

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Public service delivery is a fundamental responsibility of government institutions, and its effectiveness greatly determines the quality of governance and the socio-economic development of a country. In many developing nations, including Nigeria, the traditional bureaucratic approach to service delivery has often been characterized by inefficiencies, corruption, delays, lack of transparency, and limited access to essential services (Okwu & Anazodo, 2020; Egbuwalo, 2022). In response to these challenges, the adoption of electronic governance (e-governance) has emerged as a transformative strategy to improve public service delivery by leveraging information and communication technologies (ICTs) (Okot-Uma, 2018).

E-governance refers to the use of digital tools and platforms to facilitate the interaction between government, citizens, businesses, and other arms of governance. It promotes efficiency, transparency, accountability, and inclusiveness in government operations (Olaopa, 2019). Globally, countries have increasingly adopted e-governance initiatives to streamline public administration, reduce red tape, combat corruption, and enhance citizen engagement (United Nations E-Government Survey, 2022). In Africa, and particularly in Nigeria, the push for digital transformation in governance has been gaining traction, albeit at a slow and uneven pace (Nweke & Aloh, 2016).

The Nigerian government has initiated several e-governance projects over the past two decades, such as the Treasury Single Account (TSA), Integrated Payroll and Personnel Information System (IPPIS), and Government Integrated Financial Management Information System (GIFMIS). These initiatives are designed to enhance fiscal responsibility, reduce leakages, and promote transparency (Adeyemi & Ayodele, 2019; Yelwa, Jimeta, & Aliyu, 2021). Additionally, government portals and online platforms are being used to deliver services in sectors such as education, health, tax administration, and civil service recruitment (Egbuwalo, 2022).

Despite these efforts, challenges such as poor internet infrastructure, digital illiteracy, lack of political will, resistance to change, and institutional corruption continue to hinder the full realization of e-governance in Nigeria (Okwu & Anazodo, 2020; Okot-Uma, 2018). This study seeks to analytically assess the extent to which e-governance has influenced public service delivery in Nigeria's government institutions.

1.2 Statement of the Problem

Despite the Nigerian government's adoption of various e-governance initiatives aimed at reforming public service delivery, the outcomes have often fallen short of expectations. Many government institutions continue to struggle with inefficiencies, lack of transparency, poor service quality, and citizen dissatisfaction. Although platforms such as the Treasury Single Account (TSA), Integrated Payroll and Personnel Information System (IPPIS), and the National Identity Management System (NIMS) were introduced to enhance accountability and streamline administrative processes, their implementation has been marred by systemic challenges (Okot-Uma, 2018; Okwu & Anazodo, 2020).

For instance, the IPPIS was designed to eliminate ghost workers and ensure accurate salary payments across federal ministries, departments, and agencies. However, reports of loopholes and persistent fraud suggest that the platform has not fully resolved the problems it was intended to fix (Yelwa, Jimeta, & Aliyu, 2021). Similarly, while the TSA has improved financial accountability by consolidating government revenues into a single account, many ministries still resist full compliance due to entrenched interests (Adeyemi & Ayodele, 2019).

Furthermore, digital service portals such as the Joint Admissions and Matriculation Board (JAMB) registration system and the Corporate Affairs Commission (CAC) online registration have improved access and efficiency in some sectors. However, limited internet access, power outages, and digital illiteracy among citizens—especially in rural areas—continue to pose major barriers to inclusive access (Nweke & Aloh, 2016). In several government parastatals, staff lack the technical competence to operate digital systems effectively, leading to underutilization of ICT tools (Olaopa, 2019). The failure to institutionalize monitoring and evaluation frameworks also contributes to poor feedback mechanisms, making it difficult to assess the real impact of these initiatives on public service delivery. Without clear performance indicators, policy makers are often unable to adjust or improve digital strategies based on evidence (Egbuwalo, 2022).

1.3 Objectives of the Study

The objective of this study are:

- i. Evaluate the extent to which e-governance initiatives have improved efficiency, transparency, and accountability in public service delivery in Nigeria.
- ii. Identify the e-governance tools and platforms currently being implemented across government institutions.
- iii. Assess the level of citizen satisfaction with e-governance-enabled public services.
- iv. Examine the challenges and barriers affecting the implementation of e-governance in public institutions.

1.4 Research Questions

- i. To what extent has e-governance improved efficiency, transparency, and accountability in public service delivery in Nigeria?
- ii. What e-governance tools and platforms are currently being used by Nigerian government institutions?
- iii. How satisfied are citizens with public services delivered through e-governance platforms?
- v. What are the challenges and barriers hindering the successful implementation of e-governance in Nigeria?

