

BARRIERS TO EFFECTIVE OFFICE AND INFORMATION MANAGEMENT IN A GLOBALIZED WORLD: A CASE STUDY OF IGNATIUS AJURU UNIVERSITY OF EDUCATION

Dr. Bara, Imaobong Ignatius*; Dr. Sanyie Mercy Bonwa**

*Department of Business Education,

Faculty of Education,

Ignatius Ajuru University of Education,

Port Harcourt, Nigeria.

Email id: imaobong.bara@iaue.edu.ng

**Department of Office and Information Management,

Faculty of Administration and Management,

Ignatius Ajuru University of Education,

Port Harcourt, Nigeria

Email Id: mercy.bonwa@iaue.edu.ng

DOI: 10.5958/2249-877X.2024.00009.7

ABSTRACT

This study investigates the barriers to effective office and information management in a globalized world: A case study of IAUE. A descriptive survey research design was used to guide the study. The study population consists of 500 academic and non-academic staff within the university. A sample of 250 staff was selected for the study, representing 50% of the total population. A simple random sampling technique was employed to draw the sample proportionately in the university. The instrument for data collection was a 18-item structured questionnaire titled "Barriers to office and information management Questionnaire" (BOIMQ). The instrument was validated by the two experts in information and management department, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State. The reliability of the instrument was established using the test-retest method while Cronbach Alpha was used to estimate the reliability index of 0.80. The copies of the instrument were administered by the researcher directly to the respondents. Data collected were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The study concluded that human capacity barriers, organizational barriers, and financial and technological barriers all significantly affect the university's ability to manage office and information systems effectively in an increasingly globalized and digital-driven world. Based on the findings, the researcher recommended that IAUE should institutionalize training programs and workshops aimed at improving staff competence in digital tools, modern office management practices, and information systems. Capacity development must be continuous, not occasional.

INTRODUCTION

In today's rapidly evolving global environment, effective office and information management remains a crucial pillar for institutional efficiency, particularly in higher education institutions. The emergence of globalization has significantly transformed how organizations operate,

communicate, and manage data. This transformation has placed new demands on institutions like Ignatius Ajuru University of Education (IAUE), which must now contend with the dual challenge of aligning traditional administrative practices with modern information management systems. However, despite the many opportunities presented by globalization, several barriers continue to hinder the smooth operation and management of office and information systems within such institutions.

One of the prominent challenges is rooted in human capacity barriers, which refer to limitations in staff skills, training, and adaptability to new technologies. Many office personnel in Nigerian universities lack the requisite ICT competencies needed for effective information management in a digital age. The persistence of manual filing systems, poor document retrieval processes, and limited computer literacy among some staff are indicative of this problem. According to Olumoye and Ojo (2019), inadequate training and resistance to change among administrative staff have continued to obstruct the integration of innovative information systems. The globalized world demands a knowledge-driven workforce, but institutions often fall short in equipping their personnel with the necessary digital and managerial skills.

Another set of obstacles to effective office and information management are organizational barriers, which stem from the internal structure, culture, and leadership approach of the institution. In many Nigerian universities, hierarchical communication patterns, lack of policy implementation, and poor information flow between departments affect productivity and decision-making. Eze and Nwankwo (2020) argue that ineffective communication channels and bureaucratic delays often result in fragmented information systems, which reduce the ability of office units to respond swiftly and efficiently to internal and external demands. Furthermore, weak institutional commitment to innovation and change management practices impedes the successful adoption of modern technologies and the reform of existing administrative protocols. Where leadership fails to champion digital transformation, information management systems become disjointed and inefficient.

Chiefly among the challenges is financial and technological barriers confronting institutions like IAUE. The high cost of procuring and maintaining modern office equipment, installing reliable internet infrastructure, and purchasing enterprise software often exceeds the financial capacity of public institutions. Okoro and Adebayo (2018) noted that limited budgetary allocations, poor funding priorities, and irregular financial disbursements severely affect the ability of Nigerian universities to digitalize and automate office processes. Furthermore, even where technologies are acquired, the absence of technical support, frequent power outages, and obsolete ICT infrastructure contribute to the under-utilization or outright abandonment of such tools. The gap between technological availability and usability continues to widen, especially when sustainable investments in ICT infrastructure are lacking.

The challenges of office and information management in a globalized world are thus multi-dimensional, touching on human, structural, and resource-related issues. For institutions like IAUE striving to position themselves competitively in the global academic space, addressing these barriers is not merely a matter of administrative reform, but a necessity for institutional survival and relevance. It is imperative that deliberate strategies be adopted to strengthen human capacity, reengineer organizational structures, and ensure consistent investment in technology.

