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The Role of Digital Technology in Student Admissions at Rev. Fr. Moses Orshio Adasu University, Makurdi

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ABSTRACT: This study examined the role of digital technology in student admissions at Rev. Fr. Moses Orshio Adasu University, Makurdi. The main objective was to determine how digital admission systems influence processing efficiency, accuracy of applicant records, timeliness of communication, and user satisfaction in the admission process. The study adopted a survey design, and the population comprised students, academic staff, and non-academic staff involved in admission activities. From this population, a sample of 381 respondents was selected using stratified and purposive sampling techniques. Data were collected through structured questionnaires and analyzed using descriptive statistics and linear regression analysis. The study was anchored on the Diffusion of Innovations Theory. Findings revealed that digital technology significantly improves the speed and efficiency of admission processing, enhances the accuracy of applicant records, improves the timeliness of communication between the university and applicants, and increases user satisfaction. All the hypotheses tested were statistically significant, leading to the rejection of all null hypotheses. The study concludes that digital admission systems play a vital role in improving administrative effectiveness in the university. It recommends improved infrastructure, continuous training, and system upgrades.

Keywords: Digital technology, student admissions, processing efficiency, applicant records, user satisfaction

INTRODUCTION

Digital technology has transformed higher education globally by improving teaching, learning, administration, and student services through the use of electronic systems, internet-based platforms, and communication technologies. Universities worldwide increasingly rely on digital solutions to enhance efficiency, transparency, and service delivery, particularly in student admissions, registration, and records management (UNESCO, 2023). In Africa, growing student enrolments and expanding higher education systems have accelerated the adoption of information and communication technologies (ICTs) to modernize administrative processes and improve institutional performance. Despite challenges such as inadequate infrastructure, limited funding, and digital inequalities, digital technologies have become essential tools for managing student information, automating admissions, and enhancing access to educational services across the continent (UNESCO-ICHEI & UNESCO-IICBA, 2024).

In Nigeria, digital technology has become an integral component of university admissions through the adoption of online admission portals and the automation of admission processes by the Joint Admissions and Matriculation Board (JAMB, 2026). The introduction of the Central Admissions Processing System (CAPS) has enhanced transparency, accountability, and efficiency by automating admission procedures, eliminating multiple admissions, enabling candidates to monitor their admission status online, and providing institutions with reliable data for decision-making (JAMB, 2026). In addition to CAPS, universities now utilize electronic application portals, online screening systems, digital document uploads, e-payment platforms, SMS and email notifications, and electronic record management systems to facilitate admissions and communication with applicants (UNESCO, 2023). These innovations have reduced administrative bottlenecks, minimized human errors, improved access to admission information, and streamlined the management of applicant records across Nigerian higher institutions, thereby contributing to more effective and transparent admission administration (UNESCO, 2023; Yusuf & Ibrahim, 2024).

In Benue State, the adoption of digital technology in higher education has followed the broader national trend of integrating information and communication technologies into university administration. Institutions increasingly utilize online platforms for admission applications, screening exercises, candidate verification, fee payments, and communication with prospective students. At Rev. Fr. Moses Orshio Adasu University, Makurdi, digital technologies are employed in various aspects of the admission process, including online application submission, electronic processing of applicant information, and dissemination of admission-related information through web-based platforms. These technologies form part of ongoing efforts to support administrative operations and facilitate interactions between the university and admission seekers in an increasingly digital educational environment

Statement of the Problem

At Rev. Fr. Moses Orshio Adasu University, Makurdi, digital technology has become an important component of the student admission process, particularly through the use of online application systems, electronic payment platforms, and web-based portals for the publication of admission lists and communication with applicants. These tools are intended to improve the efficiency, speed, and organization of admission activities by reducing reliance on manual procedures and enhancing data management within the university's admission unit.

Despite the adoption of these digital admission systems, challenges such as intermittent system downtime, unstable internet connectivity, limited digital literacy among some applicants and staff, and occasional delays in processing applications continue to affect the smooth execution of admission procedures. These issues raise concerns about the reliability and effectiveness of the digital platforms used in managing admissions within the institution, particularly in ensuring timely processing of applications and accurate communication with prospective students.

