All enquiries should be addressed to:
The Editor-in-Chief
Journal of Library, Educational Media and Information Studies (JOLEMIS)
Abadina Media Resource Centre,
University of Ibadan, Ibadan.
E-mail: segaglejobi@yahoo.com
GSM 08023298285

Or Contact:
Managing Editors
08059791033, 08032090914
tunjiolaojo@yahoo.com
08138313183
kolawole.aramide@yahoo.com.

Published by the Medium Publishing Company and Educational Consult in Collaboration with Options Books Ibadan, Nigeria.
Marketed and Distributed by:
OPTIONS BOOK & INFORMATION SERVICES LTD.
Options Book House,
No 142, Oyo Road, Olororo Bus Stop,
Opposite NISER, Ibadan, Oyo State, Nigeria.
optionsbook@yahoo.com
Tel. 08023254743, 08037250434, 08191117796

@ 08056415017, 08167856764
EDITORIAL BOARD

Editor-in-Chief
Dr. Abel Olusegun Egungobi
Managing Editors
P. O. Olaojo
K. A. Aramide

CONSULTING EDITORS

Dr. S. O. Popoola
Dept. of Library, Archival & Information Studies, U. I.

Mr. R. Olarunsola
University Librarian, Ajayi Crowther University,
Oyo Town, Oyo State.

Dr. Niran Adetoro
Dept. of Library & Information Sciences, Tai Solarin
University of Education, Ijagun Ijebu, Ogun State.

Dr. R. F. Quadri
F.C.E. (Tech.) Library, Omoku, Rivers State.

Dr. A. E. Adetimirin
Dept. of Library, Archival & Information Studies, U. I.

Dr. F. O. Oyewusi
Abadina Media Resource Centre, University of Ibadan.

EDITORIAL ADVISERS

Dr. Charles Omekwu
University of Nigeria, Nsukka

Prof M. K. Dahwa
University of Maiduguri, Borno State.

Prof. R. O. Opeke
Dept. of Inf. Resource Mgt., Babcock University, Ilisan
Remo, Ogun State.

Prof. D. F. Elaturoti
Abadina Media Resource Centre, University of Ibadan.

All Editorial and General Communication should be Addressed to:
The Managing Editor, JOLEMIS,
A.M.R.C., University of Ibadan, Oyo State, Nigeria
jolemisjournal@gmail.com / dominionfoursept@yahoo.com
<table>
<thead>
<tr>
<th>Title Page</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information of Subscription</td>
<td>ii</td>
</tr>
<tr>
<td>Editorial Information</td>
<td>iii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv</td>
</tr>
<tr>
<td>Editorial</td>
<td>vi</td>
</tr>
<tr>
<td>Notes on Contributors</td>
<td>vii</td>
</tr>
</tbody>
</table>

**An Investigation into the Awareness, Occurrence and Preparedness for Disaster Management in Selected Academic Libraries in Tanzania, East Africa**
- Beatrice Ayodeji Fabunmi ................................................................. 1-10

**An Investigation into the Effective Utilisation and Management of Serials by Researchers in Research Institutes in Southwestern Nigeria**
- Onyemaizu, O. Christopher and Ogunjobi, T. Elizabeth ..................................... 11-17

**The Need for Electronic Security Devices Installation in Kenneth Dike Library, University of Ibadan**
- Ilesanmi, Titilayo Comfort .............................................................................. 18-26

**Assessing the Influence of Information Literacy Skills on Academic Performance of Undergraduates in Two Universities in Ado Ekiti**
- Fabunmi, F. A. and Bamidele, Olawale .............................................................. 27-39

**An Investigation into the Utilisation of Media Resources for Effective Institutional Process in Private Primary Schools in Osogbo Metropolis**
- Aboyade, Modupe A. and Amusan, B. B. ............................................................... 40-51

**A Survey of Attitude of Selected Public Secondary School Administrators**
Towards School Library Development in Oyo State, Nigeria
- Oyeniran, Kayode Gboyega and Ayodele, Samuel Kolawole ........................................... 52-60

Effect of Environmental Factors on Productivity of Academic Librarians in Niger State, Nigeria
- Babalola, G. A.; Adeniji, M. A. and Udoudoh, S. J ................................................................. 61-72