Statement of the Problem

Despite the increasing demands of globalization, effective office and information management remains a persistent challenge in many Nigerian universities, including Ignatius Ajuru University

of Education. While global trends require institutions to adopt efficient systems and practices, several internal barriers hinder this progression. Human capacity limitations such as low digital literacy and inadequate training reduce the efficiency of administrative personnel. Organizational challenges, including poor communication flow, rigid structures, and lack of coordination, further weaken information management processes. Additionally, financial and technological constraintssuch as limited funding for ICT infrastructure, outdated systems, and inadequate technical supportcontinue to hamper the university's ability to modernize its operations. These barriers collectively undermine the institution's administrative effectiveness and its ability to compete in a globalized academic environment.

Aim and Objectives

The study investigated barriers to effective office and information management in a globalized world: A case study of IAUE. Specifically, the study achieved the following objectives:

1. identified the extent to which human capacity barriers affect effective office and information management at IAUE.
2. found out the extent to which organizational barriers affect effective office and information management at IAUE.
3. examined the extent to which financial and technological barriers affect effective office and information management at IAUE.

Research Questions

The following research questions will guide the study.

1. To what extent does human capacity barriers affect effective office & information management in IAUE?
2. To what extent does organizational barriers affect effective office & information management practices in IAUE?
3. To what extent does financial and technological barriers affect effective office & information management in IAUE?

Hypotheses

The following null hypotheses will guide the study:

1. There is no significant difference between the mean rating of senior and junior academic staff on the extent human capacity barriers affects effective office & information management in IAUE.
2. There is no significant difference between the mean rating of senior and junior academic staff on the extent organizational barriers affects effective office & information management in IAUE.
3. There is no significant difference between the mean rating of senior and junior academic staff on the extent financial and technological barriers affects effective office & information management in IAUE.

LITERATURE REVIEW OF RELATED

Office and Information Management

Office and information management involves the planning, coordination, and control of administrative activities that support the day-to-day operations of an organization. In a university context, this includes maintaining records, processing correspondence, managing files, and ensuring that accurate information is available for decision-making. Information management refers to how data is collected, stored, retrieved, and shared across departments to support academic and administrative functions. According to Nwachukwu and Adebayo (2018), effective office management enhances workflow efficiency, while information management ensures that the right data is accessible at the right time, facilitating effective service delivery in institutions.

Concept of Globalization

Globalization is the process of increasing interconnectedness among countries through the exchange of ideas, technology, culture, and services. In educational institutions, globalization has led to the adoption of international best practices in office management, increased reliance on digital communication systems, and the need for real-time data processing. As noted by Okoro and Chinedu (2020), globalization compels universities to modernize administrative processes and embrace ICT-driven operations in order to remain competitive and responsive to global academic standards.

Human Capacity Barriers

Human capacity barriers refer to the limitations in skills, knowledge, and competencies of office staff. In many Nigerian institutions, administrative personnel often lack the necessary training in ICT, resulting in ineffective information handling and resistance to new technologies. Staff may also be reluctant to adopt new systems due to fear of job redundancy or unfamiliarity with digital platforms. Eze and Nwogu (2019) observed that lack of continuous professional development and limited exposure to modern administrative tools are major obstacles to institutional growth and efficiency.

Organizational Barriers

Organizational barriers are structural and procedural issues within an institution that hinder effective office operations. These include rigid hierarchies, unclear communication channels, poor supervision, and absence of clear policies. Such constraints create delays, confusion, and duplication of tasks in the university system. According to Ibrahim and Olaitan (2017), organizational culture that discourages innovation or flexible decision-making often results in low staff morale and inefficiency in handling information and office tasks.

Financial and Technological Barriers

Financial and technological barriers refer to the lack of adequate funding and access to modern equipment required for effective office management. Many public universities struggle with outdated systems, poor internet infrastructure, irregular electricity supply, and limited budgets for ICT development. These constraints hinder the implementation of automated office procedures and result in over-reliance on manual processes. A study by Adekunle and Fagbemi (2021) revealed that insufficient investment in technology limits the productivity of administrative units and slows down institutional performance.

