

AKSU Journal of Social Sciences (AKSUJOSS)
ISSN: 2504 – 933X
Vol.6,No.1 (June) 2025,pp.28-50
DOI: https://doi.org/10.61090/aksujoss.2025.013
URL: htpp://www.aksujournal.com/vol.6.1

Received: **April 27, 2025**
Accepted: May 26, 2025
Published online: **June 12, 2025**

Electronic Administration and Service Delivery in the University of Uyo, Nigeria

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Abstract
This study examined the effect of electronic administration on service delivery in the University of Uyo. However, the specific objectives were to examine the effect of the online admission channels on service satisfaction to determine the effect of the electronic payment systemon service satisfaction atthe University of Uyoand to evaluate the effect of the computer-based Test (CBT)on service satisfaction in the University among others. The study adopted a survey research design and utilized primary data collected from a sample of three hundred (300) students and staff members of the University. The data collected were analyzed using descriptive statistics and Pearson product-moment correlation analysis via the SPSS 25.0 statistical package. The study findings revealed that the Online admission channel has a significant positive relationship (r= 0.468{p=-0.000<0.05}) with service satisfaction atthe University of Uyo, electronic payment system has a significant positive relationship (r= 0.294{p=0.000<0.05}) with service satisfaction in University Online course registration has a significant positive relationship (r= 0.785{p=.023<0.05}) with service satisfaction in University. It also revealed that Computer-Based Tests and Online result check systems have a significant positive relationship with service satisfaction atthe University of Uyo. It was concluded that the implementation of e-administration in the University has led to improved service delivery, as measured by service satisfaction. The study recommended, amongst others, that the University should streamline its online admission channel to reduce processing time and improve the overall applicants' experience.

Keywords: Electronic administration, online channels, service delivery, service satisfaction,

Introduction

Electronic administration, also known as e-administration or e-government, is the use of information and communication technologies (ICTs) to improve and enhance government services, processes, and interactions with citizens, businesses, and other governmental bodies. It involves the digitalization of administrative procedures, making them more efficient, transparent,

and accessible to the public (Kingsley, 2022). Electronic administration is expected to streamline administrative processes, reducing paperwork, manual tasks, and processing times. This would lead to quicker decision-making, faster service delivery, and cost savings for both the government and citizens. By digitizing government services and data, electronic administration may promote transparency in decision-making processes and allow citizens to access information more easily. This would increase trust in government institutions and hold officials accountable for their actions. E-administration also makes government services more accessible to citizens regardless of their location or physical abilities (Mateusz, 2024). Moreover, online platforms and digital services enable people to interact with the government feedback input on policies and decision-making processes (Riany, 2021).

Broadly, e-governance may be applied by the legislature, executive and judiciary in day-to-day administration to improve efficiency and service delivery. Presently, citizens are becoming more conscious about their rights and how to get services delivered to their doorsteps, Both the state and central governments recognize the need to deliver services to the citizens through e-governance. Globally e-administration has changed service delivery through increased access to information and making more information decisions (Alabi *et al,* 2018).

The University of Uyo is not left out in the adoption and application of the e-administration pattern to improve administration processes and overall service delivery. As a result, various management work, internal routine servicing, computerizing and administrative jobs are easily carried out among the departments. According to Ayodele (2007), e-administration has been recognized as a precondition for developing e-services and e-democracy and is vital for the effective use and transfer of information, data and electronic records within the University. The incorporation of ICT in the administration of the institution over intra-office and inter-office activities ensures efficiency and improved services to citizens. Government performance is measured through service delivery and is, therefore, an essential function in the relationship between government and citizens. In the 21st century, the growing demand for accountability and efficient governance and provision of services has put pressure on the government and public sector to deliver not only quality but efficient and effective services (Ayo,2008).

Service delivery is the degree to which an employee accomplished the tasks that made the job. It is the degree of employee performance, output and productivity in the discharge of responsibilities within the available time, money and other resources, towards the achievement of the overall goals of the organization. In other words, the spate of service delivery is determined by the performance of employees in achieving organizational goals and satisfying the public (Adesanya, 2017).However, for this study, service delivery is the achievement of targets (performance/output/productivity) of the tasks assigned to organizations or employees within a particular period. It involves the execution of duties and responsibilities assigned by constituted authorities, which one has promised to do, to achieve the set goals of an organization (Backus, 2001). Therefore, the degree to which an organization or employees perform determines the spate of service delivery.

Statement of the Problem

In the digital age, electronic administration has become a crucial tool for improving efficiency, transparency and service delivery in higher education institutions. Universities worldwide are adopting electronic systems to streamline administrative processes, enhance communication and provide better services to students and staff. Therefore, electronic administration has gained prominence in Nigerian higher institutions because of the mandate by regulatory bodies like the National University Commission (NUC), and the National Board for Technical Education (NBTE) - that tertiary institutions should be assessed and ranked through the level of functionality of their websites; network structures, associated academic portals and overall ICT compliance. Despite efforts to digitalize administrative operations, the University of Uyo faces several challenges in the course of rendering services to academic/business consumers. There are concerns about the effectiveness and efficiency of service delivery regarding the online admission process for enrolling prospective candidates.

Inadequate personnel to oversee ICT programs, irregular circulation of internet services and high cost of connection, and inaccessibility of e-government sites by many students and citizens, especially those living in rural communities with low literacy and income and Poor electricity

supply. Most of the new entrants are novices in ICT education and sometimes get frustrated trying to process their admission online. Furthermore, poor internet connectivity, inadequate ICT infrastructure, lack of technical expertise among staff, resistance to change and cyber security threats hinder the seamless implementation of electronic administrative systems. Also, the conduct of examinations via a computer-based testing method which most tertiary institutions already adopted is not without challenges. Inadequacy of functional computers in the institutions, power outages, faulty monitors, integrity of examination managers and low literacy rates are some of the problems that undermine the effectiveness of electronic administration programs. Students have leveraged this and still engage in all forms of examination malpractices. There are cases where students go into the examination hall and write for themselves and their friends without being caught Backus, (2001).

