

Influence of Job Suitability on the Effectiveness of Students' Records Management in South-South Nigerian Universities

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This study examined the influence of job suitability on the effectiveness of students' records management in South-South Nigerian Universities. A descriptive survey research design was employed for the study. The population for the study was fifteen universities that have graduated students out of the twenty-one federal, state and private universities in South-South geo-political zone of Nigeria. Based on equal representation, three each of the three types of universities were randomly selected as the sample population consisting of 1,123 officers managing students' records and 470 university administrators. A stratified random sampling technique was used to select 564 records students', records management officers and 237 administrators giving a sum of 801. Data were collected with a self-structured questionnaire validated with overall Cronbach alpha reliability coefficient of 0.81. A total of 531 copies of the questionnaire were validly completed and returned making it 66.3% return rate. Descriptive statistics, simple correlation and multiple regression analysis were used to analyze the data. The results revealed that at the 0.05 level of significance, job suitability significantly influenced students' records management effectiveness in the Universities as evidenced by the p-values of (0.0005, 0.0032 and 0.0143). The study concluded that job suitability is important towards achieving the effective management of students' records in the universities. Consequently, the study recommended that University Administrators should consider recruiting personnel based on merit. Possession of requisite skills and behavioural competencies should be the focus of appointments to avoid employment of unqualified staff based on family ties, ethnicism and tribalism. Records management should be professionalized to enhance job suitability of records managers. Administrators should support adequate training/re-training of existing records officers and the National University Commission (NUC) should come up with a policy that will enable the establishment of a functional records management programme as a benchmark for program accreditation in the universities.

Key words: Job suitability, administrators, records officers, records management effectiveness, universities.

INTRODUCTION

The Nigerian university system, as the peak of the nation's educational system, has emerged as a complete

organization over the years [1]. University is seen as the factory for producing the high level manpower in every conceivable field in the country. A university is populated by three major sections, which are the bureaucrat (administrators), the academics (lecturers, tutors/instructors) and the students. These three sections are

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generally referred to as the university community [2]. 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. Thus, the primary goal of university is the advancement of knowledge [3]. 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. They are needed daily to solve problems and for decision-making. What people accomplish in the university depends largely upon the recorded information they possess which are commonly called records.

Nderije-Sichalwe *et al.* [4], Southern African records management experts, pointed that without records, no assessment can be made of whether individuals, private and public organisations have actually carried out the actions and transactions that they need to execute. Also, records ensured that these actions and transactions met the criteria of efficiency, legitimacy or the principles of good governance, and whether they had done things which they were not supposed to do. Students' records occupy a strategic position, in the effective and efficient organization and administration of universities because they document the planning and implementation of appropriate course of actions allowing proper monitoring of activities/tasks. Students' records are important because they serve as major information tools that sustain the school and aid in achieving educational goals and objectives [5]. Therefore, students' records are universally acknowledged fundamental tools in the business of a university and their absence can lead to inefficiencies or failure in operational procedures [6]. 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 [7-9]. For example, Ngoepe [10] notes that some government departments in South Africa handle recorded information carelessly without realising that records constitute a major resource compared to finance, people, money and equipment.

Writing in the Nigerian context, Egwunyenga [11] assert that Nigeria does not have a developed records management culture in the educational system. Universities are citadels of intellectualism, it is expected that their activities at least should be near perfection. But it has become a recurrent issue for records to be irretrievable when required specially in Nigerian tertiary institutions [12]. Similarly, Popoola and Oluwole [13]

opines that Nigeria administrators are often concerned about the alarming rate of misplacement or loss of vital records and the slow speed at which needed records are retrieved from their storage by records management personnel. In most cases, misplaced or lost records delay necessary actions on urgent matters, or lead to irrational decisions, which may translate to social crisis or embarrassment to the university system [14]. Frequently misplaced or lost records may be signs of lack of institutional attention for proper records management. Students' records management effectiveness can be influenced by many variables; one of which is job suitability. Most records managers were not ready for the profession they found themselves. To some, their presence in the records and information management career is a thing of chance and compulsion. Most of the records officers are staff who had received no training. In some cases, office attendants and messengers are promoted to work as records management personnel [15]. The circumstantial nature of an employee's career may affect his/her commitment and performance [16]. Record keeping must be guided by some level of confidentiality, proper maintenance, security, preservation of the content and context [17], which can only be achieved by a suitable staff.