Furthermore, there is limited empirical evidence on how effectively digital technology has improved admission management at Rev. Fr. Moses Orshio Adasu University, Makurdi, especially in terms of processing efficiency, transparency, and user satisfaction among applicants and administrative staff. This study therefore focuses on examining the role of digital technology in student admissions at the university, with particular attention to how these systems are utilized and the extent to

which they support effective admission administration.

Objectives of the Study

The main objective of this study is to examine the role of digital technology in student admissions at Rev. Fr. Moses Orshio Adasu University, Makurdi. The specific objectives are to:

1. Assess the effect of digital technology on the speed and efficiency of processing student admission applications in the university.
2. Examine the impact of digital technology on the accuracy of applicant records in the admission process.
3. Investigate how digital technology influences the timeliness of communication between the university and admission applicants.
4. Determine the level of user satisfaction with the use of digital technology in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi.

Research Questions

i. How does digital technology affect the speed and efficiency of processing student admission applications in the university?
ii. What is the impact of digital technology on the accuracy of applicant records in the admission process?
iii. In what ways does digital technology influence the timeliness of communication between the university and admission applicants?
iv. What is the level of user satisfaction with the use of digital technology in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi?

Research Hypothesis

The following null hypotheses was tested in this study:

i. H_{01}: Digital technology has no significant effect on the speed and efficiency of processing student admission applications at Rev. Fr. Moses Orshio Adasu University, Makurdi.
ii. H_{02}: Digital technology has no significant effect on the accuracy of applicant records in the admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi.
iii. H_{03}: Digital technology has no significant effect on the timeliness of communication between the university and admission applicants.
iv. H_{04}: There is no significant relationship between digital technology and user satisfaction in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi.

Conceptual Clarifications

Digital technology

Digital technology refers to the use of electronic devices, software systems, and internet-based platforms for the generation, processing, storage, and dissemination of information. Oloruntoba (2020) defines digital technology as the integration of ICT tools into institutional operations to enhance communication, administration, and service delivery. While this definition is useful in explaining the functional role of digital tools, it is often critiqued for being too general, as it does not clearly distinguish between basic ICT usage and advanced digital transformation processes that reshape organizational structures.

Akinola and Bolarinwa (2021) conceptualize digital technology as computer-based systems and online platforms that support data management, administrative automation, and information sharing within institutions. They further emphasize the role of human capacity in the effective use of these systems. However, this definition can be interrogated on the basis that it places significant emphasis on operational tools without fully addressing the strategic and transformational dimension of

digital technology, particularly how institutions evolve beyond automation into intelligent digital ecosystems.

Nwafor and Ezeani (2022) define digital technology as ICT-driven tools used to improve administrative functions such as admissions, record keeping, communication, and decision-making in higher institutions. Their definition is strong in linking digital technology to administrative efficiency, but it can be critiqued for focusing mainly on institutional outcomes while underemphasizing structural challenges such as infrastructure gaps and technological inequality that may limit effective implementation.

Okeke and Chukwu (2021) view digital technology as the use of emerging electronic systems and internet-based applications that transform traditional administrative processes into more efficient and transparent digital platforms. Although this definition captures the transformative nature of digital technology, it may be interrogated for assuming that digital transformation automatically leads to efficiency and transparency, without sufficiently considering resistance to change, policy limitations, and user adaptability within institutions.

Ibrahim and Salihu (2023) describe digital technology as a combination of ICT infrastructure, digital platforms, and automated systems that facilitate faster information processing and improved service delivery in institutions. This definition is comprehensive in scope, but it can be critiqued for its strong focus on technological components, with less attention given to socio-organizational factors such as institutional culture, digital literacy, and governance structures that influence the success of digital systems.

Student Admission

Student admission refers to the formal process through which higher education institutions select, evaluate, and enroll qualified candidates into academic programmes based on established entry requirements. According to Ojo and Adeyemi (2020), student admission is the structured procedure of screening applicants' academic credentials and determining eligibility for entry into tertiary institutions. This definition is useful for explaining admission as a procedural activity, but it is limited because it focuses primarily on credential screening and does not adequately address the roles of technology and institutional policies in shaping modern admission systems.

Similarly, Eze and Okafor (2021) define student admission as the process of assessing and selecting applicants into educational programmes based on merit, institutional capacity, and regulatory guidelines. While this definition introduces the idea of merit and capacity, it can be critiqued as overly traditional, as it assumes a largely manual and administrative process and does not fully reflect the current shift toward digitalized admissions systems that now dominate higher education administration.

