

**COMPARATIVE STUDY OF THE IMPLEMENTATION OF E-GOVERNMENT
REFORM INITIATIVES IN THE MINISTRY OF FINANCE AND EDUCATION IN
ADAMAWA STATE
(2020-2023)**

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ABSTRACT

The study is on examination of implementation of E-government reform Initiatives in the Ministry of Finance and Education Adamawa state, Nigeria. This study employs a comparative research design to examine the impact of e-government reform initiatives within the Ministries of Finance and Education in Adamawa State, Nigeria. Utilizing the Most Similar Systems Design (MSSD) for case selection, the research investigates the similarities and differences in e-government implementation and outcomes between the two ministries, both of which have adopted e-verification and e-payment systems but exhibit varied results. Data were collected through questionnaires with 213 staff members, selected using simple random sampling, and analyzed using ANOVA to assess differences in adoption, service delivery, and challenges. Findings indicate that both ministries share common motivations for adopting e-government reforms, such as enhancing operational efficiency and modernizing services. However, there are notable differences in implementation progress and challenges, necessitating tailored strategies for each sector. The Ministry of Finance shows higher commitment and alignment with e-government objectives compared to the Ministry of Education, which faces unique challenges due to its diverse user base. The study concludes that while e-government reforms positively impact service delivery in both ministries, a nuanced approach is required to address sector-specific challenges and optimize implementation. Recommendations include regular impact assessments, fostering inter-ministerial collaboration, capacity building, and continuous improvement to enhance the benefits of e-government reforms across ministries.

Keywords: E-Government, Comparative, Reforms, Ministry, Implementation, Finance, Operational efficiency

1. INTRODUCTION

This study is on the comparative study of the implementation of E government Reform Initiative in the Ministry of Finance and Education Adamawa State Civil Service. Due to the forces of globalization, service delivery has become a key issue in the measurement of good governance and ultimately the legitimacy of governments. Delivery of services effectively and efficiently is one of

the main rationales for the existence of any government. More so, by virtue of the increasing responsibility of the public-sector in-service delivery, attention is therefore shifting away from what service to deliver to how they are being delivered. The world has undergone a profound digital transformation, where nearly every facet of human existence has embraced digitalization (Dialoke & Ukah, 2016)). Consequently, there has been a surge of modern trends across various domains of human activity, including medicine with telemedicine, commerce through e-commerce, banking via e-banking, education supported by e-learning, and production incorporating e-production, among others. These remarkable developments have significantly enhanced the efficiency and effectiveness of global transactions and interactions. In essence, the world has evolved into a tightly interconnected global village, and any nation aspiring to be a part of the international community must wholeheartedly embrace these global trends and actively participate in this ever-advancing digital landscape, or risk being left behind (Akindele, 2014).

According to Chukwuemeka, Ubochi and Okechukwu (2017), service delivery is the extent to which a unit or ministry of governmental organization discharge their assigned or statutory responsibilities. Service delivery determines the attainment of set goals or task assigned to government agencies or ministries.

Service delivery is an indicator of governance due to the fact that it entails meeting the needs of citizens through prompt and efficient procedures. Chukwuemeka, Okeke and Onwuchekwa (2018) noted that an important indicator of governance quality in Nigeria and anywhere in the world is the public service delivery. Furthermore, Chukwuemeka, Okeke and Onwuchekwa (2018) also stress that poor ranking on the governance quality index is partially or substantially a reflection of poor public service delivery. The government through various ministries and agencies render public services in dynamic environment which exert influence on its methods, procedures and processes of meeting the needs, yearnings and aspirations of the populace. Nigeria public service adopted the e-government policy option as the panacea for the backwardness and decay that are often seen in the sector.

Onwunyi and Okoli (2017) stress that e-government in Nigeria was introduced with the formulation of the Nigerian National Policy for Information Technology in March 2001, aiming to improve public administration accessibility, transparency and interaction between citizens and the government.

However, Adamawa State Civil Service suffered from poor service delivery due to poor application of e-government particularly in Ministry of Finance and Education as a result of inadequate skilled personnel, financial mismanagement, bureaucratic hurdles and Delays in execution of e-government policies. Automation via e-government could have mitigated these issues.

