PERCEIVED INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON THE ADMINISTRATIVE PROCESSES OF UNIVERSITIES IN EDO STATE

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ABSTRACT

This study was carried out to investigates the perceived influence of Information and Communication Technology (ICT) on the administrative processes of universities in Edo State. The study specifically aim to access the perception of the influence of ICT on the administrative processes of universities, determine the perception of the influence of ICT on the administrative processes based on school ownership and to investigate the perceived challenges faced by universities in Edo State in integrating ICT into their administrative processes. The analysis employed descriptive statistics to address research questions and inferential statistics to test hypotheses at a 0.05 significance level. A total population of one thousand, six hundred and forty (1,640) academic and non-academic staff in 2 universities namely; University of Benin (UNIBEN), and Benson Idahosa University (BIU) in Edo state was used with a sample size of one hundred

and sixty-four (164) academic and nonacademic staff members representing 10% of the entire population of the study was consulted as the research respondents. A selfstructured research questionnaire which was validated by experts was used for the data collection. The Cronbach alpha statistical method was used to determine the reliability of the research instrument, which yielded an alpha coefficient value of 0.74. The findings indicate a high perceived level of ICT integration in administrative processes, particularly in facilitating decision-making, improving accuracy in data handling, and enhancing student registration processes. However, specific challenges such as inadequate ICT infrastructure, inconsistent funding, and limited training opportunities for staff were highlighted as significant barriers. While perceptions of ICT effectiveness varied slightly based on institutional ownership these differences were not statistically significant. The study concludes that ICT plays a pivotal role in Improving administrative efficiency in universities but requires strategic investment, comprehensive staff training, and supportive policies for sustainable integration. Therefore, it was recommended that prioritizing infrastructure development, implementing regular training programs, and fostering a positive disposition towards ICT among administrative personnel.

Key words: Perceived influence, ICT, Administrative process, Universities,

Introduction

Administration, according to Agu, Onyishi, and Okwo (2012), is perceived as the set of activities done in order to plan, organise and successfully run a business, school or other institution, a process or act of organizing the way that something is done. These activities are essential for the smooth running of teaching and learning in educational institutions. The integration of ICT in administrators work could support their activities since, as Agu, Onyishi, and Okwo (2012) noted, ICT includes facilities, tools or resources that could be used to process, store, preserve, access, retrieve and disseminate information with ease. It seems that "ICT in administration of educational institutions plays a major role in the efficient utilization of existing resources and simplifies the administration tasks (e.g. in student administration, staff administration and general administration) by reducing the paper work and replacing the manual maintenance

of record keeping to electronic maintenance of records which helps in easy retrieval of any information of students, staff and general within a fraction of seconds could access the required information. Similarly, it could be noted that the role of ICT in institutional administration is to organise information, compute and process paper work, enhance communication and planning, could improve monitoring and manage teaching and learning activities. Administrators' activities in the present information age and the increase in human and physical resources could become more effective and efficient with the use of ICT.

The advent of Information and Communication Technology (ICT) seemed to have revolutionized the landscape of administrative processes across various sectors, including higher education. In Edo State, universities seem to have been at the forefront of integrating ICT to enhance their administrative functions. This influence could have the potential to significantly

improve efficiency, accuracy, and decision-making within university administration. The utilization of ICT in university administration involves the adoption of digital tools and platforms for managing data, facilitating communication, and automating routine tasks. The impact of such technological advancements is profound, as it not only streamlines administrative procedures but could also fosters a more dynamic academic environment.

With the increasing reliance on ICT, it is imperative to examine its influence on the administrative processes within the context of Edo State's higher education institutions. Information and Communication Technology (ICT) has become a pivotal element in modern education systems around the world, including Nigeria. The influence of ICT in education refers to the use of technology to enhance the learning experience, improve access to information, and facilitate communication between educators and learners. In the context of education, ICT encompasses a wide range of tools and platforms such as computers, the internet, digital whiteboards, and educational software, which are used to support and improve teaching and learning processes. In Nigerian universities, ICT could be seen as a catalyst for change, providing opportunities to reshape the educational landscape by improving the quality and delivery of education. The use of ICT in higher education institutions in Nigeria has been driven by the need to meet global standards and to prepare students for a workforce increasingly reliant on digital skills (Adavbiele, 2016).

