RECORDS MANAGEMENT PRACTICES AND JOB SATISFACTION OF UNIVERSITY REGISTRY PERSONNEL IN SOUTH-WEST, NIGERIA

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ABSTRACT

Purpose: *The purpose of this study was to examine the influence of records management practices on job satisfaction of university registry personnel in South-West, Nigeria.*

Design/Methodology/Approach: *The study adopted survey research design. The population consisted of 2009 registry personnel working in federal, state and private universities in South-West, Nigeria. Stratified random sampling technique was used to select 715 personnel. A validated questionnaire was used for data collection. Cronbach's Alpha reliability coefficients for the variables ranged from 0.76 to 0.85. Response rate was 70%. The data were analysed using descriptive statistics and regression.*

Findings: *Findings of the study showed that records management practices showed a positive statistical and significant influence on job satisfaction (Adj. $R^2 = 0.168$, $F_{(7,493)} = 15.367$; $p < 0.05$). Furthermore, individual indicators of records management practices such as organizational support ($\beta = 0.259$; $t = 4.822$; $p < 0.05$) showed a positive statistical and significant influence on job satisfaction likewise maintenance and use ($\beta = -0.122$; $t = -2.052$; $p < 0.05$) and training (($\beta = 0.355$; $t = 6.489$; $p < 0.05$). On the other hand, records capture or creation did not show any statistical and significant influence on job satisfaction ($\beta = -0.029$; $t = -0.552$; $p > 0.05$), likewise preservation and disaster management ($\beta = 0.001$; $t = 0.029$; $p > 0.05$), systems ($\beta = -0.106$; $t = -1.758$; $p > 0.05$) and records management policy ($\beta = 0.107$; $t = 1.867$; $p > 0.05$) did not statistically and significantly influence job satisfaction.*

Implication: *The study established that effective records management practices would account for improved level of job satisfaction of university registry personnel in South-West, Nigeria.*

Originality/Value: *This study has contributed invaluably investigating the effect of records management practices on job satisfaction of university registry personnel in South-West Nigeria. Therefore, to harness the full benefits of university registry personnel, the researchers recommended that policies be formulated by university management to guide effective records management practice, provide infrastructure, equipment and training to enhance the job satisfaction of registry personnel.*

Keywords: *Records management practices, Job satisfaction, Registry personnel, South-West Nigeria, University Registries.*

Paper Type: Empirical

Introduction

In the field of organisational behavior, job satisfaction is one of the most important and frequently studied behavioural factors that affect the well-being of organisations. This is because an organisation's competitive advantage, success or sustainability is anchored on the job satisfaction of the personnel. Job satisfaction is believed to be the attitude and feelings that people have about their work, that is, an employee's perception of the job (Salisu, et al 2015). These feelings may determine the performance of workers and in turn have some form of influence on their jobs. As job satisfaction determines the behavioural pattern of an employee, the study of the concept among the university registry personnel seems inevitable because an understanding of the factors involved in job satisfaction is important in improving the happiness of the personnel.

As a worker's sense of achievement and success on the job, job satisfaction is generally perceived to be directly linked to productivity which implies doing a job one enjoys, doing it well and being rewarded for efforts put into the job. It further implies enthusiasm and happiness with one's work. When a worker is happy with his or her job, he or she is able to achieve much on the job. Empirical studies have shown that the consequences of job satisfaction which can either be positive or negative are job performance, staff morale, organisational citizenship behaviour, organisational commitment, quality service delivery, stability, employee well-being and effectiveness of an organisation (Bekru, et al 2017; Oyewobi, et al 2012; Ogunbodede, 2016; Salisu et al 2015). When employees are satisfied with their jobs, they are more creative, innovative and willing to do their job effectively. On the other hand, employees who are not satisfied with their jobs will lose interest in the organisation and this might result in high turnover and turnover intentions, absenteeism, and can create negative publicity for the organisation. Dissatisfaction in workers can also affect service delivery and bring about low patronage to an organisation and poor or low job performance.

Scholars have identified factors such as pay, nature of work, supervision, interpersonal relationships, opportunity for promotion, achievement, work environment, recognition, job security, interpersonal relationship, and professional advancement to contribute to job satisfaction (Abbas & Karage, 2015; Reed 2015; Okwudili, 2012; Smerek & Peterson, 2007). These factors have been classified into two types namely, extrinsic and intrinsic (Smerek & Peterson, 2007). Intrinsic means an internal desire of a worker to perform a specific task. Intrinsic factors which Herzberg referred to as motivators include achievement, recognition, nature of work, promotion opportunity. Intrinsic motivator is equally related to job satisfaction because

motivation enhances satisfaction. Extrinsic factors refer to those external benefits or rewards provided by the organisation to the worker. They are external to the individual, existing in the work environment but not directly related to the task at hand. These factors include working conditions, supervision, pay, company policies, security, interpersonal relationships and status (Reed, 2015; Smerek & Peterson, 2007). When extrinsic factors are present and adequate, individuals perform their jobs in order to be rewarded by the organization for performance. Therefore, to make individuals satisfied on their jobs, there is need to identify those factors that can increase their job satisfaction. Job satisfaction factors considered in this study are recognition, nature of work, promotion, employee achievement and responsibility.

Employee recognition can be seen as a public expression of appreciation given by a group or committee to individuals who undertake desired behaviours. When employees are recognized and praised for their contribution to the organisation, it tends to boost their morale and makes employees feel more valued by the organisation (Anin, Et'al 2015). The nature of work often referred to as the work itself which has certain characteristics such as the number of hours of work, workload, control over work or autonomy, feedback, use of skills and abilities is described as the degree to which an employee feels challenged at his job, gets opportunity to learn and grow, and can take initiative on his or her own (Oyebamiji, Et'al 2013). Promotion is a way of rewarding the worker for achievement of organisational goals which also causes a significant change in the wage package of an employee. Responsibility means empowering subordinates to own their tasks and making them accountable for the outcome of such jobs. Olajide, Et'al (n.d.) suggested that when employees are empowered by giving them responsibilities, they become more committed and motivated for excellent

performance. Achievement refers to using one's effort to achieve a goal or accomplish a difficult task. Failure to achieve desired goals of service delivery especially in an academic institution may be due to an unfavourable work environment, \administrative issues or as a result of delay in access to needed records.

