SCHOOL OF LIBRARY ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)

AN ASSESSMENT OF RECORDS MANAGEMENT PRACTICES FOR EFFECTIVE SERVICE PROVISION IN PRIMARY SCHOOLS: A CASE OF MAJENGO PRIMARY SCHOOL – BAGAMOYO.

BY

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A Research Report Submitted to the School of Library, Archives and Documentation Studies as Partial Fulfilment for the Award of Ordinary Diploma in Record and Archives Management.

2026

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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies the research report entitled "An Assessment of Records Management Practices for Effective Service Provision in Primary Schools: A Case of Majengo Primary School - Bagamoyo" in partial fulfilment of the requirements for the award of the Ordinary Diploma in Library, Records and Information Studies.

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I, **CHAMBI NCHIMBI**, declare that this Report is my own original work and that it has not been presented and will not be presented to any other institution for any other diploma award.

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DEDICATION

I dedicate this research report work to my beloved family, whose unwavering support and encouragement have been my constant source of strength throughout my academic journey.

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May the Almighty GOD bless them all.

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ABBREVIATIONS

ECM: Enterprise Content Management

EDRMS: Electronic Document and Records Management System

EFA: Education for All

HR: Human Resources

ICT: Information and Communication Technologies

ISO: International Organization for Standardization

NEMIS: National Education Management Information System

PO-RALG: President's Office – Regional Administration and Local Government

SDG: Sustainable Development Goal

SLADS: School of Library, Archives and Documentation Studies

SPSS: Statistical Package for the Social Sciences

URT: United Republic of Tanzania

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ABSTRACT

This study assessed records management practices for effective service provision in primary schools, using Majengo Primary School in Bagamoyo District as a case study. A mixed-methods Design was employed, involving a sample of 30 respondents selected through stratified random and purposive sampling. Data were collected using questionnaires, interviews, and an observation checklist. The findings revealed that Majengo Primary School maintains various types of records, including pupil academic records (attendance registers, report cards, assessment records), administrative records (meeting minutes, correspondence files, inventory registers), financial records (receipts, payment vouchers, cash books), and personnel records (staff files, leave forms). The study found that effective records management contributes positively to service provision by saving time in information retrieval, enabling accurate tracking of pupil progress, facilitating report writing, ensuring accountability during inspections, and supporting informed decision-making. However, the study identified significant challenges, including lack of filing equipment and supplies, absence of a clear organizing system, excessive workload for teachers, lack of training on records management, poor storage conditions, and frequent loss or misplacement of records. The study concludes that while the importance of records management is recognized at Majengo Primary School, practices are suboptimal due to resource constraints and lack of systematization. Recommendations include the urgent provision of filing equipment and supplies, development and implementation of a clear school-wide filing system, comprehensive training for all staff on records management principles, allocation of a dedicated records officer, and improvement of physical storage conditions.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background of the study on the assessment of records management practices for effective service provision in primary schools, using Majengo Primary School in Bagamoyo District as a case study. It covers the introduction and background to the study, the statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, definition of key terms, and the limitations of the study.

1.1 Background to the Study

Effective records management is a fundamental pillar for administrative efficiency, accountability, and quality service delivery in any organization, including educational institutions. In primary schools, records encompass a wide array of documents, from pupil admission registers and academic reports to staff files, financial ledgers, and inventory lists. The systematic management of these records is crucial for informed decision-making, strategic planning, and demonstrating compliance with national educational policies and standards (ISO 15489-1:2016, cited in Ngoepe, 2023).

Globally, the discourse on records management in education has evolved from passive storage to viewing records as strategic assets that underpin institutional memory and transparency. Countries with advanced educational systems, such as Finland and Singapore, integrate robust records management frameworks into their school administration, often supported by digital systems, to streamline operations and enhance parental engagement (IFLA, 2021). The trend emphasizes not just preservation but the

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active use of records to track student progression, manage resources, and support teaching and learning outcomes.

In Africa, the importance of sound records management in achieving educational goals is increasingly recognized, though implementation varies widely. Studies, such as those by Ngoepe and Makhura (2021), highlight that effective records management in schools is a precursor to accurate data reporting for national planning, as seen in initiatives like Kenya's National Education Management Information System (NEMIS). However, challenges such as inadequate resources, lack of trained personnel, and poor infrastructure often hinder optimal practice. In the context of Education for All (EFA) and Sustainable Development Goal 4 (Quality Education), reliable school records are essential for monitoring enrolment, attendance, and learning outcomes, particularly in rural and underserved areas (Kalusopa & Ngoepe, 2022).

In Tanzania, primary education is a key priority under the National Education Policy and the Education and Training Policy of 2022. Schools like Majengo Primary School are expected to maintain comprehensive records for pupils, staff, finances, and assets to ensure effective administration and service provision. The government, through the President's Office – Regional Administration and Local Government (PO-RALG), provides guidelines for school record-keeping. However, the reality on the ground often reveals gaps between policy and practice. Research by Mwita and Kavishe (2023) indicates that many public primary schools in Tanzania grapple with disorganized, incomplete, or poorly managed records, which can lead to inefficient service delivery, difficulties in auditing, and compromised stakeholder trust. Therefore, assessing the records management practices at Majengo Primary School provides a critical microcosm to understand the existing practices, their contribution to service provision, prevailing challenges, and context-specific solutions within Tanzania's primary education sector.

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1.2 Statement of the Problem

Primary schools in Tanzania are mandated to maintain accurate and systematic records to support administrative functions, pedagogical activities, and accountability to various stakeholders, including the government, parents, and the community (URT, 2023). Effective records management is integral to service provision, influencing areas such as pupil progression, staff management, resource allocation, and strategic planning. According to Masele and Mwase (2022), the integrity of educational data and the efficiency of school operations are directly contingent upon robust record-keeping frameworks.

At Majengo Primary School, anecdotal evidence suggests administrative challenges that may be linked to current records management practices. These could include delays in generating pupil transcripts, difficulties in tracing pupil or staff histories, inefficiencies in inventory management, and challenges during official inspections or audits. Such issues not only disrupt daily operations but also compromise the quality of services provided to pupils, parents, and staff, ultimately impacting the school's overall performance and reputation (Ndenje-Sichalwe, 2024).

While the importance of records management is acknowledged in national policies, there is limited recent empirical research focusing specifically on the nexus between records management practices and service provision at the primary school level in Tanzania. Chachage and Manda (2023) note that most contemporary studies have a broader focus on educational management or are centred on secondary and higher education institutions, leaving a significant gap in understanding the unique context of public primary schools. Consequently, the specific types of records maintained, their actual contribution to service delivery, the precise challenges faced, and viable solutions within the context of a busy public primary school like Majengo remain inadequately explored (Matovela & Mambwe, 2022).

