Electronic Records Management in Support of Customer Service Delivery. Evidence from Public Universities in Kenya

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Abstract: The study aimed to investigate the effect of electronic record management practices in support of customer service delivery in public universities in Kenya.The specific objectives of the study weretoascertain the extent of adoption of electronic record management initiatives in public universities in Kenya, determine the effectiveness of existing practices for management of electronic record in support of service delivery, identify challenges faced by public universities in Kenya in managing electronic records and suggest the best-practice framework that could be adopted by public universities in Kenya to enhance management of electronic records in support of customer service delivery.Technology acceptance theory was used to inform the study. Cross-sectional research design was used to collect data from 5 randomly selected public universities in Kenya.Random sampling technique was used to respondents from the universities. The unit of analysis was employees working in the registry department of public universities. The unit of observation was public universities in Kenya. Data was collected using questionnaires while data was analyzed using descriptive method. Descriptive statistics such as mean scores, standard deviations and coefficients of variation were used to describe the general behaviour of data.Tables were used to present the findings of this study. The study established that electronic record management practices were embraced by public universities in Kenya, though on a small extent. It was also revealed that even though electronic record management practices had an influence on service deliver, to some extent challenges such as costs, employee resistance and lack of management support were experienced. Thestudy concluded that,for universities to experience customer loyalty, adoption of electronic record management practices is key. The study recommendedthat, for improved service delivery in the university context, top managers should   allocate funds ICT projects as well as promote ICT culture though trainings and investment in modern ICT programs.

Key Words: *Electronic Record Management, Customer Service Delivery and Public Universities in Kenya*

1.1 Introduction

Efficient and effective management of information is considered to be the most critical function in any competitive organization (National Archives of Australia, 2014). The struggle for public sector institutions in developing countries to recognize the need for effective management of information is accelerated by the advent new technologies (Mutundu, Nyabuto&Ngulube, 2019).Longevity of the documents in any system is purely determined by the approach adopted by relevant stakeholders to create, use and dispose information (An, 2009). Due to changing customer demands, institutions of higher learning and more specifically universities around the globe are rethink to embrace electronic record management systems as a strategy of enhancing customer service deliver (Adeyemi, 2012). The adoption of electronic document and record management system (EDRMS) in the higher learning institutions is viewed as one of the aspects that enhance stakeholder value(An, Sun & Zhang, 2011). As organizations strive to address customer needs, more information is collected, analyzed, stored and retrieved periodically for strategic decision making (Howard, 2011).

Besides, the strategic organizations and more specifically universities are reconsidering to migrate from record management approach to digital or electronic record management approach which is more efficient(Mutundu et al., 2019). Information is considered to be a strategic resource of any competitive organization from one context to another (Malakata, 2011). Effective management of data can give an organization a milestone in a given industry as well as poor management of data or information can disadvantage an organization in terms of increased costs and conflicts between the organization and its stakeholders (An, 2009). Before the advent of electronic record management technologies, universities in developing countries have been experiencing numerous challenges (Nduati, 2012). Inability of the universities to market their academic programs globally was deterred by lack of inappropriate technology of creating and disseminating the information to the global audience (Price, 2011).

Inability of the universities to exchange or share information isalso attributed to challenges of technology (National Archives of Australia, 2014). Failure of universities to attract international students and offer global competitive academic programs isassociated with challenges of creating (using and storing

information using appropriate technologies (Rabah, 2011). Loss of customer information, single sourcing of suppliers and inability to authenticate the source of information are all issues attributed to analogue techniques of managing information (Malakata, 2011). In the era of digital transformation, organizations are striving to embrace electronic document and record management systems in order to reduce the risks associated with information management, boost efficiencies and drive collaborations (Ministry of State for Public Service, 2011). The cost of retaining paper files in any organization is considered to be exorbitant in terms of filing of materials, storage space and employment of larger number of filing clerks are direct costs associated with organizations which do not embrace electronic document and record management system (EDRMS).