Library and Information Science Education and Wealth Creation: a paradigm
- Imaganachi, Mercy A. and Iwu, James Juliana ................................................................. 73-83

Perception and Use of Ajayi Crowther University Library Resources for Teaching and Research
- Israel, Omonigho Angela ........................................................................................................ 84-90

An Investigation into the Training Needs of Registry Staff in the Management, Preservation and Conservation of Records in Universities
- Odunlade, Racheal Opeyemi ............................................................................................... 91-101
EDITORIAL

The present volume is a collection of ten articles which were carefully selected and double-blind peer reviewed before they were accepted for publication. This is to ensure the good quality for publication. The articles focus on divergent areas in library management, utilization of educational media for pedagogical practices and information studies.

A general overview of these articles reveals that a good number of the articles focus on the library and information studies in areas of disasters management, records management, effective utilization and management of serials, installation of electronic security devices and information literacy skills vis-à-vis students' academic performance. Other articles discuss the environmental factors vis-à-vis librarians' productivity, library resources for teaching and research, management, preservation and conservation of records in universities registry.

We sincerely appreciate the efforts of our reviewers for their painstaking and meticulousness in going through the articles for quality control and worthwhile publication. Also, we wish to experiment with the publication of two volumes (Numbers 1 and 2) in a year hoping that prospective contributors would submit publishable articles to sustain this new arrangement.

To our contributors, their patronage for subscription is immensely and profoundly appreciated. The volume is physically well-designed and readers and users' friendly and attractive. Therefore, I very much recommend it for all professional scholars and stakeholders in education, globally and particularly in Nigeria.

Dr. Egunjobi A. Olusegun
Editor-in-Chief
NOTES ON CONTRIBUTORS

Aboyade, Modupe A. is a Lecturer, Department of Library and Information Science, Federal Polytechnic, Ede, Osun State, Nigeria.

Adeniji, M. A. is a Librarian, University Library, Olabisi Onabanjo University, Ago Iwoye, Ogun State, Nigeria.

Amusan, B. B. is a Lecturer, Department of Library and Information Science, Federal Polytechnic, Ede, Osun State, Nigeria.

Ayodele, Samuel Kolawole is a Librarian, Polytechnic Library, Rufus Giwa Polytechnic Owo, Ondo State.

Babalola, G. A. Ph.D is a Lecturer, Department of Library and Information Technology, Federal University of Technology, Minna, Niger State, Nigeria.

Bamidele Olawale is a Librarian, Ekiti State University, Ado Ekiti, Ekiti State, Nigeria.

Fabunmi, Beatrice Ayodeji Ph.D is a Librarian, Kenneth Dike Library, University of Ibadan, Ibadan, Nigeria.

Fabunmi, Francis A. is a Librarian, Ekiti State University, Ado Ekiti, Ekiti State, Nigeria.

Ilesanmi, Titilayo Comfort is a Librarian, Kenneth Dike Library, University of Ibadan, Ibadan, Nigeria.

Iroaganchi, Mercy A. is a Librarian, Centre for Learning Resources, Covenant University, Ota, Ogun State, Nigeria.

Israel, Omonigho Angela is a Librarian, Federal University of Technology, Akure Library, Akure, Ondo State, Nigeria.

Jawu, James Juliana is a Librarian, Centre for Learning Resources, Covenant University, Ota, Ogun State, Nigeria.

Odanlade, Racheal Oyeyemi PhD is a Librarian, University of Lagos Library, Akoka-Lagos, Nigeria.

Ogunjobi, Taiwo Elizabeth is a Librarian, Cocoa Research Institute of Nigeria Library, Ibadan, Oyo State.

Oyeyemiizu, O. Christopher is a Librarian, Academic Staff Union of University Library, Abuja, Nigeria.

Oyeniran, Kayode Gboyega is a Librarian, University Library, Federal University Otuoke, Bayelsa State, Nigeria.

