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Influence of Information Culture on Job Satisfaction of University Registry Personnel in South-West, Nigeria

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Abstract

This study aims to investigate the influence of information culture on job satisfaction. The study adopted survey research design. The population consisted of 2009 registry personnel working in federal, state and private universities in South-West, Nigeria. Stratified random sampling technique was used to select 715 personnel. A validated questionnaire was used for data collection. Response rate was 70%. The data were analysed using descriptive (mean and standard deviation) and inferential statistics (regression). Findings from the study showed that information sharing ($\beta = 0.054$; $t_{(497)} = 1.227$; $p > 0.05$), information proactiveness ($\beta = -0.006$; $t_{(497)} = -.132$; $p > 0.05$) and information control ($\beta = 0.027$; $t_{(497)} = .537$; $p > 0.05$) did not significantly influence job satisfaction. The study concluded that information culture contributed to the level of job satisfaction of university registry personnel in South-West, Nigeria in terms of quick access to relevant information to enhance service delivery and openness in information sharing. Consequently, it was recommended that the university management should improve on institutional information culture practice to enhance the job satisfaction of the university registry personnel.

Keywords

Information Culture, Job Satisfaction, Registry Personnel, Universities, South-West

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Introduction

Job satisfaction is a phenomenon that has gained much prominence among researchers and managers because it deals with the attitude of personnel towards work which can either increase or decrease their productivity and performance. In the field of organisational behavior, it is one of the most important and frequently studied behavioural factors that affect the well-being of organisations. As observed by Abdullah and Ramay (2012), job satisfaction is an important topic of study because it impacts organisation's profitability and competitiveness, thereby making it a key information an organisation can have of its employees. As an attitude or behaviour exhibited by an employee towards his or her job, job satisfaction relates to the way an employee feels about rewards, co-workers or events in the work environment. Attitudes can either be positive or negative depending on the experience of the employee at the workplace. If employees feel they are working harder than others but receiving lesser rewards, they will probably have negative attitudes towards the job, co-workers and the boss but if they feel well treated and paid equally, they are more likely to have positive attitude towards the job. Tella, et al (2007) opined that negative attitude can lead to laziness and reduced organisational commitment, which can lead to quitting one's job, moving from one organisation to another or changing from one profession to another.

Scholars have identified factors such as pay, nature of work, supervision, interpersonal relationships, opportunity for promotion, achievement, work environment, recognition, job security, interpersonal relationship, and professional advancement to contribute to job satisfaction (Abbas & Karage, 2015; Okwudili, 2012; Reed 2015; Smerek & Peterson, 2007). These factors have been classified into two types namely, extrinsic and intrinsic (Smerek & Peterson, 2007). Intrinsic factors refer to an internal desire of a worker to perform a specific task. Herzberg referred to these factors as motivators which include achievement, recognition, nature of work and promotion opportunity. Extrinsic factors refer to those external benefits or rewards provided by an organisation to the worker which include working conditions, supervision, pay, company policies, security, interpersonal relationships and status (Reed, 2015; Smerek & Peterson, 2007). When extrinsic factors are present and adequate, individuals perform their jobs in order to be rewarded by the organization for performance. Hence, for individuals to be satisfied on their jobs, there is need to identify those factors that can increase their job satisfaction. For this study, the job satisfaction factors considered are recognition, nature of work, promotion, employee achievement and responsibility.

In this era of globalization and increased competition among firms, it is a fact that no organization can succeed without information which has become a fundamental resource for performance and productivity. Therefore, within many organisations, public and private, information is now seen as a valuable resource that can enhance motivation for workers' job satisfaction (Kolawole, et al (2015). It is also seen as a transforming power which influences others and helps to shape an individual's judgement. As a factor in achieving good organisational decision making and high quality service delivery, information is needed to develop, deliver and assess the effectiveness of organisational policies. It is equally needed to make informed choices, provide the basis for accountability, protect individual rights and enforce legal obligations. The recognition of information as an important resource, the value placed on it and the behavior of workers towards information gave birth to the concept of information culture.