Abah and Nwoku (2019) revealed that the policy has suffered from low commitment to duties by the officers in Service. The problem is that government is not ready to employ individuals who are dedicated and capable of delivering quality service. That has caused shortest of experts to make use of the ICT facilities for effective service delivery. Danfulani, (2013) posit that, in some cases the employed staff who are ready to deliver quality service are not allowed by some top officials in the offices. The studies conducted in other geographical location differ in infrastructures and competencies of personnel from Adamawa State Civil Service which create research-based gap in knowledge.

Aim and objectives of the study

The study aimed at assessing the comparative impact of the implementation of eGovernment reform initiatives in the ministry of finance and education in Adamawa state Civil Service. Specifically, to determine the demographic characteristics of the respondents, assessing the reasons for the adoption of e-government reform initiatives in the selected ministries, and identifying how the implementation of e-government Reform initiatives in Adamawa state civil service change service delivery in the selected ministries of the state.

Hypotheses

H0₁: There is no significant difference in the adoption of e-government reform initiatives in the selected ministry in Adamawa State.

2. LITERATURE REVIEW

Pedawi and Alzubi (2022) conducted a study on the effects of e-government policy on the management of Healthcare Systems. Data collected from 435 employees in the tourism industry of Iraq. The results indicate that E-government policy has a significant effect on healthcare crises; job insecurity negatively predicted healthcare crises. The results revealed among others that social support moderated the relationship between E-government policy and job insecurity.

Obike (2022) conducted a study on E-government and fight against corruption in Nigeria: the issues and challenges. Survey research design was adopted for the study. Data for the study was gathered through secondary sources like materials from the internet, relevant textbooks, magazines, newspapers, conference papers, seminar papers, statements of commentators as concerns the issue at hand government documents, white papers and reports of panels of enquiry. It was found out that e-government has proved to be a dependable instrument to combat corruption in the developed countries.

Ukwuoma, Elisha and Oye (2022) carried out a study on the role of e-government in overcoming the consequences of the COVID-19 pandemic in Nigeria. The study adopted review approach in analyzing the subject. Results: Some of the challenges identified by the study include but are not limited to inadequate technical know-how and ICT skills to drive and sustain e-government.

Recommendations from the study include, the Ministry of Communications Technology and Digital Economy to build a backbone that will connect all States of the country and the up skilling of the workforce through the Ministry of Labor and Employment amongst others.

Umar and Ikechukwu (2022) conducted a study on the impact of e-government on service delivery in Joint Admissions and Matriculation Board (JAMB). The mixed approach method was used in this study. This approach encapsulates both qualitative (questionnaires) and quantitative (Interview & observation). A total of 46 questionnaires were administered to staff of JAMB which were all recovered valid and analyzed using simple percentage. Face to face interview was also conducted with selected Computer Based Test (CBT) operators, students and lecturers in two tertiary institutions in Kaduna. Content analysis of related literature on impact of e -governance on JAMB was also done. The study revealed that E-Governance has improved service delivery in JAMB. Findings also indicated that inadequate infrastructure like electricity is a major impediment to e-governance application in JAMB.

Theoretical Framework

The study is anchored on Modernization theory. This theory is appropriate because it truly illustrates the basic causes of underdevelopment and poverty and also taking into consideration that it is a description or explanations of the processes of transformation from traditional or underdeveloped societies to modern societies. It calls for a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society which per say “e-governance is part and parcel of that transformation in providing effective service to the people. Since it was moved to harness the transition from traditional paper-based record-keeping systems to a comprehensive electronic data management system of government ministries. At a wider level, modernization theory is related to this paper since it recognizes the importance of education and technology as drivers of development which equally E-government aims at transition from traditional ways of service delivery systems to an automating way of delivering services to the populace. E-government helps government ministries to easily find effective and efficient expression in digital technologies, using personal Computers with internet, having mobile and modern telephones, and getting deeply involved in different electronic applications in and outside their offices.