Udonoh, S. J. Ph.D is a Lecturer, Department of Library and Information Technology, Federal University of Technology, Minna, Niger State, Nigeria.
AN INVESTIGATION INTO THE TRAINING NEEDS OF REGISTRY STAFF IN THE MANAGEMENT, PRESERVATION, AND CONSERVATION OF RECORDS IN UNIVERSITIES

By
Odunlade, Rachael Opeyemi (Ph.D)
University of Lagos Library, Akoka-Lagos, Nigeria.
E-mail: msodunlade4real@yahoo.com; rodunlade@unilag.edu.ng

Abstract
This study examines the training needs of registry staff in three selected universities in Lagos State, Nigeria. The objectives were to establish the professional qualification of registry staff with regards to the management, preservation, and conservation of records, find out the training opportunities available to registry staff in these universities, determine their level of consciousness regarding current trend of events in records management by belonging to records management professional body, and to find out the number of them that has a records management system in place. Descriptive survey design was adopted to select 3 universities in Lagos State, Nigeria. Each of the universities is federal, state, and private owned. Simple random sampling technique was used to select 97 registry staff from the three universities. Questionnaire method using total enumeration was applied in data gathering. Data were analyzed using descriptive statistics consisting of frequencies, percentages, and tables. Findings reveal that most registry staff in these universities are not certified in management, preservation, and conservation of records. Though many (84.2%) have attended trainings/workshops as indicated in the study, some (15.8%) are yet to benefit from such trainings. The study also reveals that only 32 (42.1%) belong to one professional body or the other and out of this number, none belongs to records management body. Apparently, the universities have existing records management system in place as indicated by the study (71.1%). The study concludes that university registry staff are not certified in management, preservation, and conservation of records. Whatever experience they are applying in managing records therefore may not be totally in line with the practices of records management. The study recommends that certified personnel in records management should be employed into universities registry; existing registry staff should be encouraged to obtain certificates in records management; training and workshops in management, preservation, and conservation of records should be organized regularly for registry staff; and tertiary institutions across the country especially library schools should embrace a well-packaged curriculum in records management.

Key words: Records Management, Preservation, Conservation, Registry, Training

Introduction
Records Management is the practice of maintaining the record of an organization from the time they are created to the time of their disposal. Records Management as it were encompasses the concept of management, preservation and conservation of an institution's records because records management in its entirety has to do with the classification, storing, securing and destruction/archival preservation of materials. The importance of records to individuals and organization are numerous. Specifically, records are one of University's most valuable assets. Records support decision-making, demonstrate compliance, document the history of the University, and perhaps most importantly, enable individuals to do their jobs (Harvard University Archives, 2012).

What then is a record? According to the Ohio State University Libraries (2012), a record
is a document, data, or set of data that is created or received in the course of an organization’s business that has content, structure, fixity, context, and is maintained as evidence of that organization’s activity or activities. The International Standard Organization (2001) defines records as information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business. The International Council on Archives (ICA) Committee on Electronic Records (2005) also defines a record as recorded information produced or received in the initiation, conduct or completion of an institutional or individual activity and that comprises content, context and structure sufficient to provide evidence of the activity. Since the keyword in these definitions is the word “evidence”, a record then can simply be defined as evidence of an event. If a record is evidence of an event, what then is records management?

In the past, the concept of records management was used to describe the management of records which were no longer in everyday use but still needed to be kept. These were referred to as semi current or inactive records that are often stored in basement or offsite. Today, modern usage tends to refer to the entire life cycle of records, which is from the point of creation through their eventual disposal as records management. International Standard Organization (2001) defines 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 activities and transactions in the form of records. If we focus our attention on university records, several definitions have been advanced but the one that best describe the concept under study is that of UW-Madison Libraries (2008) which says university records by law are any papers, books, photographs, tapes, films, recordings or other documentary materials, or any copies thereof, regardless of physical form or characteristics, made, produced, executed, or received by any department or office of the university or by any academic or administrative staff member in connection with the transaction of university business, and retained by that agency or its successor as evidence of its activities or functions because of the information contained therein. If records have been so defined and described who then is a records manager?

