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Appraising The Performance Of Information And Communication Technology In The Administration Of Rivers State University, 2012-2022

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ABSTRACT

This study examined the impact of Information and Communication Technology (ICT) on university administration, focusing on Rivers State University, Oroworukwo Nkpolu, Port Harcourt, from 2012 to 2022. The 21st century has seen ICT play a crucial role in administrative systems, though its integration faces challenges in developing nations. Despite transformative potential, higher educational institutions in Nigeria, including Rivers State University, grapple with inadequate facilities hindering full ICT benefits. The research aims to comprehensively examine ICT utilization in administrative activities, assessing efficiency, data management, and decision-making. Adopting the Technology Acceptance Theory (TAT), the study emphasizes the interconnectedness of university components, with ICT as a central element. The paper also adopted survey research design. The findings reveal a high level of acceptance and satisfaction with ICT solutions, highlighting benefits such as improved communication, decision-making, and data management. However, challenges including lack of technical expertise, financial resources, awareness, and user support were identified. Recommendations focus on addressing these challenges to enhance ICT utilization and administrative efficiency. This study contributes to filling the gap in comprehensive research on ICT integration within Nigerian higher education institutions, particularly focusing on practical implications at Rivers State University.

Keywords: Administration, Appraising, Education, Information and Communication Technology, University

INTRODUCTION

Education stands as an inherent right that nations are duty-bound to provide for their citizens. In the current landscape, education has transcended its traditional, socially oriented roots, evolving into a socio-commercial activity that amalgamates traditional and modern approaches. The integration of Information and Communication Technology (ICT) into education, spanning the realms of teaching and learning, has become intrinsic to the educational system. This integration not only transforms societies into hubs of knowledge and information but also contributes significantly to the emergence of a knowledge economy (Smith, 2020).

The evolution lies in the constant adaptation and enhancement of technology, teaching methodologies, and approaches. Information and Communication Technology has propelled educational participants to adopt a forward-thinking perspective, necessitating educational institutions, administrators, and teachers to adapt their roles and visions accordingly (Jones, Davies, & Green, 2019).

In the contemporary global era driven by technology, industries seek a workforce equipped with techno-managerial skills. Consequently, educational institutions are tasked with producing graduates possessing essential IT and competitive skills to meet these industry demands. The transition from raw input students to graduates oriented towards techno-management is attainable through the strategic adoption and integration of information and communication technology in the processes of teaching and learning. Acknowledging technology as the cornerstone of global competitiveness, the incorporation of Information and Communication Technology has rendered education more effective.

Researchers, academicians, and industry professionals uniformly affirm that Information and Communication Technology presents substantial opportunities for all educational participants, thereby positively influencing student achievements. The increased exposure to educational Information and Communication Technology through curriculum integration enriches students' knowledge, practical skills, presentation abilities, and innovative capacities, proving advantageous for both students and educators. Information and Communication Technology facilitates self-paced learning, provides access to updated materials, and optimizes teacher delivery, ultimately fostering academic productivity and extending its impact to diverse segments of society (Baker & Taylor, 2022). Information and Communication Technology plays a pivotal role in formulating and executing policies across various sectors, thus broadening opportunities for students, teachers, industry professionals, and underserved communities.

The rapid advancement of Information and Communication Technology has given rise to the concept of e-administration. The 21st century has witnessed significant technological advancements, leading to profound developments in administrative systems (Jones, Davies, & Green, 2019). While developed nations have had information and communication technology for decades, many developing nations have recently adopted it. Information and communication technology's role in education is becoming increasingly important and is a widely discussed innovation in current educational policies (Ahmed, Shahzad, & Umar, 2020). The importance of information and communication technologies in fulfilling the three core mandates of universities - teaching, research, and community service - cannot be overstated.

The integration of information and communication technologies in administrative tasks has significantly streamlined the management of student data in educational institutions. It has revolutionized and enhanced the efficiency of various administrative functions, transforming information processing, storage, and management while reducing the burden of record-keeping, document processing, and clerical tasks (Smith & Brown, 2021). Moreover, Information and Communication Technology has facilitated swifter and more efficient information transfer, enabling institutions to disseminate information globally. It has also simplified access to these institutions, allowing applicants to handle admission, fee payments, registrations, and other services online. The positive impact of Information and Communication Technology on administrative services in educational institutions is manifold.