Information culture has been described as a combination of attitudes, values and behaviours relating to information whether positive or negative, effective or ineffective (Gillian, 2017). Attitudes could be in form of preference for facts or rumors while behaviors could mean preference for types of communication channels. This implies that the way an organisation or a university value and preserves information as a vital resource can enhance productivity and bring about success for the university. In other words, well introduced information culture could contribute to employees' level of job satisfaction leading to improved performance. Travica (2005) described information culture as a part of organisational culture which revolves around information and communication technology (ICT). This is why Choo, et al

(2008) regarded information culture as those elements of an organisational culture that impacts the management and use of information. The concept of information culture is relevant to the way people value, use, approach and handle information, that is, the application of information to work activities (Riyaz, 2009). Thus there is a connection between information culture and information use. This connection comes from the way people select and apply information as they perform their duties and increase individual and organisation's knowledge. This implies that information culture does not stand alone without proper utilization of information because information utilisation deals with strategic and logical application of information within an organization to be able to achieve the desired result, therefore information culture promotes information utilisation (Choo, et al. 2008; Otuza, 2014). When information is available in a culture that values information, there is information sharing which brings about competition between subordinates especially in an environment where knowledge creation is encouraged. Appropriate use of information culture can help higher institutions to have competitive edge over others. Quality and accurate information is needed by the workers especially the registry personnel in order to provide quality service delivery to students, parents, regulatory bodies, the immediate community and other stakeholders of the institution.

Since the education system is service oriented, the need for accurate and timely information cannot be overemphasized as it creates new knowledge and insights for problem solving. Marchand, et al (2001) identified six information behaviours and values which also form the basic components of information culture. They are information integrity, formality, control, transparency, sharing, and proactiveness. These scholars believed that effective and efficient use of these six behaviors and values will enhance the information culture of organizations and increase job performance. For the university registry personnel, information culture that supports active and open information seeking, sharing and use is a big asset which can enhance service delivery and the development of these institutions.

The university registry as a large division in the university community plays a prominent role in the academic life of any university. The registry provides support for academic purposes of the university offering a range of services called academic administration. As a service centre, the registry serves the statutory bodies and their committees, the entire university community and the public generally having the main goal of rendering efficient and effective service to all its' clients so as to achieve its objectives of research, teaching/learning and community service. In the Nigerian university system, the responsibilities of the registry include admitting students into degree and non-degree programmes; manual and online registration of students; coordination of all university examinations; manual and online student's records management; coordination of university activities such as matriculation and convocation exercises, custodian of all university rules and regulations, policies and decisions of the university. In addition, it serves as the secretariat for various committees and provides career guidance to students with respect to course selection. Going by the above, it is obvious that the university registry as a service centre coordinates all the activities of the university by ensuring an uninterrupted calendar and compliance with rules and regulations. The university registry is therefore saddled with the responsibility of ensuring the provision of the needed information and other support services for the smooth operations of the whole university system. These services if well-coordinated perhaps will help the university achieve its goals and objectives. However, this might not be possible if the information culture among other services of the university environment is not well coordinated. This might lead to low job satisfaction for the registry personnel. It is against this backdrop that the need to ascertain the presence and a working information culture among registry personnel is important, as well as determine their level of satisfaction in the culture they operate within. Consequently, this study examined the influence of information culture on the job satisfaction of university registry personnel in South-West, Nigeria.

Statement of the Problem

Literature has established the nexus between satisfaction, performance and commitment of workers in various organizational contexts (Khaled & Haneen, 2017; Kirfi & Abubakar, 2014; Oyebamiji, et al 2013;

Rasha, et al 2015). When the job satisfaction level of the personnel is enhanced, customer service delivery is also enhanced and there is willingness to go the extra mile in accomplishing tasks. Unfortunately, certain conditions such as uncoordinated information culture may have contributed to the low level of job satisfaction observed among the registry personnel. Unfavourable information culture such as unwillingness to share information, unethical use of information and poor feedback on performance of employees has often affected service delivery and the job satisfaction of personnel. Consequently, this study is aimed at ascertaining the extent to which information culture contributes to job satisfaction as the nexus between the two variables is yet to be established empirically in the context of university registry personnel in South-West, Nigeria.

