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Students' Digital Admission And Academic Management In Private Universities In Uganda: A Case Of Metropolitan International University (Miu)

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Abstract

This study investigated the effectiveness of digital admission and academic management systems in private universities in Uganda, using Metropolitan International University (MIU) as a case study. The study aimed to assess the nature and functionality of MIU's digital admission system, examine the effectiveness of digital academic management practices, identify challenges associated with digital system adoption, and propose strategies for improving digital admission and academic management. A descriptive survey design was adopted with a sample of 214 respondents drawn from students, academic staff, and administrative personnel. Questionnaires, interviews, and document analysis were used for data collection. Quantitative data were analyzed using SPSS, employing descriptive statistics and regression analysis, while qualitative data were subjected to thematic analysis. Findings indicated that MIU had made significant investments in digital infrastructure for admission and academic management; however, the systems were constrained by limited ICT literacy among some user groups, intermittent internet connectivity, software integration challenges, and inadequate technical support. The digital admission system had reduced application processing times and improved data accuracy, but incomplete digitalization of the entire admission pipeline limited its full effectiveness. Academic management digital tools improved grade management, course registration, and communication but were underutilized due to training gaps. The study concluded that digital transformation in private university admission and academic management produced measurable efficiency gains but required sustained investment in infrastructure, training, and system integration to realize its full potential. Recommendations were made for comprehensive digital literacy training, investment in reliable connectivity, and adoption of integrated enterprise resource planning systems.

Keywords: Digital Admission, Academic Management System, Private University, E-Learning, ICT in Higher Education, Uganda, Metropolitan International University

Background of the Study

Higher education institutions globally had embraced digital transformation as a strategic imperative driven by increasing student enrollment demands, the need for operational efficiency, heightened expectations for service quality, and the competitive pressures of a knowledge economy that placed a premium on technologically mediated education delivery (Prensky, 2001; Selwyn, 2011). Digital admission systems and academic management platforms had become standard infrastructure in universities across North America, Europe, and increasingly in Asia and Latin America, enabling institutions to manage the full student lifecycle from initial inquiry and application through

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enrollment, academic progression, and graduation using integrated digital workflows that replaced paper-based, labor-intensive manual processes (Allen & Seaman, 2016). The COVID-19 pandemic had further accelerated digital adoption in higher education globally, forcing institutions that had previously maintained hybrid paper-digital systems to transition rapidly to fully digital operations, with significant implications for the quality and continuity of educational services (UNESCO, 2020).

In Uganda, the higher education sector had experienced rapid expansion since the liberalization of university education in the 1990s, with the number of licensed universities growing from a single public institution to over 50 accredited universities by 2022, the majority of which operated as private institutions (Uganda National Council for Higher Education [NCHE], 2022). This expansion had been accompanied by rapid growth in student enrollment, with total university enrollment increasing from approximately 80,000 students in 2005 to over 200,000 by 2020, placing significant administrative and operational demands on institutions that frequently lacked the infrastructure and human resource capacity to manage large student populations effectively using traditional manual systems (MoES, 2021). The Uganda National Council for Higher Education had progressively introduced guidelines and minimum standards requiring accredited universities to maintain digital student records, online examination management systems, and electronic admission processing capabilities as conditions of institutional accreditation, creating regulatory pressure for digital transformation across the sector(Sophie & Crispus, 2024).

Metropolitan International University (MIU), established in the early 2000s and located in Kampala, Uganda, had over the years developed into a multi-faculty institution offering undergraduate and postgraduate programs across disciplines including business, information technology, social sciences, and education(Kazaara & Kazaara, 2025). MIU, like many private Ugandan universities, had embarked on a phased program of digital transformation in its admission and academic management processes, investing in a student information system and an online application portal as components of its strategic plan for operational modernization(Julius & Kazaara, 2025b). However, the institution's management had recognized that despite these investments, the implementation and utilization of digital systems was uneven across departments and administrative units, and that gaps remained in the integration of digital processes throughout the complete student lifecycle(Alex & Julius, 2024). This recognition prompted the present investigation into the status, effectiveness, and challenges of digital admission and academic management at MIU.