Also of note are the problems associated with online payment of fees. Unnecessary delays caused by poor network services, excess charges via remittal generation and other bank charges sadly make e-payment more costly. There are also problems with delays in academic and non-academic services, difficulties in accessing students' records, inefficiencies in financial transactions in problems with online communication between students, staff and management. The above impediments have been observed by the researcher as challenges faced in the educational administration of the University of Uyo as it affects service delivery the researcher intends to examine the level of electronic administration in the management University of Uyo and how it affects service delivery of the institution.

Objectives of the Study

The main objective of the study is to examine the effect of e-administration on service delivery in the University of Uyo. The specific objectives are:

1. To assess the effect of online admission channels on service delivery in the University of Uyo, Nigeria.
2. To determine the effect of the electronic payment system on service delivery at the University of Uyo, Nigeria.
3. To ascertain the effect of online course registration on service delivery in the University of Uyo, Nigeria.
4. To evaluate the effect of Computer-Based Test (CBT)on service delivery in University of Uyo, Nigeria.
5. To analyze the effect of online result checks on service delivery in the University of Uyo, Nigeria.

Research Questions

In line with the research objectives above, the following questions were raised:

1. What are the effects of online admission channels on service delivery at the University of Uyo, Nigeria?
2. How does the electronic payment system affect service delivery in the University of Uyo, Nigeria?
3. To what extent does online course registration affect service delivery in the University of Uyo, Nigeria?
4. To what magnitude do computer-based tests affect service delivery in the University of Uyo, Nigeria?

5. To what extent does an online result check affect service delivery at the University of Uyo, Nigeria?

Research Hypotheses

1. There tends to be no significant relationship between online admission channels and service delivery at the University of Uyo, Nigeria.
2. No significant relationship seems to exist between the electronic payment system and service delivery at the University of Uyo, Nigeria.
3. Online course registration may have no significant relationship with service delivery in the University of Uyo, Nigeria.
4. There is no significant relationship between computer-based tests (CBT) and service delivery in the University of Uyo, Nigeria.
5. There is no significant relationship between online results checks and service delivery at the University of Uyo, Nigeria.

Conceptual Framework

Concept of Electronic Administration

Electronic administration also referred to as e-administration or e-government entails the application of Information and Communication Technologies (ICTs) in managing and delivering public services. This digital shift seeks to improve the efficiency, transparency, accountability, and accessibility of administrative operations through the streamlining of processes (Kingsley, 2022). A central component of e-administration is the digitisation of traditional administrative functions, replacing manual, paper-based procedures with electronic systems for storing, processing, and retrieving data (Duze, 2011). This transition reduces administrative costs, time, and errors associated with manual operations. E-administration supports the automation of routine tasks via specialised software, enhancing decision-making, interdepartmental communication, and procedural consistency (Ayodele, 2007). It also enables real-time monitoring and oversight of institutional processes (Duze, 2011).

Moreover, it fosters more responsive and accessible public service delivery by offering online platforms that promote user engagement and transparency (Kingsley, 2022). These systems allow users to interact with government services, access information, and receive feedback efficiently. According to Ayo (2008), electronic administration represents a shift towards more efficient, citizen-oriented governance. In institutions such as the University of Uyo, digital platforms have improved services including online admissions, tuition payments, course registration, computer-based assessments, and result checking.

Concept of Service Delivery

Service delivery refers to the extent to which individuals, units, or departments within an organisation effectively carry out their assigned responsibilities. It serves as a mechanism for assessing the input and output levels of employees or departments, particularly about achieving set tasks and organisational objectives. Mutiso (2017) defines service delivery as the degree to which employees fulfil their job responsibilities, highlighting it as a reflection of organisational performance, productivity, and efficiency within the constraints of time, budget, and resources.

Similarly, Adesanya (2017) asserts that service delivery is largely determined by employee performance in achieving institutional goals and satisfying stakeholders. For this study, service delivery is understood as the realisation of assigned outputs and responsibilities within a specific timeframe, in line with established mandates (Backus, 2001). The effectiveness and efficiency of service delivery—whether productive, economical or otherwise depend on how well an organisation or its staff perform their roles.

In the context of Nigerian universities, achieving core functions such as teaching, research, and community service demands the adoption and integration of e-government platforms. This requires capacity building for both staff and students in the use of ICT tools (Adesanya, 2017).Kingsley (2022) highlights the role of automation in streamlining administrative tasks such as the admission process. By replacing manual, paper-based systems with automated digital solutions—where students submit required information through digital files—the system can populate admission forms automatically, reducing human input, time, and physical queues. The process, which includes automatic email confirmations, enhances security, speed, and efficiency. Additionally, the implementation of online result-checking systems contributes to improved service delivery by reducing delays and eliminating the need for students to physically access their results (Backus, 2001).

Concept of Service Satisfaction

Service satisfaction is a critical construct underpinning the effective implementation and utilisation of electronic administration and service delivery at the University of Uyo (Adesanya, 2017). Within the context of the university's digital transformation, service satisfaction denotes the extent to which students, academic staff, and administrative personnel perceive the institution's digital platforms, systems, and processes as efficient, accessible, reliable, and responsive to their expectations. It incorporates several key dimensions, including system accessibility, usability, reliability, responsiveness, information accuracy, and the availability of user support.The study of service satisfaction with electronic administration at the University of Uyo is of considerable academic and practical importance, as it provides a nuanced understanding of how technology integration affects user experience and stakeholder engagement (Alabi et al., 2018). As Conole and Warburton (2005) argue, analysing user perceptions and experiences offers critical insights into the benefits, limitations, and potential of digital service provision.