Subsequently, Galaletsang and Kalusopa (2012) asserted that cases of missing records are rampant in organizations that do not embrace modern technologies in managing information. Poor management of information in any organization is viewed to be threat to organizational growth. Access of confidential documents by employees in organization can result to dysfunctional conflicts such as strikes and at the same time violate individual rights. Organizations which fail to provide maximum security to information, are considered to be prone to activities of hackers which in turn affect the overall image of the organization. An electronic document and record management system (EDRMS) is defined by Jackson (2015) as a set of computer tools that facilitate organizations to create, store and retrieve information for strategic decision making (Adeyemi, 2012). Similarly, Aljumah, Ahamad and Siddiqui (2013) regards electronic document and record management system (EDRMS) as computer systems that enable employees in any organization to manage unstructured information using electronic formats such as emails, word processed and spreadsheet contents. Electronic document and record management system (EDRMS) is considered to be a function of customer service delivery.

Service delivery is regarded as the extent to which organizations produce a service or product that conforms with customer needs and wants (Kotler, 2010). Whilst, Adeyemi (2012) regards service delivery as the act of taking care of concerns of customers during the service encounter. Service delivery entails the ability of the organization to develop systems that provide timely customer service, communication, coordination of activities and accessibility to information at any given time (Alegbeleye, 2009). Electronic record management system is described as a set of computer software that facilitate information creation, storage and retrieval at a particular point in time for strategic decision making (Galaletsang&Kalusopa, 2012). Furthermore,Aljumah, Ahamad and Siddiqui (2013) established that electronic record management system is a function of customer service delivery in organizations. On the other hand, Galaletsang and Kalusopa (2012) acknowledged that electronic record management system is a multitude of disciplines that range from mails, files, correspondences, reports, directives, copying, retention, record protection, scheduling, archival preservation and ultimate disposal. As record keeping in higher institutions continued to face security threats, integrating technology in the systems will not only contribute to enhanced service delivery to various stakeholders such as students (Rabah, 2011), but also to other stakeholders such as parents, regulatory bodies such as Commission for University Education (CUE) and at the same time to development partners such as United Nations Development Programs (UNDP) (Malakata, 2011).

1.2 Research Problem

Despite developments in multiples sectors in Kenya, services offered by institutions of higher learning and more specifically public universities are below the expected standards thus the need to rethink on embracing electronic record management systems. Absence of a clear framework for managing electronic record in the public universities is a potential risk to sustainability of quality service delivery in the university context in Kenya. Over-reliance on manual record keeping systems not only jeopardizes service delivery to stakeholders but also pose security risks to information. Even though institutions of higher learning are purporting to embrace electronic record management culture, still it is evident that little has been achieved. To date, public universities are encouraging job applicants to apply for vacant positions by using hard copies of their resumes and supporting testimonials despite existence of corporate emails.

Similarly, suppliers are encouraged to bid by use of had copies (Ayoku&Ojediran, 2008).Slow response rate to online enquiries and the culture of applying for new courses using the traditional approach of filling hard copy forms is still embraced to a large extent (Kemoni, 2008). Challenges such as failure to safeguard some information, inability to provide a variety of information to users, delays experienced when retrieving information, loss of data and security threats of the information stored has not only contributed to inconsistencies in service delivery but also reduced public confidence on services provided in public universities. Based on the fact that there are limited studies which have been conducted to establish the link between electronic record management systems and service delivery (Mutundu et al., 2019; Jackson, 2015; Malakata, 2011 &Ombati, 2012), it was against this background this study sought to investigate the effect of electronic record management systems on customer service delivery in public universities in Kenya.

1.3Research Objectives

The specific objectives of the study were to:

(i) Ascertainthe extent of adoption of electronic record management initiatives in public universities in Kenya

(ii) Determine the effectiveness of existing practices for management of electronic record in support of service delivery

(iii)Identify challenges faced by public universities in Kenya in managing electronic records.

(iv)Suggest the best-practice framework that could be adopted to by public universities in Kenya to enhance management of electronic records in support of customer service delivery.

1.3.2   Research Questions

Questions which guided this study were:

(i) What is the extent of adoption of electronic record management initiatives in public universities in Kenya?

(ii) Do existing electronic record management initiatives in public universities in Kenya effectively support customer service delivery?

(iii)What are the challenges faced by public universities in Kenya when managing electronic records?

(iv)What actions need to be taken by public universities in Kenya to ensure management of electronic records sufficiently support customer service delivery?

1.4 Value of the Study

The results of this study would add and extend new knowledge in the extant literature in electronic record management in relation to customer service delivery. The findings would validate existing theories thereby enriching decisions formulated in public universities concerning information management. The findings of this study would help employees working in the information department of public universities in Kenya to identify and appreciate the role or electronic record management in the promotion of customer service delivery. Administrators in the university would also appreciate that electronic record management can be used to explain customer service delivery in their respective universities. Policy makers such as the Commission of the University Education and the Ministry of Education in Kenya would use the information of this study to formulate and implement electronic record management decisions with an aim of enhancing customer service delivery in the universities in Kenya. Information of this study would discourage public universities in Kenya from conventional methods of information management to new methods of information management such as electronic record management system with an aim of enhancing customer service experience.