Statement of the Problem

From the forgoing, there seems to be a weakness in students' records management effectiveness in the Nigerian university system with particular emphasis on managing information generated on students from admission, matriculation, registration, examination, graduation, among others. Incidences of misplaced documents, as well as mutilated or incomplete students' files are common occurrences in most universities. Delayed release and access to vital records and documents create lapses in candidates' profiles while in school and hinders further progress either for postgraduate studies or employment purposes. This challenge might have been occasioned by the competency of the records officers and/or certain factors in the place of work. Hence, this study investigated the influence of records officers' job suitability 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 and Administrators on students' record management effectiveness in federal, state and private Universities?
2. What are the job suitability characteristics such as technical skills and behavioural competencies of records officers important in the effectiveness of students' records management in the federal, state and private universities?

This study was piloted by the following null research hypotheses:

H₀₁: The views of records officers and administrators on students' records management effectiveness and job suitability do not substantially correlate in the federal, state and private Universities.

H₀₂: Job suitability does not significantly affect students' records management effectiveness in the federal, state and private Universities.

Significance of the Study

This study is very significant in many ways. The research provides records management staff opportunity to understand how their job suitability contributes to students' records management effectiveness in Nigerian universities. It will also assist universities' administrators to understand the extent to which records office job competency influence the effectiveness of students' records management in the different levels of universities in Nigeria. Further, this study enables higher education authorities and government in the provision of specialized support and training for personnel who handle students' records. In addition, it is expected that the study serves as a catalyst for modification and formulation of students' records management strategies and policy for National Universities Commission (NUC).

Literature Review

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 effective records management processes is simply described in the following manner [10,18]:

Records capture: Identifying business information as records and putting them aside for future use and reference - Registering a record by assigning it a unique identifier - Entering, generating or copying metadata into a record profile.

Records classification: For retrieval – assigning a code, number or index term that can be used to retrieve the record - For disposal – assigning a disposal authority that can be used to determine the record's retention period and its eventual disposal (destruction or preservation) - For security assigning a security classification code to determine who may access the records and under what conditions.

Records storage: Providing a reliable storage location and ensuring that records are not altered or tampered with to protect their integrity.

Records preservation: Implementing a preservation plan that, in the case of e-records, anticipates technology obsolescence and media degradation to protect the long-term usability of the records.

Records access: Providing records users with search retrieve and display tools, Enforcing records access and security restrictions.

Records tracking: Tracking the current custody and location of records, Maintaining audit trails on the access and use of the records, establishing version control and differentiating originals from copies.

Records disposal: Appraising groups of records (disposal classes) and assigning them a common retention period and final disposal (preservation or destruction) – Identifying and monitoring the retention period for records and triggering a disposal event when the retention period expires - Transferring records to semi-current or archival repository for storage - Securely destroying records.

Job Suitability and Students' Records Management Effectiveness in Universities

In their study of records and informational management professionals, Pemberton *et al.* [19] observed that most records managers were not ready for the profession they found themselves. They maintained that their presence in the records and information management career was a thing of chance and compulsion. Manyambula's study on records officers in Tanzania [15] revealed that most of the records officers were personnel who had received no formal training. Office attendants, messengers and gardeners were promoted and worked as records management personnel in some cases. The circumstantial nature of an employee's career may affect his/her commitment and performance. Muhenda and Lwanga [20], writing from Uganda on the managing educational records in higher institutions argues that effectiveness would be enhanced by intentional recruitment of staff to work as records managers. Similarly, in their study on students' records in Nigerian universities, Fabunmi and Isah [21] asserted that competencies of records officers are significant for records retrieval in the Nigerian university students' records management system. Egwunyenga [11] Ifedili and Agbaire [22]; Gama [23] have also variously argued the need for competent staff in educational records management in Nigeria. A sound education at the point of entry to the profession, competency-based training for continuing professional development and involvement in research based inquiry and knowledge creation all have essential role in developing and sustaining well rounded records professionals, to greater benefit of profession as a whole [24]. In the light of the above studies, it is