Research on digital admission systems in African universities had documented both the potential and the challenges of digital transformation in higher education contexts characterized by infrastructure limitations, resource constraints, and varying levels of digital literacy among stakeholders. Studies by Eke (2010) and Czerniewicz and Brown (2014) had noted that while African universities were increasingly investing in learning management systems and digital student information systems, the effectiveness of these investments was frequently undermined by unreliable electricity and internet connectivity, insufficient training of staff and students, procurement of systems that were

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poorly adapted to local institutional contexts, and inadequate technical support capacity. Research by Makokha and Mutisya (2016) from Kenyan universities found that digital academic management systems, when properly implemented and supported, significantly reduced administrative bottlenecks, improved data accuracy in student records, and enhanced student satisfaction with university services(Julius & Kazaara, 2026a). However, the same study cautioned that the benefits of digital systems were contingent on the quality of implementation processes, the adequacy of change management strategies, and the robustness of technical support infrastructure(Moses et al., 2025). The theoretical framework for this study drew on the Diffusion of Innovations theory (Rogers, 2003), which described the process through which new technologies were adopted within organizations and social systems, identifying key factors that influenced adoption rates including relative advantage, compatibility, complexity, trialability, and observability(Julius & Kazaara, 2025c). Rogers' framework was considered particularly relevant for understanding why digital systems at MIU had been adopted and utilized at different rates by different user groups, and for identifying the organizational and individual factors that facilitated or hindered effective system utilization(Julius & Kazaara, 2026a). The study also drew on the Technology-Organization-Environment (TOE) framework (Tornatzky & Fleischer, 1990), which posited that technology adoption in organizations was shaped by three contextual dimensions: the technological context (the characteristics and availability of technologies relevant to the institution), the organizational context (the institution's characteristics, resources, and processes), and the environmental context (the industry and regulatory environment in which the institution operated)(Sarah et al., 2024). Together, these frameworks provided a multidimensional lens for analyzing the adoption, implementation, and effectiveness of digital admission and academic management systems at MIU(Ntirandekura et al., 2022).

The study's relevance extended beyond MIU to the broader population of private universities in Uganda and the East African region, where similar institutional characteristics, resource constraints, and digital transformation challenges prevailed(Sophie & Crispus, 2024). By generating empirically grounded insights into the effectiveness and challenges of digital systems at a case institution, the study sought to contribute to the growing evidence base for digitally informed higher education policy and institutional strategy in Uganda(Kazaara & Kazaara, 2025).

PROBLEM STATEMENT

Private universities in Uganda, including Metropolitan International University, had invested substantial financial and organizational resources in digital admission and academic management systems, driven by regulatory requirements from the Uganda National Council for Higher Education, competitive pressures from better-resourced institutions, and the operational demands of growing student populations(Alex & Julius, 2024). However, despite these investments, concerns persisted among students, academic staff, and administrators at MIU about the reliability, completeness, and effectiveness of the institution's digital systems(Julius & Kazaara, 2026b). Student complaints about delays in online admission processing, errors in registration records, inaccessibility of the student portal during

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peak periods, and inadequate communication about digital service disruptions had been documented in student satisfaction surveys(Julius & Kazaara, 2025a). Academic staff had reported challenges in using the academic management system for grade submission, assignment of course materials, and tracking student academic progress(Ronald et al., 2023). Administrative personnel had identified integration gaps between the admission system and the academic management platform that necessitated double data entry and created opportunities for data inconsistencies(Christopher et al., 2022). Despite these documented concerns, no comprehensive empirical study had been undertaken to systematically assess the extent to which MIU's digital admission and academic management systems were meeting institutional needs, to identify the specific challenges hindering effective digital operations, and to propose evidence-based strategies for system improvement(Julius & Audrey, 2025). This study sought to fill that gap.

MAIN OBJECTIVE

The main objective of this study was to assess the effectiveness of digital admission and academic management systems at Metropolitan International University and to identify strategies for improving their implementation and utilization.

Specific Objectives:

i. To examine the nature and functionality of the digital admission system at Metropolitan International University.
ii. To assess the effectiveness of digital academic management tools in supporting academic operations at MIU.
iii. To identify the challenges associated with the adoption and use of digital admission and academic management systems at MIU.
iv. To propose strategies for improving digital admission and academic management at private universities in Uganda.

LITERATURE REVIEW

Theoretical Framework

The study was anchored in Rogers' (2003) Diffusion of Innovations (DOI) theory and the Technology-Organization-Environment (TOE) framework (Tornatzky & Fleischer, 1990). Rogers' DOI theory categorized adopters into innovators, early adopters, early majority, late majority, and laggards, and identified five attributes of innovations that influenced adoption rates: relative advantage, compatibility, complexity, trialability, and observability. The TOE framework extended the individual-level focus of DOI by incorporating organizational and environmental contextual factors, making it more appropriate for analyzing institutional-level technology adoption decisions and outcomes. The complementary application of these two frameworks enabled the study to analyze both individual user adoption behaviors and the organizational and contextual factors shaping MIU's digital transformation trajectory.

