on students' satisfaction, with iPhone emerging as the strongest predictor.

Table 2: Relationship between E-Registration and Students' Satisfaction

	ONSEP	ONAPPA	ONCOR	ONREN	satisfaction
ONSEP	1.000				0.76(0.000)**
ONAPPA		1.000			0.52(0.000)**
ONCOR			1.000		0.46(0.000)**
ONREN				1.000	0.95(0.000)**
Satisfaction	0.76(0.00)	0.52(0.00)	0.46(0.00)	0.95(0.00)	1.000(0.000)**

Source: Author's computation from field report

From the Table 2 above, it is found that, there is a very strong positive correlation between students' online fees payment and students' satisfaction, a strong positive correlation between online admission application and students' satisfaction, a moderate positive correlation between online course registration and students' satisfaction, and a very strong positive correlation between online result notifications and students' satisfaction. ONREN ($\beta = 0.95$, $p < 0.00$) is the most significant predictor, followed by ONSEP and ONAPPA.

Conclusion

Internet connectivity significantly impacts students' satisfaction in Akwa Ibom State College of Education, Afaha Nsit. However, Poor internet connectivity, frequent power outages and limited technical support and outdated infrastructure have been identified as key challenges to quality of internet connectivity in the studied institution. Addressing existing challenges requires a collaborative approach involving stakeholders at all levels. There are therefore opportunities for improvement which can be achieved through; investment in ICT infrastructure, capacity-building programs for staff and students and collaboration with private tech firms for sustainable e-service solutions.

Recommendations

It is recommended that; Advancing digital transformation in Nigeria requires a multi-faceted approach that involves government initiatives, private sector engagement, infrastructure development, education and skills enhancement, and regulatory reforms which should adopt the following models;

Infrastructure Development: Prioritize funding for internet access and reliable power supply. Prioritize building telecommunications and internet infrastructure in the school by partnering with private companies and communities. Offer incentives for investment in the area and explore satellite and wireless technologies for wider coverage. Invest in reliable power infrastructure and promote renewable energy sources. Create policies encouraging energy-efficient practices and technologies to reduce dependency on backup generators.

Capacity Building: Organize regular training programmes for both staff and students on using digital platforms. Involve students in the design and evaluation of e-services to better meet their needs. Establish comprehensive training programs to equip individuals, including non-IT professionals, with essential digital skills. Provide leadership training focused on effective communication and empathy to foster understanding and support for digital changes. Develop clear policies to guide e-service delivery and ensure accountability.

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