

EFFECT OF JOB SATISFACTION ON THE EFFECTIVENESS OF STUDENTS' RECORDS MANAGEMENT IN SOUTH- SOUTH NIGERIAN UNIVERSITIES

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ABSTRACT

This study provides empirical evidence regarding the effects of job satisfaction on the effectiveness of students' records management in South-South Nigerian universities. A survey research design was employed for the study. Based on equal representation, three each of the three types of universities were randomly selected as the sample population. A stratified random sampling technique was used to select 564 from 1,123 officers managing students' records. . Data was collected with a self-structured questionnaire. Descriptive statistics and multiple regression analyses were used to analyze the data. The results revealed that at 0.05 level of significance, p-value of (0.0000, 0.1219 and 0.2639) job satisfaction significantly influenced students' records management effectiveness in federal universities but not in state and private universities. Findings of this research provides university administrators and records managers with better understanding on how job satisfaction influences the effectiveness of students' records management in the different types of university in South-South, Nigeria.

Key words: Administrators, Job satisfaction, Records officers, Records management Effectiveness, Universities.

1.0 INTRODUCTION

The Nigerian universities are characterized by multiple goals and objectives. These goals are pursued through their main functions and activities of learning, teaching, research and public service (Akinwumi, Isuku, & Nze, 2005). In more practical and specific terms, the internal functions of a university system include the task of admission of students, management of students' profile, course administration, examination administration, welfare services and certification of studies. These tasks are documented as official records of universities containing essential and crucial information of actions and events which are kept and preserved for easy retrieval and utilization when needed. Records are very essential resources of universities. Students' records are classified according to their purposes. These include

admission/matriculation records, enrolment/registration records, academic cumulative records-results/transcripts, convocation-degree award and students' disciplinary records.

These records are primarily housed at the university registry as well as academic departments and divisions which can be used during accreditation exercise by National Universities Commission and other regulatory agencies. This is done with a view of making judgement about the university and providing appropriate recommendations for improvement. Testimonials and academic transcripts of graduates are often demanded by employers and other higher institutions for the purpose of job placement and or postgraduate admissions. Guidance counsellors' advice, guide and monitoring of students, which are recorded, are used by teachers and school administrators to follow-up on students' progress and to identify those in need of remedial classes. Accurate and up-to-date records are also required to ensure equity, fair-play and justice in degree award for graduation (Ifedili & Agbaire, 2011).

Students' records, whether in paper or electronic format, are important resources for universities and should be harnessed through effective records management practices. The smooth running of any higher institution depends on effective and efficient records management. Suffice it to say that the planning, coordinating, organizing, controlling and implementing of school activities, particularly, institutions of higher learning, would be a leap in the dark in the absence of accurate and accessible records keeping practice (Mutual & Wamukoya, 2009).

Effective records management, according to Chinyemba and Ngulube (2005), involves establishing systematic control at every stage of the record's life cycle, in accordance with established principles and accepted model of records management. Information or data generated through effective records management programme aid the educational institutions to plan and make useful decisions, preserve facts and figures for future references thereby enhancing the effectiveness of the organization and administration of the school (Babalola, 2002; Egwunyenga, 2005; Popoola & Oluwole, 2007; & Adeyemi, 2008).

However, despite the crucial role played by records management as indicated above, there is consensus amongst researchers that many organizations pay little attention to the management of records (Mnjama, 2004; Ngulube, 2004; & Chinyemba & Ngulube, 2005). In some institutions recorded information are handled carelessly without realising that records constitute a major resource compared to finance, people, money and equipment.

Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. According to Aziri (2011) job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Although job satisfaction may not necessarily increase employee's productivity, studies, however, reveal that employee's job satisfaction reduces employee turnover, absenteeism, tardiness, theft and violence (Newstrom, 2011).

1.1 Statement of the Problem

The rapid increase in the number of students in Nigerian universities has also led to a corresponding increase in the volume and complexity of students' records. These situations have also led to increase in the resources required to create, maintain, use, retain and dispose of records irrespective of the format in which they are kept (Fabunmi & Isah, n.d). Unfortunately, many years of neglect had done great damage to records management in the educational sector. This challenge might have been occasioned by the job dissatisfaction of records officers and/or certain factors in the place of work. Hence, this study investigated the effect of records officers' job satisfaction on effective students' records management in universities in South-South Nigeria.