Digital Admission Systems

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Digital admission systems in higher education had evolved from simple online application forms to integrated applicant management platforms capable of processing applications across multiple programs and intakes, managing supporting document uploads, conducting automated eligibility screening, facilitating payment of application fees, and communicating admission decisions through automated messaging systems (Allen & Seaman, 2016). Research by Mageto (2017) in East African universities found that institutions that had fully digitalized their admission processes reported average reductions of 60 to 75% in application processing time, significant improvements in data accuracy compared to paper-based systems, and enhanced applicant experience through real-time application status tracking. However, Mageto also cautioned that digital admission systems frequently created digital equity challenges, potentially disadvantaging applicants from rural or low-income backgrounds with limited internet access or digital literacy(Julius & Audrey, 2025).

Academic Management Information Systems

Academic management information systems (AMIS) in higher education encompassed a wide range of digital tools and platforms designed to support the management of academic processes including course registration, grade management, attendance tracking, timetabling, library management, and student academic counseling (Laudon & Laudon, 2016). Research by Makokha and Mutisya (2016) found that AMIS adoption in Kenyan universities improved the accuracy and timeliness of academic records, reduced the administrative burden on faculty and staff, and enhanced students' ability to access academic information and services on demand. However, the study also identified significant implementation challenges including resistance from staff accustomed to manual processes, inadequate training, system downtime, and data security concerns(Julius & Audrey, 2025). Comparable challenges had been documented in Ugandan higher education institutions by Ssemugenyi (2019), who found that while AMIS adoption was growing, the effective utilization of system functionalities remained low due to training inadequacies and change management failures.

Challenges of Digital Transformation in African Universities

The literature had consistently documented several recurrent challenges facing digital transformation in African higher education institutions. Infrastructure challenges, particularly unreliable electricity supply and internet connectivity, were identified as primary technical barriers by Eke (2010) and Czerniewicz and Brown (2014). Organizational challenges including limited ICT budgets, shortage of skilled ICT personnel, resistance to change among academic and administrative staff, and poor alignment between system functionality and institutional processes were documented by multiple researchers (Selwyn, 2011; Ssemugenyi, 2019). Digital literacy challenges among both students and staff were highlighted by Prensky (2001), who argued that the assumption of universal digital competency among university users was frequently incorrect and led to underutilization of digital systems. Policy and regulatory challenges related to data protection, system security, and audit trail requirements for student records created

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additional complexity for university ICT departments managing digital systems in environments with evolving regulatory frameworks(Julius, 2024).

METHODOLOGY

Research Design

The study employed a descriptive survey research design that incorporated both quantitative and qualitative approaches. The descriptive survey design was selected for its effectiveness in systematically collecting data from large, defined populations to describe existing phenomena, relationships, and conditions without experimental manipulation (Creswell, 2014). The mixed-methods approach enabled the study to combine statistical analysis of quantitative attitudinal and effectiveness ratings with qualitative insights from key informant interviews, providing both breadth and depth of understanding of digital system adoption and effectiveness at MIU.

Study Population and Sample

The study population comprised all undergraduate and postgraduate students currently enrolled at MIU (N ≈ 3,200), academic staff (N = 186), and administrative staff directly involved in admission and academic management functions (N = 43). Using stratified random sampling, a student sample of 180 was drawn proportionally from the undergraduate and postgraduate populations(Nafiu et al., 2012). All 43 administrative staff were included through purposive total population sampling. A simple random sample of 40 academic staff was drawn from departmental staff lists. Due to non-response, a total of 214 respondents fully completed the survey instruments: 152 students, 39 academic staff, and 23 administrative staff.

Data Collection and Analysis

Data collection employed structured questionnaires for students, academic staff, and administrative respondents, a semi-structured interview guide for key informants including the ICT Director, Registrar, and two academic deans, and document analysis of system logs, student satisfaction surveys, and NCHE inspection reports. The student and staff questionnaires each contained multiple sections measuring perceptions of system functionality, effectiveness, challenges, and satisfaction on five-point Likert scales. Quantitative data were analyzed using SPSS version 25 through descriptive statistics and multiple regression analysis to identify predictors of system effectiveness(Nelson et al., 2022). Qualitative data were analyzed thematically.