2.0Theoretical Review

This study was anchored on technology acceptance theory founded by Davis (1989). The theory opines that new methods, process and techniques of production are a function of organizations performance in terms of service delivery. The theory ascertains that, achieving organizations excellence, technology is driving force. The theory argues that equipping employees with appropriate skills and knowledge is a catalyst of customer service delivery. Employees with appropriate knowledge and skills are highly flexible to embrace new technologies unlike untrained workers who may resist new technology due to negative attitude and perception. This theory was re-examined in this study as it sheds more light on how public universities in Kenya can enhance customer service delivery by embracing electronic record management initiatives.

2.0 Literature Review

Adeyemi (2012) identified that despite benefits associated with effective implementation of electronic record management initiatives such as accountability, efficiency and effectiveness in service delivery, transparency, quality decisions and cost minimization, to a larger extent few organizations have fully implemented the EDRMS. Price (2011) and Alegbeleye (2009) found out that constraints such as inadequate trainings, poorly designed interfaces and inadequate financial support were factors that undermined implementation of EDRMS Aljumah, Ahamad and Siddiqui (2013) demonstrated that organizations which are flexible to embrace modern technologies are likely to improve productivity unlike organizations which disregard to embrace new technologies. For effective implementation of EDRMS, managers in organizations should realign their policies with the changing business environment. Barata and Cain (2011) contended that for any organization to remain competitive in the changing business environment, embracing EDRMS is not an option but a mandatory competitive practice.

Ramokate (2010 argued that despite budget constraints when implementation EDRMS, organizations which remain committed in embracing new technologies are likely to gain a competitive edge in the marketplace unlike firms that do not embrace new techniques and processes in production. Change of attitude among employees in the system can result to effective implementation of new technologies (Barata& Cain, 2011). Even though technology alone cannot change an organization's record keeping culture, employee general attitude and preparedness to adopt it is key (Galaletsang&Kalusopa, 2012). On the other hand, Joseph (2010) avers that investment in ICT infrastructure without investing in human capital can disadvantage an organization. Similalry, Fernandez and Moldogaziev (2013) postulated that record management is considered to be a boring exercise which consumes a lot of time in searching the intend information. However, Kwatsha (2010), Luisa and

Ibiricu(2008) equally concurred that for enhanced stakeholder value, continuous employee trainings on new technologies is key. Luyombya (2010) on the other hand observed that effective implementation of EDRMS can result to improved administrative processes, informed decisions and enhanced collaborations

Ngoepe and Keakopa (2011) revealed that information management systems in any organization are drivers or service efficiency and effectiveness if effectively embraced. Reliability,authenticity and integrity of the electronic records can facilitate compliance to legislative obligation, accountability and transparency (Sichalwe,Ngulube& Stilwell, 2011). Resource organizations need for effect implementation of EDRMS are: people, the organization an appropriate leadership (Kwatsha, 2010). Although keeping records in electronic formats can create a significant improvement on organizational performance, challenges such as inadequate funds, employee attitudes, inadequate management support, lack of employee trainings and inability of the organizations to invest in ICT tools are all constraints that hamper organizations from achieving information management objectives.

Despite exteive studies which have been conducted (Adeyemi, 2012; Alegbeleye, 2009; Ayoku&Ojediran, 2008; Barata& Cain, 2011; Bhan, 2008; Kemoni&Ngulube, 2008; Kwatsha, 2010 &Luyombya 2010), it is noted that there exist deficiencies in evidenceon how the current state of electronic record management facilitates customer service delivery in public universities in Kenya. It is observed that the link between electronic record management systems and service delivery in organizations is unclear. Constraints of conceptualizing and contextualizing variables of this study from one context to another are evident thus the reason of conducting this study to unfold the research gaps in the public universities in Kenya. It was concluded that, even though some researchers had attempted to examine the effect of electronic record management practices on customer service delivery, limited studies had focused on public universities.