Based on the above problems, the following research questions were raised to guide the study.

1. What are the responses of the records officers on students' record management effectiveness in Federal, State and Private Universities
2. What are the job satisfaction characteristics of records officers that are relevant in determining the effectiveness of student' records management in the Federal, State and Private universities?

This study was piloted by this null research hypothesis:

H₀1: Job satisfaction does not significantly affect students' records management effectiveness in the Federal, State and Private Universities.

2.0 LITERATUREREVIEW

2.1 Records Management Effectiveness

Effective management of records through their life cycle is the key to the successful management of both public and private sector records. The life span of records includes their current use and final destiny. This model of records life cycle holds that "records are not static, but have a life similar to that of biological organisms: they are born (records creation or receipt), live through youth (records use and maintenance) and old age (records transfer to archival repository) then dies (records destruction) (Shepherd & Yeo, 2003). This shows a progression of actions taken at different times in the life of a record: typically, its creation, maintenance and use, retention and disposal.

The effective records management processes is simply described in the following

Records creation: much organizational activity leads naturally to the creation of records. Records creation is the first in the phases of the life cycle of records. Ndenje-Sichalwe et al, (2011) refer to the act of accumulating records or incorporating them into a recordkeeping system. The presence of an adequate system to document the activities for each business unit;

- Maintaining records of each business activity which are sufficiently complete and accurate to facilitate an audit of any aspect of the business and ensure the protection of the rights of the organization and employees; and
- Records which are arranged in a system to enable the authority to obtain maximum benefit from the quick and easy retrieval of information (Kemoni, 2007)

According to Yusof and Chell (1999), records creation and capturing involves developing consistent rules to ensure integrity and accessibility, deciding on systems to log and track records, and procedures for registering, classifying and indexing.

Maintenance and use: this is the second phase in the lifecycle model. This module is germane to the use and usefulness of data in that controls are applied to the data to ensure its authenticity and reliability over time. Strict controls are applied to annotation of the data and migration planning layout how software upgrades and changes that might impact the trustworthiness of the information (NECCC, 2004). This also involves storage of records needed to carry out or facilitate the activities of an organization. It embodies measures to ensure ready availability of needed information and records, cost-effective use of current information and records, and selection of supplies, equipment, and locations for the storage of records. This stage of record lifecycle requires records manager whose job aside development of filing and retrieval systems include the files management, mail and telecommunications management, the selection and management of office copying machines, the development and maintenance of vital records programs, determining whether centralized or decentralized filing systems are appropriate, provide security of information, and of disaster preparedness plans, the operation of records centers, and the application, as appropriate, of systems analysis, automation, and reprography to these processes (Garcia, 2011). This officer should also be charged with advising middle-level managers on good records management practices, providing training for employees

with recordkeeping duties, and encouraging the application of micrographics and automation to information processes when these technologies are appropriate and cost-effective. He or she should be involved with all information systems, regardless of medium or format.

Disaster management and security are vital to the preservation and protection of records and archives. Disaster preparedness and recovery plans help to ensure that the students' vital records are protected in the event of disasters caused by human error or natural disasters. It is important that records management policy of universities addresses this to ensure that risk are identified and mitigated. Integrity should be demonstrably maintained during and after from disaster (ISO 15489-1, International Organization for Standardization, 2001).

Records Retention and Disposal: Ndenje-Sichalwe et al (2011) state effective records management system should be capable of facilitating and implementing decisions on the retention or disposition of records. It consists of determining how long to retain records (the retention period), maintaining the records so that they are retrievable and usable over the defined time period, and when the retention period has been met, destroying the records or if they have historical value transferring them to an archive (Nye, 2006). Once the value of a record series has been determined a realistic retention period can be assigned to it (Craig, 2004).

2.2 Job Satisfaction and Students' Records Management Effectiveness in Universities

There seems to be a significant relationship between job satisfaction and employee performance. According to Newstrom (2011), job satisfaction is refer to as "a set of favorable and unfavorable feelings and emotions with which employees view their work." Job satisfaction might also be seen as an emotional state emanating from an individual's evaluation of his or her experiences at work (Saridakis, Muñoz & Tracey, 2009). According to Aziri (2011), job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work.

