

**INFORMATION MANAGEMENT TECHNIQUES AND EDUCATIONAL ADMINISTRATOR'S JOB PERFORMANCE IN TERTIARY INSTITUTIONS IN RIVERS STATE.**

**Amadi, Emenike Onyemuche (Ph.D) and Akpelu, Frankline Ekwueme (Ph.D)**  
**Department of Educational Management, Faculty of Education,**  
**Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State,**  
**Nigeria**

*Email: amadiemenike2@gmail.com, akpelufrankline@yahoo.com*

**ABSTRACT**

*This study assessed the relationship between Information management techniques and educational administrator performance in Tertiary Institutions in Rivers State. The study was conceptualized given the dimensions of information management techniques as strategic information, information security strategies and record management policies while office managers performance are decision making service delivery. Three (3) objectives, three (3) research questions were raised and six (6) hypotheses guided the study. The study adopted a descriptive survey research design to assess the correlation between information management techniques and educational managers' performance. The population of the study was 260 educational managers' of two selected tertiary institutions in Rivers State, where a sample size of 155 was drawn. Stratified random sampling method was used in selecting the respondents. A self-administered structured questionnaire was distributed to respondents. Mean, Standard deviation and percentages were used to analyze responses from the questionnaire while Pearson Product Momentum Correlation Coefficient was used to test all the hypotheses. For the data analysis, SPSS (23.0) was used. The Findings of this research revealed that there is a statistically significant relationship between Information management and office managers performance in Tertiary Institutions in Rivers State, the study thus, concludes that a significant relationship exists between Information management and educational managers. Based on these findings a number of recommendations were made amongst which -are the need for development that will improve the management of records in the institutions.*

**Keywords: Information Management Strategies, Job Performance, Strategic Information Management, Information Security Management, Record management Strategies, Educational Administrator, Educational Managers.**

**INTRODUCTION**

Information has been described by Laudon and Laudon (2010) as data that have been processed meaningful and useful form. Earlier on, Pijpers (2009) described information as intangible 1 abstract, existing only through human perception and assessments, Pijpers added that information is the only resource of organisations which is self-multiplicative and does not lose its upon exchange. Pijpers views suggest that in effect, information is expandable, while its free maximizes its use. The implication is that when data, raw facts and figures are transformed they assume features that are Unique and useful in the life of organisations, Accordingly, Dorr et al, (2013) argued that information is one of the world's most important resources since it is needed to solve problems and make decisions affecting both the present and the future.

The usefulness of information as a resource is seen in the various roles that it plays in achieving organisational objectives. Researchers, including Adams (2006) and Al Mobaideen et al. (2013) have also indicated that information provides the relevant intelligence, and serves as a valuable business resource, by providing knowledge that helps to reduce uncertainty in office managers' performance, and consequently, aids planning and evaluation, while serving as means of communication, motivation and learning (Saloojee et al., 2007; Laudon & Laudon, 2010). These writers maintain that information corrects or confirms previous information and has surprise value in that it tells something the receiver did not know or could not predict, and it has value in the decision-making process in that it changes the probabilities attached to expected outcomes in a

decision-making.

However, Ebbighausen (2011) opined that in order for the information to be useful and provide the needed knowledge, it must be relevant for its purpose, accurate, understandable and delivered on time, and these can only be achieved through effective information management. Similarly, Dorr et al. (2013) argued that the degree of success enjoyed by an organisation and its members depends largely on how well information is managed. Consequently, information management has been defined differently in information management literature. Akotia (2003), Kargbo (2005), and Robertson (2005) have defined information management to include all processes for gathering, managing, disseminating, leveraging and disposing of all types of information assets within an organization. Ebbighausen (2011) added that it is the systematic, imaginative and responsible in collection, storing, processing and distribution of information in order to create and use information that will contribute strategically to the achievement of organisation's goals. In contributing to the literature, Akortsu and Abor (2011) stated that information management ensures that groups and individuals have efficient access to and make effective use of information. This connotes that information management is a framework by which resources are collected, coordinated, processed, controlled and managed through successive stages in order to provide information to various users for one or more purposes in an organisation.

