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Leveraging Digital Technologies for Efficient Service Delivery in the Transiting Federal Polytechnic Ilaro

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Abstract:

The recent upgrade of the Federal Polytechnic Ilaro to the Federal University of Technology Ilaro (FUTI) through presidential assent in May 2025 has created both opportunity and pressure for the institution to reorganize its service delivery system to match university-level expectations. This paper examines how the new university can use digital technologies to manage this transition smoothly across admissions, academic records, financial operations, human resources, library services, security, and stakeholder communication. Using a conceptual and document-based approach, the paper draws on existing literature on e-governance, technology acceptance, and digital transformation in Nigerian tertiary institutions to identify practical applications relevant to FUTI's circumstances. It finds that technologies such as integrated enterprise resource planning systems, learning management platforms, biometric access control, mobile applications, and data analytics tools can reduce administrative bottlenecks that often accompany institutional conversion. The paper also identifies infrastructural, financial, and human capacity constraints that could limit adoption if not addressed early. It concludes with a phased roadmap for implementation and recommends that FUTI management treat digital transformation as a deliberate institutional strategy rather than an afterthought during the conversion process.

Keywords: digital transformation, service delivery, polytechnic-to-university conversion, e-governance, Federal University of Technology Ilaro

1.0 INTRODUCTION

Nigeria's tertiary education system has witnessed a wave of institutional conversions in recent years, as several polytechnics and colleges of education have been elevated to university status by both federal and state governments (Businessday NG, 2025). The Federal Polytechnic, Ilaro, established in 1979 and long regarded as one of the leading polytechnics in southwestern Nigeria, joined this list when President Bola Ahmed Tinubu signed into law the bill establishing the Federal University of Technology, Ilaro (FUTI) in May 2025, following years of advocacy led by Senator Solomon Olamilekan Adeola (Vanguard, 2025). With a population of over 21,000 students, seven schools, and over 100 academic programmes already in place (Punch Newspapers, 2025), the institution now faces the task of repositioning itself to function as a full university while retaining the strengths that earned it its earlier reputation.

This kind of institutional conversion is rarely just a change of name. It usually comes with new academic structures, new accreditation requirements from the National Universities Commission, new categories of staff and students, and new administrative demands that a polytechnic-era

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system was not designed to handle. For an institution moving from National Diploma and Higher National Diploma programmes to full degree programmes, the volume and complexity of academic records, admission processing, financial transactions, and stakeholder communication will likely increase. Manual or semi-automated systems that worked for a polytechnic of a certain size may struggle under the weight of a full university structure, particularly one that is inheriting an already large student population.

Digital technologies offer one practical way of managing this growth without a matching increase in administrative staff or paperwork. Research across Nigerian public institutions has shown that the use of information and communication technology (ICT) in governance and service delivery can improve efficiency, transparency, and stakeholder trust, even though adoption in the country remains uneven because of infrastructural and institutional limitations (Ishola et al., 2025). Within the education sector specifically, recent studies on Nigerian university administration point to growing interest in tools such as artificial intelligence and digital innovation generally improving organisational change processes (Ayo-Ogunlusi & Obi, 2025; Eleje et al., 2025). FUTI, as a newly created university, is in a position to build its administrative systems around these tools from the outset rather than retrofitting them later, which is usually more difficult and more costly.

Statement of the Problem

Despite the opportunities digital technologies present, there is little institution-specific guidance on how a newly converted university such as FUTI should approach digital adoption during its formative years. Much of the existing literature on ICT in Nigerian higher education focuses on long-established universities or treats digital transformation as a general policy issue rather than a transition-specific challenge. There is also a tendency in practice for Nigerian tertiary institutions to digitise isolated functions, such as admission screening or examination processing, without an integrated plan that connects these systems to one another or to the institution's overall strategic direction (Ayo-Ogunlusi & Obi, 2025). Without a deliberate digital strategy, FUTI risks repeating this fragmented pattern, where individual departments adopt software that cannot communicate with other systems, leading to duplicated data entry, inconsistent records, and frustrated staff and students. This paper addresses that gap by examining how digital technologies can be mapped onto the administrative functions that a transitioning institution like FUTI must strengthen.