As a result of the importance and sensitivity of records, records management practices play a vital role in the sustenance and maintenance of records in any organization especially in the context of academic institutions. Records may be referred to as any recorded information or data in any physical form or media which are either created or received by an institution during its course of official duties and kept as evidence of events or activities (Regina, 2011). For educational institutions, such records include matriculation and graduation programs, policies developed by the institution, actions/policies taken, procedures and business transactions among others. Regina (2011) added that records, especially student records are important because they serve as major information tools which sustain the school and aid in achieving educational goals and objectives. Records are also primary sources of information for research and serve as reference and evidence. This is why Nakpodia (2011) referred to records as serving the purpose of referring to the past and a sign post to the future.

Records management has been described as a field of management responsible for the efficient and systematic control of all the stages of the records life cycle including the procedures for capturing and maintaining information about business activities and transactions in the form of records (International Standard Organization, ISO 15489-1). In other words, records management refers to all the range of activities which an organization performs so as to properly manage its records. These activities include but not limited to setting records management policy, assigning responsibilities, establishing procedures and guidelines as well as designing, implementing and administering recordkeeping systems (ISO 15489-1). Records management supports an organisation/institution in making decisions based on evidence, meet legal, operational and regulatory requirements and helps organizations to be open and accountable (Chachage & Ngulube, 2006; Abioye, 2014). It also enhances operational efficiency and effectiveness and helps to maintain organization memory. In addition, educational institutions are able to deliver quality service while improving student life.

Records management practices include records efficient control, creation or capture, classification, storage or maintenance, preservation, access, tracking, and disposal (Ngoepe, 2012). Various records are created by the university registry and academic departments within the educational systems. Such records include admission/matriculation records, enrolment/registration records; students' academic cumulative records-transcripts/result, convocation brochure and album, students' disciplinary records and academic bulletins which contain all departmental courses, policies and other academic activities. Other records housed by the university registry include student's personal records, records of certificate and transcripts, records of minutes of meetings of different committees, personnel records among others.

For records management practice to be effective, policies are needed. In the same way, records retention and disposal schedules are required to guide and control the management of records from creation to disposal. However, studies have shown that this is still a challenge in many developing countries like Nigeria (Muhammad, Manna & Farashi, 2021; Abdulrahman, 2015; Egwunyenga, 2009; Nabombe, 2012; Nakpodia 2011). As a

result, it has led to poor records management practices which might have resulted in frustration, stress and the unhealthy attitude expressed by records managers in many educational institutions. Inefficiency of storage systems, filing maintenance, poor electronic records management intelligence could contribute to unpleasant outcomes if not checked (Marquest, et al., 2021, Atuloma (2021). Another factor that could enhance the effectiveness of records management practice is staff training. Training is a deliberate effort made in terms of planned activities on the part of an organization to improve an employee's job knowledge and skills tailored to organisational goals and job requirements. Training if well coordinated enhances professional development, customer satisfaction, productivity, improves morale and quality, profitability, business development and contributes to service delivery (Ogunbodede, 2016). For the purpose of this study, records management practices considered are organisational support, records creation/capture, maintenance and use, preservation and disaster management, training, systems and records management policy (Ngoepe, 2012; Abioye, 2014).

The university registry as a large division in the university community plays a prominent role in the academic life of any university. The registry provides support for academic purposes of the university offering a range of services called academic administration. As a service center, the registry serves the statutory bodies and their committees, the entire university community and the public generally having the main goal of rendering efficient and effective service to all its' clients to enable the university achieve its set goals of teaching, learning, research and public service. In the Nigerian university system like others around the world, the responsibilities of the registry include admitting students into degree and non-degree programmes; physical and online registration of students; coordination of all university examinations; manual and online student's records management; coordination of university activities such as matriculation and graduation exercises, custodian of all university rules and regulations, policies and decisions of the university. In addition, it serves as the secretariat for various committees and provides career guidance to students with respect to course selection.

Going by the above, it is obvious that the university registry as a service centre coordinates all the activities of the university by ensuring an uninterrupted calendar and compliance with rules and regulations. The university registry is therefore saddled with the responsibility of ensuring the provision of the needed information and other support services for the smooth operations of the whole university system. These services if well coordinated will help the university achieve its goals and objectives. However, this may not be possible if the resources for a proper records management practice are inadequate and the practice of proper records management is poor. This might lead to low job satisfaction for the registry personnel. Consequently, this study examined the influence of records management practice on the job satisfaction of university registry personnel in South-West, Nigeria.

Statement of the Problem
Literature has established the nexus between satisfaction, performance and commitment of workers in various organizational contexts (Okon, et'al.,2023; Muhammad, et'al., 2021, Khaled & Haneen, 2017; Kirfi & Abubakar, 2014; Oyebamiji, Kareem & Ayeni, 2013; Rasha, Wafaa & Rawan, 2015). When the job satisfaction level of the personnel is enhanced, customer service delivery is also enhanced and there is willingness to go the extra mile in accomplishing tasks. Unfortunately, certain conditions such as inadequate records management practices may have contributed to the low level of

job satisfaction observed among the registry personnel. Poor records management practices resulting from lack of clear policies and records schedule, inadequate organisational support and staff training to guide the management of records through their life cycle might have led to the inconsistences in the management of records and frustration for records managers which invariably affect their job satisfaction (Abdulrahman, 2015; Abioye, 2014). Consequently, this study aimed to ascertain the extent to which records management practices contribute to the job satisfaction level of university registry personnel in South-West, Nigeria.

Objective of the Study

1. Find out the level of job satisfaction of university registry personnel in South-West universities, Nigeria;
2. Ascertain the level of records management practices in university registry;

3. Determine the influence of records management practices on job satisfaction of university registry personnel in the universities under study.

Research Questions

The research questions that guided this study are as follows:
1. What is the level of job satisfaction of university registry personnel in South-West, Nigeria?
2. 2.What is the level of records management practices of the registry in the universities under study?

Hypothesis

The null hypothesis was tested at 0.05 level of significance:

H_0: Records management practices will not significantly influence job satisfaction of university registry personnel in South-West, Nigeria

Scope of the Study

This research investigated the influence of records management practices measured as organizational support, records creation/capture, record maintenance and use, record preservation and disaster management, training, systems, records management policy on job satisfaction (achievement, promotion, responsibility, recognition and nature of work) of university registry personnel in South-West, Nigeria. The study made use of registry personnel including secretaries working in the main registry of universities in South-West, Nigeria. The population for the study included all registry personnel working in all Federal, State and private universities in South-West, Nigeria. Simple random sampling technique was used to select the sample size for the study. In addition, South-West zone of the country which consists of six states (Lagos, Ogun, Oyo, Osun, Ekiti and Ondo) was chosen because it has the highest number of universities in the country.