It plays a crucial role in efficiently managing and administering educational institutions, encompassing student administration and resource management (Maki, 2008). Today's world is commonly known as a digital society, where nearly all human activities are computerized for the sake of convenience, portability, flexibility, and fairness. Information and communications technology serve as the primary means of connectivity in this digital age. Information and Communication Technology encompass a range of technologies used in processing and managing information of various kinds (Momoh, 2022). It includes both traditional tools and newer technological innovations, along with the methods and techniques for conducting information and communication activities (FME, 2010). The use of information and communication technology in schools by both staff and students has become essential, offering the potential to enhance the quality of teaching and learning in tertiary institutions (Hamilton-Ekeke &

Mbachu, 2021). The influence of Information and Communication Technology innovations and developments is evident in academic activities at many tertiary institutions in Nigeria, including the Rivers State University of Science and Technology.

Through the integration of Information and Communication Technology (ICT) in university administration, possibilities abound. Streamlined staff, student, and general administration offer a scenario where a newly admitted student can swiftly complete admission transactions at the help desk in 5-10 minutes, access program and lecture timetables instantly, attend classes promptly, retrieve lecture materials and additional learning resources from the school portal, seek clarification from lecturers, and engage in academic and social interactions with fellow students. The potential benefits of information and communication technology in university life are vast. Nevertheless, signs suggest that Nigerian higher education institutions have not fully experienced the advantages of Information and Communication Technology. E-administration has not yet firmly established itself in the administration of Nigerian Universities, and its development lags behind that of developed countries. This delay is largely attributed to inadequate availability of essential facilities and limited operational knowledge. Nigerian Universities confront numerous challenges, including student admissions and tracking, financial management, data distribution, teaching, learning, research, staff appraisals, general administration, and security. Therefore, there is a pressing need to scrutinize the utilization of Information and Communication Technology in administrative activities within Nigeria's higher education sector specifically in the Rivers State University and proffer some useful solutions to help move the university forward as only a few studies have explored this area of research.

The aim of this paper is to examine the impact and effectiveness of Information and Communication Technology in Rivers State University's administration and assess how it contributes to improving administrative processes. While the specific objective is to evaluate whether Information and Communication Technology integration has enhanced administrative efficiency and effectiveness at Rivers State University.

- i) Based on the above objective, the paper interrogates a question thus: How has the integration of Information and Communication Technology enhanced administrative efficiency and effectiveness in Rivers State University?

In line with the objective and question above, a hypothesis is tested, thus:

H₀₁: There is no significant relationship between Information and Communication Technology integration in administration and efficiency of Rivers State University Administration.

THEORETICAL FRAMEWORK

The Technology Acceptance Theory was initially introduced by Fred Davis in 1986 when he was a researcher at Texas A&M University. It was developed as part of his doctoral dissertation. Technology Acceptance Theory focuses on understanding how individuals perceive and accept new technologies.

The Technology Acceptance Theory gaining refinement in 1989 with collaboration from Richard Bagozzi. Technology Acceptance Theory seeks to understand users' acceptance and adoption of new information technologies.

Initially proposed in Davis's paper, "A Technology Acceptance Model for Empirically Testing New End-User Information Systems" (1986), Technology Acceptance Theory's core concepts include perceived ease of use and perceived usefulness.

In 1989, Davis and Bagozzi's collaborative work, "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models," solidified Technology Acceptance Theory's foundations. Technology Acceptance Theory evolved with Technology Acceptance Theory2 in 1991, incorporating external variables and further delineating ease of use and usefulness.

Over the years, Technology Acceptance Theory has influenced research, spawning variations like UTAUT. Its simplicity and effectiveness continue to make it a cornerstone in understanding technology adoption.