3. METHODOLOGY

The Study was carried out in Adamawa State. Adamawa State was carved out of the defunct Gongola State on the 27th August, 1991. And is located in the North-Eastern geo-political zone of Nigeria. It lays between latitude 70 and 110 Norths of the equator, and longitude 110 and 140E of the Greenwich Meridian. The State is surrounded by Borno, Gombe and Taraba States of Nigeria and it is sharing international boundary with Niger and Cameroon Republic. It has a total land area

of 39,742.12 square kilometers, which is about 4.4% of the land area of Nigeria. The State government has twenty-two (22) ministries which oversees affairs of the government and twenty-one (21) Local Governments with twenty- nine (29) Development Areas; and thirty-six (36) ethnic groups such as: Fulani, Bwatiye, Higgi, Verre, Chamba, Margi, Mbula etc. (Adamawa State Year Book, 2005). The population of the state according to Tukur (2007) as for 2006 census is 3,168,101. This study was focused on the selected Ministries within Adamawa State Civil Service Commission, namely: Finance and Education.

This study adopted a comparative research design. A comparative research design is a kind of method that analyzes phenomena and then put them together to find the points of differentiation and similarities (MokhtarianPour,2016). The total population of the study was 456 derivable from the Ministry of Finance and Ministry of Education in Adamawa State civil service commission.

Sampling Size Determinations

The sample size consisted of two hundred and seventy- eight (278) Staff from the ministry of Education and one hundred and seventy-eight (178) Staff from the ministry of Finance which amount to 456 respondents. By selecting a random sample of civil servants who participated in the implementation of e-government reform initiative, the assessment can provide a more reliable and unbiased evaluation of the e-government implementation in service delivery. Taro Yamane formular was used in determining the sample size.

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

Where n= Sample size

N = Total population
1 = Statistical Constant
e = The assume error of margin or level of significance which is taken as 0.05, i.e., 95% confidence level.

Sampling Techniques

The sampling technique employ in this study was Simple Random Sampling (SRS) technique, which involves the random selection of respondents from the study population.

Method of Data Analysis

The data was analyzed using descriptive analysis. This involved summarizing and organizing the data to understand its main characteristics and patterns. Subsequently, ANOVA (Analysis of Variance) was employed to test the formulated hypotheses. This statistical method allowed for the

comparison of means among different groups to determine if there were any statistically significant differences.

4. PRESENTATION OF DATA, ANALYSIS, & FINDINGS

Table 1: Demographic Information of the Respondents

Description	Ministry of Finance		Ministry of Education	
	Frequency	%	Frequency	%
Gender				
Male	69	67.4	75	69.4
Female	32	32.6	33	30.6
Total	92	100	108	100
Age	Frequency	Percentage%	Frequency	%
20-29	30	32.6	30	27.8
30-39	18	19.6	41	37.10
40-49	32	34.8	20	18.5
50-60	12	13.0	17	15.7
Total	92	100	108	100
Working experience	Frequency	%	Frequency	%
Less than 5 years	29	31.5	29	26.9
5-10	20	21.7	16	14.8
10-15	20	21.7	21	19.4
15-20	13	14.2	24	22.2
20-35	10	10.9	18	16.7
Total	92	100	108	100
Educational qualification	Frequency	%	frequency	%
SSCE	25	27.2	35	32.4
ND/HND	28	30.4	40	37.0
HND/B.Sc	21	22.8	20	18.5
M.Sc/B.A	18	19.6	13	12.1
Total	92	100	108	100

Source: Computed using SPSS 24 from field survey data 2024.

Table 1 presents the demographic information of respondents from two distinct ministries, namely the Ministry of Finance and the Ministry of Education. It was revealed that, in the Ministry of Finance, males constitute 67.4% of the respondents, while in the Ministry of Education, they represent 69.4%. Conversely, females comprise 32.6% and 30.6% of the respondents in the Ministry of Finance and Education, respectively. These statistics shed light on the gender dynamics within these governmental bodies, indicating a noticeable gender imbalance favoring males. Age distribution among respondents showcases interesting trends. In both ministries, the majority of respondents fall within the age bracket of 20-29, constituting 32.6% and 27.8% in the Ministry of Finance and the Ministry of Education, respectively. However, notable differences emerge in the subsequent age groups. In the Ministry of Education, there is a significant spike in the 30-39 age group, accounting for 37.1% of respondents, whereas in the Ministry of Finance, the distribution remains more evenly spread across age brackets. This variation suggests potential differences in recruitment patterns or retention strategies between the two ministries.

