**SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES**

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# AN INVESTIGATION ON THE STRATEGIES FOR IMPROVING RECORDS MANAGEMENT SKILLS IN AN ORGANIZATION: A CASE STUDY OF TEMESA DAR ES SALAAM.

**BY:**

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

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## CERTIFICATION

This is to certify that this research report titled **"An Investigation on the Strategies for Improving Records Management Skills in an Organization: A Case Study of TEMESA Dar es Salaam"** has been submitted for examination with my approval as the supervisor.

**Supervisor's Name:** MR. SONYO.

**Signature:** _____

**Date:** _____



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## DEDICATION

This research report is dedicated to my loving Parents, whose unwavering support and encouragement have been my foundation; to my siblings for their patience and understanding; and to all records management practitioners striving to improve organizational efficiency and accountability through enhanced records management skills in Tanzania.



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## LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| ARMA | Association of Records Managers and Administrators |
| EAC | East African Community |
| ERMS | Electronic Records Management System |
| ESARBICA | East and Southern African Regional Branch of the International Council on Archives |
| ICA | International Council on Archives |
| IRMT | International Records Management Trust |
| ISO | International Organization for Standardization |
| PO-PSMGG | President's Office, Public Service Management and Good Governance |
| SLADS | School of Library, Archives and Documentation Studies |
| SPSS | Statistical Package for the Social Sciences |
| TEMESA | Tanzania Electrical, Mechanical and Electronics Services Agency |
| URT | United Republic of Tanzania |



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## ABSTRACT

This study investigated strategies for improving records management skills in organizations, with specific focus on TEMESA Dar es Salaam. It was guided by four objectives: assessing the current level of records management skills among staff, evaluating existing training programs and resources, identifying challenges faced in managing records effectively, and proposing evidence-based strategies for skills enhancement. A descriptive case study design with a mixed-methods approach was used. The study involved 30 participants, but the number of respondents who return the questioner and interview was 25 respondent including operational staff 20 and 5 departmental supervisors, selected from a target population of 50 staff members at TEMESA headquarters.

Data were collected through questionnaires, semi-structured interviews and document analysis. Quantitative data were analysed using descriptive statistics, while qualitative data underwent thematic analysis. Findings revealed that 68% of staff rated their knowledge of records management as fair or poor, with significant deficiencies in electronic records management, classification, and retention scheduling. Only 32% had received formal training in records management, and 76% reported that training opportunities were inadequate. Key challenges identified included lack of training (20%), heavy workload (20%), lack of clear procedures (12%), and inadequate technology (8%). Additionally, 80% of staff experienced difficulties in retrieving records when needed.

The study concluded that records management skills at TEMESA are generally inadequate, training programs are insufficient and unsystematic, and multiple challenges hinder effective records management.

The study recommends development of a comprehensive training programme, establishment of clear policies and procedures, investment in appropriate technology, and creation of a supportive organizational culture that prioritizes records management.




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# CHAPTER ONE

# INTRODUCTION AND BACKGROUND

## 1.0. Introduction

This chapter provides the background of the study on the investigation of strategies for improving records management skills in organizations, with a specific focus on the Tanzania Electrical, Mechanical and Electronics Services Agency (TEMESA) in Dar es Salaam. 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, as well as the limitations of the study.

## 1.1 Background to the Study

Records management has garnered global attention due to the growing recognition of information as a strategic asset in both public and private organizations. In developed regions such as North America and Europe, organizations prioritize formal records management protocols, underpinned by international standards such as ISO 15489. The widespread adoption of enterprise content management systems and cloud-based solutions attests to significant investment in safeguarding and organizing records. Training programs and certifications, for example, those offered by the Association of Records Managers and Administrators (ARMA) International, underscore the emphasis placed on skill development for records management professionals (Smallwood, 2022). Despite advanced technological capabilities, challenges persist globally in adapting to new record formats, ensuring data privacy, and navigating regulatory complexities. Best practices ranging from regular capacity-building workshops to the integration of artificial intelligence for record classification are being explored globally to bridge skills gaps. Thus, the international community continues to seek innovative, scalable strategies to enhance records management skills among organizational staff, recognizing that effective records management is indispensable to organizational sustainability and transparency worldwide (Franks, 2023).



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In Africa, records management faces unique structural and operational challenges, reflecting the continent's diversity in institutional maturity, technological adoption, and professional standards. Governments and private organizations in Africa commonly encounter issues such as lack of skilled personnel, inadequate training, and insufficient investment in modern records infrastructure. Several recent studies have highlighted that, across the continent, records are still commonly stored in manual filing systems, resulting in inefficiencies, document loss, and difficulty in retrieval (Ngoepe & Netshakhuma, 2022; Moloi & Mnjama, 2023). Efforts to bridge skill gaps often take the form of workshops, short courses, and on-the-job training, but these are frequently hampered by limited funding and inconsistent policy implementation. Regional alliances, such as the East and Southern African Regional Branch of the International Council on Archives (ESARBICA), have advocated for strengthening records management training and harmonizing standards (Kemoni & Mutsagondo, 2024). Despite these efforts, the digital divide remains evident, particularly in integrating electronic records management systems (ERMS). The need for competent records management professionals is increasingly underscored by demands for accountability, transparency, and compliance with international standards, particularly within government agencies. As African nations transition towards e-governance and digitization, investing in staff records management skills becomes a critical driver of public sector efficiency and private sector competitiveness (Maseh, 2022).

Tanzania shares many of the challenges and opportunities seen elsewhere in Africa regarding records management. The country's public and private organizations, including agencies such as TEMESA, are custodians of vast quantities of records essential for operational continuity and public accountability. Historically, records management in Tanzania has been characterized by manual processes, limited staff expertise, and fragmented policies (Wamukoya & Mutula, 2022). The government, recognizing the strategic importance of information management, has introduced measures such as the Records and Archives Management Act of 2002 and subsequent amendments. Despite legislative backing, practical implementation remains uneven—organizations grapple with outdated technologies, insufficient funding, and a shortage of skilled personnel trained in modern records management methods (Chachage,



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2023). The challenge is further exacerbated by the lack of standardized training curricula in tertiary institutions and minimal investment in continuous professional development. However, the shift toward digital records and e-government frameworks has stimulated renewed interest in upskilling staff, integrating ICT-based solutions, and adopting international best practices (Ndenje-Sichalwe, 2024). TEMESA, as a case study, embodies these dynamics, illustrating the pressing need for capacity-building initiatives, targeted training, and strategic leadership to foster a culture of effective records management that aligns with organizational goals and regulatory requirements in Tanzania.

### 1.2 Statement of the Problem

Despite the recognized importance of efficient records management practices in organizational performance, TEMESA continues to face significant challenges related to staff competencies. The persistence of manual filing systems, inconsistent records retrieval, and frequent loss or misplacement of documents indicates a critical deficiency in records management skills among employees. While international and regional organizations underscore the value of ongoing training and standardization, there remains a gap in systematic, context-relevant strategies for improving records management skills within Tanzanian organizations. TEMESA, as a parastatal organization responsible for essential mechanical and electrical services, generates and manages numerous records crucial for maintenance operations, project implementation, and accountability.

Preliminary observations at TEMESA suggested that although the agency has policies and guidelines for records management, the implementation may be inconsistent, and staff competencies may not be fully developed. This situation has potential consequences for organizational efficiency, service delivery, and accountability. Furthermore, the study has shown that there is limited research on the records management skills among staff in Tanzanian parastatal organizations, particularly those with technical mandates. This study therefore investigated the strategies for improving records management skills at TEMESA Dar es Salaam, identifying gaps



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between policy and practice, and proposing measures to strengthen records management competencies.

### 1.3 General Objective of the Study

The general objective of this study was to investigate and recommend effective strategies for improving records management skills among staff at TEMESA in Dar es Salaam.

### 1.3 Specific Objectives

The study was guided by the following specific objectives:

i. To assess the current level of records management skills among TEMESA staff in Dar es Salaam.
ii. To evaluate existing training programs and resources related to records management at TEMESA.
iii. To identify the challenges faced by staff in managing records effectively at TEMESA.
iv. To propose evidence-based strategies for enhancing records management skills within the agency.

### 1.4 Research Questions

The study sought to answer the following research questions:

i. What were current level of records management skills among TEMESA staff in Dar es Salaam?
ii. What training programs and resources was related to records management currently exist at TEMESA?
iii. What challenges did staff face in managing records effectively at TEMESA?
iv. What evidence-based strategies was been recommended for enhancing records management skills at TEMESA?



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## 1.5 Significance of the Study

**To TEMESA Management:** The findings of this study will provide TEMESA's management with empirical data on the current skills gaps and training needs of their staff regarding records management. This evidence will inform the development of targeted capacity-building programs, resource allocation for records management initiatives, and the formulation of policies that prioritize professional development in this critical area.