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This study, therefore, seeks to address this gap by investigating the records management practices at Majengo Primary School. The core problem is that without a clear, evidence-based understanding of the current state of records management, its direct link to service provision, and the specific obstacles hindering its effectiveness, the school administration and education policymakers cannot develop targeted strategies to optimize record-keeping for improved educational service delivery.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess the records management practices for effective service provision in primary schools, using Majengo Primary School as a case study.

1.3.2 Specific Objectives

i. To identify the types of records maintained for effective service provision at Majengo Primary School.
ii. To analyze the contribution of effective records management towards service provision at Majengo Primary School.
iii. To investigate the challenges facing records management practices at Majengo Primary School.
iv. To propose possible solutions to the challenges facing records management practices at Majengo Primary School.

1.4 Research Questions

i. What types of records are maintained for effective service provision at Majengo Primary School?

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ii. How does effective records management contribute to service provision at Majengo Primary School?
iii. What are the challenges facing records management practices at Majengo Primary School?
iv. What are the possible solutions to the challenges facing records management practices at Majengo Primary School?

1.5 Significance of the Study

To Majengo Primary School Administration: The findings will provide the school management with a clear diagnostic of their current records management practices. This evidence-based assessment will inform decisions on resource allocation, staff training, and process improvement to enhance administrative efficiency and service quality.

To Education Policy Makers (PO-RALG, Ministry of Education): The study will shed light on the practical realities and challenges of records management at the grassroots level of education. This can inform the review of existing guidelines, the development of supportive training programs, and the formulation of pragmatic policies for school records management across Tanzania.

To Records and Information Management Professionals: The research will highlight the specific context and needs of records management in a primary educational setting. It will contribute to professional practice by identifying practical challenges and success factors relevant to the education sector in resource-constrained environments.

To the Academic Community: This study will add to the body of knowledge in the fields of information studies, educational administration, and public sector management. It will serve as a reference point for future researchers and students interested in records management within Tanzanian primary education.

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1.6 Scope of the Study

This study focused on assessing records management practices at Majengo Primary School, with its scope encompassing the identification of existing record types and an analysis of their contribution to service provision, the investigation of current challenges, and the proposal of practical solutions. The study involved school staff who create, manage, or use records including teachers, academic/administrative secretaries, records clerks, and the headteacher/administration. The geographical and institutional scope was confined to Majengo Primary School located in Majengo Ward, Bagamoyo District, Pwani Region, Tanzania.

1.7 Limitations of the Study

Subjectivity in Perceptions: Respondents' views on the contribution and challenges of records management may be subjective. The solution was to employ methodological triangulation, combining questionnaires, semi-structured interviews, and direct observation to cross-verify responses and enhance objectivity.

Time Constraints: The academic timeline limited the depth and duration of fieldwork. The solution was to adhere to a strict phased research schedule focusing on key activities and using efficient data collection tools.

Access to Sensitive Records: Some confidential records (e.g., staff files, sensitive financial documents) were not fully accessible for direct observation. The solution was to rely on descriptions from authorized personnel and focus on non-sensitive metadata about record types and processes.

Potential Respondent Bias: Staff may have provided socially desirable answers regarding their record-keeping practices. The solution was to guarantee anonymity and

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confidentiality in all participant communications and consent forms, fostering a more secure environment for honest disclosure.

1.8 Definition of Key Terms

Records Management

Records management is the systematic and administrative control of records throughout their lifecycle, from creation or receipt, through processing, distribution, organization, storage, and retrieval, to their ultimate disposition (ISO 15489-1:2016, as cited in Ngoepe, 2023). In this study, records management refers to how Majengo Primary School creates, organizes, stores, retrieves, and disposes of school records such as admission registers, attendance records, examination records, financial records, and staff records. The study assesses whether these records are managed effectively to support efficient service provision within the school.

Service Provision

Service provision, in the context of a primary school, refers to the core functions and outputs delivered to stakeholders, including teaching and learning, pupil administration (admission, progression, certification), staff management, financial administration, resource management, and communication with parents or guardians (URT, 2022). In this study, service provision refers to the quality and efficiency of services offered by Majengo Primary School, including maintaining accurate pupil records, preparing examination results, managing staff information, handling financial records, and communicating effectively with parents and education authorities. The study examines how effective records management contributes to improving these services.

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Primary School

A primary school is an educational institution providing the first stage of formal basic education, typically covering Standards I to VII in Tanzania for children aged approximately 7 to 13 years (URT, 2022). In this study, the primary school under investigation is Majengo Primary School. It serves as the research setting where records management practices are examined to determine their contribution to effective service provision among pupils, teachers, administrators, and other stakeholders.

Effective Practice

Effective practice refers to methods or procedures that are systematically applied and produce the desired outcome, in this case, efficient, reliable, and accessible records that directly support and improve school services (Kalusopa & Ngoepe, 2022). In this study, effective practice refers to the proper implementation of records management procedures at Majengo Primary School, including accurate record creation, secure storage, timely retrieval, regular updating, and proper disposal of records. These practices are expected to enhance decision-making, accountability, transparency, and the overall quality of service provision within the school.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews existing scholarly works and publications related to records management practices in educational institutions, with a specific focus on primary schools. The review is structured thematically according to the specific objectives of the study, covering the types of records, their contribution to service provision, associated challenges, and proposed solutions. Emphasis is placed on literature from 2020 onwards to ensure relevance to the current educational and technological landscape.

2.1. Empirical literature review

Empirical literature review refers to the review of previous studies that have been conducted on a particular research problem using primary or secondary data. It focuses on examining findings, methodologies, and conclusions from earlier researchers in order to identify what is already known, existing knowledge gaps, and how the current study contributes to the body of knowledge. In this study, the empirical literature review is organized according to the specific objectives of the research, namely the types of records maintained in primary schools, the contribution of effective records management to service provision, the challenges facing records management practices, and the possible solutions for improving records management in public primary schools.

2.1.1. Types of Records Maintained in Primary Schools

Primary schools generate and maintain a diverse range of records critical for their operation. Research categorizes these records broadly into four main types: academic, administrative, financial, and personnel records (Mosweu & Mutshewa, 2021). Academic records form the core and include pupil admission registers, class attendance registers,

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continuous assessment records, report cards, transfer certificates, and standardized test results. These are vital for tracking individual pupil progress and meeting statutory reporting requirements.

Administrative records support the school's governance and operations. They comprise school development plans, minutes of staff and committee meetings, correspondence files, inventory and asset registers, procurement documents, and maintenance logs (IFLA, 2021). Financial records are crucial for accountability and include budgets, receipts, payment vouchers, cash books, bank statements, and audited financial reports, ensuring transparency in the use of capitation grants and other funds (Ngoepe & Makhura, 2021). Finally, personnel records involve staff files containing appointment letters, CVs, performance appraisals, leave forms, and professional development records.