Effective Office and Information Management in a Globalized World

In a globalized world, effective office and information management requires a combination of skilled personnel, streamlined organizational systems, and reliable technology. Universities must adopt integrated information systems, encourage digital literacy, and ensure efficient communication across departments. This will not only improve service delivery but also align the institution with international academic and administrative standards. As Umeh and Ogunleye (2019) noted, global relevance in university administration depends on the institution's ability to overcome internal barriers and adapt to changing technological landscapes.

System Theory

The Systems Theory, propounded by Ludwig von Bertalanffy in 1950, conceptualizes an organization as a system composed of interdependent and interconnected parts working together to achieve common objectives. Each component of the system must function optimally for the system as a whole to operate effectively. In relation to office and information management, this theory is relevant in explaining how inputs such as human resources, infrastructure, and financial resources are transformed through administrative processes into outputs like documentation, communication, and service delivery. When any part of the system is weak such as a lack of skilled personnel, poor communication, or inadequate technological support the efficiency of the entire system is negatively affected. Thus, human capacity limitations, organizational inefficiencies, and financial or technological barriers can be understood as systemic weaknesses that hinder optimal performance.

Technology Acceptance Model (TAM)

The Technology Acceptance Model was developed by Fred Davis in 1986. This model focuses on how individuals accept and use new technologies, based on two main factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the belief that using a particular technology will enhance job performance, while perceived ease of use relates to the belief that the technology will be simple and free of effort. TAM is particularly useful in understanding human capacity barriers in office and information management. If staff perceive technological tools as difficult to use or irrelevant to their work, they may resist adopting them, which hinders effective communication, documentation, and service delivery. This resistance is often rooted in lack of training, low digital literacy, or fear of change. Therefore, addressing human-related barriers requires not only providing the right tools but also ensuring that users find them accessible, beneficial, and easy to integrate into their daily tasks.

Human Capacity Barriers

Okon and Ibrahim (2021) investigated the barriers to effective office and information management in a globalized world in selected state-owned tertiary institutions in South-South Nigeria. The descriptive survey research design was adopted for the study. The study was guided by three research questions and three corresponding null hypotheses. The Population of the Study consisted of 400 administrative staff in tertiary institutions in South-South Nigeria. The Sample Size of the study was 180 administrative staff selected through stratified random sampling technique. A self-structured questionnaire was used to analyze the data. Pearson Product Moment Correlation statistics was used to analyze the data. The result of the study revealed that human capacity barriers was positively significantly related to barriers to effective office and information management in a globalized world in tertiary institutions in South-South Nigeria.

Organizational Barriers

Adeyemi and Nwachukwu(2022) investigated the barriers to effective office and information management in a globalized world in three federal universities in Nigeria. The correlational survey research design was adopted for the study. The study was guided by three research questions and three corresponding null hypotheses. The Population of the Study consisted of 350 senior and junior administrative staff in three federal universities in Nigeria. The sample size of the study was 200 administrative staff selected through purposive sampling techniques. A self-structured questionnaire was used to analyze the data. Pearson Product Moment Correlation statistics was used to analyze the data. The result of the study revealed that organizational barriers were positively significantly related to barriers to effective office and information management in a globalized world in three federal universities in Nigeria.

Financial and technological barriers

Yusuf and Afolabi(2020) investigated the barriers to effective office and information management in a globalized world in three federal universities in Nigeria. The ex-post facto research design was adopted for the study. The study was guided by four research questions and four corresponding null hypotheses. The Population of the Study consisted of 300 ICT personnel and administrative officers in public tertiary institutions in Southwestern Nigeria. The sample size of the study was 150 administrative officers and ICT personnel was selected through cluster sampling techniques. A self-structured questionnaire was used to analyze the data. Pearson Product Moment Correlation statistics was used to analyze the data. The result of the study revealed that financial and technological barriers were positively significantly related to barriers to effective office and information management in a globalized world in public tertiary institutions in Nigeria.

Methodology

This study adopts a descriptive survey research design to investigate the barriers to effective office and information management in a globalized world, using Ignatius Ajuru University of Education (IAUE) as a case study. The population of the study consists of 500 staff members. Academic staff (350) and administrative staff (150) in IAUE. A sample size for the study will be 250 sample size of the various academic and administrative staffs in IAUE. The stratified random sampling technique will be used for this study. The researcher developed questionnaire to elicit data for the study and tagged it "Barriers to Office Information Management Questionnaire (BOIMQ) structured after 4-point modified Likert Scale. of Very High Extent (VHE)-4, High Extent (HE)-3, Low Extent (LE)-2, Very Low Extent (VLE)-1. The instrument of the data collection (BOIMQ) was validated by the researcher's supervisor and an expert in the department Office and Information Management while test-retest method was used to establish the reliability of the instrument with PPMC giving a reliability index of 0.78 using 20 academic staff of the university.