The role of ICT in Nigerian universities extends beyond the classroom. It includes administrative functions, research, and collaboration with international institutions. ICT seem to have quality of facilitating efficient management of university records, enhancing the quality of academic research through access to online resources, and enabling collaboration through digital communication tools (Wang, 2022). But it seems that the full potential of ICT in Nigerian universities is yet to be realized due to factors such as funding constraints, maintenance issues, and the digital divide between urban and rural areas and all these could be based on the perception of teachers and administrators especially in tertiary level of education.

Teachers' perception of the effectiveness of technology is an important predictor of the frequent administrative integration of ICT. Hence, if properly used in the administrative processes as perceived, could provide a rich and effective administration and learning environment that supports students' learning and makes learning interesting. There is also the strong belief that if teachers' and administrators' perceive that the integration of ICT programmes are neither fulfilling their needs nor their students' needs, then there is a likelihood that the administrators will not integrate the technology into their administrative processes, teaching and learning. Again, the association between administrators' perceptions towards ICT and successful integration into their administrative processes may not only be reliant on the quality or sophistication of the technology but somehow on the administrators' readiness and positive disposition. More so, administrators' supportive attitude may act as a strong determinant for the successful initiation and implementation of ICT in schools. Similarly, teachers' and administrators' positive attitudes towards the use of ICT may enable

them to be able to easily provide useful insight into the adoption and integration of ICT into teaching and learning processes. Similarly, as a measure that determines the effectiveness of any technology in the administrative processes lies on the administrators' preparedness to integrate ICT into the administration and learning process and all these are based on their perception.

Apart from ICT integration, there are other factors that could be perceived as related to the integration of ICT into the administrative processes in educational institution and these include school ownership. It could be believable that private universities may not have the financial capacities to fund the necessary technological facilities and apparatus that may be integrated to ease their administrative processes. This may equally be applicable to public universities as there may be little or no trained human resources and facilities and this has a way of limiting the effective administration of their institution.

Despite the potential benefits, the adoption of ICT in Nigerian universities seems to face challenges such as inadequate infrastructure, limited access to technology, and a lack of training for educators. To address these challenges, it is essential for stakeholders in the Nigerian education sector to invest in ICT infrastructure, provide training for educators, and develop policies that support the influence of technology in higher education. Such efforts could bridge the gap between Nigeria's educational system and the evolving global digital landscape, ultimately enhancing the country's competitiveness in the international arena and these could be possible based on the perception of the teachers and administrators. On this basis, this study aims to explore the perception on the extent to which ICT has been adopted in the administrative processes of universities in Edo State.

Literature Review ICT Integration

ICT integration in the context of university administration refers to the implementation and influence of digital tools and systems to enhance administrative operations. This includes the use of software applications, online platforms, and automated systems for tasks such as data management, communication, and process automation (Mustapha & Abdullah, 2022). The integration of ICT is influenced by various factors, including institutional readiness, availability of infrastructure, training, and the support provided by the management (Nguyen, 2023). The readiness of institutions to integrate ICT is critical. This readiness involves the availability of necessary infrastructure, such as reliable internet connectivity, adequate hardware, and up-to-date software systems (Oni & Afolabi, 2021). The training and preparedness of administrative staff also play a significant role in the successful adoption of ICT. Without adequate training, staff may resist adopting new technologies due to a lack of understanding or fear of redundancy (Adeleke & Adayibide, 2016). Furthermore, the support from the university management in terms of funding, policy formulation, and strategic planning is vital for the sustained integration of ICT (Alenezi, 2020). In addition to these internal factors, external influences such as government policies, technological advancements, and societal trends also impact ICT integration (Odukoya & Afolabi, 2023). The Nigerian government's initiatives to promote digitalization in higher education, for example, have encouraged universities to integrate ICT into their

administrative processes (Okeke & Ugochukwu, 2021). These initiatives have led to an increased focus on ICT infrastructure development and training programs aimed at enhancing the digital literacy of administrative staff (Babalola & Oni, 2022).