Review of Literature
Job Satisfaction of Employees in Organisations

Job satisfaction is considered as one of the most studied work related attitude in organisational behavior and human resource literature because it contributes to organisational outcomes such as productivity and performance, absenteeism and turnover (Osakwe & Adenekan, 2023; Gesmundo, et'al., 2022; Ghazzawi, 2010; Onukwube, 2012). The importance of job satisfaction cannot be overemphasized as the efficiency and effectiveness of any organisation depends mostly on the morale of the employees. Salisu, et al (2015) believed it is the attitude and feelings that people have about their work while Uddin, et al (2016) are of the view that job satisfaction is simply how workers feel about their jobs and various aspects of their jobs. Alison (2021) and Salunke (2015) has described job satisfaction as one of the most complex areas facing today's managers when it comes to

managing their employees. From the foregoing, the term job satisfaction refers to the attitude and feelings people have about their job. This attitude, if positive can lead to job satisfaction which in turn leads to performance whereas if negative may lead to no satisfaction or dissatisfaction.

For the registry personnel like staff in any other organization, job satisfaction is very important because it is a requirement for personnel and organisational performance which in turn affects the services rendered to customers and the rating of products. Amune (2015), Latif, et'al (2014), Naseen, et al (2011), Olusegun (2013) all buttressed the fact that employee satisfaction improves the value of work in addition to enhancing output. Therefore, it is very important for the manager to understand what the personnel needs or desires, think or feel of the job and what he/she expects to get out of the job to ensure employee commitment. As an attitude which employees have about their work, job satisfaction is based on a number of factors which are intrinsic and extrinsic to the individual. Intrinsic include job content, challenge, responsibility, control over work methods and workplace, opportunity to use skills, abilities and involvement in decision making while extrinsic factors include compensation, benefits, recognition among others (Hassan, 2009). Likewise, Labuschagne et al (2005) identified more common aspects of job satisfaction such as work, salary, promotion, recognition, benefits, working conditions, supervision, co-worker and institution. Kavita et al (2012) also added personal, social, cultural and environmental factors that determine job satisfaction. Onukwube (2012) however stated that the most popular determinants of job satisfaction that encompasses all other literatures are the reward (pay), supervision, promotion opportunities, co-workers and the work itself. It is important to note here that the factors which affect the job satisfaction of the university registry personnel are not different but similar to those listed above.

Records Management Practices in Organisations

Records in any organisation serve many functions in the discharge of different duties. Records can be described as anything that contains information which has been created or received in the course of business or interaction and which can be used to provide information about some action. Records may be formal or casual, for example, memos and scribbled notes, e-mail, voice mail, sketches or paper placemats and they are created throughout the organisation. Akporhonor and Iwhiwhu (2007) suggested that records denote important documentary materials such as correspondence, reports, drawings which appear in various physical forms, such as paper, cards, microfilm, tape, CD-ROM, among several others. Abdulrahman (2015) posited that the term 'record' obtained its origin from a Latin word 'recordari', which means to be mindful of, or to remember, that is, referring to recorded information regardless of form which is received and maintained by an individual or institution for legal or transaction of business purposes.

Abdulrahman further referred to records as recorded information irrespective of form or medium, received and maintained by an agency, institution, organisation or individual in pursuance of its legal obligation or in the transaction of business of any kind. However, the International Standard Organization (ISO 15489-1:2001) gave a standard definition of records as information created, received and maintained as evidence and information by an organisation or person, in pursuance of legal obligations or in the transaction of business. Records serve as the corporate memory of a state or government and evidence of its policies and activities (Atuloma, 2021). They are sources of evidence when there is need for proof that a particular activity took place

or that the activity took place in a particular manner (Luyomba, 2010).

The creation of records must be properly managed, if not, as Popoola (2003) reported, valuable evidence would be lost and achievement of objectives will become difficult thereby leading to problem(s) in locating record, wrong filing, wrong titles of files, offices filled with papers and bulky files. Therefore, the essence of a records management framework cannot be overemphasized in the 21st century as without records, either paper or electronic, organisations cannot function properly. Records management is both a discipline and management function which the National Archives and Records Service of South Africa (NARS) (2007) described as a process of ensuring the proper creation, maintenance, use and disposition of records throughout their life cycle to achieve efficient, transparent and accountable governance. Kalusopa (2011) asserted that for organisations to meaningfully participate in any national development process, the capacity to manage records and information must be professionally and adequately developed.

Records management according to Egwunyenga (2009) is central in the administration of any university assisting in the delivery of quality service and allowing proper monitoring of work. In addition, it helps the university administration to know the status and academic progress of students and graduates so as to be able to give the right information to both parents/guardian and employers of labour. The International Standard Organization (ISO 15489:2001) defined records management as the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records. It states that records management includes activities such as setting policies and standards, assigning responsibilities and authorities, establishing and promulgating procedures and guidelines, providing a range of services relating to the management and use of records, designing, implementing and administering specialized systems for managing records, integrating records management into business systems and processes.

Acquisition Guide (2006) referred to records management as the planning, budgeting, organizing, directing, training and control needed in managing the life cycle of records in any medium. The guide further described the life cycle of records management to be in three phases which are: creation or collection of records, records maintenance and use, records disposition. Embedded in these three phases or stages are the practices that are involved in the management of records (Ngoepe, 2008; Ngoepe, 2012; Adu, 2014). These practices include records creation, classification, storage/maintenance, preservation, access and tracking, records disposal. Creating records which is the first stage of records management is associated with capturing of records. To ensure control of creation, only records that are needed are efficiently created or received in a wide variety of formats using different equipment and technology through recording of minutes for meetings, directories, typing memos, writing of letters, notices, and printed materials among other records.

For the university registry, records which are mainly students' records are created right from the beginning of the admission process. This is also true for all other records kept by the registry personnel. With the advent of information technology, records creation has been made a lot easier for the personnel because records are now being generated and managed with the use of information technology (National Electronic Commerce Coordinating Council, NECCC, 2004). After the creation of records, classification follows and this

becomes the beginning or first step in managing records through its useful life. Classification of records using a classifier involves arranging and indexing records in such a way that they are quickly and efficiently retrieved. Records are classified using alphabets, numbers or a combination of the two. It is also at this first stage that the retention period for all records is determined. Hence the need for retention and disposition schedules for proper management of records. The second phase is the use and maintenance of records where records are mostly distributed and used. Here, records may last for a few hours in the case of transient records or a few years in the case of short or long-term records. At this stage, provision of appropriate storage for files is made available for current records and while many records may be disposed after their initial use, others are kept for a longer period of time for various reasons.