AGCAS (2012) highlights the following as the responsibility of a records manager in an organization:

- facilitating the development of filing systems, and maintaining these to meet administrative, legal and financial requirements;
- devising and ensuring the implementation of retention and disposal schedules;
- overseeing the management of electronic and/or paper-based information;
- setting up, maintaining, reviewing and documenting records systems;
- identifying the most appropriate records management resources;
- advising on and implementing new records management policies and classification systems;
- providing a policy framework to guide staff in the management of their records and use of the employer’s records system;
- ensuring compliance with relevant legislation and regulations;
- standardising information sources throughout an organisation or group of organisations;
- managing the changeover from paper to electronic records management systems;
- preserving corporate memory and heritage;
resolving problems with information management by effective use of software and other information management resources;

- enabling appropriate access to information;
- responding to internal and/or external information enquiries;
- advising on highly complex legal and regulatory issues, often involving difficult judgements in controversial areas such as the Freedom of Information Act and other national or regional legislation;
- managing and monitoring budgets and resources;
- training and supervising records staff;
- advising staff in other departments on the management of their records and information.

To achieve these, the following are some of the goals of a records manager:

- Ensuring that records management policies and procedures are in place and are updated regularly.
- Integrating records management into all policies where applicable.
- Ensuring that records policies and procedures are routinely and consistently communicated to staff.
- Having a disaster preparedness plan in place and reviewing it regularly.
- Ascertaining that a records management advisory council is appointed and active.
- Putting local records management legislation in place and seeing its effectiveness.
- Ensuring records management activities receive regular and adequate funding beyond grants.
- Having a records management plan in place and making sure it is followed.
- Ensuring that records management staff are hired and retained.
- Making sure staff frequently attends workshops, professional conferences, and other educational events.
- Appointing a records management officer at the appropriate level in the organization (Norris, 2003).

By virtue of the highlighted functions and goals, it is evident that records management has become a profession which equally attracts educational qualification and certification both locally and internationally. These days, many Colleges and Universities offer degree programme in Library and Information Sciences which cover records management. Also, there are professional organizations such as Records Management Association of Australia (RMAA), Institute of Certified Records Managers (ICRM), International Records Management Society (IRMS) in Great Britain and Ireland that offer trainings in records management, Institute of Information and Records Management of Nigeria (CIREMON), Records and Information Management Awareness of Nigeria (RIMA), to mention a few.

However, the concepts of preservation and conservation have become closely knitted with management of records over time. Alegbeleye (2008) views preservation as the acquisition, organization, and distribution of resources to prevent deterioration, or to renew the usability of selected groups of materials while conservation is an aspect of preservation activity which implies the use of preventive measures or processes of repair of damaged materials to ensure the continued existence of individual items. Most of the time, the word preservation and conservation are used interchangeably even though in the last two decades and over, a body of practitioners has come to an agreement on the use of the two terms. Today, many policies and options of action including conservation treatments have come under the umbrella of preservation. It is worth mentioning that the talents and skills of
preservation and archives professionals are essential to the purpose of keeping, archiving, and serving records for use by citizens. One of the purposes of preservation is to ensure the material health of records in custody so they may remain available for use as long as possible. Managers are therefore expected to work to ensure the accurate description of records and to assist members of the public who may want to review records. Also, they ensure appropriate storage and handling of records (United States National Archives and Records Administration, 2008)

Statement of the Problem
Observations across many tertiary institutions in Nigeria with special focus on universities have revealed that many of the registry personnel have little or no educational training nor certification in records management. Apart from that, appropriate professional training of personnel in records management is not available in our schools. Until recently, some of the indigenous universities did not have the teaching of records management, preservation and conservation included in their curriculum. It is in view of this that the study seeks to investigate the training needs of registry staff of three universities in the management, preservation and conservation or records.

Objectives of the Study
The general objective of the study is to review the training needs of registry staff in some selected universities in Lagos State. However, specific objectives advanced for the study include:
(i) establish the professional qualification of registry staff with regards to the management, preservation and conservation of records
(ii) find out the training opportunities available to registry staff in these universities.
(iii) determine their level of consciousness regarding current trend of events in records management by belonging to records management professional body
(iv) find out the number of them that has a records management system in place

Research Questions
To achieve the objectives of the study, the following research questions were proposed:
(i) How many registry staff has professional qualification in records management?
(ii) What are the training opportunities available to university registry staff?
(iii) What is their level of consciousness regarding current trend of events in records management by belonging to records management professional body?
(iv) How many of the universities registry has a record management system in place?