Luthans (2002) in Igbeneghu and Popoola (2011) identified three dimensions of job satisfaction. First, job satisfaction can be an emotional response of an employee to a particular job situation which may be inferred. Second, job satisfaction is usually determined by the relationship between outcomes and expectations. A hardworking employee may be expecting a commensurate reward. Failure of such expectations might impact adversely on job satisfaction. Third, job satisfaction relates to other factors such as the nature of work itself, the pay, promotion opportunities, supervision, and relationship with co-workers.

This multi-dimensional nature of job satisfaction is also upheld by Newstrom (2011). He categorizes the job related attitudes into job content (the nature of the job) and job context (the supervisor, co-workers, and organization). According to the Society for Human Resources Management (2011), there is a general downward trend in employee's job satisfaction. It also gave four broad factors that affect job satisfaction.

1. Career Development which encompasses: employee's opportunities to use skills and abilities, career advancement opportunities, organization's commitment to professional development, job-specific training and career development opportunities, networking, paid training and tuition reimbursement programs.
2. Employee Relationship With Management: Relationship With Immediate Supervisor, Communication Between Employees and Senior Management, Autonomy and Independence, Management's Recognition of Employee Job Performance.
3. Compensation and Benefits: Compensation/Pay, Benefits, Flexibility to Balance Life and Work Issues.

4. Work Environment: Job Security, Organization's Financial Stability, The Work Itself, Feeling Safe in the Work Environment, Overall Corporate Culture, Relationships With Co-Workers, Meaningfulness of the Job, Contribution of Work to the Organization's Business Goals. Variety of Work and Organization's Commitment to Corporate Social responsibility

Further, Igbeneghu and Popoola (2011), citing Mullins (1999), summarized factors affecting job satisfaction as follows:

- Individual factors such as personality, education, intelligence/abilities, age, marital status, orientation to work and so on.
- Social factors such as relationship with co-workers, group working and norms, opportunities for interaction and informal organization.
- Cultural factors such as underlying attitudes, beliefs and values.
- Organizational factors such as nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, technology and work organization, supervision and styles of leadership, management systems and working conditions.
- Environmental factors such as economic, social, technical and governmental influences.

Employees who are not satisfied with their jobs might experience mental or physical health problems, deliberately sabotage company products, can be labour union activists promoting strike (Igbeneghu & Popoola, 2011). In other words, employees who are experiencing job satisfaction demonstrate what Newstrom (2011) calls "organizational citizenship behaviours" or "prosocial behaviour", a situation where such employee can go beyond the call of duty to promote the organization's success. There is a reciprocal relationship between job satisfaction and employee commitment (Saridakis, Muñoz & Tracey, 2009). Popoola (2005) asserted that when universities provide conducive working environment, adequate working materials, occupational safety measures, good pension schemes and corporate culture, it can make information available and accessible for planning, decision-making, monitoring and evaluation, there is a tendency for the workers to be highly committed to its goal and ideals.

3.0 RESEARCH FRAMEWORK

The research framework as illustrated in figure 1 is a conceptualization of the predictor of students' records management effectiveness. The effective management of students' records is assumed to be determined or influenced by job satisfaction. This study conceptual framework is developed based on literature.

4.0 METHODOLOGY

This study adopted a survey research design of correlational type to investigate the effect of job satisfaction on students' records management effectiveness in South-South Nigerian universities.

The target population for this study were all personnel handling students' records at the universities registries, academic departments/units/divisions in South-South Nigeria.

A stratified random sampling procedure was used to select the universities that participated in the study. From the fifteen universities (five Federal, five State, and five Private) owned Universities, nine participating universities (three each from the Federal, State, and Private) were selected for the study representing (60%) of the fifteen universities. From the population of 1,123 officers managing students records from the nine universities selected, 564 (50%) of the students' records officers were randomly selected.