Objective of the Study

The main objective of this study is to investigate the influence of information culture on job satisfaction of university registry personnel in South-West, Nigeria. The specific objectives are to:

1. find out the level of job satisfaction of registry personnel in universities within South-West, Nigeria,
2. ascertain the information culture practiced in university registry in South-West, Nigeria
3. determine the influence of information culture on job satisfaction of university registry personnel in South-West, Nigeria

Research Questions

The research questions that guided this study are as follows:

1. What is the level of job satisfaction of university registry personnel in South-West, Nigeria?
2. What is the information culture practiced among university registry personnel in South-West, Nigeria?

Hypothesis

The following null hypothesis was tested at 0.05 (5%) significant level:

- H₀: Information culture will not significantly influence job satisfaction of university registry personnel in South-West, Nigeria.

Review of literature

Job Satisfaction of Employees in Organisations

The importance of job satisfaction cannot be overemphasized as the efficiency and effectiveness of any organisation depends mostly on the morale of the employees. Salisu, et al (2015) believed it is the attitude and feelings that people have about their work while Uddin, et al (2016) are of the view that job satisfaction is simply how workers feel about their jobs and various aspects of their jobs. Salunke (2015) has described job satisfaction as one of the most complex areas facing today's managers when it comes to managing their employees. Conclusively, one can say that the term job satisfaction refers to the attitude and feelings people have about their job. This attitude if positive can lead to job satisfaction which in turn leads to performance or negative attitude which may lead to no satisfaction or dissatisfaction. For the registry personnel like staff in any other organization, job satisfaction is very important because it is a requirement for personnel and organisational performance which in turn affects the services rendered to customers and the rating of products. Amune (2015), Latif, et al (2014), Naseen, et al (2011), Olusegun (2013) all buttressed the fact that employee satisfaction improves the value of work in addition to enhancing output. Therefore, it is very important for the manager to understand what the personnel needs or desire, think or feel of the job and what he or she expects to get out of the job so as to ensure employee commitment. As an attitude which employees have about their work, job satisfaction is based on numerous factors, both intrinsic and extrinsic to the individual. Intrinsic include job content, challenge, responsibility, control over work methods and workplace, opportunity to use skills and abilities and involvement in decision making while extrinsic factors include compensation, benefits, recognition

among others (Hassan, 2009). Likewise, Labuschagne, et al (2005) identified more common aspects of job satisfaction such as work, salary, promotion, recognition, benefits, working conditions, supervision, co-worker and institution. Kavita, et al (2012) also added personal, social, cultural and environmental factors that determine job satisfaction. Onukwube (2012) however stated that the most popular determinants of job satisfaction that encompasses all other literatures are the work itself, reward (pay), supervision, promotion opportunities, and co-workers. It is important to note here that the factors which affect the job satisfaction of the university registry personnel are not different but similar to those listed above.

Information Culture in organisations

Information is universally recognized as an essential commodity for development, that is, it is indispensable for all round development. Kolawole, et al (2015) describes it as a key for addressing problems, important for the educational, social, political, and economic development processes of any given community and it also creates awareness among the members of such communities. Therefore information has become an essential product in daily organisational transactions. As a result, the analysis of the activities surrounding information is regarded as “culture of information”. Information culture was first introduced in an early study by Ginman (1988) where he postulated that information culture is a culture where the transformation of intellectual resources into desired outcomes is maintained as well as the transformation of material resources whereby the resources are different types of information and knowledge. Using 39 Chief Executive Officers (CEOs), he found a connection between their information culture, life cycle and information interest and use. The study further reported that a well-structured information culture can positively influence organizational practices and can lead to successful business performance. Information culture can be described in terms of beliefs and behavior. Beliefs as explained by values, norms and attitudes while behavior as defined by work practices and communication with regards to organisational information and information technology. In line with this, De Stricker (2005) affirmed that in order to utilize the effectiveness of the processes employees adapts to find, store, and share information, technological applications are helpful in driving a productive information culture. An exploratory study by Choo, et al (2008) of three organisations’ information culture and information use defined information culture as those components of an organisation’s culture which affect the management and use of information. Therefore, information culture is seen in the organization’s values, norms and practices which affect how information is perceived, created and used. The study of Samuel (2017) and Otuza (2014) made use of six components of information culture which are information integrity, control, transparency, formality, sharing and pro-activeness as postulated by Marchand, et al (2001). These researchers carried out a study using over a thousand senior managers from different countries in order to solve the problem of how the interaction of people, information and technology affect business performance. The result showed that three information capabilities make up an organisation’s information orientation which predicts maximum business performance. These capabilities are information technology, information management practices, and information behavior and values. The six components of information culture used by Samuel (2017) and Otuza (2014) and which are also operationalized in this study as information culture were developed from the information behavior and value aspect of information capabilities