2.1.2 Contribution of Effective Records Management to Service Provision

Effective records management is not an end in itself but a key enabler of quality service provision in schools. Research consistently links good record-keeping to improved administrative efficiency. A study by Mwita and Kavishe (2023) in Tanzanian public institutions found that well-organized records significantly reduce the time and effort required to retrieve information, thereby speeding up processes like generating pupil transcripts or preparing for audits, directly enhancing service delivery speed.

Furthermore, records are the bedrock of informed decision-making and planning. Accurate pupil attendance and academic performance records enable teachers and headteachers to identify at-risk pupils and tailor interventions, directly impacting the quality of teaching and learning (Mosweu & Mutshewa, 2021). Similarly, reliable inventory and financial records facilitate optimal resource allocation and prevent stock-outs or financial mismanagement. From a strategic perspective, aggregated school records provide the data necessary for the academic/administrative staff to develop realistic school

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improvement plans and report accurately to district education officers, fulfilling accountability mandates (URT, 2022).

2.1.3 Challenges Facing Records Management Practices in Schools

Despite its recognized importance, effective records management in many primary schools, particularly in resource-constrained settings, faces formidable challenges. A predominant issue is the lack of standardized policies and procedures at the school level. Even where national guidelines exist, they are often not internalized, leading to ad-hoc and inconsistent record-keeping practices (Ngoepe & Makhura, 2021).

Inadequate resources pose a significant barrier. This includes a shortage of basic supplies like filing cabinets, folders, and labels, as well as insufficient and insecure physical storage space, making records prone to damage, loss, or misplacement (Mosweu & Mutshewa, 2021). The human resource factor is equally critical. Many teachers tasked with record-keeping lack formal training in records management principles. This, coupled with high teaching workloads, leads to records management being perceived as a low-priority, burdensome task, resulting in neglect, delays, and inaccuracies (Mwita & Kavishe, 2023).

2.1.4 Solutions for Improving Records Management Practices

Scholars and practitioners propose multifaceted solutions to address these challenges. The foundational step is the development and implementation of a simple, school-specific records management policy. This policy should clearly outline record types, retention periods, roles, and procedures, providing a clear framework for all staff (IFLA, 2021).

Targeted capacity building is paramount. Regular, practical training workshops for teachers and administrative staff on basic records classification, filing, and preservation techniques can dramatically improve daily practice (Ngoepe & Makhura, 2021). This should be coupled with advocacy to secure adequate resources. School management can

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prioritize the allocation of funds for records storage equipment and supplies in their annual budgets. Crucially, fostering a culture of information accountability led by the headteacher is essential. When leadership consistently emphasizes the importance of accurate records for pupil welfare and school reputation, it elevates the practice from a clerical task to a shared professional responsibility (Mwita & Kavishe, 2023).

2.2 Research Gap

Existing literature provides a solid theoretical and macro-level understanding of records management in the public and educational sectors. However, there is a discernible gap in focused, contemporary empirical studies that microscopically examine the interplay between specific records management practices and their direct impact on day-to-day service provision within a Tanzanian public primary school. While studies like those by Mwita and Kavishe (2023) address public sector challenges broadly, and URT (2022) provides policy frameworks, a dedicated assessment linking the typology of records, their practical utility in service delivery, and context-specific barriers and solutions at the primary school level is sparse. This study aims to fill this gap by conducting an in-depth case study at Majengo Primary School.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodological Design that was used to conduct the study. It describes the research Types, Design, area, population, sample size and techniques, data collection methods, processing, analysis, and ethical considerations.

3.1 Research Types

The study employed a descriptive case study Types, defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Yin, 2023). This Types was used because it facilitated a detailed, contextual exploration of the unique records management practices and their relation to service provision specifically at Majengo Primary School, allowing for the generation of rich, holistic insights directly aligned with the research objectives.

3.2 Research Design

This research adopted a mixed-methods Design, specifically a Convergent Parallel Types, which involved the concurrent but separate collection and analysis of both quantitative and qualitative data strands (Creswell & Plano Clark, 2022). The rationale for this Design was that quantitative data, gathered via questionnaires, effectively quantified the prevalence of specific records management practices and challenges, while concurrent qualitative data from interviews and observation provided depth, nuance, and explanatory context.

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3.3 Area of the Study

The study was conducted at Majengo Primary School, located in Majengo Ward, Bagamoyo District, Pwani Region, Tanzania. This area was selected as it represents a typical public primary school setting in Tanzania, serving a substantial pupil population, thereby providing an appropriate real-life context for investigating records management practices within a busy, resource-conscious public educational environment.

3.3.1. Majengo Primary School

Majengo Primary School is a public primary school located in Majengo Ward, Bagamoyo District, Pwani Region, Tanzania. The school provides basic education under the Tanzanian public education system and serves pupils from the surrounding community. It maintains important administrative and academic records to support teaching, learning, and school management. Although the exact year of the school's establishment could not be verified from publicly available sources, the school is officially registered and participates in the National Examinations Council of Tanzania (NECTA) Primary School Leaving Examination (PSLE).

3.4 Population of the Study

The population of the study refers to the entire group of individuals possessing the characteristics relevant to the research from which the sample is drawn. In this study, the population comprised both the pupils and staff of Majengo Primary School. The school had approximately 300 pupils and 33 staff members, making a total school population of 683 individuals. However, since the study focused on records management practices, only the staff members directly involved in the creation, handling, maintenance, and utilization of school records constituted the target population. These included class teachers, academic and administrative secretaries, records clerks, the headteacher, and deputy headteachers, giving a target population of 333 staff members.

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3.5 Sample Size

For this research, a total sample of 30 respondents was drawn from the target population, consisting of 25 class teachers and 5 academic/administrative staff, ensuring representation from all key stakeholder groups involved in school records management. Yamane formula was used to confirm the adequacy of this sample size from the population of 333, with a margin of error of 5% as indicated below.

Yamane Formula

$n = N / [1 + N(e^2)]$

Where:

- n = Sample size
- N = Population size (333)
- e = Margin of error

Using a 5% margin of error (e = 0.05):

$n = 333 / [1 + 333(0.174^2)]$

$n = 333 / [1 + 333(0.03033)]$

$n = 333 / 11.1$

$n \approx 30$

Therefore, the Yamane formula gives a sample size for this study was 30.

3.6 Sampling Techniques

This study employed a combination of probability and non-probability sampling techniques to select participants who could provide the most relevant data for the research objectives.