Edidiong and Saheed (2018) examined the determinants of user satisfaction within the university's e-administration context, identifying factors such as ease of access, interface design, system performance, relevance of information, and the availability of effective support systems as key influences. Similarly, Kingsley (2022) posits that investigating service satisfaction supports evidence-based strategic planning, enabling the university to adapt its digital services in line with user feedback, behavioural trends, and emerging expectations (Duze, 2011).A comprehensive assessment of service satisfaction within the University of Uyo's e-administration infrastructure highlights the necessity of aligning technological advancements with user-centred design and best practice standards. According to Conole and Warburton (2005), a focus on user satisfaction enhances institutional efficiency, fosters transparency and accountability, and contributes to a service-oriented organisational culture. Research in this domain acts as a catalyst for institutional transformation, advancing a more responsive, adaptive, and innovation-driven digital environment. As Ayo (2008) suggests, prioritising service

satisfaction as a core performance indicator enables ongoing improvement and sustainable development in the delivery of electronic services.

Theoretical Framework

The study is anchored on three interrelated theories, namely, the Technology Diffusion Theory propounded by Everett Rogers in 1931, Service Quality Model (SERVQUAL) by Parasumaran *et al*., (1988), and Technology Acceptance Model (TAM) by Davis F. B., (1989).

Technology Diffusion Theory

The theory posits that it is easier to implement innovations that show an improved advantage over that which is to be replaced, making it easier to adopt. The theory provides a vital view on one of the most challenging topics within the innovation field, namely, technology assessment, improvement, adoption, and implementation thus has become a common reference theory for empirical studies of technological strategies as its strength lies in its utility and theory anchored on Technology Diffusion Theory as the university of Uyo adopts the use of Electronic Administration in the performance of administrative duties (Ayo, 2008).Technology diffusion theory seeks to understand how, why, and at what rate new ideas and technology spread through a specific population or social system. It's a framework that helps explain the process of adoption for innovations, from their introduction to widespread use. The theory highlights Innovation-A new idea, product, or process that is perceived as new by an individual or group, Diffusion-The process by which an innovation is communicated through certain channels over time among the members of a social system, Adoption-The process by which an individual decides to accept or reject an innovation.

Significantly, the University of Uyo, like many other institutions, is undergoing a digital transformation. Technology diffusion theory and provide a framework for understanding how technological innovations are being adopted within the university to enhance service delivery.In essence, technology diffusion theory assumes that the adoption of new technologies is a social process influenced by the characteristics of the innovation, the characteristics of the adopters, and the social context in which the diffusion occurs.The relevance of the technology diffusion theory provides a framework for understanding how innovations spread through society, making it a valuable tool for anyone seeking to introduce or promote new ideas, products, or practices.

Service Quality Model (SERVQUAL)

The Service Quality Model (SERVQUAL), developed by Parasuraman, Zeithaml, and Berry in 1988, is a prominent framework for evaluating and enhancing service quality across sectors, including electronic administration within higher education institutions such as the University of Uyo. SERVQUAL assesses service quality based on five key dimensions: reliability, responsiveness, assurance, empathy, and tangibles.In the context of the University of Uyo's digital administration, reliability refers to the consistency and accuracy of electronic platforms in service delivery encompassing system availability, data integrity, and transaction efficiency (Adesanya, 2017). Responsiveness highlights the institution's ability to provide timely support and address user concerns efficiently, thereby improving satisfaction (Kingsley, 2022). Assurance relates to users' trust in the professionalism, security, and credibility of digital services, which can be reinforced through secure systems and transparent communication (Kingsley, 2022). Empathy involves recognising and accommodating users' diverse needs

through personalised, user-centred digital solutions. Tangibles refer to the visual and functional aspects of digital systems, such as user interface design, accessibility, and the quality of instructional content (Backus, 2001).

The SERVQUAL model offers a structured approach for the University of Uyo to assess stakeholder perceptions, identify gaps in service delivery, and enhance the overall quality of electronic administration. By applying these dimensions, the institution can foster improved user satisfaction, trust, and operational effectiveness (Kingsley, 2022). Overall, service quality theory underscores the necessity of aligning services with user expectations to enhance satisfaction and loyalty.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Fred Davis in the late 1980s, serves as a foundational framework for examining user acceptance of information technology across organisational settings, including higher education institutions such as the University of Uyo. The model asserts that two primary factors perceived usefulness and perceived ease of useinfluence an individual's intention to adopt and utilise a technology (Gupta, 2016). Perceived usefulness relates to the belief that technology will improve performance, while perceived ease of use concerns the effort required to engage with the system effectively. In the context of electronic administration at the University of Uyo, TAM provides valuable insights into stakeholders' attitudes toward digital platforms such as online registration, academic portals, and administrative tools (Abubakar & Adebayo, 2014). User involvement in system design, along with adequate training and support, can improve usability and satisfaction, thereby increasing the likelihood of successful adoption. System reliability, accessibility, and security are also vital in shaping user perceptions and trust (Alabi et al., 2018).

Furthermore, TAM acknowledges the influence of social factors such as peer endorsement and institutional culture on technology acceptance. Promoting digital literacy and a supportive environment can foster greater engagement with e-administration tools (Ayo, 2008). Ultimately, TAM offers a comprehensive framework to guide the University of Uyo in enhancing service delivery through user-centred technology adoption (Backus, 2001).

Empirical Studies

Samuel et al. (2015) examine the increasing adoption of Information and Communication Technology (ICT) in Nigeria. Adopting a descriptive and analytical methodology and utilising secondary data, the study emphasises that the public service is a fundamental institution in shaping national development and stability, as it is central to implementing government policies and delivering essential services. In Nigeria, successive governments have undertaken various reforms to enhance public sector efficiency. However, these efforts have yielded limited success, with the public service still characterised by inefficiency. The paper advocates for a shift from traditional administrative methods to electronic governance to improve service delivery. ICT-driven administration is posited to foster transparency, accountability, and efficiency elements currently lacking in Nigeria's public sector.