The level of ICT integration within a university can be measured by the extent to which these technologies are integrated into various administrative functions. High levels of adoption are characterized by the widespread use of digital tools across all administrative departments, while low levels indicate limited or selective use of ICT (Adeoye, 2023). This study seeks to explore how the extent of ICT integration influences different aspects of university administration, focusing on its impact on decision-making, student registration, human resource management, and communication enhancement

Challenges Faced by Universities in Edo State in Integrating ICT into Their Administrative Processes

The integration of Information and Communication Technology (ICT) into administrative processes has the potential to significantly enhance the efficiency, transparency, and overall effectiveness of university operations. However, despite the numerous benefits associated with ICT adoption, universities in Edo State, Nigeria, encounter a variety of challenges that hinder the successful implementation and integration of these technologies into their administrative frameworks. One of the primary challenges faced by universities in Edo State is inadequate ICT infrastructure. The successful implementation of ICT systems in university administration requires reliable and robust infrastructure, including high-speed internet, modern computers, and secure data storage facilities (Eze et al., 2018). However, many universities in the region struggle with outdated or insufficient ICT infrastructure, which limits their ability to fully integrate these technologies into their administrative processes. The lack of adequate infrastructure can result in frequent system downtimes, slow processing speeds, and limited access to necessary resources, thereby hindering the effectiveness of ICT in streamlining administrative tasks (Agbo, 2020).

Another significant challenge is the limited financial resources available to universities in Edo State. The acquisition, installation, and maintenance of ICT infrastructure and software require substantial financial investment, which many universities in the region may find difficult to sustain Funding constraints often lead to the procurement of substandard or outdated technologies, which do not meet the needs of modern university administration. Additionally, limited financial resources can also impact the ability of universities to provide adequate training and support for staff, further complicating the integration of ICT into administrative processes (Ajayi, 2017). The challenge of insufficient training and capacity building for university staff is also a significant barrier to ICT integration. The successful adoption of ICT in administrative processes requires that university personnel possess the necessary skills and knowledge to effectively use these technologies. However, many universities in Edo State lack comprehensive training programs for their administrative staff, leading to a skills gap that hampers the effective utilization of ICT tools (Onasanya & Adegbija, 2018). Without proper training, staff may be reluctant to adopt new

technologies, or they may use them incorrectly, leading to inefficiencies and errors in administrative processes. Resistance to change is another challenge that universities in Edo State face in integrating ICT into their administrative processes. The transition from traditional, manual methods to digital, ICT-driven systems can be met with resistance from university staff who are accustomed to established procedures. This resistance may stem from a lack of familiarity with new technologies, fear of job displacement, or concerns about the reliability and security of digital systems (Ilechukwu et al., 2021). Overcoming this resistance requires not only comprehensive training but also effective change management strategies that address the concerns of staff and demonstrate the benefits of ICT adoption in improving administrative efficiency (Ogunleye et al., 2020).

Cybersecurity concerns also present a significant challenge to the integration of ICT in university administration. As universities adopt digital systems for managing administrative processes, they become increasingly vulnerable to cyber threats such as data breaches, hacking, and malware attacks (Oladimeji, 2018). The centralized nature of ICT systems means that sensitive information, such as student records, financial data, and staff details, is stored in digital formats that can be targeted by cybercriminals. Universities in Edo State may lack the necessary cybersecurity measures, such as firewalls, encryption, and regular security audits, to protect their digital assets, making them susceptible to cyberattacks that can disrupt administrative processes and compromise the integrity of data (Oyekanmi & Adebisi, 2019). Another challenge related to ICT integration is the digital divide, which refers to the gap between individuals and institutions that have access to modern ICT tools and those that do not (Ani et al., 2016). In the context of universities in Edo State, the digital divide can manifest in several ways, including disparities in access to ICT resources among different departments, staff members, and students. For instance, some departments may have more advanced ICT infrastructure than others, leading to inconsistencies in the application of digital systems across the university. Similarly, staff members who are more technologically literate may find it easier to adapt to new systems, while others may struggle with the transition, resulting in uneven ICT integration across the institution (Nwankwo & Okoye, 2017).