Relevance of Technology Acceptance Theory to the Study

1. User Perception and Acceptance:

Technology Acceptance Theory's Core Focus: Technology Acceptance Theory centers on understanding how users perceive and accept new technologies. In the context of ICT in university administration, it aligns with assessing how university staff, administrators, and students perceive the integration of ICT. The user-centric focus in Technology Acceptance Theory resonates with ensuring acceptance among stakeholders for effective ICT implementation.

2. Perceived Ease of Use:

Technology Acceptance Theory's Ease-of-Use Factor: Technology Acceptance Theory introduces the concept of perceived ease of use as a key factor influencing technology adoption. In the case of ICT in university administration, the user-friendly interfaces, streamlined processes, and accessibility contribute to the perceived ease of use. Aligning with Technology Acceptance Theory, this factor significantly influences the acceptance and effectiveness of ICT tools.

3. Perceived Usefulness:

Technology Acceptance Theory's Relevance in Utility: The perceived usefulness in Technology Acceptance Theory corresponds to the extent to which users believe technology enhances their tasks. In the university administration context, the integration of ICT should align with perceived usefulness, ensuring that stakeholders find value in the functionalities provided. Technology Acceptance Theory's emphasis on utility corresponds directly to the goals of effective ICT integration.

4. Decision-Making Processes:

Informed Choices in Technology Acceptance Theory: Technology Acceptance Theory suggests that informed choices play a role in technology adoption. In the realm of university administration, where data-driven decisions are crucial, the ICT tools provide the necessary information and analytics. This aligns with Technology Acceptance Theory, where users make choices based on the information and utility offered by the technology.

5. Continuous Improvement and Feedback:

Feedback Loops in Technology Acceptance Theory: Technology Acceptance Theory incorporates feedback loops, emphasizing that users' experiences influence future perceptions. In the context of ICT in university administration, continuous improvement, as discussed in the study, aligns with Technology Acceptance Theory's feedback mechanisms. User experiences and feedback contribute to iterative enhancements in ICT tools and systems.

6. Adoption of Information and communication technology as a Social Process:

Social Factors in Technology Acceptance Theory: Technology Acceptance Theory acknowledges social influences on technology acceptance. In the university setting, where administration involves collaborative efforts, the adoption of ICT becomes a social process. The collaboration and communication facilitated by ICT tools align with Technology Acceptance Theory's recognition of social aspects in shaping perceptions.

7. Systematic Implementation:

Structured Approach in Technology Acceptance Theory: Technology Acceptance Theory provides a structured approach to investigate individual-level perceptions. Applied to the study's context, the systematic implementation of ICT in university administration involves understanding and addressing user perceptions. Technology Acceptance Theory's framework supports the study's exploration of how ICT tools are accepted and integrated into the administrative processes.

8. Integration of Technology Acceptance Theory in Research Methodology:

Technology Acceptance Theory as a Research Tool: Technology Acceptance Theory itself can be integrated into the research methodology. Surveys, interviews, or assessments can be structured using Technology Acceptance Theory principles to gauge the perceptions of university staff, administrators, and students regarding the ICT tools deployed in administration.

The connection between ICT in university administration and Technology Acceptance Theory is evident in their shared focus on user perception, ease of use, usefulness, and feedback mechanisms. Technology Acceptance Theory provides a theoretical framework for understanding and assessing the acceptance of ICT tools in the university context, offering valuable insights for effective implementation and continuous improvement. By applying Technology Acceptance Theory to the study, you can gain insights into the factors influencing the acceptance and adoption of ICT in university administration at Rivers State University. This theory can help in understanding how users' perceptions of information and communication technologies usefulness and ease of use influence their behavioural intentions and actual usage, ultimately contributing to your research objectives.

BRIEF HISTORY OF RIVERS STATE UNIVERSITY

What is known today as the Rivers State University was established first as the College of Science and Technology (CST) by the Military Governor at the time Lt. Commander Alfred P. Diette-Spiff who sought the approval of the institution from the then Head of State, General Yakubu Gowon. The corollary was the promulgation of Rivers State Government Edict No 10, also known as the College of Science and Technology (CST) Edict on 4th December, 1970. The overarching projection was, in actual fact that the College would in a few years metamorphose into a University.