Anietie and John (2023) provide empirical evidence of the transformative role of ICT in public administration, highlighting its positive impact on governance processes and societal development. Despite its potential, ICT implementation in Nigeria faces considerable obstacles, hindering sustainable development. This article, based on secondary data, explores the role of

electronic governance in Nigeria's socio -economic development and identifies barriers to its effective implementation. The authors argue that successful e-governance requires adequate institutional capacity, both in human and material resources. They conclude that enhanced electricity supply and human capital development are critical for achieving the desired impact.

Kingsley et al. (2022) investigate the influence of electronic administration on service delivery, guided by the Technology Diffusion Theory. Their findings show partial integration of e-administration across various management functions, leading to some improvements in service delivery. However, technological underdevelopment manifested in poor internet infrastructure, frequent power outages, inadequate maintenance, low digital literacy, and integrity concerns — continue to impede full adoption. The study calls for increased governmental support, through funding and logistics, to enable tertiary institutions to comprehensively implement electronic administration.

Ayo (2008) defines e-government as the use of digital technologies such as internet platforms, mobile computing, and web-based networks by governmental agencies to transform interactions with citizens, businesses, and other governmental units. These tools are employed to enhance service delivery, facilitate access to information, and improve government operations. Benefits include reduced corruption, increased transparency, greater productivity, convenience, cost savings, and revenue generation.Abdurayaq (2018) reinforces this perspective, noting that e-administration structures the relationship between the state and its citizens by aligning service delivery with public needs. Given its expansive and transformational nature, Roy advocates for the conceptualisation of e-administration as a holistic system comparable to e-commerce within the broader e-society framework.

Zahid et al. (2013), in studies conducted in Delhi and the UK, argue that the quality of e-government determines the effectiveness of service delivery, which is influenced by citizens' and employees' access to ICT tools and the Internet. The implication for institutions like the Federal University Ndufu-Alike Ikwo is the need for consistent, accessible, and affordable internet infrastructure to improve institutional performance and public service outcomes.Osakede et al. (2017) examine the use of e-administration at Adekunle Ajasin University, utilising a case study approach. Data analysis revealed that e-administration enhanced efficiency, accuracy, and cost-effectiveness in service delivery despite challenges such as limited funding, unreliable electricity, and internet issues. The study recommends the full automation of administrative processes to align with global standards.

Muhammed and Usman (2023) describe e-administration as an ICT-driven reform aimed at enhancing workplace productivity through digital transformation and paperless operations. The study focused on universities, reveals that ICT use significantly supports students' academic and personal activities. Using the Technology Acceptance Model (TAM), the study concludes that perceived usefulness and ease of use shape technology adoption. However, challenges such as poor internet connectivity, unreliable electricity, and limited user skills hinder optimal utilisation. It recommends the formulation of institutional and governmental policies to address these barriers to fully leverage ICT in higher education.

Ajuwon (2003) assessed information and Communication Technology uptake by learners of University College Hospital Ibadan. His study found that ICT usage was inadequate. The reasons were as a result of poor awareness, insufficient training on ICTs, inadequate computer access, and the abnormal cost involved in the delivery of the Internet. Dadzie's (2005) research examinedthe usage of and access to electronic materials at Ashesi University College. Dadzie's

work revealed that the general usage of computers and the internet for access to data was high due to the institution's latest Information Technology infrastructure. However, the utilisation of scholarly platforms was discovered to be depleted. This was characterized by inadequate awareness of the presence of library materials.

Nnamani et al. (2023) examined the influence of electronic governance on service delivery within Nigeria's public bureaucracy, using communication theory as the theoretical lens. The study found that e-governance improves administrative effectiveness, redefines governmental vision, promotes accountability, and curbs corruption. It concludes that communication and digital governance are pivotal in enhancing public service delivery. Mateusz (2024) analysed how service management affects customer satisfaction across sectors such as healthcare, education, banking, and retail. The study, using questionnaire data and statistical analysis, demonstrated a strong link between effective service management and customer satisfaction. It proposed a model to improve service outcomes and foster customer loyalty, noting that many organisations still fail to optimise internal service management processes despite its critical role in organisational success in a competitive service-driven economy.

Wainwright (2005) reviewed emerging trends in academic information and learning services within universities, particularly in light of technological advances and evolving pedagogical practices. Drawing on literature and professional experience, the study advocated for a holistic strategic review of university information support services. It argued that library planners must consider spatial design, digital resources, and research needs in creating effective academic support systems. Essien et al. (2022) assessed the impact of ICT on library services at the University of Ghana and Jiangsu University. Employing quantitative methods and structural equation modelling, the study revealed that digital, reference, and circulation services were significantly enhanced by ICT use, though social media remained underutilised. Challenges such as lack of trained staff and unreliable internet were highlighted. The authors recommended leveraging social media to improve library visibility and services.

Chukwuemeka et al. (2017) studied the effect of e-government on service delivery at the Federal University Ndufu-Alike Ikwo, Nigeria. Using a descriptive design and chi-square analysis, the findings showed that ICT integration significantly improved worker performance by reducing inefficiencies and errors. The study urged the institution to enhance its ICT infrastructure and address digital inequality to sustain organisational effectiveness.

Methods and Materials

The study adopted survey research and descriptive design. This is because it will be suitable for gathering data from the target population and scope. The study population for the research was 17,600 selected from a sampled category of respondents that consists of the staff and students at the University of Uyo. The sample size for this study was determined through the use of Taro Yamani as a sampling technique. The study adopted a random sampling procedure in administering the questionnaire to the respondents which comprised both the students in the different campuses of the institutions and the staff. Data for the study was drawn from both primary and secondary sources. For primary sources, data was obtained from interviews/through, a structured questionnaire. Secondary sources like textbooks, journals, articles, magazines, national dailies, libraries, financial reports and publications were used. Secondary data was also gathered through in-depth, published materials from the internet, in which many works of other scholars were viewed and referenced, data was also gathered from libraries magazines, the internet and newspapers. Data collected was analyzed and interpreted using Pearson Product

Moments Correlation Statistical Tools in line with simple percentage order to arrive at a scientific acceptance.