Objectives of the Study

The broad objective of this paper is to examine how digital technologies can support efficient service delivery in the Federal University of Technology, Ilaro, as it transitions from polytechnic to university status. Specifically, the paper aims to:

- i. identify the key administrative areas where FUTI's service delivery needs are likely to change because of its new university status;
- ii. examine relevant digital technologies that can be applied to these areas, drawing on practices already documented in comparable Nigerian institutions;
- iii. highlight the challenges that could limit the successful adoption of these technologies during the transition; and
- iv. propose a practical, phased roadmap that FUTI's management can use to guide its digital transformation efforts.

Research Questions

- i. What administrative functions at FUTI are most affected by the shift from polytechnic to university status?



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- ii. Which digital technologies are best suited to addressing the service delivery demands created by this shift?
- iii. What challenges are likely to hinder digital technology adoption at FUTI during this period?
- iv. What implementation approach would allow FUTI to adopt these technologies in a manageable and cost-effective way?

Significance of the Study

This paper should be useful to FUTI's management team, particularly those responsible for ICT, registry, bursary, and academic planning, as they work out how to organise the institution's administrative systems going forward. It may also be relevant to other Nigerian polytechnics currently undergoing or anticipating similar conversions, since the administrative challenges discussed here are not unique to Ilaro. For researchers, the paper adds to a still-thin body of literature that looks at digital transformation specifically in the context of institutional transition, rather than as a general feature of already-established universities.

Scope of the Study

The paper concentrates on administrative and service delivery functions, including admissions, records management, financial administration, human resource management, library and research support, security, and communication. It does not cover curriculum design or the academic content of new degree programmes, which fall outside the administrative focus of this discussion. The paper is conceptual and document-based, relying on existing literature, institutional information in the public domain, and reasoned analysis rather than primary fieldwork, since FUTI is at an early stage of its transition and an empirical study of staff or student experience would be premature at this point.

2.0 LITERATURE REVIEW

2.1 Conceptual Review: Digital Technologies and Service Delivery

"Digital technologies" in this paper refers broadly to information and communication technology tools and systems used to collect, process, store, and share information within an organisation. This includes enterprise resource planning (ERP) systems, learning management systems, biometric devices, mobile applications, cloud storage, and data analytics tools. "Service delivery," on the other hand, describes how effectively an organisation meets the needs of the people it serves, in this case students, staff, parents, regulatory bodies, and the wider public that interacts with the institution.

In the public administration literature, the combination of these two ideas is often discussed under e-governance, defined as the application of ICT to public administration and service delivery to improve transparency, efficiency, and participation (Ishola et al., 2025). While e-governance research in Nigeria has traditionally focused on government ministries and agencies, the same principles apply directly to public tertiary institutions like FUTI, which are themselves government-funded bodies expected to deliver services to a defined population of stakeholders.

2.2 Theoretical Framework

Two theories guide the discussion in this paper. The first is Rogers' (2003) Diffusion of Innovation theory, which explains how new ideas and technologies spread through an organisation or society over time. Rogers identified five qualities that influence how quickly an innovation is adopted: its relative advantage over existing methods, its compatibility with current practices, its complexity, the ease with which it can be tested on a small scale (trialability), and the visibility of its results to



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others (observability). For FUTI, this theory is useful because it draws attention to the fact that adoption will not happen automatically just because a technology exists. Staff and students need to see a clear advantage, and the technology needs to fit reasonably well with how things are already done, at least at the point of introduction.

