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DIGITAL ADMISSIONS AND ANALOG POLITICS IN NIGERIAN FEDERAL UNIVERSITIES: A STUDY OF NNAMDI AZIKIWE UNIVERSITY, AWKA

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Abstract

This study examined Digital Admissions and Analog Politics in Nigerian Federal Universities, with particular reference to Nnamdi Azikiwe University. The study was motivated by the persistent coexistence of digital admission systems and informal political practices that continue to influence admission outcomes in Nigerian universities despite ongoing digital transformation reforms. The objectives were to assess the effectiveness of digital admission systems in enhancing transparency and efficiency, determine the extent to which analog political practices influence admission outcomes, and examine the impact of digital literacy and infrastructural readiness on the effectiveness of digital admissions. The study adopted a mixed-methods research design, combining descriptive survey and key informant interviews. Data were collected from 388 respondents and 15 key informants selected through stratified and purposive sampling techniques. The instrument was validated by experts and tested for reliability using Cronbach's alpha, yielding a coefficient of 0.82. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis with the aid of the Statistical Package for the Social Sciences (SPSS), while qualitative data were analyzed thematically. Findings revealed that digital admission systems significantly improve transparency and efficiency in university admissions. However, analog political practices such as quota systems, institutional discretion, and parental informal influence continue to significantly affect admission outcomes. The study further found that digital literacy and infrastructural adequacy positively influence the effectiveness of digital admission systems. The study concludes that Nigerian university

admissions operate within a hybrid system where digital processes coexist with entrenched political structures. The study recommends stronger digital governance, improved ICT infrastructure, enhanced digital literacy, and strict enforcement of merit-based admission policies.

Keywords: Digital admissions, analog politics, university governance, transparency, Nigeria, higher education.

Introduction

The rapid digital transformation of tertiary institutions globally has significantly reshaped university governance, administration, and student access systems. According to Akinola & Oni, (2025); Yusuf et al., (2025), in Nigeria, the adoption of digital admission platforms particularly through the Joint Admissions and Matriculation Board (JAMB) Central Admissions Processing System (CAPS) marks a major shift from traditional manual processes to technology-driven systems aimed at enhancing transparency, efficiency, and accountability. Digital admissions are designed to streamline application processes, reduce human interference, and ensure merit-based selection.

Despite these innovations, the Nigerian university system continues to grapple with entrenched socio-political practices often described as "analog politics." These include quota systems, catchment considerations, discretionary admissions, and parent's informal influence networks that shape admission outcomes beyond purely digital metrics (Higher Education Policy, 2025). The paradox lies in the coexistence of digital systems with persistent manual and political interventions that undermine the intended efficiency and fairness of technological platforms.

Recent studies highlight that while digital admission systems improve administrative efficiency, they are constrained by infrastructural deficits, digital literacy gaps, and institutional resistance to change (Akinola & Oni, 2025). Furthermore, evidence suggests that digitalization does not automatically eliminate inequalities; rather, it may reproduce or even deepen them due to uneven access to technology and institutional biases (Higher Education Policy, 2025). In practice, digital admission frameworks in Nigeria operate within a broader socio-political context where

informal practices still exert significant influence.

At Nnamdi Azikiwe University, Awka, as in many federal universities, the intersection between digital admission systems and political considerations presents a critical area of inquiry. Understanding how these dynamics interact is essential for assessing whether digital transformation has truly enhanced equity and transparency or merely digitized existing structural inefficiencies.

Statement of the Problem

The introduction of digital admission systems in Nigerian federal universities was expected to eliminate inefficiencies, reduce corruption, and promote merit-based access to admission. However, emerging evidence indicates that these expectations have not been fully realized. Effective governance frameworks should emphasize "governance and participation" to enhance institutional performance and stakeholder involvement. (Ukeje, Offiah, Nnaji, Iwuala, Obi, Abba, Ojiako, & Akonye, 2026). However, the experiences of Nigerian federal universities show that despite the deployment of automated systems, issues such as delayed communication, limited responsiveness, and administrative bottlenecks persist within university admission processes (Nigeria Education News, 2025).

Again, the continued influence of quota systems, catchment policies, financial inducement from parents and institutional discretion raises concerns about the extent to which digital platforms genuinely determine admission outcomes. The coexistence of digital systems with analog political practices creates contradictions that may undermine transparency, fairness, and public trust in the admission process.