Data Presentation and Analysis

The questionnaires for the study were administered to the respondents identified and the summary is shown in Table 1 below:

Table 1: Summary of the questionnaire administered

	Number of questionnaires	Percentage (%)
Administered	300	100.00
Completed and returned	294	98.00
Not completed and returned	4	1.33
Rejected	2	0.67
Total	**300**	**100.00**

Source: Field survey (2025)

Table 1 above shows that a total of 300 questionnaires were administered to students and staff members at the University of Uyo. Out of the administered questionnaires, 294(98%) were correctly completed and returned, 4(1.33%) were not completed and returned and 2(0.67%) were not correctly completed, hence, were rejected.

Respondents' demographics were the focus of data collection in the first section of the research questionnaire administered.

Table 2: Percentage analysis of respondents' responses on the Online admission channel

Online admission channel	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
The online admission portal is easy to navigate and understand.	294 (100%)	186 (63.3%)	56 (19.0%)	25 (8.5%)	20 (6.8%)	7 (2.4%)
The online admission process has reduced the time spent on admission procedures.	294 (100%)	170 (57.8%)	66 (22.4%)	16 (5.4%)	23 (7.8%)	19 (6.5%)
The online admission channel provides timely and accurate updates on admission status.	294 (100%)	157 (53.4%)	90 (30.6%)	29 (9.9%)	12 (4.1%)	6 (2.0%)
I am satisfied with the clarity of admission requirements and procedures online.	294 (100%)	150 (51.0%)	90 (30.6%)	33 (11.2%)	15 (5.1%)	6 (2.0%)
Valid N (listwise)						

Source: Field survey (2025)

Table 2 above reveals that; 186(63.3%) of the respondents strongly agreed that the online admission portal is easy to navigate and understand, 56(19.0%) agreed, 25(8.5%) were neutral, 20(6.8%) disagreed, 7(2.4%) of them strongly disagreed. However, 170(57.8%) of these respondents strongly agreed that the online admission process has reduced the time spent on admission procedures, 66(22.4%) agreed, 16(5.4%) were neutral, 23(7.8%) disagreed while 19(6.5%) of them strongly disagreed.

Similarly, 157(53.4%) strongly agreed that the online admission channel provides timely and accurate updates on admission status, 90(30.6%) agreed, 29(9.9%) were neutral, 12(4.1%) disagreed while 6(2.0%) of them strongly disagreed. Also, 150(51.0%) of them strongly agreed that they are satisfied with the clarity of admission requirements and procedures online, 90(30.6%) agreed, 33(11.2%) were neutral, 15(5.1%) disagreed while 6(2.0%) of them strongly disagreed.

Table 3: Percentage analysis of respondents' responses on Online payment channel

Electronic payment system	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
I find the electronic payment system is secure and reliable for transactions	294 (100%)	169 (57.5%)	73 (24.8%)	38 (12.9%)	11 (3.7%)	3 (1.0%)
The electronic payment system has improved my overall experience with fee payments at the University of Uyo.	294 (100%)	199 (67.7%)	53 (18.0%)	23 (7.8%)	11 (3.7%)	8 (2.7%)
The electronic payment system provides timely and accurate payment confirmations.	294 (100%)	145 (49.3%)	94 (32.0%)	19 (6.5%)	23 (7.8%)	13 (4.4%)
The electronic payment system for tuition fees and other charges is convenient.	294 (100%)	180 (61.2%)	59 (20.1%)	30 (10.2%)	9 (3.1%)	16 (5.4%)
Valid N (listwise)						

Source: Field survey (2025)

Table 3 above reveals that 169(57.5%) strongly agreed that the electronic payment system is secure and reliable for transactions, 73(24.8%) agreed, 38(12.9%) were neutral, 11 (3.7%) disagreed and 3(1.0%) strongly disagreed. Similarly, 199(67.7%) of them strongly agreed that the electronic payment system has improved their overall experience with fee payments at the University of Uyo, 53(18.0%) agreed, 23(7.8%) were neutral, 11(3.7%) disagreed while 8(2.7%) of them strongly disagreed. Invariably, 145(49.3%) of them strongly agreed that the electronic payment system provides timely and accurate payment confirmations,94(32.0%) agreed, 19(6.5%) were neutral, 23(7.8%) disagreed and 13(4.4%) strongly disagreed. Also, 180(61.2%) of them strongly agreed that the electronic payment system for tuition fees and other charges is convenient, 59(20.1%) agreed, 30(10.2%) were neutral, 9(3.1%) disagreed and 16(5.4%) strongly disagreed.

Table 4: Percentage analysis of respondents' Responses to Online course Registration

Online course Registration	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
The online course registration system at the University of Uyo is user-friendly.	294 (100%)	147 (50.0%)	66 (22.4%)	42 (14.3%)	25 (8.5%)	14 (4.8%)
The online course registration process reduces the time spent on registration.	294 (100%)	171 (58.2%)	49 (16.7%)	38 (12.9%)	22 (7.5%)	14 (4.8%)
I am satisfied with the technical support provided during online course registration	294 (100%)	171 (58.2%)	70 (23.8%)	26 (8.8%)	13 (4.4%)	14 (4.8%)
The online course registration system is reliable and free from errors.	294 (100%)	146 (49.7%)	87 (29.6%)	27 (9.2%)	13 (4.4%)	21 (7.1%)
Valid N (listwise)						

Source: Field survey (2025)