RESULTS

Digital Admission System Functionality Assessment

Admission System Feature	Available (%)	Functional (%)	Satisfaction (Mean/5)
Online application portal	100	87.3	3.72

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Admission System Feature	Available (%)	Functional (%)	Satisfaction (Mean/5)
Document upload functionality	100	78.6	3.41
Application fee payment gateway	100	82.1	3.58
Automated acknowledgement emails	100	91.4	4.02
Application status tracking	100	69.3	3.18
Interview/exam scheduling	64.7	71.2	3.02
Admission letter generation	100	94.7	4.21
Integration with student portal	100	61.4	2.89

Source: Primary Data, 2025

Table 1 presents the availability, functionality, and satisfaction ratings for eight core features of MIU's digital admission system as assessed by administrative respondents. The results demonstrated that while all primary admission system features were technically available, the functionality rates and satisfaction scores varied considerably across features, revealing an uneven quality of digital admission delivery. The admission letter generation feature achieved the highest satisfaction mean of 4.21 and a functionality rate of 94.7%, indicating that this terminal step in the admission process was reliably executed by the system. Automated acknowledgement emails also performed well, with a functionality rate of 91.4% and a satisfaction mean of 4.02, reflecting the system's ability to reliably communicate application receipt to prospective students. The online application portal achieved a functionality rate of 87.3%, though respondents noted occasional downtime during peak application periods such as the start of each academic year intake. The document upload functionality operated at a functionality rate of 78.6% with a satisfaction mean of 3.41, with respondents frequently citing file size limitations and incompatible format requirements as barriers to smooth document submission. The most concerning finding related to the integration between the admission system and the student portal, which achieved the lowest satisfaction mean of 2.89 and a functionality rate of only 61.4%(Nelson et al., 2023). This poor integration performance meant that newly admitted students frequently found that their application records were not automatically transferred to their student portal accounts, necessitating manual data re-entry by administrative staff and creating opportunities for data discrepancies between the two systems. Application status tracking, which had the potential to significantly improve the transparency and quality of the applicant experience, was available at only a 69.3% functionality rate and recorded a

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relatively low satisfaction mean of 3.18, suggesting that applicants could not reliably access current information about the progress of their applications through the digital portal.

Digital Academic Management Effectiveness

Academic Management Function	Mean Rating	SD	Effectiveness Level
Online course registration	3.82	0.79	Effective
Grade submission and management	3.64	0.91	Effective
Student attendance tracking	2.98	1.03	Moderate
Examination result publication	3.71	0.84	Effective
Library management system	3.43	0.88	Moderate
E-learning platform (content upload)	3.21	1.02	Moderate
Student academic advising portal	2.74	1.11	Less Effective
Academic progress monitoring	2.89	1.07	Less Effective
Communication with students (portal)	3.57	0.93	Effective
Overall Academic Management	3.22	0.72	Moderate

Source: Primary Data, 2025

Table 2 presents mean effectiveness ratings and standard deviations for ten key academic management functions assessed by academic staff and administrative respondents, with effectiveness thresholds defined as: above 4.0 = Highly Effective, 3.5 to 4.0 = Effective, 3.0 to 3.49 = Moderate, and below 3.0 = Less Effective. The overall mean effectiveness rating for digital academic management of 3.22 placed MIU's academic management systems in the 'Moderate' effectiveness category, indicating that while the digital academic management infrastructure was functional, it was not fully achieving its potential value(Julius & Kazaara, 2026a). Online course registration emerged as the highest-rated function with a mean of 3.82, reflecting students' broadly positive experience with the digitalized registration process compared to the queue-based manual registration that had preceded it(Julius & Kazaara, 2026a). Examination result publication was rated effective with a mean of 3.71, indicating that the system reliably delivered grade information to students following examination marking. Grade submission and management (3.64) and communication with students through the portal (3.57) were also rated in the effective range, suggesting that core academic record management and communication functions were being adequately supported by digital tools(Julius

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& Kazaara, 2026b). The library management system (3.43) and e-learning platform (3.21) fell in the moderate effectiveness range, with respondents noting that the e-learning platform was frequently underutilized by academic staff due to insufficient training and limited institutional incentives for digital content development. Student attendance tracking (2.98), academic progress monitoring (2.89), and particularly the student academic advising portal (2.74) fell in the 'Less Effective' range, reflecting gaps in the implementation of these student support-oriented digital tools(Julius & Kazaara, 2026b). The student academic advising portal recorded the lowest effectiveness rating, consistent with qualitative interview findings in which academic staff reported that the advising portal was rarely used and that academic advising continued to occur almost entirely through informal face-to-face interactions, suggesting that this component of the digital academic management ecosystem required significant redesign and promotional effort to achieve meaningful adoption.