Relevant information, whether internally generated or externally available, is still not tapped, Management and operational functions at both the macro and micro levels (in government and in private organizations) are performed without the benefit of timely, relevant and reliable % information. In many organizations we find a great number of different information resources managed in a diffuse way. There are no vertical or horizontal connections and the resources are not applied in a synergistic way toward the fulfillment of strategic objectives.

Information is thus a valuable resource, and arguing from the point of view of the resource-managed in a diffuse way. There are no vertical or horizontal connections and the resources are not applied in a synergistic way toward the fulfillment of strategic objectives.

Information is thus a valuable resource, and arguing from the point of view of the resource-based theory, Akio (2005) indicated that the resources possessed by an organisation are the primary determinants of its performance, which consequently may contribute to its sustainable competitive advantage. These resources according to Barney (1991), include all assets, capabilities, organizational processes, firm attributes, information, knowledge, and other intangibles controlled' by the organisation. But according to Feather (2004), in order for information to support organisational competitive advantage it should have some special qualities that increase the value offered to customers by increasing differentiation or/and decreasing the costs of the production (Tokuda, 2005).

The educational system especially at the tertiary level has rapidly become digitized at all levels, including the production, dissemination and transfer of knowledge. Despite the clear need for educators and learners to share knowledge, it is interesting that the initial impetus for introducing information technology (IT) into education often comes from the technology itself rather than from educational need. It follows that the benefits of ICT investments must be effectively managed in education, as they are elsewhere; as Ward and Daniel (2012), in education (as in any kind of enterprise) the 'pull' is more important than the 'push'; managing information promises more benefit than managing information technology. But, what exactly is it that sits between the achievement of the benefits of good information management and the technology that underpins it? And what is meant by 'information management'?

These are questions that all educational administrator must ask, do in educational sector. Therefore, it is surprising to find a lack of specific research into the information management in education, despite the fact that these are times of great technology-induced change (Botha 2009; Motala 2009; Bytheway 2013). Change is happening fundamentally at the level of social behaviour (Angell 2000; Shirky 2008), and in education and knowledge management in Nigeria and elsewhere (Moloi 2007; Omona, Van der Weide & Lubega 2010).

In reading educational research, the word 'management' is not often found: a review of more than 700' articles published over the last 20 years found very few that specifically addressed the

management of information technology and information systems in educational sector; some are old and many are from developed regions of the world (Michael 1998); some point clearly to practice in regular management in business in order to find answers (Uys 2007:239), others argue for the use of systems analysis methods (Hardman & Paucar-Caceres 2010:168) or they verge on speculation (Bhusry & Ranjan 2012:315). When management is mentioned, it is often to decry the problems created by 'management', as if managers were separate from the real world of educational practice.

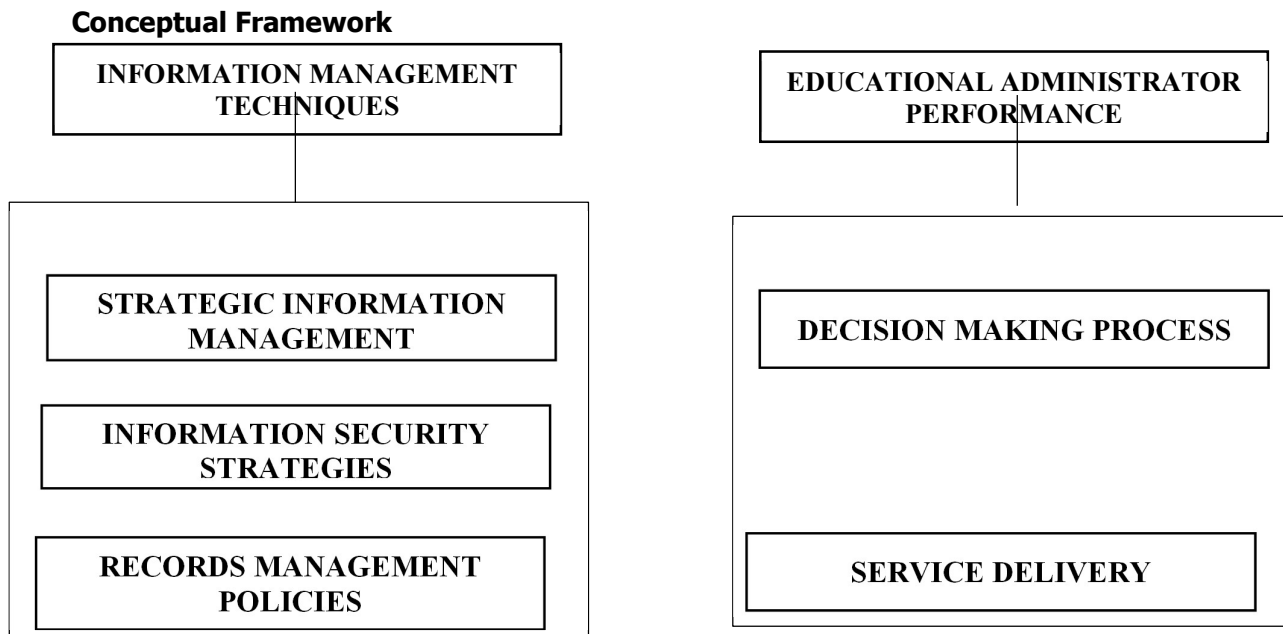
In much of the expert analysis that is available, there is little that specifically addresses the information management at a strategic level, or even at a systems level. The focus is commonly on pedagogy, didactics, specific technologies or contextual and social issues. The question arises: It is we need to widen our viewpoint, and examine the educational processes and information resources that can be improved by better information management, rather than the generalities of context or the specifics of information technology?