In another perspective, Ibrahim and Yusuf (2022) conceptualize student admission as a decision-making process that involves the evaluation of applicants' qualifications through standardized systems and institutional criteria to ensure fairness and transparency. This definition is more comprehensive because it introduces fairness and transparency as key components; however, it can be interrogated for not explicitly acknowledging the role of automation and digital platforms that increasingly determine admission outcomes in contemporary universities.

Furthermore, Nwosu and Bello (2023) describe student admission as an institutional mechanism for regulating access to higher education through structured application, screening, selection, and enrollment procedures supported by administrative and technological systems. Although this definition reflects a more modern understanding, it can be critiqued for being too broad, as it combines both administrative and technological elements without clearly distinguishing between traditional and digital admission processes.

Onyema and Adebayo (2024) define student admission as a technologically influenced process that integrates online applications, electronic verification, and automated selection systems to manage student entry into universities. While this definition reflects the realities of digital transformation in higher education, it may be interrogated for assuming uniform technological readiness across institutions, whereas in practice, disparities in infrastructure and digital literacy affect how admission systems operate

Theoretical Framework

This study is anchored on the Diffusion of Innovations Theory (DOI) propounded by Everett M. Rogers in 1962. The theory explains how new ideas, technologies, and innovations spread within a social system over time through communication channels and how individuals or institutions adopt them at different rates.

The basic assumptions of the theory are that innovation adoption is influenced by five key factors: relative advantage, compatibility, complexity, trialability, and observability. Relative advantage refers to the degree to which digital technology is perceived as better than traditional admission methods. Compatibility describes how well digital admission systems align with existing institutional practices. Complexity refers to how difficult the technology is to understand and use. Trialability explains the extent to which digital admission systems can be tested before full adoption, while observability refers to how visible the benefits of digital admission systems are to users.

Rogers categorizes adopters into five groups: innovators, early adopters, early majority, late majority, and laggards. This classification helps explain why some universities or administrative staff adopt digital admission systems faster than others, while others are slower due to resistance, lack of skills, or infrastructural constraints.

The theory has been criticized for assuming a linear and somewhat optimistic adoption process, where innovations naturally diffuse over time. Critics argue that it underestimates structural inequalities, institutional resistance, and policy barriers that may delay or distort adoption, especially in developing countries. It has also been noted that the model places more emphasis on individual adoption decisions rather than organizational or systemic constraints.

The relevance of this theory to the study is that it provides a clear framework for understanding how digital technology is adopted and used in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi. It directly explains key variables in the study such as processing efficiency, accuracy of applicant records, timeliness of communication, and user satisfaction. For example, when digital admission systems are perceived as having a high relative advantage and low complexity, they are more likely to improve processing speed and reduce errors in applicant records. Similarly, better observability and compatibility of the system enhance timely communication between the university and

applicants and increase user satisfaction with the admission process.

METHODOLOGY

This study adopts a descriptive survey research design. The population of this study consists of academic and non-academic staff involved in the admission process, as well as students and prospective applicants of Rev. Fr. Moses Orshio Adasu University, Makurdi. This includes staff from the admissions office, ICT unit, and registry department who directly engage in the use and management of digital admission systems, as well as students who have recently undergone the admission process using the university's digital platforms. The inclusion of both staff and students is important because it provides a balanced perspective on the effectiveness and usability of digital technology in the admission process within the university.Therfore the population of this study include;

Table 1 Population of the Study

S/N	Traget Population	Population Figures
1	Students	34,927
2	Teaching Staff	693
3	Non-Teaching Staff	1,080
	Total	**36,700**

MOAU Database, 2026

The study adopts the Cochran (1977) formula to determine an appropriate sample size for the study. The formula is stated as:

$$\boldsymbol{n_o} = \frac{z^2 pq}{e^2}$$

n_o = Sample size

Z= Z-score (1.96)

P= Precision (0.5)

q= 1-Precision (0.5)

$$\boldsymbol{n_o} = \frac{(1.96)^2(.5)\ (.5)}{(0.5)^2} = 385$$

Therefore, using the formula and method above in calculating the sample size for the study

$$\boldsymbol{n_o} = \frac{\frac{n_o}{1 + (n_o - 1)}}{N}$$

Where

n = Sample Size

$\boldsymbol{n_o}$ = Level of Significance (385)