**To TEMESA Staff:** The study will identify specific areas where staff require additional support and training, potentially leading to improved working conditions, enhanced job performance, and greater confidence in handling organizational records. Staff will benefit from recommendations that address the practical challenges they face in their daily records management duties.

**To the Government of Tanzania:** As TEMESA is a government agency, the study's findings will contribute to broader public sector reforms aimed at improving records management practices across ministries, departments, and agencies. The recommendations may inform national policies on records management training and competency frameworks for public servants.

**To Records and Information Management Professionals:** This investigation will contribute to the growing body of knowledge on records management skills development in the Tanzanian context, providing insights into the specific competencies required in technical agencies and the most effective methods for skills transfer.

**To the Academic Community:** The research will add to the literature on records management capacity building in developing countries, particularly within parastatal organizations. It will serve as a reference for students, researchers, and educators in records management, information science, and public administration.

**To Other Organizations:** The strategies and recommendations emerging from this study may be adapted and applied by other organizations in Tanzania and beyond that



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face similar challenges in developing records management competencies among their workforce.

### 1.6 Scope and Limitations of the Study

**Scope:** This study focused on investigating strategies for improving records management skills at TEMESA headquarters in Dar es Salaam, Tanzania. The scope encompassed an assessment of current records management competencies among staff, evaluation of existing training programs and resources, identification of challenges affecting effective records management, and development of evidence-based strategies for skills enhancement. The study involved staff who create, manage, or use records in their daily operations, including records officers, administrative staff, technical personnel, and management. The geographical and institutional scope was limited to TEMESA's Dar es Salaam operations, which serve as the agency's headquarters and coordinate activities across the country.

**Limitations:** In conducting this study, the researcher faced the following limitations:

**Limited Time Frame:** The duration for data collection and analysis was constrained by academic schedules, which could have limited the depth of investigation possible within the available timeframe.

*Mitigation Strategy:* The researcher adhered to a strict, phased time management plan with predefined milestones. Data collection tools were pre-tested and streamlined for efficiency to maximize the use of available time.

**Accessibility of Respondents:** TEMESA staff had busy schedules due to operational demands, making it challenging to secure time for questionnaires and interviews.

*Mitigation Strategy:* The researcher coordinated with department heads to schedule data collection activities at convenient times. Questionnaires were designed to be completed within 15-20 minutes, and interviews were kept focused and concise.

**Financial Constraints:** Costs associated with transport to TEMESA facilities in Dar es Salaam, printing, and data analysis posed a challenge.



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*Mitigation Strategy:* Cost-effective methods were employed, including digital surveys where feasible and focused local fieldwork. The research focused on a strategically selected, manageable sample size to ensure depth within available resources.

**Potential Reluctance of Respondents:** Some staff were hesitant to participate due to concerns about revealing skills deficiencies or criticizing existing practices.

*Mitigation Strategy:* Participation was encouraged through formal protocols that emphasized voluntary involvement, strict anonymity, and confidentiality. The academic and non-evaluative purpose of the study was clearly communicated in advance.

**Generalizability of Findings:** As a case study focused on TEMESA Dar es Salaam, findings may not be directly generalizable to all organizations.

*Mitigation Strategy:* The study provided thick descriptions of the context and methodology to allow readers to assess the applicability of findings to their own contexts. Recommendations were framed with appropriate caveats about contextual factors.

### 1.7 Definition of Key Terms

**Records Management:** The systematic control of records throughout their lifecycle, from creation or receipt through processing, distribution, organization, storage, and retrieval to their final disposition (ISO 15489-1:2016).

**Records Management Skills:** The competencies, knowledge, and abilities required to effectively create, maintain, use, and dispose of records in accordance with established policies, standards, and best practices (Ngoepe & Netshakhuma, 2022).

**Training Programs:** Structured learning interventions designed to equip employees with the knowledge, skills, and competencies required for effective job performance, including workshops, seminars, on-the-job training, and formal courses (Franks, 2023).



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**Strategies:** Planned approaches, methods, or interventions designed to achieve specific objectives, in this context, the enhancement of records management competencies among organizational staff (Smallwood, 2022).

**Competency:** The combination of knowledge, skills, attitudes, and behaviours that enables an individual to perform tasks effectively in a specific role or context (Kemoni & Mutsagondo, 2024).

**Parastatal Organization:** A government-owned or controlled corporation or agency established to provide specific services or undertake commercial activities on behalf of the state (Chachage, 2023).

**Electronic Records Management System (ERMS):** An automated system used to capture, manage, store, preserve, and deliver electronic records and documents supporting organizational functions and processes (Maseh, 2022).



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# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter reviews existing scholarly works and publications related to strategies for improving records management skills in organizations, with a focus on public sector and parastatal contexts. The review is structured according to the specific objectives of the study, covering the current state of records management skills, existing training programs, challenges, and improvement strategies. The emphasis is on literature from 2022 onwards to ensure contemporary relevance.

## 2.1 The Current State of Records Management Skills in Organizations

Contemporary research reveals significant variations in records management competencies across different organizational contexts and geographic regions. Ngoepe and Netshakhuma (2022) conducted a comprehensive study of records management skills in South African public sectors and found that while basic filing competencies exist among administrative staff, there is a marked deficiency in advanced skills such as digital records management, metadata application, and records disposition. The study emphasized that the transition from paper-based to hybrid and digital environments requires a fundamental shift in the skill sets required of records management personnel.

Kemoni and Mutsagondo (2024) examined records management competencies in Kenyan government ministries and identified significant gaps in staff understanding of records lifecycle management, classification schemes, and retention scheduling. Their research revealed that many employees responsible for records management lack formal qualifications in the field, relying instead on experiential learning and informal knowledge transfer from colleagues. This finding aligns with observations by Moloi and Mnjama (2023) in Botswana, where they documented that records management duties are often assigned to staff without specialized training, resulting in inconsistent practices and compromised record integrity.



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The digital divide presents a particular challenge for records management skills development in developing countries. Maseh (2022) explored the competencies required for electronic records management in Kenyan universities and found that while institutions have invested in technology, staff often lack the skills to effectively utilize these systems. This technological skills gap is exacerbated by inadequate training programs that focus on theoretical knowledge rather than practical application. Similarly, Wamukoya and Mutula (2022) assessed the state of digital records management competencies in East African public service and concluded that the region faces a critical shortage of professionals with the technical expertise required for modern records management.

At the organizational level, studies have documented the impact of skills deficiencies on records management outcomes. Mndzebele and Mamba (2023) investigated records management practices in Swaziland's public sector and found that poor staff competencies directly contributed to records loss, retrieval difficulties, and inefficient service delivery. Their research highlighted that organizations with higher levels of trained records personnel demonstrated significantly better records management outcomes, suggesting a direct correlation between staff skills and organizational performance.

### 2.2 Existing Training Programs and Resources for Records Management

The landscape of records management training has evolved considerably in recent years, with various approaches being implemented across different contexts. Ndenje-Sichalwe (2024) conducted an extensive review of records management training programs in Tanzanian public institutions and identified a mix of formal education, short courses, and on-the-job training initiatives. The study found that while several universities and professional institutions offer records management qualifications, access to these programs is often limited by geographical distance, cost, and admission requirements.

Regional bodies have played a significant role in promoting records management training. Ngoepe and Netshakhuma (2022) documented the efforts of ESARBICA in



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developing training modules and facilitating workshops for records professionals across member states. However, their research also noted challenges in sustaining these initiatives due to funding constraints and varying levels of government commitment. The study recommended stronger partnerships between regional bodies, national governments, and educational institutions to create sustainable training ecosystems.

Franks (2023) provided a global perspective on records management training, examining the effectiveness of various delivery methods including classroom instruction, online learning, and blended approaches. The research found that while online learning offers advantages in terms of accessibility and flexibility, it requires significant self-discipline and may not adequately address the practical, hands-on aspects of records management. The study recommended a blended approach that combines theoretical knowledge with practical application under the guidance of experienced practitioners.

Organizational-level training initiatives have been the subject of recent investigation by Smallwood (2022), who examined in-house training programs in various organizations and identified best practices including needs assessment, customized content development, and post-training support. The research emphasized that one-size-fits-all training programs are often ineffective because they fail to address the specific contexts, challenges, and requirements of individual organizations. Instead, successful programs are those that are tailored to organizational needs and integrated into broader professional development frameworks.

Kemoni and Mutsagondo (2024) evaluated the resources available for records management training in Kenya and found significant disparities between organizations. While larger organizations with dedicated records units often have access to training budgets and professional development opportunities, smaller organizations and those without specialized records staff struggle to provide adequate training. The study recommended the development of shared training resources and collaborative arrangements to address these inequities.