The analysis of working experience reveals nuanced patterns. Across both ministries, a substantial proportion of respondents have less than 5 years of experience, comprising 31.5% and 26.9% in the Ministry of Finance and the Ministry of Education, respectively. Interestingly, the Ministry of Education exhibits a higher concentration of respondents with 10-15 years of experience compared to the Ministry of Finance. This could imply a higher retention rate or longer tenure within the education sector compared to the finance sector.

Educational qualifications provide further insights into the profile of respondents. In both ministries, the most common educational qualifications are ND/HND, constituting 30.4% and 37.0% in the Ministry of Finance and the Ministry of Education, respectively. This suggests a prevalence of individuals with technical or vocational backgrounds in both ministries.

Table 2: Reasons for the adoption of E-government Reform Initiatives in the Ministry of Finance.

S/N	Item	($\bar{x}$)	SD	Decision
1	The adoption of e-government reform initiatives is driven by a clear need to enhance operational efficiency in the Ministry of Finance.	3.59	1.407	Accepted
2	The primary motivation behind the adoption of egovernment reform initiatives is to modernize government services and processes.	3.66	1.392	Accepted
3	The Ministry of Finance embraces e-government reform initiatives to improve accessibility and convenience for citizens accessing government services.	3.44	1.409	Accepted
4	The adoption of e-government reform initiatives reflects a commitment to fostering transparency and accountability in the Ministry of Finance.	3.29	1.478	Accepted
5	The implementation of e-government reform initiatives is a response to the increasing demands for digital solutions and advancements in technology.	3.35	1.300	Accepted
6	The adoption of e-government reform initiatives aims to streamline administrative procedures and reduce bureaucratic hurdles in the Ministry of Finance.	3.51	1.314	Accepted
7	The Ministry of Finance recognize the importance of egovernment reform initiatives in enhancing citizen engagement and participation in governance processes.	3.46	1.438	Accepted
	Grand Mean	3.47		Accepted

Acceptance ($\bar{x}$ is 3.0 and above); Rejection ($\bar{x}$ is less than 3.0)

Table 3: Reasons for the adoption of E-government Reform Initiatives in the Ministry of Education.

S/N	Item	($\bar{x}$)	SD	Decision
1	The adoption of e-government reform initiatives is driven by a clear need to enhance operational efficiency in the Ministry of Education.	3.87	1.284	Accepted
2	The primary motivation behind the adoption of egovernment reform initiatives is to modernize government services and processes.	3.58	1.393	Accepted
3	The Ministry of Education embraces e-government reform initiatives to improve accessibility and convenience for citizens accessing government services.	3.64	1.349	Accepted
4	The adoption of e-government reform initiatives reflects a commitment to fostering transparency and accountability in the Ministry of Education.	3.41	1.377	Accepted
5	The implementation of e-government reform initiatives is a response to the increasing demands for digital solutions and advancements in technology.	3.63	1.310	Accepted
6	The adoption of e-government reform initiatives aims to streamline administrative procedures and reduce bureaucratic hurdles in the Ministry of Education.	3.58	1.219	Accepted
7	The Ministry of Education recognize the importance of egovernment reform initiatives in enhancing citizen engagement and participation in governance processes.	3.69	1.515	Accepted
Grand Mean		3.62		Accepted

Acceptance ($\bar{x}$ is 3.0 and above); Rejection ($\bar{x}$ is less than 3.0).

The analysis in Table 2 and 3 suggest that there are several common motivations driving the adoption of these initiatives in both ministries, while also highlighting certain nuances between them.

In the Ministry of Finance, the results indicate that operational efficiency is a significant driver for embracing E-government reforms, with a mean score of 3.59. This suggests that there is a clear recognition within the Ministry of Finance of the need to streamline processes and improve efficiency through digital transformation. Similarly, modernizing government services and processes, improving accessibility, fostering transparency, and responding to technological advancements are also identified as key motivations, all of which received mean scores above 3.0, indicating acceptance.

