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INFORMATION MANAGEMENT PRACTICES AND STUDENTS' SATISFACTION IN FEDERAL, STATE AND PRIVATE UNIVERSITIES IN ANAMBRA STATE

[1]Akaegbobi, Grace N.; [2]Prof. Nkamnebe, Anayo D.
[1]Department of Business Administration, Nnamdi Azikiwe University, Awka, Nigeria
[2]Department of Marketing, Nnamdi Azikiwe University, Awka Nigeria
Corresponding Author:
Akaegbobi, Grace Nwanonigwe: gn.akaegbobi@unizik.edu.ng

Abstract
Owing to the dynamic and competitive nature of the present global business environment, organisations are besieged with information overload. Hence, higher institutions of learning must maintain effective Information Management Practices (IMP) in order to keep up with the trend, satisfy customers and increase organisational level of performance. However, it was observed that some students believe that the current information service delivery of the universities is subpar, leading to frustration, confusion, and reduced satisfaction levels. The study focused on information management practices and students' satisfaction in Universities with the following specific objectives; to ascertain the relationship between information sensing and students' satisfaction and to examine the relationship between information Processing and students' satisfaction. The population of the study is 300 respondents made up of ICT workers and students in 6 universities in Anambra state. The survey research design was employed in the relationship study with a sample size of 270 respondents gotten using the Yamane's formula for sample size determination. Two-way ANOVA was employed in validating the hypotheses with the aid of statistical package for social sciences (SPSS). The findings of the study revealed that there is no relationship between information sensing and students' satisfaction and there is no significant relationship between information processing and students' satisfaction. Consequently, it was recommended that the university should reassess information sensing and information processing within the university context. Also, the university should establish a system for ongoing monitoring and improvement of information management practices.
Keywords: Information Management Practice, Information Sensing, Information Processing

Introduction

Information Management is an organizational program that manages the people, processes and technology that provide control over the structure, processing, delivery and usage of information required for management and business intelligence purposes. The essence of information management in organizations is to help solve the problems of institutional growth, development and productivity by making the best use of resources in a dynamic environment Ajibade (2017). Information management is vital for organisational effectiveness, it ensures the provision of accurate and timely information for effective decision making. Speedy information supply and accurate information supply to management for decision-making remain the two most important criteria of modern competitive management, and can only be achieved with effective information management. When information is handled effectively and only good quality information is kept, organizations may turn it into knowledge to get additional insights into their business and redirect their operations to more profitable activities. Previous studies, like Muhammad and Farashi (2021) reveal that, information management in most Nigerian universities suffer setbacks. Idris (2017) observes that Nigerian universities lack policies on central issues of records management such as records appraisal, retention and disposition. In addition, Abdulrazaq (2015) noted that there is problem of lack of accurate information for administrative decisions in Nigerian universities.

From our observation, the dissatisfaction expressed by a good number of university students in Anambra state regarding the information service delivery of the universities has become a growing concern. This problem raises questions about the effectiveness of information management practices and its impact on the overall satisfaction levels of the students. This researcher’s interactions with university students in Anambra State have revealed a pervasive sense of dissatisfaction with the institutions' ability to provide timely, accurate, and reliable information on academic matters such as examination results and scripts. It was observed that many of the students believe that the current information

service delivery of the universities is subpar, leading to frustration, confusion, and reduced satisfaction levels. Students have also voiced concerns about encountering discrepancies in examination scores, which may change over time, creating uncertainty and undermining trust in the system.

These challenges collectively hinder students' ability to navigate university processes smoothly, resulting in adverse effects on students' academic performance and overall satisfaction. Given that students represent the primary stakeholders of universities, students' satisfaction serves as a critical benchmark for evaluating institutional performance. Therefore, prioritizing students' contentment, especially in terms of providing timely and accurate information, should be a paramount concern for universities. In light of these challenges and considerations, the current study aims to delve into the intricate dynamics of information management practice and its profound impact on student satisfaction within Federal, state, and private universities in Anambra State. Through a comprehensive investigation, this study seeks to unearth actionable insights that can drive improvements in information management practices, ultimately enhancing the educational experience and satisfaction levels of students in these institutions.

Objectives of the Study

This study sets out to evaluate Information Management Practice and students' satisfaction in Federal, state, and private universities in Anambra State. To achieve this broad objective, the following specific objectives are set for the study:

i. To ascertain the relationship between information sensing and students' satisfaction
ii. To examine the relationship between information processing and students' satisfaction

Research Questions

i. What is the extent of the relationship that exist between information sensing and students' satisfaction?

ii. What is the relationship between information processing and students' satisfaction?

