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Full Length Research Paper

Evaluation of Institutional E-Readiness for Academic Excellence, Global Presence and Tendency for Grant Attraction: The Auchi Polytechnic Perspective

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ABSTRACT: The research investigated the level of E-readiness in Auchi polytechnic, challenges, potential solutions and areas of improvement. The study identified key electronic readiness of Auchi polytechnic in the last two decades as a first generation and famous polytechnic in South region. The objective of the study focused on the level of e-readiness and improvement. The findings suggested that ICT infrastructure acquisition explained 64.29% institutional E-readiness; ER2: ICT Application and Support accounted for 55.6%; ER3: ICT Human Resource contributed 52.9% variance in Auchi Polytechnic E-readiness. The study concluded that ER4: ICT Policy and Strategy Management constituted the highest level of Auchi polytechnic E-readiness by 55.7%. Therefore, it recommended that encouraging techno-compliance among staff and students in the institution; X-ray the level of availability of ICT infrastructure, the accessibility of ICT to the general users (staff, student, management and host community population). Improvement on the legal and regulatory framework on ICT use in Auchi polytechnic to develop an e-learning and security strategies. Understanding the extent of the institution's capacity and ability to provide educational services through the e-readiness.

Keywords: E-readiness, ICT infrastructure, global, linkages, six degrees

INTRODUCTION

Today, it is no longer a news that academic poverty does not depend only on the lack or inadequate certificate acquisition or number of contributions to conference papers or journal articles with mere name inclusion by friends or colleagues within or outside the academic community but also lack of access to technology and usage, poor of techno compliance/presence of technophobia that culminated into academic poverty ochestrated by the digital divide in the last two decades (Seyed and Sattary, 2009). Potnis and Pardo (2011) claimed that ICT adoption helped in the motivation of government of most countries to participate in the benefiting process of e-readiness to have position in the new dimension of global economic realities. The affirmations were upheld in the studies of (Renu and Sameer, 2002; Ifinedo, 2005; Hassan and Fatimah, 2014). The study drew conclusion from the fact that ICT assisted greatly in overcoming problems while keeping pace with digital economy. Most higher institutions of learning in the developed and developing world survive academic activities and achieved excellence amidst COVID-19 outbreak due to the benefits of the new paradigm shift to new technologies like digital and other platforms for learning and collaborative via Zoom, Moodle, BBL earning, Google, Teams, and Youtube (João, Rui, Luisa and

Adriana, 2021; Aziz, Farooqi and Qadir, 2021). Aside the usefulness, it enables the swift transition to conventional and adaptive learning community (Mohapatra and Murrell, 2020). Taking a position from this it becomes a practice which Auchi Polytechnic need to take a cue despite several challenges in the need assessment. In Saudi Arabia, an online cross-sectional study of computer-based carried in May and June 2020 bothered on the ventage position offer both learner and teacher due to e-readiness (Mohapatra and Murrell, 2020; Aziz et al., 2021). The outcome of the study was expected to assist academicians to look out for strengths, areas of improvement, and encourage faculty to think deeply to restructure course learning objectives, teaching techniques to engage students and improve learning process (Lowenthal et al., 2019).

Statement of the problem

Electronic readiness of institution of learning has been around in the last two decades in the developed and developing nations but rarely applied in the polytechnic sector especially in Nigeria particularly in the South South region. This behavior is characterized by the limitations of most polytechnic in Nigeria to international presence for global knowledge, learning, resource sharing, grant attractions, collaboration and other latent institutional benefits like universities and research institutes enjoyed in the world today. As a result, this research is designed to investigate the level of E-readiness in Auchi polytechnic, challenges and problems, possible solutions and areas of improvement. The research is expected to identify intervention by the institution, appropriate private sector or donors and agencies of government. The study will guide the Auchi polytechnic on the level of e-readiness space, ability to utilize information and communication technologies for knowledge acquisition, collaboration, sustainable learning, global presence, improve staff welfare, growth and development. Findings and recommendations arising from the research proposal will give direction to the institution on the area of e-readiness assessments and improvements that will present the Auchi polytechnic in the global community of academic excellence, reputation and grant attraction. The research evaluates institutional e-readiness for academic excellence, global presence and tendency for grant attraction: The Auchi Polytechnic Perspective. The specific objectives are to:

Investigate the availability, accessibility, utilization and integration of ICT infrastructure within the polytechnic.
Evaluation of the level of e-readiness of Auchi polytechnic.

