

*Full Length Research*

# Self-Efficacy of Records Personnel and Student Records Management Practices in South-West Nigerian University Registries

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Educational institutions depends on students records to make sound decisions about students' performance. Despite their importance, some educational institutions seem not to pay adequate attention to management of student records. This is evidenced by high incidence of file mutilation and missing records. While studies have examined various factors that could be associated with these challenges, few examined self-efficacy. Hence, the study investigated the extent to which self-efficacy influence student records management practices in selected universities in South-West Nigeria. Survey research design was adopted for the study. The population of the study comprised 1,094 registry personnel in universities in South-West Nigeria. The sample size of 380 was determined using Taro Yamane's formula. Multi-stage sampling technique was used to select the respondent. A self-structured and validated questionnaire was used for data collection. Cronbach's Alpha coefficient for the construct ranged from 0.70 to 0.89. A return rate of 77% was achieved. Data was analyzed using both descriptive and inferential (simple and multiple regression) statistics. Findings revealed that self-efficacy influenced student records management practices in South-West Nigeria university registry ( $R^2 = 0.118$ ,  $\beta = 0.344$ ,  $t(291) = 6.230$ ,  $p < 0.05$ ). This study concluded that personnel self-efficacy are critical to the management of student records. The study recommended that the management of the university registries should enhance self-efficacy of registry personnel by providing them with training opportunities.

**Keywords:** Self-efficacy, Registry personnel, Students records management practices Educational institutions, Personnel training.

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## INTRODUCTION

The role of records management in any organization including higher educational institution cannot be over-emphasized. This is because the continuity of tertiary institution depends largely on the availability of useful records of present and past activities and programmes. Records are a vital asset in ensuring that the institution is governed effectively and efficiently, and is accountable to

its staff, students and the community that it serves (Rafoneke & Mnjama, 2019). Despite the importance of records management as indicated above, there is consensus among researchers (Abioye, Abdullahi & Abdulwahab, 2016; Egwunyenga, 2016; Tagbotor, Adzido & Gameli, 2015; Zawiyah & Rosnizam, 2017) that many organizations pay little attention to records management practice.

Globally, the growth of university education around the

world has been so remarkable in the last decade. This growth has also witnessed an expansion in the Registry department of universities (Zawiyah & Rosnizam, 2017). Registry staff supports the mission of the university by serving the needs of university colleges, schools, faculties, current and former students, staff, and the general public in accordance with university's academic policies and procedures. However, in developed countries such as the United States of America, Spain, Germany, France, United Kingdom, there is lacuna on current trend knowledge on proper record management practices on registry staff effectiveness. There have been several complaints by the university regarding lack of proper standard and procedures for creating records, maintaining them and getting the right information to the right administrator at the right time. Incidences of records loss are rampant and unauthorized destruction of records is rife (Tagbotor, Adzido & Gameli, 2015).

In Africa, universities have largely neglected record management practice (Shepherd & Yeo, 2016). Weak institutional capacity and the absence of comprehensive records management policies, guidelines and practical standards have been cited as the main causes of archival underdevelopment in Africa (Allison & Otuza, 2017; Tagbotor, Adzido & Gameli, 2015; Zawiyah & Rosnizam, 2017). In Nigeria, just as in America and other developed, emerging and developing countries, the nature and extent of the record vary depending upon the purpose, setting and context of the services. Unfortunately, the Nigeria situation in the business of record keeping and management especially in the university system has not been too successful because of lack of management components (Egwunyenga, 2016).

Popoola and Oluwole (2007) opined that Nigerian 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 an embarrassment to the organization (Federal Ministry of Education, 2017). Tertiary institutions in Nigeria are faced with several challenges when it comes to the promotion of educational offers that can improve the country's advancement to a developed status (Parsons, 2008). Based on the foregoing, it becomes very important for institutions to equip their students with the requisite support services needed to become professionals in their field of study after they graduate (San, 2010).