Information Culture and Job Satisfaction of Employees in Organisations

Scholars (Salunke, 2015; Salisu, et al 2015; Yaya, 2016 among others) agree that when organizations and institutions provide conducive work environment, adequate working materials, occupational safety measures, good pension schemes and a corporate culture, workers will be committed to its goals and ideas. However, Popoola (2007) submitted that managers who use information will become pace setters for their peers or teams adding that when information is used in performing tasks, productivity is enhanced. Lehman (2014) citing Agho, and Mueller (1993) stated that when employees do not have the information they need to adequately perform their tasks, they are less satisfied with the jobs assigned to them. Information culture that is effectively coordinated and managed in organizations has been shown to

enhance productivity in organizations. Scholars have shown the relative influence of information culture on organizational effectiveness, innovation, job satisfaction, leadership style, business performance, information management, collaborative sharing, and information use outcomes (Choo, 2013; Choo, et al 2008; Marchand, et al 2001; Bergeron, et al 2007; Abrahamson & Goodman-Delahunty, 2013).

The study of Madukoma and Opeke (2013) on information use and job performance of senior non-academic staff in Nigerian universities revealed that having the right information helps workers to contribute meaningfully during group discussions, helps workers perform their duties effectively, ensure completion of work within scheduled time, enhances creative thinking and also helps workers to exercise good judgement and make well informed decisions. Haliso and Okunfulure (2010), in their study on MTN workers, Nigeria, asserted that there is a significant relationship between information use and job performance of these workers. Hwang, Kettinger and Yi (2010) believe that the effective use of information motivates and affects job performance. This clearly shows that the effective and efficient use of information by employees in organizations such as higher educational institutions will help to motivate the worker such that job satisfaction could be achieved which in turn improves job performance. For the registry personnel whose job is mainly service oriented, effective information availability and utilization in the context of good information culture is very important in the discharge of duties as quality service delivery is premised on the way information related activities are being handled in the institutions of higher learning.

Methodology

Survey research design was adopted for the study. The population consisted of 2,009 registry personnel across all Federal, State and Private Universities in South-West, Nigeria. This figure represents the total population of registry personnel working in the main registry department of universities in South-West accredited by the Nigerian Universities Commission (NUC). Stratified random sampling technique was employed in this study. The universities were first separated into three strata which composed of federal, state and private. From each of the stratum, 30% of universities were chosen using random sampling. This percentage was used based on Nwana's formula (1981) and Hill (1998) who suggested 20%-30% for a small population and 10% for large (thousands) population. Hence, 30% was used. Thus two (2) federal, two (2) state and eight (8) private universities were selected for the study. The fish bowl method was used for the simple random sampling. Each university was written on a paper according to the stratum (federal, state and private), the papers were wrapped and placed in three separate bowls and shuffled together in each bowl. From each of the bowls, the sampled universities were picked. To obtain a considerable number of respondents for the study and avoid any sampling error, the census or total enumeration method was used to arrive at 715 registry personnel, which captured all the registry staff working in the main registry unit of the sampled universities.