Identification of e-readiness impacts on academic performance, global presence and grant attraction in Auchi polytechnic.

Investigate the problems and challenges of e-readiness in Auchi polytechnic.

Suggest possible solutions and improvement on ICT integration in the polytechnic.

Advocate Auchi polytechnic linkages to donors, internet service providers, government and institution for ICT infrastructure interventions for sustainable e-readiness in the institution of learning.

To achieve the aim and objectives of the study, following research questions were asked to guide the study:

To assess what extent is the availability, accessibility, utilization and integration of ICT infrastructure in the different departments in Auchi polytechnic?

What is the level of Auchi Polytechnic E-readiness?

Are they positive global impact factors of Auchi Polytechnic?

Will there be significant difference(s) between the academic performance, grant attractions and publications in Auchi polytechnic?

Literature review

Digital divide in an institution comes with lots of problems, challenges, benefits and gains. In the era of digital and knowledge based economy, institution of learning particularly Auchi Polytechnic, connectivity to the outside world is key as it earns the institution global presence, reputation, opportunity to synergise and collaborate with the other sisters' institution around the globe for resource sharing and knowledge. This is for the benefit of staff, student, community growth and development. It is not shocking for institutions in the world that key into e-readiness to have survive the effective learning under the lockdown particularly a study on "Perceptions about e-learning within the context of the COVID-19 pandemic: A study in Brazil and Portugal". (João et al., 2021). Wole and Opesade (2008) conducted study which investigated the level of preparedness for e-readiness at the University of Ibadan through the window of Africa Regional Centre for Information Science (ARCIS) to explore several opportunities and benefits in the adoption of ICT integration in carrying out university functions. The study covered infrastructural availability, access to infrastructure, manpower availability, institutional ICT policy, regulatory framework, and ICT deployment in the university activities were assessed. The findings indicated that there was relative improvement in the institutional e-readiness index with very poor performance index in power availability (Wole and Opesade, 2008; Seyed and

Sattary, 2009; Potnis and Pardo, 2011: Sanaeil, 2014). This research is born out of several premises and opinions that, Auchi polytechnic being one time in the last four years the most web ranked Nigeria institution and best polytechnic in Africa. Still lack global presence, reputation, low grant attraction, poor research output and impact factor within the global community of learning. Taken a rider from the authors, it become very important for a replication of similar study in Nigeria using Auchi Polytechnic as primier polytechnic in the South-South region to evaluate the level of e-readiness and preparedness to face the digital learning challenges now and in the distance future. Researchers (Meyer, and Murrell, 2014; Lowenthal et al., 2019; Mohapatra and Murrell, 2020; João et al., 2021) were of the opinion that through the process of e-readiness, nations quality of life is increased, hence, it is imperative to adopt ICT to prevent being lagging behind within committee of national integration and economies. Against this backdrop, the research proposal aims at evaluating the institutional e-readiness for academic excellence, global presence and tendency for grant attraction from the Auchi Polytechnic perspective in Nigeria.

METHODOLOGY

Population/sampling technique

The population of the study comprises academic staff in all the departments of the *seven* schools in Auchi Polytechnic. The selection of the sampled will be done using stratified sampling technique. The technique will allow proportional number of departments in the polytechnic to be randomly selected from each of the seven schools and the degree programme in the polytechnic to participate in the e-readiness survey. It is expected that sampling technique will result in over 85% response rate of all the departments (staff and students). Target participants of the proposed research questionnaire distribution was two thousand and five hundred (2500) where expectedly 55% copies were distributed to the staff and 45% to students. Sample size was determined using triangulation size determination technique. The total sampled for the study was 657 of academic staff as the students were not in section as at the time of the field survey.