The second theory is Davis's (1989) Technology Acceptance Model (TAM), which argues that a person's intention to use a technology depends mainly on two beliefs: perceived usefulness and perceived ease of use. If staff at FUTI believe a new system will make their work easier and will be simple to learn, they are more likely to accept it. If a system is seen as complicated or unhelpful, resistance is likely, regardless of how advanced the underlying technology is. Venkatesh et al. (2003) later extended this thinking with the Unified Theory of Acceptance and Use of Technology, adding social influence and facilitating conditions as additional factors, which is relevant here given that institutional culture and management support will shape how readily FUTI staff take up new tools.

Together, these theories suggest that FUTI's digital transformation should not be treated purely as a procurement exercise. Selecting the right software is only part of the task; the institution also needs to manage how staff and students perceive, learn, and gradually adopt these tools.

2.3 Empirical Review

A growing number of Nigerian studies have examined ICT adoption in higher education administration. Ayo-Ogunlusi and Obi (2025), in a study of administrative staff across three private universities in Ekiti State, found a generally high level of emerging technology adoption, with technology use showing a statistically significant relationship with both digital innovation and the institutions' ability to manage organisational change. Their finding is relevant to FUTI because it suggests that even in a Nigerian setting often associated with limited ICT infrastructure, administrative staff can adapt well to new systems when these systems are properly introduced.

At a broader level, Ishola et al. (2025), in a bibliometric review of ICT research in Nigerian public administration, identified poor ICT infrastructure, irregular power supply, inadequate funding, and low digital literacy as recurring obstacles to effective e-governance implementation in the country. The same review noted that perceived usefulness, perceived ease of use, and computer self-efficacy were consistently identified as success factors across multiple studies, reinforcing the relevance of TAM to the Nigerian context. These findings give a realistic picture of what FUTI should expect: genuine appetite for technology among staff, but also real structural constraints that could undermine adoption if ignored.

On the specific question of artificial intelligence in Nigerian higher education, Eleje et al. (2025) found that while AI tools hold considerable promise for administrative efficiency, personalised learning, and data-driven decision-making, their use remains constrained by infrastructure gaps, ethical concerns, and the need for stronger stakeholder collaboration. This is a useful caution for FUTI, since it would be unwise to assume that the most advanced available technology is automatically the most appropriate one for an institution still building its basic digital foundations.



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2.4 The Federal Polytechnic Ilaro to FUTIFMS Transition in Context

The conversion of Nigerian polytechnics into universities has not gone unchallenged. The Academic Staff Union of Polytechnics has criticised the trend as a distraction from the real task of strengthening technical and vocational education, arguing that some conversions reflect institutional prestige-seeking rather than genuine educational planning (Naija247news, 2023). Imonigie and Omozuawo (2017) raised a related concern specifically about funding, noting that the conversion of federal polytechnics into universities often proceeds without adequate financial planning for the additional infrastructure, staffing, and operational costs that university status demands. These concerns are worth keeping in mind, because a digital transformation agenda at FUTIFMS cannot be separated from the institution's broader funding and capacity challenges. Technology adoption that is not backed by sustained investment risks becoming another unfinished project layered on top of the conversion itself.

At the same time, FUTIFMS's specific circumstances offer some advantages. The institution inherits substantial physical infrastructure, a large student population, and decades of administrative experience from its polytechnic years (Punch Newspapers, 2025). These are resources that a newly created, standalone university would not have. The task for FUTIFMS's management, then, is less about starting from zero and more about reorganising and extending existing systems to meet the heavier administrative demands of university status.

3.0 METHODOLOGY

This paper adopts a conceptual, document-based approach rather than a primary survey or experiment. This choice fits the current stage of FUTIFMS's development. The institution received its university charter only in 2025 and is still in the early phases of organising its academic and administrative structures. Conducting staff or student surveys at this point would likely produce limited or premature data, since many of the systems under discussion have not yet been introduced.