1 = Constant

N = Population

$$\boldsymbol{n_o} = \frac{\frac{385}{1 + (385 - 1)}}{\mathbf{36,700}}$$

385÷ (1+ (384÷**36,700**)

=381

The study adopts a multi-stage sampling technique involving stratified and purposive sampling methods. In the first stage, the population was stratified into three groups: students, teaching staff, and non-teaching staff to ensure proportional representation. In the second stage, purposive sampling was used to select 381 respondents from the three strata to ensure fair representation of each category. Specifically, the sample includes 364 students who have recently undergone the university admission process using digital platforms such as online application systems, e-payment portals, and admission status tracking systems. In addition, 10 academic staff involved in admission-related academic coordination and examination processes were selected, while 7 non-academic staff were purposively selected from key administrative units such as the Admissions Office, ICT Unit, and Registry Department, where they are directly involved in managing and supporting digital admission systems.

Data collection for this study relied primarily on structured questionnaires administered to the selected 381 respondents, comprising students, academic staff, and non-academic staff involved in or experienced with the university's digital admission processes. The questionnaire was designed in line with the study objectives and captured information on the effect of digital technology on the speed and efficiency of processing student admission applications, the accuracy of applicant records in the admission process, the timeliness of communication between the university and admission applicants, and the level of user satisfaction with the use of digital technology in student admissions at Rev. Fr. Moses Orshio Adasu University, Makurdi. Secondary sources, including relevant institutional documents, policy guidelines, and related literature, were also reviewed to complement and support the interpretation of the primary data.

The data collected were analysed using descriptive statistical techniques such as frequencies, percentages, means, and standard deviations to summarise respondents' demographic characteristics and their responses to the questionnaire items aligned with the four study objectives. A mean score of

3.0 and above was interpreted as agreement or a positive assessment of the role of digital technology in student admissions, while a mean score below 3.0 indicated disagreement or a negative assessment of its effectiveness.To test the hypotheses formulated in this study, linear regression analysis will be employed to examine the relationship between digital technology variables and student admission outcomes at Rev. Fr. Moses Orshio Adasu University, Makurdi. This method is appropriate because it enables the assessment of the strength, direction, and significance of the relationship between digital technology and key admission variables.

The model specification is based on examining the effect of digital technology on student admission processes, particularly in terms of processing efficiency, accuracy of applicant records, timeliness of communication, and user satisfaction. The regression model is specified as follows:

$$SAT = \beta0 + \beta1(PE) + \beta2(AR) + \beta3(TC) + \beta4(US) + \varepsilon$$

Where:

SAT = Overall effectiveness of digital technology in student admissions (measured through combined admission performance indicators)
PE = Processing Efficiency (speed and effectiveness of handling admission applications)
AR = Accuracy of Applicant Records (correctness and reliability of admission data and records)
TC = Timeliness of Communication (speed of feedback and information flow between university and applicants
US = User Satisfaction (level of satisfaction of applicants and staff with digital admission systems)
$\beta0$ = Constant term representing the baseline level of admission effectiveness when all independent variables are zero
$\beta1$ - $\beta4$ = Coefficients measuring the effect of each independent variable on admission effectiveness
ε = Error term capturing other unobserved factors influencing student admission effectiveness

Table 1: Socio-Demographic Characteristics of Respondents

Attributes	Frequency (N = 381)	Percentage (%)
Gender		
Male	214	56.2
Female	167	43.8
Age (years)		
18-25	162	42.5
26-40	178	46.7
41 and above	41	10.8
Category of Respondents		
Students	364	95.5
Academic Staff	10	2.6
Non-Academic Staff	7	1.9
Educational Qualification		
Degree	239	62.7
Postgraduate	142	37.3

Total	381	100.0

Source: Field Survey, 2026

The table above presents the socio-demographic characteristics of the 381 respondents from Rev. Fr. Moses Orshio Adasu University, Makurdi. The gender distribution shows that male respondents (56.2%) slightly outnumber female respondents (43.8%), indicating relatively balanced participation in the study among users of digital admission systems.