Mean and Standard deviation was used to answer all the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. All statistical data were analysis using Statistical Package for Social Sciences (SPSS) version 25.

Results and Discussion

Research question one: To what extent does human capacity barriers affect effective office & information management in IAUE?

Table 1: Descriptive analysis (Mean & SD) on the extent human capacity barriers affects effective office & information management in IAUE

S/N	How does human capacity barriers affect	Senior Staff Mean	Staff SD	Junior Staff Mean	Staff SD	Mean Set	Remark
1.	Staff lack adequate training in modern office management techniques	2.78	0.78	2.72	0.64	2.75	High Extent
2.	There is insufficient knowledge of information management systems among staff	2.91	0.65	2.85	0.81	2.88	High Extent
3.	Inadequate computer literacy skills hinder effective information management	2.89	0.99	2.28	0.65	2.59	High Extent
4.	Poor communication skills affect information flow and management	3.04	1.02	3.31	0.73	3.175	High Extent
5.	There is poor understanding of data security and privacy requirements among academic staff	2.63	0.75	2.67	0.76	2.65	High Extent
6.	Lack of specialized skills in records management affects office efficiency	2.72	0.94	2.97	0.88	2.85	High Extent
Grand Total		2.83	0.86	2.80	0.75	2.81	High Extent

The data on table 1 revealed the extent human capacity barriers affect effective office & information management in IAUE is high (Mean=2.81). The table further revealed that staff lack adequate training in modern office management techniques (Mean=2.75), insufficient knowledge of information management systems among staff (Mean=2.88), inadequate computer literacy skills hinder effective information management (Mean=2.59), poor communication skills affect information flow and management (Mean=3.175), poor understanding of data security and privacy requirements among academic staff (Mean=2.65) and lack of specialized skills in records management affects office efficiency (Mean=2.85). The table revealed that the opinion mean ratings of senior academic staff (Mean=2.83, SD=0.86) is higher than their junior counterparts (Mean=2.80, SD=0.75).

Research question two: To what extent does organizational barriers affect effective office & information management practices in IAUE?

Table 2: Descriptive analysis (Mean & SD) on the extent organizational barriers affects effective office & information management practices in IAUE

	ORGANIZATIONAL BARRIERS	Senior Staff Mean	Staff SD	Junior Staff Mean	Staff SD	Mean Set	Remark
7.	The organizational structure does not support effective information flow	2.23	0.69	2.43	0.65	2.33	Low Extent
8.	Poor coordination between departments affects information sharing	2.88	0.58	2.86	0.77	2.87	High Extent
9.	Management does not provide adequate support for office modernization	3.04	0.85	2.99	0.82	3.02	High Extent
10.	Inadequate supervision and monitoring of office activities exists	2.78	0.66	2.89	0.7	2.835	High Extent
11.	Conflicting priorities between departments affect my information management roles as an academic staff	2.76	0.76	2.74	0.72	2.75	High Extent
12.	There is resistance from management to adopt global best practices	2.96	1.02	2.9	0.99	2.93	High Extent
Grand Total		2.89	0.76	2.87	0.78	2.88	High Extent

The data on table 2 revealed the extent organizational barriers affect effective office & information management in IAUE is high (Mean=2.88). The table further revealed that

organizational structure support effective information flow 2.33), poor coordination between departments affects information sharing (Mean=2.87), management does not provide adequate support for office modernization (Mean=3.02), inadequate supervision and monitoring of office activities exists (Mean=2.84), conflicting priorities between departments affect my information management roles as an academic staff (Mean=2.75), there is resistance from management to adopt global best practices (Mean=2.93), The table revealed that the opinion mean ratings of senior academic staff (Mean=2.89, SD=0.76) is higher than their junior counterparts (Mean=2.87, SD=0.78).

Research question three: To what extent does financial and technological barriers affects effective office & information management in IAUE?