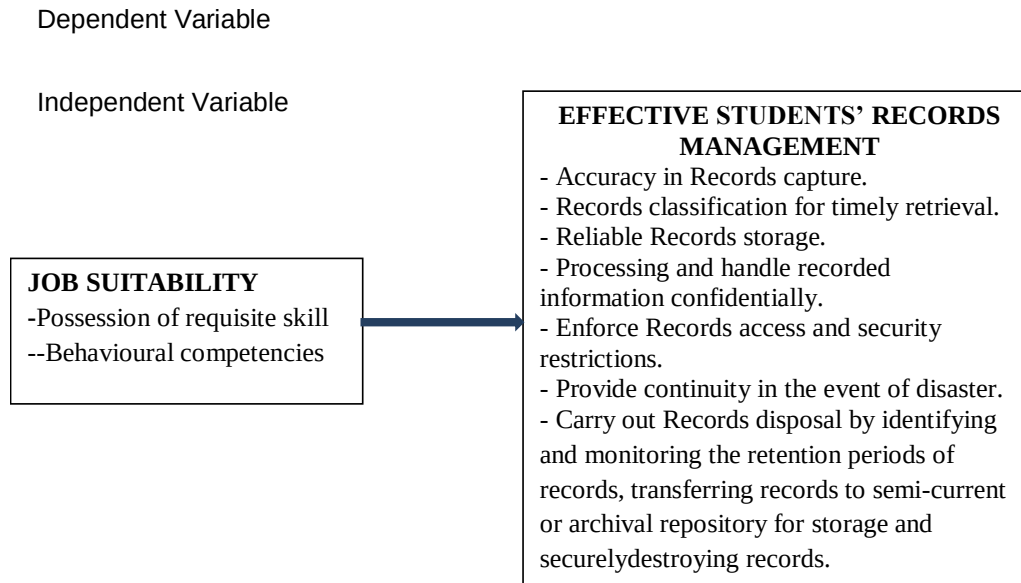


Figure 1. Conceptual framework.

necessary to state that the need for competent records managers is a concern that must guide recruitments into records management profession. This is because competencies are essential for the success of an organization and its employees. This means that as positions become vacant, it is needful to identify the competencies that a candidate applying for such positions must bring to the specific job in order to be successful in the position; although successful candidate can learn on the job.

Generally, human resources have relied on the notion that competency is limited to the technical competencies such as knowledge, skills, abilities and personal attributes that a person brings to the job that can drive performance. These characteristics are identifiable and easier to measure and can even be learnt on the job. However, studies have also shown that competencies such as attitudes, values, self-image, traits, conscientiousness, openness to experience, agreeableness, and motives that cannot be learned which are related to a candidate's personal attributes, hidden and are difficult to identify, can largely differentiate between average and superior performance. Competency-based approaches therefore, focus on identifying and developing both types of competencies that will produce superior results [25,26]. The Harrison Assessments-Human Resources [27] calls them eligibility and suitability. Eligibility determines if a person "can" do the job and focuses on specific skills such as previous work experience, training and education. Suitability determines if a person "will" do the job efficiently. Each job must be analysed to determine what requirements are needed in order for a person to be successful. Then each person must be assessed to determine if they possess the competencies required to succeed. Generally,

suitability consists of the following behavioural competencies:

Leadership and Decision-making skills, Interpersonal Skills, Motivation and Initiative, Attitudinal requirements, Personal Honesty, Values and Ethics, Task preferences and Personal Interests, Work Environment Preferences, Personality Balance, Culture and Organisational, Compatibility.