Okongo (2014) asserts that many institutions of higher learning and more especially universities are striving to access and utilize digital information services by digitizing library services. The author contends that even though the extent to which universities are embracing modern technologies in managing information is low, much efforts are needed within the university context in managing electronic records.Whilst, many scholars have revealed that despite organizations in multiple sectors are changing their ways of managing information, transforming hard copy records into digital files is an uphill task (Adzobu,2014;Annobi and Ezeani, 2011;Anunobi &Ezeani, 2011). Further, the studies concluded that, despite benefits associated with electronic records management such as enhanced service delivery, the pace at which universities are embracing new technologies is slow due to inability of the management to invest in capacity development as well as digitize library services.

Anunobi (2011) concurs that, digitizing documents is one of the ways in which universities will compete globally in terms of research as well as minimize their costs of operation. The author recommends that for universities to achieve global competitiveness in terms of service delivery, digitizing documents is key. Another study by Bagudu Sadiq (2013) in Malaysia revealed that the success of introducing any technology in the university context was dependent on the student attitude and perception. Galaletsang and Kalusopa (2012) argue that institutionalization of new technologies in any organization is facilitated by the willingness of management to create an enabling environment where workers can learn new skills. Similarly, Adzobu (2014) established that there is a significant relationship between digitization of library services and customer service delivery in public universities in Ghana. However, the study adopted a case study research design contrary to the descriptive research design adopted by the current study thus formed the basis of conducting the current study to determine whether the findings upholds in the university context in Kenya.

Another study conducted in Malaysia in the university context Bagudu and Sadiq (2013) on students perception of digital library services also revealed that digitization of library services as well as other institutional records had a significant impact on service delivery in the university setting. Furthermore, it was revealed even though technology was attributed to improved organization performance, not all universities can manage to adopt appropriate technology to improve customer service delivery. It was concluded that despite the slow pace of the universities in digitizing records, employee training, budget allocation and management support are key aspects that can contribute to improved customer service delivery in the university setting.

2.1 Research Gaps

A number of research gaps were identified from previous empirical studies. For instance, a study by Mutundu, Nyabuto&Ngulube (2019) examined the link between electronic record management in relation to e-government support in Kenya but did not examine how electronic record management practices can be adopted improve customer service delivery in public universities in Kenya. A study by Luyombya (2010) was limited to digital records management in Uganda which is a different context culturally and education systems. Further, the study did not examine the relationship between variables thus the basis against which the current study was conducted. Another study by Kemoni and Ngulube (2008) in Kenya sought to investigate on how Kenya would achieve the millennium development goals through record management and public service delivery thereby ignoring the variables of the current study.

A study by Galaletsang and Kalusopa (2012) was carried out in Botswana seeking to establish the link between record management and service delivery in the government ministries thereby ignoring to focus in public universities contrary to the current study. Considering that the previous empirical studies examined variables of the current study partially and in isolation thus revealing deficiencies in evidence (Mutundu et al., 2019; Luyombya, 2010; Kemoni&Ngulube, 2008;Galaletsang &Kalusopa, 2012), the current study sought to establish the link between electronic record management and customer service delivery in public universities. Further, it is observed these studies were confined to different contexts and their findings cannot be generalized in the current study due to methodological gaps. Considering that each study adopted a different methodology in terms of the sampling design, sample size, research instrument and data analysis method, the current study filled these research gaps by adopting a random sampling technique to select respondents of the study as well as structured questionnaires were used to collect data. Further, data was analyzed using descriptive statistics centrally to other studies which adopted multiple regression method.

3.1 Research Methodology

Cross-sectional research design was adopted by the study. Random sampling technique was used to select respondents from public universities in Kenya. Specifically, respondents of the study were drawn from the registry departments of the five randomly selected public universities in Kenya. The unit of analysis was employees working in the university registry department while the unit of observation was the public universities in Kenya.Data was analyzed using descriptive method. Descriptive statistics such as mean scores, standard deviations and coefficients of variation wereused to describe the general behaviour of data. Tables were used to present the findings of this study. After administration of 43 questionnaires to respondents, only 37 questionnaires were fully filled and returned by the respondents. This response rate was considered appropriate as recommended by Saunders, Lewis & Thornhill, (2015).

4.1. Extent of Adoption of Electronic Record Management Practices

The respondents of the study were asked to indicate their level of agreement concerning the extent of adoption of electronic record management practices and the findings are summarized in Table 1.