An individual's capability or self-efficacy is an important characteristic in ensuring success in any area of life. This refers to confidence and belief perceived by an individual that he/she has an ability to complete a given task (Munoz, 2021). Self-efficacy level can boost or hinder staff's ability to carry out a task. (Finefter-Rosenbluh,

2020). Self-efficacy goes a long way in affecting a records manager in that he/she believes that the records in the organization can be effectively managed by him or her and good result will be produced, but if that is not the case, then that organization will suffer, because without a competent records personnel handling its records effectively, the organization's objectives might not be achieved, this could also be due to some institutional factors that will not allow the records manager perform his/her task effectively (Ayllon, Alsina & Colomer, 2019).

Effective records management practices ensure that the information needed is retrievable, authentic and accurate. However, there seems to be problem of achieving effective records management practices in universities in south west Nigeria (Abioye, Abdullahi & Abdulwahab, 2016). Hence, based on the global, African, Nigerian and tertiary institution issues identified above, this study therefore examined the extent to which Self-efficacy of records personnel influenced students' records management practices in selected universities in South-West Nigeria.

## STATEMENT OF THE PROBLEM

Extant studies have examined the effect of students' records management practices on organisational performance, university growth and development (Abioye, Abdullahi & Abdulwahab, 2016; Allison & Otuza, 2017; Beastall, 2018; Dickson & Njabulo, 2017; Egwunyenga, 2016; Iwhiwhu, 2015; Rafoneke & Mnjama, 2019; Shepherd & Yeo, 2016; Tagbotor, Adzido & Gameli, 2015; Yeo, 2017; Zawiyah & Rosnizam, 2017), however, only few studies have focused on records management practices and students' academic performance. This study however, addressed this gap in literature with regards to self-efficacy, institutional factors and students' records management practices by registry personnel in selected universities in South-West Nigerian. Hence, there is a gap in knowledge. This study filled this gap in knowledge with special focus on self-efficacy, institutional factors and students' records management practices by registry personnel in selected universities in South-West Nigeria.

In most educational institutions, especially in the Nigerian university system, the issue of managing student records has become very important. Proper management of student records has considerable value for the student who is assured of prompt information and the registry staff who has access to information as quickly as possible. There is also an enhancement of the image of the university in the eyes of the public because it is able to have access to requested information. It should also be stated that the records generated about a student could make or mar him or her. The records in question range from admission, matriculation, registration,

examination, grade or result, graduation, transcript records and many more (Tagbator, Adzido & Gameli, 2015). It has been observed that in spite of several studies carried out on the management of student records, the problems of how to properly manage student records still persist and are becoming even more serious especially with the explosion in the number of universities. Some of these problems as observed by studies, such as those of Atuloma (2011), Abdulrazaq (2015) & Egwunyenga (2017) include lack of policies to undergird institutional records management, poor funding, absence of capable staff to manage records, lack of initiative among staff and absence of institutional commitment among others. To compound it all, the records themselves are poorly managed hence incidence of lost files, mutilation and misplacement of records and common.

Self-efficacy, trusting one's abilities and powers for learning and performance, is a key trait for the academic success of university students (Hill, 2012). However, registry personnel self-efficacy have been recognized in literature as well-established predictors of academic performance. On the other hand, specific mechanisms that may govern the relationship between records management and registry personnel self-efficacy have not been sufficiently explored (Dickson & Njabulo, 2017). Employees today spend a lot of time at the workplace and are expected to discharge their assigned duties efficiently. However, many employees resist work because they do not believe they have the ability and self-esteem to perform their duties successfully (Rafoneke & Mnjama, 2019). Registry personnel competency is based on self-efficacy which is beliefs on own abilities and lack of self-efficacy causes many psychological problems such as low confidence level and low self-esteem (Egwunyenga, 2016). Self-efficacy is the affective factors influencing student's record management which describes how registry personnel influences the ways in which student's record management are practiced (Abioye, Abdullahi & Abdulwahab, 2016).

Despite several studies on institutional factors and student academic performance, only scanty studies have investigated the relationship between institutional factors and students record management (Egwunyenga, 2016). Also, it has been noted that the problems of how to properly manage student records continue and are becoming even more severe, particularly with the explosion in the number of universities. Lack of policies to underpin institutional records management, inadequate funding, lack of competent staff to maintain records, lack of initiative among staff, and lack of institutional commitment are some of the issues identified by studies such as those of Atuloma (2011), Abdulrahman (2015), and Egwunyenga (2017). To make matters worse, the records themselves are poorly maintained, resulting in

the loss of files, mutilation and misplacement of records and common. However, despite the importance of proper records management, institutional problems have never been investigated empirically. Thus, this study specific research question on if institutional factors have any significant influence on student records management practices in South-West Nigerian University Registries was achieved and filled important gap in the body of existing knowledge.