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3.6.1 Simple Random Sampling

To select the 25 class teachers, this study utilized simple random sampling. This probability sampling technique was chosen to guarantee that every class teacher within the target population had an equal and independent chance of being selected, thereby minimizing selection bias and enhancing the statistical generalizability of the findings. The sampling frame consisted of the complete roster of class teachers across the lower primary, upper primary, and junior secondary grade levels. To execute the selection, each teacher's name was assigned a unique numerical identifier. Using a random number generator (lottery method), 25 teachers were drawn objectively from the entire pool.

3.6.2 Purposive Sampling

For the selection of the academic and administrative staff, purposive sampling was applied. As a non-probability technique, purposive sampling involves the deliberate, intentional selection of participants based on their specific knowledge, expertise, or strategic position within the organization. This method was deemed most appropriate for selecting the five (5) administrative participants because their roles are highly specialized and directly tied to the school's governance, financial oversight, and records management policies. The selected respondents included the Headteacher**,** Deputy Headteacher**,** Academic Secretary**,** Records Clerk**,** and School Accountant**.**

3.7 Data Collection Methods

This study used three primary methods including questionnaire, interview guide and observation method as indicated below:

3.7.1 Questionnaire Method

The questionnaire method involves collecting data by administering a set of written questions to respondents in a standardized format (Kothari, 2004). This study adopted

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structured questionnaires consisting of both closed-ended and open-ended questions, which were administered to 25 class teachers. The questionnaires were designed to collect standardized quantitative and qualitative information regarding records management practices, respondents' perceptions, challenges encountered, and suggestions for improvement.

Advantages of questionnaire

The questionnaire method was chosen because it enables researchers to collect data from many respondents within a relatively short time, ensures uniformity of responses, minimizes interviewer bias, and facilitates easy statistical analysis of the collected data.

3.7.2. Interview Method

The interview method is a data collection technique in which the researcher obtains information through direct verbal interaction with respondents using predetermined or flexible questions (Saunders et al., 2019). This study adopted semi-structured interviews, which were conducted with five key informants, including academic and administrative staff. The interviews sought to obtain detailed information on strategic perspectives, existing challenges, and possible improvement strategies regarding records management at the school.

Advantages of Interview Method

The semi-structured interview method was selected because it provides flexibility for probing and clarifying responses, generates rich and in-depth qualitative data, and enables respondents to express their experiences and opinions freely, thereby improving the depth and accuracy of the findings.

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3.7.3. Observation Method

The observation method refers to the systematic process of watching, examining, and recording events, behaviours, or physical conditions as they naturally occur without relying solely on respondents' reports (Kothari, 2004). This study adopted a structured observation checklist to assess the physical condition and organization of records storage facilities, filing systems, and record-keeping practices at Majengo Primary School.

Advantages of Observation Method

The observation method was selected because it provides first-hand and objective evidence of actual practices, reduces dependence on self-reported information, and enables the researcher to verify information collected through questionnaires and interviews, thereby strengthening the validity and reliability of the study findings through methodological triangulation.

3.8. Source of Data

This study used both primary and secondary sources of data to obtain comprehensive information on records management practices at Majengo Primary School.

Primary Data: Primary data were collected directly from respondents through questionnaires administered to class teachers, interviews conducted with key informants, and observations made using a structured observation checklist. These sources provided firsthand information on the types of records maintained, records management practices, challenges encountered, and possible strategies for improving records management within the school.

Secondary Data: Secondary data were obtained from documentary sources, including books, journal articles, government reports, policy documents, education regulations, records management guidelines, and other relevant published and unpublished materials.

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These sources were used to support the literature review, provide theoretical and empirical evidence, and complement the primary data collected during the study.

3.9 Research Ethics

This study adhered to strict ethical protocols by seeking formal permission from the Majengo Primary School administration and the District Education Office. All participants were informed about the study's purpose and provided informed consent. Participation was entirely voluntary, with the right to withdraw at any point. Strict anonymity and confidentiality were maintained; no personal identifiers were used, and data was stored securely for purely academic purposes.

3.10 Data Processing and Analysis

Quantitative data from questionnaires were cleaned, coded, and entered into Microsoft Excel. Analysis involved descriptive statistics (frequencies, percentages, means) presented in tables and charts. Qualitative data from interviews and open-ended questions were transcribed and analysed using thematic analysis, identifying recurring patterns and themes related to the research objectives.

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CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter focuses on the systematic analysis and presentation of data obtained from the study assessing records management practices for effective service provision at Majengo Primary School. The results are presented in both tabular and graphical forms, showing frequencies and percentages to facilitate clear interpretation. The presentation, analysis, and discussion of findings are structured according to the research objectives and questions that guided the study. Data were collected using two main instruments: questionnaires administered to 25 staff members and in-depth interviews conducted with 5 key informants, bringing the total number of respondents to 30.

4.2 Demographic Information of Respondents

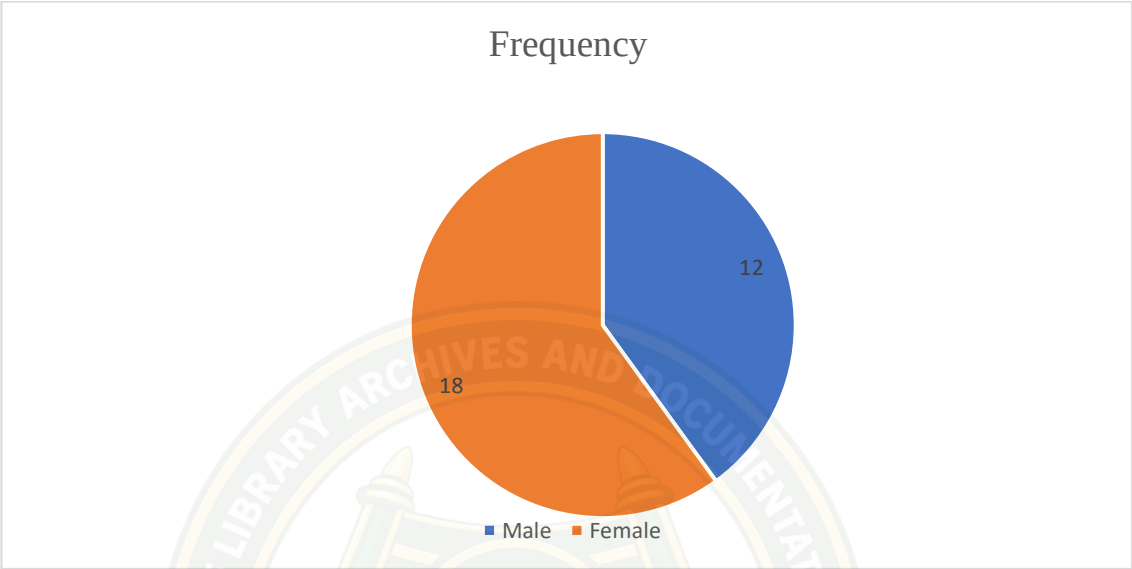
Demographic characteristics are essential for understanding the composition of the study population and for assessing the representativeness of the findings. The key demographic variables examined include gender, age, position, and years of service at Majengo Primary School.