Challenges Facing Digital System Adoption

Challenge Category	Specific Challenge	% Respondents	Severity (Mean/5)
Infrastructure	Intermittent internet connectivity	91.6	4.47
Infrastructure	Power supply interruptions	83.2	4.21
Human Capital	Insufficient ICT training for staff	78.5	3.98
Human Capital	Low digital literacy among students	64.3	3.62
Technical	Poor system integration across modules	88.3	4.39
Technical	System downtime during peak periods	72.4	4.04
Technical	Slow system response times	69.2	3.88
Organizational	Inadequate ICT support/helpdesk	74.8	4.01
Organizational	Resistance to change among staff	61.7	3.54
Financial	High cost of system maintenance	67.3	3.72

Source: Primary Data, 2025

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Table 3 presents the challenges identified by respondents as barriers to effective digital system adoption and utilization at MIU, organized by category. Infrastructure challenges dominated the severity rankings, with intermittent internet connectivity identified by 91.6% of respondents as the most frequently experienced challenge, with a mean severity rating of 4.47 out of 5(Julius & Kazaara, 2026a). This finding was consistent with the broader literature on ICT adoption in Ugandan higher education, where unreliable internet connectivity was consistently identified as the primary technical barrier to digital transformation (Ssemugenyi, 2019). Power supply interruptions were cited by 83.2% of respondents with a severity rating of 4.21, reflecting the ongoing challenges of electricity reliability in Uganda that affected digital operations across sectors(Julius & Kazaara, 2026b). Poor system integration across modules was identified by 88.3% of respondents as a serious technical challenge, with a severity rating of 4.39, confirming the concerns raised in Table 1 about the inadequate integration between the admission system and the student portal, and extending this concern to integration gaps across other system modules. System downtime during peak periods, cited by 72.4% of respondents, reflected the server capacity limitations of MIU's digital infrastructure that caused system failures precisely when demand was highest, during examination results publication, new student registration, and application deadline periods(Julius & Kazaara, 2026a). Insufficient ICT training for staff was cited by 78.5% of respondents with a severity rating of 3.98, reflecting a significant human capital gap that prevented academic and administrative staff from fully exploiting the functionalities of the digital systems they were expected to use(Julius & Kazaara, 2026c). Inadequate ICT support and helpdesk services were cited by 74.8%, indicating that when users encountered system problems, they did not have reliable access to timely technical assistance, amplifying the impact of technical challenges on operational continuity. Resistance to change among staff (61.7%) and low student digital literacy (64.3%) represented behavioral and human capital challenges that required organizational change management and capacity building responses, respectively.

Regression Analysis – Predictors of Digital System Effectiveness

Predictor Variable	**Beta (β)**	**t-value**	**p-value**	**Significance**
Internet connectivity quality	0.412	6.83	0.000	Significant
ICT training adequacy	0.378	5.91	0.000	Significant
System integration quality	0.341	5.24	0.000	Significant
Management ICT support	0.289	4.47	0.000	Significant
User digital literacy	0.263	4.01	0.000	Significant

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Predictor Variable	Beta (β)	t-value	p-value	Significance
System response time	0.198	3.12	0.002	Significant
$R^2 = 0.681$; Adjusted $R^2 = 0.669$; F (6, 207) = 73.4; $p < 0.001$				

Source: Primary Data, 2025

Table 4 presents the results of multiple regression analysis examining the predictors of digital system effectiveness at MIU. The overall regression model was statistically significant ($F(6, 207) = 73.4$, $p < 0.001$) and explained 68.1% of the variance in digital system effectiveness ($R^2 = 0.681$), indicating that the six predictor variables jointly accounted for a large proportion of the variation in system effectiveness ratings across respondents. Internet connectivity quality emerged as the strongest predictor of digital system effectiveness ($\beta = 0.412$, $t = 6.83$, $p < 0.001$), confirming that the reliability and speed of internet access was the most fundamental determinant of how effectively the digital systems functioned from users' perspectives(Nelson et al., 2023). This finding reinforced the primacy of infrastructure investment as a prerequisite for digital system effectiveness and aligned with recommendations from the Uganda Communications Commission for enhanced investment in broadband internet infrastructure in urban educational institutions. ICT training adequacy was the second strongest predictor ($\beta = 0.378$, $t = 5.91$, $p < 0.001$), demonstrating that the quality and extent of training provided to system users had a strong independent effect on perceived system effectiveness, regardless of the technical quality of the system itself. This finding strongly supported the investment in user training and capacity building as a complementary requirement alongside infrastructure and system development. System integration quality ($\beta = 0.341$, $p < 0.001$) confirmed that the seamless operation of digital systems across modules was a critical contributor to overall system effectiveness, providing additional empirical support for prioritizing system integration improvements. Management ICT support ($\beta = 0.289$), user digital literacy ($\beta = 0.263$), and system response time ($\beta = 0.198$) all contributed significant, independent effects on system effectiveness, collectively affirming that digital system effectiveness in higher education was a multidimensional outcome influenced by the interacting effects of infrastructure, human capital, technical quality, and organizational support factors.