1.5 Significance of the Study

This study provides empirical evidence on the performance of e-governance initiatives and offers policy recommendations for improving digital governance frameworks. The study contributes to the growing body of literature on ICT and governance in developing countries, especially within the Nigerian context. It highlights the effectiveness and limitations of digital platforms used to access government services, thereby promoting informed civic engagement. The study offers insights into the readiness and capacity of Nigerian institutions to implement e-governance programs successfully.

1.6 Scope and Limitations of the Study

This study focuses on the implementation and impact of e-governance on public service delivery in Nigeria. It analyzes key digital governance initiatives such as TSA, IPPIS, and GIFMIS, as well as online service portals in various ministries and agencies. The study will limit its analysis to selected government institutions at the federal level and, where applicable, extend to selected state-level agencies that have adopted notable e-governance platforms.

The study may face limitations such as limited availability of up-to-date secondary data and official statistics from some government institutions, possible bias in self-reported data regarding citizen satisfaction with digital services, variations in e-governance implementation across different states and agencies, which may affect generalizability. Time and resource constraints that may limit the breadth of institutional coverage.

1.7 Definition of Terms

- i. E-Governance: The application of information and communication technologies (ICTs) to improve the activities of public sector organizations, enhance service delivery, promote transparency, and encourage citizen participation in governance.
- ii. Public Service Delivery: The provision of essential services by government institutions to the public, including health, education, transportation, security, civil registration, and other administrative services.
- iii. TSA (Treasury Single Account): A unified structure of government bank accounts that enables consolidation and effective management of government's cash resources.
- iv. IPPIS (Integrated Payroll and Personnel Information System): A centralized system for managing the payment of salaries and wages to federal government employees, aimed at reducing payroll fraud.
- v. GIFMIS (Government Integrated Financial Management Information System): A digital platform for planning, budgeting, accounting, and reporting of government financial operations.
- vi. ICT (Information and Communication Technology): Technologies that provide access to information through telecommunications, including the internet, wireless networks, computers, and mobile devices.

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CHATER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a comprehensive review of existing literature and theoretical perspectives relevant to the study of e-governance and public service delivery in Nigeria's education sector. The review draws from scholarly articles, institutional reports, and policy documents that address the concepts of e-governance, its application in public sector management, and its specific influence on the education sector.

2.2 Conceptual Clarifications

2.2.1 E-Governance

E-Governance refers to the use of digital technologies particularly the internet, mobile devices, and databases by government institutions to enhance the flow of information, improve service delivery, promote transparency, and encourage citizen participation in governance processes (Heeks, 2006). In the education sector, e-governance encompasses a wide range of digital applications, including online admission portals, electronic records management, digital curriculum delivery, automated financial transactions, and workforce administration systems (UNESCO, 2022). The goal of e-governance is to streamline administrative processes, reduce bureaucratic inefficiencies, and foster a more responsive and accountable public service.

Public Service Delivery refers to the processes and mechanisms through which government institutions provide essential services, benefits, and infrastructure to the public in an efficient, equitable, and accountable manner (Osborne, Radnor, & Nasi, 2013). It involves not only the implementation of policies but also ensuring that services meet the quality expectations of citizens, are accessible to all segments of the population, and are delivered transparently to reduce corruption and inefficiency (Kettunen & Kallio, 2021). In the context of e-governance, public service delivery leverages digital platforms to enhance responsiveness, reduce bureaucratic delays, and enable greater citizen engagement (Mergel, 2019). Specifically, in Nigeria's education sector, effective public service delivery through e-governance improves student enrollment processes, examination management, academic record keeping, and communication between stakeholders, thereby promoting transparency and service efficiency (Adeoye & Popoola, 2021).

2.2.2 Digital Literacy

Digital Literacy refers to the set of skills, knowledge, and attitudes required to effectively find, evaluate, create, and communicate information using digital technologies (Eshet-Alkalai, 2004; Ng, 2012). It extends beyond basic computer skills to include critical thinking, online safety, digital communication, and the ability to adapt to evolving technologies (Van Dijk, 2020). In the context of e-governance, digital literacy is

crucial for both government employees and citizens to navigate digital platforms, access services, and participate meaningfully in governance processes (Hatlevik, Guðmundsdóttir, & Loi, 2015).

2.2.3 Technology Adoption

Technology Adoption refers to the process through which individuals, organizations, or societies begin to accept, use, and integrate new technologies into their daily operations or activities (Rogers, 2003; Venkatesh et al., 2012). This process is influenced by factors such as perceived benefits, compatibility with existing systems, complexity, trial ability, and social influence (Rogers, 2003).