Disposition of records is the final stage for majority of records created in organizations like the university. However, records disposition should be properly documented so that records can be properly disposed. Records with enduring value selected for permanent preservation which are no more in regular use should be clearly marked as such and transferred in a controlled manner to a secure storage or archive according to the records retention schedule while disposition/destruction of records labelled temporary can either be by incineration, deleting of electronic file, disposal in trash cans or recycle bin, shredding among others. According to the NECCC (2004), the schedule establishes the length of time a record should be retained. Therefore, there should be written policies in place that outline the procedures to properly dispose records.

The suitability of the records life cycle model to manage paper records have been established over the years and it continues to have a place in the management of electronic records. However, scholars have discovered that the life cycle model is not adequate to manage electronic records especially with the proliferation of information technology which has led to a new archival and records management practice (Nengomasha, 2009; Ngoepe, 2008). As a result, the records continuum model was developed by Ian McClean in the 1990s to take care of electronic records which serve as an additional strategy for the management of records in the electronic environment (Ngoepe, 2008). The Australian Standard for Records Management defined records continuum model as a coherent system of management processes from the time of records creation and in the design of records keeping systems before creation of records through to preservation and use of records as archives (Robert, 1998). This means there is no strict limit between archives and records management responsibilities because instead of waiting for final disposition of records, current records can be archived right from creation.

Records Management Practices and Job Satisfaction of Employees in Organisations
The management of records especially university registry records requires a thoughtful, deliberate, careful and systematic planning of activities which if not properly handled can lead to dissatisfaction among workers (Muhammad, et'al., 2021; Alison, 2021). Moreover, in situations where resources which serve as controls at every stage of the life of a record and which are needed to effectively manage records are not in place, employees might become frustrated. Nabombe (2012) reported that such resources include records policies, manuals and guides, records retention schedule and disposition, equipment and training. He further added that when employees have access to manuals or policies assists, they are able to understand basic records management practices while the absence of these resources results in build-up of records (current, semi-current and old records) which leads to confusion

and inconsistencies in the management of records which may result in stress. Ndenje-Sichalwe (2011) observed that where records management officers are not sufficiently prepared records management was affected in that part of the world.

According to the International Records Management Practice (ISO 15489-1:2001), organizations are required to establish on-going programmes for training records personnel in managing records. However, research has revealed that most people who manage records especially in the university system had not received education and training in managing records (Okon, et'al., 2023; Abdulrahman, 2015; Akor & Udensi, 2014; Akporhonor & Iwhiwhu, 2007; Kalusopa & Ngulube, 2012; Nakpodia, 2011). In the same way, Akporhonor and Iwhiwhu (2007) found that records officers do not have professional training as regards how to document records and this contributed to their low performance at work resulting in low job satisfaction. Kemoni and Ngulube (2008) blamed the poor state of records management in public institutions to inadequate staffing and absence of in-service training.

Information technologies used for records creation, storage, organization, dissemination and retrieval have enhanced the job performance of university registry workers. It has made work easier, reduced cost, improved operations, enhanced customer service, and improved communications among workers (Akinola & Alonge, 2023; Marques, et'al., 2021; Ratna & Kaur, 2016). Information technology has also been found to increase production and saves time in record access, promotes faster communication, enhanced savings in space and furniture, faster handling of routine work, promotes better customer service, improves data storage and file management and enhanced job satisfaction (Cakmak & Tas, 2012; Francis, 2013).

Empirical Review

Abioye (2014) conducted a study on court records management and efficient administration of justice in Nigeria. The study focused on the Court of Appeal and the Supreme Court of Nigeria. The population consisted of 634 records personnel while 160 were purposively selected for the survey (115 from court of appeal and 45 from the Supreme Court). Descriptive survey design method was used to collect data through the use of the questionnaire, interview and observation as instruments for data collection. Simple percentage was used to analyse data. The researcher reported that there was no coordinated records disposal program in both courts thereby causing records accumulation and making storage and maintenance difficult. As a result, inactive records due for disposal were sometimes found among active records, a situation that made records retrieval stressful and cumbersome. Observations also showed the inadequacy of storage facilities making access and retrieval of records very difficult and endangering the physical wellbeing of records thereby hampering the efficient administration of justice and affecting the morale of workers. Abdulrahman (2015) investigated how records are managed for effective administration of universities in North Central, Nigeria. The descriptive research design was used to get the opinion of records personnel in the universities under survey. Data was collected through the use of questionnaire and interview. A total of 801 university staff made up of 284 academic and 517 administrative staff selected from six universities purposively selected from the ten public universities in North central Nigeria. The study found that there was no schedule or standard policy on retention and disposal of records, inadequate personnel for record management, shortage of storage facilities and inadequate training for records officers handling records among others affected the effective administration of the universities.

Akor and Udensi (2014) carried out a study of the assessment of records management system in the establishment division of two universities in Nigeria. The study aimed at investigating the state of record keeping in the Federal University of Technology, Minna and Ibrahim Badamosi Babangida University with the view of proposing strategies that will enhance better management of records in the universities. Purposive sampling technique was used to select 88 respondents from the two universities. The study revealed that there is no policy on records management practices and no disaster preparedness in case of any disaster in both institutions surveyed. Likewise other challenging issues confronting effective records management practices in the universities surveyed were funding, storage space, maintenance, manpower, access to information, inadequate and unskilled records personnel, lack of support from top management which were affirmed by various recent studies in similar contexts (Okon, et'al., 2023; Gesmundo, et'al., 2022; Atuloma, 2021; Alison, 2021). The study of Chukwudebulu (2014) investigated records management practices and administrative effectiveness in assemblies of God church, Nigerian. The study aimed at reviewing how records are managed in the chosen church and their effect on church administration. A survey research design was adopted and total enumeration was used to administer the questionnaire to all the 1,422 administrators and secretaries of the church. Data was analyzed using PPMC and ANOVA. Findings revealed that training of records personnel was inadequate and records managers showed little knowledge of records preservation as buttressed by those of Mohammad, et'al., 2021; Akinola & Alonge, 2023). Likewise, positive relationship existed between records management practices and administrative effectiveness and the level of electronic records utilization influenced administrative effectiveness.

Theoretical Review
Herzberg Two Factor Theory
Frederick Herzberg's Dual-Factor theory of job satisfaction was used to explain the concept of job satisfaction in this study. The theory which uses the motivation-hygiene factors to explain satisfaction and motivation in the organization states that job satisfaction and dissatisfaction are products of different factors which are motivation and hygiene. Frederick's academic research that brought about the theory originated from his book titled 'The motivation to work'. The work focused on a study on job attitudes investigated by Herzberg et al (1959). Motivation factors also referred to as intrinsic factors are achievement, recognition, the work itself, responsibility, advancement/promotion and growth. These are related to an individual's internal state of mind. However, the authors classified extrinsic factors as hygiene factors. These hygiene factors were identified as salary, work conditions, company policy and administration, supervision, relationship with supervisor, relationship with colleagues, job status, job security and balance of work and personal life. These extrinsic factors also called hygiene factors are external to the job itself but exist in the work environment of the employee. Herzberg also argued that both motivators (intrinsic factors) and hygiene factors (extrinsic factors) could not improve job satisfaction by simply improving any of the ten hygiene factors. Rather, job satisfaction can only be improved by increasing the six motivators out of all the identified factors listed.