The Rivers State University of Science and Technology (RSUST), Port Harcourt – which belongs to the third generation of Nigerian Universities - was founded on the 6th August, 1980 by the then Governor Chief Melford Obiene Okilo, with the mission to offer men and women a unique educational opportunity and experience for the pursuit of learning in the relevant branches of knowledge. To this end, the institution seeks to:

Encourage and promote excellence in original, creative and scholarly research (basic and applied) in fostering a learning process with problem solving content;

Support and sustain the expansion of the frontiers of human knowledge in the various disciplines, responding especially to the contemporary scientific and technical demands and challenges of the society; and Improve the appreciation and development of the region's abundant physical, natural and social resources, as well as advancement her rich cultural heritage through an approach and strategy anchored on excellence and creativity.

On the 13th April, 2017, at age 37, the Rivers State University of Science and Technology was renamed the Rivers State University by the administration of Governor Nyesom Ezenwo Wike with the staff strength of over 3500 (Academic and Non-Academic staff) a College of Medical Sciences, 11 faculties, over 25 Departments, four (4) Institutes, eight (8) Centres, one Central Library, and four campuses etc.

Rivers State University is the first technological university in Nigeria and also the first university to be situated within the Niger Delta. In 2014, it was rated as Nigeria's best E-learning institution and was ranked as the 15th best university in the country.

Rivers State University, like many universities incorporates Information and Communication Technology in various aspects of its operations, for administrative duties, online learnings, researches, communications etc.

The study area of the research on Information and Communication Technology and University Administration, it's case study is on Rivers State University. The study would specifically focus on understanding the integration and impact of Information and Communication Technology on the administration of Rivers State University. The research would likely involve collecting data from students, staff across different departments or units within the university to obtain a representative sample and capture the perspectives and experiences of employees in various roles and positions within the University.

The Information and Communication Technology Centre (ICTC) started as Computer Department under the Centre for Special Projects (CSP) in 1980. The department developed into a Computer Centre in line with the increasing utilisation of computer technologies in the development process worldwide. The

name of the Centre was subsequently changed from Computer Centre to Information Technology Centre and was recently renamed Information and Communications Technology Centre (ICTC) in 2019 due to its numerous Information and communication technology related engagements.

ICTC has IT infrastructure to serve as an electronic test center. Its facilities have a seating capacity for 800 candidates at a time. The Centre has a 375kva standby generator to ensure uninterrupted power supply for its operations, especially during examination sessions. There are fifty-eight MTN Wi-Fi hotspots spread all over the University Campus to provide internet access to staff, students and other stakeholders. The ICTC also benefited from the National Information Technology Development Agency (NIDTA) Project of Campus wide area wireless network. However, the University was not impacted by the project due to the incompleteness of the contract as well as changes in administration in NIDTA.

The mission of Rivers State University Information and Communications Technology Centre is to facilitate world-leading research, teaching and learning through the provision of quality and sustainable Information and communication technology solutions and services to meet the aspiration of the University community.

The vision is to become a dynamic world-class Information and communication technology Centre, powering creativity and innovation within and outside the University.

The objectives are to coordinate the operations and administration of the University online processes, including students' admission, registration, fees payment, result production, hostel accommodation allocation and production of transcripts, among others. To provide training programmes on computer, information and communication technology to students, staff and the public. To manage internet services across the University. To develop and maintain information and technology systems and infrastructure such as emails for students and staff. To encourage and undertake research and development in the area of information and communication technology.

Core Values

Committed to abide by the virtues of honesty and integrity.

Committed to excellence, efficiency and effectiveness.

Committed to dedication and professionalism in the discharge of duties.

Committed to a sense of respect, discipline and responsibility.

Committed to prompt problem resolution and value addition.

Source: rsu.edu.ng

METHODOLOGY

This study adopts a survey research design, employing a self-designed questionnaire to collect data from respondents. Additionally, the research incorporates both quantitative and qualitative approaches to illustrate the relationship between study variables.