For records managers, Pemberton *et al.* [19] identified certain personality traits as enhancing job suitability for records and information management professionals. These traits are adaptability, assertiveness, autonomy, conscientiousness, customer service oriented, emotional resilience, extraversion, openness, optimism, teamwork, tough-mindedness, operational work style and work drive. To accurately predict suitability for a position requires a deep understanding of the human psyche and the specific traits (behaviour) required for the position to achieve top-level performance. Personality tests have been suggested to enhance the determination of job eligibility and suitability [28]. The researchers are of the view that records managers in addition to technical skills need behavioural competencies. The researchers hypothesize that when a suitable staff is intentionally recruited to manage students' records, that staff is likely to manage students' records efficiently and effectively. Their conceptualisation is presented in Figure 1.

METHODOLOGY

This study adopted a descriptive survey research design of ex-post factor-type to investigate the influence of job

Table 1. Sample and sampling layout of Universities selected for the study.

S/N	Name of University	Records Officers	Sample Size For Records Officers (50%)	Administrators	Sample Size For Administrators (50%)	Total Sample Size
Federal Universities						
1.	University of Calabar,	161	81	65	33	114
2.	University of Port Harcourt	184	92	78	39	131
3.	University of Benin, Benin	202	101	104	52	176
	Total Sample Size for Federal Universities		274		124	398
State University						
1.	Delta State University,	112	56	53	26	82
2.	Abraka Rivers State University of Science and Technology, PHC	132	66	54	27	93
3.	Niger Delta University, Wilberforce Island	143	72	59	30	102
	Total Sample Size for State Universities		194		83	277
Private University						
1.	Novena University	59	30	25	13	43
2.	Obong University	35	18	09	5	23
3.	Igbenedion University	95	48	23	12	60
	Total Sample Size for Private Universities		96		30	126
	Total	1123	564	470	237	801

Note: Source: NUC, 2013; University websites and Researcher's preliminary survey (2013).

suitability 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 and the universities administrators-Heads of academic departments/units, Deans of faculties, Bursars/their Deputies, Registrars/their Deputies, Director, Human Resources, Director, ICT department in South-South Nigeria. These were chosen as the population for this study for two major reasons. (1) The records officers in the universities registries, academic departments/units/divisions are responsible for handling students' academic records. (2) The administrators have major role to play in making decisions especially in the area of personnel recruitment and selection, and training that will either support or negate the effective management of students' records.

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 and 470 university administrators of the nine universities selected, 564(50%) of the students records officers and 237(50%) of the administrators were randomly selected, making a total sample size of 801 for the study (see Table 1). An investigator-structured questionnaire titled, "Students' Records Management Effectiveness Questionnaire" (SRMEQ) with the four point Likert 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 such as designation, educational qualification, name of university, department, unit/section and years of work experience. Section B contained 12 questions which elicited information on respondents' perceived effective students' records management while Section C contained 10 questions on job suitability:

Possession of requisite skill and behavioural

competencies of students' records management officers.

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 0.81. After this, necessary amendments were made in order to ensure that the contents of the instrument measured 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 testing the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Out of 801 copies of the questionnaire distributed to both records' officers and administrators of federal, state and private universities, 531 representing (66.3%) were duly completed and returned, 11 (1.4%) copies were returned but not properly filled and were, therefore, removed while 259 copies representing (32.3%) of the survey instrument were not returned. Thus, the result presented was based on the 531 copies of the questionnaire that were duly completed. 238 respondents representing (44.8%) came from the federal universities; 181(34.1%) participated from the state universities; the remaining 112(21.1%) of the respondents were from private universities. 365(68.7%) of the respondents were records' officers from the three categories of university, while 166 (31.3%) were administrators.