2.2.4 Digital Transformation

Digital Transformation refers to the profound and accelerating process through which organizations integrate digital technologies into all aspects of their operations, fundamentally changing how they deliver value to stakeholders and interact with users (Fitzgerald et al., 2014; Vial, 2019). It involves not only adopting new technologies but also rethinking organizational structures, culture, processes, and strategies to leverage digital innovation for improved efficiency, transparency, and user engagement (Westerman, Bonnet, & McAfee, 2014).

2.2.5 Institutional Capacity

Institutional Capacity refers to the combination of human resources, organizational structures, processes, financial resources, and technological capabilities that enable an institution to effectively formulate, implement, and sustain policies and programs to achieve its goals (OECD, 2010; Andrews, 2013).

2.2.6 User Acceptance

User Acceptance refers to the degree to which individuals are willing to embrace and use a particular technology or system to perform the tasks it is intended for (Venkatesh et al., 2003). Recent studies emphasize that user acceptance is influenced not only by perceived usefulness and ease of use but also by factors such as trust in the technology, perceived security, social influence, and facilitating conditions like training and technical support (Alalwan et al., 2017; Dwivedi et al., 2020).

2.2.7 E-Governance and Education Service Delivery

E-governance has increasingly become a vital tool for improving transparency, efficiency, and accountability in the delivery of educational services. By integrating digital technologies into education management, governments can reduce opportunities for corruption, streamline administrative processes, and ensure more equitable resource allocation (Ayo, 2014; Eze et al., 2019). A notable example in Nigeria is the Joint Admissions and Matriculation Board's (JAMB) Central Admission Processing System (CAPS), which minimizes human interference and malpractice in the university admission process, thus promoting fairness and transparency. Additionally, many Nigerian universities have adopted online portals that facilitate course registration, examination result access, and tuition fee payments. These platforms reduce bureaucratic delays, enhance user convenience, and allow education administrators to manage resources more effectively.

2.2.8 Benefits of E-Governance in Education

E-governance has been widely recognized for its significant benefits in enhancing education service delivery by improving access, equity, and administrative efficiency. Digital systems enable the automation and streamlining of various administrative processes, reducing paperwork, minimizing human errors, and shortening processing times (Oye et al., 2012; Adeleke & Udo, 2021). These improvements contribute to a more transparent and accountable management of educational resources and services. Moreover, e-governance facilitates robust data management capabilities, allowing educational policymakers and administrators to collect, analyze, and utilize real-time data on critical performance indicators such as student enrollment rates, dropout statistics, and staff deployment patterns (Adeleke & Udo, 2021).

2.3 Empirical Review

Ogunleye and Ojebuyi (2020) utilized a mixed-method approach combining structured questionnaires and focus group discussions with education sector workers. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. Their research highlighted critical challenges including lack of technical support, cybersecurity threats, and inconsistent power supply, which adversely affected e-governance implementation. The study recommended strengthening cybersecurity frameworks, increasing government funding for ICT maintenance, and instituting dedicated technical support teams within institutions to ensure system reliability.

Adeleke and Udo (2021) employed a descriptive survey design to study e-governance adoption in Nigerian universities. Using questionnaires administered to academic and administrative staff, they applied frequency distributions and chi-square tests to analyze adoption levels and factors influencing use. The study found that e-governance systems greatly facilitated access to academic services like admissions and results checking but were hampered by poor internet connectivity, limited funding, and resistance to change among staff. They suggested targeted investment in ICT infrastructure, continuous staff training, and change management initiatives to promote smoother transitions to digital systems.

Onwuchekwa and Okorie (2021) conducted a quantitative study to explore barriers to ICT adoption in Nigerian tertiary institutions. Data were collected through structured questionnaires distributed to academic and administrative staff in five universities. The researchers applied factor analysis and multiple regression techniques to identify key inhibitors to e-governance uptake. Their findings revealed that insufficient training, lack of technical support, and resistance to technological change significantly limited effective ICT adoption. The study recommended increased funding for ICT capacity building, establishment of dedicated support units within institutions, and the implementation of change management strategies to foster positive attitudes toward technology use.

Eze and Chinedu-Eze (2020) performed a mixed-methods study focusing on how e-governance affects decision-making processes in Nigerian educational institutions. They surveyed 250 education administrators and conducted follow-up interviews with 20 ICT managers. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative data underwent thematic coding. Results indicated that e-governance tools improved access to accurate and timely data, which enhanced evidence-based policy formulation and resource allocation. Nonetheless, gaps in infrastructure and limited user expertise undermined the full benefits of these systems. The study recommended strategic investments in ICT infrastructure and continuous professional development programs to boost user competence.