Table 4 above reveals that 147(50.0%) of the respondents strongly agreed that the online course registration system at the University of Uyo is user-friendly, 66(22.4%) agreed, 42(14.3%) were neutral, 25(8.5%) disagreed while 14(4.8%) of them strongly disagreed. In the same vein, 171(58.2%) strongly agreed that the online course registration process reduces the time spent on registration, 49(16.7%) agreed, 38(12.9%) were neutral, 22(7.5%) of them disagreed while 14(4.8%) strongly disagreed. In the same vein, 171(58.2%) strongly agreed that they are satisfied with the technical support provided during online course registration, 70(23.8%) agreed, 26(8.8%) were neutral, 13(4.4%) disagreed while 14(4.8%) strongly disagreed. Also, 146(49.7%) of the respondents strongly agreed that the online course registration system is reliable and free from errors, 87 (29.6%) agreed, 27(9.2%) were neutral, 13(4.4%) disagreed while 21(7.1%) of them strongly disagreed.

Table 5: Percentage analysis of respondents' responses to Computer-based Test

Computer-based Test (CBT)	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
The CBT system has improved the efficiency of examination processes.	294 (100%)	138 (46.9%)	86 (29.3%)	34 (11.6%)	11 (3.7%)	25 (8.5%)
The CBT results are accurate and promptly available.	294 (100%)	181 (61.6%)	62 (21.1%)	27 (9.2%)	10 (3.4%)	14 (4.8%)
The CBT system has reduced examination malpractices.	294 (100%)	147 (50.0%)	85 (28.9%)	38 (12.9%)	10 (3.4%)	14 (4.8%)
I am satisfied with the technical support provided during CBT examinations.	294 (100%)	149 (50.7%)	88 (29.9%)	35 (11.9%)	8 (2.7%)	14 (4.8%)
Valid N (listwise)						

Source: Field survey (2025)

Table 5 above indicates that 138(46.9%) of the respondents strongly agreed that the CBT system has improved the efficiency of examination processes, 86(29.3%) agreed, 34(11.6%) were neutral, 11(3.7%) disagreed while 25(8.5%) of them strongly disagreed. However, 181(61.6%) strongly agreed that the CBT results are accurate and promptly available, 62(21.1%) agreed, 27(9.2%) were neutral, 10(3.4%) disagreed and 14(4.8%) strongly disagreed.Furthermore, 147(50.0%) strongly agreed that the CBT system has reduced examination malpractices, 85(28.9%) agreed, 38(12.9%) were neutral, 10(3.4%) disagreed and 14(4.8%) strongly disagreed. In addition, 149 (50.7%) strongly agreed that they are satisfied with the technical support provided during CBT examinations, 88(29.9%) agreed, 35(11.9%) were neutral, 8(2.7%) disagreed while 14(4.8%) of them strongly disagreed.

Table 6: Percentage analysis of respondents' responses on Service Satisfaction

Service Satisfaction	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
The online admission process at the University of Uyo is efficient and convenient, reducing the time and effort required for admission-related tasks.	294 (100%)	157 (53.4%)	72 (24.5%)	32 (10.9%)	14 (4.8%)	19 (6.5%)
The electronic payment system at the University of Uyo provides a secure and reliable means of making online payments	294 (100%)	145 (49.3%)	66 (22.4%)	41 (13.9%)	21 (7.1%)	21 (7.1%)
The online course registration process at the University of Uyo is user-friendly and efficient, allowing for easy course registration and schedule management.	294 (100%)	146 (49.7%)	72 (24.5%)	34 (11.6%)	16 (5.4%)	26 (8.8%)
The computer-based test system at the University of Uyo provides immediate feedback on test performance, facilitating quick identification of areas for improvement.	294 (100%)	159 (54.1%)	67 (22.8%)	29 (9.9%)	12 (4.1%)	27 (9.2%)
Valid N (listwise)						

Source: Field survey (2025)

Table 6 above shows that 157(53.4%) strongly agreed that the online admission process at the University of Uyo is efficient and convenient, reducing the time and effort required for admission-related tasks, 72(24.5%) agreed, 32(10.9%) were neutral, 14(4.8%) disagreed while 19(6.5%) strongly disagreed. Invariably, 145(49.3%) of them strongly agreed that the electronic payment system at the University of Uyo provides a secure and reliable means of making online

payments, 66(22.4%) agreed, 41(13.9%) were neutral, 21(7.1%) disagreed while 21(7.1%) of them strongly disagreed. In the same vein, 146(49.7%) of them strongly agreed that the online course registration process at the University of Uyo is user-friendly and efficient, allowing for easy course registration and schedule management, 72(24.5%) agreed, 34(11.6%) were neutral, 16(5.4%) disagreed while 26(8.8%) strongly agreed. In addition, 159(54.1%) strongly agreed that the computer-based test system at the University of Uyo provides immediate feedback on test performance, facilitating quick identification of areas for improvement, 67(22.8%) agreed, 29(9.9%) were neutral, 12(4.1%) disagreed while 27(9.2%) of them strongly agreed.

Table 7: Percentage analysis of respondents' responses on Service Satisfaction

Online results check system	Total	Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
The online result check system at the University of Uyo is efficient and provides results promptly.	294 (100%)	157 (53.4%)	90 (30.6%)	29 (9.9%)	12 (4.1%)	6 (2.0%)
The online result check system at the University of Uyo provides accurate and reliable results.	294 (100%)	199 (67.7%)	53 (18.0%)	23 (7.8%)	11 (3.7%)	8 (2.7%)
Online result checking is a convenient way to access examination results.	294 (100%)	181 (61.6%)	62 (21.1%)	27 (9.2%)	10 (3.4%)	14 (4.8%)
The online result check system at the University of Uyo has improved the overall experience of checking examination results.	294 (100%)	145 (49.3%)	66 (22.4%)	41 (13.9%)	21 (7.1%)	21 (7.1%)
Valid N (listwise)						

Source: Field survey (2025)