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## 2.3 Challenges Affecting Records Management Skills Development

The development of records management skills faces numerous challenges that span individual, organizational, and systemic levels. Chachage (2023) identified several barriers to effective records management training in Tanzanian organizations, including inadequate funding, lack of management support, competing priorities, and limited awareness of the importance of records management. The study found that records management is often perceived as a low-priority function, resulting in minimal allocation of resources for training and professional development.

Moloi and Mnjama (2023) examined the challenges of implementing electronic records management systems in Botswana and identified skills development as a critical obstacle. Their research revealed that even when organizations invest in technology, they often fail to allocate adequate resources for training staff to use these systems effectively. This results in underutilization of technology and continued reliance on manual processes, negating the potential benefits of digital transformation.

Maseh (2022) explored the challenge of staff turnover and its impact on records management skills retention in Kenyan organizations. The study found that when trained records personnel leave organizations, their skills and knowledge depart with them, creating a constant cycle of capacity building and loss. This challenge is exacerbated by the lack of documentation of records management processes and the absence of structured knowledge transfer mechanisms.

The rapid pace of technological change presents another significant challenge for skills development. Wamukoya and Mutula (2022) noted that the skills required for records management are constantly evolving as new technologies emerge and organizational needs change. Training programs often struggle to keep pace with these changes, resulting in curricula that may be outdated before they are even implemented. The study recommended continuous professional development and lifelong learning approaches to address this challenge.

Ndenje-Sichalwe (2024) identified the lack of standardized competency frameworks as a barrier to effective skills development in Tanzania. Without clear definitions of



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the knowledge, skills, and abilities required for different records management roles, organizations struggle to identify training needs, develop appropriate programs, and assess the effectiveness of training interventions. The study called for the development of national competency standards aligned with international best practices.

### 2.4 Strategies for Enhancing Records Management Competencies

Recent literature offers numerous recommendations for improving records management skills in organizations. Ngoepe and Netshakhuma (2022) proposed a comprehensive framework for records management capacity building that includes needs assessment, targeted training programs, mentorship and coaching, and continuous professional development. The framework emphasizes the importance of aligning training initiatives with organizational goals and ensuring that skills development is integrated into broader human resource management strategies.

Franks (2023) advocated for the adoption of competency-based approaches to records management training, focusing on the specific skills and knowledge required for effective job performance. This approach involves identifying the competencies needed for different roles, assessing current competency levels, designing targeted interventions to address gaps, and evaluating the impact of training on performance outcomes. The research highlighted the importance of involving stakeholders in competency development to ensure relevance and buy-in.

Smallwood (2022) recommended a multi-faceted approach to records management training that combines formal education, on-the-job learning, and professional networking. The study emphasized the value of communities of practice where records professionals can share experiences, learn from peers, and stay abreast of emerging trends and best practices. Such communities can provide ongoing support and learning opportunities that complement formal training programs.

Kemoni and Mutsagondo (2024) proposed strategies for integrating records management training into broader public service reforms in East Africa. Their recommendations include the development of mandatory records management competencies for all public servants, the inclusion of records management modules in



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induction programs, and the establishment of specialized training units within government agencies. The study also emphasized the importance of leadership commitment and resource allocation for sustainable skills development. Maseh (2022) explored the potential of technology-enabled learning for records management skills development in Kenyan universities and found that e-learning platforms can significantly expand access to training, particularly for staff in remote locations. However, the research also highlighted the need for adequate infrastructure, technical support, and pedagogical design to ensure the effectiveness of online learning. The study recommended a blended approach that combines unlimited attention to organizations whose primary mandate is technical service delivery.

### 2.5 Research Gap

Existing literature provides valuable insights into the state of records management skills, training programs, challenges, and improvement strategies in various contexts. However, there is a discernible gap in context-specific, empirical studies that examine the strategies for improving records management skills within Tanzanian parastatal organizations, particularly technical agencies like TEMESA. Most studies have focused on government ministries, academic institutions, or national archives, with limited attention to organizations whose primary mandate is technical service delivery.

Furthermore, while regional studies have examined records management challenges in East Africa, there is limited recent research (post-2022) that takes a micro-level, investigative approach to understand the specific skills gaps, training needs, and contextual factors affecting records management in Tanzanian parastatals. The unique characteristics of organizations like TEMESA, which combine technical operations with administrative functions, present particular challenges and opportunities for records management skills development that have not been adequately explored. The researcher has observed that there is a gap which needs to be fulfilled by conducting an investigation at TEMESA Dar es Salaam, assessing current skills levels, evaluating existing training programs, identifying challenges, and proposing evidence-based strategies for enhancing records management competencies. The findings will



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contribute contextually relevant insights that can inform practice and policy within TEMESA and similar organizations in Tanzania and beyond.



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# CHAPTER THREE.

# RESEARCH METHODOLOGY.

## 3.0 Introduction

This chapter outlines the methodological approach used to conduct the study. It describes the research design, type, area, population, sample size and techniques, data collection methods, processing, analysis, and ethical considerations.

## 3.1 Research Design

The study employed a descriptive case study design. According to Yin (2024), a case study design is appropriate for investigating a contemporary phenomenon (strategies for improving records management skills) within its real-life context (a parastatal organization), especially when the boundaries between the phenomenon and context are not clearly evident. This design allowed for an in-depth, holistic exploration of the unique processes, challenges, and opportunities at TEMESA Dar es Salaam.

## 3.2 Research Type

This research adopted a mixed-methods approach (Convergent Parallel Design). This involved concurrently collecting both quantitative and qualitative data, analyzing them separately, and then merging the results to draw comprehensive conclusions (Creswell & Plano Clark, 2023). Quantitative data helped quantify the prevalence of certain skills levels and training needs, while qualitative data provided depth, context, and detailed explanations of challenges and potential strategies for improvement.

## 3.3 Area of the Study

The study was conducted at the Tanzania Electrical, Mechanical and Electronics Services Agency (TEMESA) headquarters in Dar es Salaam, Tanzania. TEMESA is a government executive agency established to provide specialized services to government institutions and the public. The researcher selected this area because it serves as the central administrative hub within the Ilala Municipal Council's Kiwalani ward, approximately 6.8509°S, 39.23023°E, bordered by landmarks like "Wakala wa Umeme, Karakana ya Mkoa" and "TAMESA," and situated about 3.5 kilometres



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northeast of Julius Nyerere International Airport and 1.5 kilometers west of the TAZARA railway station, where organization-wide records management policies are formulated and overseen. Consequently, this study deliberately focused on this single, strategic headquarters location to conduct an in-depth examination of the foundational records management skills and core systems that radiate to its national zonal offices, making it a critical setting for initially investigating these practices and developing agency-wide improvement strategies before potentially expanding the research scope to encompass its regional branches.

### 3.4 Population of the Study

The target population for this study comprised staff members at TEMESA Dar es Salaam whose responsibilities are directly or indirectly involved in the records management lifecycle. To ensure a focused investigation based on the actual staff composition at the Ilala headquarters, the population included personnel from key departments where records creation, usage, and management are integral to their functions. This specifically included Records Management Staff, Secretaries, Procurement Officers, Auditors, Accountants, and Maintenance Staff. Based on consultation with departmental heads and institutional data, the estimated size of this specific target population was approximately 50 staff members.

### 3.5 Sample Size and Distribution

From this refined target population, a purposive sample of 30 respondents was selected. This sample was intentionally smaller to allow for an in-depth, qualitative exploration of the phenomenon, as recommended by the supervisor. The sample was structured to maintain representation from the core groups involved in records management at the Ilala site. The breakdown was as follows: 7 Records Management Staff, 4 Secretaries, 5 Procurement Officers, 5 Auditors, 5 Accountants, and 4 Maintenance Staff. This stratification ensured that insights and experiences were captured from the diverse range of actors who interact with records management processes at TEMESA, providing rich, targeted data for analysis.



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### 3.6 Sampling Techniques

The study used a combination of purposive and simple random sampling techniques to select respondents from the identified staff categories.

**3.6.1 Purposive Sampling Technique:** This non-probability technique was used to select specific respondents from the management level to ensure key informational needs were met. While the sample was drawn from the categories listed above, any Departmental Supervisors or Managers within those groups (example., a Senior Accountant or Chief Auditor) were deliberately chosen due to their specialized knowledge of records management practices and supervisory oversight of records-related activities.

**3.6.2 Simple Random Sampling Technique:** This probability technique was used to select the operational-level respondents from the categories of Records Management Staff, Secretaries, Procurement Officers, Auditors, Accountants, and Maintenance Staff (excluding those already identified as supervisors). This ensured each member in these roles had an equal chance of selection, enhancing the representativeness of the findings from operational staff who create, use, and manage records in their daily work.

### 3.7 Data Collection Methods

The study used both primary and secondary methods to collect data.