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

S/N	Federal Universities	No. of Personnel sampled	No. of Returned Questionnaire
1.	Fed. Univ. of Technology, Akure	75	48
2.	University of Ibadan	92	60
State Universities			
3.	Lagos State University	95	55
4.	Olabisi Onabanjo University	105	75
Private Universities			
5.	Adeleke University	55	42

6.	Afe Babalola University	32	20
7.	Babcock University	70	60
8.	Bells University	66	42
9	Caleb University	25	15
10	Covenant University	47	37
11	Lead City University	35	31
12	McPherson University	18	15
Grand Total		715	500

Source: National Universities Commission (2017) and Human Resource unit.

715 copies of validated and reliability tested five point Likert scale questionnaire type were used to elicit data from respondents, from which 500 copies were retrieved and analysed. Data collected were subjected to descriptive (standard deviation & mean) and inferential (regression) analyses.

Data Analysis and Presentation of Results

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

Table 2: Level of Job Satisfaction of university registry personnel

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

Table 2 explained the level of job satisfaction of personnel in the universities investigated in this study.

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

Research Question 2: What is the information culture practiced among personnel in the university registry in South-West, Nigeria?

Table 3: Prevalent information culture

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	U (%)	\bar{X}	SD	AM
a.	Information Proactiveness								
i	Seeking relevant information on changes and trends going on outside my university is actively encouraged	106 (21.2)	284 (56.8)	64 (12.6)	17 (3.4)	29 (5.8)	4.10	0.85	3.95
ii	I use information to create or enhance my institution's products, services and processes (Information proactiveness)	142 (28.4)	313 (62.6)	17 (3.4)	9 (1.8)	19 (3.8)	3.94	0.99	
iii	Obtaining and applying new information in managing changes and executing task is welcomed in my university (Information proactiveness)	136 (27.2)	271 (54.2)	50 (10)	15 (3)	28 (5.6)	3.81	0.95	
b.	Information control								
i	I am informed about the performance of my unit/department	82 (16.4)	273 (54.6)	98 (19.6)	15 (3)	32 (6.4)	3.80	1.05	3.91
ii	My knowledge about the performance of my institution influences task completion (Information control)	93 (18.6)	303 (60.6)	48 (9.6)	159 (31.8)	41 (8.2)	3.91	0.92	
iii	Information is presented to workers to help them manage and monitor their performance (Infor. control)	113 (22.6)	281 (56.2)	74 (14.8)	10 (2)	22 (4.4)	4.12	0.74	
iv	Information in my institution is distributed on a 'need to know' basis (Information control)	101 (20.2)	329 (65.8)	26 (5.2)	5 (1)	39 (7.8)	3.80	0.81	
c.	Information transparency								
i	Openness in sharing information on errors /failures of members so they can	104 (20.8)	257 (51.4)	95 (19)	26 (5.2)	18 (3.6)	3.72	0.97	