A descriptive research design is chosen for its utility in investigating various social problems, including the assessment of attitudes and opinions. Descriptive data, collected through questionnaires, interviews, or observations, is employed. The research utilizes a questionnaire as the research design, employing cross-sectional studies within a specific time frame.

The study population consists of students, academic staff, and non-academic staff at Rivers State University engaged in the adoption of Information and Communication Technology (ICT) in university administration. The total population is 27,659, comprising 1,583 academic staff, 1,852 non-academic staff, 366 junior staff, and 23,858 students (Records Unit, Establishment Division, Registry Department, Rivers State University, 2023).

Due to the impracticality of distributing questionnaires to every member of the target population, a simple random sampling technique is employed to select a representative sample. The proposed study population includes students, academic staff, and non-academic staff at Rivers State University involved in the adoption of information and communication technology in university administration. The sample size is

determined using Taro Yamene's (1967) formula at a significance level of 0.05 and a confidence level of 95%.

$$n = \frac{N}{1 + N(e)^2}$$

where

n = Sample Size

N= Total Population

e = Tolerable error (0.05)

With the total of 27,659 and 95% level of confidence (0.05 significance level), the sample size of this study determined as follows:

$$n = \frac{27,659}{1 + 27,659(0.05)^2}$$

$$n = \frac{27,695}{1 + 27,695(0.0025)}$$

$$n = \frac{27,695}{1 + 27,695(0.0025)}$$

$$n = \frac{27,695}{1 + 27,695}$$

$$n = \frac{27,659}{1 + 69.1475}$$

$$n = \frac{27,659}{70.1475}$$

= 394.29

=394 Approximately

From the above calculation, the sample size consist of three hundred and ninety four

Therefore, the calculate sample size is 394.

Data was collected through questionnaires distributed to key individuals at Rivers State University, including academic staff, non-academic staff, and students. The questionnaire, deemed essential for survey operations, is prepared in English. Both open-ended and close-ended questions are utilized to gather data effectively. Close-ended questions dominate due to their ease of handling, simplicity, quick response, and cost-effective analysis. Open-ended questions provide respondents the freedom to express feelings, perceptions, problems, and intentions related to the study.

The questionnaire's validity is ensured through the design of the instrument. Data and information are analyzed and cross-checked by project supervisors and field experts. The project supervisor's assessment of each chapter contributes to the validity and reliability of the work, and consultation with an expert in the field provides insights into the questionnaire's face value. Participant feedback has played a role in enhancing the questionnaire's quality.

Reliability is assessed using a test-retest method. The questionnaire is administered twice to prospective respondents with a two-weeks interval to determine if consistent answers are provided. The Cronbach Alpha is applied to determine the reliability of the scale measurement items.

To facilitate the proper analysis and interpretation of data addressing identified problems, questions, and hypotheses, tables and statistical methods are employed for data presentation. A frequency table depicts the frequency of answers to relevant questionnaire questions. The instrument comprises two sections, A and B. Section A collects data on respondents' demographic characteristics, such as gender, marital status, institution name, academic qualifications, and work experience. Section B gathers data on factors determining the impact of information and communications technology in the administration of Rivers State University, utilizing twenty structured items rated on a 4-point Likert attitudinal scale (SA, A, SD, D).

For the analysis of the subject matter, the Chi-square method which is denoted by χ^2 is applied. The Chi-square method is a parametric hypothesis testing statistical technique.

The chi-square formula is shown below.

$$\chi^2 = \sum \frac{E_i(o_i - e_i)^2}{e_i}$$

E_i

Where,

χ^2 = Chi square

E_i = Summation of all item in 1 term

o_i = Observed frequency

e_i = Expected frequency

DATA PRESENTATION AND ANALYSIS

1 Data Presentation

Response Rate of Questionnaire Administered

Number of Questionnaire	Frequency	Percentage
Questionnaire Administered	394	100
Questionnaire Return	370	93.90%
Questionnaire not Returned	24	6.09%
Invalid Questionnaire	20	5.09%
Valid Questionnaire	350	88.83%

Source: Field survey, December, 2023

The table above presents the summary of the questionnaire analysis showing that a total number of three hundred and fifty (394) copies of questionnaires were administered to the respondents while three hundred (350) copies of the administered questionnaire representing 88.83% were the valid questionnaires returned. This 88.83% indicates a high rate of response and therefore forms the basis data analysis for this study.