Ojo and Olaniyi (2022) conducted a quantitative study examining the impact of e-governance on administrative efficiency in Nigerian tertiary institutions. Using surveys distributed to 350 administrative staff across five universities, the study applied multiple regression analysis to determine the relationship between e-governance adoption and efficiency metrics such as processing time and error reduction. Findings indicated a significant positive impact of e-governance on administrative speed and accuracy. Nonetheless, issues such as inadequate ICT infrastructure and resistance to change were identified as barriers. The authors recommended enhanced infrastructural investment and awareness campaigns to increase user buy-in and system utilization.

Abubakar and Yusuf (2021) adopted a mixed-methods approach to assess e-governance and student service delivery in Nigerian polytechnics. Data were collected through questionnaires from 200 students and interviews with 15 administrative officials. Quantitative data analysis included descriptive statistics and correlation analysis, while thematic analysis was used for interview responses. The study found that e-governance initiatives improved student access to services like admission, registration, and fee payments, but frequent system downtimes and lack of technical support undermined user experience. The study recommended establishing robust IT support units and routine system maintenance protocols.

Salami and Adeoye (2020) explored the role of e-governance in enhancing transparency and accountability in Nigeria's education sector through a case study of two federal universities. The researchers used document analysis and interviews with top management officials to collect data, analyzed through content analysis. Their findings showed that e-governance tools such as online procurement and financial management systems reduced corruption risks and improved accountability. However, gaps in staff training and policy enforcement limited effectiveness. They suggested continuous capacity building and stringent policy monitoring to maximize benefits.

Oladipo and Ojo (2019) examined challenges to e-governance adoption in Nigerian secondary schools using a survey of 150 teachers and administrators. Descriptive and inferential statistics were employed to analyze questionnaire data. The study highlighted that poor power supply, lack of access to computers, and insufficient training were major constraints. Moreover, negative attitudes towards technology adoption were prevalent. The authors recommended government intervention to improve infrastructure, training programs, and campaigns to foster positive perceptions of e-governance technologies.

Babatunde and Adekunle (2023) carried out a mixed-method study on the adoption of e-governance in Nigerian public universities. Surveys were administered to 400 staff members, and in-depth interviews were conducted with 25 ICT managers. Quantitative data were analyzed using structural equation modeling (SEM) to examine factors influencing adoption, while qualitative data were thematically analyzed. The study found that perceived ease of use and institutional support significantly predicted e-governance adoption. However, limited funding and frequent power outages remained major barriers. The study recommended increased investment in infrastructure and continuous capacity-building programs for staff.

Iheanacho and Ofoegbu (2022) investigated the effects of e-governance on the efficiency of educational service delivery in Nigeria through a survey of 350 school administrators and teachers. Using descriptive statistics and multiple regression analysis, they found that e-governance improved transparency and reduced processing times for student services. Despite this, challenges such as inadequate ICT infrastructure and poor internet connectivity limited its full benefits. Recommendations included public-private partnerships to enhance ICT infrastructure and government-led initiatives to improve internet access in schools.

Okonkwo and Nnaji (2021) employed a qualitative case study method involving interviews with 30 education sector stakeholders to explore challenges and opportunities in e-governance implementation in Nigerian secondary schools. Content analysis revealed that while e-governance facilitated better record-keeping and communication, systemic issues like policy inconsistency and insufficient training hampered effectiveness. They suggested establishing coherent policies and continuous professional development to enhance system usability.

Ogundele and Lawal (2020) utilized survey research with 250 respondents comprising students, lecturers, and administrators across three Nigerian universities. Data were analyzed using factor analysis to identify determinants of e-governance success. Findings indicated that technical support and management commitment were critical to sustaining e-governance platforms. Challenges cited included cyber-security threats

and lack of awareness. The study recommended the development of comprehensive ICT security policies and awareness campaigns to boost user confidence.

Ezeani and Ezema (2023) conducted a quantitative study using surveys administered to 400 staff and students in Nigerian universities to assess the impact of e-governance on academic service delivery. Data were analyzed using descriptive statistics and multiple regression analysis. The study found that e-governance platforms significantly improved service accessibility and administrative efficiency. However, inadequate ICT infrastructure and limited technical know-how among users were significant impediments. The authors recommended increasing funding for ICT development and implementing continuous training programs for both staff and students.