Instead, the paper draws on three categories of material. The first is institutional information available in the public domain, including official announcements from the Federal Polytechnic Ilaro and news coverage of the conversion process, used to establish the factual background of the transition. The second is the academic literature on e-governance, technology acceptance, and ICT adoption in Nigerian public institutions, used to identify patterns and lessons that apply to FUTIFMS's situation. The third is a structured analysis of administrative functions typically affected by polytechnic-to-university conversions, informed by comparable cases discussed in the literature.

The discussion that follows organises FUTIFMS's administrative functions into broad categories: admissions and records, academic and learning support, financial management, human resource management, library and research services, security, and communication. For each category, the paper identifies relevant digital technologies, drawing on documented use cases from similar Nigerian institutions, and considers how these technologies might apply specifically to FUTIFMS given its current scale and resources. This approach allows the paper to produce practical, context-specific recommendations despite the absence of primary data, while leaving room for future empirical studies once FUTIFMS's digital systems have been operating long enough to be properly evaluated.



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4.0 DIGITAL TECHNOLOGIES AND AREAS OF APPLICATION IN FUTI'S ADMINISTRATION

4.1 Admissions and Student Records Management

When the Federal Polytechnic Ilaro operated as a polytechnic, its admission process centred on National Diploma and Higher National Diploma intakes through known channels such as JAMB UTME scores and the institution's own screening exercise (Myschool.ng, 2025). As a university, FUTI will need to manage a wider range of entry routes, including direct entry for degree programmes, transfer arrangements for students completing HND-to-degree conversion, and possibly postgraduate admissions in later years. Each of these routes carries different documentation and verification requirements.

An integrated admission management system, ideally linked to the Joint Admissions and Matriculation Board's portal and the institution's own database, would allow FUTI to process applications, verify credentials, and generate admission letters without the duplicated paperwork that comes from handling each entry route separately. Once admitted, students' records, ranging from biodata and academic history to fee payment status, should sit within a single student information system rather than scattered across departmental spreadsheets. This kind of centralisation already exists in ERP systems implemented at other African universities, where admissions, registration, and records function as connected modules rather than separate systems.

4.2 Academic Management and Learning Support

The shift from polytechnic to university status typically brings a heavier course registration and examination load, since degree programmes often involve more credit units and a more layered curriculum structure than HND programmes. A learning management system can help FUTI organise course materials, assignments, and continuous assessment scores in one place, reducing the administrative burden on lecturers who would otherwise rely on paper registers. Computer-based testing, already used nationally for JAMB's UTME (Ishola et al., 2025), offers a model FUTI could adapt for some of its own internal examinations, particularly large-class courses where manual marking is slow and prone to error.

Beyond logistics, learning analytics tools can help academic departments track student performance trends and identify students who may need additional support before they fall too far behind. Eleje et al. (2025) note that such tools carry real promise for Nigerian higher education but caution that their usefulness depends on the availability of clean, consistent student data, which again points back to the importance of getting basic record-keeping systems right first.

4.3 Financial Management and Bursary Operations

University-level financial administration tends to involve a wider variety of fee categories, payment schedules, and funding sources compared to a polytechnic, particularly once tuition loan schemes, research grants, and possibly postgraduate fees come into play. An electronic payment and financial management system, integrated with Nigerian banking infrastructure commonly used by federal institutions, would allow FUTI to track payments, generate receipts, and reconcile accounts with less manual effort than is typical in many Nigerian public institutions. This also reduces opportunities for the kind of informal cash handling that has historically created accountability problems in some Nigerian tertiary institutions.

4.4 Human Resource Management

As FUTI builds out new academic departments and possibly recruits additional teaching and non-teaching staff to meet National Universities Commission requirements, its human resource processes will need to handle a larger and more varied staff structure than before. A human



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resource information system can manage staff records, leave applications, promotion timelines, and payroll data, and recent Nigerian public administration research has identified such systems as useful for improving accountability and reducing administrative bottlenecks, although infrastructure deficits and resistance to change remain real obstacles to their effective use (Ishola et al., 2025). For FUTI, the timing of adoption matters: introducing a system while staff numbers are still expanding may be easier than trying to retrofit one onto an already large and established workforce later.