Comparatively, in the Ministry of Education, operational efficiency emerges as an even stronger motivation, with a mean score of 3.87. This indicates that the Ministry of Education places an even higher priority on enhancing efficiency through E-government initiatives compared to the Ministry of Finance. Additionally, similar to the Ministry of Finance, modernization, accessibility, transparency, and responsiveness to technological advancements are also identified as significant drivers for adopting E-government reforms, with mean scores above 3.0.

Despite these similarities, there are subtle differences between the two ministries. For instance, while both ministries recognize the importance of fostering transparency and accountability, the mean score for this factor is slightly lower in the Ministry of Education compared to the Ministry of Finance (3.41 vs. 3.29). This could suggest that transparency and accountability are perceived as relatively less critical in the education sector compared to finance. However, it's essential to note that both ministries still acknowledge the importance of these principles. Moreover, there is a slight variation in the mean scores for citizen engagement and participation between the two ministries.

While both ministries recognize the importance of enhancing citizen engagement through E-government initiatives, the mean score for this factor is slightly higher in the Ministry of Education compared to the Ministry of Finance (3.69 vs. 3.46). This suggests that the Ministry of Education may place a slightly stronger emphasis on citizen engagement and participation in governance processes compared to the Ministry of Finance.

Table 4: Implementation of e-government Reform initiatives in the Ministry of Finance.

S/N	Item	(x)	SD	Decision
1	E-government initiatives have sped up service delivery in the Ministry of Finance.	3.41	1.353	Accepted
2	Service delivery processes have become more user-friendly due to e-government reforms.	3.50	1.430	Accepted
3	E-government initiatives have boosted transparency and accountability in the Ministry of Finance.	3.25	1.408	Accepted
4	Citizens find services more accessible and convenient thanks to e-government reforms.	3.53	1.348	Accepted
5	Digital technologies integrated through e-government initiatives lead to innovative solutions.	3.15	1.285	Accepted
6	Bureaucratic hurdles have decreased with e-government reforms, improving service delivery.	3.24	1.406	Accepted
7	E-government initiatives empower citizens by enhancing access to information and resources.	3.06	1.390	Accepted

Grand Mean **3.30** Accepted

Acceptance ($\bar{x}$ is 3.0 and above); Rejection ($\bar{x}$ is less than 3.0)

Table 5: Implementation of e-government Reform initiatives in the Ministry of Education.

S/N Item	(x)	SD	Decision
1 E-government initiatives have sped up service delivery in the Ministry of Education.	3.32	1.512	Accepted
2 Service delivery processes have become more user-friendly due to e-government reforms.	3.85	1.285	Accepted
3 E-government initiatives have boosted transparency and accountability in the Ministry of Education.	3.58	1.416	Accepted
4 Citizens find services more accessible and convenient thanks to e-government reforms.	3.30	1.414	Accepted
5 Digital technologies integrated through e-government initiatives lead to innovative solutions.	3.21	1.387	Accepted
6 Bureaucratic hurdles have decreased with e-government reforms, improving service delivery.	3.46	1.310	Accepted
7 E-government initiatives empower citizens by enhancing access to information and resources.	3.28	1.334	Accepted
Grand Mean	3.42		Accepted

Acceptance ($\bar{x}$ is 3.0 and above); Rejection ($\bar{x}$ is less than 3.0)

The analysis in Table 4 and 5 indicates that the adoption of E-government reforms has resulted in positive changes in service delivery across both ministries, with various aspects of service provision being enhanced.

In the Ministry of Finance, the implementation of E-government initiatives has led to notable improvements in service delivery. The mean scores for items such as speeding up service delivery, enhancing user-friendliness, increasing accessibility and convenience for citizens, and reducing bureaucratic hurdles all exceed the threshold of 3.0, indicating acceptance. This suggests that digital transformation within the Ministry of Finance has contributed to making services more efficient, accessible, and citizen-centric. However, it's noteworthy that while there is an acknowledgment of the positive impact on service delivery, the mean score for boosting transparency and accountability is relatively lower (3.25), indicating that there may be room for further improvement in these areas.