More so, a few researches that was carried out on information management only focused on specific dimensions of information, management at the organizational level but were devoid of examining the information management techniques used and their effect on employees' job performance at a strategic level. Hence, the central problem addressed here is that there is need to examine the relationship between information management technique at a strategic level and office 'managers' performance in tertiary institutions. It is against this background that this study was set to examine the state of information management techniques in Nigerian tertiary institutions and how these techniques relate with the job performance of office managers.

### **Statement of Problem**

Theoretically, there is abundant literature on information management practices and its impact on organisational performance in the developed countries, however little attention has been given to information management practices and techniques in developing countries, including Nigeria. While studies show that, globally and in Nigeria, information is seen as a vital resource in archiving organisational objectives and therefore its management is important (Mensah & Adams, 2014), Other researchers, including Akortsu and Abor (2011) have concluded that Nigerian educational institution do not give information management the attention it desires and as a result it has affected their job performance (Akortsu & Abor, 2011).

It is against this background that this study was conducted to examine the information management techniques and their relationship with educational managers' performance in tertiary institutions. The specific dimensions of interest were strategic information management (SIM), Information security strategies and records management policies with respect to information management techniques as the independent variable as well as office managers' performance measured by office managers' performance, and service delivery as the dependent variable.



**Fig. 1.1** Conceptual Framework on Information Management Techniques and educational administrator Performance.

Source: Researchers' Conceptualization (2022)

The purpose of this study is to examine the relationship between Information Management Techniques and Educational Managers' Performance in Tertiary institutions in Rivers State. The specific objectives of the study are:

1. To examine the relationship between strategic information management and educational managers.
2. To determine the relationship between information security strategies educational managers' performance in tertiary institutions in Rivers State.
3. To examine the relationship between records management policies and educational managers' performance in Tertiary institutions in Rivers State.

#### 1. 4 Hypotheses

To achieve the objectives of the study, the following null hypotheses were formulated:

**HO<sub>1</sub>:** There is no significant relationship between strategic information management and educational managers' performance in Tertiary institutions in Rivers State.

**HO<sub>2</sub>:** There is no significant relationship between information management security strategies and educational managers' performance in Tertiary institutions in Rivers State.

**HO<sub>3</sub>:** There is no significant relationship between record management policies and educational managers' performance in Tertiary institutions in Rivers State.

#### Theoretical Review

A theory is the explanatory device for comprehension, clarifying, and making forecasts about a given topic (Kothari, 2006). The Resource-based view theory was received to portray, clarify, anticipate and control the issue that was under study. Resource-based view Theory was the key theory under which the deductive arguments of the study were based which underpinned this study as discussed.