The solution to the problems enumerated above has engaged the attention of researchers as well as practicing records managers. Some have laid the problems at the door of universities themselves, particularly their reluctance to support comprehensive records management in their institutions, and their refusal to commit adequate funding to records management programmes. Other researchers have accused registry staff. Egwunyenga (2012) and Eze Asogwa (2013) have in fact blamed registry staff for their apathy and lack of self-confidence or what has been described as low self-efficacy. Inadequate or no training of the records personnel or registry staff is also an issue that affects student records in the universities. However, these issues, important as they are, have never been subjected to empirical investigation. It is the aim of this study therefore to find out the influence of self-efficacy and institutional factors on student records management.

### Objective of the Study

The main objective of the study is to determine the extent to which self-efficacy influence students' records management practices by registry personnel in selected universities in South-West Nigeria. The specific objective is to:

1. Ascertain the influence of self-efficacy on student records management practices in South-West Nigerian University registries.

### Hypotheses

Considering the objectives of the study and the research interest, the following hypothesis have been postulated and tested at 0.05 significance level.

**Ho<sub>1</sub>:** Self-efficacy will not have any significant influence on student records management practices.

### Literature Review

This section provides a detailed review of the variables used in this study which are self-efficacy of registry staff

and student records management practices. Self-efficacy is the confidence in one's own ability to succeed in a given situation (Chen, 2020). The confidence in one's capabilities to coordinate and conduct the courses of action necessary to handle prospective circumstances (Bandura, 1986). Primarily, self-efficacy begins with the level of self-beliefs, then it manifest to action and behavior (Hoang & Wyatt, 2021). Self-efficacy refers to a person's belief in their ability to manage their own motivation, actions, and social environment (Kim & Buric, 2020). When we have a high level of self-efficacy in our ability to do such tasks, we are said to have high self-efficacy. Perceived self-efficacy is described as people's perceptions of their ability to achieve specific levels of success that have an impact on events in their lives (Fackler, Malmberg & Sammons, 2021).

Tagbotor, Adzido, and Agbanu (2015) describe records management as the capture and maintenance of accurate, reliable, full, and usable documentation of an organization's activities in order to satisfy legal, evidential, social, and cultural requirements. Records management practices are registry personnel's management practices that span the whole records life cycle model to ensure that the correct and reliable information reaches the right individual at the right time. Records management activities, according to Ameyaw and Frempong-Kore (2020), include the formation, recording, preserving, and controlling of an organization's records from the moment they are created until they are eventually disposed or archived, following the life cycle principle. Classifying, preserving, protecting, and destroying documents are examples of these procedures (Mohammed, Tetteh & Ahmed Azumah, 2018).

### Underpinning Theory

This study is anchored on Self-efficacy theory which was developed by Bandura (1977). The view of Bandura

about Self-efficacy is that people often will do what they believe they can do and do not attempt to do what they believe they can't do. As long as they perceive failure in an act, they withdraw themselves. Bandura now asserts that people with strong sense of self-efficacy believe they can accomplish even difficult tasks and it makes them see the challenge as to be mastered by them and not a threat they can avoid (Bandura, 1994). Self-efficacy Theory is selected to guide this study because its assumptions are keen to how Self-efficacy Theory both internal and external can indirectly and directly affect student's records management practices.

The justification for this theory was based on its theoretical explanation related to the variables in this research. The primary assumption of the Self-efficacy Theory is that it emphasizes the fact that humans (registry personnel's) belief they have their own abilities, specifically their ability to meet challenges ahead of them and complete tasks successfully (Akhtar, 2008). General self-efficacy refers to our overall belief in our ability to succeed. Self-efficacy is related to the concept of self-control and the ability to modulate ones behavior to reach certain goals in life.