Records Life Cycle Theory and Records Maturity Model
The records life cycle theory was used to explain records management practices and it is one of the dominant theories in the archival and records management field. The model was invented by Theodore Schellenberg while working in the National Archives of the United States of
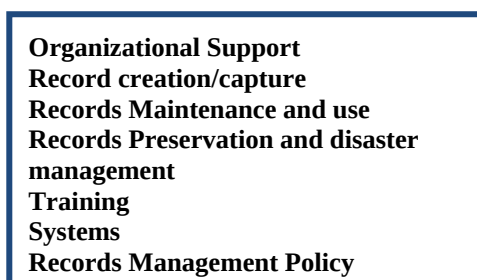
America in the 1930s (Ngoepe, 2008; Shepherd & Yeo, 2003) in response to the ever increasing volume of records produced by public institutions. The premise of the theory is that records are dynamic. They are never static. Records have a life cycle, though some are longer than others. Most times, records are created, used, kept for valid legal, fiscal, or administrative reasons and more likely than not destroyed at the end of their lives, although some with enduring historical value are maintained in archives. The life cycle of records begins at the creation stage. Creating records is associated with capturing of records in different formats in order to provide adequate and proper documentation of a firm's activities which is achieved by adhering to records keeping requirements established by the firm's policy on records creation, keeping and documentation. The second phase of the life cycle theory is using and maintaining records. This includes document control, files and filing equipment management, identification and maintenance of vital records, records requiring protection for security reasons. The last phase is disposition of records and includes the following activities namely scheduling records, retiring, storing and retrieving records, and destruction of unuseful records that have reached the end of their life cycle and preserving historical records. However, in all these stages, there is need to apply policies so as to effectively manage records.
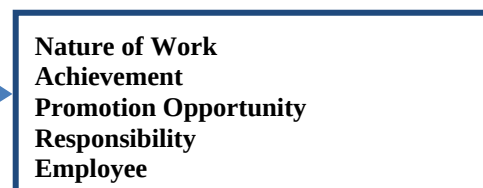
Records Maturity Model

Just as the records life cycle theory, the records maturity model has been developed to help organizations in the effective management of records. Maturity Models are premised on the principle that people, organizations, functional areas and processes evolve towards an enhanced maturity and follow a growth or development process which covers a number of stages (Carvalho, et al 2017). The maturity model was developed by Richard Nolan which was initially used in the realm of information systems. After researching into the use of information systems in large organizations in the United States of America (USA), Nolan proposed a maturity model which initially consisted of 4 stages. In a bid to improve on the first model, Nolan included two more stages. From this model, other models such as the records maturity model have been developed. A maturity model is a structured collection of elements that is based on levels of achievement. The purpose of a records maturity model or tool is to help agencies or organizations assess areas of their records management program in order to determine where improvements are needed most. This can be done covering all recordkeeping processes or practices in an organization unit by unit, identifying the strength and weaknesses of such units and proposing strategies for improvement.

Conceptual Model

Records Management Practices

Job Satisfaction

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┌─────────────────────────────────┐
│ Organizational Support          │
│ Record creation/capture         │            ┌─────────────────────────┐
│ Records Maintenance and use     │            │ Nature of Work          │
│ Records Preservation and disaster│   ──────> │ Achievement             │
│ management                      │            │ Promotion Opportunity   │
│ Training                        │            │ Responsibility          │
│ Systems                         │            │ Employee                │
│ Records Management Policy        │            └─────────────────────────┘
└─────────────────────────────────┘
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Figure 1 *Conceptual Framework for Records Management Practices and Job Satisfaction of University Registry Personnel*

Methodology

Survey research design was adopted for the study. The population consisted of 2,009 university registry personnel across all Federal, State and Private Universities in South-West, Nigeria. This figure represents the total population of registry personnel working in the main registry department of universities in South-West accredited by the Nigerian Universities Commission (NUC). Stratified random sampling technique was employed. The universities were first separated into three strata which composed of federal, state and private. From each of the stratum, 30% of universities were chosen using random sampling. Thus two (2) federal, two (2) state and eight (8) private universities were selected for the study. The fish bowl method was used for the simple random sampling. Each university was written on a paper according to the stratum (federal, state and private), the papers were wrapped and placed in three separate bowls and shuffled together in each bowl. From each of the bowls, the sampled universities were picked. To obtain a considerable number of respondents for the study and avoid any sampling error, census or total enumeration method was used to capture all the registry staff working in the main registry of the sampled universities. Data collected through validated questionnaire was statistically analysed using mean and standard deviation to provide answers to the research questions and regression to test the stated hypotheses.

Table 1 Number of sampled universities and main university registry personnel in South West, Nigeria

S/N	Federal Universities	No. of Personnel sampled	No of Returned Questionnaire
1.	Fed. Univ. of Technology, Akure	75	48
2.	University of Ibadan	92	60
	State Universities		
3.	Lagos State University	95	55
4.	Olabisi Onabanjo University	105	75
	Private Universities		
5.	Adeleke University	55	42
6.	Afe Babalola University	32	20
7.	Babcock University	70	60
8.	Bells University	66	42
9	Caleb University	25	15
10	Covenant University	47	37
11	Lead City University	35	31
12	McPherson University	18	15
	Grand Total	715	500

Source: *National Universities Commission and Human Resource unit.*

Results and Discussion

Data Analysis and Presentation Based on Research Questions

RQ 1: What is the level of job satisfaction of university registry personnel in South-West, Nigeria?