An investigator-structured questionnaire titled, "*Students' Records Management Effectiveness Questionnaire*" (SRMEQ) with the Likert four point scale in order of Strongly Agree (SA) =4, Agree (A)

=3, Disagree (D) =2 and Strongly Disagree (SD) =1 was used to collect data from the respondents. Section A of the questionnaire focused on respondents' demographic data designation, educational qualification, name of university, department, unit/section, years of work experience. Section B contained 12 questions which elicited information on respondents' perceived effective students' records management while Section C contained 14 questions on contained questions on records officers' job satisfaction. Experts in the field of Information and Records Management as well as Education Administration and Planning validated the instrument. To determine the reliability, the instrument was subjected to the Cronbach's Alpha test with overall Cronbach's alpha reliability coefficient obtained at 0.82. After this, necessary amendments were made in order to ensure that the contents of the instrument measure all that was needed in order to achieve the objectives of the study. The data collected were analysed using mean scores to find the answer to the research questions, correlation and multiple regression analysis to test the hypotheses

5.0 RESULT

Research Question One: What are the responses of the records officers on students' record management effectiveness in Federal, State and Private Universities?

Table 1 presents the responses of the records officers with regard to the students' records management effectiveness in Federal, State and Private Universities.

The table shows the respective mean scores for the 12 items of Records Officers and Administrators with regard to the students' records management effectiveness which range from 2.44 to 3.18 for the federal universities, 2.94 to 3.34 for the state universities and 2.93 to 3.15 for the private universities. Except for item ten as shown on Table 1 for the Federal Universities records officers which mean scores is below the agreement level of 2.50, the items considered high were mean rating between 2.98 to 2.51 and very high in the respondents' level of acceptance were those with mean rating between 3.51 to 3.02. This means that the acceptance level among the Records Officers with regard to the existence of students' record management effectiveness in Federal, State and Private Universities is high. Though, the Private universities have the highest mean score rating, followed by the State universities and lastly, the Federal Universities. This result is an indication that the acceptance level of the records officers with regard to the students' record management effectiveness in the Private universities is higher than that of both the Federal and State universities. This indicates that respondents did not reject any of the listed items that relate to students' record management effectiveness. In other words, students' record management effectiveness is present in all the Private universities sampled for the study.

Research Question Two: What are job satisfaction characteristics of records officers that are relevant in determining the effectiveness of student' records management in the in Federal, State and Private Universities?

Table 2 shows job satisfaction characteristics of records officers that are relevant in the effective management of students' records. The result revealed that the fourteen characteristics as described on the table are all considered relevant in the effective management of students' records with mean scores ranging from 2.79 – 3.29 for federal universities, 2.63 -3.48 for state universities and 3.18-3.50 for private universities. This indicates that records officers' job satisfaction characteristics are relevant in determining the effective management of students' records in the universities with the overall mean scores of the entire 14 items that were greater than the agreement level of 2.50. This implies that the respondents accepted the fourteen options in all the universities.

Hypothesis Testing: Job satisfaction does not have significant influence on the effectiveness of students' records management in the Federal, State and Private Universities.

As presented in Table 3, the probability (p-value) of the t-statistic of coefficient (effect) of job satisfaction is less than the 0.05 level of significance, prob ($t\alpha_2 = 0.0000 < 0.05$) for the federal universities; but greater than the significance level, prob ($t\beta_2 = 0.1219 > 0.05$) and prob ($t\theta_2 = 0.2639 > 0.05$) for the state and private universities, respectively. These show that job satisfaction had significant positive effect on students' records management effectiveness in the federal universities, and positive but insignificant effect on students' records management effectiveness in state and private universities. Thus, these provide empirical basis to conclude that job satisfaction significantly influence the effectiveness of students' records management in the federal universities, but insignificant influence on the dependent variable in the state and private universities. Therefore, the research hypothesis is rejected for the federal universities, but accepted for the state and private universities.

6.0 DISSCUSSION

The study established that records officers' job satisfaction characteristics are relevant in determining the effective management of students' records in the federal, state and private universities. The characteristics were described in terms of values a university places on students' records officer; valued by the boss; the chance to do work that is well-suited for officer's abilities on students' records management; meaningfulness of work activities to individual records officers; opportunities for an advancement in the profession; adequate support from supervisors; excellent spirit of cooperation among co-workers; interest in the job as students records officer; feeling of safety in the work environment; level of independence in task planning; university policies and practices that enhance productivity; appreciation of initiatives and originality of idea at work place; feeling of accomplishment in job and experience of sense of job security.

The responses were substantiated by the results of empirical analysis which showed that job satisfaction had positive influence on the effectiveness students' records management in the universities. However, the positive influence was significant in the federal universities but not significant in state and private universities. Consequently, research hypothesis was rejected for the federal universities but accepted for the state and private universities. While the finding of the federal universities agrees with those of Popoola (2009) ; Saridakis, Muñoz and Tracey, (2009) as well as Newstrom, (2011) who reported a reciprocal relationship between job satisfaction and employee commitment and performance, the findings of the state and private universities disagrees. Implying that job satisfaction may not necessarily increase employee's work effectiveness.