4.2.1 Gender of Respondents

Analysing gender of respondents was important so as to determine the demographic composition of the sample and to examine whether the study captured a balanced perspective from both male and female participants.

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Figure 4.2.1. Distribution of respondents by gender (N=30)



Source: Field data (2026)

Figure 4.1 show that out of 30 respondents, 12 (40%) were male while 18 (60%) were female. This distribution indicates a strong female participation in the study, which is reflective of the broader staffing patterns observed in many public primary schools in Tanzania, where female teachers often constitute a significant proportion of the teaching workforce.

4.2.2 Respondents' Age

Knowing respondents' age was important so as to determine whether the respondents were drawn from different age groups, since age may influence work experience, familiarity with records management practices, and the ability to provide informed responses regarding the study objectives.

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Table 4.2.2: Distribution of respondents by age (N=30).

Age Group	Frequency	Percentage %
20–30	8	27
31–40	14	47
41–50	6	20
51+	2	6
Total	**30**	**100**

Source: Field data (2026)

Table 4.2 indicate that the majority of respondents (14 individuals, representing 47%) were aged between 31 and 40 years. This is followed by those in the 20–30 age bracket (8 respondents, 27%), while the 41–50 age bracket accounted for 20% (6 respondents), and the oldest group (51 years and above) accounted for 6% (2 respondents). The predominance of staff in the 31–40 age range suggests that Majengo Primary School benefits from a relatively mature and experienced workforce.

4.2.3 Position and Years of Service

Analysing the position and years of service of respondents was important so as to establish whether the respondents occupied different roles within the school and had adequate work experience to provide reliable and comprehensive information on records management practices and challenges.

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Table 4.2.3: Distribution of respondents by position and years of service (N=30)

Position	Frequency	Percentage %
Class Teacher	20	67
Academic/Administrative Staff	5	17
Head teacher/Deputy	3	10
Records Clerk	2	6
Total	**30**	**100**

Source: Field data (2026)

Regarding years of service, the study found that 18 respondents (60%) had worked at Majengo Primary School for more than five years, 8 respondents (27%) had served between 1-5 years, and 4 respondents (13%) had served less than one year. This length of service is significant because it implies that the majority of respondents possess sufficient institutional memory and hands-on experience to comment meaningfully on records management practices at the school.

4.3 Types of Records Maintained at Majengo Primary School

Majengo Primary School maintains a variety of administrative and academic records to support the effective management of the school and the provision of quality educational services. These records are created, updated, stored, and used by teachers and administrative staff to facilitate teaching and learning activities, monitor pupils' academic progress and attendance, manage staff information, account for school resources, and comply with the requirements of the Ministry of Education, Science and Technology. Proper maintenance of these records promotes accountability, transparency, informed decision-making, and efficient delivery of educational services within the school.

The first objective of this study was to identify the types of records maintained for effective service provision at Majengo Primary School. To achieve this objective,

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respondents were asked to indicate the types of records they personally handle or create as part of their daily responsibilities. Their responses helped determine the key records that are regularly maintained and utilized in supporting the school's administrative and academic functions.

4.3.1. Type of Records Maintained

The study aimed to understand the different types of records maintained at Majengo Primary School and determine which records are most commonly handled by school staff in supporting effective service provision.

Table 4.3.1: Type of Records Maintained (N=30)

Record Type	Frequency	Percentage (%)
Pupil Attendance Register	8	26.7
Pupil Progress Report Cards	6	20.0
Continuous Assessment Records	4	13.3
Scheme of Work/Lesson Plan	4	13.3
Minutes of Staff Meetings	3	10.0
Financial Receipts/Vouchers	2	6.7
Inventory of School Assets	1	3.3
Staff Leave Forms	1	3.3
Correspondence Files	1	3.3
Total	**30**	**100**

Source: Field data (2026)

Table 4.3.1 shows that the pupil attendance register was the most commonly identified type of record maintained at Majengo Primary School, accounting for 26.7% of responses. This reflects its importance in monitoring pupils' daily attendance as required by school regulations. Pupil progress report cards ranked second (20.0%), indicating their significance in assessing and communicating learners' academic performance. Continuous assessment records and schemes of work/lesson plan each accounted for 13.3%, demonstrating the importance of teaching and learning documentation. Minutes of staff meetings represented 10.0%, while financial receipts and vouchers accounted for 6.7%.

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Inventory of school assets, staff leave forms, and correspondence files each represented 3.3% of the responses, showing that although these records are maintained, they are less frequently identified as the main records handled by respondents.

One key informant from the school administration elaborated during an interview:

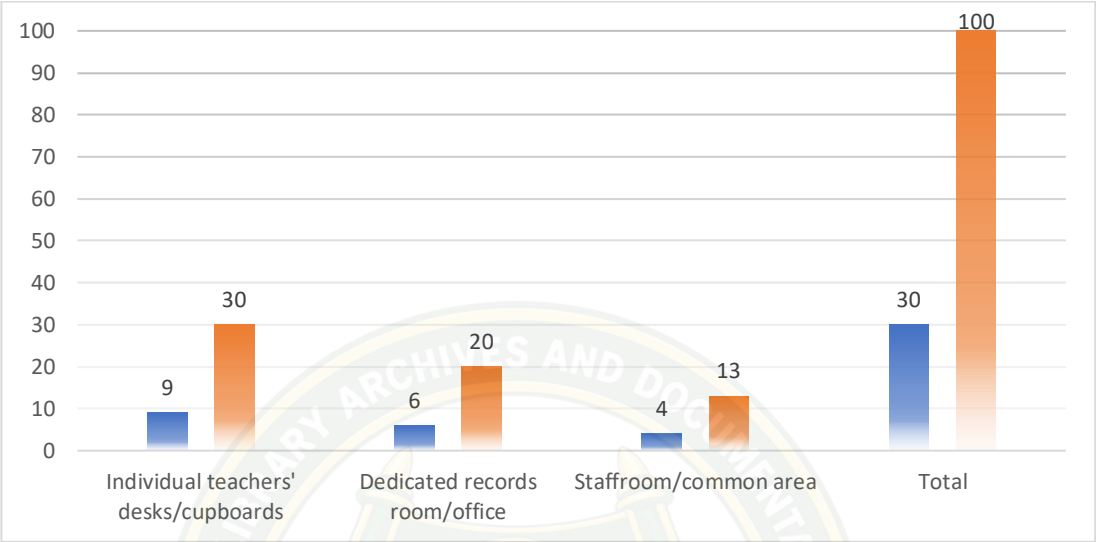
"We maintain several types of records here. The most critical are pupil academic records because they follow a child throughout their educational journey. We also keep financial records for accountability to parents and the government. However, our biggest challenge is that many of these records are kept in different places by different people, with no unified system."