Data collection

Research instrumentation is structured questionnaire divided in sections to achieve the research objectives. Data collection techniques involved physical and virtual administrations. The online questionnaire was considered reliable for the research to ascertain the level of staff and students' technological compliance. Other social media outlets were used to elicit responses. The researcher will staple online survey as link tagged to the social media outlets of the participants based on ethical consideration. Physical distribution of the online version of part of the questionnaires was only administered to the staff with the help of research assistants to identity, distribute and retrieve questionnaires from respondents in the institution-Auchi polytechnic.

Data analysis

Robust statistics was used to analyse the data. Techniques such as frequency percentage analysis, mean score modeling will be employed. The analysis and interpretation shall be illustrated in tables, graphs, diagrams, model estimate and reported. Research hypothesis will be tested. Bui, Sankaran, and Sebastian (2003) proposed formula for computing e-readiness indices as cited in Ifinedo (2005) and Hanafizad, Hanafizadeh and Khodabakhshi, 2009) will be improved by robust modifications then extended to the evaluation of e-readiness in Auchi polytechnic. The collected data will be done both virtual and physical given the prevailing situation globally. Data will be electronically coded, mined and analyzed using appropriate statistical software such as STATA, AMOS and Microsoft Power BI.

RESULTS AND DISCUSSION

Demographic analysis of E-readiness in Nigeria tertiary institution using the Federal Polytechnic, Auchi as tripod reveals that the gender distribution constituted 50.4% males and 49.6% females indicating gender neutrality in terms of the opinion of staff on E-readiness. The predominant age distribution of staff in the study fell within the bracket of 46-55years, 56-65 and 36-45 years respectively representing 20.5% each. Staff participation in the study is 100% Auchi polytechnic staff across departments in the various schools with school of Information and Communication Technology being the highest followed by School of Business Studies and Applied Sciences and Technology. Lecturer III and II followed by Technologist I and II dominant the response rates of 20.3% and 19.1% cumulatively. The academic qualifications of the staff indicated that most of the staff hold first degree of difference categories accounting for 50.7% among whom were held administrative positions in the past constituting 22.1% in the capacity of either HODs, Deans or Director position in the institution representing 16.3% to 18.7%. The study also showed that those who agreed to have administrative experiences and held position lasted for 1-2years making 50.1% of the sample. Analysis of the research interest of staff in the study showed that 41.7% had no interest in research, 38.6% had special interest in research while 19.8% demonstrated indifference to research interest in the institution. More so,

Table 1: ICT Knowledge

Items of Awareness of ICT Penetration	N	Mean	Likert Rating	Overall Indicator
Is there ICT penetration in your school?	657	3	Indifferent	No meaningful ICT penetration
The level of ICT penetration	657	2	No	Poor
Access to ICT facility in your school	657	2	No	Not really
Extent of accessibility to ICT facility	657	2	Low	Low
ICT integrated in the learning and teaching activities in your school	657	3	Moderately	Yes
Level of ICT integration in your school	657	3	High	Acceptable level
ICT available in your school	657	2	Yes	Availability of ICT
ICT utilized in your school	657	3	High	High utilization of ICT