#### 3.7.1 Primary Data

Primary data were collected using two main instruments which was questionnaire and interview guide:

##### 3.7.1.1 Questionnaire Method

Structured questionnaires with closed-ended (Likert-scale) and a few open-ended questions were administered to the 20 operational staff selected from the categories of Records Management Staff, Secretaries, Procurement Officers, Auditors, Accountants, and Maintenance Staff. This efficiently gathered data on their current



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records management skills, training experiences, perceived challenges, and suggestions for improvement. Questionnaires were designed to be completed within 15-20 minutes.

#### 3.7.1.2 Interview Method

Semi-structured interview guides were used to conduct in-depth interviews with 5 Departmental Supervisors and Managers who were part of the sample. This method allowed for probing and gaining detailed insights into records management competencies, existing training programs, organizational challenges, and potential strategies for skills enhancement. Interviews lasted approximately 30-45 minutes each.

### 3.7.2 Secondary Data

Secondary data were obtained from TEMESA through annual reports, training records, records management policies and procedures, organizational charts, job descriptions, and other relevant publications to provide context and support primary findings. Document analysis provided secondary data to support and contextualize primary findings.

## 3.8 Data Processing and Analysis

Quantitative Data: Data from questionnaires were cleaned, coded, and entered into Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 31. Analysis involved descriptive statistics (frequencies, percentages, mean scores) presented in tables, graphs, and charts to illustrate patterns in skills levels, training experiences, and challenges.

Qualitative Data: Data from interviews and open-ended questions were transcribed and analysed using thematic analysis. This involved reading through the data, identifying recurring patterns and themes related to skills levels, training needs, challenges, and improvement strategies, coding them, and interpreting them in relation to the research objectives. Direct quotations were used to illustrate key findings.



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### 3.9 Research Ethics

The researcher recognized that participants are human beings with rights, dignity, and potential vulnerabilities. The following ethical principles guided the study:

Informed Consent: All participants were fully informed about the study's purpose. Consent was voluntary, and participants could withdraw at any time without penalty. This respected the autonomy of the individual.

Confidentiality and Anonymity: No names of staff or specific departmental details were disclosed in the final report. Data were anonymized to protect participants from professional repercussions. All data were stored securely on password-protected devices and used solely for the stated academic purposes.

Do No Harm: The research was conducted in a way that did not disrupt TEMESA operations or cause distress to participants.

Integrity in Data: All data collected were reported truthfully, without fabrication or falsification.

Permission: Formal clearance was sought from TEMESA management and relevant academic ethics at the School of Library, Archives and Documentation Studies before commencing data collection.



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# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

## 4.0 Introduction

This chapter presents the, presentation, analysis and discussion of findings obtained from the field. The chapter is organized according to the four specific objectives of the study: assessing the current level of records management skills among staff; evaluating existing training programs and resources; identifying the challenges faced in managing records effectively; and proposing evidence-based strategies for skills enhancement.

## 4.1 Respondent rate

The study targeted 30 respondents from Tanzania Electronics Mechanical and Electrical Services Agency (TEMESA). Where by 25 respondents completed and returned, while 5 respondents did not return. Further analysis has summarised and rate is presented in Table 4.1 below.

**Table 4.1 Respondent rate (N=30)**

| **Respondent** | **Frequency** | **Percentage** |
|---|---|---|
| Respondents completed and returned | **25** | **83%** |
| Respondents who did not respond | **5** | **17%** |
| **Total** | **30** | **100%** |

The findings from the Table 4.1 indicate that 30 questionnaires distributed, and 25 respondents completed and returned the questionnaires, representing 83% of the total sample. The remaining 5 respondents, equivalent to 17%, did not return the questionnaires.

The study indicates that response rate of 25(83%) was considered to accommodate to provide reliable data for analysis and interpretation of the study findings.



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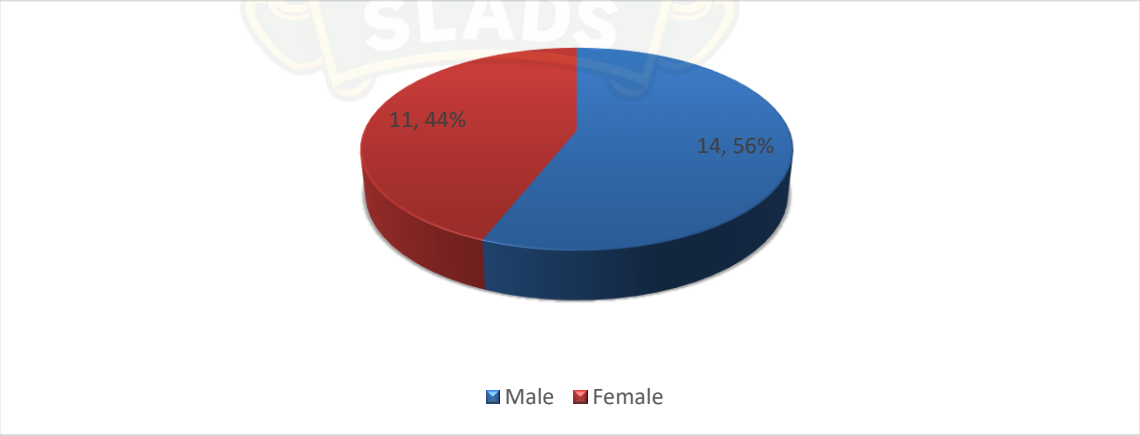
### 4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents provide indispensable context for understanding the overall composition of the workforce at TEMESA Dar es Salaam. These characteristics encompass key variables such as age distribution, gender representation, educational qualifications, and years of professional service. By examining these attributes, the study establishes a foundational baseline that helps to explain variations in records management knowledge and practices among staff m embers. Furthermore, this demographic profile sheds light on potential generational gaps and skill diversities that may affect the adoption of digital record-keeping technologies. Ultimately, this section ensures that the subsequent analysis of records management efficiency is interpreted with a clear appreciation of who the respondents are and the unique professional backgrounds they bring to the organization.

#### 4.2.1 Distribution of Respondents by Gender

Researcher wanted to understand the respondents' gender whereby Male 14(56%), Female 11(44%). The figure 4.1 summarised the results.

**Figure 4. 1: Distribution of Respondents by Gender (N=25)**




**Source: Field data (2026)**

The findings from Figure 4.1 shows that male constituted 14(56%) while female were 11 (44%)



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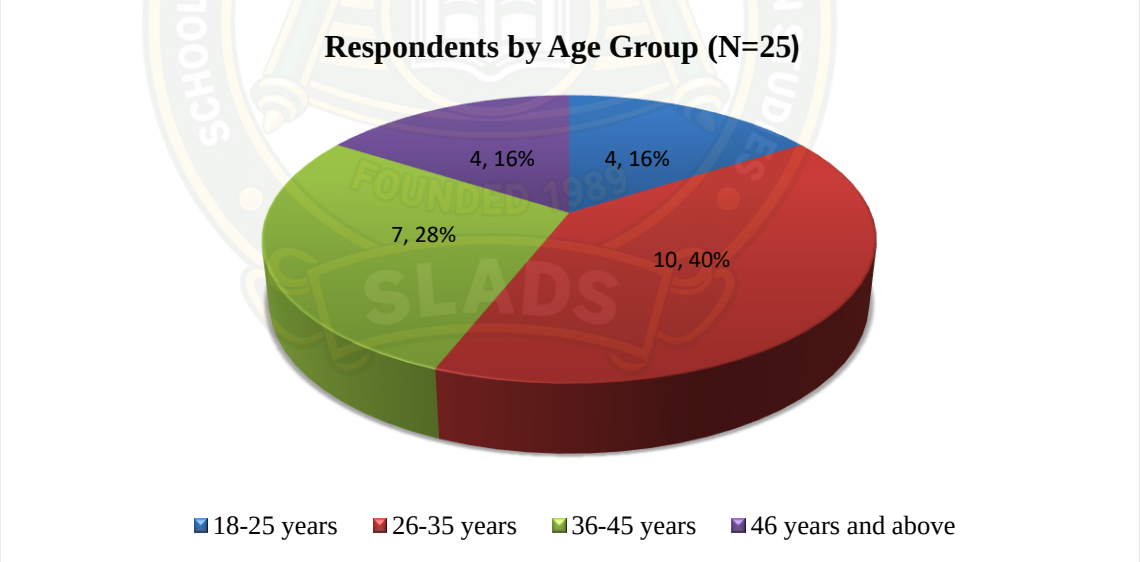
This distribution reflects a relatively balanced gender representation, though slightly skewed towards male staff, which reflected the technical nature of TEMESA's operations.

Therefore, this study revealed that male dominated the study by 56% of the 14 respondents compare to male.