Hypotheses

H_1: There is no relationship between information sensing and students' satisfaction

.**H_2:** There is no relationship between information processing and students' satisfaction.

2 Review of Related Literature

Information is seen to be an important resource for any organization. This has led many organizations to manage it carefully with progression from origination to disposal. Ravi (2011) considered information management as the systematic imaginative and responsible management of information in order to create and use information that will contribute strategically to the achievement of an organisation's goals and make sure that groups and individuals have efficient access to and make effective use of the information that they need to do their work and to develop themselves. Information Management is the application of management techniques to collect information, communicate it within and outside the organisation, and process it to enable managers to make quicker and better decisions. It concerns the identification, optimization, custodianship and connection of the information-intensive processes to innovate, achieve competitive advantages, generate business and customer value, in this era where information is a core business asset. Generally, Information management can be defined as the harnessing of all information resources and information capabilities of an organization in order to improve its efficiency and effectiveness.

Information Management Practices (IMP), describes an organization's skills that manage information effectively over the life cycle of information use, this life cycle includes sensing information, collecting information, organizing information, processing information, and maintaining information. Focusing on information management practices, Marchand and Kettinger (2011) proposed five stages of an information lifecycle in practice. At each stage there is a continuous evaluation of information. First there is the detection of information, then the gathering of information, organization of information, processing of information and, finally, the maintenance of information. The authors proposed a model to evaluate the real-world information management procedures at organisations. Institutional Information Management Capability must reflect the company's ability to make information available to its users with appropriate levels of accuracy, timeliness, and reliability, through secure channels. Organisations must possess the capacity to custom-make their IMP in response to changing business needs and directions, to satisfying the primary but versatile business requirements Mithas et al. (2011).

Information management and organizational performance

The relationship between information management and performance of organisation cannot be over emphasised. This is because, there is a clear understanding among experts in the area that IM significantly impacts the performance of organizations. Performance in relation to information management is defined as information and services, delivered on time, with enhanced service quality and customer satisfaction Ajibade (2017). Efficient information management helps an organisation to cope with challenges, because it guarantees the capacity to produce information that is timely, accurate and reliable. It is therefore, the bedrock of organisational performance. Several researchers including Du Toit (2012) have studied how information management framework impacts on innovation capacity.

Saloojee, Groenewald and du Toit (2007), as cited by Okpoku (2015), set out to evaluate the business value of information management. The study identified that there are three important information management initiatives, which are business objectives, implementation and business outcome. This means that the business objectives look at the organisational goals and objectives that the information management initiative addresses using technical, business design and operations to implement the initiatives and evaluating how information management is used to achieve objectives. The result of the study indicates that for the business value of information management and its investment benefits to be realized, information management strategies should be aligned with the overall strategy of the organisation. An organisation's ability to coordinate the information management process through institutionalised Information Management Capability, will enhance the firm's success and performance, Mithas et al. (2011). Therefore, this study uses the ability of the University staff to provide the information required by students with levels of accuracy, timeliness, and satisfaction to measure performance.

2.2 Theoretical Framework

The idea of an information life cycle is derived from records management, where document life cycle is central to the overall process. This study is anchored on Information lifecycle model by Kettinger and Marchand (2011) and adapted by Ajibade (2017). It states that Information life cycle is an organised process of information management in its entire lifecycle, which includes information sensing, collecting, organising, processing and maintaining. The first assumption of the model is that each phase is independent in concept but dependent on the previous phase. The second assumption is the recognition that information always exists in an organisation, even at start-up it is present in the knowledge of its people. Nonaka & Takeuchi (1995), cited by Kettinger et al (2011) posit that tacit knowledge is 'personal, context-specific, and therefore hard to formalize'. While explicit knowledge is 'knowledge that is transmittable in formal systematic language'. People

possess both types of knowledge simultaneously. To tap this knowledge, organisations face the challenge of formalising (making explicit) personal (tacit) information, using it where it is needed and then maintaining it for future organisational use.

Hence, the IMP model manifests the organisational desire to move information to more formal, useful and maintainable forms. An information lifecycle construes the systematic and logical processes of information management, irrespective of format or whether it is manually or electronically managed. The model is a validated measure of the effectiveness of Information Management Practice. Therefore, as a measurement tool, this model can be used to evaluate the rhythm of an organisation's effectiveness in using and managing information. This model is relevant to this study because, it is based on traditional information management practice, which implies managing information consistently and accurately through its lifecycle to improve organisational efficiency.