Table 2: Level of Job Satisfaction of university registry personnel

S/N	Statement	ES (%)	VS (%)	S (%)	OSS (%)	NS (%)	Mean	SD	AM
a.	**Nature of Work**								
i.	I am satisfied with various tasks attached to my job.	66 (13.2)	159 (31.8)	204 (40.8)	49 (9.8)	22 (4.4)	3.40	0.98	
									3.63
ii.	I am satisfied with how I make a difference in my unit/department	132 (26.4)	219 (43.8)	114 (22.8)	19 (3.8)	16 (3.2)	3.86	0.96	
b.	**Responsibility**								
i.	I am satisfied with the control I have over my work	67 (13.4)	201 (40.2)	175 (35)	38 (7.6)	19 (3.8)	3.52	0.95	
ii.	I am satisfied with the fact that I have a say in decisions that affects my work	70 (14)	165 (33)	183 (37)	55 (11)	27 (5.4)	3.40	1.03	3.46
c.	**Achievement**								
i.	I am satisfied with opportunities given me to do new and original things on my own	88 (17.6)	157 (31.4)	175 (35)	48 (9.6)	32 (6.4)	3.44	1.08	
									3.41
ii.	I am satisfied with the feeling of accomplishment in my job.	61 (12.2)	143 (28.6)	232 (46.4)	53 (10.6)	11 (2.2)	3.38	0.91	
d.	**Recognition**								
i.	I am satisfied with the kind of recognition I get in carrying out my job exceptionally	63 (12.6)	156 (31.2)	136 (27.2)	118 (23.6)	27 (5.4)	3.22	1.11	
ii.	I am satisfied with the chance given to me to relate with top management in my organization.	70 (14)	173 (34.6)	150 (30)	48 (9.6)	59 (11.8)	3.30	1.18	3.26
e.	**Promotion**								
i.	I am satisfied with my institution's policies as regards promotion opportunities.	70 (14)	101 (20.2)	142 (28.4)	115 (23)	72 (14.4)	2.96	1.25	
									2.96
ii.	I am satisfied with the way my colleagues are promoted in my institution.	60 (12)	119 (23.8)	118 (23.6)	140 (28)	63 (12.6)	2.95	1.23	
Average mean score = 3.34									

Key: **ES = Extremely Satisfied, VS=Very Satisfied, S=Satisfied, OSS=Only Slightly Satisfied, NS=Not satisfied. M = Mean, SD = Standard Deviation, AM = Average Mean**

Decision Rule: If 1-1.49 = Not Satisfied; 1.5-2.49 = Only Slightly Satisfied; 2.5-3.49 = Satisfied; 3.5-4.49 = Very Satisfied;

4.5 -5 = Extremely Satisfied. The criteria mean = 3.0, that is, 5+4+3+2+1=15/5=3.0.

This means that any score below 3.0 is considered low.

Table 2 above revealed that the respondents were satisfied with their jobs as indicated in the overall average mean score of 3.34 on a 5-point scale. Contributing mainly to this level of satisfaction was the nature of work with an average mean score of 3.63. This implies that the registry personnel are very satisfied with the variety of tasks they perform and with how they use their initiative to make a difference in their unit. This helps the workers to come up with ideas on how to perform their given tasks better and may likely boost their level of job satisfaction. This is followed by the feeling of responsibility respondents had in the performance of their work with an average mean score of 3.46. This implies that the personnel are satisfied with the control they had over their work and been able to contribute to decisions that affects their work. For feeling of achievement or accomplishment respondents got on the job had an average mean score of 3.41 showing that respondents were satisfied with the opportunity given them to use their initiative to do new things in their units. Recognition as another indicator of job satisfaction had an average mean score of 3.26. This indicates that respondents were satisfied with the kind of recognition and appreciation they got on the job. Contributing the least to the degree of satisfaction of respondents with their jobs was opportunities available for promotion (2.96). This is considered low. This implies that the respondents are not satisfied with the policies on promotion and the way it is carried out in their institutions. When employees do not trust their institution's promotion policies or not promoted as at when due, it can negatively affect employee morale and their level of job satisfaction which may affect productivity and bring about absenteeism or turn over intentions.

RQ 2: What is the level of records management practices in the university registry in South-West, Nigeria?

Table 3: Level of records management practices

Variable	Levels	Items	Frq. (%)	Mean	SD
Organisational Support	Level 1	University does not have facilities to manage records. Records are only created, used and retained based on worker's knowledge	44 (8.8)	2.6740	.89963
	Level 2	Infrastructure or facilities are in place for controlling records creation, use and retention but not enough to manage records.	178 (35.6)		
	Level 3	Efforts are made for adequate facilities to ensure records creation, accessibility, retrieval and disposal according to policies.	175 (35)		
	Level 4	Infrastructure/facilities are in place to ensure authentic and reliable records are provided in the right format to meet university's needs.	10 (20)		
Records Capture/Creation	Level 1	There are no rules for records capture/creation and workers do not know what record to keep/manage. They only rely on the memory of others and according to the best effort of the worker.	56 (11.2)	2.6400	.92092
	Level 2	There are rules for record creation/capture in some departments/units but the rules are not organized and might be different between departments.	166 (33.2)		
	Level 3	Efforts are made to develop uniform rules for creating/capturing records and staff knows what records to create/capture.	180 (36)		
	Level 4	Rules are developed and clear for all records created across the university and the rules are followed to ensure proper records creation	98 (19.6)		
Systems	Level 1	Systems do not have the capacity to manage records.	85 (17)	2.6060	1.01035
	Level 2	Basic desktop applications are used to manage records/ files and efforts are made to reconfigure existing system to properly manage records. Some level of protection is been applied to secure confidential records.	137 (27.4)		
	Level 3	Computerized tools are in place to support organization of records, retention and disposition of records and safely secure records.	168 (33.6)		

	Level 4	Integrated electronic records management system has been developed to manage paper and electronic records. Access to all records systems is closely controlled and users only have access to needed records while behaviors of users within systems are closely monitored.	110 (22)		
Training	Level 1	There is no training or guidance for staff on records management issues.	101 (20.2)	2.5840	1.06075
	Level 2	Some training is given to new employees on agreed local practice	125 (25)		
	Level 3	Training is provided to staff on request and records management policies and procedures are scarcely mentioned as part of standard staff induction.	155 (31)		
	Level 4	All new staff in the registry are given a detailed session on records management policies and procedures as part of induction. There is also regular staff training on records management issues.	119 (23.8)		
Maintenance and Use	Level 1	There are no rules/ measures to guide use of records by staff and records are stored wherever there is available spare space with no regard for the nature of records.	56 (11.2)	2.4720	.87564
	Level 2	There are rules in some units to guide certain records like finance records but arrangements are in place to secure confidential records in restricted areas while some units ensure records taken out are signed for.	225 (45)		
	Level 3	Rules exist for proper documentation of all records across the university registry and efforts are made to have standard methods of file/record naming, classifying and retrieving records.	146 (29.2)		
	Level 4	There are rules to guide the use of records and destruction of unuseful records. Also records are constantly updated and storage facilities are clean and well secured.	73 (14.6)		
Preservation/ Disaster Management	Level 1	No preservation plans in place and so records are unrecoverable in case of destruction. Record storage is not well managed and control on access to records is weak.	98 (19.6)	2.4520	1.01871
	Level 2	The registry unit has taken steps on emergency remedial activities to recover records which can easily be destroyed. Also, vital records have been identified but pressure on space has caused confusion on what to keep or remove.	177 (35.4)		
	Level 3	Records required for permanent preservation have been identified and a central archive is established as an official site for vital records.	126 (25.2)		
	Level 4	A comprehensive preservation and disaster management plan is in place to manage records by staff. Vital records are checked regularly to ensure they remain intact and there is preservation policy and retention schedules which are applied by authorized trained records management staff.	99 (19.8)		
Records Management Policy	Level 1	There are no policies for records management and no serious effort by senior management to formulate policies.	171 (34.2)	2.2940	1.16028
	Level 2	Some departments have established local policies covering some aspects of records management in response to certain needs but the policies are not usually updated.	124 (24.8)		
	Level 3	There are plans to draft a records management policy for the university. Suggestions are welcomed from professionals and others at managerial level. Records policies may exist in other policies.	92 (18.4)		
	Level 4	Policies have been established and endorsed by senior management and it is made widely available to all staff. Also a review date is included in the policy.	113 (22.6)		
	Overall Average Mean Score = 2.53				