The growing student population in higher education has raised concerns among education stakeholders, as administrative operations in universities face challenges leading to inefficiencies. This underscores the need for ICT integration to process, store, and retrieve data quickly and accurately. ICT integration varies based on available resources, staff skills, management commitment, and attitudes toward its use. While ICT has the potential to transform university administration globally, gaps remain in its effective utilization, often due to user perceptions. Administrators need proper knowledge, skills, and a positive outlook toward ICT integration, supported by accessible ICT facilities. Since perceptions influence attitudes and behavior, the problem statement is: *What are the perceived influence of ICT on the administrative processes of universities in Edo State?*

The main purpose of this study is to evaluate the perceived influence of Information and Communication Technology (ICT) on the administrative processes of universities in Edo State. Specifically, the study seeks to:

1. access the perception of the influence of ICT on the administrative processes of universities in Edo State,

2. determine the perception of the influence of ICT on the administrative processes of universities in Edo State based on school ownership

3. investigate the perceived challenges faced by universities in Edo State in integrating ICT into their administrative processes

The following research questions were raised to guide this study.

1. What is the perceived level of the influence of ICT on the administrative processes of universities in Edo State?

2. What is the difference between the perceptions of ICT on the administrative processes of universities in Edo State based on school ownership?

3. What are the perceived challenges faced by universities in Edo State in integrating ICT into their administrative processes?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level of significance

1. There is no significant difference between the perceived level of the influence of ICT on the administrative processes of universities in Edo State based on school ownership **Data and Methodology**

This study adopted a descriptive research design. The population of the study comprised all the one thousand, six hundred and forty (1,640) academic and non-academic staff in 2 universities namely; University of Benin (UNIBEN), and Benson Idahosa University (BIU) in Edo state. As at the time of this study, there are three hundred and eighty-six (386) academic and nonacademic staff in Benson Idahosa University and one thousand, two hundred and fifty-four (1,254) academic and non-academic staff members in University of Benin, Benin City. (Source: HR Department, BIU and UNIBEN)

The sample for the study was one hundred and sixty-four (164) academic and nonacademic staff members representing 10% of the entire population of the study. The simple random sampling technique through balloting system was used to select a sample of thirty-nine (39) members of staff from Benson Idahosa University and one hundred and twenty-five staff from the University of Benin, giving a total of 164 academic and non-academic staff. This method carried out to ensure that the sample included adequate representation from each of the key subgroups— administrative staff and ICT personnel—enhancing the study's ability to generate accurate and generalizable findings about the perception of ICT's influence on university administration.

The instrument for data collection is a questionnaire titled "Perceived Influence of ICT on the Administrative Processes of Universities (PIICTAPUQ)". The questionnaire is organized into three distinct sections, each serving a specific purpose in the context of the study's objectives. The first section of the questionnaire is dedicated to collecting demographic information about

the respondents. Section two comprised 20 items designed to address specific research questions and objectives, providing a comprehensive perception of ICT's influence on university administration. Section three comprised of 5 items soliciting the challenges of integrating ICT in the university. Both sections B and C are on a five-point Likert scale response formats of SA for strongly agree, A for agree, U for undecided, D for disagree and SD for strongly disagree.

To ensure validity of the instrument face and content validity of the instrument was carried out. Also in order to ensure reliability of the instrument, the instruments were administered to 20 respondents who were not part of the sample of the study. The pilot study aims to assess the consistency and stability of the responses. Cronbach's alpha was used to measure the internal consistency of the questionnaire items. The correlation coefficient value of 0.74 was obtained for administrative processes while 0.70 was obtained for ICT integration. These coefficient values indicated that the instrument is reliable enough for use.