4.3.2. Primary storage location for official records

The study aimed to understand where official records are primarily stored within the school and assess whether the storage arrangements support effective records management and easy accessibility.

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Figure 4.3.2: Primary storage location for official records (N=30)



Source: Field data (2026)

Figure 4.3.2 indicate that records storage at Majengo Primary School is highly decentralized. The largest proportion of respondents (37%) reported that official records are primarily stored in the headteacher's office. Nearly a third (30%) indicated that records are kept in individual teachers' desks or cupboards, a practice that creates significant risks for record loss when teachers transfer or are absent. Only 20% of respondents reported the existence of a dedicated records room or office, while 13% said records are kept in the staffroom or common area. This decentralization is a major concern because it means there is no single source of truth, and records can easily be misplaced or damaged.

Observation findings corroborated these responses, with the researcher noting that while the school had a small room Type sated for record storage, it was poorly organized, lacked proper shelving, and contained a mix of active and inactive records piled haphazardly.

4.4 Contribution of Effective Records Management to Service Provision

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Majengo Primary School has established and maintained an organized records management system that supports its day-to-day administrative and academic activities. The school keeps essential records such as pupils' attendance registers, admission registers, academic progress records, staff attendance records, inventory records, financial records, examination records, and correspondence files. These records are regularly updated, securely stored, and made available whenever required for administrative decision-making, reporting, monitoring learners' progress, and ensuring compliance with educational regulations. Through these practices, the school has strengthened accountability, improved coordination among staff, enhanced communication with parents and education authorities, and facilitated timely delivery of educational services.

The second objective of this study was to analyse the contribution of effective records management towards service provision at Majengo Primary School. Respondents were asked about the benefits they derive from well-kept records and their perceptions of how records management affects the quality of services provided by the school.

4.4.1. Benefit of Well-Kept Records

The study aimed to understand the perceived benefits of maintaining well-kept records and how these records contribute to improving efficiency, accountability, and service delivery at Majengo Primary School.

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Table 4.4.1: Benefit of Well-Kept Records (N=30)

Benefit	Frequency	Percentage (%)
Helps track pupil progress accurately	9	30.0
Saves time in finding information	8	26.7
Ensures accountability during inspections	6	20.0
Makes report writing easier	4	13.3
Supports informed decision-making	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.4.1 indicates that helping to track pupil progress accurately was the most frequently mentioned benefit of well-kept records, reported by 30.0% of respondents. Saving time in finding information ranked second with 26.7%, indicating that proper record management improves efficiency in daily school operations. Ensuring accountability during inspections accounted for 20.0%, while making report writing easier represented 13.3%. Supporting informed decision-making was mentioned by 10.0% of respondents, demonstrating that accurate records also contribute to effective planning and administrative decisions.

One teacher commented during an interview:

> *"When pupil records are well-organized, I can quickly identify which children are falling behind and need extra help. Without those records, I would be teaching blindly. Records help me know each child's starting point and track their improvement."*

The head teacher added:

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"During our last inspection by the district education officer, the first thing they asked for was our record books. Schools that cannot produce proper records are penalized. Good records are not just about internal efficiency; they are about compliance and our school's reputation."

4.4.2. Records management and service quality

The study aimed to understand respondents' perceptions regarding the relationship between effective records management and the quality-of-service provision at Majengo Primary School.

Table 4.4.2: Records management and service quality (N=30)

Response	Frequency	Percentage %
Strongly Agree	12	40
Agree	14	47
Neutral	3	10
Disagree	1	3
Strongly Disagree	0	0
Total	**30**	**100**

Source: Field data (2026)

Table 4.4.2 indicate that the vast majority of respondents (87%) either agreed or strongly agreed that good records management improves the overall quality of services in the school. Only 3% disagreed, and 10% remained neutral. This near-unanimous consensus is highly significant because it shows that staff at Majengo Primary School are not only aware of the link between records management and service quality but also recognize that improving records management could enhance their work.

4.5 Challenges Facing Records Management Practices at Majengo Primary School

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Majengo Primary School has made noticeable efforts to strengthen records management by maintaining essential school records, assigning responsibility for record keeping to teachers and administrative staff, and using records to support academic, administrative, and decision-making activities. Despite these efforts, the school continues to experience several challenges that affect the efficiency, security, and accessibility of records. These challenges limit the effectiveness of records management and, consequently, the quality-of-service provision within the school.

The third objective of this study was to investigate the challenges facing records management practices at Majengo Primary School. Respondents were asked to indicate the major obstacles encountered in managing school records. The findings revealed that although records management practices are generally established, several operational and resource-related challenges continue to hinder effective implementation.

Table 4.5: Challenge Hindering Effective Records Management (N=30)

Challenge	Frequency	Percentage (%)
Lack of filing equipment/supplies	8	26.7
No clear system for organizing files	6	20.0
Too much paperwork/overwhelming workload	5	16.7
Lack of training on records management	4	13.3
Poor storage conditions (dust, damp, pests)	4	13.3
Records get lost or misplaced often	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.8 indicates that the most common challenge affecting records management at Majengo Primary School was the lack of filing equipment and supplies, reported by 26.7% of respondents. This was followed by the absence of a clear filing system (20.0%), suggesting that poor organization makes retrieval of records difficult. Excessive paperwork and workload accounted for 16.7%, while lack of training and poor storage

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conditions each represented 13.3%. Records getting lost or misplaced was reported by 10.0% of respondents, highlighting the need for improved storage and filing practices.

One respondent explained:

> *"Everyone has their own method. Some organize by date, some by pupil name, some by subject. When one teacher is absent, another cannot find anything because they don't understand the filing system used."*

Excessive workload (70%) and lack of training (67%) were also major challenges. Teachers reported that between teaching duties, lesson preparation, and marking, they had little time dedicated to organizing records. Furthermore, most had never received any formal training on records management principles.

Poor storage conditions (60%) and frequent loss or misplacement of records (53%) completed the list of challenges. During observation, the researcher noted that the Type sated records room was dusty, had a leaking roof in one corner, and showed evidence of pest activity.

4.6 Proposed Solutions for Improvement

Majengo Primary School has already taken several initiatives to improve records management practices despite facing a number of challenges. The school has established standardized record books and official registers for attendance, admissions, examinations, staff records, and financial transactions. It has assigned specific staff members the responsibility of maintaining different categories of records, introduced filing procedures to improve document organization, and ensured that important records are stored in designated offices. In addition, school management regularly supervises record-keeping activities to promote accountability and ensure that essential information is available whenever needed for administrative and academic purposes. Although these efforts have

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contributed to better record management, respondents indicated that further improvements are necessary to achieve more efficient and secure records management.