2.3 Empirical Review

Muhammad and Farashi (2021) examined records management practices in public universities of Nigeria. They employed a qualitative research method, using single case study approach. A semi-structured interview technique was used to extract data from 14 stakeholders in records and information management regarding the research topic. The finding of the study shows that, RIM is mostly conducted manually in the university with a lot of challenges, among which is lack of standard RIM policy to guide and control records and information management.

Mabera (2020), researched on the Implications of Poor Management of Students' Academic Records in Nigerian Universities. The study followed the quantitative single case study and was conducted at the Usmanu Danfodiyo University, Sokoto (UDUS). The population of the study was of 5905 final year students from eleven faculties of the University in 2018/2019 session. Simple random sampling technique was used to select

361 respondents. The result shows that delays in decision making, in graduating students, as well as loosing opportunities by the students were identified as part of the implications of poor management of the students' academic records.

Luyombya & Ndagire (2020) studied Records management procedures and service delivery in a private university in Uganda - the Islamic University in Uganda (IUIU). The objectives were to find what types of records were being generated and their formats, establish who is responsible for managing the records, and eventually, make suggestions for improvement. A single case study triangulation research method was used for the study. The findings revealed that IUIU maintained both manual and electronic records, but it lacked adequate records management procedures and records were managed on an ad hoc basis. There was also a shortage of trained records management personnel, leading to challenges with the creation, distribution, use, maintenance and disposal of records, which affected service delivery.

Moriasi and Muturi (2019) examined the effect of information management on performance of public institutions in Kisii County. This study used descriptive survey design, the population was 200 consisting of top managers and departmental heads in public institutions in Kisii County, and a sample of 60 The results revealed that information management positively affected performance. Nevertheless, the employees needed more training in such to be efficient. Effective communication process between various departments and staff involved in the change process was found to be an important factor in the successful implementation of the change process. Public institutions have installed computers as a change management strategy.

Adetunji and Oyewobi (2019) analysed Information Management Practice as a reagent of university development and employees' productivity with specific reference to university employees. The study adopted a survey research design method. The findings reveals that the real purpose of information management practice is to encourage employees meet standards of job performance and behave sensibly and safely at work.

Bubel and Cichoń (2017) investigated the Role of information in the process of effective management of the university. The conceptual study, aimed at clarifying the concept of information and its place in the chain of management, and its basic characteristics, types, discussion of the role of information in the process of university management. The result showed that reliable, complete, real information is of fundamental importance in managing a school oriented towards providing educational services. The basic tasks of information tools in managing a university are to provide the managerial staff with information that will allow them to take appropriate key decisions for the organization.

In a research study conducted by Patrick Ajibade (2017) to examine the Efficient Information Management as Organisational Performance Drivers in South Africa. The study examined information Management Practice in a Higher Institution in South Africa to evaluate if the ways information is packaged and disseminated are efficient, and to determine if their IT capability is aligned with their IMP in order to increase productivity, customer satisfaction, and quality services. The study adopted a mixed method and a case study approach. It elicited data from a total of 108 respondents, interviews and a survey were used to obtain data. The findings indicated that an information lifecycle model could be used to measure organisational services delivery and performances, based on the quality of services delivered. The study also established that information life cycle and integration of information technology is a valuable tool that is useful for increasing institutional effectiveness, agility and performances.

Nwaomah (2017) carried out a study on Records Information Management Practices, focusing on effective records management at Valley View University in Ghana. The targeted population for the research was centred on a total of thirty- two (32) employees who handle students' academic records on a daily basis in the University. A simple random technique was used to select a sample size of 25 records officers. The findings revealed that there is a positive level (64%) of effective students' records information management

practices in the university. The study also revealed that only 43.75 percentage of the records officers have professional qualifications and in-service training relating to information and records management. There were some challenges that hinder the records managers from an excellent achievement of records information management effectiveness.

Allison and Otuza (2017) examined the militating factors on the efficient management of students' record among registry staff in academic institutions (A Case Study of Babcock University). The population consisted of all the registry staff of Babcock University with a total number of 102 staff who served as the sample for the study. Findings certified that there is little number of staff in the registry with records management qualification or with related courses. It also showed negative factors associated with efficient management of students' records in Babcock University as: negative attitude of staff, badly implemented record management system, insecurity of records, use of paper convention, lack of training, manual operation, inadequate computer terminal and resources to ineffective retrieving, retention and disposition schedule, as well as lack of policy and filing procedure manual.