Significance of the Study
It is anticipated that findings of this study would create necessary awareness in the area of training needs for existing registry staff in Nigeria universities, and as well inform university managements on the need to employ professional hands to man such an important and sensitive department of the university.

Scope of the Study
The study population consists of three selected universities in Lagos State. They are University of Lagos which is a Federal University; Lagos State University - a state - owned university; and Caleb University which is private-owned; and the target population is registry
staff of each of the universities mentioned above.

Literature Review

Concept of Management, Preservation and Conservation of Records

Throughout the world, all organization whether large or small, public or private, have one thing in common and that is records and information (Robek, Brown & Stephens, 2004). Each of them produces records which translate into information and information is one of the world's most important resources. It is needed daily to solve problems and make decisions that affect the future.

This essential commodity are created in the course of the functions and activities of individual and organizations, and are preserved and maintained (conserved) to support business and accountability and for cultural use (Forde, 2007).

According to Robek et al (2004), the degree of success enjoyed by organizations and those who worked for them depends largely on how well they manage their records / information resources.

Though records are kept by almost everyone, their management especially medium term and long-term management is a professional discipline with its own distinctive body of knowledge that revolves round the care and protection of records to ensure continuous access and usefulness. While preservation of records is part of the work a records manager / archivist, conservation has been defined very clearly as an intervention activity to stabilize the condition of a document and this requires the skills of a trained conservator. But for the purpose and nature of this study, the two terms (preservation and conservation) would be sub summed in records management. This is because proper records management go a long way in enhancing effective administration of a university (Efunbayo, 2003; Ijaduola and Sotunde 2006).

Ajewole (2001) identified seven institutional mechanisms that are germane to the effective and efficient management of records and information. They include:

i. The registry
ii. The classification system
iii. The indexing system
iv. The filing system
v. Storage facilities and equipment
vi. Control measures, and
vii. Records personnel.

Apparently, this study focuses on the first and the last mechanism by trying to establish the relationship between the two and how they can affect an organization.

The Registry and Records Personnel

Registry has been described by some as a storehouse for information in a public sector organization, while some view it as a section of an office where relevant information for the conduct of government business are provided but Ajewole (2001) believes the registry is a memory house for the receipt, dispatch, preservation and retrieval of essential records and information for the effective performance of ministerial official duties. He concludes by saying that the Registry is the "be it all and end it all" of public service paper work. He further likens the registry to what Mills and Standingford (1977) describe as an office with five basic functions which include:

i. The receipt of records and information
ii. Recording of records and information

iii. Arranging of records and information

iv. Giving records and information, and

v. Safeguarding assets.

In other words, registry captures records and information from external sources, as well as generating records and information internally. It also classifies and stores records, retrieves / supplies / presents / transmits or communicates records to end users for decision making; and lastly protects or secures records as corporate assets. For any registry to carry out the above functions effectively there is a need for capable personnel of various cadres as established by the Nigeria Civil Service Reforms. However, the word records management has been grossly misunderstood, mis-applied and abused in the public service. It has not been recognized as a technical concept in a professional setting with a conceptual meaning, ethics and codes of practices. This misconception has probably colourised and misdirected the practical application of the term (Ajewole, 2001) and may explain why the practice of records management in the public service has not been totally encouraging. Study has revealed that most registry staff are of low status with little or no experience in records management while in some public organization there is no section / department that performs such a function.

There is no gainsaying that in our universities where it is expected that people would know better, the reverse is the case. Most of the registry staff in these apex institutions have little or no professional training and certification in records management. Most often than not, the personnel in charge of records are individuals who have one form of certificate or the other in various disciplines that are not related to records management while those at the managerial level of this department are certified in personnel management. The middle and junior staff cadres are probably those who at the initial stage of their work life accepted the employment offer because they saw themselves as being on transit. In other words; they wanted the job pending when they will put their acts together, either to go back to school or get a desired job but eventually got "stocked" perhaps because they couldn't gain admission into higher institution or secure a "better" job. It has been established that no organization can grow beyond its human resources. This statement is better explained by Cascio (2003) who affirms that organizations are managed and staffed by people and without people, organizations cannot exist. However, for organizations to meet up with the challenge of present day globalization there is need for training and retraining of personnel in the public service.