Table 3: Descriptive analysis (Mean & SD) on the extent financial and technological barriers affects effective office & information management in IAUE

FINANCIAL AND TECHNOLOGICAL BARRIERS	Senior Staff Mean	Senior Staff SD	Junior Staff Mean	Junior Staff SD	Mean Set	Remark
13. Insufficient funding limits the acquisition of modern office equipment	2.81	0.96	2.77	0.92	2.79	High Extent
14. Outdated computer systems and software affect information management efficiency	3.21	0.76	3.18	0.79	3.20	High Extent
15. Poor internet connectivity hinders global information sharing	2.99	0.82	2.84	0.8	2.92	High Extent
16. Lack of budget allocation for staff training limits capacity development	2.78	0.89	2.88	0.76	2.83	High Extent
17. High cost of modern information management systems prevents their adoption of ICT in school management.	2.94	0.92	2.97	0.95	2.96	High Extent
18. Limited budget for software licenses affects system updates and security	2.75	1.03	2.72	0.98	2.74	High Extent
Grand Total	2.91	0.90	2.89	0.87	2.90	High Extent

The data on table 3 revealed the extent financial and technological barriers affect effective office & information management in IAUE is high (Mean=2.90). The table further revealed that insufficient funding limits the acquisition of modern office equipment (Mean=2.79), outdated computer systems and software affect information management efficiency (Mean=3.20), poor internet connectivity hinders global information sharing (Mean=2.92), lack of budget allocation for staff training limits capacity development (Mean=2.83), high cost of modern information management systems prevents their adoption of ICT in school management (Mean=2.96), limited budget for software licenses affects system updates and security (Mean=2.74). The table revealed that the opinion mean ratings of senior academic staff (Mean=2.91, SD=0.90) is higher than their junior counterparts (Mean=2.89, SD=0.87).

Testing of Hypotheses

HO1: There is no significant difference between the mean rating of senior and junior academic staff on the extent human capacity barriers affects effective office & information management in IAUE.

Table 4: Summary of t-test on the difference between the mean rating of senior and junior academic staff on the extent human capacity barriers affects effective office & information management in IAUE

Rank	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	156	2.83	0.86	248	0.280	0.780	NS
Junior Staff	94	2.80	0.75				

NS= Not Significant

Table 4 above showed the t-test calculated value is 0.280, the corresponded significance value is 0.780 showing > 0.05 at 248 degrees of freedom. Hence, it is concluded that there is no significant between the mean rating of senior and junior academic staff on the extent human capacity barriers affects effective office & information management in IAUE. Therefore, the null hypothesis one is retained at 0.05 level of significance.

HO2: There is no significant difference between the mean rating of senior and junior academic staff on the extent organizational barriers affects effective office & information management in IAUE.

Table 5: Summary of t-test on the difference between the mean rating of senior and junior academic staff on the extent organizational barriers affects effective office & information management in IAUE

Rank	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	156	2.89	0.76	248	0.200	0.842	NS
Junior Staff	94	2.87	0.78				

NS= Not Significant

Table 5 above showed the t-test calculated value is 0.200, the corresponded significance value is 0.842 showing > 0.05 at 248 degrees of freedom. Hence, it is concluded that there is no significant between the mean rating of senior and junior academic staff on the extent organizational barriers affects effective office & information management in IAUE. Therefore, the null hypothesis two is retained at 0.05 level of significance.

HO3: There is no significant difference between the mean rating of senior and junior academic staff on the extent financial and technological barriers affects effective office & information management in IAUE.

Table 6: Summary of t-test on the difference between the mean rating of senior and junior academic staff on the extent financial and technological barriers affects effective office & information management in IAUE

Rank	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	156	2.91	0.90	248	0.172	0.863	NS
Junior Staff	94	2.89	0.87				

NS= Not Significant

Table 6 above showed the t-test calculated value is 0.172, the corresponded significance value is 0.863 showing > 0.05 at 248 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean rating of senior and junior academic staff on the extent organizational barriers affects effective office & information management in IAUE. Therefore, the null hypothesis three is retained at 0.05 level of significance.

Discussion of Findings

The findings from Table 1 revealed that human capacity barriers significantly affect effective office and information management in IAUE, with an overall high. Interestingly, though the mean rating of senior academic staff was marginally higher than that of junior staff, there was no statistically significant difference between the two groups. This suggests a shared perception of inadequacy in human capacity across the board, regardless of seniority or experience. The second dimension of analysis in Table 2 focused on organizational factors, with results revealing a high. Also highlighted were issues such as inadequate supervision and conflicting departmental priorities, which can derail unified information management strategies. Again, the mean ratings of senior and junior academic staff showed no significant difference, reflecting a unified concern about systemic organizational challenges. Findings from Table 3 indicate that financial and technological limitations significantly impede effective office and information management at IAUE, with the highest aggregate among the three dimensions. Moreover, high costs associated with adopting modern information management systems and limited budgets for software licenses and security updates were reported as major deterrents to implementing comprehensive digital solutions. As with other dimensions, senior academic staff and junior staff shared similar views, with no significant difference in opinion. The study's findings revealed that there is a need for institutional transformation across human resource development, organizational structure, and financial investment in digital tools. Addressing these barriers is not just an operational issue—it is a strategic educational factor that can impacts the quality, relevance, and competitiveness of higher education in the global context.