Table 2: ICT infrastructure acquisition

Items	N	Mean	Likert Rating	Overall Indicator
Infrastructure acquisition	657	3	Moderately Satisfactory	
Data/information security	374	2	Less Satisfactory	
Software Availability	657	3	Moderately Satisfactory	
Hardware Availability	657	2	Less Satisfactory	
Access to infrastructures	657	3	Moderately Satisfactory	
Internet Bandwidth	657	2	Less Satisfactory	
Wide Area Network	657	3	Moderately Satisfactory	
Internet Access	657	3	Less Satisfactory	Moderately Satisfactory
Local Area Network	657	1	Not Satisfactory	
Available power supply	657	3	Moderately Satisfactory	
Available internet access point	657	2	Less Satisfactory	
Lab Equipped with computer system	657	2	Less Satisfactory	
Wireless LAN/WIFI Hot spots availability	657	1	Not Satisfactory	

the findings show that most of the academic do little or no research especially research that meet the conventional and currency of study interests involving ICT tools and drives. Investigation into the online academic program participation of the staff, the result revealed 27.2% participation;53.9% never participated and 18.9% had no idea of participation. From (Table 1) depicts the findings on the awareness of ICT penetration, integration, accessibility, availability and utilization, the results showed that the awareness level is 24.7% among staff while 75.3% are not aware of ICT penetration in their Schools. On the penetration level, only 24% agreed to high ICT penetration in their schools and this is associated with the staff from the computer usage related departments in the various schools. The accessibility of ICT facility, 49.1% said they had access to ICT facilities in their schools but very low utilization level of 24%. Analyzing ICT integration in learning and teaching activities in schools, 21.9% said yes; 24.0% said no while 54.0% said partially yes to ICT integration into learning and teaching activities in their various departments and schools. On the whole, there was moderate ICT integration in Auchi Polytechnic. The overall perception index revealed that there was ICT penetration awareness; moderate accessibility to ICT by staff; moderate integration of ICT in teaching and learning in departments and schools; poor availability with low utilization level of ICT facility in the Polytechnic. This contributed to low level of ICT awareness among staff in school even though they are exposure to convention electronic devices at home or school but had little or no ICT knowledge in terms of learning and teaching.

Analysis of ICT infrastructure as component of basic E-readiness, the (Table 2) shows that ICT infrastructure acquisition in Auchi Polytechnic moderately satisfaction because of ICT donations from ministry, agencies such as NCC and NITDA, TETFund and individuals to the school in the past which is not very common practice in half a decade now. In fact, the system and ICT facility supplies are obsolete in terms of models, configurations, applications and capacity to deliver on the purpose for deployment in the departments or schools as the case may be. This is worrisome situation especially preparation for NTBE accreditation, learning curve, convention learning and teaching. The needs for replacement of ICT infrastructure decay must be given serious urgent attention to again access to the right ICT infrastructure acquisition to the institution. The institutional data and information is less satisfactory based on the study. This is due to the fact that, the institution has not taken proactive measures in the past to secure the institutional information and data. By the findings, reasons being that, the institution has no own server, no comprehensive data privacy right, the problem of third party domain registration and other bottle neck which is not healthy for the institution except proactive measures are taken to redirect and position the institution on the part of data privacy to enhance information and data

Table 3: ICT application and support.

Items	N	Mean	Likert Rating	Overall Indicator
Admission processing	657	3	Moderately Satisfactory	
Registration Processing	657	3	Moderately Satisfactory	
Result processing checking	657	4	Satisfactory	
Transcript Processing	657	3	Not Satisfactory	
Accommodation Processing	657	1	Moderately Satisfactory	
E-library	657	2	Less Satisfactory	
Support for Teaching and Research	657	3	Moderately Satisfactory	Less Satisfactory
Online payment Processing	657	2	Less Satisfactory	
Assignment processing	657	2	Less Satisfactory	
E-learning Distance program	657	1	Not Satisfactory	
Collaboration program	657	1	Not Satisfactory	
E-conferencing system	657	1	Not Satisfactory	
E-News/Management Information system	657	1	Not Satisfactory	
Institutional E-mail	657	2	Less Satisfactory	
E-commerce	657	2	Less Satisfactory	
Security System for E-commerce	657	2	Less Satisfactory	
Website presence	657	1	Not Satisfactory	
Forum for social Networking System	657	2	Less Satisfactory	
Staff and students E-voting System	657	1	Not Satisfactory	