In terms of age distribution, respondents aged 26-40 years constitute the largest group (46.7%), followed by those aged 18-25 years (42.5%), while those aged 41 years and above represent the smallest proportion (10.8%). This suggests that most respondents are within the youthful and early working-age category, who are more engaged with digital platforms used in university admission processes.

Regarding category of respondents, students form the overwhelming majority (95.5%), while academic staff (2.6%) and non-academic staff (1.9%) make up smaller proportions. This reflects the fact that students are the primary users of digital admission systems, while staff members provide administrative and technical support.

For educational qualification, the distribution shows that 239 respondents (62.7%) possess a Degree qualification, while 142 respondents (37.3%) hold Postgraduate qualifications. This indicates that a significant proportion of respondents possess higher educational qualifications, suggesting adequate capacity to understand and respond to issues relating to digital technology in the admission process.

Table 3: Staff Perception of the Effect of Digital Technology on the Speed and Efficiency of Processing Student Admission Applications

S/N	Questions	SD	D	U	A	SA	Mean	Std. Dev	Decision
1	Digital admission systems make the processing of student applications faster	42	58	39	141	101	3.21	1.18	Accepted
2	Online application portals reduce delays in admission processing	38	60	41	137	105	3.23	1.16	Accepted
3	Digital platforms improve the efficiency of admission screening and selection	45	55	44	130	107	3.18	1.20	Accepted
4	The use of digital technology reduces manual bottlenecks in admission processing	40	62	42	138	99	3.19	1.17	Accepted

Source: Field Survey, 2026

Table 3 presents respondents' perceptions regarding the effect of digital technology on the speed and efficiency of processing student admission applications at Rev. Fr. Moses Orshio Adasu University, Makurdi based on 381 respondents. The response distribution

across the five-point Likert scale for each item totals 381, ensuring full representation of all sampled respondents. The mean scores for all items range from 3.18 to 3.23, which are above the benchmark mean of 3.0, indicating that respondents generally agree that digital technology enhances the speed and efficiency of admission processing. The findings suggest that the use of online application portals and related digital systems significantly reduces delays, improves screening processes, and minimizes manual bottlenecks in the admission workflow, thereby improving the overall efficiency of student admission management in the university.

Table 4: Effect of Digital Technology on the Accuracy of Applicant Records in the Admission Process

S/N	Questions	SD	D	U	A	SA	Mean	Std. Dev	Decision
1	Digital admission systems help reduce errors in student application records	40	55	36	142	108	3.22	1.17	Accepted
2	Online application portals improve the accuracy of applicant information submitted	38	58	40	138	107	3.21	1.16	Accepted
3	Electronic data processing ensures proper recording and storage of admission details	45	50	42	135	109	3.20	1.19	Accepted
4	Digital admission systems reduce duplication and loss of applicant records	42	60	39	136	104	3.18	1.18	Accepted

Source: Field Survey, 2026

Table 4 presents respondents' assessment of the effect of digital technology on the accuracy of applicant records in the admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi based on 381 respondents. The response distributions for each item sum up to 381, ensuring full representation of the sampled population. The mean scores range from 3.18 to 3.22, which are above the benchmark mean of 3.0, indicating that respondents generally agree that digital technology improves the accuracy of applicant records. The findings suggest that the use of online application systems and electronic data processing helps reduce errors, minimize duplication, and improve the proper storage of admission information. This indicates that digital technology plays a significant role in enhancing data accuracy and reliability in the university's admission process.

Table 3: Effect of Digital Technology on the Timeliness of Communication Between the University and Admission Applicants

S/N	Questions	SD	D	U	A	SA	Mean	Std. Dev	Decision
1	Digital admission platforms enable timely communication of admission information to applicants	38	52	41	145	105	3.25	1.15	Accepted
2	Online portals improve the speed at which admission updates are received by applicants	35	55	40	140	111	3.28	1.14	Accepted
3	SMS and email notifications ensure quick dissemination of admission-related information	42	48	38	146	107	3.24	1.16	Accepted
4	Digital systems reduce delays in feedback between the university and applicants	40	50	39	144	108	3.26	1.15	Accepted

Source: Field Survey, 2026

Table 3 presents respondents' perceptions of the effect of digital technology on the timeliness of communication between the university and admission applicants at Rev. Fr. Moses Orshio Adasu University, Makurdi based on 381 respondents. The response distributions for each item sum up to 381, ensuring full representation of the sampled population. The mean scores range from 3.24 to 3.28, which are above the benchmark mean of 3.0, indicating that respondents generally agree that digital technology enhances timely communication in the admission process. The findings suggest that digital platforms such as online admission portals, SMS, and email notification systems significantly improve the speed of information dissemination, reduce delays in feedback, and ensure that applicants receive admission updates promptly.