4.5 Library and Research Support Services

A university library carries heavier expectations than a polytechnic library, particularly around research support, journal subscriptions, and institutional repositories for staff and student research output. Digitising the library catalogue, subscribing to electronic databases, and building an institutional repository would allow FUTI to support the research culture expected of a university more effectively than a print-based system could. These steps mirror what has already been documented in other Nigerian university libraries, where the move toward online catalogues, virtual libraries, and resource-sharing networks has been linked to improved service delivery despite ongoing infrastructural challenges.

4.6 Security and Campus Safety

A larger, more diverse student population brings increased security demands. Biometric access control at hostels, examination halls, and sensitive administrative offices can reduce impersonation and unauthorised access, while CCTV systems linked to a central monitoring point can support the kind of safety oversight that a university campus, often more open and decentralised than a polytechnic campus of similar size, requires. These measures also support institutional identity verification, which becomes more important as FUTI's certificates carry a different, and likely more closely scrutinised, value than HND certificates previously did.

4.7 Communication and Stakeholder Engagement

Finally, a transitioning institution needs to communicate clearly and consistently with multiple audiences: students, staff, parents, the National Universities Commission, alumni, and the host community in Ilaro. A well-maintained institutional website, an official mobile application, and carefully managed social media channels can help FUTI keep these groups informed during a period when confusion about admission requirements, programme status, or accreditation timelines is likely. Given that FUTI's transition has already generated public commentary, some supportive and some critical (Naija247news, 2023; Businessday NG, 2025), proactive digital communication can help the institution manage its public image during this sensitive period.

Table 1 below compares typical administrative scope under polytechnic status with the expanded scope expected under university status, to illustrate why digital reinforcement is necessary across most of these functions.



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Table 1: Comparative Administrative Scope: Polytechnic Status vs. University Status

Administrative Area	Federal Polytechnic Ilaro (Pre-2025)	Federal University of Technology Ilaro (Post-2025)
Admissions	ND/HND intake via JAMB UTME and institutional screening	Degree, direct entry, and HND-to-degree conversion routes
Academic Programmes	National Diploma and Higher National Diploma only	Bachelor's degree programmes, with postgraduate programmes likely in time
Examinations	Semester-based ND/HND assessment	Credit-unit-based degree assessment with greater course load
Staffing	Polytechnic-grade academic and administrative cadre	University-grade academic ranks (Professor to Assistant Lecturer) and expanded administrative units
Accreditation Body	National Board for Technical Education	National Universities Commission
Library/Research	Teaching-support library collection	Research-oriented library with institutional repository expectations

Source: Compiled by the author based on Federal Polytechnic Ilaro (2025); Punch Newspapers (2025); Vanguard (2025).

Table 2 summarises the digital technologies discussed above against the administrative functions they support, along with examples of where comparable technologies have been documented in the Nigerian or African higher education context.

Table 2: Digital Technologies Mapped to Administrative Functions at FUTIFMS

Administrative Function	Recommended Digital Technology	Supporting Reference
Admissions & Records	Integrated student information system linked to JAMB's portal	Documented in African university ERP literature
Academic/Learning	Learning management system; computer-based testing; learning analytics	Ishola et al. (2025); Eleje et al. (2025)
Financial Management	Electronic payment and reconciliation platform	General Nigerian federal institution e-payment practice
Human Resources	Human resource information system	Ishola et al. (2025)
Library/Research	Digital catalogue; e-databases; institutional repository	Nigerian university library ICT literature



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Administrative Function	Recommended Digital Technology	Supporting Reference
Security	Biometric access control; CCTV monitoring	General campus security practice in Nigerian universities
Communication	Institutional website; mobile application; social media	Ayo-Ogunlusi & Obi (2025)

Source: Compiled by the author based on Ayo-Ogunlusi and Obi (2025); Ishola et al. (2025); Eleje et al. (2025).