Iroanya and Uche (2022) used a mixed-method approach to evaluate e-governance effectiveness in Nigerian secondary schools. Surveys of 250 teachers and interviews with 20 school administrators were analyzed using SPSS for quantitative data and thematic analysis for qualitative insights. Results revealed that e-governance enhanced transparency and reduced delays in administrative processes. Key challenges identified included frequent power outages, insufficient ICT infrastructure, and resistance to technology adoption. The study suggested strategic partnerships with private ICT firms and government commitment to infrastructural improvements.

Abdullahi and Musa (2021) explored e-governance adoption barriers in Nigerian higher education through a survey of 300 academic staff members, analyzed with exploratory factor analysis (EFA). Findings indicated that lack of adequate ICT skills, poor policy implementation, and limited funding were major obstacles to effective e-governance adoption. Recommendations emphasized comprehensive capacity-building initiatives, policy reforms to align with technological advancements, and increased budgetary allocations to ICT sectors within universities.

Okafor and Nweke (2020) conducted a qualitative study involving interviews with 25 education policy makers and administrators in Nigerian tertiary institutions. Content analysis showed that while e-governance has the potential to revolutionize service delivery, institutional bureaucracy and political interference frequently undermine implementation efforts. The study recommended institutional reforms to reduce bureaucratic bottlenecks and stronger political will to support digital transformation in education.

2.4. Theoretical Framework

The study adopts Institutional Theory commonly associated with the work of Meyer and Brian (1977). The theory offers a valuable perspective on how organizational behavior is shaped by the broader social, cultural, and regulatory environment in which institutions operate (Scott, 2001). It posits that organizations are subject to various pressures coercive (laws, regulations), normative (values, norms), and mimetic (imitation of peers) which influence their structures and practices. In the context of e-governance in Nigeria's education sector, Institutional Theory helps explain how government policies, regulatory mandates, funding mechanisms, and societal expectations impact the adoption and implementation of digital technologies in public educational institutions. This theory assumes that organizations conform to external pressures to gain legitimacy, secure resources, and maintain survival within their institutional environment (DiMaggio & Powell, 1983).

The relevance of Institutional Theory to this study lies in its ability to capture the complex interplay between institutional forces and technology adoption. While individual acceptance is crucial, the broader institutional context can facilitate or hinder the deployment of e-governance systems. For example, the success of e-governance initiatives in Nigerian educational institutions is often influenced by government directives on digital reforms, availability of funding, infrastructural development, and policy consistency. Additionally, institutional resistance, bureaucratic inertia, and insufficient capacity may limit effective adoption despite formal mandates (Ayo, 2014; Olowu, 2019). These normative and coercive pressures create a dynamic environment where compliance with e-governance policies varies across institutions, explaining differential outcomes in service delivery.

However, Institutional Theory also faces critiques. It has been argued that the theory tends to emphasize conformity and stability, sometimes underestimating the role of agency, innovation, and conflict within organizations (Greenwood & Hinings, 1996). Moreover, the theory can be less effective in explaining rapid technological change in environments where informal practices and political dynamics heavily influence decision-making (Pfeffer & Salancik, 2003). In the Nigerian context, informal networks and patronage systems may mediate formal institutional pressures, complicating straightforward application of the theory.

Despite these critiques, Institutional Theory is highly applicable to this study as it provides a macro-level understanding of the external and internal forces shaping e-governance adoption in public education. By examining how institutional pressures impact digital reform implementation, the study gains insights into the structural and contextual challenges affecting public service delivery. When integrated with the Technology Acceptance Model, Institutional Theory enriches the analysis by linking individual user behavior with organizational and environmental factors, offering a holistic framework for investigating e-governance in Nigeria's education sector.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study will adopt a descriptive and analytical survey design. It will involve both qualitative and quantitative approaches to assess perceptions, outcomes, and institutional challenges in e-governance implementation.

3.2 Population and Sample

The population will include staff and administrators from government-owned secondary and tertiary institutions, officials from education ministries, and ICT departments. A stratified sampling method will be used to ensure fair representation across different levels of education.

3.3 Data Collection Instruments

To collect quantitative data from education staff and administrators on e-governance usage and impact. Analysis of institutional reports, policy documents, and digital platform logs.

3.4 Data Analysis

Qualitative data will be analyzed using thematic analysis to identify recurring patterns and key themes.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyzes the data collected for the study in accordance with the research objectives and questions. The purpose of this chapter is to provide empirical evidence that supports the assessment of e-governance implementation in public institutions. The data is presented in a structured format, using tables and descriptive analysis to reveal patterns, relationships, and trends relevant to the subject matter.