The fourth objective of this study was to propose possible solutions to the challenges facing records management practices at Majengo Primary School. Respondents were asked to indicate the most important measures that could strengthen record-keeping and improve service provision.

Table 4.6: Main Proposed Solution for Improving Records Management (N=30)

Proposed Solution	Frequency	Percentage (%)
Provide more storage furniture and supplies	9	30.0
Develop a clear school-wide filing system	8	26.7
Train all staff on records management	6	20.0
Assign a dedicated records officer	4	13.3
Improve physical storage environment	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.9 shows that providing more storage furniture and supplies was the most preferred solution for improving records management, accounting for 30.0% of responses. Developing a clear school-wide filing system followed with 26.7%, indicating respondents' desire for standardized record-keeping procedures. Training all staff on records management accounted for 20.0%, while assigning a dedicated records officer represented 13.3%. Improving the physical storage environment was proposed by 10.0% of respondents. These findings suggest that respondents view adequate resources, standardized procedures, and staff capacity building as the key requirements for strengthening records management at Majengo Primary School.

One key informant from the school administration offered a telling observation:

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"We have the knowledge within our staff. Some teachers are very organized. The problem is that we have no standard. If the headteacher would declare one system and ensure everyone follows it, and if we could get proper filing cabinets, our record-keeping would improve dramatically within months."

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and conclusion derived from the study findings as well as recommendations for improving records management practices at Majengo Primary School.

5.2 Summary of Findings

5.2.1 Types of Records Maintained

The findings indicate that Majengo Primary School maintains a wide range of administrative, academic, financial, and personnel records that support the daily operation of the school. The presence of these records demonstrates that the school recognizes the importance of documenting its activities for accountability, continuity, and effective administration. However, the findings also revealed that records are stored in different locations rather than within a centralized records management system. This practice may reduce the efficiency of record retrieval, increase the risk of loss or damage, and limit the effectiveness of records management in supporting service provision. Therefore, although essential records are maintained, improvements in records organization and storage are necessary to enhance their accessibility and usefulness.

5.2.2 Contribution of Records Management to Service Provision

The findings show that records management plays an important role in improving service provision at Majengo Primary School. Proper management of records supports accurate monitoring of pupils' academic progress, facilitates timely retrieval of information, promotes accountability during inspections, simplifies report preparation, and enhances

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informed decision-making by school management. These findings suggest that well-managed records contribute significantly to the efficiency, transparency, and quality of educational services. Effective records management therefore serves as a valuable tool for improving school administration and ensuring that educational objectives are achieved.

5.2.3 Challenges Facing Records Management

The findings revealed that records management at Majengo Primary School is affected by several operational and institutional challenges. These include inadequate filing facilities and storage materials, the absence of a standardized records management system, limited staff knowledge and skills in records management, heavy workloads among teachers, and unsuitable storage conditions. These challenges reduce the effectiveness of records management by making records difficult to organize, retrieve, preserve, and protect. Consequently, they may negatively affect administrative efficiency and the quality of services provided by the school.

5.2.4 Proposed Solutions

The findings suggest that improving records management requires both organizational and resource-based interventions. Strengthening storage facilities, establishing a standardized filing system, providing regular training for staff, assigning clear responsibility for records management, and improving storage conditions would enhance the management and accessibility of school records. Implementing these measures would strengthen accountability, improve administrative efficiency, support timely decision-making, and ultimately contribute to more effective service provision at Majengo Primary School.

5.3 Conclusions

Generally, it was observed that records management practices at Majengo Primary School require significant improvement to effectively support service provision. While the school

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maintains most of the essential records required for primary school operations, the practices are characterized by decentralization, lack of standardization, inadequate resources, and insufficient training. The absence of a clear, school-wide filing system and the lack of basic filing equipment create inefficiencies that waste staff time, hinder accountability, and compromise the quality of services delivered to pupils and parents.

The study concludes that the staff at Majengo Primary School recognize the value of good records management and are willing to improve their practices. However, they are constrained by systemic issues: no standard procedure, no dedicated storage facilities, and no training opportunities. The school leadership has the opportunity to transform records management from a source of frustration to an enabler of efficiency by implementing the solutions identified in this study. Without such intervention, the school will continue to face administrative inefficiencies that undermine its operational effectiveness and ability to demonstrate accountability to stakeholders.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

i. Provide Adequate Filing Equipment and Supplies: The school management, in collaboration with the Parent-Teacher Association and the District Education Office, should budget for and procure basic filing equipment including lockable filing cabinets, suspension files, manila folders, labels, and filing boxes. This is the most urgent and practical first step.

ii. Develop and Implement a Clear School-Wide Filing System: The head teacher should lead the development of a simple, standardized filing system that all staff can follow. This system should specify how records are classified, labelled, stored, and retrieved. A written procedure should be documented and made available to all staff.

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iii. Provide Comprehensive Staff Training: The school should organize mandatory training sessions for all teachers and administrative staff on basic records management principles. This training should cover classification, filing, retrieval, preservation, and the importance of records for school accountability.

iv. Assign a Dedicated Records Officer: The school should Type sate a specific staff member as the Records Officer, with clear responsibilities for overseeing the implementation of the filing system, training other staff, and managing the central records storage area.

v. Improve Physical Storage Conditions: The school should renovate or refurbish the Type sated records room to ensure it is clean, dry, secure, and pest-free. Proper shelving should be installed, and active records should be separated from inactive archives.

vi. Establish Regular Monitoring and Evaluation: The head teacher should conduct quarterly spot-checks of record-keeping practices across all departments and grade levels. Adherence to the filing system should be discussed during staff meetings, and challenges should be addressed promptly.

5.5 Areas for Further Study

Further studies may be conducted on records management practices in other public and private primary schools to allow comparison of findings. Future research may also focus on the adoption of digital records management systems and examine the relationship between records management practices and school performance.

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APPENDICES

APPENDIX I

TIME SCHEDULE

Activity	Jan-Feb 2026	March 2026	Apr 2026	May -Jul 2026	Aug 2026
Writing research proposal.					
Submission of research proposal.					
Reaching the study area and collecting data.					
Report writing.					
Submission of research report.					

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APPENDIX II

BUDGET

S/NO	Item	Qty/Cost (TZS)	Amount (TZS)
1	Proposal Printing & Binding	4 copies @ 15,000	60,000
2	Questionnaire Printing	35 copies @ 400	14,000
3	Stationery (Pens, Notepads, Files)	1 set	25,000
4	Transport to Majengo Primary School	10 trips @ 5,000	50,000
5	Internet & Data Bundles	Lump sum	40,000
6	Research Assistant (If needed)	5 days @ 10,000	50,000
7	Meals & Refreshments during Fieldwork	Lump sum	30,000
8	Final Report Printing & Binding	4 copies @ 20,000	80,000
9	Contingency	Lump sum	20,000
	TOTAL		**369,000**

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APPENDIX III

QUESTIONNAIRES FOR TEACHERS & RECORDS STAFF

Dear Respondent,

I am a student at the School of Library Archives and Documentation Studies (SLADS). I am conducting research on "An Assessment of Records Management Practices for Effective Service Provision in Primary Schools: A Case of Majengo Primary School" as part of my Ordinary Diploma studies.