Opoku and Enu-Kwesi (2017) carried out a study to examine the state of information management practices in Ghanaian organisations. It used questionnaires administered to 939 randomly selected employees from chosen organisations in Ghana, including education, health, agriculture, banking, insurance, manufacturing, security services, communication and media, public services and local government. The results established that more organisations in Ghana have information management strategy and policies which guide their operations, as evident in the presence of departments and staff responsible for information management, and databases. However, the study revealed that heads of information management departments were not part of strategic management teams, while more of the organisations use a manual approach in handling their information issues.

Seniwoliba et al (2017) examined the Challenges of records management in higher education in Ghana: The case of University for Development Studies (UDS). The primary aim was to explore and find out whether records management as a valuable resource of the institution receives the desired attention. The quantitative research design approach was adopted, the study revealed that records management is decentralized and are managed manually through filing of hard copies in folders and kept in metal cabinets based on individual ability and knowledge at the various departments/sections/units and the faculties and schools. It was further affirmed that only the Academic Affairs Section and the Finance Department that have well developed software to store and retrieve information.

3. Methodology

The study adopted survey research design. Data for this study was gathered from both primary and secondary sources. Copies of the structured questionnaire were administered to respondents to elicit necessary information needed for the research. The responses were made to elicit objective rather than subjective information and to achieve this, the researcher employed the 5-point Likert scale which ranges from: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

The number of lecturers in a university can vary from year to year due to retirements, retrenchments and deaths. Also, the average number of students at a university can vary from year to year due to factors such as admission policies, available programs, and other considerations. The current study therefore considered the population size of the study as infinite. The study therefore drew 10 ICT officers and 40 students from each fully operational Universities in Anambra state.

Table 2. Population of the Study

SN	Institution	Student's category	ICT officers' category	Total
1	Nnamdi Azikiwe University	40	10	50
2	Chukwuemeka Odimegwu Ojukwu University	40	10	50
3	Madonna University, Okija	40	10	50
4	Pauls University, Awka.	40	10	50
5	Tansian University, Umunya	40	10	50
6	Legacy University	40	10	50

Source: Field survey, 2023

In determining the sample size of this study, the Yamane's formula for determining a sample size from a finite population was used. The formula is stated below:

n = N/1+ N (e) 2

Where:

n = sample size

N = population (300)

e = error Term (5% or 0.05)

1 = constant

Therefore, $n = 300/[1+ 300(0.05)^2]$

$n = 300/[1+0.75]$

$n = 300/1.075$

n = 279.069767 (Approx. 279)

The hypotheses were tested using the two-way ANOVA-test with the aid of Statistical Package for Social Sciences (SPSS).

4. Data presentation and Analysis

The questionnaire distributed were 279 questionnaires but only 270 questionnaires were duly filled and returned. Hence the study analysed only the 270 returned questionnaire.

Table 4.1: Gender Demography

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	174	68.5	68.5	68.5
	Male	96	31.5	31.5	100.0
	Total	**270**	**100.0**	**100.0**	

Source: Field Survey, 2023

Table 4.1 showed that from the entire questionnaires analysed, 31.5% are female while 68.5% of respondents are male. The wide gap between male and female respondents who responded to this questionnaire has nothing to do with the findings of this study.

Table 4.2: **Age bracket**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 25	236	93.0	93.0	93.0
	26 - 35	34	7.0	7.0	100.0
	Total	270	100.0	100.0	

Source: Field Survey, 2023

Table 4.2 showed a cluster of sample respondent around the age bracket 20 to 25 with 26-35 respondents respectively. This range accounted for over 80% of the entire questionnaire analysed. Meanwhile the majority of questionnaires not returned were also from this age range.

Table 4.3 **Academic cadre**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Staff	65	18.8	18.8	18.8
	Student	205	81.3	81.3	100.0
	Total	270	100.0	100.0	

Source: Field Survey, 2023

Table 4.3 revealed that only 65 respondents representing 18.8% respondents belong to the class of Staff while 205 respondents representing 81.3% belong to the class of Students. This indicates that a larger proportion of students in universities were captured in the study.

Respondents' Responses to Research Question One

What is the extent of the relationship that exist between information sensing and students' satisfaction?