4.2 Result and Discussion

i. The extent to which e-governance initiatives have improved efficiency, transparency and accountability in public service delivery in Nigeria

E-governance initiatives in Nigeria have significantly improved efficiency, transparency, and accountability in public service delivery. The automation of various government processes, such as the online registration for examinations like the Unified Tertiary Matriculation Examination (UTME) and digital platforms for staff recruitment in the education sector, has greatly reduced bureaucratic delays and minimized human errors, resulting in faster and more streamlined service delivery (Iwu & Ben-Eno, 2021). These digital tools have optimized resource management and facilitated real-time monitoring, thereby enhancing the overall efficiency of public institutions. In terms of transparency, e-governance has made government information more accessible to citizens through online portals, reducing the opportunities for corrupt practices by limiting face-to-face interactions where bribery could occur (Yusuf, 2022).

The availability of digital records and audit trails further curtails corruption by enabling better oversight of financial transactions and administrative processes (Ezeani & Ojo, 2020). Accountability has also been strengthened through e-governance by providing platforms for performance tracking and citizen feedback. Digital dashboards allow administrators to monitor service delivery outcomes, while online complaint and suggestion systems empower citizens to hold public officials responsible for service quality (Bannister & Connolly, 2020). Despite these advances, challenges such as inadequate ICT infrastructure and limited digital literacy continue to hamper the full realization of e-governance benefits across Nigeria (Olatokun & Adebayo, 2020). Nonetheless, e-governance remains a vital tool for enhancing public service delivery by promoting efficiency, transparency, and accountability in the Nigerian context.

ii. e-governance tools and platforms currently being implemented across selected government institutions in Nigeria

Several e-governance tools and platforms have been implemented across various government institutions in Nigeria to enhance public service delivery. The Unified Tertiary Matriculation Examination (UTME) portal managed by the Joint Admissions and Matriculation Board (JAMB) is a notable example, allowing candidates to register and access examination services online, which has streamlined the admission process significantly (Iwu & Ben-Eno, 2021). The Integrated Payroll and Personnel Information System (IPPIS) is another critical platform deployed by

the federal government to automate salary payments and personnel management for public servants, reducing payroll fraud and improving financial transparency (Yusuf, 2022).

Additionally, the Nigeria Immigration Service (NIS) utilizes the e-passport system to digitalize passport issuance, thereby reducing processing time and enhancing security features (Ezeani & Ojo, 2020). The Nigerian Communications Commission (NCC) has also introduced an online complaint management system to handle consumer grievances efficiently. In the education sector, platforms like the Nigeria Educational Management Information System (NEMIS) enable the Ministry of Education to collect and analyze school data for planning and monitoring purposes (Olatokun & Adebayo, 2020). These tools collectively demonstrate the Nigerian government's commitment to leveraging ICT for improved governance, although infrastructure and accessibility challenges remain.

iii. The level of citizen satisfaction with e-governance

The level of citizen satisfaction with e-governance-enabled public services in Nigeria has shown a mixed but generally positive trend, reflecting both the benefits and ongoing challenges of digital government initiatives. Many citizens appreciate the convenience, speed, and reduced bureaucracy associated with online services such as examination registration, e-payment systems, and digital portals for accessing government information (Iwu & Ben-Eno, 2021). For instance, users of the JAMB UTME online platform report high satisfaction due to ease of use and reduced waiting times compared to traditional manual processes (Yusuf, 2022). However, satisfaction levels are often tempered by infrastructural limitations, such as unreliable internet connectivity, frequent power outages, and limited digital literacy, especially in rural areas (Olatokun & Adebayo, 2020).

Additionally, some users express frustration with technical glitches and occasional lack of responsiveness from government agencies in addressing complaints submitted via online platforms (Ezeani & Ojo, 2020). Despite these challenges, surveys indicate that as awareness and access improve, citizen satisfaction with e-governance services is gradually increasing, highlighting the potential of these initiatives to enhance public service delivery if accompanied by investments in infrastructure and user education (Bannister & Connolly, 2020).

iv. The challenges and barriers affecting the implementation of e-governance in public institutions

The implementation of e-governance in public institutions faces numerous challenges and barriers, particularly in developing countries like Nigeria. One of the most critical obstacles is the inadequate ICT infrastructure. Many public agencies lack the necessary technological tools such as stable internet access, modern hardware, reliable software, and constant electricity supply, especially in rural areas. This infrastructural gap severely limits the efficiency and reach of digital governance platforms (Okot-Uma & Okello-Obura, 2020).