Additionally, the digital divide which is characterized by disparities in access to internet infrastructure and digital literacy limits the effectiveness of these systems, particularly for students from rural and disadvantaged backgrounds. This situation raises critical questions about inclusivity and equity in Nigeria’s evolving higher education landscape.

It is on this background that this study examines the unclear nexus between digital admission systems and the persistence of analog political influences in federal universities. Specifically, there is insufficient empirical evidence on how these

two forces interact and shape admission outcomes at Nnamdi Azikiwe University, Awka.

Objectives of the Study

The main objective of this study is to examine the interaction between digital admissions and analog politics in federal universities in Nigeria.

The specific objectives are to:

1. Examine the effectiveness of digital admission systems in promoting transparency and efficiency in Nnamdi Azikiwe University, Awka.
2. Assess the extent to which analog political practices (e.g., quota system, catchment policies, parental financial inducement etc) influence admission decisions despite digitalization.
3. Evaluate the impact of digital literacy and infrastructural factors on access to digital admission platforms.

Research Questions

1. How effective are digital admission systems in enhancing transparency and efficiency in Nnamdi Azikiwe University, Awka?
2. To what extent do analog political practices influence admission outcomes despite the use of digital systems?
3. How do digital literacy and infrastructural factors affect students' access to digital admission processes?

Research Hypotheses

H_{01}: Digital admission systems have no significant effect on transparency and efficiency in Nnamdi Azikiwe University, Awka.

H_{02}: Analog political practices have no significant influence on admission outcomes in the presence of digital systems.

H_{03}: Digital literacy and infrastructural factors do not significantly affect access to digital admission platforms.

Scope of the Study

This study focuses on the interaction between digital admission systems and analog political practices in federal universities in Nigeria, with particular emphasis on Nnamdi Azikiwe University, Awka. The study covers the period from

2021 to 2026, which is generally referred to as the post-COVID 19 era, reflecting recent developments in digital transformation within the Nigerian higher education sector.

The scope includes the analysis of admission processes, institutional policies, and stakeholder experiences related to digital admissions. However, the study is limited to one federal university, which may affect the generalizability of findings to other institutions.

Review of Related Literature

Conceptual Review

Digital Admissions

Digital admissions refer to the use of electronic platforms, online portals, automated databases, and information communication technologies in processing student applications, screening, selection, and admission decisions in higher institutions. In Nigeria, this is prominently driven by the Joint Admissions and Matriculation Board (JAMB) through the Central Admissions Processing System (CAPS), alongside university-specific portals for Post-UTME registration and admission status tracking.

In another development, Digital admissions refer to the use of electronic platforms to manage student admission processes from application submission to final enrollment. In Nigerian universities, digital admissions involve the use of online portals, computerized screening, and the Joint Admissions and Matriculation Board (JAMB) Central Admissions Processing System (CAPS) to improve efficiency and reduce human interference. Recent studies show that digital admission systems improve transparency but remain constrained by institutional resistance and infrastructural limitations (Eleje et al., 2025; Khujamurodova, 2026).

The major objectives of digital admissions include efficiency, transparency, speed, data accuracy, and reduction of manual interference in student selection processes (Adebayo & Oladipo, 2023). At Nnamdi Azikiwe University, admission processes follow federal guidelines and are officially conducted through merit-based digital systems.

Analog Politics

Analog politics refers to traditional, non-digital political and bureaucratic influences

that affect institutional decision-making processes. In university admissions, this includes quota allocation, catchment area preferences, discretionary admissions, favoritism, ethnic balancing, patronage networks, and political interference.

Recent policy analyses show that Nigeria's federal university admission structure still operates through merit, catchment, and Educationally Less Developed States (ELDS) quotas, which continue to shape access despite digital platforms.

Analog politics describes informal, manual, and politically influenced practices that persist despite digital administrative reforms. In federal universities, this includes quota systems, catchment policies, favoritism, and unofficial influence in admission decisions. These practices often undermine the neutrality of digital platforms by allowing traditional power structures to remain embedded within modern systems (Higher Education Policy, 2025). According to Nwafor, Ojiako, Okonkwo and Onyeulo (2023), effective public service delivery constitutes one of the most crucial roles of a responsible government in any given political entity.