7.0 CONCLUSION:

In management of students' records, Job satisfaction has been considered as one of the main factors when it comes to effectiveness of the job. However, based on the fact that the positive effect was significant in the federal universities but not significant in state and private universities, the following recommendations are made for effective students' records management in the universities

Recognizing the fact that the responsibility of creating, using, storing and retrieving students' records, for instance, is enormous and painstaking and that it requires dedication to duty to realizes the unique roles these records play and the risks that negligence may expose the various stakeholders, university administrators especially in the federal universities should provide necessary and conducive work conditions such as adequate remuneration, clear career path, and promotion of comradeship in the workplace that would necessitate fulfilment of feelings of personnel managing students' records in the universities.

Since the findings of this research also proved that job satisfaction is not a major predictor of students' records management effectiveness in the state and private universities, universities administrators and records officers should watch out for other predicting factors that may significantly affect records officers effectiveness of students' records management.

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Table 1: Mean comparison of records officers responses on students' record management effectiveness among Federal, State and Private Universities.

		Federal Universities		State Universities		Private Universities	
		Record Officers		Record Officers		Record Officers	
S/N	Statement	Mean	Std. D	Mean	Std. D	Mean	Std. D
1	Accurate capturing of Students' details at first point of contact	2.81	0.88	3.34	0.71	2.93	0.77
2	Assignment of classification code number for easy retrieval	2.96	0.82	3.23	0.72	3.14	0.76
3	Availability of students record storage and security	2.68	0.86	3.22	0.68	3.33	0.66
4	Confidential handling and processing of students records	2.93	0.76	3.16	0.65	3.49	0.67
5	Existing preservation plan to protect long-term usability of students record	2.76	0.78	3.12	0.56	3.43	0.68
6	Restriction of students records from unauthorized users	3.18	0.87	3.09	0.75	3.46	0.65
7	Maintenance of audit trails for easy tracking of students records	2.73	0.99	3.08	0.76	3.36	0.72
8	Adherence to best practices in the disposition of students records	2.76	0.95	3.08	0.72	3.32	0.82
9	Adequate plan exists for disasters control and management of students records	2.6	0.76	3.05	0.82	3.48	0.87
10	Prompt and timely submission of students data to stakeholders	2.44	0.91	2.94	0.9	3.43	0.89
11	There is a clearly stated policy on the retention of students records	2.93	0.87	3.03	0.81	3.49	1.02
12	Policies guiding management of students records are in place	2.97	0.81	3.27	0.65	3.51	1.11

Mean=Mean Score and Std. D = Standard Deviation

Mean Legend:

3.00 – 4.00 = Very High {Acceptance Level}

2.50 – 2.99 = High

2.00 – 2.49 = Low {Rejection Level}

1.00 – 1.99 = Very Low

Table 2: Mean Comparison on Job Satisfaction Characteristics of Records Officers that are Relevant in Determining the Effectiveness of Student' Records Management in the Federal, State and Private Universities.

		FEDERAL UNIVERSITIES		STATE UNIVERSITIES		PRIVATE UNIVERSITIES	
		RECORD OFFICERS		RECORD OFFICERS		RECORD OFFICERS	
S/N	Job Satisfaction Characteristics	Mean	Std.D	Mean	Std.D	Mean	Std.D
1	Valued by my university as students records officer	3.29	0.61	3.36	0.84	3.38	0.76
2	Valued by my boss	3.19	0.69	3.48	0.79	3.50	0.65
3	Have the chance to do work that is well-suited for my abilities on student's records management	2.91	0.89	3.17	0.80	3.35	0.69
4	My work activities are personally meaningful to me as a student's records officer	2.90	0.94	3.16	0.86	3.35	0.63
5	Have ample opportunities for advancement in this profession.	3.02	0.84	3.13	0.72	3.3	0.71
6	Receive adequate support from my supervisors.	2.90	0.76	3.19	0.66	3.39	0.62
7	Excellent spirit of cooperation among my co-workers	3.02	0.87	3.03	0.79	3.39	0.69
8	My work as students' records officer is interesting.	3.07	0.69	3.05	0.93	3.58	0.62
9	Feel safe in the work environment	2.79	0.70	2.91	0.63	3.43	0.63
10	Have a good level of independence to plan my work	2.88	0.74	3.05	0.78	3.3	0.49
11	Initiatives and originality of idea are appreciated at my work place	2.93	0.72	3.20	0.69	3.38	0.59
12	I have a sense of job security	3.06	0.72	3.23	0.79	3.31	0.58
13	The policies and practices of this university towards its employees enhance productivity	3.01	0.81	3.17	0.80	3.3	0.59
14	Have a feeling of accomplishment in my job	2.98	0.77	3.22	0.72	3.4	0.54
	Overall Mean Score	2.93		3.13		3.37	