CONCLUSION

The study explored the multifaceted barriers hindering “effective office and information management in a globalized world: A Case Study of IAUE”. Findings revealed that human capacity barriers, organizational barriers, and financial and technological barriers all significantly affect the university's ability to manage office and information systems effectively in an increasingly globalized and digital-driven world. The study established that insufficient ICT training, poor communication skills, and limited understanding of information systems contribute to human capacity constraints. Likewise, organizational inefficiencies such as inadequate supervision, poor coordination, and resistance to adopting best practices were found to be major setbacks. Furthermore, financial and technological limitations — including outdated infrastructure, poor internet connectivity, and limited funding for digital tools — emerged as the most critical obstacles to transformation. There were no statistically significant differences between the responses of senior and junior academic staff, indicating a shared institutional awareness and consensus on the pressing need for reform. The implications is that for higher institution like IAUE to survive in the contemporary time, must reposition itself technological to be relevant and competitive in a global academic environment. Hence, must overhaul its human resource capacities, modernize its organizational framework, and consistently invest in technology and innovation.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are proffered:

1. IAUE should institutionalize training programs and workshops aimed at improving staff competence in digital tools, modern office management practices, and information systems. Capacity development must be continuous, not occasional.
2. The university should review and reform its internal structures to foster clear communication flows, departmental collaboration, and effective supervision. Policies that encourage flexibility, teamwork, and accountability should be developed and implemented.
3. There is a need for strategic investment in modern office equipment, reliable internet infrastructure, and updated software tools. This includes budgeting for ongoing maintenance, licensing, and technical support services.

REFERENCES

1. Adekunle, O. A., & Fagbemi, O. M. (2021). ICT and administrative effectiveness in Nigerian public universities. *Journal of Educational Administration and Planning*, 11(1), 45–52.
2. Adeyemi, T. A., & Nwachukwu, E. C. (2022). Organizational structure and service delivery in Nigerian public universities. *Nigerian Journal of Educational Management and Leadership*, 10(2), 65–78.
3. Bertalanffy, L. von. (1950). The theory of open systems in physics and biology. *Science*, 111(2872), 23–29.
4. Eze, J. U., & Nwankwo, B. E. (2020). Administrative challenges in the implementation of information and communication technology in Nigerian universities. *Journal of Educational Management and Policy*, 5(2), 47–55.
5. Eze, M. U., & Nwogu, C. O. (2019). Capacity development and staff productivity in Nigerian higher institutions. *Nigerian Journal of Educational Management*, 7(2), 38–46.
6. Ibrahim, A. S., & Olaitan, A. B. (2017). Organizational structure and administrative efficiency in Nigerian universities. *African Journal of Educational Research and Development*, 9(1), 60–69.
7. Nwachukwu, A. C., & Adebayo, R. A. (2018). Information management strategies for improving university administration. *International Journal of Educational Studies*, 6(3), 88–94.
8. Okon, M. I., & Ibrahim, L. T. (2021). Capacity development and administrative effectiveness in Nigerian public institutions. *Journal of Public Administration and Education Studies*, 9(1), 43–56.
9. Okoro, J., & Adebayo, F. A. (2018). Funding ICT infrastructure for educational development in Nigerian universities. *Nigerian Journal of Educational Technology and Society*, 16(1), 89–97.
10. Okoro, J. O., & Chinedu, A. E. (2020). Globalisation and ICT-driven reforms in Nigerian universities. *Journal of Management and Technology in Education*, 5(2), 112–120.

11. Olumoye, M. Y., & Ojo, R. A. (2019). Human capacity building and ICT adoption among administrative staff in Nigerian universities. *Journal of Contemporary Issues in Educational Planning and Administration*, 9(3), 123–134.
12. Umeh, C. O., & Ogunleye, S. T. (2019). Enhancing administrative performance in universities through digital tools. *Nigerian Journal of Educational Technology*, 10(1), 73–81.
13. Yusuf, O. A., & Afolabi, R. A. (2020). ICT infrastructure and administrative efficiency in Nigerian higher institutions. *West African Journal of Educational Research*, 8(1), 89–102.