Table1: Extent of Adoption of Electronic Record Management Practices

Statement	Mean Score	SD	CV%
My university has systems that create electronic records	4.97	.711	14.3
My university has systems that store electronic records	4.56	.706	15.4
My university has systems that retrieve electronic records	3.78	.671	18.0
My university has systems that protects electronic records	3.41	.541	16.0
My university has system of record management	3.33	.433	13.0
Employees in the registry have computers installed with electronic record management software	3.23	.412	13.0
Aggregate Mean Score	**3.88**	**0.579**	**14.95**

Source: Primary Data

The results in Table 1 indicate the aggregate mean score of 3.88 and coefficients of variation (C_V) of 14.95 reflecting that most of the respondents were generally in agreement. University retrieve electronic recordshad a mean score of 3.78 with the highest coefficient of variation (C_V =18.0%) while university having record management system and employee computers installed with electronic record management software had a mean of 3.33 and 3.23 both with lowest coefficients of variations (C_V =13.0%). University systems creating electronic records had a mean score of 4.97 with coefficients of variations (C_V =14.3%) and university systems storing electronic records had a mean score of 4.56with coefficients of variations (C_V =15.4%).These findings imply that, despite the fact that the university had not fully embraced electronic record management systems, to a larger extent most of the workers were in agreement that adoption of electronic record management systems had a significant influence on service delivery. These findings are in line with that of Adeyemi (2012) Alegbeleye (2009), Ayoku and Ojediran (2008) who concur that adoption of technology in record management can enhance customer loyalty or stakeholder value.

4.2 Benefits of Electronic Record Management Practices

The respondents of the study were asked to indicate their level of agreement concerning the benefits of electronic record management practices and the findings are summarized in Table 2.

Table 2: Benefits of Electronic Record Management Practices

Statement	Mean Score	SD	CV%
There is enhanced security of electronic records	4.78	.845	18.0
There is easier retrieval of information in my university	4.54	.784	17.2
Student information is always reliable	4.41	.678	15.3
There is a backup of information in my university	4.23	.656	16.0
The information stored is highly secure	3.97	.589	15.0
Use of electronic record management system (ERMS) has resulted to reduced storage space of "hard copy" documents	3.71	.573	15.4
Aggregate Mean Score	**4.27**	**0.688**	**16.15**

Source: Primary Data

. The results as shown in Table 2 indicate the aggregate mean score of 4.27 and coefficients of variation (C_V) of 16.15 reflecting that most of the respondents were generally in agreement. Security of electronic records has a mean score of 4.78 with a coefficient of variation ($C_V=18.0\%$). Easier retrieval of information in my university had a mean score of 4.54 with coefficients of variations ($C_V =17.2\%$). Reliability of student information had a mean score of 4.41 with a coefficient of variation ($C_V=15.3\%$). University backup of information had a mean score of 4.23 with a coefficient of variation ($C_V=16.0\%$). Security of information stored had a mean score of 3.97 with a coefficient of variation ($C_V=15.0\%$).Reduction of the storage space of "hard copy" documents by use of ERMS had a mean score of 3.71 with a coefficient of variation ($C_V=15.4\%$).These findings imply that to a larger extent, even though public universities had not full migrated to electronic record management, most of the respondents were in agreement that effective adoption of ERMS can result to enhanced security of information, reduced storage space for hard copy documents, enhanced reliability of student information and easier retrieval of information. These findings are supported by Kemoni and Ngulube (2008) and Kwatsha, (2010) who hold that, effective implementation of ERMS can result to enhanced service efficiency and effectiveness.

4.3 Challenges of Electronic Record Management Practices

The respondents of the study were asked to indicate their level of agreement concerning the challenges of electronic record management systems and the findings are summarized in Table 3

Table 3: Challenges of Electronic Record Management Practices

Statement	Mean Score	SD	CV%
Adequate funds are allocated to procure electronic record management software	2.51	.317	09.0
There are appropriate security measures to information stored	2.43	.306	09.0
Employees are willing to use new technologies while processing information	2.21	.287	13.0
I am encouraged by my immediate supervisor to use system information	2.33	.271	13.0
Adequate funds are allocated to train workers on ICT skills	2.13	.256	12.0
I have my own computer which I use in my department	2.21	.247	11.1
Aggregate Mean Score	**2.30**	**0.280**	**11.8**

Source: Primary Data

The results in Table 3 indicate the aggregate mean score of 2.30 and coefficients of variation (C_V) of 11.18reflecting that most of the respondents were generally in disagreement with the statements. These results imply that even though ERMS were considered to add value in the systems, a couple of challenges that ranged from: inadequate funds to procure electronic record management software, insecurity of the information stored, resistance of employee to embrace new technologies, lack of employee motivation by immediate supervisors to use system information, lack of trainings among workers on ICT skills and inadequate number of computers. These findings are also consistent with that of Ayoku and Ojediran, (2008), Barata and Cain (2011) who found

out that challenges of implementing ERMS were not limited to: costs of installation, employee attitude, lack of management support and inappropriate trainings.