Table 7 indicates that 157(53.4%) of the respondents strongly agreed that the online result check system at the University of Uyo is efficient and provides results promptly, 90(30.6%) agreed, 29(9.9%) were neutral, 12(4.1%) disagreed while 6(2.0%) of them strongly disagreed. Similarly, 199(67.7%) of them strongly agreed that the online result check system at the University of Uyo provides accurate and reliable results, 53(18.0%) agreed, 23(7.8%) were neutral, 11(3.7%) disagreed while 8(2.7%) of them strongly disagreed. Furthermore, 181(61.6%) strongly agreed that Online result checking is a convenient way to access examination results, 62(21.1%) agreed, 27(9.2%) were neutral, 10(3.4%) disagreed and 14(4.8%) strongly disagreed. Invariably, 145(49.3%) of them strongly agreed that The online result check system at the University of Uyo has improved the overall experience of checking examination results., 66(22.4%) agreed, 41(13.9%) were neutral, 21(7.1%) disagreed while 21(7.1%) of them strongly disagreed.

Descriptive statistics of variables

The descriptive statistics analysis was conducted on each of the dependent and independent variables in the study. The descriptive statistics result is presented in Table 4.13 below:

Table 8: Descriptive Statistics of Variables

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SERVICE SATISFACTION	294	4.3257	.84962	-1.661	.142	3.346	.283
ONLINE_ADMISSION_CHANNEL	294	4.2587	.71843	-1.018	.142	.651	.283
ELECTRONIC_PAYMENT_SYSTEM	294	4.3019	.67284	-1.004	.142	.447	.283
ONLINE_COURSE_REGISTRATION	294	4.1420	1.06909	-1.445	.142	1.477	.283
COMPUTER_BASED_TEST	294	4.2177	1.26071	2.646	.142	1.194	.283
ONLINE_RESULTS_CHECK_SYSTEM	294	4.7609	.63584	-1.254	.142	.117	.283
Valid N (listwise)	294						

Source: Researcher's computation (2025) using SPSS 25.0

Table 8 shows that for the independent variables- online admission channel, electronic payment system, online course registration and computer-based test, and Online results check system, the mean values obtained for all the responses were 4.2587, 4.3019, 4.1420, 4.2177 and 4.7609 respectively. This shows the average scores of all the responses regarding these variables. Furthermore, variability of the distribution, these variables were obtained from the standard deviation values of 0.71843, 0.67284, 1.06909, 1.26071 and 0.63584 respectively. This indicates high variability in the scores of the responses regarding these variables. Furthermore, the distribution for these variables- online admission channel, electronic payment system, online course registration and online results check system were shown to be negatively skewed to the left with a skewness value of -1.018, -1.004, -1.445 and -1.254 respectively while computer-based test (CBT) showed a positive skewness with the value of 2.646. The kurtosis values were also obtained for these variables as 0.651, 0.447, 1.447, 1.194 and .0.117. This shows that these variables were platykurtic.

For service satisfaction, the dependent variable, the mean value obtained for all the responses was 4.3257. This shows the average score of all the responses regarding this variable. Furthermore, variability of the distribution for the variable- service satisfaction was obtained from the standard deviation value of 0.84962. This indicates a high level of variability in the scores of the responses for this variable. Also, service satisfaction was shown to be negatively skewed with a skewness value of -1.661 and the kurtosis value was also obtained as 3.346 indicating a platykurtic distribution.

Test of hypotheses

This analysis was conducted to test the effect of the independent variable on the dependent variable. In line with this, each hypothesis was tested based on Pearson product-moment correlation results as presented in tables 4.15, 4.16, 4.17, 4.18 and 4.19 respectively. The T-

statistics and p-values were employed in the test of hypotheses as stated in the previous section at a 5% significance level.

Hypothesis one: There is no significant relationship between online admission channels and service satisfaction at the University of Uyo.

The results that relate to the above hypothesis are presented in Table 9 below.

Table 9: Correlations between online admission channel and service satisfaction

		SERVICE_ SATISFACTION	ONLINE_ADMISSION_ CHANNEL
SERVICE_SATISFACTION	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.000
	N	294	294
ONLINE_ADMISSION_ CHANNEL	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation (2025) using SPSS 25.0

Based on the decision rule of the study, the null hypothesis of this study is rejected and the alternate accepted because the p-value of 0.000 shown in Table 9 is less than 0.05 ($p<0.05$). In addition, the correlation coefficient (r) of 0.468 indicates a positive relationship between the variables. Therefore, there is a significant relationship between online admission channels and service satisfaction at the University of Uyo.

Hypothesis two: No significant relationship exists between the electronic payment system and service satisfaction at the University of Uyo.

The results that relate to the above hypothesis are presented in Table 4.16 below.

Table 10 Correlations between the electronic payment system and service satisfaction

		SERVICE_ SATISFACTION	ELECTRONIC_ PAYMENT_SYSTEM
SERVICE_SATISFACTION	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	294	294
ELECTRONIC_PAYMENT_SYSTEM	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation (2025) using SPSS 25.0

Based on the decision rule of the study, the null hypothesis two of this study is rejected and the alternate accepted because the p-value of 0.000 shown in Table 10 is less than 0.05 ($p<0.05$). In addition, the correlation coefficient (r) of 0.680 indicates a positive relationship between the variables. Therefore, there is a significant relationship between the electronic payment system and service satisfaction at the University of Uyo.

Hypothesis three: Online course registration has no significant relationship with service satisfaction at the University of Uyo.

The results that relate to the above hypothesis are presented in Table 11 below.