Research Question One: What are the responses of the records officers and Administrators on students' record management effectiveness in federal, state and private Universities? Table 2 presents the responses of the records officers and Administrators with regard to the students' record 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, 2.69 to 3.34 for the state universities and 2.93 to 3.75 for the private universities. Except for item nine and ten as shown on Table 1 for the federal Universities records officers and administrators which mean scores are 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 3.75 to 3.02. This means that there is an agreement level between the records officers and Administrators with regard to the students' record management effectiveness in federal, state and private

Universities.

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 and Administrators 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 the job suitability characteristics of records officers important in the effectiveness of students' records management in the federal, state and private universities? Table 3 reveals records officers' job suitability characteristics important in the effectiveness of students' records management in federal, state and private Universities. The result shows that all the ten items of records officers' job suitability characteristics were seen as important to the two groups in attaining students' records management effectiveness in federal, state and private universities. Their respective mean scores, which range from 2.8 to 3.38 for the federal universities, 2.9 to 3.64 for the state universities and 3.18 to 3.61 for the private universities is an indication of their suitability. The table reveals that the overall mean scores of the entire ten items were greater than the agreement level of 2.50. The items considered very high in the respondents' level of acceptance were those with mean rating between 3.58 and 3.05. Thus, as indicated by the various high mean scores, the records officers' job suitability characteristics are important achieving effectiveness of students' records management in the universities.

Hypothesis 1: The views of records officers and administrators on students' records management effectiveness and job suitability do not substantially correlate in the federal, state and private universities.

Table 4 shows that for the federal universities, while views of the records officers and administrators on job suitability correlate positively as indicated by the correlation coefficients of 0.026, their views diverge on students' records management effectiveness as indicated by correlation coefficients of (-0.089). Though the low values of the coefficients suggest weak agreement or disagreement between their views, the coefficients provide evidence that administrators and records officers have different views about students' record management effectiveness and its determinants in the federal universities. At the level of state universities, Table 4 reveals that views of the records officers and administrators were in weak agreement for job suitability

Table 2. Mean Comparison between Records Officers and Administrator's Responses on Students' Record Management Effectiveness in Federal, State and Private Universities.

S/N	Statement	Federal Universities				State Universities				Private Universities			
		Record Officers		Administrators		Record Officers		Administrators		Record Officers		Administrators	
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
1	Accurate capturing of Students' details at first point of contact	2.81	0.88	2.88	0.63	3.34	0.71	2.89	0.91	2.93	0.77	3.46	0.72
2	Assignment of classification code number for easy retrieval	2.96	0.82	2.93	0.55	3.23	0.72	2.69	0.82	3.14	0.76	3.29	0.69
3	Availability of students record storage and security	2.68	0.86	2.55	0.73	3.22	0.68	2.77	0.8	3.33	0.66	3.38	0.49
4	Confidential handling and processing of students records	2.93	0.76	3.07	0.65	3.16	0.65	3.15	0.74	3.49	0.67	3.42	0.58
5	Existing preservation plan to protect long-term usability of students record	2.76	0.78	2.76	0.85	3.12	0.56	2.89	0.58	3.43	0.68	3.38	0.65
6	Restriction of students records from unauthorized users	3.18	0.87	3.02	0.64	3.09	0.75	3.13	0.73	3.46	0.65	3.29	0.86
7	Maintenance of audit trails for easy tracking of students records	2.73	0.99	2.51	0.67	3.08	0.76	2.8	0.64	3.36	0.72	3.58	0.88
8	Adherence to best practices in the disposition of students records	2.76	0.95	2.65	0.65	3.08	0.72	2.87	0.65	3.32	0.82	3.67	1.09
9	Adequate plan exists for disasters control and management of students records	2.6	0.76	2.46	0.7	3.05	0.82	2.86	0.52	3.48	0.87	3.25	1.36
10	Prompt and timely submission of students data to stakeholders	2.44	0.91	2.46	0.7	2.94	0.9	2.79	0.69	3.43	0.89	3.54	1.44
11	There is a clearly stated policy on the retention of students records	2.93	0.87	2.76	0.67	3.03	0.81	2.98	0.69	3.49	1.02	3.67	1.63
12	Policies guiding management of students records are in place	2.97	0.81	2.91	0.56	3.27	0.65	2.92	0.65	3.51	1.11	3.75	1.82

Note:

1. Std. Dev = Standard Deviation

2. Mean Legend: {3.00 – 4.00 = Very High; 2.50 – 2.99 = High} (Acceptance Level); {2.00 – 2.49 = Low; 1.00 – 1.99 = Very Low} (Rejection Level).