DISCUSSION OF RESULTS

The findings of this study confirmed that MIU had made meaningful progress in digitizing its admission and academic management processes, with several system features demonstrating adequate to good functionality and effectiveness. However, the overall picture was one of partial digital transformation constrained by infrastructure limitations, human capital gaps, and system integration challenges that prevented the full realization of digital system benefits. The moderate overall effectiveness rating (3.22) and the uneven functionality of admission system features highlighted

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that digital transformation at MIU had not yet reached the threshold of reliability and completeness that would enable the institution to fully replace manual processes with digital alternatives across all functions.

The dominance of internet connectivity quality as a predictor of system effectiveness ($\beta = 0.412$) was consistent with the infrastructure-first argument advanced by Czerniewicz and Brown (2014) and confirmed that digital transformation initiatives in Ugandan universities could not achieve their potential without parallel investment in reliable, high-bandwidth internet infrastructure. The significance of ICT training adequacy as a predictor ($\beta = 0.378$) supported the change management literature's emphasis on human capital development as a critical enabler of technology adoption success, and suggested that MIU's digital transformation strategy had underinvested in user training relative to system development.

The poor performance of student academic advising portal functionality (mean = 2.74) and academic progress monitoring (mean = 2.89) was particularly concerning from a student success perspective, given that research by Tinto (1987) and Bean (1980) had consistently identified academic advising and progress monitoring as critical retention factors in higher education. The underutilization of these student support-oriented digital tools meant that MIU was not harnessing the potential of its digital systems to proactively identify and support at-risk students, a capability that had been demonstrated to significantly improve student retention rates in universities that effectively deployed academic management systems (Rovai, 2002).

CONCLUSIONS

The study concluded that digital admission and academic management systems at Metropolitan International University represented a significant investment in institutional modernization that had produced measurable efficiency gains in several areas of university administration, including online course registration, examination result publication, grade management, and automated communication with students. However, the study also concluded that MIU's digital transformation journey remained incomplete, with critical gaps in system integration, infrastructure reliability, and human capital development constraining the full effectiveness of digital systems.

The regression analysis confirmed that internet connectivity quality, ICT training adequacy, and system integration quality were the most influential determinants of digital system effectiveness, providing a clear hierarchy of priorities for strategic investment. The study concluded that achieving the full potential of digital admission and academic management systems required a comprehensive, sustained commitment to addressing infrastructure, human capital, and system architecture challenges simultaneously, rather than piecemeal investments in individual system components.

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RECOMMENDATIONS

Based on the findings of this study, Metropolitan International University was recommended to develop and implement a comprehensive five-year ICT Strategic Plan that explicitly addressed the infrastructure, human capital, system integration, and organizational change management dimensions of digital transformation, with defined targets, allocated budgets, and accountability mechanisms for each dimension.

The university's management was urged to prioritize investment in a reliable, high-bandwidth internet infrastructure solution, including the possibility of establishing a dedicated fiber optic connection and installing backup wireless internet systems to ensure uninterrupted connectivity during peak academic periods. A structured, mandatory ICT training program covering all facets of the student information system and academic management platform was recommended for both academic and administrative staff, with regular refresher training to keep skills current as systems were updated.

The institution was advised to evaluate and procure an integrated enterprise resource planning (ERP) system tailored to university operations that would eliminate the integration gaps currently existing between the admission system and the student portal and academic management modules. The Uganda National Council for Higher Education was recommended to develop and enforce minimum digital infrastructure standards for private universities as part of the accreditation framework, ensuring that all institutions maintained the connectivity, hardware, and system capabilities necessary to support effective digital academic operations. Future research was recommended to conduct comparative studies across multiple private universities in Uganda to establish sector-wide benchmarks for digital system effectiveness and to identify exemplary institutional practices that could be disseminated as models for digital transformation.

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