5.0 CHALLENGES TO DIGITAL TECHNOLOGY ADOPTION DURING THE TRANSITION

Despite the clear potential of these technologies, FUTI's path to digital transformation is not without obstacles, and several of these are well documented in the broader Nigerian context.

5.1 Infrastructure Deficits

Unreliable electricity supply and limited internet bandwidth remain persistent constraints on ICT use across Nigerian public institutions (Ishola et al., 2025). Even the best-designed student information system or ERP platform will struggle to deliver consistent service if power outages interrupt access regularly or if internet connectivity across campus is patchy. FUTI's management would need to budget for backup power solutions and reliable broadband access as a precondition for any serious digital rollout, rather than treating these as secondary concerns.

5.2 Funding Constraints

As Imonigie and Omozuawo (2017) observed in relation to polytechnic-to-university conversions generally, the financial demands of conversion often outpace the funding made available to support it. Digital infrastructure, software licensing, and ongoing technical support all carry recurring costs that compete with other urgent needs, such as new academic departments, staff recruitment, and physical infrastructure for new degree programmes. Without a dedicated budget line for ICT, digital transformation efforts risk being underfunded from the start.

5.3 Digital Literacy and Resistance to Change

Diffusion of Innovation theory and TAM both point to the same underlying issue: technology adoption depends on people, not just systems (Rogers, 2003; Davis, 1989). Staff who joined the institution during its polytechnic years, particularly those in administrative roles, may have limited prior exposure to digital systems and may feel uneasy about systems that change long-established routines. Resistance of this kind has been identified as a recurring barrier to ICT adoption in the Nigerian public sector more broadly, alongside low digital literacy among staff (Ishola et al., 2025). Training and change management, not just software purchase, would need to be part of FUTI's plan.

5.4 Data Privacy and Cybersecurity Concerns

As FUTI digitises more of its records, including biometric data, financial information, and academic histories, it becomes a more attractive target for data breaches or misuse. Cybersecurity concerns have already been flagged in Nigerian studies on computer-based testing and e-government platforms (Ishola et al., 2025). FUTI would need to comply with the Nigeria Data Protection Act and build appropriate safeguards into any system it adopts, rather than treating data protection as an afterthought once systems are already in use.



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5.5 Coordination across a Newly Formed Structure

Finally, because FUTI is still defining its organisational structure, there is a risk that different units, registry, bursary, ICT, library, and individual faculties, could each pursue separate digital solutions without central coordination. This kind of fragmentation has been observed in other Nigerian institutions, where isolated digitisation efforts created systems that could not communicate with one another (Ayo-Ogunlusi & Obi, 2025). A single ICT governance structure with the authority to set standards across departments would help avoid this outcome.

Table 3 summarises these challenges alongside possible mitigation strategies.

Table 3: Challenges to Digital Adoption and Mitigation Strategies

Challenge	Description	Mitigation Strategy
Infrastructure deficits	Unreliable electricity and limited internet bandwidth across campus	Invest in backup power and broadband before major system rollout
Funding constraints	ICT costs compete with other conversion-related expenses	Create a dedicated, ring-fenced ICT budget line
Digital literacy/resistance	Long-serving staff may be unfamiliar with or wary of new systems	Phase in training and change-management support alongside new tools
Data privacy/cybersecurity	Greater digitisation increases exposure to data breaches	Build data protection compliance into system design from the start
Coordination/fragmentation	Departments may adopt incompatible systems independently	Establish a central ICT governance unit with institution-wide authority

Source: Compiled by the author based on Ishola et al. (2025); Imonigie and Omozuawo (2017).