Table 4.5: Summary statistics

Investigative Questions	SA	A	U	D	SD	Count	Sum	Mean	Std Dev.	Std.Err
To a great extent, students perceive the accessibility of information related to their courses and campus life.	148	96	9	10	7	270	938	3.474	1.5222	0.0926
To a great degree, students believe that information sensing contributes to their overall satisfaction	147	84	35	4	0	270	950	2.519	1.5002	0.0913
Real-time information availability plays a major role in enhancing students' satisfaction.	141	70	19	2	38	270	955	2.537	1.4974	0.0911
Information sensing impact students' sense of belonging and engagement	167	69	11	23	0	270	919	2.403	1.5243	0.0928
There specific information sensing practices that have a stronger impact on satisfaction in your school.	152	78	3	37	0	270	922	2.415	1.5322	0.0932
Grand mean								**2.670**		

Source: Field survey, 2023.

Table 4.5 shows the descriptive statistics of the second research question concerning information management practices of tertiary institutions in Anambra state which indicates that the mean statistics of all five (5) questions records varying results with the least of them scoring a mean of 2.403 (question four) and the upper-class scoring a mean of 3.474 (question one). The summary statistics reveals a grand mean value of 2.670 for the investigative questions on the relationship between information sensing and students' satisfaction in the universities which is below the cut-off threshold. This entails that the majority of the respondents not in agreement that there is a significant relationship between information sensing and students' satisfaction in their universities.

Respondents' Responses to Research Question two

What is the relationship that exist between information processing and students' satisfaction?

Table 4.6: Summary statistics

Investigative Questions	SA	A	U	D	SD	Count	Sum	Mean	Std Dev.	Std.Err
There is a great adoption by students in accessing and processing of information provided by the university.	144	103	13	10	0	270	756	2.800	1.5535	0.0945
Speed and efficiency of information processing greatly impact satisfaction.	148	75	32	2	13	270	793	2.937	1.6245	0.0989
There are differences in satisfaction based on the ease of access to information processing tools.	150	82	7	7	24	270	831	3.078	1.6101	0.0980
The satisfaction of students is an evaluation of the accuracy and reliability of information processing.	160	82	11	9	8	270	825	3.056	1.5689	0.0955
Personalized information processing improves overall satisfaction.	141	79	38	7	5	270	838	3.104	1.6052	0.0977
Grand mean								**2.994**		

Source: Field survey, 2023

Table 4.6 shows the descriptive statistics of the fifth research question concerning the relationship between information processing and students' satisfaction of tertiary institutions in Anambra state which indicates that the mean statistics of all five (5) questions records varying results with the least of them scoring a mean of 2.800 (question one) and the upper-class scoring a mean of 3.104 (question five). The summary statistics reveals a grand mean value of 2.994 for the investigative questions on the relationship between information processing and students' satisfaction in the universities which is below the cut-off threshold. This entails that the majority of the respondents are not aware of the relationship between information processing and students' satisfaction in their universities.

Test of Hypotheses

H_1: There is no relationship between information sensing and students' satisfaction

Table 4.7a: **Descriptive Statistics**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Student	205	20.55	3.619	.187	20.18	20.92	5	25
Staff	65	19.73	3.749	.206	19.32	20.14	5	25
Total	270	20.17	3.701	.139	19.89	20.44	5	25

Source: SPSS Vers. 23

Table 4.7b: **Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2.073	1	269	.150

Source: SPSS Vers. 23

Table 4.7c: **ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	117.749	1	117.749	8.692	.003
Within Groups	9523.834	204	13.547		
Total	9641.583	65			

Source: SPSS Vers. 23

The table 4.7a-c shows the analysis of variance (ANOVA) for the relationship between information sensing and students' satisfaction. The mean score for student respondents shows the highest value 20.55 as against 19.73 for student respondents.

The result also shows in table 4.7, the Test of homogeneity of variances. This table ensures that that homogeneity assumptions have been met. The homogeneity assumption is what allows for the pulling of responses from all two groups. In this case, the P-value is greater than 0.05 (Sig = 0.150), thus we do not reject the assumption of homogeneity and we conclude that the variances are equal.

Despite the mean score insight in table 4.7, table 4.7 which shows the F-stat and the P-value between the groups revealed the values (8.692, 0.003) for F-stat and P-value respectively. The P-value shows a value less than 0.05 (P-value = 0.003) indicating that a significant difference exists between the responses of various settlements groups. Hence, we fail to reject the null hypothesis and conclude that there is no relationship between information sensing and students' satisfaction.