Similarly, in the Ministry of Education, the implementation of E-government Reform initiatives has resulted in positive changes in service delivery. Key aspects such as speeding up service delivery, improving user-friendliness, enhancing transparency and accountability, and reducing bureaucratic hurdles all received mean scores above 3.0, indicating acceptance. This suggests that digital transformation efforts within the Ministry of Education have also contributed to making services more efficient, user-friendly, and transparent. Additionally, similar to the Ministry of Finance, there is recognition of the importance of empowering citizens through enhanced access to information and resources, albeit with a slightly lower mean score (3.28). While there are similarities in the overall positive impact of E-government initiatives on service delivery in both ministries, there are also some differences worth noting. For instance, the mean score for user-friendliness is higher in the Ministry of Education compared to the Ministry of Finance (3.85 vs. 3.50), suggesting that service delivery processes may have been more significantly enhanced in terms of user experience within the education sector. Additionally, while the mean scores for most items are slightly higher in the Ministry of Education compared to the Ministry of Finance, indicating a slightly more positive perception of the impact of E-government reforms on service delivery, the differences are not substantial.

H0₁: There is no significant difference in the adoption of e-government reform initiatives in the Ministry of Finance and Education.

Table 4.11: ANOVA Analysis of the Difference in the adoption of e-government reform initiatives in the Ministry of Finance and Education.

Sources of Variance	Sum of Squares	Df	Mean Squares	F	Sig (2-Tailed)
Between Groups	89.7	7	12.8	6.72	0.002
Within Groups	419.6	193	1.9		
Total	509.3	200			

P < 0.05 (Significant).

The ANOVA results reveal that there is indeed a statistically significant difference in the adoption of e-government reform initiatives between the Ministry of Finance and the Ministry of Education. This conclusion is drawn from the obtained F-value of 6.72, with associated p-value of 0.002. Notably, the p-value is below the conventional significance level of 0.05, indicating strong evidence against the null hypothesis. The significance of the F-test (p-value = 0.002) reinforces the rejection of the null hypothesis, indicating that the observed differences in adoption of e-government reform initiatives between the Ministry of Finance and the Ministry of Education are unlikely due to random chance.

Conclusion

The analysis highlights the varied reasons driving the adoption of E-government Reform Initiatives in both the Ministry of Finance and the Ministry of Education in Adamawa State. While there are common motivations such as enhancing operational efficiency, modernizing services, and responding to technological advancements, there are also subtle differences in emphasis between the two ministries, reflecting their unique priorities and contexts. The analysis highlights that the implementation of E-government Reform initiatives has positively impacted service delivery in both the Ministry of Finance and the Ministry of Education in Adamawa State.

While both the Ministry of Finance and the Ministry of Education in Adamawa State have accepted and implemented E-government Reform initiatives, there are noticeable differences in the current status and progress across various dimensions within each ministry. These differences highlight the unique challenges, priorities, and achievements within each sector, underscoring the need for tailored approaches to E-government implementation and continuous efforts to address disparities and enhance overall effectiveness and efficiency. These differences highlight the need for tailored strategies and interventions to address sector-specific challenges and facilitate the successful implementation of E-government initiatives across ministries.

Recommendations

Recommendations for the government based on the findings of the study provided:

- i. The government should recognize the shared motivations across ministries for E-government Reform Initiatives, such as operational efficiency enhancement, service modernization, and technological adaptation. However, tailor strategies to accommodate subtle differences in emphasis stemming from unique priorities and contexts of each ministry.
- ii. Government should regularly assess the impact of E-government initiatives on service delivery within ministries. Highlight areas of success and identify where improvements are needed. Benchmark progress against industry standards to gauge effectiveness.
- iii. Acknowledge that while both ministries encounter similar challenges in E-government implementation, variations exist in their severity and impact. Develop sector-specific solutions to address these challenges effectively, ensuring a smoother rollout and increased adoption.
- iv. Government should foster closer collaboration between ministries, particularly between the Ministry of Finance and the Ministry of Education. Strengthen communication channels and encourage knowledge sharing to align objectives and enhance the overall impact of E-government reforms.

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