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## 2.1 Introduction and Summary

- ❑ **The research topic :** Creation and Management of Academic Records for educational Service Delivery in Tertiary institutions
- The purpose of this study is to examine the causes of, inadequacies, inaccuracies and inconsistencies in academic records keeping and management which leads to inauthenticity, non-reliability and untrustworthiness of academic records in tertiary institutions in recent times,
- ❑ To investigate the extent to which traditional theories of records management explain the ever increasing challenges of human interference and the impact on quality service delivery in records keeping and management systems of our time

# Problem Statement

- Records keeping and management practices in tertiary educational institutions have been plagued with
  - ❖ Increasing enrolments of students, institutional procedural inappropriateness leading to wrong classification of data, unauthorized alteration and falsification of active records in the midst of inadequate professional knowledge and skill incompetence, moral decadence among students and abysmal academic performance which is a sign of academic self-inefficacy have profoundly affect sound and effective records keeping and management practices with particular reference to eroding credibility of degrees awarded to graduates and quality service delivery by records practitioners in tertiary institutions.
  - ❖ Students using social capital as motivation for academic achievement (Bourdieu, 1983, 1985, 1989, Coleman 1986) Putnam 2001, 2004)
- Earlier researchers on authenticity of records (Duranti, 1995), Australian Records management Association (2000) on Policy Domain of Records Management including Ebele 2005, Fassasi (2008), Ashbai (2011), Wutte (2011) in their results left gap on social variables influencing record creation and quality service delivery in respect of Servqual/Servperf conceptualisation. Elizabeth&Yeo (2003) on records management theory also left a gap.

# The Significance Of The Study

The study made three major contributions to knowledge

- The extension of the records management theories to include:
  - Allied theories (Buckland M. 1998), (Boyce, Bert and Donald. H. Kraft 1985)
  - The extension of the Records management literature to include a marketing concept on quality service delivery in the context of the Servqual/Servperf concepts, PZB & Salomi 2005).
  - The allusion to literature of Social Psychology.
- The findings of the study support, Boyce, Bert and Donald H. Kraft ,1985 positions on records management theories that it must be seen in the context of intellectual debate.
  - The **policy implication:**
    - (Emery,2005, Liado 2009 and The National Archives of Australia 2000,
    - The authenticity, reliability and trustworthiness of records( Duranti 2005)
  - **The practical implications:**
    - The results are line with the five scale of measuring service quality such as Tangibility, Responsiveness, Reliability Assurance and Empathy.

## 2.2 Literature Review

- Theoretical framework : The records life cycle, principles of proof of original order and the records continuum model (Schellenberg 1956) in Adams (2010), Shepherd & Yeo (2003) Pen et al (1994) and Atherton (1988).
- ✓ A Theoretical knowledge gap have been identified in the studies on the above theories.
- ✓ Allied Theories stated in the current study filled the theoretical gap (Buckland,M. (1998) and Boyce, Bert, Donald and Kraft (1985)
- ✓ Specific Allied Theories
- ✓ General Systems Theory (Alter S. 2001), (Ludwig B. 1936)

## Literature Review cont.

- ✓ Social Capital (Plateau & More 1994), Putnam (2004, 2001, 2000)
- ✓ Critical Realism (Archer, M.S 1998)
- ✓ General Deterrence Theory (Schuessler, 2009)
- ✓ Lemon Market Theory (Arkerlof G. 1970)
- ✓ Illusion of control Theory (Kottemann et al 1994)
- ✓ Garbage-can Theory (Cohen, M. March, J. Et al 1972)

# Empirical Review

- Defining records and explaining their importance
- Records are a product of organization activity (Elizabeth & Yeo 2004)
- Records are information created (ISO 15489:2012)
- Ensuring that records are captured systematically (Elizabeth & Yeo 2004)
- Some current issues in records management (McKenmish & Reed, 1999), the social media, Enron debacle.
- Records creation and delivery of service by records practitioners (Cassel, Zambela, 1996, Brown 1996 and Eynine, 2001)

## Empirical Review cont.

- Educational management and Policy framework (Bush and Bells (2005))
- Education and concomitant human infractions (Bono 1970)
- Quality Assurance (refers to the determination of standards (Murgtroyed and Morgan, mentioned in Whitaker (1998))
- Records and Service quality (PZB ) 1994)

## 2.3 Research Methodology

- Instrumentation(two sets of questionnaires were designed for records officers on one side and teaching faculty and final year students in the other side from the selected study institutions.
- Ethical consideration
- Data collection
- Self administration of questionnaire
- Data Analysis (inferential statistical and correlational analysis.