4.3.5 Hypothesis two

H_2: There is no relationship between information processing and students' satisfaction

Table 4.8a: **Descriptive Statistics**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Student	205	00.55	3.619	.187	00.18	00.90	5	25
Staff	65	19.73	3.749	.006	19.30	00.14	5	25
Total	270	20.28	3.701	.139	19.89	00.44	5	25

Source: SPSS Vers. 23

Table 4.8b: **Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2.073	1	269	.129

Source: SPSS Vers. 23

Table 4.8c: **ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	117.749	1	117.749	7.011	.006
Within Groups	9523.834	204	13.547		
Total	9641.583	65			

Source: SPSS Vers. 23

The table 4.8a-c shows the analysis of variance (ANOVA) for the relationship between information sensing and students' satisfaction. The mean score for student respondents shows the highest value 20.55 as against 19.73 for student respondents.

The result also shows in table 4.8, the Test of homogeneity of variances. This table ensures that that homogeneity assumptions have been met. The homogeneity assumption is what allows for the pulling of responses from all two groups. In this case, the P-value is greater than 0.05 (Sig = 0.129), thus we do not reject the assumption of homogeneity and we conclude that the variances are equal.

Despite the mean score insight in table 4.8, table 4.8 which shows the F-stat and the P-value between the groups revealed the values (7.011, 0.006) for F-stat and P-value respectively. The P-value shows a value less than 0.05 (P-value = 0.006) indicating that a significant difference exists between the responses of various settlements groups. Hence, we fail to reject the null hypothesis and conclude that there is a no relationship between information processing and students' satisfaction.

Discussion of findings

The study focused on information management practices and student's satisfaction of tertiary institutions in Anambra state. The findings from the current study on information management policy in universities and its impact on students' satisfaction align with various prior studies on information management in educational institutions and organizations. The study found **no relationship between information sensing and students' satisfaction**. Although this finding is in contrast to Ajibade (2016) study, which emphasized the importance of information sensing in improving information management practices. The discrepancy might indicate that information sensing's role may vary depending on the specific context and organization. Also, the effectiveness of information sensing impacts the quality and relevance of the collected information, which may have an indirect relationship with students' satisfaction.

The study also found **no relationship between information processing and students' satisfaction**. This result is intriguing, it contradicts Ajibade (2017) study which presents information processing as a key step in information management. It may be valuable to further investigate why information processing did not appear to impact students' satisfaction, as this contradicts the general understanding of information management practices.

The lack of a significant relationship between information sensing and students' satisfaction is an interesting result that warrants further investigation. Also, the lack of a significant relationship between information processing and students' satisfaction is intriguing, as information processing is usually seen as a key step in information management. Therefore, this result contradicts the general understanding of information management practices.

Conclusion

The study on Information management practice and student satisfaction in Tertiary institutions in Anambra state has provided valuable insights into the role of information management in the educational context. The findings reveal several important aspects that warrant consideration and further action. First and foremost, the study's finding of the lack of a significant relationship between information sensing and student satisfaction which contradicts some previous studies, might indicate that information sensing's role vary depending on the specific context and organization. Also, the effectiveness of information sensing impacts the quality and relevance of the collected information, which may have an indirect relationship with students' satisfaction.

Secondly, the study's disclosure of the lack of a significant relationship between information processing and student satisfaction challenges conventional wisdom,

highlighting the need for further research in this area to understand the complex dynamics of information flow and its effects on student contentment.

Ultimately, this study serves as a foundational piece of research, shedding light on the critical intersections of information management practices and student satisfaction within tertiary institutions in Anambra state. It offers a platform for further inquiry and underscores the importance of ongoing efforts to enhance information management strategies in educational institutions nationwide, with the ultimate goal of providing students with an environment that fosters their academic success and overall well-being.

Recommendations

The recommendations aim to leverage the study's findings to enhance information management practices at tertiary institutions in Anambra state, ultimately contributing to improved student satisfaction and academic success. The recommendations are as follows:

i. **Reevaluate information sensing and processing: Although no significant relationship** was found between information sensing, information processing and student satisfaction, it is essential to further investigate the role of information sensing within the university context.
ii. **Continuous monitoring and improvement:** Establish a system for ongoing monitoring and improvement of information management practices. Regularly assess the effectiveness of policies and procedures, gather feedback from students, and adapt practices based on evolving needs and technologies.

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