Table 3. Mean Comparison between respondents on job suitability characteristics of records officers important in the effectiveness of students' records management in the Federal, State and Private universities.

S/N	Job suitability characteristics of Records Officers in the Universities	Federal Universities				State Universities				Private Universities			
		Records Officers		Administrators		Records Officers		Administrators		Records Officers		Administrators	
		Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev
1	Possess requisite skill and competence for the job	3.38	0.58	2.8	0.97	3.64	0.60	3.15	0.35	3.3	0.73	3.54	0.58
2	Have high customer service orientation	3.09	0.66	2.86	0.79	3.44	0.66	2.9	0.74	3.58	0.61	3.46	0.58
3	Exhibit interest on the job	3.18	0.72	3.07	0.79	3.42	0.58	3.0	0.74	3.54	0.53	3.61	0.49
4	Create and maintain open and constructive relationships with students and others	3.2	0.72	2.88	0.69	3.28	0.60	3.11	0.67	3.62	0.54	3.43	0.69
5	Exercise unceasing care in looking after the interest of students to ensure their needs and legitimate expectations are met	3.16	0.67	2.84	0.69	3.34	0.67	3.2	0.51	3.54	0.55	3.29	0.66
6	Possess the knowledge, understanding and expertise required to carry out the work effectively	3.4	0.53	2.84	0.70	3.28	0.76	2.84	0.55	3.54	0.61	3.36	0.78
7	Influence and inspire fellow staff to give of their best to achieve desired results.	3.17	0.79	2.75	0.72	3.23	0.75	3.3	0.66	3.36	0.57	3.21	0.83
8	Constantly respect and upholds the university records management policies and practices	3.38	0.63	2.95	0.82	3.36	0.65	3.2	0.67	3.50	0.61	3.18	0.98
9	Pursues the university's goal of excellence in managing students records	3.31	0.70	2.84	0.74	3.23	0.63	3.2	0.61	3.46	0.61	3.29	0.59
10	Provide practical and acceptable solutions to students records management problems	3.19	0.74	2.82	0.69	3.05	0.65	3.1	0.80	3.44	0.58	3.21	0.63
	Overall Mean Score	3.25		2.87		3.33		3.1		3.49		3.36	

Note: 1. Std. Dev = Standard Deviation

2. Mean Legend: {3.00 – 4.00 = Very High; 2.50 – 2.99 = High} (Acceptance Level); {2.00 – 2.49 = Low; 1.00 – 1.99 = Very Low} (Rejection Level).

as indicated by the correlation coefficient of (0.168). For students' records management effectiveness, the record officers and administrators differ in the

views as shown by the correlation coefficients of students' records management effectiveness (-0.540). Like in the federal universities, the strength of agree-

Table 4. Cross correlation coefficients of records officers and administrators responses for study variables.

Study Variables	Federal Universities Record Officers and Administrators	State Universities Record Officers and Administrators	Private Universities Record Officers and Administrators
Students Records			
Management Effectiveness	-0.089	-0.54	0.237
Job Suitability	0.026	0.168	-0.049

Table 5. Coefficients/effects, t-Statistic and Prob (t-Statistic).