Resource Based View model was established by Barney (1991) and is one of the concepts applied by modern competitive firms in the dynamic business environment when formulating, implementing and monitoring strategies. As indicated by Pearce and Robinson (2013), Resource

Based View is a strategy for evaluating and finding an organization's vital rewards on the premise of examining its key blends of benefits, abilities, capacities and intangibles as a firm. Maintainability of hierarchical aggressiveness depends on interesting assets of the association that range from representative abilities, innovation, client advancement and new item improvement. The theory suggests that a firm has a managed upper hand over another firm and when its competitors can't imitate its methodologies. While resources are the wellspring of a company's knowledges, capabilities are the principle source of its competitive advantage. An organization (has a competitive advantage over its competitors, when it has a relative favorable position over another firm and when this preferred standpoint is not being executed by any contender Thompson, Gamble & Strickland, 2012).

This theory underpins this study based on the notion that information management technique adopted by tertiary institutions are a strategic resource that would contribute to improved performance of educational managers. Inability to imitate the new technologies by educational players and integration of systems with modern technologies will enhance efficiency and effectiveness of tertiary institutions in Rivers State. Training employees and investing in modern information management technique are unique capabilities that will give tertiary institutions a competitive edge in the changing business environment.

## **METHODOLOGY**

The study adopted a descriptive survey research design to assess the correlation between information management techniques and educational managers' performance in Tertiary institutions in Rivers State. The population for this study is comprised of all the two hundred and sixty (260) educational managers of two selected tertiary institutions in Rivers State. These are regarded in this study as the three levels of educational managers(s) such as Senior Management, Middle Management and Low management. The total population of this study is summed up to 260. This study adopted the stratified random sampling blended with purposive sampling. Stratified random sampling which involves dividing the population into homogenous sub groups and thereafter taking simple random sampling in each sub group to determine the respondent. A sample size of respondents was selected for the study using Krejcie and Morgan (1970) Sample Determination Table.

The study used copies of questionnaires to collect primary data from the respondents. Two sets of questionnaires were used which was titled Information Management Technique assessment Questionnaire (IMTAQ) and Educational Managers' Performance Evaluation Questionnaire (OMPEQ). The questionnaire was divided into different sections and each section aimed at addressing a particular variable of the study. The questionnaire was signed along the 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was analyzed using Statistical Package for the Social Sciences (SPSS) Version 23. Pearson correlation analysis, set at  $p < 0.05$  significance level, will be used to determine the relationship between variables.

## **Results/Findings**

**Ho<sub>1</sub>:** There is no significant relationship between strategic information management and of educational managers' performance in tertiary institutions in Rivers State.

Table 4.7 Correlation between Strategic information management and educational managers' performance.

Variables	Mean	SD	N	R	Sig	Decision
Strategic information management	2.82	.494	114	.462**	.000	Reject Null Hypothesis
educational managers' performance	2.41	.596				

\*\* Correlation significant at 0.01 level

Source: SPSS Data Output based on Field Survey (2021)

Table 4.7, shows a correlation coefficient (r) value of 0.442 using a 2 tailed test  $p = 0.000$  at level of significance. Since the significance value of 0.00 is less than ( $<$ ) 0.01 alpha levels the null hypotheses is hereby rejected and the alternate accepted. This implies that there is a positive moderate and significant relationship between the use of strategic information management and actionable decision in tertiary institutions in Rivers State.

**H0<sub>3</sub>:** There is no significant relationship between information security strategies and educational managers' performance in tertiary institutions in Rivers State.

**Table 4.9 Correlation between information security strategies and Office managers' performance**

Variables	Mean	SD	N	R	Sig	Decision
Information security strategies	2.71	.622	114	.462**	.000	Reject Null Hypothesis
office managers' performance	2.41	.596				

\*\* Correlation significant at 0.01 level

Source: SPSS Data Output based on Field Survey (2021).

Table 4.9, shows a correlation coefficient (r) value of 0.462 using a 2 tailed test  $p = 0.000$  at 0.01 level of significance. Since the significance value of 0.00 is less than ( $<$ ) 0.01 alpha levels, the null hypothesis is hereby rejected and the alternate accepted. This implies that there is a positive H low and significant relationship between the use of information security strategies and educational managers' performance in tertiary institutions in Rivers State.

**H0<sub>5</sub>:** There is no significant relationship between records management policies and office managers' performance in tertiary institutions in Rivers State.