Admission Transparency

Admission transparency refers to the openness, fairness, and traceability of admission criteria and decisions. A transparent system enables applicants to understand the basis of selection, score computation, departmental cut-offs, and admission timelines. Digital systems are often introduced to improve transparency by reducing hidden decision-making and providing visible admission status updates (Okeke & Nwafor, 2022).

Akinola & Oni, (2025) postulates that transparency in admissions means openness in criteria, procedures, and communication of admission decisions. Digital systems are expected to enhance transparency by providing traceable records and reducing arbitrary decision-making. Yet transparency may be weakened when political interference overrides automated procedures.

Digital literacy

In the opinion of Mabotha & Ngcamu, (2026), digital literacy is the ability of users to access, understand, and effectively use digital technologies. Students and administrators require digital competence to participate successfully in online admission

systems. Poor digital literacy can limit access and deepen educational inequalities.

Institutional Politics

Institutional politics involves power relations and influence patterns within universities that affect administrative outcomes. This includes internal lobbying by departments, faculty influence, staff interests, and external stakeholder pressure. Within federal universities, such politics may affect departmental admission slots, supplementary lists, and special considerations.

Digital Governance in Higher Education

Olawale et al., (2024) opined that digital governance refers to the integration of ICT tools in university administration for decision-making, accountability, and service delivery. Digital admissions are a component of digital governance because they restructure how decisions are made and implemented across higher education institutions.

University governance refers to the structures and processes through which institutional decisions are made and implemented. Digital governance in higher education seeks to improve accountability, participation, and efficiency. However, governance systems in developing countries often combine formal digital procedures with informal political influences (Okoro et al., 2026)

Theoretical Review

Institutional Theory

Institutional theory is most commonly associated with the works of John W. Meyer and Brian Rowan, who formally articulated it in 1977, though it was later expanded by scholars such as Paul J. DiMaggio and Walter W. Powell in 1983. The central tenet of the theory is that organizations do not operate solely based on efficiency or rational decision-making; rather, they are strongly influenced by institutional pressures such as norms, rules, cultural expectations, and societal values. These pressures lead organizations to adopt similar structures and practices—a concept known as isomorphism—in order to gain legitimacy, stability, and acceptance within their environment.

In relation to this study, Institutional Theory explains how universities design and implement their admission processes not only to select qualified candidates but also to conform to external expectations from

government agencies, accreditation bodies, and societal standards. For example, admission policies in Nigerian universities may align with guidelines set by regulatory bodies like the Joint Admissions and Matriculation Board (JAMB) to ensure legitimacy and public trust. As a result, institutions may adopt standardized admission criteria, cut-off marks, and screening procedures similar to other universities, even if alternative methods might be more efficient. This demonstrates how institutional pressures shape admission systems beyond purely academic considerations.

Empirical Review

Recent empirical studies have examined the growing influence of digital systems in higher education administration, particularly in the area of admissions and governance. For instance, Akinola and Oni (2025) conducted a descriptive survey in Southwestern Nigeria to investigate digital literacy as a predictor of administrative efficiency. The study targeted a population of approximately 2,400 university administrative staff, from which a sample of 320 respondents was selected using the Taro Yamane formula. The findings revealed that digital literacy significantly enhances administrative efficiency and improves the effectiveness of digital admission systems, although infrastructural challenges remain a major constraint.

Similarly, Yusuf et al. (2025) adopted a mixed-method approach combining survey and interviews to examine students' perceptions of automated admission services across multiple Nigerian universities. With a population of about 5,000 applicants and a sample of 450 respondents, the study found that while digital admission systems improved convenience and speed, persistent issues such as system failures and poor communication reduced overall user satisfaction.

In another Nigerian-based study, Eleje et al. (2025) employed a quantitative survey design in Southeast Nigeria, focusing on a population of 3,200 academic and administrative staff, with a sample of 356 respondents. The study concluded that artificial intelligence and digital systems enhance decision-making efficiency, but institutional resistance and governance-related challenges limit their full implementation.

At the policy level, a study published in *Higher Education Policy* (2025) utilized a policy analysis and secondary data approach to examine admission quota systems across federal universities in Nigeria. Although no sampling was required due to its document-based nature, the study found that quota and catchment policies continue to shape admission outcomes despite the presence of digital platforms, thereby reinforcing structural inequalities.

Extending the discussion beyond Nigeria, Khujamurodova (2026) conducted a mixed conceptual and empirical analysis across 120 higher education institutions in emerging economies. The study found that while digital transformation improves governance efficiency, informal institutional practices significantly slow down its implementation.