Coefficient (α_i)	Effect	Federal Universities		
		t-Statistic	Prob.	Greater or Less than 0.05
α_1	0.2188	3.5389	0.0005	Less
Coefficient (β_i)	Effect	State Universities		
		t-Statistic	Prob.	Greater or Less than 0.05
β_1	0.4206	3.0077	0.0032	Less
Coefficient (θ_i)	Effect	Private Universities		
		t-Statistic	Prob.	Greater or Less than 0.05
θ_1	0.2194	2.4907	0.0143	Less

Source: Regression Analysis Results.

ment or disagreement between the views is very weak. Therefore, it can be deduced that, as in the federal universities, administrators and records officers in the state universities differ in their views on students' records management effectiveness and its determinant.

For the private universities, Table 4 also reveals that responses of the records officers and administrators are in weak agreement for students' records management effectiveness as indicated by the correlation coefficients of (0.237); but in weak disagreement for job suitability as indicated by the correlation coefficients of (-0.049). It is obvious that, as in the federal and state universities, the administrators and records officers in the private universities also expressed divergent views on students' record management effectiveness and its determinant. Thus, hypothesis one is hereby upheld. By this decision, research objective 1 is achieved. Though the record officers and administrators have divergent views on the study variables, respondents indicated that records officers job suitability characteristics such as requisite skill and competence for the job; high customer service orientation; interest on the job; open and constructive relationships with students and others; unceasing care in looking after the interest of students to ensure their needs and legitimate expectations are met; knowledge, understanding and expertise required to carry out the work effectively; influence and inspire fellow staff to give of their best to achieve desired results; constantly respect and upholds the university records management policies and practices; pursuance of the university's goal of excellence in managing students records and provision of

practical and acceptable solutions to students records management problems are seen by both records officers and administrators as very important in attaining students' records management effectiveness in federal, state and private universities.

Hypothesis 2: Job suitability does not significantly influence students' records management effectiveness in the federal, state and private universities.

As shown in Table 5, the probability associated with the t-statistic of coefficient (effect) of job suitability on students' records management effectiveness is less than the specified 0.05 level of significance, prob ($\alpha_1 = 0.0143 < 0.05$) for the universities. These indicate that job suitability had positive significant effect on students' records management effectiveness, and provide empirical evidence to conclude that job suitability significantly influences the effectiveness of students' records management in the federal, state and private universities and vice versa. Therefore, research hypothesis H02 is rejected. By this decision, research objective 2 is achieved. It, therefore, implies that the more suitable the records officers' employed into students' records management units of the universities, the more the effective they will be executing their assignments in the records units of the universities, and vice versa. This finding corroborates the work of earlier scholars who found that there is need for competent staff in educational records management and that competencies-requisite

skill or behavioural competence is essential for the success of an organisation and its employees [22,29]. A sound education at the point of entry to the profession and competency-based training for existing records officers have essential role in developing and sustaining well rounded records professionals to greater benefit of this profession as a whole [28,30]. Therefore, competency is vital to the effectiveness of students' records management in the university system and vice versa

Conclusion

The effective management of students' records through its lifecycle is a key to the success of any university. It is virtually impossible to retrieve information for decision-making concerning students without effective records management. Such a situation undermines the accountability of the university, provision of access to information and endangers the rights of the students while in school and after graduation. Students' records cannot be effectively managed without the personnel handling these records consciously and consistently carrying out the services of effective records management. This can only be achieved if records officers are competent. As the findings of the study indicated, Job suitability of records 'officers positively significantly influenced students' records management effectiveness in the federal, state and private universities. Therefore, the employment of inexperienced personnel and institutions unwillingness to provide necessary and continuous training would endanger effective student's records management.

Recommendations

Based on the findings of the study, the following recommendations are made for effective students' records management in the universities. Universities Administrators should consider recruiting students' records management personnel based on merit. Possession of requisite skills and behavioural competencies should be the focus of appointment. Employment of wrong staff based on family ties, ethnicity, and tribalism should be avoided. Administrators should encourage and make available for the universities yearly budget for training programmes to update skills of existing records management staff that are not professionals. The National University Commission (NUC) should come up with a policy that will enable the establishment of an effective records management programme as a benchmark for program accreditation in universities. This would enhance the engagement of competent records officers and improve effectiveness in records management.

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