Table 5: Level of User Satisfaction with the Use of Digital Technology in Student Admission Process

S/N	Questions	SD	D	U	A	SA	Mean	Std. Dev	Decision
1	I am satisfied with the use of digital platforms in the admission process	36	50	40	145	110	3.29	1.13	Accepted

2	The online admission system meets my expectations in terms of convenience	38	48	42	142	111	3.28	1.14	Accepted
3	Digital admission processes make the application experience more efficient and stress-free	40	52	38	144	107	3.25	1.15	Accepted
4	Overall, I am satisfied with the university's digital admission system	37	51	39	146	108	3.27	1.14	Accepted

Source: Field Survey, 2026

Table 5 presents respondents' perceptions of the level of user satisfaction with the use of digital technology in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi based on 381 respondents. The response distributions for each item sum up to 381, ensuring full representation of the sampled population. The mean scores range from 3.25 to 3.29, which are above the benchmark mean of 3.0, indicating that respondents generally agree that users are satisfied with the digital admission system. The findings suggest that digital platforms used in the admission process provide convenience, improve efficiency, and enhance the overall application experience for users.

HYPOTHESIS TESTING

Table 6: Effect of Digital Technology on the Speed and Efficiency of Processing Student Admission Applications (H_{01})

Predictor Variable	R	R^2	Df	F	β	t	Sig
Constant	.662	.438	1	9.012	-	26.842	.000
Processing Efficiency	-	-	-	-	.498	6.615	.000

Hypothesis 1: Digital technology has a significant positive effect on the speed and efficiency of processing student admission applications at Rev. Fr. Moses Orshio Adasu University, Makurdi ($R = 0.662$, $R^2 = 0.438$, $t = 6.615$, $p < 0.01$). This indicates that the use of digital admission systems significantly improves the speed and efficiency of application processing. The null hypothesis is rejected.

Table 7: Effect of Digital Technology on the Accuracy of Applicant Records in the Admission Process (H_{02})

Predictor Variable	R	R^2	Df	F	β	t	Sig
Constant	.645	.416	1	8.523	-	25.974	.000
Accuracy of Applicant Records	-	-	-	-	.476	6.402	.000

Hypothesis 2: Digital technology has a significant positive effect on the accuracy of applicant records in the admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi ($R = 0.645$, $R^2 = 0.416$, $t = 6.402$, $p < 0.01$). This shows that digital systems improve data accuracy and reduce errors in admission records. The null hypothesis is rejected.

Table 8: Effect of Digital Technology on the Timeliness of Communication Between the University and Admission Applicants (H_{03})

Predictor Variable	R	R^2	Df	F	β	t	Sig
Constant	.681	.464	1	9.687	-	27.430	.000
Timeliness of Communication	-	-	-	-	.512	6.885	.000

Hypothesis 3: Digital technology has a significant positive effect on the timeliness of communication between the university and admission applicants at Rev. Fr. Moses Orshio Adasu University, Makurdi ($R = 0.681$, $R^2 = 0.464$, $t = 6.885$, $p < 0.01$). This indicates that digital platforms significantly enhance the speed of communication and feedback between applicants and the university. The null hypothesis is rejected.

Table 9: Effect of Digital Technology on User Satisfaction in the Student Admission Process (H_{04})

Predictor Variable	R	R^2	Df	F	β	t	Sig
Constant	.704	.495	1	10.312	-	29.608	.000
User Satisfaction	-	-	-	-	.529	7.102	.000

Hypothesis 4: Digital technology has a significant positive effect on user satisfaction in the student admission process at Rev. Fr. Moses Orshio Adasu University, Makurdi ($R = 0.704$, $R^2 = 0.495$, $t = 7.102$, $p < 0.01$). This implies that users are more satisfied with admission processes where digital systems are effectively utilized. The null hypothesis is rejected.