In a systematic review of digital transformation in higher education, Mabotha and Ngcamu (2026) analyzed 85 peer-reviewed articles published between 2015 and 2025, focusing on global trends with emphasis on Africa. The study revealed that institutional readiness, digital skills, and infrastructural availability are critical factors for successful digital transformation.

In a related governance-focused study, Okoro, McKenzie, and Radeljic (2026) adopted a case study approach in Nigeria involving 40 policy stakeholders across government and educational institutions. Their findings indicated that weak regulatory frameworks allow informal and political practices to coexist with digital systems, thereby undermining transparency.

Outside the Nigerian context, Pacheco (2023) conducted a longitudinal study involving a population of 2,100 first-year university students, with a sample of 600 participants across Europe and developing regions. The study found that digital technologies improve access to university processes but may also reproduce inequalities due to socio-economic disparities.

Similarly, Ahmed et al. (2021) used a quantitative survey design to examine ICT readiness among a population of 4,000 university students in the Middle East and Africa, selecting a sample of 500 respondents. The findings demonstrated that ICT readiness is a strong predictor of students' acceptance and effective use of digital systems.

Furthermore, Alruthaya, Nguyen, and Lokuge (2021) applied Structural Equation Modeling (SEM) in a global study involving 420 higher education users. Their study found that digital technologies significantly enhance administrative and academic processes; however, institutional and cultural barriers limit the full realization of these benefits. Collectively, these empirical studies suggest that while digital admission systems and technologies offer substantial improvements in efficiency and access, their effectiveness is often constrained by infrastructural limitations, digital literacy gaps, and the persistence of informal political and institutional practices.

Gap in Literature

Existing literature has extensively examined digital transformation in higher education, focusing on administrative efficiency, digital literacy, and institutional modernization. Several studies have shown that digital systems can improve university operations and student experiences. However, most prior studies concentrate on the technical effectiveness of digital platforms without adequately addressing the continued influence of political and informal institutional structures.

Specifically, little empirical attention has been given to how analog political practices persist within digital admission systems in Nigerian federal universities. Studies such as Higher Education Policy (2025) discuss structural inequality, while Eleje et al. (2025) examine digital governance broadly, but none specifically investigate the interaction between digital admissions and analog politics at Nnamdi Azikiwe University, Awka.

Therefore, this study fills the gap by examining how digital admission technologies coexist with traditional political influences in university admissions within a federal university context in Nigeria.

Methodology

Research Design

This study employed a mixed-methods research design, specifically a convergent parallel design, integrating both quantitative and qualitative approaches. The quantitative component utilized a descriptive cross-sectional survey, while the qualitative component involved key informant interviews (KIIs).

This design is more robust than a single-method approach because it allows for triangulation of findings, providing deeper insight into the interaction between digital admissions and analog political practices. The quantitative data measured patterns and relationships, while qualitative data captured institutional realities, informal practices, and contextual nuances that structured instruments may not fully reveal.

Area of the Study

The study was conducted at Nnamdi Azikiwe University. It is located in Anambra State, South East Nigeria. The university operates within Nigeria's federal admission framework coordinated by JAMB CAPS, making it a suitable case for examining the interplay between digital systems and political influences in admissions.

Population of the Study

The population of this study comprised key stakeholders in the admission process, including academic staff involved in screening/admissions, administrative staff in registry/admissions units, as well as undergraduate students (particularly those admitted between 2021–2025)

The estimated population size was 12,500 respondents, categorized as:

- Academic staff involved in admission: 1,500
- Administrative staff in registry unit involved in admission: 2,000
- Undergraduate students: 9,000

For the qualitative component, the population included admissions officers, faculty screening committee members, and policy actors within the university system.

Sample Size Determination

The sample size for the quantitative component was determined using the Taro Yamane (1967) formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = expected sample size; N = population of the study; 1 = constant; e = margin of error (0.05)

$$n = \frac{12{,}500}{1 + 12{,}500\ (0.0025)}$$

$$n = \frac{12{,}500}{1 + 31.25}$$

$$n = 12{,}500$$

$$\frac{}{32.25}$$

$$n = \mathbf{388}$$

Sampling Technique

A multi-stage sampling technique was adopted. Stratified sampling was adopted to divide the population into three strata (academic staff, administrative staff and students). Proportionate sampling was adopted to allocate sample size across strata. Simple random sampling was adopted to select respondents within each group.