What is Training?

Dessler (2011) defines training as giving new or current employees the skills they need to perform their jobs. Though the role of training is to improve the overall performance of an organization, systematic or organized training and development on a continuous basis for every position is not only essential for the economic well being of a country, but should contribute fully towards the development of abilities in individual and satisfy current and future manpower needs of the organization (Armstrong, 1997).

With the above definition, it is evident that staff training in the public service is non negotiable because developing staff through trainings is the best and greatest contribution an organization can make to their personnel well being. This is because the reward of well done trainings can be many times over the invested time, effort, and money. Some benefits of
personnel training and development include productivity, efficiency and job satisfaction, which are sure guarantees to the success of any organization (Staff Training, 2012). When applied to this study, what we are saying in essence is that the success and effectiveness of management, preservation and conservation of records in universities registry is determinable by the amount of efforts devoted to the training of registry personnel both monetary wise and material wise.

Methodology
This is a descriptive survey design that focused on three selected universities in Lagos State, Nigeria. The target population was registry staff in the three universities bringing it to a consensus of one Federal owned university, one State owned and one Private owned university. Simple random sampling technique was adopted to select 97 registry personnel. This consists of personnel who are in-charge of both students and staff records in the selected universities. Questionnaire was used to gather data for the study adopting total enumeration technique. Data were analyzed using descriptive statistics consisting of frequencies, tables and percentages. The breakdown of the total sample is presented in table 1.

<table>
<thead>
<tr>
<th>Universities</th>
<th>No of Registry Staff</th>
<th>No of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caleb University</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Lagos State University (Main Campus)</td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td>University of Lagos (UNILAG)</td>
<td>52</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

Out of the 97 registry staff selected across the three universities, only 76 of them filled and returned the questionnaire. 49 were females (64.5%) and 27 were males (35.5%). Their ages ranges from 20 to 45 years. Their academic qualifications ranked thus: M.Sc 13(17.1%), B.Sc / B.A 40 (52.6%), OND / NCE 9 (11.8%), WAEC / NECO 14 (18.42%). Their years of experience also range from 1 to 25 years.

Results
Possession of Qualifications in Records Management Registry Staff

| Table 2: Do you possess professional qualifications in records management? |
|-------------------------------------------------|-----------------|-----------------|
| Yes                                             | 12              | 15.8%           |
| No                                              | 64              | 84.2%           |
| **Total**                                       | **76**          | **100%**        |

This table shows that only a few of them (15.8%) are professionally qualified as record managers.
Qualifications Obtained in Records Management by Registry Staff

Table 3: Types of qualifications obtained in records management

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>No (%) of Obtainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Records Management</td>
<td>1 (.01%)</td>
</tr>
<tr>
<td>BLS (Library and Information Studies)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>MLS (Library and Information Studies)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>MARM (Master of Archival &amp; Records Mgt)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>PhD (Records Mgt/ Library Studies Option)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (.01%)</td>
</tr>
</tbody>
</table>

Respondents were asked to specify their qualifications and as revealed by this table, only one (1) person actually possesses a certificate in records management. This is a contradiction to their affirmation as indicated in table 2.

Participation in Records Management Trainings/Workshops as Registry Staff

Table 4: Have you ever participated in any training/workshop in records management?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>35.5%</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>64.5%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

27 (35%) of the respondents affirmed they have attended training/workshop in the course of their work.

Number of Trainings/Workshops Attended Since Becoming a Registry Staff

Table 5: How many trainings/workshops have you attended?

<table>
<thead>
<tr>
<th>No of Respondents</th>
<th>No of Times</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>23.7%</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>11.85%</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>14.5%</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>13.2%</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>10.5%</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>10.5%</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>15.8%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Many of the respondents have attended trainings and workshops in records management and the number of times ranged from one to six times. The highest number of respondents to attend trainings/workshops is 18 (23.7%) who specified they have attended...
once during the course of their work as registry staff. This is followed by 11 (14.5%) who have attended trice. 10 (13.2%) indicated 4 times, 9 (11.85%) indicated twice, 8 (10.5%) indicated 5 and 6 times respectively, while 12 (15.8%) affirmed they have never attended any training/workshop since becoming registry staff. Reasons ranged from lack of fund to non approval by universities' management, new staff syndrome and rotational plan.