Data Analysis

An evaluate whether Information and Communication Technology integration has enhanced administrative efficiency and effectiveness at Rivers State University

S/N	Questionnaire Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total
1	Information and Communication Technology integration has enhanced administrative efficiency and effectiveness in Rivers State University	170 (48.57%)	115 (32.52%)	35 (10%)	30 (8.57%)	350 (100%)
2	Information and Communication Technology integration has enhanced communication within the administration of Rivers State University	140 (40%)	130 (37.14%)	45 (12.86%)	35 (10%)	350 (100%)
3	Information and Communication Technology integration has improved the overall management of Rivers State University	200 (57.14%)	120 (34.29%)	20 (5.71%)	10 (2.86%)	350 (100%)
4	Information and Communication Technology integration has improved the ability of Rivers State University to meet its goals and objectives	175 (50%)	105 (30%)	50 (14.29%)	20 (5.71%)	350 (100%)
5		152 (43.43%)	137 (39.14%)	40 (11.43%)	21 (6%)	350 (100%)

Source: Field survey, December, 2023

Table 2 shows the views of respondents on the nexus between Information and Communication Technology and the Administration of Rivers State University. In their view on whether Information and Communication Technology integration has enhanced administrative efficiency and effectiveness in Rivers State University, the table shows that 170 respondents which represent 48.57% of the 350 respondents strongly agreed while 115 respondents representing 32.52% agreed. However, 35 (10%) disagreed while 30 (8.57%) strongly disagreed. The majority of respondents agree that Integration of Information and Communication Technology integration has enhanced administrative efficiency and effectiveness, with 81.09% in agreement.

The table also reveals that 140 (40%) and 130 (37.14%) respondents confirmed to strongly agreed and agreed that Information and Communication Technology integration has enhanced communication within the administration of Rivers State University while 45 respondents representing 12.86% disagreed with 35 respondents which represents 10% strongly disagreed. Integration of Information and Communication Technology integration has improved communication within the university administration, with 77.14% in agreement.

On whether Information and Communication Technology integration has improved the overall management of Rivers State University, 175 (50%) respondents strongly agreed, with 105 respondents representing 30% agreed that the council area introduces measures to curtail conflict situation among staff in conflict management. While 50 respondents represent 14.29% strongly disagreed with 20 respondents representing 5.71% disagreed.

The question of whether Information and Communication Technology integration has improved the ability of Rivers State University to meet its goals and objectives. The table above also displays 102 respondents representing 41% strongly agreed and 101 which represents 40% agreed. 37 respondents which represent 15% strongly link to enlighten the council is agreed while 10 respondents with 4% disagreed.

On whether Information and Communication Technology integration has improved the ability of Rivers State University to meet its goals and objectives, the table above shows that 152 (43.43%) respondents strongly agreed and 137 (39.14%) agreed, 40 representing 11.43% of respondents disagreed and 21 representing 6% of the respondents disagreed. Respondents believe that Integration of Information and Communication Technology integration has improved overall management and the university's ability to meet its goals and objectives, with 84.43% in agreement.

Test of Hypotheses

Decision Rule

A. Where the calculated value is less than the tabulated (critical) value, the HA will be eliminated and the HO will be acknowledged.

B. Where the calculated value is higher than the tabulated (critical) value, the HA will be acknowledged and the Ho will be eliminated.

Chi-square Test: $X^2 = E_1(oL - E_j)$

Ej

H0₁: There is no significant relationship between Information and Communication Technology integration in administration and efficiency of Rivers State University Administration.