	learn from the errors is permitted								3.77
ii	Personnel/colleagues regularly use information on errors or failures to address problems constructively (Information transparency)	80 (16)	281 (56.2)	84 (16.8)	281 (56.2)	80 (16)	3.99	2.52	
iii	Supervisors and unit heads encourage openness in my work unit (Information transparency)	106 (22.2)	268 (53.6)	68 (13.6)	44 (8.8)	14 (2.8)	3.61	1.09	
d.	Information Sharing								
i.	I usually exchange information with my colleagues in my place of work	191 (38.2)	274 (54.8)	16 (3.2)	19 (3.8)	0 (0)	3.74	0.91	
ii.	My university allows regular exchange of non-sensitive information with clients or customers	90 (18)	252 (50.4)	108 (21.6)	40 (8)	10 (2)	3.93	2.48	3.73
iii	My university allows regular exchange of information with partner institutions (Information sharing)	93 (18.8)	289 (57.8)	62 (12.4)	62 (12.4)	20 (4.7)	3.42	1.13	
iv	I often share information with people outside my work unit but within my university (Information sharing)	54 (10)	255 (51)	85 (17)	58 (11.6)	48 (9.6)	3.84	0.99	
e.	Information Integrity								
i	My department allows workers to leverage/use information for personal advantage	101 (20.2)	203 (40.6)	127 (25.4)	36 (7.2)	33 (6.6)	3.21	0.97	
ii	My institution does not promote the appropriate use of information (Information integrity)	49 (9.8)	130 (26)	221 (44.2)	78 (15.6)	22 (4.4)	3.71	1.19	
iii	Information is only used in a truthful and principled manner in my institution (Information integrity)	144 (28.8)	174 (34.8)	121 (24.2)	14 (2.8)	47 (9.4)	3.25	1.10	
iv	The control of vital information is of utmost importance in my institution	135 (27)	316 (63.2)	31 (6.2)	10 (2)	8 (1.6)	4.12	0.76	
v	In my institution, information is essential to boost the level of my job satisfaction	140 (28)	308 (61.6)	0 (0)	39 (7.8)	13 (2.6)	3.90	0.99	3.64
f.	Information Informality								
i	Informal information sources (e.g. colleagues) is trusted more than formal sources (e.g. reports, memos) in my university	72 (14.4)	128 (25.6)	189 (37.8)	76 (15.2)	35 (7)	3.52	0.99	
ii	I use informal information sources (such as colleagues) to verify and improve the quality of formal information sources (like memos, reports) in my department (Information informality)	61 (12.2)	229 (45.8)	152 (30.4)	24 (4.8)	34 (6.8)	3.42	1.06	3.55
iii	Use of informal information sources is more common than formal sources in my institution (informality)	59 (11.8)	215 (43)	144 (28.8)	43 (8.6)	39 (7.8)	3.72	0.99	
Average X = 3.76									

The table shows the prevalent information culture practices in the university registry. The average \bar{X} of 3.76 shows that information culture is well practiced in the universities surveyed. Out of all the indicators of information culture, information proactiveness contributed the highest average \bar{X} of 3.95. This means

that university registry personnel seek and use information to create new products and apply new information to manage changes in their work. This is closely followed by information control with an average \bar{X} of 3.91 which implies that personnel are informed about the performance of their unit and university and they have the needed information to manage their performance at work. However, some respondents disagree about been informed about the performance of their university and so it does not affect the completion of their jobs. Information control is followed by information transparency with an average \bar{X} score of 3.77 which is also high. This indicates that openness in sharing information is encouraged but information is not used to address problems constructively as indicated by the respondents. The average mean score for information sharing was also high (3.73). Although information sharing is practiced to an extent in the universities, some of the respondents revealed that exchange of information with customers and partner organisation is not encouraged in their universities. Information integrity has an average mean score of 3.64 which means information is used in a truthful manner and vital information is well controlled. Information informality which contributed the least also has a high average \bar{X} score of 3.55 which means that though employees trust formal sources of information than informal sources, they use informal sources more and also use informal sources to verify the authenticity of formal information sources, that is, more reliance on informal sources of information.

Test of Hypothesis

Hypothesis was tested at 0.05 P-value or significance level.

H₀: Information Culture will not significantly influence job satisfaction of university registry personnel in South-West, Nigeria

Table 4: Influence of information culture on job satisfaction of university registry

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1.	(Constant)	15.719	1.958	0	8.027	.000
	Sharing	.110	.089	.054	1.227	.220
	Proactiveness	-.020	.150	-.006	-.132	.895
	Transparency	.389	.102	.175	3.815	.000
	Integrity	1.412	.173	.434	8.165	.000
	Informality	-.400	.161	-.134	-2.487	.013
	Control	.064	.119	.027	.537	.591

R = 0.478

R² = 0.228

Adjusted R² = 0.219

F = 24.304

The regression result shown in table 4 revealed that information culture had a positive statistical and significant influence on job satisfaction (Adj. R² = 0.219; F_(6,494) = 24.304; p < 0.05). Individually, the constructs of information culture namely information transparency ($\beta = 0.175$; t = 3.815; p < 0.05), integrity ($\beta = 0.434$; t = 8.165; p < 0.05) and information informality ($\beta = -0.134$; t = -2.487; p < 0.05) were found to have a positive statistical and significant influence on job satisfaction. On the contrary, information sharing ($\beta = 0.054$; t = 1.227; p > 0.05), information proactiveness ($\beta = -0.006$; t = -0.132; p > 0.05) and information control ($\beta = 0.027$; t = 0.537; p > 0.05) were found not to statistically and significantly influence job satisfaction. Therefore, the null hypothesis was rejected.