Descriptive statistics, including frequencies, percentage counts, mean, and standard deviation, were used to answer the research questions. Inferential statistics, such as the student's independent t-test and was used to test the hypotheses at 0.05 alpha level of significance.

The data obtained from the research carried out by the researcher are analyzed to provide answers to the research questions and to test the hypotheses formulated for the study. These are as follows.

Research Question One: What is the perceived level of the influence of ICT on the administrative processes of universities in Edo State?

Table 1: Descriptive statistics showing the perceived level of the influence of ICT on the administrative processes of universities in Edo State

S/N ITEMS	Very High	High	Moderate	Low	Very Low
1. Adequate ICT facilities for admin 92(57.5%)		44(27.5%)	00(0%)	24(15%) 00(0%)	
2. ICT tools regularly maintained 116(72.5%)		22(13.8%)	00(0%)	22(13.8%) 00(0%)	
3. Staff well trained to use ICT 63(39.4%)		73(45.6%)	00(0%)	24(15.0%) 00(0%)	
4. ICT tools are fully incorporated 83(51.9%)		73(45.6%)	01(0.6%)	03(1.9%) 00(0%)	
5. ICT tools daily used by staff 45(28.1%)		109(68.1%)	00(0%)	06(3.8%) 00(0%)	
6. ICT facilitates decision 105(65.6%)		44(27.5%)	01(0.6%)	10 (6.3%) 00(0%)	

Item	Very High	High	Low	Moderate
7. ICT improves the accuracy of data	44(27.5%)	106(66.3%)	10(6.3%)	00(0%)
8. ICT enables better data analysis	51(31.9%)	101(63.1%)	08(5.0%)	00(0%)
9. ICT enables transparent decision	69(43.1%)	88(55.0%)	3(1.9%)	00(0%)
10. ICT is used during decision-making	01(0.6%)	158(98.8%)	01(0.6%)	00(0%)
11. ICT is used in students' registration	66(41.3%)	27(16.9%)	67(41.9%)	00(0%)
12. ICT makes online registration easier	00(0%)	137(85.6%)	23(14.4%)	00(0%)
13. ICT reduced students' errors registration	47(29.4%)	69(43.1%)	44(27.5%)	00(0%)
14. ICT reduced time spent on data entry.	01(0.6%)	91(56.9%)	68(42.5%)	00(0%)
15. ICT makes online registration faster	09(5.6%)	46(28,7%)	105(65.6%)	00(0%)
16. ICT makes preparing & publishing result easy	06(3.8%)	49(30.6%)	105(65.6%)	00(0%)
17. ICT improves the accuracy of student results	09(5.6%)	87(54.4%)	64(40.0%)	00(0%)
18. ICT helps students receive their results faster	5(15.6%)	90(56.3%)	45(28.1%)	00(0%)
19. ICT has reduced errors in result calculation	00(0%)	115(71.9%)	45(28.1%)	00(0%)
20. ICT enhanced result preparation & transparency	00(0%)	69(43.1%)	91(56.9%)	00(0%)
Grand Total/Percentage	**673(22.0%)**	**1642(51.3%)**	**768(25.5%)**	**02(1.2%)**

The information shown in Table 1 are the perceptions of the one hundred and sixty academic and non-academic staff used in the study to measure the level of the influence of ICT on the administrative processes of universities in Edo State. The data in the table showed that out of the twenty items that were used to measure this variable, majority of the respondents perceived high level of ICT integration into their administrative processes in the universities in Edo State. However, only three items which included that ICT makes online registration faster, ICT makes preparing & publishing result easy and ICT enhanced result preparation & transparency are perceived on low level. It can be observed from the table that, 22.0% perceived ICT integration into administrative processes on a very high level, 51.3% perceived on a high level, 25% perceived on a low level while 1.2% were on a moderate level. It can be concluded therefore that the

INT'L JOURNAL OF RESEARCH
EDUCATORS AND SCIENTIFIC DEVELOPMENT
IJRESD

(ISSN) Print: 2992-5665 and Online: 2992-5673
Impact Factor: 5.5 || https://www.ijresd.org
Vol 7 Issue 2. Jan, 2025

perception of the majority (73.3%) of the administrators used responded high level of the influence of ICT on the administrative processes of universities in Edo State.