4.4 Mitigating Challenges of Electronic Record Management Practices

The respondents of the study were asked to indicate their level of agreement concerning the ways of mitigating challenges of electronic record management practices and the findings are summarized in Table 4.

Table 4: Mitigating Challenges of Electronic Record Management Practices

Statement	Mean Score	SD	CV%
Adequate funds are allocated to train workers on ICT skills	3.82	.521	13.6
Adequate funds are allocated to procure ICT tools such as computers	3.78	.509	13.4
Existing policies are consistent with new technologies	3.56	.509	14.2
ICT culture is encouraged by leaders of my university	3.47	.489	14.0
Employees are allocated personal computers	3.39	.482	14.2
Electronic records are highly preferred in my university	3.21	.471	14.6
Aggregate Mean Score	**3.53**	**0.496**	**14.0**

Source: Primary Data

The results in Table 4 indicate the aggregate mean score of 3.35 and coefficients of variation (C_V) of 14.15 reflecting that most of the respondents were generally in agreement with the statements.Theresults imply that public universities would only mitigate challenges attributed to implementation of ERMSby allocating adequate funds for training employees on ICT skills and investment in ICT infrastructures such as computers and programs. Further, leadership support and development of policies to support implementation of ERMS are key. Similar findings are supported by Adeyemi (2012), Alegbeleye (2009) and Aljumah et al. (2013) who attest that effective implementation of ERMS is determined by financial capability of the firm, employee attitude, leadership support and continuous review of policies.

5.1 Summary and Conclusion

The study identified that public universities in Kenya were embracing electronic record management practices with an aim of enhancing customer service delivery but on a small extent. Creation, storage, retrieval, protection of electronic records and programs were practices embraced on a small extent. Minimal conflicts, costs, time saving, reliable information and enhanced customer loyalty were benefits attributed to effective implementation of ERMS(Aljumah et al., 2013; Barata& Cain, 2011; Ayoku&Ojediran, 2008). Despite benefits associated with ERMS, public universities were slowly migrating to digital documents. Challenges noted were: inadequate funds, employee attitude, inadequate management support and lack of trainings among workers.A similar position was held by Galaletsang&Kalusopa (2012) who disclosed that majority of the organizations were unable to maintain record security due to challenges of digitizing record management systems. The authors pointed out that employee preparedness to embrace new technologies in any organization is key to sustainable customer service delivery and vice versa.

This study revealed that mitigation challenges identified could involve allocation of adequate funds to train workers on ICT skills, and management support in terms of supporting ICT culture and procuring ICT tools such as computers and programs which are user friendly.This position was supported by Kwatsha (2010) and Mutundu et al., (2019) who also concluded that the only measure organizations can put in place to solve issues attributed to inability of shifting from traditional methods of information management to digital record management is nurturing talents and creating an enabling environment that can promote employee willingness to adopt new technologies to enhance customer experience.

The study concluded that, for enhanced service delivery in the university context, managers should appreciate the role of ERMS. For global competitiveness, cost minimization, attraction and retention of students, positive word of mouth, employee motivation and enhanced image of public universities, implementation of ERMS is key. Investment in human capital and well as appointing leaders with the goodwill to transform higher institutions of learning in key for any country committed to economic development. Slow pace of transformation among institutions of higher learning in terms of information management is hampered by inability of the university management to allocate adequate resources to promote human capital as well as procurement of ERMS in order to enhance customer service delivery.

6.1 Recommendations

Based on the findings of this study, it is recommended that:

(i) For service delivery in public universities, top managers should allocate adequate funds to implement ERMS projects.
(ii) Employees of public universities should be equipped with ICT skills for efficiency and effectiveness of service delivery.
(iii) Management of public universities should form functional linkages with ICT firms thus enhanced information sharing.
(iv) Management of public universities should invest in ICT infrastructures to facilitate effective implementation of ERMS

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