Another significant barrier is low digital literacy among public servants and the general population. Many civil servants are not adequately trained to operate e-governance tools, resulting in poor adoption and ineffective service delivery. This lack of ICT competence is further compounded by limited training opportunities and a prevailing resistance to technological change (Okwueze, Chigbo, & Nwachukwu, 2021). Financial constraints also undermine the implementation of e-governance. Developing and maintaining digital platforms require substantial investments, which many governments struggle to provide due to competing priorities, insufficient funding, and the high cost of ICT solutions (Ayo & Folorunso, 2015).

Moreover, bureaucratic resistance to change presents a considerable challenge. Many officials view digital reforms as a threat to their authority, job security, or access to illicit gains. As a result, they often resist transitioning from traditional paper-based systems to digital platforms (Nkwe, 2017). This is closely linked to weak legal and regulatory frameworks. In many instances, there is an absence of adequate policies regarding data protection, digital identity, electronic signatures, and cybersecurity, which hinders the development and trust in e-governance systems (Adegbola & Oyelami, 2023). Corruption and the lack of political will are additional impediments. E-governance promotes transparency and accountability, which can disrupt entrenched corrupt practices. Consequently, political elites may be reluctant to support or fund digital initiatives that could expose irregularities (Akinwunmi & Ogunyemi, 2022).

Furthermore, poor coordination among government agencies leads to fragmented efforts and duplication of resources. Without a centralized framework and inter-agency collaboration, many e-governance initiatives fail to achieve their intended goals (Bwalya & Mutula, 2016). Security and privacy concerns also discourage both government officials and citizens from fully engaging with e-governance platforms. The fear of cyberattacks, data breaches, and identity theft, exacerbated by weak cybersecurity systems, reduces confidence in digital services (Adeyeye, 2021). Compounding this is the persistent digital divide, where unequal access to digital technologies and internet connectivity excludes certain groups such as the elderly, rural dwellers, women, and persons with disabilities from benefiting from e-governance services (Ogbonna & Obayi, 2020). The lack of effective monitoring and evaluation mechanisms hinders the ability to track the progress, impact, and sustainability of e-governance projects. Without proper evaluation, it is difficult to make evidence-based improvements or scale up successful initiatives (Obi & Ugwuoke, 2021).

4.3 Discussion of Major Findings

e-governance initiatives have contributed substantially to enhancing efficiency in public service delivery. The automation of routine government operations such as the online registration system of the Joint Admissions and Matriculation Board (JAMB) for UTME, and the deployment of digital recruitment platforms has reduced manual errors, expedited processes, and minimized bureaucratic bottlenecks. These digital

platforms have made service delivery more streamlined, reliable, and timely. For example, public servants benefit from the Integrated Payroll and Personnel Information System (IPPIS), which has automated salary payments, thereby eliminating ghost workers and payroll fraud. These developments align with Iwu and Ben-Eno (2021), who argue that ICT tools play a crucial role in optimizing administrative functions and minimizing inefficiencies in public institutions.

In terms of transparency, the digitalization of government information has improved public access to data and services. E-governance platforms provide audit trails and transaction histories, which limit opportunities for corruption and encourage openness in administrative dealings. As noted by Yusuf (2022), the shift to online platforms reduces direct human contact, where bribery and favoritism traditionally thrive. These measures not only expose illicit activities but also build public trust in government systems.

The promotion of accountability is another critical outcome of e-governance initiatives. Tools such as performance dashboards, e-feedback systems, and complaint portals allow citizens to assess the quality of services and provide direct input. These platforms foster a culture of responsiveness among public officials, compelling them to improve service delivery standards. Bannister and Connolly (2020) affirm that the use of ICT in governance enhances citizen engagement and institutional accountability by creating mechanisms for tracking outcomes and flagging inefficiencies.

Despite these gains, the study also highlights several persistent challenges and barriers that hinder the full realization of e-governance benefits. Chief among them is inadequate ICT infrastructure, especially in rural areas where internet connectivity, electricity, and digital equipment are either lacking or unreliable (Okot-Uma & Okello-Obura, 2020). Furthermore, low digital literacy among both government personnel and citizens restricts widespread adoption of e-governance tools. Without adequate training and capacity-building initiatives, many users are unable to fully benefit from or contribute to digital governance efforts (Okwueze, Chigbo, & Nwachukwu, 2021).