Level 1=Absent (no evidence of the need to manage records), Level 2=Aware (local attempts to manage records), Level 3=Defined (coordinated attempts to improve), Level 4=Embedded (effective records management is fully integrated within the university).

Decision Rule: If 1-1.49 = Very Low; 1.5-2.49 = Low; 2.5-3.49 = High; 3.5-4.0 =

Very High. The criteria mean = 2.5, that is, 4+3+2+1 = 10/4 = 2.5. Therefore, any score below 2.5 is considered low.

Table 3 shows that the level of records management practice is high judging by the average mean score of 2.53 on the 4 point scale. Organizational support as an indicator of records management practice contributed most to this high level with a mean score of 2.67. This indicates that universities are making efforts to ensure adequate facilities for records management even though these facilities are not yet enough to cater for the large volumes of records generated by the university registry. Next to organizational support is records capture or creation with a mean score of 2.64 which is considered high. This implies that there are local rules for capturing records but these rules are not well organized across departments. However, efforts are still being made to develop uniform rules for records capture though records officers are aware of what records to capture. Records capture is followed by the mean score of systems (2.61) which shows that the use of information technology to support organization of records has improved the management of records but security checks are still weak. With a mean score of 2.58, registry personnel were of the opinion that training is provided to staff but mainly on request by the department. However, records management policies and procedures (level 3 under training on Table

3) which should form part of the induction exercise is scarcely mentioned. This shows the weakness in the training program conducted for the university registry personnel. For the maintenance and use of records, the average mean score is low (2.47). This implies that records were not properly maintained and used as they should because rules for maintenance and use of records are not available and so each unit develop their rules as they deem fit. This also applies to preservation and disaster management with a mean score of 2.45 which is considered low. This implies that preservation or disaster plans for university records are inadequate. The registry only tries to identify important records but preservation plans and policies to guide vital records preservation and disaster management are either inadequate or not available at all. Records management policy with a low mean score of 2.29 also shows the absence of a well-developed functional policy to guide the management of university records.

Test of Hypothesis

The hypothesis for this study was tested using regression analysis. The result obtained revealed the influence of records management practices on job satisfaction

Hypothesis: Records management practices will not significantly influence job satisfaction of university registry personnel in South-West, Nigeria.

Table 4: Influence of records management practices on job satisfaction of university registry.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.531	.113		31.205	.000
	Organizational Support	.203	.042	.259	4.822	.000
	Records Capture/Creation	-.022	.040	-.029	-.552	.581
	Maintenance and Use	-.098	.048	-.122	-2.052	.041
	Preservation and Disaster Management	.001	.036	.001	.029	.977
	Training	.237	.036	.355	6.489	.000
	Systems	-.074	.042	-.106	-1.758	.079

Records Mgt. Policy	.065	.035	.107	1.867	.062

R= 0.424
$R^2 = 0.179$
Adjusted $R^2 = 0.168$
F = 15.367

Table 4 reveals that records management practices showed a positive statistical and significant influence on job satisfaction (Adj. $R^2 = 0.168$, $F_{(7,493)} = 15.367$; $p < 0.05$). Furthermore, individual indicators of records management practices such as organizational support ($\beta = 0.259$; $t = 4.822$; $p < 0.05$) showed a positive statistical and significant influence on job satisfaction likewise maintenance and use ($\beta = -0.122$; $t = -2.052$; $p < 0.05$) and training (($\beta = 0.355$; $t = 6.489$; $p < 0.05$). On the other hand, records capture or creation did not show any statistical and significant influence on job satisfaction ($\beta = -0.029$; $t = -0.552$; $p > 0.05$), likewise preservation and disaster management ($\beta = 0.001$; $t = 0.029$; $p > 0.05$), systems ($\beta = -0.106$; $t = -1.758$; $p > 0.05$) and records management policy ($\beta = 0.107$; $t = 1.867$; $p > 0.05$) did not statistically and significantly influence job satisfaction. Therefore, the null hypothesis was rejected.

The coefficient of determination (R^2) value of 0.179 (17.9%) indicate that the dependent variable job satisfaction is impacted by only 17.9% of organizational support, records capture or creation, maintenance and use, preservation and disaster management, training, systems and records management policy, that is, the individual constructs account for only 17.9% impact on job satisfaction. This further implies that statistically, there are about 82.1% of other constructs or indicators of records management practices that have impact on job satisfaction but which are not included or catered for in this model.

Discussion of Findings
The first research question of this study revealed that the university registry personnel are satisfied with their jobs with an average mean score of 3.34. Furthermore, from all the indicators used to measure job satisfaction, respondents indicated that they were very satisfied with the nature of work (3.63), and satisfied with responsibility (3.46), achievement (3.41) and recognition (3.26) while satisfaction with promotion recorded a low level (2.96). However, the study revealed that the job satisfaction level of the registry personnel can still increase if given a boost especially in the arrears of recognition for a well done job, giving reward for high achievement, promoting personnel as at when due and improving the nature of work by job rotation, making jobs more interesting and challenging and giving personnel more responsibility. Danish and Usman (2010); Dartey-Baah (2010); Zeb et al (2015) in their various studies found out that recognition programs drives employee motivation which brought about long lasting satisfaction especially after carrying out a difficult task successfully. In terms of responsibility, Olajide et al (n.d.) suggested that when employees are empowered by giving them responsibilities, they become more committed and motivated for excellent performance thereby delivering quality service which in turn brings feelings of satisfaction to the employee.