Research Question Two: What is the difference between the perceptions of ICT on the administrative processes of universities in Edo State based on school ownership?

Table 2: Descriptive statistics on the difference between the perceptions of ICT on the **administrative processes of universities in Edo State based on school ownership**

SCHTYPE	N	SD	Mean	Mean Difference
Public	121	4.28	59.29	
				1.01
Private	39	4.56	60.30	

Data in Table 2 showed the difference between the perceptions of ICT on the administrative processes of universities in Edo State based on school ownership. From the Table, it can be observed that the public school administrators had a perception mean score of 59.29 with standard deviation of 4.28 while the private school had a perception mean score of 60.30, standard deviation of 4.56 with a mean difference of 1.01 in favour of the private school administrators. It can be concluded from the table therefore, that, there is a difference between the perceptions of ICT on the administrative processes of universities in Edo State based on school ownership, however, the private school had the higher perception mean score than the public schools.

.**Research Question Three:** What are the perceived challenges faced by universities in Edo State in integrating ICT into their administrative processes?

Table 3: Descriptive statistics showing the perceived challenges faced by universities in Edo State in integrating ICT into their administrative processes

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
Frequent power outage	45(28.1%)	115(71.9%)	00(0%)	00(0%)
Inadequate funding	45(28.1%)	92(57.5%)	23(14.4%)	00(0%)
Insufficient ICT Infrastructure	00(0%)	91(56.9%)	69(43.1%)	00(0%)
Cost of maintenance	45(28.1%)	115(71.9%)	00(0%)	00(0%)
Resistance to change	23(14.4%)	114(71.3%)	23(14.4%)	00(0%)
Grand total/Percentage	158(19.75%)	527(65.8%)	115(14.3%)	

The information shown in Table 3 showed the perceptions of the one hundred and sixty academic and non-academic staff used in the study to measure the challenges faced by universities in Edo State in integrating ICT into their administrative processes. The data in the table showed that out of the five items that were used to measure this variable, majority of the respondents with all of

them. 19.75% strongly agreed, 65.8% agreed while 14.3% disagreed with the items used to measure the challenges faced by administrators in integrating ICT into their administrative processes. It can be concluded therefore that the perception of the majority (84.95%) of the administrators used for the study as regarding the challenges faced by universities in Edo State in integrating ICT into their administrative processes strongly agreed with that there is frequent power outage, inadequate funding, insufficient ICT infrastructure, cost of maintenance and resistance to change of many staff members.

Testing of Hypotheses Hypothesis One: There's no significant difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership Table 4: t-test on the difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership

Schtype	N	Mean	Mean diff.	df	t	Sig.(2-tailed)	Decision
Public	121	59.29					
			1.01	158	-1.26	0.20	Accept Ho
Private	39	60.30					

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 Table 4 shows the level of significant difference between the perceptions of academic and non-academic staff as regards the influence of ICT on the administrative processes of universities in Edo State based on school ownership. It is observed that the perceived difference is not significant at 0.20 (t = -1.26; df=158). Since 0.20 is higher than 0.05, the observed difference between the perceptions of academic and non-academic staff as regards the influence of ICT on the administrative processes of universities in Edo State based on school ownership is not significant. With this, the null hypothesis which says there is no significant difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership is accepted. This showed that there is no significant difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership.