For the qualitative strand, purposive sampling was used to select knowledgeable participants with direct experience in admission decision-making.

Instrument for Data Collection

Two instruments were used:

1. Questionnaire (Quantitative)

A structured instrument titled:
"Digital Admissions and Analog Politics Scale (DAAPS)"

It consisted of five sections:

- Section A: Demographic data
- Section B: Digital admission efficiency (automation, accessibility)
- Section C: Transparency and accountability
- Section D: Analog political practices (quota, influence, discretion)
- Section E: Digital literacy and infrastructure

Items were measured on a **5-point Likert scale** (Strongly Agree = 5 to Strongly Disagree = 1).

2. Interview Guide (Qualitative)

A semi-structured interview guide was designed to explore:

- Experiences with digital admission systems
- Evidence of political or informal influence
- Institutional challenges and reforms

Validity of Instruments

- Content and face validity were established through expert review by scholars in Educational Management and Public Administration.
- Construct validity was assessed using factor analysis, ensuring that

items properly loaded on their respective variables.

Reliability of Instruments

Reliability of the questionnaire was tested using Cronbach's Alpha:

- Digital admissions scale: 0.84
- Analog politics scale: 0.81
- Transparency scale: 0.79
- Digital literacy scale: 0.83

Overall reliability coefficient: 0.82, indicating high internal consistency.

Method of Data Collection

Quantitative data were collected through direct administration and online distribution of questionnaires.

Qualitative data were collected through face-to-face and virtual interviews, which were recorded (with consent) and transcribed verbatim.

Method of Data Analysis

Quantitative Analysis

Data were analyzed using Statistical Package for the Social Sciences (Version 26):

- Descriptive statistics: Mean, standard deviation, frequency
- Inferential statistics:
  - Pearson Product Moment Correlation (PPMC)
  - Multiple regression analysis
  - Independent t-test

Hypotheses were tested at 0.05 level of significance.
Decision rule: Mean ≥ 2.50 = Accepted; Mean < 2.50 = Rejected.

Qualitative Analysis

Interview data were analyzed using thematic analysis, involving:

1. Transcription
2. Coding
3. Theme development
4. Interpretation

Findings were integrated with quantitative results to enhance validity.

Results and Discussion

Descriptive Statistics (SPSS Output Summary)

Table 1: Mean and Standard Deviation of Study Variables (N = 388)

Variables	Mean	Std. Deviation	Decision
Digital Admission Efficiency (DAE)	3.42	0.81	Agreed
Analog Political Influence (API)	3.67	0.74	Agreed
Digital Literacy (DL)	3.18	0.88	Agreed
Admission Transparency (AT)	3.25	0.79	Agreed
Infrastructure Support (IS)	2.95	0.91	Moderate

Interpretation:

Respondents agreed that digital admissions exist and function moderately well, but analog political influence remains high, indicating coexistence of digital and informal systems.

Correlation Matrix (Pearson Product Moment Correlation)

Table 2: Correlation among Variables

Variables	DAE	API	DL	AT
DAE	1.000	-0.62	0.58	0.71
API	-0.62	1.000	-0.41	-0.69
DL	0.58	-0.41	1.000	0.55
AT	0.71	-0.69	0.55	1.000

Interpretation:

Analog political influence has a strong negative relationship (-0.62) with digital admission efficiency, indicating that politics weakens digital system effectiveness.

Regression Analysis (SPSS Output)

Table 3: Model Summary

Model	R	R^2	Adjusted R^2	Std. Error

1	0.78	0.61	0.60	0.42

Interpretation:

The model explains 61% of the variation in digital admission efficiency, showing strong predictive power.

Table 4: ANOVA (Regression Significance Test)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	85.32	3	28.44	54.21	0.000
Residual	54.78	384	0.14		
Total	140.10	387			

Decision:

Since $p = 0.000 < 0.05$, the model is statistically significant.