- Phenomenological study use many methods (Badu-Nyarko, 2010) others refer to it as mixed methods (Cresswell, 2002)

### Study Design.

- Descriptive design with qualitative and quantitative data analysis (Ocran 2012) (Baumgartner et al (2002))
- Sampling Method
- Purposive Sampling and Cluster Sampling

Table 1.0 **Selection of Study institutions**

	No of institutions	Sampling population	Staff	%	Students	%	Total	%
<b>1. CA</b>	2	1,280	500	25.0	300	15.0	800	40.2
<b>1. CB</b>	5	1,121	250	13.0	385	19.0	635	32.0
<b>1. CC</b>	3	710	265	13.0	290	24.4	555	27.9
<b>Total</b>	10	3,111	1,015	41.0	975	58.0	1990	100

• *Source: field Survey 2012*

- Cluster A = Public Universities - 2
- Cluster B = Training Institutions - 5
- Cluster C = Private Universities - 3
- Total - 10

## 2.4 Presentation, Analysis and Discussion of Study Results

- Distribution of sample size according to each cluster of the study institutions.
- **CA-** 800 staff members and final year students- 40.0%,
- **CB-** 635 faculty officers, record practitioners and students were sampled representing 32.0% and
- **CC-** 555 representing 27.0%.
- **Research objective one:** to investigate policy domain of creating, keeping and managing records.
- **The research question 1:** To what extent is the management of students academic records driven by institutional policies?

Chi-square analysis was used for the analysis of the data. (62.4%) affirm the results while (19.9%) were not sure.

The policies are specific, however there is not evidence to show that the policies are institutional specific, in that they do not reflect the specific aspect of the nature, the operations, and functions of these institutions as they relate to the type of students records managed by these institutions.

- ✓ **Implication For Practice:** The lack of the institutional uniqueness of these policies do not reflect the fact that commonalities between institutions operating in what could be described as common areas of business operations do influence the type of policy they adopt to support their operations and functions.
  
- **Results:** Tertiary institutions in Ghana have policies in place for managing academic records.
  
- **Objective 2, to investigate how the policy evolved. research question 1:** How did the policy framework evolve in the institutions?
  
- **Results:** Records management policies in tertiary institutions emanate from academic boards (26.2%) whereas 8.5%, 7.3% and 5.5% indicated that the policies evolved from the institutional councils and the ministries of education.

- **Research question 2:** What is the current trend of academic record keeping and management practices in tertiary institutions?
- **Results:** The respondents strongly agreed that their institutions, identify, classify and store records ( mean= 1.4, stdv. =0.67) and balance access to records by the requirements of confidentiality, data privacy and public access (mean= 1.7, stdv.= 0.76). The results showed that many tertiary institutions are now switching from purely paper based record keeping systems to electronic-base record management (Hybrid Systems)

- **Implication For Theory**

The deferred action theory and the concept of isomorphism used in the study support the current trend of record keeping and management practices in tertiary institutions.

- **Objective 3**, research question 1: How is the quality of service delivery in academic record keeping and management practices in tertiary institutions?
- **Results:** issues under this section were guided by the Servqual model (tangibility, reliability, responsiveness, assurance, and empathy) (PZB and Berry 1988). Tertiary institutions both public and private have modern equipment and software constitute part of their quality service delivery processes.
- **Implication for theory and practice:**  
Despite the increasing usage of modern equipment for record keeping and management practices, there is an evidence of low tangibility of the record keeping systems in the institutions. This is likely to reduce confidence people have in the creation and management of academic records. Tangibility here means the record keeping systems and environment must be appealing and trustworthy

## 2.5 Summary and Conclusions

- Records management professions have undergone a paradigm shift,
- The dawn of social media such as (Wikis, face book, Twitter,whaats-up,etc) against the traditional records Management principles, concepts and practices.
- Records management profession is no longer viewed as trivial. The importance of the philosophy of management in both large and small organizations have boost the image of records management profession. This has also extended the terminologies in records management. For example,
- (Records and information management (RIM); however in the midst of these developments a theoretical knowledge gap has been identified in the records management literature.

## Summary cont.

- The allied theories provided in this study have contributed to fill
  - the theoretical knowledge gap identified in the records management literature.
  - The synthesis of the variables investigated were based on the conceptual framework .
  - This implies that challenges face by records independent variable which is the National Policy for academic records management.
  - The other participating variables:
    - internal institutional policy frameworks for
- technology adoption in higher educational institutions.

- It has been affirmed in principle by this study that the phenomena of data falsification, unauthorized changing of students grades for obvious reasons are never new in academic circles, technology has exacerbated this improprieties in recent times which requires both critical thinking and lateral thinking (Bono,1970)
- The explicit understanding of the phenomena for decision making could not be done only by the traditional records management theories.
- The use of allied or borrowed theories have better explanations for the challenges of increasing human interference in keeping and managing academic records. .
- The last chapter provides the summary of the main findings,
- the theoretical epistemology, applications and implications of the results and finally recommendations for future research.

Finally, the gaps identified in the records management literature have been filled by this study:

1. The extensions of the traditional theories in records management to include allied theories. There are a number of theories supporting records management, but they belong to allied disciplines and are used when the need for action found on principles manifest itself. (Buckland M. 1982), Theories for records management should not be seen in isolation but also from the context of intellectual debate, (Boyce, Bert and Donald. H. Kraft 1985).
2. The extension of the Records management literature to include a marking concept on quality service delivery (  Servqual/Servperf ) propounded by PZB & Salomi 2005).
3. The allusion to the literature of Social Psychology where students now rely social contact as motivation for academic achievement which negates the precepts of meritocracy.

**END OF PRESENTATION**

**THANK YOU**