### 4.2.2 Distribution of Respondents by Age Group

The age distribution of respondents was examined to understand generational diversity among staff whereby 18-25 years were 4(16%), 26-35 years were 10(40%), 36-45 years were 7(28%) and 46 years and above were 4(16%). The Figure 4.2 summarised the results.

**Figure 4. 2: Distribution of Respondents by Age Group (N=25)**




**Source: Field data (2026)**

The findings from the figure 4.2 indicates that (40%) of the respondent were 26-35 years old, followed by those aged 36-45 years (28%). The youngest age group were aged (18-25 years) and those aged 46 years and above each comprised 16%.



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This distribution indicates that the most dominant age group which dominated the study were aged 26-35 years which was (40%) of the respondents.

Furthermore, the study indicates that a relatively young workforce has more receptive to training and technological innovations in records management.

### 4.2.3 Distribution of Respondents by Position/Department

Researcher wanted to understand the Respondent position/Department whereby Records Management Staff were 5(20%), Secretaries were 4(16%), Procurement Officers were 4(16%), Auditors were 4(16%), Accountants were 4(16%) and Maintenance Staff were 4(16%). The table 4.2 summarised the results.

**Table 4. 2 Distribution of Respondents by Position/Department (N=25)**

| **Position/Department** | **Frequency** | **Percentage (%)** |
|---|---|---|
| Records Management Staff | 5 | 20% |
| Secretaries | 4 | 16% |
| Procurement Officers | 4 | 16% |
| Auditors | 4 | 16% |
| Accountants | 4 | 16% |
| Maintenance Staff | 4 | 16% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The findings from Table 4.2 shows the distribution of respondents across different positions/departments. Records Management Staff formed 20% of the sample, while each of the other departments (Secretaries, Procurement Officers, Auditors, Accountants, and Maintenance Staff) constituted 16% of the sample.

Therefore, this study revealed that records management staff dominated the study by 20% of the 5 respondents, which was appropriate given that they are the primary handlers of records at TEMESA.



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### 4.2.4 Distribution of Respondents by Work Experience

Researcher wanted to understand the respondents' work experience whereby less than 1 year were 4 (16%), 1-5 years were 9 (36%), 6-10 years were 7 (28%), and more than 10 years were 5 (20%). Table 4.3 summarised the results.

**Table 4.3: Distribution of Respondents by Work Experience (N=25)**

| Years of Experience | Frequency | Percentage (%) |
|---|---|---|
| Less than 1 year | 4 | 16% |
| 1-5 years | 9 | 36% |
| 6-10 years | 7 | 28% |
| More than 10 years | 5 | 20% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The finding from the Table 4.3 indicates that the largest proportion of staff (36%) had between one and five years of work experience at TEMESA. Those with six to ten years constituted 28%, while 20% had more than ten years of experience. Only 16% had less than one year of experience.

Thee for the study revealed that workforce with moderate institutional experience, dominated by staff with 1-5 years of experience with (36%), something which indicating that the organization has a relatively experienced workforce that could benefit from structured training interventions.

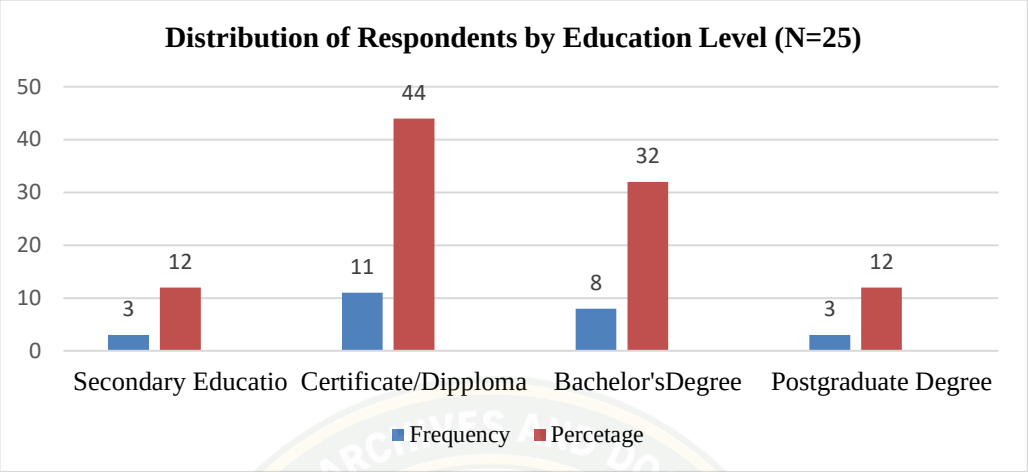
### 4.2.5. Distribution of Respondents by Education Level

In this study, education level was examined to determine whether respondent possessed the academic qualifications on the strategies for improving records management skills in an organization at TEMESA DAR ES SALAAM. Where by secondary education were 3 (12%), certificate/Diploma were 11 (44%), Bachelor`s Degree was 8 (32%), Postgraduate Degree were 3 (12%). The findings are presented in figure 4.3 below



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**Figure 4. 1: Distribution of Respondents by Education Level (N=25)**




**Source: Field data (2026)**

The findings from the Figure 4.3 shows that the majority of respondents had certificate or diploma qualifications (44%), followed by those with bachelor's degrees (32%). Secondary education and postgraduate degrees each constituted 12% of the sample.

This distribution reflects the educational profile of staff responsible for records management at TEMESA, with certificate/diploma holders being the most dominant group 11(44%), suggesting that most staff have foundational qualifications that can be built upon through targeted training programs.

### 4.3. Current Level of Records Management Skills

The first objective sought to assess the current level of records management skills among TEMESA staff in Dar es Salaam.

#### 4.3.1. Self-Rated Knowledge of Records Management Principles and Practices.

Researcher wanted to understand staff's self-rated knowledge of records management principles and practices whereby Excellent were 2 (8%), Good were 6 (24%), Fair were 10 (40%), Poor were 5 (20%), and Very Poor were 2 (8%). Table 4.4 summarised the result.



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**Tale 4. 2: Self-Rated Knowledge of Records Management Principles and Practices (N=25)**

| Rating | Frequency | Percentage (%) |
|---|---|---|
| Excellent | 2 | 8% |
| Good | 6 | 24% |
| Fair | 10 | 40% |
| Poor | 5 | 20% |
| Very Poor | 2 | 8% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The findings from the Table 4.4 reveals that 68% of respondents rated their knowledge of records management principles and practices as fair, poor, or very poor. Only 32% rated their knowledge as good or excellent.

This indicates a significant skills gap among staff responsible for managing records at TEMESA, with the majority of respondents (68%) demonstrating inadequate knowledge levels, which poses a serious risk to effective records management practices within the organization.

### 4.3.2 Confidence Levels in Performing Records Management Tasks

Respondents were asked to indicate their level of confidence in performing various records management tasks, including creating and naming files 4 (16%), classifying and indexing records 3 (12%), storing records were5 (20%), retrieving records were 3 (12%), using electronic records systems were 2 (8%), applying retention schedules were2 (8%), and disposing of records 1 (4%). The results are presented in Table 4.5.



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**Table 4. 3: Confidence Levels in Performing Records Management Tasks (N=25)**

| Task | Very Confident | Confident | Neutral | Not Confident | Not at All Confident |
|---|---|---|---|---|---|
| Creating and naming files appropriately | 4 (16%) | 8 (32%) | 5 (20%) | 6 (24%) | 2 (8%) |
| Classifying and indexing records | 3 (12%) | 7 (28%) | 6 (24%) | 7 (28%) | 2 (8%) |
| Storing records properly | 5 (20%) | 9 (36%) | 4 (16%) | 5 (20%) | 2 (8%) |
| Retrieving records when needed | 3 (12%) | 7 (28%) | 5 (20%) | 8 (32%) | 2 (8%) |
| Using electronic records systems | 2 (8%) | 5 (20%) | 6 (24%) | 9 (36%) | 3 (12%) |
| Applying retention schedules | 2 (8%) | 4 (16%) | 7 (28%) | 8 (32%) | 4 (16%) |
| Disposing of records properly | 1 (4%) | 3 (12%) | 8 (32%) | 9 (36%) | 4 (16%) |

**Source: Field data (2026)**

The findings from the Table 4.5 shows varying levels of confidence in performing different records management tasks. Staff were most confident in storing records properly (56%) combined very confident/confident) and creating/naming files appropriately (48%). However, confidence was lowest in disposing of records properly (16%), applying retention schedules (24%), and using electronic records systems (28%).

The study revealed that specific areas where training and capacity building were most needed, with electronic records management and records disposition emerging as



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critical areas requiring immediate intervention due to the lowest confidence levels among staff.

