Chapter 79

The Performance of Educational Institutions Through the Electronic Records Management Systems:
Factors Influencing Electronic Records Management System Adoption

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ABSTRACT

This article discusses the relationship between educational institutes that use ERMS and the performance of those institutions. This article uses a mixed explanatory method that incorporated quantitative and qualitative approaches. The quantitative method collected the responses from 364 participants. This was followed by a qualitative approach where experts were interviewed to verify the model. The results generated using the quantitative approach demonstrated that the quality of the system, information, and service as well as the security provided by the system had a significant positive relationship with the successful adoption of ERMS, which in turn improved performance. Moreover, the qualitative results that gathered through the experts confirmed the findings and contributed to enriching the understanding of the adoption of ERMS in educational institutions.

INTRODUCTION

Records management strives to control the records and documents related to business processes, transactions and decision making (Mohd & Chell, 2005) as it manages records over their lifecycle (Yusof & Chell, 2000). There are several benefits to using a records management system. In general, a records management system provides reliable information that allows an organization to operate effectively (Asogwa, 2012; Mukred & Yusof, 2015) while encouraging transparency and accountability (Mohd & Chell, 2005; Yusof & Chell, 2000). In organizations that are strictly regulated, such as those in the private sector, an effective records management system may be required by law (Wright, 2013). In a related study, Egwunyenga (2009) stated that records are important to educational institutions as they help these organizations achieve their educational objectives, but the principles used to manage records in these environments are inadequate. Other studies confirm that there are issues associated with the accuracy, reliability, and trustworthiness of managing records. To be considered a "record" information must be valid and authentic (Mohammad & Yusof, 2013). It must also be understandable, obtainable, and secured. Records are used because they can facilitate planning and help make decisions. An effective records management system allows an organization to adhere to any applicable legal requirements, efficiently retrieve information, and it creates the infrastructure for a secure information system (Baron, Thurston, & mcleod, 2016).

Currently, in institutions of higher education, such as universities, there is a growing demand for environments that focus on governance, audits, and risk management. An Electronic Records Management System (ERMS) can meet the need for effective recordkeeping by ensuring that institutions of higher education will be efficient, maintain their records, remain trustworthy, encourage audits, become more competitive while meeting their fiduciary obligations and preserve their transparency and accountability (Atulomah, 2011). ERMS is described as the electronic management of e-records and non e-records with the help of computer equipment and software on the basis of acknowledged premises and practices of records management (Akor & Udensi, 2013).

To ensure that the adoption of an ERMS is successful, there are several factors that must be examined before an appropriate model can be developed (Mukred & Yusof, 2017). For example, in a developing nation such as Yemen, one of the challenges that must be overcome is inertia (Larson, 2009; Mukred, Yusof, Asma'Mokhtar, & Manap, 2016). The aim of this paper is to propose a model for the adoption of ERMS to support the organizations performance in Professional Education (HPE) institutions using the Information System Success Model by DeLone and McLean and Technology Acceptance Model (TAM). One of the primary goals of this study is to contribute to the discussion regarding the growth of e-records. This study also attempted to help institutions of higher education adopt ERMS. Additionally, this study also hopes to redress the lack of information in the literature regarding the relationship between ERMS and the performance of institutions of higher education.

ERMS AND EDUCATIONAL INSTITUTIONS

In order for an institution of higher learning to take advantage of the benefits associated with ERMS, staff must know how to use it properly. Unfortunately, as shown by a survey conducted by (Ismail, 2009), both the academic or the administrative staff at Kolej Yayasan Melaka in Malaysia lacked the skills and knowledge needed to access records management. Consequently, this college does not retain

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