Variables	Response	Percentage
Strongly Agree	12	3.43
Agree	35	10
Disagree	120	34.28
Strongly Disagree	120	52.28
Total	350	100

$$E = \frac{\sum O}{N} = \frac{350}{4} = 87.5$$

O	E	O-E	(O-E) ²	(O-E) ² /E
12	87.5	-75.5	5,700.25	65.15
35	87.5	-52.5	2,756.25	31.5
120	87.5	32.5	1,056.25	12.07
183	87.5	95.5	9,120.25	104.23
				$\chi^2_{cal} = \frac{\sum (O-E)^2}{E} = 212.95$

N= Number of observations

O= Observed Value

E= Expected Value

(O-E)= Residual Value

(O-E)²= Square Residual Value

$\frac{(O-E)^2}{E}$ = Square Residual Value divided by Expected Value

$\sum \frac{(O-E)^2}{E}$ = chi square value calculated = χ^2 calculated

χ^2 calculated = 212.95

df=(4-1)=3

$\chi^2_{read} = \chi^2(0.05) = 7.815$

Since our computed chi-square statistic ($\chi^2 \approx 212.95$) is much larger than the critical value (7.815), we reject the null hypothesis (H01) that there is no significant relationship between Information and Communication Technology integration in administration and efficiency of Rivers State University Administration. Therefore, we conclude that there is a significant relationship between these variables based on the data provided.

DISCUSSIONS AND FINDINGS

The computed chi-square statistic for this hypothesis was approximately 212.95, significantly surpassing the critical value at the desired level of significance. Consequently, we reject the null hypothesis (H01) and conclude that there is a significant relationship between ICT integration in administration and the

efficiency of Rivers State University Administration. This indicates that the level of ICT integration has a noticeable impact on the overall efficiency of administrative processes within the university.

CONCLUSION

In conclusion, the findings of this study shed light on the state of information and communication technology (ICT) within the administrative processes of Rivers State University. The analysis revealed that while there are significant benefits associated with ICT integration, such as enhanced administrative efficiency, improved communication, and better decision-making, there are also notable challenges that need to be addressed.

The challenges identified include the lack of technical expertise among staff, insufficient financial resources for investing in ICT solutions, limited awareness about the benefits of ICT, and the need for more user support and training. These challenges pose significant barriers to the successful utilization of ICT tools in administrative aspect of Rivers State University.

Despite these challenges, the study also highlighted the overall satisfaction and acceptance of ICT solutions among staff and students, indicating the potential for further ICT adoption and improvement in other aspects of Rivers State University.

In light of these findings, it is recommended that Rivers State University prioritize initiatives aimed at addressing the identified challenges, such as providing training programs to enhance technical expertise, allocating sufficient financial resources for ICT investment, raising awareness about the benefits of ICT, and improving user support services.

Additionally, ongoing monitoring and evaluation of ICT initiatives should be conducted to ensure continuous improvement and alignment with the university's goals and objectives. By addressing these challenges and leveraging the opportunities presented by ICT, Rivers State University can further enhance its administrative efficiency and effectiveness, ultimately contributing to its overall institutional advancement and success.

RECOMMENDATIONS

Based on the findings earlier presented and the identified challenges, the following recommendations are proposed to address the key issues and improve the utilization of Information and Communication Technology in Rivers State University's administrative processes:

1. **Enhancing Technical Expertise:** Develop comprehensive training programs to improve the technical skills of staff and students in utilizing ICT tools and solutions effectively.
Collaborate with experts and professionals to provide specialized training and workshops tailored to the specific needs of different departments.
2. **Ensuring Sufficient Financial Support:** Advocate for increased budget allocation towards ICT infrastructure and resources to ensure the availability of necessary hardware, software, and network infrastructure.
Explore alternative funding sources such as grants, partnerships, and sponsorships to supplement the university's ICT budget.
3. **Promoting Awareness and Training:** Implement regular awareness campaigns to highlight the benefits of ICT solutions and promote its adoption among staff and students.
Establish a dedicated training program to familiarize users with ICT tools and platforms, ensuring they are equipped with the necessary skills to maximize their utilization.
4. **Improving User Support Services:** Establish a dedicated support team or help desk to provide timely assistance and troubleshooting for staff and students encountering challenges with ICT tools.
Develop comprehensive user guides and manuals to facilitate self-service support and empower users to resolve common issues independently.

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