security. Otherwise may spell doom for the management and the polytechnic community. In terms of software availability was moderately satisfactory based on the study. This may be as a result of individual or group usage of software application in the institution but institutional software application is clearly in absent. Due to the age long provision of the ICT facility to the institution earlier reported, hardware availability in the institution is outdated and gradually experiencing scraps. In fact, there are more e-waste of ICT infrastructure in the institution in the recent times. Despite, the decay in the infrastructure, students particularly manage to access the facility for CBT purposes, hard ware related practical and for benefit of acquaintance with the parts for learning benefit in the institution. Largely, the access to facility among students and staff in that vein is moderately satisfactory. Very strikingly, there is wide less or not satisfaction on the level of internet accessibility and access point, wireless LAN/WIFI hot spots availability, lab equipped with computer system, local area network and bandwith in the polytechnic. Although, the presence of telecom network providers on campus have contributed to moderately satisfactory wide area network (WAN) in the institution. To enable effective learning and teaching, academic environment require access to internet, availability internet point, increase range of bandwith and well interconnected LAN to drive academic activities and excellence in research and scholarship. This is absent in the polytechnic. One of the most frustrating situation on campus is the power supply, this epileptic nature of power in the situation is characterized with surges and had contributed to the damages of electronic and computer devices in spite the degree of outdated computers in the laboratories of various departments in the school. Alternative power supply to the institution may be leverage on to advance the culture of learning and teaching as power source is key to modern day learning.

Admission, registration, online payment, accommodation processing, support for teaching and research form component moderate satisfactory in term of ICT application and support system of the institution. In addition, result processing checking presented the most highly satisfactory. ICT application and support facility such as assignment processing, Forum for social Networking System, Institutional E-mail, E-commerce, Website presence were found to be less satisfactory. Very disturbing is the bane of the essence of the application and support system of ICT in tertiary institution like Collaboration program, E-library, E-learning Distance program, E-conferencing system, E-News/Management Information system, Security System for E-commerce and Staff/students E-voting System were greeted by not satisfactory (Table 3). These staggering reports from the findings based on the E-readiness factors of ICT application and support system in the polytechnic were evident from the absence of institutional server, lack of proper management of web hosting, the e-learning drives, poor coordination and inadequate ICT deployment, This situation is indeed putting the institution behind in terms of web presence, collaboration benefits, learning materials, database resource sharing, research collaboration and grant sourcing and attraction globally. In addition, campus

Table 4: ICT human resource

Items	N	Mean	Likert Rating	Overall Indicator
Personal Recruitment	657	2	Less Satisfactory	Moderately Satisfactory
Innovation Encouragement policy	657	2	Less Satisfactory	
Investments in Training and seminar	657	3	Moderately Satisfactory	
Outcome of Investment	657	2	Less Satisfactory	
ICT Related Resources Training and workshop	657	3	Moderately Satisfactory	
Partnership Training certification Programs	657	1	Not Satisfactory	
Innovation Awards	657	3	Moderately Satisfactory	
Education Encourage policy	657	2	Less Satisfactory	
Education level and Responsibility	657	3	Moderately Satisfactory	

unrest due to social vices characterized by aftermath of student union elections and staff voting have been long addressed by e-voting system adopted by most institution in Nigeria particularly the most unrest tertiary institution in the last decade used E-voting of ICT application and support system to address the menace in the institution. The polytechnic may take a cue for being E-ready in all ramifications and rely on E-voting as factor of ICT application and support for institutional E-readiness.