Financial constraints also limit the expansion and maintenance of digital platforms. Government institutions often struggle to secure sustained funding for ICT infrastructure, leading to stalled or poorly executed initiatives (Ayo & Folorunso, 2015). In addition, bureaucratic resistance and corruption continue to undermine reform efforts. Officials may perceive digital systems as threats to entrenched interests, thereby resisting the transition to more transparent processes (Nkwe, 2017; Akinwunmi & Ogunyemi, 2022).

The findings also underscore the importance of citizen satisfaction in evaluating the success of e-governance. While users generally appreciate the speed and convenience of digital services, their satisfaction is tempered by technical issues such as system downtimes, poor customer support, and limited access to internet facilities. These issues are particularly acute in rural and underserved communities, exacerbating the digital divide (Olatokun & Adebayo, 2020). Nonetheless, there is evidence that satisfaction levels are gradually increasing as awareness and accessibility improve. The absence of robust legal frameworks and coordinated monitoring and evaluation mechanisms prevents effective governance of e-platforms. Weak data protection laws and lack of cybersecurity infrastructure expose users to privacy risks, while the absence of consistent performance assessments hinders efforts to improve systems over time (Adegbola & Oyelami, 2023; Obi & Ugwuoke, 2021).

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CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined the extent to which e-governance initiatives have improved efficiency, transparency, and accountability in public service delivery within Nigeria's public institutions. The findings revealed that e-governance has brought notable improvements in service delivery, particularly by reducing bureaucratic delays, enhancing access to government information, and providing digital platforms for performance monitoring and citizen engagement. Platforms such as the JAMB UTME portal, IPPIS, and the Nigeria Immigration Service's e-passport system were highlighted as successful tools enhancing administrative efficiency.

Despite these advancements, the study also uncovered significant challenges impeding the full realization of e-governance benefits. These include inadequate ICT infrastructure, low digital literacy among public servants and the general populace, resistance to change within public institutions, limited funding, and weak regulatory frameworks. Moreover, the level of citizen satisfaction with e-governance services remains mixed, with urban users generally more satisfied than those in rural areas due to better infrastructure and awareness.

5.2 Conclusion

E-governance has emerged as a transformative tool for improving public service delivery in Nigeria. By leveraging digital technologies, public institutions have been able to reduce inefficiencies, promote transparency, and enhance accountability. However, the implementation of e-governance is not without significant challenges. Infrastructural deficits, capacity gaps, bureaucratic inertia, and socio-economic disparities continue to hamper widespread adoption and impact. Nonetheless, the growing demand for digital public services and the ongoing reforms in various sectors indicate a strong potential for e-governance to play a pivotal role in enhancing governance outcomes in Nigeria.

5.3 Recommendations

The Federal Ministry of Communications, Innovation and Digital Economy, in collaboration with the Nigerian Communications Commission (NCC) and National Information Technology Development Agency (NITDA), should invest significantly in expanding broadband internet access, ensuring stable electricity, and providing modern digital equipment, particularly in rural and underserved areas. Enhancing capacity building is essential. The Office of the Head of Civil Service of the Federation, alongside state civil service commissions, should implement comprehensive digital literacy and ICT training programs for public servants to ensure effective use of e-governance tools.

Promoting inclusive access is vital to bridge the digital divide. Agencies such as NITDA, the National Orientation Agency (NOA), and state ICT development units should target interventions towards marginalized groups like rural dwellers, women, and persons with disabilities to foster equitable participation. Strengthening the legal and policy frameworks is necessary for secure and trusted digital governance. The National Assembly, in collaboration with the Federal Ministry of Justice and regulatory agencies like NITDA, must enact and enforce robust laws on data protection, cybersecurity, electronic transactions, and digital identity verification.

Increasing public awareness about available e-governance services is critical. The National Orientation Agency (NOA), with support from ministries, departments, and agencies (MDAs), should launch public sensitization campaigns to educate citizens and build trust in digital platforms. Sixth, encouraging inter-agency collaboration is important to avoid fragmented efforts. The Bureau of Public Service Reforms (BPSR) and the National Council on e-Government should oversee coordination mechanisms that unify e-governance strategies across sectors. Seventh, establishing effective monitoring and evaluation systems is essential. Institutions like the National Bureau of Statistics (NBS) and the BPSR should be empowered to regularly assess the performance, impact, and user satisfaction of e-governance projects.

Strong political will is required to drive digital transformation. The Presidency, state governors, and ministers must demonstrate consistent leadership commitment, provide adequate funding, and actively support policies that dismantle resistance to digital reforms and institutionalize accountability in public service delivery. Addressing these areas holistically will significantly enhance the implementation and effectiveness of e-governance in Nigeria.

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