During the interview one among of the respondent said that

*"Most of us learned records management on the job. We were never formally trained. We know the basics like filing and retrieval, but when it comes to things like retention schedules or electronic records management, we struggle. We need proper training.*

Furthermore, another departmental supervisor elaborated that

*"The skills gap is noticeable. Staff can do basic filing, but they don't understand the full lifecycle of records. They don't know when to dispose of records, how to classify them properly, or how to use electronic systems. This affects our efficiency and accountability.*

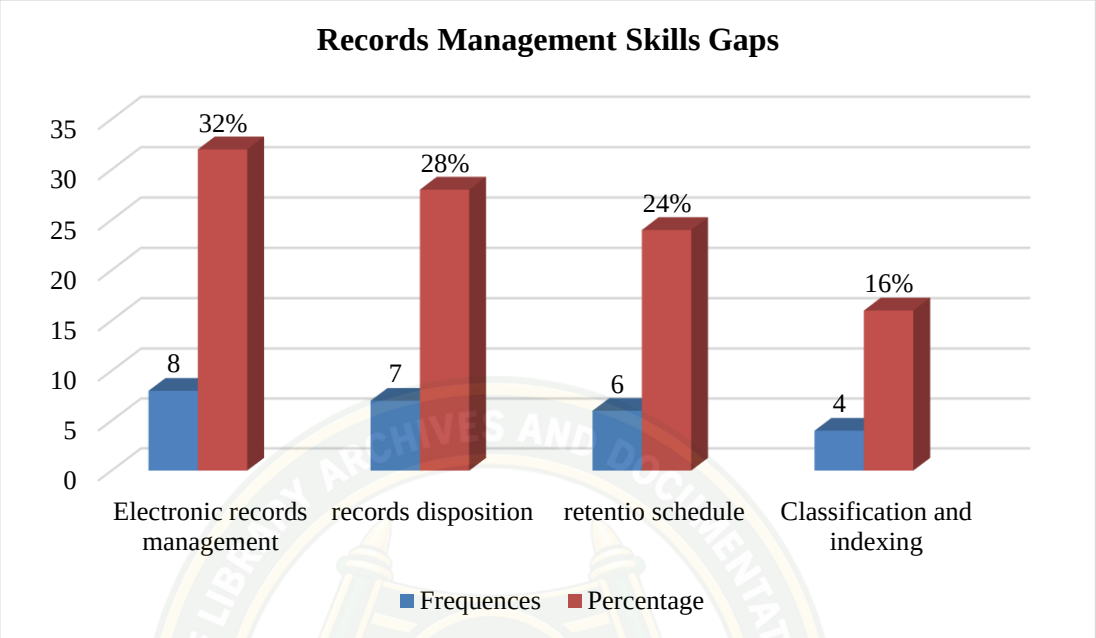
### 4.3.3 Records Management Skills Gaps

Researcher wanted to understand the most significant records management skills gaps among TEMESA staff whereby electronic records management was cited by 8 (32%), records disposition by 7 (28%), retention scheduling by 6 (24%), and classification and indexing by 4 (16%). Figure 4.4 summarised the results.



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**Figure 4. 4: Records Management Skills Gaps (N=25)**




The findings indicate that the most significant skills gap among TEMESA staff is in electronic records management, reported by 8 respondents (32%). This is followed by records disposition, identified by 7 respondents (28%), retention scheduling by 6 respondents (24%), and classification and indexing by 4 respondents (16%).

The results reveled that staff require substantial capacity building in modern records management practices, particularly in managing electronic records and implementing records retention and disposal procedures. These areas therefore be prioritized in future training and professional development programs, with electronic records management being the most critical area requiring immediate attention.

### 4.4. Existing Training Programs and Resources

The second objective sought to evaluate existing training programs and resources related to records management at TEMESA.

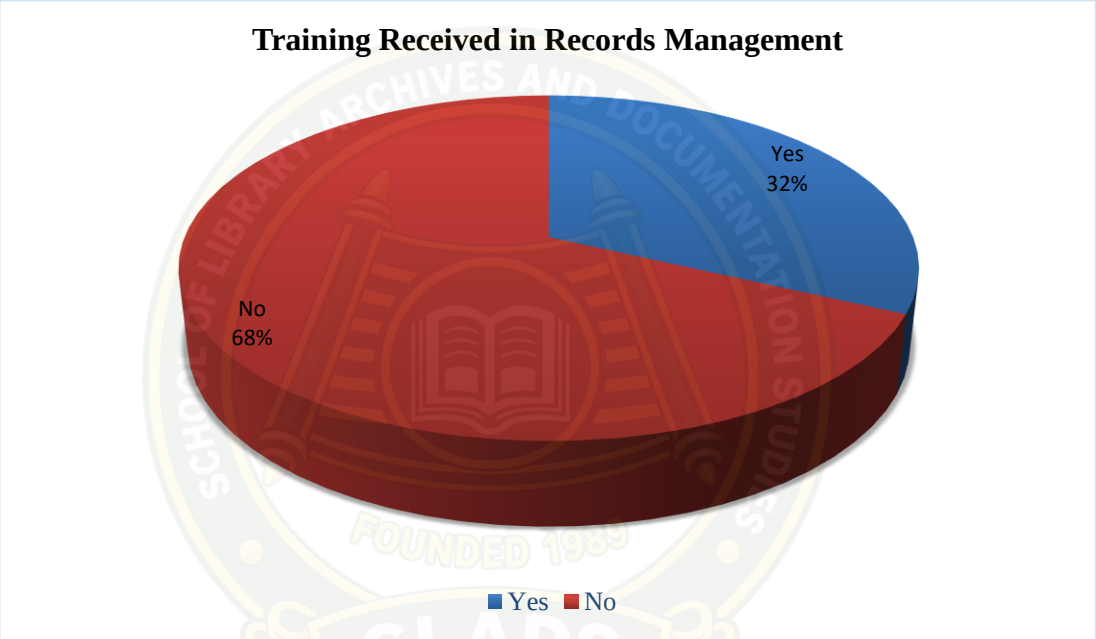


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### 4.4.1. Training Received in Records Management

Researcher wanted to understand whether respondents had ever received any formal training in records management whereby those who said Yes were 8 (32%) while those said No were 17 (68%). Table 4.5 summarised the results .

**Figure 4.5: Training Received in Records Management (N=25)**
\




***Source: Field data (2026)***

The findings from the Figure 4.5 reveals a significant training gap, with 68% of staff reporting that they had never received formal training in records management. Only 32% had received some form of training.

The study indicates that a large proportion of staff responsible for handling organizational records lack adequate competencies for effective records management practices, with the majority 17(68%) having no formal training, which is a critical concern for organizational efficiency.



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### 4.4.2. Types of Training Received.

Researcher wanted to understand the types of training received by respondents whereby formal qualification were 2 (8%), short course/workshop were 4 (16%), on-the-job training were 3 (12%), online training were 1 (4%), multiple types were 2 (8%), and no training were 13 (52%). Table 4.6 summarised the results.

**Table 4. 6: Types of Training Received (N=25)**

| Training Type | Frequency | Percentage (%) |
|---|---|---|
| Formal qualification (certificate/diploma/degree) | 2 | 8% |
| Short course/workshop | 4 | 16% |
| On-the-job training | 3 | 12% |
| Online training | 1 | 4% |
| Multiple types | 2 | 8% |
| No training | 13 | 52% |
| Total | 25 | 100 |

***Source: Field data (2026)***

The findings from the Table 4.6 shows that among the 32% who had received some training, short courses/workshops (16%) and on-the-job training (12%) were the most common types. Only 8% had formal qualifications in records management. The majority (52%) had never received any formal training.

This finding does indicate that formal qualifications in records management are extremely rare among staff (only 8%), with most training being informal and unstructured, suggesting the need for a more systematic approach to professional development in records management.

### 4.4.3. Perceptions of Training Adequacy at TEMESA

Researcher wanted to understand respondents' perceptions regarding the adequacy of training and support provided by TEMESA. Statements covered training availability, relevance to job needs were 2(8%), access to resources were 1(4%), management



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support were 2(8%), and communication of training opportunities were 1(4%). Table 4.7 summarised the result.

**Table 4.7: Perceptions of Training Adequacy at TEMESA (N=25)**

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| TEMESA provides adequate training on records management | 1 (4%) | 3 (12%) | 2 (8%) | 10 (40%) | 9 (36%) |
| Training programs are relevant to my job needs | 2 (8%) | 4 (16%) | 3 (12%) | 9 (36%) | 7 (28%) |
| I have access to resources for learning about records management | 1 (4%) | 3 (12%) | 4 (16%) | 10 (40%) | 7 (28%) |
| Management supports staff development in records management | 2 (8%) | 4 (16%) | 3 (12%) | 9 (36%) | 7 (28%) |
| Training opportunities are communicated effectively to staff | 1 (4%) | 2 (8%) | 4 (16%) | 11 (44%) | 7 (28%) |

**Source: Field data (2026)**

The findings from the Table 4.7 shows strong negative perceptions regarding training adequacy at TEMESA. A combined 76% disagreed or strongly disagreed that the organization provides adequate training on records management. Similarly, 76% felt that training opportunities were not communicated effectively.