The polytechnic has been rated as the best institution in Nigeria and one time in Africa based on webometric reports in the last 10years (Vanguard Newspaper, 29th February, 2012 available at https://www.vanguardngr.com/2012/02/the-secrets-of-auchi-polys-rating-as-nigerias-best-polytechnic-by-rector/; Blue Print Newspaper, March 29th, 2019 stapled at https://www.blueprint.ng/486-auchi-poly-graduates-bag-distinction). Famous researchers (The findings indicated that there was relative improvement in the institutional e-readiness index with very poor performance index in power availability (Wole and Opesade, 2008; Seyed and Sattary, 2009; Potnis and Pardo, 2011: Sanaeil, 2014).) in ICT believed webometric rating of institution focusing on only “taking about” and traffic of comments are not conventional ways of rating the impact and global presence of institution. Rather, research output, grant attraction, on line presence, collaboration, partnerships, database sharing, accreditation and academic connectivity (Shaib and Shilan, 2013).

The findings indicated that moderate satisfaction on Investments in Training and seminar, ICT Related Resources Training and workshop, Innovation Awards and Education level and Responsibility on the part of the polytechnic ICT human resource. These may be possible given the fact everyone tends to develop his or herself with or without the institution to make the institution proud. With little or no contribution from the institution in terms motivation for research publication. Although, in the last decade, the polytechnic has been leveraging on the TETFund interventions to advance knowledge, capacity building, and research which could contribute to the humane resource experienced in the institution today courtesy of TETFund.

In terms of ICT human resource as basic measure of E-readiness evaluation of Auchi Polytechnic, there is anonymous opinion on Personal Recruitment, Innovation Encouragement policy, Outcome of Investment, and Education Encourage policy to be less satisfactory. However, there are no gain saying that, the MIS Unit and the Computer Science department have churned out capable hands in ICT some of which have been delivering their services to the polytechnic but not fully utilized because lack of e-readiness of the institution in the last decade. Partnership training certification programs are not satisfactory based on the findings of the study (Table 4).

E-readiness of institution based on ICT policy and strategy management showed that there is less satisfactory on Existing ICT policies, policy implementation, Top management Commitment, Investment Development Budget, regulatory Quality, Security Policy (Table 5). The staff were not satisfied with the Top management competence, Policy Formulation, policy Assessment Effectiveness component of ICT policy and strategy management of the Auchi Polytechnic E-readiness. The overall perception of Auchi polytechnic e-readiness is less satisfactory.

On the possible suggestion for E-readiness improvement for Auchi Polytechnic, the finding show that ICT policy and strategy has not been improved upon (Table 6). However, moderate improvement has been on ICT Application and support and ICT Security policy and strategy Management. Basically, in Auchi polytechnic human resources on ICT has experienced some improvement while ICT Infrastructural Acquisitions required high improvement for the institution E-readiness evaluation.

Test of adequacy of sample used in E-readiness data analysis reveals in (Table 7) that ER1: ICT Infrastructure Acquisition is moderately adequate in the polytechnic by 52.1%; ER2: ICT Application and Support contributed 52.2% and ER3: ICT Human Resource accounted for

Table 5: ICT policy and strategy

Items	N	Mean	Likert Rating	Overall Indicator
Existing ICT policies	657	2	Less Satisfactory	
Top management competence	657	1	Not Satisfactory	
Policy Formulation	657	1	Not Satisfactory	
policy implementation	657	2	Less Satisfactory	
policy Assessment Effectiveness	657	1	Not Satisfactory	Not Satisfactory
Top management Commitment	657	2	Less Satisfactory	
Investment Development Budget	657	2	Less Satisfactory	
regulatory Quality	657	2	Less Satisfactory	
Security Policy	657	2	Less Satisfactory	
	N	Mean	Likert Rating	Overall Indicator
Evaluation of Level of Institutional E-readiness	657	2	Less Satisfactory	

Table 6: Suggestion

Items	N	Mean	Likert Rating	Overall Indicator
ICT policy and strategy	657	1	No Improvement	
ICT Application and support	657	3	Moderate Improvement	
ICT Security policy and strategy Management	657	3	Moderate Improvement	Improvement
ICT Human Resource	657	2	Improvement	
ICT Infrastructural Acquisitions	657	3	High Improvement	

Table 7: Factor analysis adequacy test statistic.