Your participation is voluntary and your responses will remain strictly confidential. Thank you for your time.

Instructions: Please tick (√) your answer or write where appropriate.

Section A: Demographic Information

1. Gender: Female ( ) Male ( )
2. Age Group: 18-30 ( ) 31-40 ( ) 41-50 ( ) 51+ ( )
3. Position: Class Teacher ( ) Administrative/Records Staff ( ) Other _____
4. Years at this school: <1 ( ) 1-5 ( ) 6-10 ( ) >10 ( )

Section B: Types of Records Maintained

5. Which of the following records do you personally handle or create in your work? (Tick all that apply)

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a) Pupil Attendance Register ( )

b) Pupil Progress Report Cards ( )

c) Scheme of Work/Lesson Plan ( )

d) Minutes of Staff Meetings ( )

e) Inventory of School Assets ( )

f) Financial Receipts/Vouchers ( )

g) Staff Leave Forms ( )

h) Correspondence Files ( )

i) Other (Specify)_____

6. Where are the official/archival copies of these records primarily stored?

a) In a dedicated records room/office ( )

b) In the headteacher's office ( )

c) In the staffroom/common area ( )

d) With individual teachers/staff ( )

e) Other _____

Section C: Contribution to Service Provision

7. How does having well-kept records help you in your daily teaching/administrative duties? (Tick all that apply)

a) Saves time in finding information ( )

b) Helps track pupil progress accurately ( )

c) Makes report writing easier ( )

d) Ensures accountability during inspections ( )

e) Supports informed decision-making ( )

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8. To what extent do you agree: "Good records management improves the overall quality of services (teaching, administration) in this school."

a) Strongly Agree ( )
b) Agree ( )
c) Neutral ( )
d) Disagree ( )
e) Strongly Disagree ( )

Section D: Challenges Faced

9. What are the main challenges you face in managing records? (Tick all that apply)

a) Lack of filing equipment/supplies (cabinets, folders) ( )
b) No clear system for organizing files ( )
c) Too much paperwork/overwhelming workload ( )
d) Lack of training on how to manage records ( )
e) Poor storage conditions (dust, damp, pests) ( )
f) Records get lost or misplaced often ( )
g) Other _____

Section E: Suggestions for Improvement

10. What is the SINGLE most important thing needed to improve record-keeping here?

a) More storage furniture and supplies ( )
b) Training for all staff ( )
c) A clear school-wide filing system ( )
d) Assigning a dedicated records officer ( )
e) Other _____

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11. Any other comments or suggestions?

Thank you for your participation!

APPENDIX IV: INTERVIEW GUIDE FOR ACADEMIC/ADMINISTRATIVE STAFF

1. What are the main categories of records that Majengo Primary School is required to maintain for its effective operation and compliance?
2. In your view, how do well-managed records directly contribute to the quality of education and administrative services provided by the school? (Probe: decision-making, planning, parent communication, accountability).
3. From a leadership perspective, what do you see as the most significant challenges or obstacles to maintaining effective records management practices in this school?
4. How would you describe the level of awareness and skill among teaching staff regarding proper records management? What supports or hinders this?
5. Are there sufficient resources (budget, space, equipment) allocated specifically for records management? If not, what are the constraints?
6. Based on your experience, what practical steps or solutions would you propose to overcome the challenges and strengthen records management in this school?
7. What is your vision for an ideal records management system for Majengo Primary School in the next 5 years?

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APPENDIX V: OBSERVATION CHECKLIST

School: Majengo Primary School **Date:** _____ **Observer:** _____

Aspect Observed	**Check (√)**	**Remarks**
1. Storage Environment		
Dedicated records storage area exists		
Area is lockable/secure		
Adequate shelving/filing cabinets available		
Environment is clean, dry, and free from pests		
2. Organization & Accessibility		
Files are visibly labelled		
Files appear to be arranged in a systematic order		
Finding a specific file seems possible without excessive searching		
Active vs. inactive records are separated		
3. Condition of Records		
Files are intact (not torn, crumbling)		
No visible water/fire damage		
Records are free from excessive dust		
4. Tools & Supplies		
Availability of files/folders		
Availability of boxes for storage		
Availability of labels and markers		

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APPENDEX VI

DATA COLLECTION LETTER FOR APPROVED



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA BAGAMOYO

Unapojibu tafadhali taja

Kumb Na. HA.29/183/08/88 **Tarehe:** 06 Julai, 2026

Mkuu wa Chuo,
Chuo cha Uturizaji na Uhifadhi Nyaraka,
Ukuni,
Block S,
S.L.P 227,
BAGAMOYO-PWANI.

Yah: **RUHUSA YA KUFANYA UTAFITI NDUGU. CHAMBI NCHIMBI.**

Kichwa cha habari hapo juu cha husika.

2. Ofisi ya Mkurugenzi Mtendaji Halmashauri ya Wilaya Bagamoyo inakiri kupokea barua yenye Kumbu Na. **DA.201/457/VOL/1/20** ya tarehe **25 Februari, 2026** yenye somo tajwa hapo juu.

3. Kwa barua hii, napenda kukufahamisha kuwa umeruhusiwa kufanya utafiti katika Halmashauri ya Wilaya ya Bagamoyo katika **Idara ya Utawala na Rasilimali watu** katika mada **"An assessiment of record management practice for effective services provision in primary school"** katika kipindi cha kuanzia tarehe **8 Juni, 2026** hadi **6 Julai, 2026.**

4. Namtakia utafiti mwema.

Majid S. Mhina
KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO.

KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO
S.L.P. 59
BAGAMOYO

Nakala: Mkuu wa Idara,
Idara ya Utawala na Rasilimali watu,
Halmashauri ya Wilaya,
S.L.P 59,
BAGAMOYO.

Barua zote ziandikwe kwa Mkurugenzi Mtendaji (W)
Ofisi ya Mkurugenzi Mtendaji, Halmashauri ya Wilaya Bagamoyo,Barabara ya uhindini, S.L.P. 59, 61301 BAGAMOYO Mkoa wa Pwani.
Simu Na: +255 733860575, Nukushi: 023 2440338 Barua Pepe: ded.bagamoyo@pwani.go.tz. barua@bagamoyodc go.tz. Tovuti: www.bagamoyodc.go.tz

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