Table 11: Correlations between online course registration and service satisfaction

		SERVICE_ SATISFACTION	ONLINE_COURSE_ REGISTRATION
SERVICE_ SATISFACTION	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	294	294
ONLINE_COURSE_ REGISTRATION	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation (2025) using SPSS 25.0

Based on the decision rule of the study, the null hypothesis three of this study is rejected and the alternate accepted because the p-value of 0.000 shown in Table 11 is less than 0.05 ($p<0.05$). In addition, the correlation coefficient (r) of 0.785 indicates a positive relationship between the variables. Therefore, there is a significant relationship between online course registration and service satisfaction at the University of Uyo.

Hypothesis four: There is no significant relationship between computer-based tests (CBT) and service satisfaction at the University of Uyo.

The results that relate to the above hypothesis are presented in Table 12 below.

Table 12: Correlations between computer-based test (CBT) and service satisfaction

		SERVICE_ SATISFACTION	COMPUTER_BASED _TEST
SERVICE_ SATISFACTION	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	294	294
COMPUTER_BASED_ TEST	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation (2025) using SPSS 25.0

Based on the decision rule of the study, the null hypothesis four of this study is rejected and the alternate accepted because the p-value of 0.000 shown in Table 12 is less than 0.05 ($p<0.05$). In addition, the correlation coefficient (r) of 0.625 indicates a positive relationship between the variables. Therefore, there is a significant relationship between computer-based tests (CBT) and service satisfaction at the University of Uyo.

Hypothesis five: There is no significant relationship between the online result check system and service satisfaction at the University of Uyo.

The results that relate to the above hypothesis are presented in Table 13 below.

Table 13: Correlations between online result check system and service satisfaction

		SERVICE_ SATISFACTION	ONLINE_RESULTS_ CHECK_SYSTEM
SERVICE_SATISFACTION	Pearson Correlation	1	.115**
	Sig. (2-tailed)		.000
	N	294	294
ONLINE_RESULTS_ CHECK_SYSTEM	Pearson Correlation	.115**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation (2025) using SPSS 25.0

Based on the decision rule of the study, the null hypothesis four of this study is rejected and the alternate accepted because the p-value of 0.000 shown in Table 13 is less than 0.05 ($p<0.05$). In addition, the correlation coefficient (r) of 0.115 indicates a positive relationship between the variables. Therefore, there is a significant relationship between the online result check system and service satisfaction at the University of Uyo.

Discussion of Findings

The findings indicate a significant positive association between electronic administrative services and service satisfaction at the University of Uyo. The adoption of the online admission channel has notably enhanced satisfaction levels among students and staff, with a correlation coefficient of 0.468 suggesting a moderately strong relationship. This improvement is attributed to the convenience, efficiency, and autonomy offered by the digital process, which reduces administrative burdens and opportunities for corruption linked to previous manual systems (Osakede et al., 2017; Zahid et al., 2013). Similarly, the electronic payment system demonstrates a positive correlation ($r = 0.294$) with service satisfaction, owing to its secure, efficient, and user-friendly nature. Challenges, however, remain in the form of unreliable internet connectivity, highlighting the need for improved digital infrastructure (Ayo, 2008; Harris, 2013).

The online course registration system shows a strong correlation with service satisfaction ($r = 0.785$), underscoring its role in enhancing user autonomy and flexibility. Yet, frequent power outages and infrastructural limitations pose ongoing obstacles. Solutions such as backup power systems and digital literacy training are recommended. Computer-based testing (CBT) also correlates positively with satisfaction ($r = 0.625$), as it facilitates efficient and timely assessments with immediate feedback. Nevertheless, a lack of sufficient computer labs and technical support constrains its scalability (Osakede et al., 2017; Anietie & John, 2023). The online result check system, though with a lower correlation ($r = 0.115$), still contributes positively to service satisfaction by simplifying access to academic outcomes and reducing administrative workload. Delays in result uploads and portal maintenance issues must be addressed to maximise its effectiveness. Collectively, these findings support the view that well-implemented e-administration tools significantly enhance service delivery in higher education institutions, although sustained investment in infrastructure and user support is critical for long-term success.

Conclusion

The study has provided empirical evidence on the effect of e-administration on service delivery in the University of Uyo, with a specific focus on service satisfaction. The findings of this study have consistently shown that the various components of e-administration, namely online

admission channel, electronic payment system, online course registration, and computer-based test as well as Online result check system, all have significant positive relationships with service satisfaction. These findings suggest that the implementation of e-administration at the University of Uyo has led to improved service delivery, as measured by service satisfaction. The positive relationships between e-administration and service satisfaction imply that as the university continues to leverage technology to improve its administrative processes, it is likely to see corresponding improvements in service delivery and student satisfaction.

The implications of this study are significant, particularly for higher education institutions in Nigeria and beyond. The findings of this study suggest that e-administration can be a powerful tool for improving service delivery and student satisfaction in higher education. As such, universities and other higher education institutions should prioritize the development and implementation of e-administration systems, with a focus on improving service delivery and student satisfaction. Furthermore, policymakers and educators should recognize the potential of e-administration to transform the higher education sector and provide support for its development and implementation.

Recommendations

From the findings, the study makes the following recommendations:

1. The management of The University of Uyo, Nigeria should provide access to higher education through electronic administration, the Institution can offer opportunities for numerous students from Akwa Ibom State, Nigeria and beyond to pursue tertiary education enhancing their knowledge, skills, and prospects.
2. The electronic payment system should be improved through investment in robust and reliable internet infrastructure across the campus, potentially through partnerships with telecommunication providers, is fundamental.
3. Positive contribution is by installing backup power solutions; and implementing reliable backup power systems (generators, UPS) for servers and network equipment to ensure continuous operation during power outages.
4. Ensuring adequate computer hardware, reliable internet access, and sufficient technical support for both students and staff is crucial. Digital literacy should be encouraged for both students and staff for the effective use of CBT systems.
5. Students can anywhere, anytime check their results from the comfort of their homes, hostels, or any location with internet access eliminating the need to travel to the University notice boards. Online result checking reduces the workload on administrative staff associated with printing distributing, and managing physical result sheets.

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