**Table 4.11 Correlation between records management policy and educational managers' performance**

Variables	Mean	SD	N	R	Sig	Decision
[records management policy	2.62	.585	114	.506**	.000	Reject Null Hypothesis
[educational managers' performance	2.41	.596				

Correlation significant at 0.01 level

SPSS Data Output based on Field Survey (2021)

Table 4.11, shows a correlation coefficient (r) value of 0.506 using a 2 tailed test  $p = 0.000$  at 0.01 level of significance. Since the significance value of 0.00 is less than ( $<$ ) 0.01 alpha levels, the 1 hypothesis is hereby rejected and the alternate accepted. This implies that there is a positive and significant relationship between the use of records management policy and educational managers' performance in tertiary institutions in Rivers State.

### Discussion of Findings

The study investigated the correlation between strategic information management and measures of educational managers' performance in the tertiary institutions. In the assessment of the manifestation of Strategic information management in the tertiary institutions, it was found that the use of strategic information management was moderate in the tertiary institution. It was found that Strategic information management was positively correlated with decision making. Implying that, those who records moderate level of the use strategic information management are more likely to be prompt in their decision making. The study also found a positive correlation between use of Strategic information management and service delivery. This could be as a result of the employee advancement in information management at the strategic level. In other words, the idea of service delivery by educational managers in use of information management techniques is achievable as the employee uses these tools as channels with which they connection with one another.

The study also investigated the extent to which information security strategy is available and implemented in tertiary institutions and its correlation with measures of educational managers' performance. Data gathered and analysed revealed moderate extent of the use of information security strategy in the institutions. In assessing the correlation between information security strategy and educational managers' performance, it was found that the availability and use of information security strategy was positively correlated with decision making as well as service delivery. This finding agrees with the earlier position of this study which enumerated some advantages in the-use of information security strategy. Also supporting this finding is Krishnaveni and Meenakumari, (2014) in their article asserted that the use of information security strategy extensively covers whole process of administration of higher education.

The use of records management policies in the tertiary institutions was found to be moderate. The study also sorts to ascertain the correlation between records management policies and measures of educational managers' performance. It found that, records management policies positively correlate all the measure of educational managers' performance in this study.

On a more general note, the study found positive relationship between information management techniques and educational managers' performance in the tertiary institutions in Rivers State. A moderate extent of the use of information management techniques and moderate extent of the manifestations of office managers' performance was reported in the study. Thus it is inferred that R the respondents' perception of information management techniques does influence their job performance. This finding further supports Akpomi (2013) position that good information management practices enhances proficiency and productivity.

It was in line with these findings that Zain (2014) mentioned that the functions and effectiveness of business managers in today's business organizations depend on the availability of information management practices, and on the skills and competencies of the educational managers. Also, supporting this finding as Kawade (2014) who found that inappropriate information management practices some challenges to administrative work performance as such recommended the integration of modern information management practices in the administrative processes of tertiary institutions. The correlation between dimensions of information management techniques and of service delivery found in this present study further confirms Davenport (2013) reported that [information management techniques ensures continuous interaction between educational managers and their subordinates.

## **CONCLUSION**

Based on the analysis of data and literature reviewed, the study therefore concluded that a significant relationship exists between information management technique and educational managers' performance in tertiary institutions in Rivers State. The findings made from literatures and data H) collected revealed information management technique as veritable tools for effective administration of tertiary institutions. Additionally, there is a commensurable report of use of modern information management technique and the manifestation of educational managers' performance in the tertiary institutions.

## **RECOMMENDATIONS**

The following recommendations were put forward in line with the study findings.

1. There is the need to develop and implement records management policies, standards, guidelines and procedures that will help improve the management of records in the institutions.
2. After implementing the policies, standards, guidelines and procedures there is need to have a mechanism to see to it that each member of staff abides by those regulations and that severe disciplinary actions are taken to those who fail to comply with them.
3. Institutions should encourage and support their staff to use off-the-job training facilities so that employees can become aware of newer systems at a faster pace and thus be prepared such that their organizations are not placed at a competitive disadvantage.

4. It is also recommended that the MIS units should be adequately financed and maintained to ensure free flow of information and adequate use of state of the art information management techniques in decision making and service delivery on long-term and short term planning as well as budgeting.

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