6.0 STRATEGIC ROADMAP FOR FUTI'S DIGITAL TRANSFORMATION

Given the challenges outlined above, a phased approach is more realistic for FUTI than an attempt to digitise everything at once. The following roadmap groups recommended actions into three broad phases, recognising that exact timelines will depend on funding availability and the pace of FUTI's broader institutional setup.

6.1 Phase One: Foundation Building

In the first phase, FUTI's priority should be establishing the basic infrastructure that everything else depends on: stable internet connectivity across campus, backup power arrangements for critical offices, and a central ICT unit with clear responsibility for digital strategy. Alongside this, the institution should prioritise a single, well-designed student information system that consolidates admissions and records, since this is the foundation on which academic and financial systems will later depend. Early staff training, even on basic digital literacy, should begin during this phase rather than being left until after systems go live.



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6.2 Phase Two: Core System Integration

The second phase should focus on integrating the major administrative systems, financial management, human resources, and learning management, so that they share data rather than operating as isolated platforms. This is also the stage at which FUTIFMS could introduce computer-based testing for selected courses, begin digitising library resources, and pilot biometric access control in hostels or examination halls. Piloting on a smaller scale before full rollout aligns with Rogers' (2003) point about trialability: giving staff and students a chance to experience a new system on a limited basis builds confidence before wider adoption.

6.3 Phase Three: Optimisation and Advanced Applications

Once core systems are stable, FUTIFMS can consider more advanced applications such as learning analytics, AI-supported administrative dashboards, and a dedicated mobile application for students and staff. By this stage, the institution should also have enough operating experience to begin a formal evaluation of its digital systems, an exercise that earlier-stage institutions cannot meaningfully carry out before their systems have settled.

Table 4 presents this roadmap in summary form, along with indicative responsible units.

Table 4: Proposed Phased Roadmap for Digital Transformation at FUTIFMS

Phase	Focus Area	Key Actions	Responsible Unit(s)
Phase 1	Foundation building	Stabilise power and internet; set up ICT governance unit; deploy unified student information system; begin staff digital literacy training	ICT Unit; Registry; Management
Phase 2	Core integration system	Link financial, HR, and learning management systems; pilot computer-based testing and biometric access control	Bursary; HR Unit; Academic Departments; ICT Unit
Phase 3	Optimisation and advanced applications	Introduce learning analytics and administrative dashboards; launch mobile application; conduct system evaluation	ICT Unit; Academic Planning; Senate/Council oversight

Source: Compiled by the author.(2026)

Throughout all three phases, sustained leadership commitment matters more than any single piece of software. As both Rogers (2003) and Davis (1989) suggest in different ways, technology adoption succeeds when people are convinced it is worth the effort, and management's visible support, expressed through funding decisions, communication, and willingness to address staff concerns, plays a large part in shaping that conviction.

7.0 CONCLUSION

The conversion of Federal Polytechnic Ilaro into the Federal University of Technology, Ilaro, represents a genuine opportunity for the institution to rebuild its administrative systems with digital tools at the centre, rather than treating technology as something added on after the fact. This paper has examined how digital technologies could support FUTIFMS across admissions, academic



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management, financial administration, human resources, library services, security, and communication, while also pointing to the infrastructural, financial, and human factors that could limit how well these technologies are adopted. The theoretical frameworks discussed, Diffusion of Innovation and the Technology Acceptance Model, both reinforce a simple point: technology adoption is ultimately a human process, and FUTIFMS's success will depend as much on how it manages staff and student buy-in as on which systems it chooses to purchase.

A phased, well-coordinated approach, beginning with infrastructure and a unified student records system before moving to integrated administrative platforms and eventually more advanced tools, offers FUTIFMS a realistic path forward. Given that the institution is still early in its transition, there is a window of opportunity to build these systems correctly from the start rather than retrofitting them later, an opportunity that more established universities rarely get. Future research, once FUTIFMS's digital systems have been operating for a reasonable period, should examine staff and student experiences directly to test how well the recommendations made here hold up in practice.

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