The relevance of the theory to this study revealed that self-efficacy of registry staff will go a long way in achieving an effective records management in an institution. This is because the registry staff believes in him or herself. They belief they can effectively and efficiently succeed in whatever they do which are to perform the basic records management functions like creating or capturing records, storing, retrieving, disseminating, securing, processing, and disposing of records. With this belief having a strong hold in their work performance, it will bring them to the place where they will master their field and know their job at heart and it will lead them to work effectively with little or no supervisor to achieve institutional goals.

## METHODOLOGY

This study adopted survey research design and investigated influence of self-efficacy on student records management practices in South-West Nigerian University registries. The population of this study comprised of 1,094 registry personals derived from the selected Federal, State and Private Universities in South West, Nigeria. Registry personnel/staff were chosen from those fourteen Federal, State, and Private universities which are Obafemi Awolowo University, Ile-Ife, University of Lagos, Akoka, Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago-Iwoye, Lagos State University Ojo, Ladoke Akintola University of Technology, Babcock University, Ilisan Remo, Bowen University, Iwo, Covenant University, Ota, Bell University of Technology, Otta, Crescent University, Abeokuta, Lead City University Ibadan, Afe Babalola University, Ado and Adeleke University, Ede, located in Ekiti State, Lagos State, Ogun State, Osun State, and Oyo State. These universities were chosen as the population of this study because they have been in existence for more than five years (National Universities Commission's Website, 2017), federal universities with not less than 120 registry personnel, State Universities with not less than 85 registry personnel and private universities, with not less than 30 registry personnel.

However, adopting the Taro Yamane (1967) of sample size formula, a sample size of 380 was determined with  $N$  (the population size) = 1094;  $Z$  (95% confidence interval) = 1.96;  $P$  (5% error term) = 0.5;  $q = 1-p$ ;  $d$  (degree of accuracy) = 0.04.

$$n = \frac{1094}{1 + Ne^2} = \frac{1094}{1 + 1094 (0.05)^2} = \frac{1094}{1 + 1094 (0.0025)} = \frac{1094}{3.735} = 292$$

**n = 292 (total sample size of registry staff)**

Where the sample size is not large enough to carry out a research study, the researcher can expand his sample size by 30% as suggested by Amugune (2014). The sample size for this study was therefore expanded by 30%. Hence, the researcher arrived at a sample size of 380.

In order to evaluate the influence of self-efficacy (X) on student records management practices (Y) in South-West Nigerian University registries, an econometric model was developed.

$$Y = f(X)^n$$

Where:

Y = Dependent Variable

X = Independent Variable

Hence the model was structured as such;

$$Y = \beta_0 + \beta_1 X + \beta_x + \beta_i X + \epsilon_i \dots \dots \dots \text{eq. i}$$

Where:

SRMP = Student Records Management Practices and SE = Self-Efficacy

**Results, Interpretation & Discussions**

Out of the 380 respondents targeted, 292 respondents correctly filled out the research instrument satisfactorily, which is a 77.4% success rate. To test for the hypothesis of this study which states that: self-efficacy have no significant influence on student records management practices in South-West Nigerian University Registries, the SPSS process analysis was used? The results of the process analysis are shown in table 1.

**Table 1.** Simple linear regression analysis of self-efficacy and student records management practices.

Predictors	B	Beta (β)	T	P	R <sup>2</sup>	Adj. R <sup>2</sup>	F	ANOVA (Sig.)
(Constant)	2.333		17.688	.000*	0.118	0.115	38.807	0.000*
Self-efficacy	.250	.344	6.230	.000*				
Dependent Variable: Student records management practices Predictor: (Constant), Self-efficacy DF (F-Statistic) = 1, 290 DF (T-Statistic) = 291								

**Source:** Field Survey Results, 2021

Table 1. shows the simple linear regression analysis result for testing of hypothesis one According to the result of Table 1, the independent variable (self-efficacy) was regressed against the dependent variable (student records management practices). The result shows that self-efficacy ( $\beta=0.344$ ,  $t(291) = 6.230$ ,  $p < 0.05$ ) had a positive and significant influence on student records management practices in in South-West Nigerian University registries. The R<sup>2</sup> (0.118) of the regression model indicate that 11.8% of the change in student records management practices is explained by self-efficacy. The  $F(1, 290) = 38.807$ ,  $p < 0.05$  shows that the regression model 1 developed from Table 4.7 can be used in predicting student records management practices. The established simple linear regression model is:

$$SRP = 2.333 + 0.250 SE + u \dots \dots \dots \text{Model 1}$$

Where:

SRP = Student records management practices

SE = Self-efficacy

u= Stochastic error term (Those variables that can influence SRP but are not captured in the study)

The regression model 1 shows that holding self-efficacy constant at zero, student records management practices would be 2.333. This implies that in the absence of self-efficacy, records management practices would still be effective since other vital factors (denoted by  $u$ ) not investigated in the study can still improve records management practices without self-efficacy. The model also shows that improving self-efficacy by one unit on a measurement scale will increase student records management practices by 0.250 (25.0%). This result showed that self-efficacy is a significant predictor of student records management practices in South-West Nigerian University Registries. Therefore, the null hypothesis ( $H_{01}$ ) was rejected. Hence, university registries that fail to improve the self-efficacy of their staff will be less effective in student records management practices based on the fact that they did not take into consideration the self-efficacy of their staff. This result suggests that when university registries in South-West Nigerian University provide an enabling environment where self-efficacy of staff is nurtured, student records management practices by registrars will increase.

### Discussions of Findings

The findings of this study further braces the positions of earlier scholars such August (2019) who empirically showed that self-efficacy involves people who are aware of being able to make a difference, feel good and therefore take initiatives. The finding also agrees with the studies carried out by Hemant and Gunjan, (2014), which indicated that self-efficacy beliefs should be relevant for understanding educational outcomes because self-efficacy leads to specific behaviours and motivations that can encourage or discourage effective performance. In support, Derya, (2019) who recently carried out a research on the concept of self-efficacy and self-efficacy performance relationship, found out that self-efficacy is an essential element in social cognitive learning theory. It plays a role of connecting goals, performance, and motivation concepts and is one of the individual related concepts that function as a mediating mechanism among this good performance in concepts. Records management is therefore highly affected by self-efficacy.

However, the result of this study disagreed with Hyde, Hankins, Deale and Marteau (2008), who found that while there is evidence that self-efficacy can be increased through interventions, there is, 'little evidence to determine whether such increases change behaviour. However, previous research by Longmore, Manning, Giordano and Rudolph (2003) corroborated the finding of this study by affirming that self-efficacy of anguish to many stories in line with the latest 'to achieve self-directed change, people not only need reasons to alter risky habits, but they also must believe in their ability, or

efficacy, to exercise personal control'. Consequently, this study concluded that management should improve seek to improve and sustain self-efficacy of record management personnel in South-West Nigerian University registries, because of the positive role self-efficacy on records management practices

### CONCLUSION

The study focused on the influence of self-efficacy on student records management practices of selected universities in South-West Nigeria. After identifying the research problems, a case was made to examine the relationship between self-efficacy and student records management practices in selected universities in South-West Nigeria. This study is anchored on the self-efficacy theory. Self-efficacy and student records have been investigated across several disciplines and have yielded different results. In some situations, they yielded a positive result, while in other situation a negative result. However, findings in the present study indicate that when university registries in South-West Nigerian University provide an enabling environment for cultivating self-efficacy of records personnel, student records management practices would positively improve. The study therefore concludes that self-efficacy is an indispensable factor that can enhance student records management practices in South-West Nigerian University Registries.

### RECOMMENDATION

Therefore, this study recommends that management should be applauded and should endeavour to sustain the performance of self-efficacy of records personnel by improving areas such as learning of new tasks and employee discouragement on the job which attracted low perception scores in the study. The study also recommend that university registries in South-West Nigerian University should provide an enabling environment where self-efficacy of staff is nurtured and sustained, as this would improve student records management practices. Future investigations should be carried out in other geographical zones outside using similar topic since the researcher covers only South-West Nigeria University. More studies should be carried out in South-West Nigeria universities using similar topic but different participants since the study covered only South-West Nigeria University registrars. Future investigations can adopt a qualitative approach or mixed research design in order to probe deeper into the study problems and determine if the result obtained in this study can be reproduced or different from the one obtained.

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