On achievement, the study by Aloysius (2012) indicated that the need for achievement play an important role in job satisfaction and performance of employees. Likewise, the study of Ogunleye and Osekita (2016); Tutar et al (2011); Marwan et al (2016) testified of the significant influence of achievement on employees in organizations. On the nature of work, Saari and Judge (2004) and the survey done by the Society for Human Resource Management (2012) found that

the nature of work was a very important factor in determining employee job satisfaction. On the contrary, Lehman (2014) reported in his study on facets of job satisfaction that nature of work did not influence job satisfaction. However, the researcher is of the opinion that only jobs that are stimulating, exciting and engaging can bring out the best in employees and make them happy, thereby increasing their job satisfaction level.

It was also revealed in this study that respondents were not pleased with the promotion policies of their institutions. This occurrence makes employees experience low job satisfaction. This finding is in agreement with Lehman (2014); Yaya (2016); Naz et al (2013) all emphasized that one of the most dissatisfying aspects of a job that an employee can experience is the feeling of being stuck in their position or lack of opportunities for growth on the job. Opportunity for promotion can bring about a high level of commitment to organizations by employees once they are satisfied with various opportunities available for promotion in their organization or institution. Ali and Akhter (2009); Ashraf and Joarder (2010); Arah et al (2011); Lehman (2014) all reported that opportunities for promotion and career growth both served as determinants for job satisfaction.

The second research question that guided this study was determining the level of records management practices. The study revealed that the level of records management practices was high (2.53). However, maintenance and use (2.47), preservation and disaster management (2.45) and records management policy (2.29) all indicated low levels of records management practice. These figures showed that the level of records management practices in most South-West Nigerian universities is still at a critical level. This is mostly attributed to inconsistencies in the capturing or creation of records, maintenance and use of records, inadequate training of personnel handling records, inadequate information technology to manage records, absence of preservative measures for vital records, disaster unpreparedness of universities in case of disaster, absence of retention and disposition schedules and records management policies. Without documented policies, manuals and schedules to direct the management of records, records officers will continue to encounter challenges where records management is concerned. Akporhonor and Iwhiwhu (2007) in a study on the management of staff records at Delta state university library, Abraka, Nigeria, found that there was lack of professional skills and competence among the staff in charge of records because of lack of training in records management or archives administration. Ndenje-Sichalwe (2011); Abdulrahman (2015); Akor and Udensi (2014), Kalusopa and Ngulube (2012) all reported that records management officers were not sufficiently prepared and so do not know their right from left in records management which has affected records management in developing countries like Nigeria among others.

Kalusopa and Ngulube (2012) investigated records management practices in labour organizations in Bostwana. They found that there was no documented policy on the types of records created for labor organizations. Earlier, Chiyemba and Ngulube (2005) in their study on managing records at higher education institutions which was centred on Kwazulu-Natal University also found that the university fell below standard when it came to maintaining records series which documented their functions. In situations where resources such as policies, manuals and guides, schedules which serve as controls at every stage of the life of a record and which are needed to effectively manage records are not in place, there is build-up of records (current, semi-current and old records) which may lead to confusion and inconsistencies in the management of records and may equally

result in stress and frustration for the employee. These empirical studies agree with the findings of this study that there is still a lot to be done where records management is concerned in most universities in the South-West and in Nigerian universities as a whole.

For the test of hypothesis, the study revealed that records management practices showed a significant positive influence on job satisfaction (Adj. R^2 = 0.168, $F_{(7,493)}$ = 15.367; $p < 0.05$). Thus the null hypothesis was rejected. This is in line with the study of Chukwudebulu (2014) who reported in his study on records management practices and administrative effectiveness that there is a positive relationship between records management practices and administrative effectiveness. Allison (2021), Alison (2017) also reported a positive relationship between records management practices and employee job performance. However, individual constructs of records management practices such as records capture or creation, preservation and disaster management, systems and records management policy did not have significant influence on job satisfaction. This indicates that even though these constructs do not affect the job satisfaction level of registry personnel, they are very important in the effective management of records in university registries. Kulcu (2009), Kalusopa and Ngulube (2012), Ugwuanyi et al (2015) all reported the importance of these construct in the management of records.

The study further showed that organizational support, maintenance and use of records and training showed a significant positive influence on job satisfaction. This indicates that without organizational support for the proper management of records, the university registry personnel will not have the necessary resources to manage records and without the accurate maintenance and use of records with adequate training to support the personnel on the job, the personnel cannot perform his or her duties as expected. This can eventually lead to frustration and stress for the employee. Akporhonor and Iwhiwhu (2007) among others in their study on management of staff records, found out that for records managers to be efficient and satisfied with their jobs, professional training in records management is necessary. Contrary to these findings, Lehman (2014) reported no significant influence of training on job satisfaction. However, the researcher is of the opinion that training is very important for the university registry personnel because it helps the personnel to be more informed, understand the job and be better prepared for quality service delivery which on the long run serves to boost employee morale and increase job satisfaction level.

Conclusion

From the findings and discussion, the study concluded that the respondents were satisfied with the nature of work, responsibility, recognition and achievement but not satisfied with promotion policies. If workers are not satisfied with the promotion process among other favourable conditions that can enhance satisfaction, there will be a decrease in productivity and increase in absenteeism and turnover. There is evidence of records management practices in the universities but it can still be enhanced to be more effective. Furthermore, the result from the hypothesis testing showed an influence of records management practices on job satisfaction of university registry personnel. This implies that records management practices is an important factor in achieving a high level of job satisfaction for employees. Therefore, based on these findings, it can be concluded that providing the required infrastructure and policies for effective records management practices will go a long way in enhancing the level of job satisfaction of university registry personnel.

Recommendations

Based on the findings that were revealed in this study, the following recommendations are proffered:

1. The university administrators should focus on those factors that are important in enhancing the job satisfaction of the university registry personnel especially in the area of promotion. Also, policies on promotion should be made clear and be readily available to all staff so as to clear all doubt and prevent unequal treatment of employees.
2. The university registry should be mandated by the university administration to come up with rules to guide the maintenance and use of records across all departments in the university. Training of registry staff in the maintenance and use of records should also be mandatory.
3. University administrators should provide more infrastructure and equipment for the storage of records and put in place disaster management plans to preserve records in case of disaster. In addition, a committee composed of records officers should be set up to formulate policies for the management and preservation of university records.
4. In addition, the study recommends that the Nigerian Universities Commission should make the establishment of university records center and archives a criterion for institutional accreditation.

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