Mean=Mean Score and Std. D = Standard Deviation

Mean Legend:

3.00 – 4.00 = Very High {Acceptance Level}

2.50 – 2.99 = High

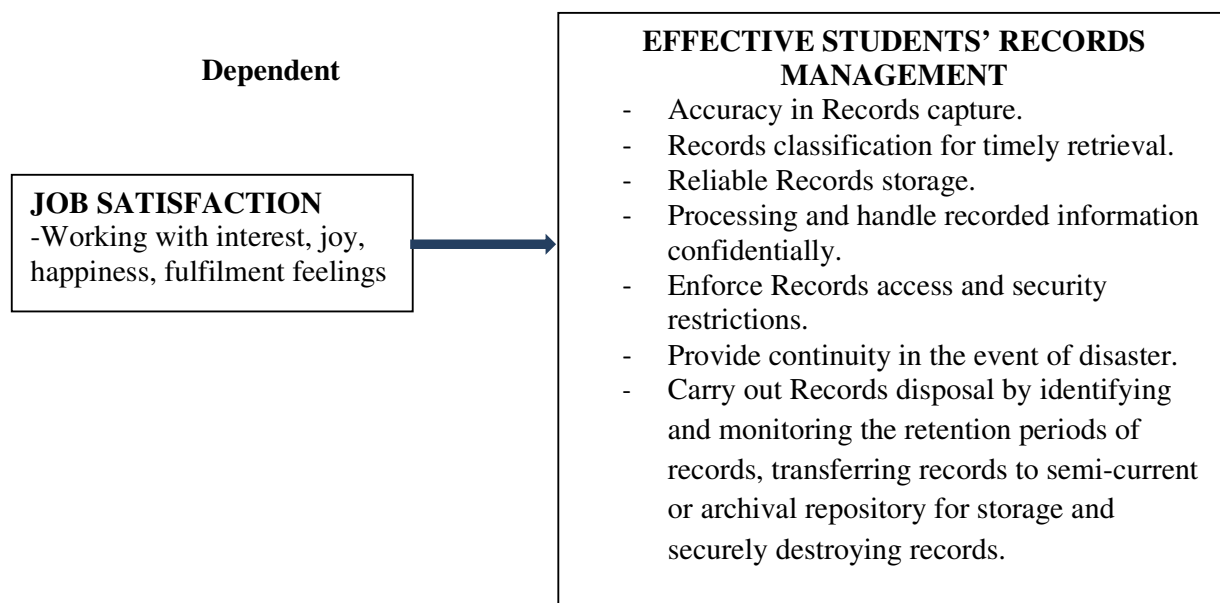
2.00 – 2.49 = Low {Rejection Level}

1.00 – 1.99 = Very Low

Table 3. Coefficients/effects, t-Statistic and Prob (t-Statistic) for Research Hypothesis

FEDERAL UNIVERSITIES				
Coefficient (α_i)	Effect	t-Statistic	Prob.	Greater or Less than 0.05
α_2	0.4415	6.9062	0.0000	Less
STATE UNIVERSITIES				
Coefficient (β_i)	Effect	t-Statistic	Prob.	Greater or Less than 0.05
β_2	0.1501	1.5576	0.1219	Greater
PRIVATE UNIVERSITIES				
Coefficient (θ_i)	Effect	t-Statistic	Prob.	Greater or Less than 0.05
θ_2	0.1071	1.1232	0.2639	Greater

Source: Regression Analysis Results

Figure: Independent Variable Dependent Variable**Figure 1: Research Framework**