The study revealed that significant dissatisfaction with current training provisions, with the majority of staff (76%) expressing negative views about training adequacy and communication, revealing systemic weaknesses in the organization's approach to staff development in records management.



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### 4.4.4. Frequency of Training Offered

Researcher wanted to understand how frequently training related to records management is offered at TEMESA whereby very often were 0 (0%), often were 2 (8%), sometimes were 4 (16%), rarely were 10 (40%), and never were 9 (36%). Table 4.8 summarised the results.

**Table 4.8: Frequency of Training Offered (N=25)**

| **Frequency** | **Frequency** | **Percentage (%)** |
|---|---|---|
| Very often (at least quarterly) | 0 | 0 |
| Often (every 6 months) | 2 | 8% |
| Sometimes (annually) | 4 | 16% |
| Rarely (every few years) | 10 | 40% |
| Never | 9 | 36% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The findings from the Table 4.8 reveals that 76% of respondents indicated that training related to records management is offered rarely or never. Only 24% reported that training is offered sometimes or often. No respondents indicated that training is offered very often.

This finding confirms the irregular and insufficient nature of training provision, with the majority of staff (76%) experiencing training either rarely or never, which is a significant barrier to developing competent records management practices at TEMESA.

### 4.4.5. Training Methods Used at TEMESA

Researcher wanted to understand the training methods currently used at TEMESA for records management whereby classroom training was 5 (20%), workshops/seminars were 4 (16%), on-the-job training were 6 (24%), online/e-learning were 2 (8%),



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mentoring/coaching were 2 (8%), and none were 6 (24%). Table 4.9 summarised the results .

**Table 4.9: Training Methods Used at TEMESA (N=25)**

| Training Method | Frequency | Percentage (%) |
|---|---|---|
| Classroom training | 5 | 20% |
| Workshops/seminars | 4 | 16% |
| On-the-job training | 6 | 24% |
| Online/e-learning | 2 | 8% |
| Mentoring/coaching | 2 | 8% |
| None | 6 | 24% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The findings from the Table 4.9 shows that on-the-job training (24%) and classroom training (20%) were the most commonly used methods. However, 24% of respondents indicated that no training methods were currently in use.

This highlights the limited range and absence of systematic training approaches at TEMESA, with nearly half of the respondents 6(24%) reporting that no training methods are currently in use, underscoring the urgent need for a structured training program.

During the interview one among of the respondent said that:

*"We don't have a structured training programme for records management. Sometimes, when new staff join, a more experienced colleague shows them the basics. But there's no formal curriculum, no assessment of learning outcomes, and no follow-up. It's very ad hoc.*



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### 4.5. Challenges in Records Management

The third objective sought to identify the challenges faced by staff in managing records effectively at TEMESA.

#### 4.5.1. Challenges Faced in Managing Records Effectively

Researcher wanted to understand the challenges faced by staff in managing records effectively whereby lack of training/knowledge were 5 (20%), insufficient time were 4 (16%), heavy workload were 5 (20%), lack of clear procedures/guidelines were 3 (12%), inadequate storage facilities were 5 (20%), lack of appropriate technology/software were 2 (8%), and lack of management support were (4%). Table 4.10 summarised the results .

**Table 4.10: Challenges Faced in Managing Records Effectively (N=25)**

| Challenge | Frequency | Percentage (%) |
|---|---|---|
| Lack of training/knowledge | 5 | 20% |
| Insufficient time to manage records properly | 4 | 16% |
| Lack of clear procedures/guidelines | 3 | 12% |
| Inadequate storage facilities | 5 | 20% |
| Lack of appropriate technology/software | 2 | 8% |
| Heavy workload | 5 | 20% |
| Lack of management support | 1 | 4% |
| **Total** | **25** | **100** |

**Source: Field data (2026)**

The findings from the Table 4.10 presents the main challenges as perceived by respondents. Lack of training/knowledge was the most frequently cited challenge, followed by insufficient time 5(20%) and heavy workload (20%). Lack of clear procedures/guidelines was cited by 12%, while inadequate storage facilities 20% and lack of appropriate technology were each cited by 8%. Lack of management support was identified by 4% of respondents.



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The findings reveal that lack of training and knowledge is the most dominant challenge 5(20%), These multiple challenges indicate that records management effectiveness at TEMESA is hampered by a combination of capacity, resource, and systemic issues that require comprehensive intervention.

One staff member commented:

*"We have too much work and too little time to manage records properly. The filing system is not well organized, and we don't have clear guidelines on what to do with different types of records. Sometimes we just pile files because we don't know where they should go.*

A records officer explained:

*"The biggest challenge is that records management is not seen as a priority. Management focuses on our core technical services, and records management is treated as an afterthought. So, we don't get the resources, training, or support we need.*

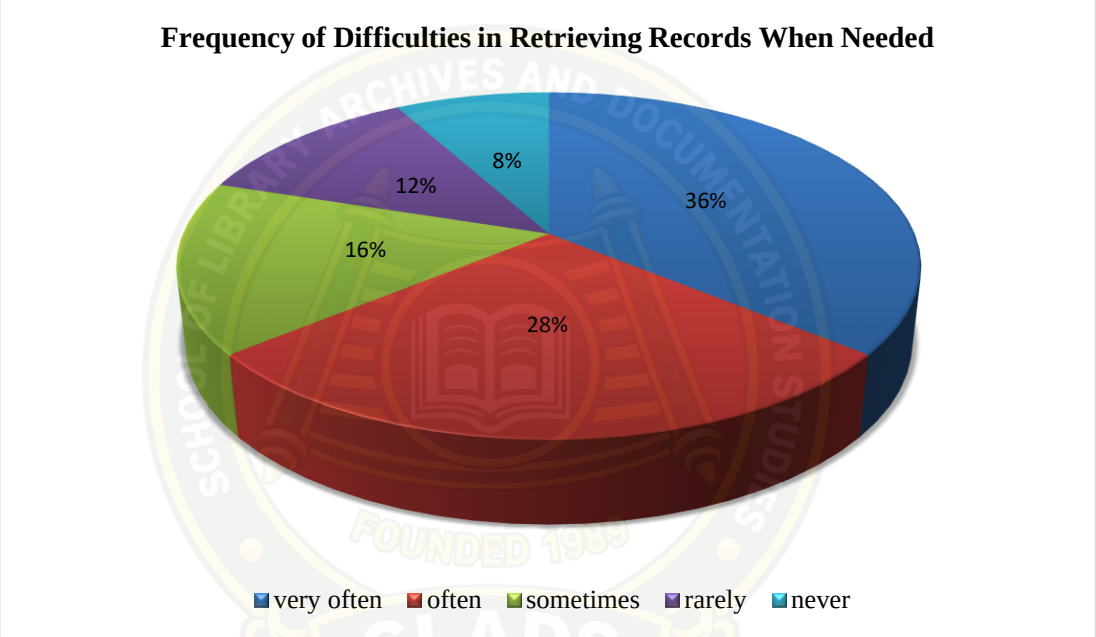
### 4.5.2. Frequency of Difficulties in Retrieving Records When Needed.

Researcher wanted to understand how often respondents experience difficulties in retrieving records when needed whereby very often were 9 (36%), often were 7 (28%), sometimes were 4 (16%), rarely were 3 (12%), and never were 2 (8%). Figure 4.11 summarised the results.



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**Figure 4.6: Frequency of Difficulties in Retrieving Records When Needed (N=25)**




**Source: Field data (2026)**

The finding from the Figure 4.6 reveals that 64% of respondents reported experiencing difficulties in retrieving records very often or often. A further 16% sometimes experienced difficulties. Only 20% rarely or never experienced difficulties.

This finding has direct implications for organizational efficiency and accountability, as records cannot be used effectively when they cannot be retrieved. The majority of staff (64%) experiencing frequent retrieval difficulties indicates a serious operational problem that undermines organizational performance.

A departmental supervisor described the impact:



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*"When we need a file for an audit or to respond to a query, we often spend hours searching for it. Sometimes we never find it. This delays our work, frustrates staff, and undermines our credibility. It also makes us vulnerable during audits because we can't always provide the documentation that's requested.*

### 4.6. Strategies for Improving Records Management Skills

The fourth objective sought to propose evidence-based strategies for enhancing records management skills within the agency.

#### 4.6.1. Areas Requiring Training for Skills Improvement

Researcher wanted to understand the specific areas where respondents require training to improve their records management skills whereby basic records management principles were 3 (12%), electronic records management were 8 (32%), filing and classification systems were 2 (8%), records retention and disposal were 5(20%), and use of specific software/systems were 7 (28%). Table 4.11 summarised the results.