Membership of Professional Association

Table 6: Membership of Professional Association (s)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>42.1%</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>51.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>6.6%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

To determine their level of consciousness regarding current trend of events in records management by belonging to records management professional body, respondents were asked if they belong to professional body(s). 32 (42.1%) respondents indicated that they belong to professional bodies. They were asked further to indicate the professional bodies they belong. Surprisingly, none of the 32 people who affirmed their professional membership actually belong to any of the records management professional body. Rather, they belong to personnel management bodies such as Nigerian Institute of Personnel Management (NIPM), Nigerian Institute of Management (NIM), and Association of Nigerian Universities Professional Administrator (ANUPA). 21 out of the 32 actually belong to NIPM, 28 are members of NIM, and 9 are members of ANUPA. It is noteworthy that some of them however belong to the three associations especially those occupying senior positions.

Existence of Records Management System in the Institutions

Table 7: Do you have existing records management system in your institution?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>71.1%</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>28.9%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Discussion

The findings of this study revealed that a large number of registry staff are university graduates with some possessing a masters degree. Nonetheless, they are not certified in records management. Only one person across the three universities is actually certified in records management. This is ridiculous and nothing to write home about people who are supposed to care, protect and ensure continuous access and usefulness of organizational records. However, on-the-job trainings and workshop program are in place though this may not be as frequent as expected. Even when majority of the respondents indicated they have attended one training/workshop or the other, many of them have benefitted only once. Just eight (8) of them have attended trainings for six (6) and five (5) times respectively. Even so, twelve (12) out of the seventy six (12) respondents have never attended any training/workshop
since they began to work at the registry. Yet, training and development is one of the univariate models designed for assessing the effectiveness of organizations (Ajewole, 2001). Judging from the number of years that some of these people had already put in, these figures are rather too low and discouraging.

It is a known fact that for any professional to engage in best practices in his/her chosen career, such an individual must be familiar with trends in that profession. So, to determine the level of consciousness of the subject under study regarding current trend of events in records management through their membership of any of the records management association, the study revealed that none of them belong to any recognized body that stands for management, preservation and conservation of records even when many of the respondents occupy the post of Assistant Registrar (AR), Senior Assistant Registrar (SAR), and Executive Officer (EO). In fact, only 32 of them belong to professional bodies at all and the bodies include Nigerian Institute of Personnel Management, Nigerian Institute of Management, and Association of Nigerian Universities Professional Administrator, all of which has nothing to do with records management as a profession.

Interestingly, 71.1% of the respondents affirmed that their institutions have existing records management system in place. What calls for attention here is how these systems function without qualified and knowledgeable records managers manning them. This is because professional qualification is key to productivity in every field of endeavor and is very important for our highly specialized society, in which we are living now (Mystic Madness, 2013). Obviously, this is missing in this study.

Conclusion
This study has revealed that there is need to have the right people in the right places in our Universities registry. Training and development has been emphasized as one of the tenets through which organizational achievements in terms of economic growth and employee turnover is measured. This is no less true of university registry staff and their training needs in records management.

Recommendations
By virtue of the functions performed by registry department of universities, the following recommendations are advanced for policy makers:

i. Certified personnel in records management should be employed into universities registry;

ii. existing registry staff should be encouraged to obtain certificates in records management;

iii. training and workshops in management, preservation and conservation of records should be organized regularly for registry staff

iv. tertiary institutions across the country especially library schools should include a well packaged curriculum in records management

References
AGCAS Editors (2012). Records manager; job description< http/www/Records manager Job description Prospects ac uk.mh>


Harvard University Archives (2012). Managing university records <http://library.harvard.edu/ university-records-management>


Mystic Madness (2013). What are professional qualifications <http://www.mysticmadness.com/what-are-professional-qualifications.html>