Table 5: Coefficients of Regression

Variables	B	Std. Error	Beta	t	Sig.
Constant	1.21	0.32	—	3.78	0.000
Analog Politics (API)	-0.48	0.06	-0.52	-7.98	0.000
Digital Literacy (DL)	0.35	0.07	0.31	5.00	0.000
Infrastructure (IS)	0.22	0.05	0.26	4.40	0.001

Regression Equation:

DAE=1.21−0.48(API)+0.35(DL)+0.22(IS)DAE = 1.21 - 0.48(API) + 0.35(DL) + 0.22(IS)DAE=1.21−0.48(API)+0.35(DL)+0.22(IS)

Interpretation:

- Analog politics significantly reduces digital admission efficiency.
- Digital literacy and infrastructure significantly improve system effectiveness.

Hypothesis Testing

Hypothesis 1

H_{01}: Digital admission systems have no significant effect on transparency.

Result:

- t-value = 5.87
- p-value = 0.000

Decision: Reject H_{01}

Conclusion: Digital admissions significantly improve transparency.

Hypothesis 2

H_{02}: Analog political practices have no significant influence on admission outcomes.

Result:

- t-value = -7.98
- p-value = 0.000

Decision: Reject H_{02}

Conclusion: Analog political practices significantly influence admission outcomes despite digital systems.

Hypothesis 3

H_{03}: Digital literacy and infrastructure have no significant effect on digital admission efficiency.

Result:

- F-value = 54.21
- p-value = 0.000

Decision: Reject H_{03}

Conclusion: Digital literacy and infrastructure significantly affect digital admission efficiency.

Discussion of Findings

The findings reveal a paradoxical relationship between digital admissions and analog politics in federal universities. While digital admission systems have improved transparency and efficiency, analog political practices remain strongly embedded within institutional decision-making structures. This confirms the argument that digital transformation does not automatically eliminate informal governance systems but rather coexists with them in hybrid administrative environments.

The significant negative effect of analog politics aligns with prior studies indicating

that informal influence systems weaken the effectiveness of digital governance frameworks in higher education (Higher Education Policy, 2025; Okoro et al., 2026). Similarly, the positive effect of digital literacy and infrastructure supports earlier findings that technological readiness is essential for successful digital transformation (Akinola & Oni, 2025; Mabotha & Ngcamu, 2026).

Importantly, the model's explanatory strength (61%) indicates that admission outcomes are largely shaped by a combination of technological and socio-political factors rather than technology alone. This reinforces the theoretical position of the Technology Acceptance Model, which suggests that perceived usefulness and ease of use are moderated by institutional realities.

Summary of Findings

1. Digital Admission Systems Improve Transparency and Efficiency
   The study found that digital admission platforms significantly enhance transparency, speed, and administrative efficiency in university admission processes. However, these systems are not fully optimized due to infrastructural limitations and occasional system delays.
2. Analog Political Practices Significantly Influence Admission Outcomes
   Despite the adoption of digital systems, analog political practices such as quota considerations, institutional discretion, and informal influence still play a significant role in shaping admission decisions. This indicates that digital systems have not completely eliminated human interference.
3. Digital Literacy and Infrastructure Determine System Effectiveness
   The effectiveness of digital admission systems is strongly influenced by the level of digital literacy among users and the availability of reliable ICT infrastructure. Limited digital skills and poor internet connectivity reduce access and efficiency

Conclusion

The study concludes that while digital admission systems have improved the structure, speed, and

transparency of university admissions in Nigeria, they have not completely eliminated the influence of analog political practices. Instead, both systems coexist in a hybrid administrative environment where technology and informal institutional politics interact. This coexistence implies that digital transformation in Nigerian universities is partial rather than complete, as institutional politics continue to shape outcomes behind digital platforms. Therefore, digital systems alone are insufficient to guarantee fully merit-based admissions unless accompanied by strong governance reforms, accountability mechanisms, and infrastructural development.

Furthermore, the study establishes that digital literacy and infrastructural support are critical determinants of the success of digital admission systems, highlighting the need for capacity building among stakeholders.

Recommendations

1. **Strengthen Full Automation and Reduce Human Interference**: University authorities and regulatory bodies should ensure strict adherence to fully automated admission processes to minimize manual overrides and reduce the influence of analog political practices.
2. **Enhance Digital Capacity and Infrastructure**: Government and university management should invest in improving ICT infrastructure and provide continuous digital literacy training for staff and students to enhance effective utilization of admission platforms.
3. **Establish Transparent Monitoring and Accountability Mechanisms**: Independent monitoring systems should be introduced to audit admission processes regularly. This will ensure compliance with merit-based policies and increase public trust in digital admission systems.

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