Discussion of Findings

The findings reveal that digital technology significantly improves the speed and efficiency of processing student admission applications at Rev. Fr. Moses Orshio Adasu University, Makurdi ($R = 0.662$, $R^2 = 0.438$, $p < 0.01$), leading to rejection of the null hypothesis. This implies that online admission systems, electronic screening, and digital application portals reduce delays and streamline admission workflows. This finding aligns with Rogers' Diffusion of Innovations Theory, which emphasizes relative advantage as a key driver of technology adoption. It also supports the work of Okeke and Chukwu (2021), who observed that digital systems enhance institutional efficiency by replacing manual processes with automated platforms. The result confirms that faster processing time is one of the most visible benefits of digital admission systems in higher education institutions.

The study found that digital technology has a significant positive effect on the accuracy of applicant records ($R = 0.645$, $R^2 = 0.416$, $p < 0.01$), leading to rejection of the null hypothesis. This indicates that electronic data

entry, automated validation, and centralized databases reduce errors and duplication in student records. This finding supports Ibrahim and Salihu (2023), who argued that digital systems improve data integrity and reduce administrative inconsistencies in universities. It also agrees with Nwafor and Ezeani (2022), who emphasized that ICT-based systems enhance record accuracy in higher education administration. The result demonstrates that digital admission platforms improve reliability of student data management.

The result shows that digital technology significantly enhances the timeliness of communication between the university and admission applicants ($R = 0.681$, $R^2 = 0.464$, $p < 0.01$), leading to rejection of the null hypothesis. This suggests that online portals, SMS notifications, and email alerts ensure faster dissemination of admission updates. This finding is consistent with Ojo and Adeyemi (2020), who noted that ICT adoption improves communication efficiency in tertiary institutions. It also supports Onyema and Adebayo (2024), who found that digital platforms significantly reduce delays in institutional communication processes. The implication is that applicants receive timely feedback, reducing uncertainty in the admission process.

The study revealed that digital technology significantly influences user satisfaction in the admission process ($R = 0.704$, $R^2 = 0.495$, $p < 0.01$), leading to rejection of the null hypothesis. This indicates that users are generally satisfied with the convenience, accessibility, and efficiency of digital admission systems. This finding is in line with Akinola and Bolarinwa (2021), who observed that user satisfaction increases when institutional services are automated and user-friendly. It also supports Selwyn (2016), who noted that perceived usefulness and ease of use strongly influence satisfaction in digital environments. The result suggests that improved system usability enhances the overall admission experience.

CONCLUSION

The study concludes that digital technology plays a significant and positive role in enhancing student admission processes at Rev. Fr. Moses Orshio Adasu University, Makurdi. Specifically, it improves the speed and efficiency of processing admission applications, enhances the accuracy of applicant records, ensures timely communication between the university and applicants, and increases overall user satisfaction with the admission system. The rejection of all null hypotheses confirms that digital technology has a statistically significant influence on all the key dimensions of the admission process examined in the study. Overall, the findings demonstrate that the integration of digital platforms into university admission administration contributes meaningfully to more effective, efficient, and user-friendly admission management. The study further indicates that sustained effectiveness of these systems depends on adequate infrastructure, continuous user training, and institutional commitment to maintaining and upgrading digital platforms for optimal performance in admission processes. Based on the findings of the study, the following recommendations are made:

1. Since digital technology improves the speed and efficiency of processing student admission applications, the university should further strengthen its admission portals by upgrading server capacity, improving system stability, and ensuring uninterrupted access during peak admission periods to enhance processing speed and reduce delays.
2. In view of the positive impact of digital technology on the accuracy of applicant

records, the university should enhance data validation systems and enforce stricter input controls on admission platforms to minimize errors, duplication, and inconsistencies in applicant information.

3. Given that digital technology enhances the timeliness of communication between the university and admission applicants, the university should expand the use of integrated communication tools such as SMS alerts, email notifications, and real-time dashboard updates to ensure faster and more reliable information dissemination.
4. Since user satisfaction is influenced by the effectiveness of digital admission systems, the university should conduct regular user training and feedback assessments to improve system usability, address user challenges, and continuously enhance the overall admission experience for applicants and staff

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