Findings

The first finding in this study showed that majority (73.3%) of the administrators used responded high level of perceived influence of ICT on the administrative processes of universities in Edo State. This may be as a result of the positive outcomes of ICT in the administrative processes of the universities including the benefits derived from the integration of ICT. This finding supports the finding of Bosu (2019) that used an exploratory approach to find out the perceptions of administrators in higher education institutions (HEIs) to the role and importance they attach to the use of ICT for administrative activities and found that

technology is an essential part of their work that it played acritical role in impacting positively on the quality of administrators work. Also, the finding corroborated that of Ghavifekr, Razak, Ghani, Ran, Meixi and Tengyue (2016) who focused on the effectiveness of ICT integration in education and revealed that most of the teachers, to a high extent, are normal users, and many teachers more frequently use ICT in the teachers' room for their work rather than using it in their classroom for teaching and learning. In the same vein, the finding is in consonant with the finding of Kurniawan, Purnama, Siminto, Riady and Zaakiyyah (2024) who analyze the integration of technology in educational management and its impact on community participation and obtained that the integration of technology in educational management has brought about fundamental changes in the field of education, not only in administrative aspects but also in community involvement. In contrast, the finding disagreed with that of Kerubo, Obae, Mbeche and Karanja (2020) who sought to investigate factors influencing ICT integration in resource planning in secondary schools in Mashuuru district, Kajiado County and discovered the respondents had moderate positive perception towards the ICT integration in resource planning in schools.

The second finding of the study indicated that there is no significant difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership. This could be as a result of same environment and experiences shared in the universities and community regardless of the university types. This finding is in contrast with the finding of Mwangi, Njoka, Kimosop and Murumba (2023) who examined the level of (ICT) integration in performance of administrative functions in Technical Training Institutions (TTIs) in Nyeri and Nairobi Counties in Kenya and ascertained that that the level of ICT integration in administrative tasks in TTIs in Nairobi County was higher than that of TTIs in Nyeri county.

The third result of this study showed that majority (84.95%) of the administrators used for the study as regarding the challenges faced by universities in Edo State in integrating ICT into their administrative processes strongly agreed with that there is frequent power outage, inadequate funding, insufficient ICT infrastructure, cost of maintenance and resistance to change of many staff members are the main challenges that are facing as regard integrating ICT into their administrative processes. This may be as a result of the economic nature of Nigeria and this finding supported that of Kimani, Njati and Omae (2023) who sought to determine the management of public day secondary schools through infusion of information and communication technology and observed that poor attitude towards ICT integration and inadequate resources and lack of technical support were the main hurdles towards ICT integration in school. In the same vein, the finding supported that Qureshi and Abro (2016) who addressed the factors influencing effectiveness of ICT in administration and suggests the framework for effective utilization of ICT in administration and unveiled that there were

lack of appropriate resources available particularly management information system with training and monitoring mechanism. The finding corroborated that of Abubakari, Inusah and Abdulai (2023) who assessed the effect of Information Communication Technology (ICT) on administrative efficiency using the Tamale Technical University (TaTU) as a study area and found that lack of human resource management software as well as antivirus software; the lack of proper maintenance; inadequate budget allocations; lack of in-service trainings; using different brands of ICT logistics; and unstable internet connections are the challenges bedeviling the ICT deployment in the University.

Conclusion

It can be concluded in this study that, 73.3% of the administrators used responded high level of the influence of ICT on the administrative processes of universities in Edo State and there is no significant difference between the perceived level of influence of ICT on the administrative processes of universities in Edo State based on school ownership and finally, the study has revealed that 84.95%) of the administrators used for the study as regarding the challenges faced by universities in Edo State in integrating ICT into their administrative processes strongly agreed with that there is frequent power outage, inadequate funding, insufficient ICT infrastructure, cost of maintenance and resistance to change of many staff members

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Teachers and all educational administrators should emphasize the need to integrate the use if ICT in their administrative processes as it has attracted high level of influence as perceived by academic and non-academic university's staff members.

2. Both private and public universities should intensify more on integrating ICT to their administrative processes

3. School owners should work hard to surmount the prevailing challenges such as frequent power outage, inadequate funding, insufficient ICT infrastructure, cost of maintenance and resistance to change of many staff members so as to achieve maximal ICT integration.

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