The coefficient of determination (R²) value of 0.228 (22.8%) indicate that the dependent variable job satisfaction is impacted by 22.8% of information sharing, information proactiveness, information

transparency, information integrity, information informality and information control that is, the individual constructs account for only 22.8% impact on job satisfaction. This further implies that statistically, there are about 77.2% of other constructs or indicators of information culture that have impact on job satisfaction but which are not included or catered for in this model.

Discussion of Findings

Research question one of this study revealed that the university registry personnel are satisfied with their jobs with an average \bar{X} of 3.34. Furthermore, from all the indicators used to measure job satisfaction, respondents indicated that they were very satisfied with the nature of work (3.63), and satisfied with responsibility (3.46), achievement (3.41) and recognition (3.26) while satisfaction with promotion recorded a low level (2.96). However, the study revealed that the job satisfaction level of the registry personnel can still increase if given a boost especially in the arrears of recognition for a well done job, giving reward for high achievement, promoting personnel as at when due and improving the nature of work by job rotation, making jobs more interesting and challenging and giving personnel more responsibility. Danish and Usman (2010) found out from their study that recognition programs drives employee motivation which brought about long lasting satisfaction while Dartey-Baah (2010) reported that recognition is the most single and frequently mentioned event which motivates positive efforts from workers. He further explained that if supervisors whose opinion is valued by employees recognize employees' contributions by giving credit where credit is due, then employees will be satisfied with and committed to their work. In line with this, a study by Zeb, Rehman, Saeed and Ullah (2015) on relationship between reward and recognition and employees job satisfaction discovered that there is significant relationship between reward, recognition and job satisfaction and employees really desired to be recognized especially after carrying out a difficult task successfully.

It was revealed in this study that respondents were not pleased with the promotion policies of their institutions on promotion opportunities for employees. This occurrence makes employees experience low job satisfaction. This finding is in agreement with Lehman (2014) and Yaya (2016) who both emphasized that one of the most dissatisfying aspects of a job that an employee can experience is the feeling of being stuck in their position or lack of opportunities for growth on the job. Naz, Khalil and Jan (2013) in a study on the determinants of job satisfaction found that employee's satisfaction towards promotional opportunities had a positive effect on their job satisfaction and that promotion policies in the organization was found to be satisfactory by the employees. Opportunity for promotion can bring about a high level of commitment to organizations by employees once they are satisfied with various opportunities available for promotion in the organization or institution. Ali and Akhter (2009); Ashraf and Joarder (2010); Arah, Hoekstra, Bos, Lombarts (2011); Rahman and Parveen (2006); Lehman (2014) all reported that opportunities for promotion and career growth both served as determinants for job satisfaction.

On achievement, the study of Aloysius (2012) indicated that the need for achievement play an important role in job satisfaction and performance of employees. Likewise the study of Ogunleye and Osekita (2016); Tutar, Altinoz and Cakiroglu (2011); Marwan, Zainuddin and Hamid (2016) testified of the significant influence of achievement on employees in organizations. On the nature of work, the survey done by the Society for Human Resource Management (2012) found that the nature of work was a very important factor in determining employee job satisfaction. Saari and Judge (2004) reported in their study on the importance of job attributes as determinants of job satisfaction that workers rated interesting work as the most important attribute than wages. On the contrary, Lehman (2014) reported in his study on facets of job satisfaction that nature of work did not influence job satisfaction. However, the researcher is of the opinion that only jobs that are stimulating, exciting and engaging can bring out the best in employees and make them happy, thereby increasing their job satisfaction level.