ER: E-Readiness Indicator	KMO	Approx. Chisquare	df	Sig<0.05 at 5%	Remark
ER1: ICT Infrastructure Acquisition	0.5214	59.34	76	0.731	Not significant
ER2: ICT Application and Support	0.522	20.36	6	0.002	Significant
ER3: ICT Human Resource	0.501	6.177	6	0.404	Not significant
ER4: ICT Policy and Strategy Management	0.491	61.54	45	0.052	Significant

Table 8: E-readiness indicators

ERI: E-Readiness Indicator	% Total Variance Explained E-Readiness
ER1: ICT Infrastructure Acquisition	64.29
ER2: ICT Application and Support	55.38
ER3: ICT Human Resource	52.98
ER4: ICT Policy and Strategy Management	55.74

50.1% to E-readiness of Auchi Polytechnic. ER4: ICT Policy and Strategy Management contributing poorly to E-readiness of Auchi Polytechnic by 49.1%. Among the drivers of E-readiness indicators in Auchi Polytechnic, ER2: ICT Application and Support and ER4: ICT (Table 8). Policy and Strategy Management constitute the main determinant of E-readiness of Auchi Polytechnic.

Conclusion

The level of Auchi polytechnic E-readiness of Auchi polytechnic is confirmed by this study to be less satisfactory. Although, there are key areas that the institution leverages such as ICT Infrastructure Acquisition, ICT Policy/Strategy Management and ICT Application and Support constituting the major viable institutional E-readiness. ICT infrastructure acquisition explained 64.29% institutional E-readiness; ER2: ICT Application and Support accounted for 55.6%; ER3: ICT Human Resource contributed 52.9% variance in Auchi Polytechnic E-readiness. In addition, ER4: ICT Policy and Strategy Management constituted the highest level of Auchi polytechnic E-readiness by 55.7%.

Significance of the Study

The findings of the research are proven to be relevant to academics, policy makers and other stakeholders in the polytechnic system in Nigeria in the following ways:

It helps to identify ICT availability, accessibility and utilization in Nigeria polytechnic system.

Explore the level of e-readiness of institution and to what degree of applicability in learning and improvement in students and academic research outputs in the polytechnic community.

Enables students and staff to share resources, collaborate, interaction virtually, communicate knowledge globally as result of online presence.

Develop academic culture of researching, acquiring professional qualifications in relevant areas, participate in online academic conferences and published journal articles that will launch the institution globally for funding and grant attraction. In all, it enhances the academic performance, effective management of academics and developing scholars in Nigeria polytechnic.

E-readiness Implications

The key relevant areas of implications of the study include:

The ability to use ICTs to develop one's education and economy capable of fostering students and staff welfare to better participate in the global education and socio-economic value chains.

E-readiness index estimation helps in determining the level of progress of the institution in developing significantly the quality and the extent of it ICT infrastructure, e-skills and relevant regulations.

Evaluate the degree of preparedness of Auchi polytechnic for implementing e-readiness strategy and integration.

Creating the linkages for Auchi Polytechnic to have basis for research materials, grant attraction opportunities and being part of the world learning to download research papers, collaboration and finding place in the database of global community of knowledge-sharing putting the right concept and practices of E-readiness.

Recommendations

From the findings and conclusion of the research, the study therefore recommends the followings:

Encouraging techno-compliance and enhance maturity of staff and students, education services, and institution managements for participating in the electronic world (e-readiness).

X-ray the level of availability of ICT infrastructure, the accessibility of ICT to the general users (staff, student, management and host community population.

Evaluate the effect of the legal and regulatory framework on ICT use in Auchi polytechnic to develop an e-learning and security strategies.

Understanding the extent of the institution's capacity and ability to provide educational services through the e-readiness.

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