Research question two which is associated with the prevalent information culture practiced in the university registry revealed it is high with information proactiveness having the highest mean score. It also indicates that employees seek out information that is relevant for their university and for their jobs. This

might be due to the fact that universities are referred to as information and knowledge intensive organizations (Lauri et al 2016). It was discovered that majority of the respondents agreed that formal information sources are trusted more than informal sources because the university registry personnel deals mostly with customers from within and outside the university and so genuine and authentic information must be presented in all honesty according to laid down rules of the university. Also, universities give out information to regulatory bodies and so must always be well informed before giving out information so as not to destroy the reputation of the university. However, it was revealed that many respondents prefer to use informal sources of information to verify formal sources so as to have the right information. In summary, information proactiveness has the highest mean score followed by information control, transparency, information sharing, information integrity, while information informality has the lowest mean score which is still considered high. However, Roberts, Rollins and Kristel (2005) reported in their study that information integrity and information sharing were the strongest component of information culture which contributed more to organizational performance than other indicators of information culture.

For hypothesis testing of significance, the study revealed that information culture had a statistical and positive significant influence on job satisfaction (Adj. $R^2 = 0.219$; $F_{(6,494)} = 24.304$; $p < 0.05$) resulting in the rejection of the null hypothesis. This indicates that the effective use of information culture is very important for the job satisfaction of employees. Lehman (2014) in his study on facets of job satisfaction reported that employees were more satisfied when they are informed about their performance and that of the organization. Studies by Roberts, Rollins and Kristel (2005) reported that several indicators of information culture had a strong influence on performance. Among the indicators they used, information integrity and information sharing had the strongest influence on organizational performance. However, this study showed that information transparency, integrity and informality had the strongest influence on job satisfaction while information sharing, information proactiveness and information control did not statistically and significantly influence job satisfaction. This indicates that the more transparent, authentic and trustworthy information is, the more the registry personnel will be able to effectively carry out assigned jobs. This enables the employee to achieve set goals and equally affects his or her job satisfaction positively. Studies of Choo (2013); Choo, Bergeron, Detlor & Heaton (2008); Marchand, Kettinger & Rollins (2001); Bergeron, Heaton, Choo, Detlor, Bouchard & Paquette (2007); Abrahamson & Goodman-Delahunty (2013) have shown the relative influence of information culture on organizational effectiveness, innovation, job satisfaction, leadership style, business performance, information management, collaborative sharing, and information use outcomes.

Conclusion and Recommendations

From the findings and discussion, the study concluded that the respondents were satisfied with the nature of work, responsibility, recognition and achievement. However, respondents reported of not being satisfied with promotion policies and their implementations in their institutions. If workers are not satisfied with the promotion process among other favourable conditions that can enhance satisfaction, there will be a decrease in productivity and increase in absenteeism and turnover. Information culture is practiced in the universities but can still be improved to be more effective. This is as a result of the fact that even though information sharing is practiced to an extent in the universities, some of the respondents (30%) revealed that exchange of information with customers and partner organizations is not encouraged. Furthermore, the result from the hypothesis testing showed an influence of information culture on job satisfaction of university registry personnel. This implies that information culture is an important factor in achieving a high level of job satisfaction for employees. Therefore, based on these findings, it can be concluded that promoting a well-coordinated information culture practice, will go a long way in enhancing the level of job satisfaction of university registry personnel.

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

1. The university administrators should take a careful look at those factors that are important to enhance the job satisfaction of the university registry personnel. Also, the policies on promotion should be made clear and readily available to all staff so as to clear all doubt and prevent unequal treatment of employees.
2. Even though information sharing is practiced to an extent, exchange of information with customers and partner organisations should be encouraged to enhance better relationships within and outside the universities.
3. The effective use of the six components of information culture namely information transparency, integrity, control, formality, proactiveness and information sharing should be encouraged and practiced to enhance collaboration with other institutions, improve knowledge and help personnel make informed decisions.
4. Information and communication technology tools should be made easily accessible to the employee for effective information sharing.
5. The university administration should come up with policies that will guide the practice of information culture.

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