**Table 4. 11: Areas Requiring Training for Skills Improvement (N=25)**

| Training Area | Frequency | Percentage (%) |
|---|---|---|
| Basic records management principles | 3 | 12% |
| Electronic records management | 8 | 32% |
| Filing and classification systems | 2 | 8% |
| Records retention and disposal | 5 | 20% |
| Use of specific software/systems | 7 | 28% |
| Total | 25 | 100 |

**Source: Field data (2026)**

The findings from the Table 4.11 shows the areas where staff most need training. Electronic records management was identified by 32% as a priority, followed by use of specific software/systems (28%), records retention and disposal (12%), and filing and classification systems (8%). Basic records management principles were identified by 20%.



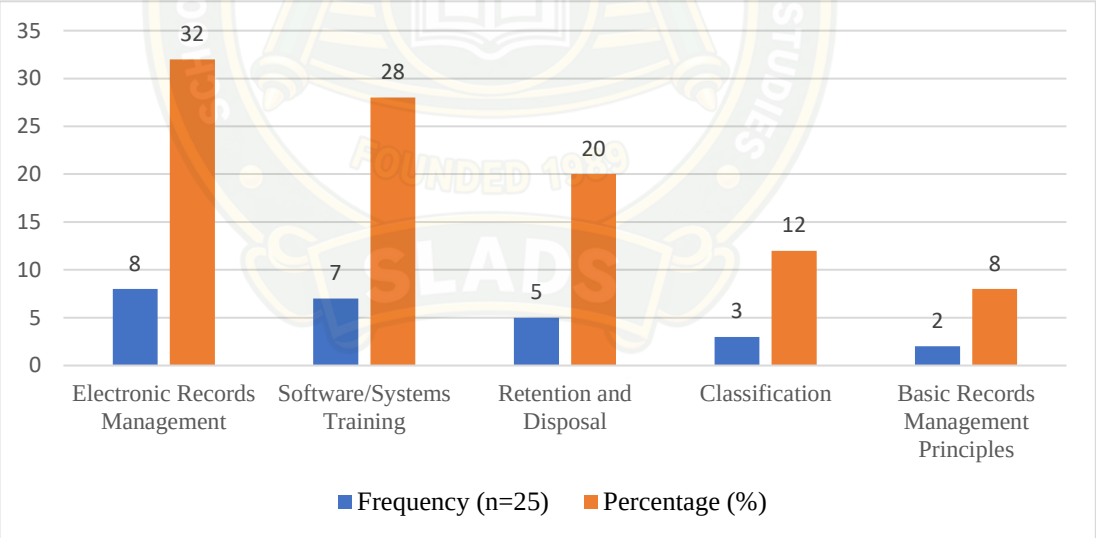
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The findings indicate that electronic records management is the most critical training priority 8(32%), reflecting the growing digitization of organizational processes. This is followed by software/systems training 7(28%) and retention/disposal training 5(20%), suggesting a comprehensive training program is needed those addresses both technical and procedural aspects of records management.

### 4.6.2. Training Needs Assessment

Researcher wanted to understand how respondents ranked the training areas they considered most important for improving records management practices at TEMESA whereby electronic records management were 8 (32%), software/systems training were 7 (28%), retention and disposal training were 5 (20%), classification were 3 (12%), and basic records management principles were 2(8%). Figure 4.5 summarised the results.

**Figure 4.7: Training Needs Assessment (N=25)**




**Source: Field data (2026)**

The findings from the Findings in Figure 4.7 training needs assessment revealed that electronic records management is the highest priority training area, identified by 8 respondents (32%). Software and systems training was ranked second, with 7 respondents (28%), indicating a strong need for technological competencies in records management. Retention and disposal training was identified by 5 respondents (20%),



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while classification and basic records management principles were cited by 3 respondents (12%) and 2 respondents (8%), respectively.

These findings demonstrate a growing demand for skills related to digital records management and information systems, highlighting the need for targeted training programs to improve records management effectiveness within TEMESA. Electronic records management emerges as the most dominant training need 8 (32%), confirming the urgency of developing digital competencies among staff.

Interview data provided additional insights into strategies for improvement:

One departmental head recommended:

*"We need a comprehensive training programme that covers the entire lifecycle of records. Staff need to understand why records management matters, not just how to do it. We need to build a culture where records management is seen as everyone's responsibility, not just the records officer's job."*

A supervisor suggested:

*"We should start with a needs assessment to identify exactly what skills are lacking. Then we can develop targeted training modules. We also need to invest in technology and proper storage facilities. Training alone won't work if staff don't have the right tools and systems to work with."*



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# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This chapter presents a summary of the study, key findings, conclusions drawn from the research, and recommendations for improving records management skills at TEMESA Dar es Salaam. Suggestions for further research are also provided.

## 5.1 Summary of the Study

This study investigated strategies for improving records management skills in organizations, with specific focus on TEMESA Dar es Salaam. The study was guided by four specific objectives: to assess the current level of records management skills among TEMESA staff; to evaluate existing training programs and resources related to records management; to identify the challenges faced by staff in managing records effectively; and to propose evidence-based strategies for enhancing records management skills.

The study employed a descriptive case study design with a mixed-methods approach. The target population comprised 50 staff members at TEMESA headquarters. The study involved 30 participants but number of respondents who returned the questioner was 25 respondents, including 20 operational staff and 5 departmental supervisors. Data were collected using questionnaires, semi-structured interviews and document analysis. Quantitative data were analysed using descriptive statistics, while qualitative data underwent thematic analysis.

## 5.2 Summary of Key Findings

**Current Level of Records Management Skills:** The study found that 68% of respondents rated their knowledge of records management as fair, poor, or very poor. Confidence was lowest in disposing of records properly (16%), applying retention schedules (24%), and using electronic records systems (28%). Only 32% had received formal training in records management.



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**Existing Training Programs and Resources:** The study found that 68% of staff had never received formal training in records management. Among those who had received training, the most common types were short courses/workshops (16%) and on-the-job training (12%). A combined 76% disagreed that TEMESA provides adequate training on records management, and 76% reported that training is offered rarely or never.

**Challenges in Records Management:** The main challenges identified were: lack of training/knowledge (20%), insufficient time (16%), heavy workload (20%), lack of clear procedures/guidelines (12%), inadequate storage facilities (20%), and lack of appropriate technology (8%). Additionally, 64% of respondents reported experiencing difficulties in retrieving records very often or often.

**Strategies for Improvement:** Staff identified priority training areas including electronic records management (32%), use of specific software/systems (28%), records retention and disposal (20%), and filing and classification systems (12%). Recommendations from interview participants included developing a comprehensive training programme, investing in technology and infrastructure, establishing clear policies and procedures, and building a culture of records management.

### 5.3 Conclusions

Based on the findings, the following conclusions are drawn:

Records management skills at TEMESA are generally inadequate. The majority of staff lack formal training and have low confidence in performing key records management tasks. This skills deficit undermines the effectiveness of records management practices and organizational efficiency.

Furthermore, Training programs and resources for records management at TEMESA are insufficient and unsystematic. The absence of structured training, combined with inadequate resources and infrastructure, perpetuates the cycle of poor records management practices and skills deficiencies.



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In other side Multiple challenges hinder effective records management at TEMESA. Lack of training, heavy workloads, unclear procedures, inadequate facilities, and limited technology create a challenging environment for staff responsible for records management. These challenges have tangible impacts on organizational efficiency, accountability, and service delivery.

Staff recognize the need for improved records management skills and are willing to participate in training. The identification of priority training areas indicates that staff have clear understanding of their skills gaps and are motivated to develop their competencies.

### 5.4 Recommendations

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

**To TEMESA Management:**

Develop a comprehensive records management training programme. TEMESA should design and implement a structured training programme for all staff on records management principles and practices. Training should cover the entire records lifecycle, including creation, classification, storage, retrieval, retention, and disposal. The programme should be mandatory for all staff and include regular refresher courses.

Establish clear records management policies and procedures. TEMESA should develop comprehensive policies and procedures for records management, including classification schemes, retention schedules, and disposal guidelines. These policies should be documented, communicated to all staff, and regularly reviewed and updated.

Invest in appropriate technology and infrastructure. TEMESA should invest in modern records management technology, including electronic records management systems (ERMS), adequate storage facilities, and filing equipment. Staff should receive training on how to effectively use these systems.



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Allocate adequate resources for records management. TEMESA should ensure that records management receives adequate funding, staffing, and management attention. This includes allocating budget for training, equipment, and facilities, as well as hiring qualified records management personnel.

**To the Government of Tanzania:**

Develop national competency standards for records management. The government, through relevant ministries and agencies, should develop national competency standards for records management professionals in the public sector. These standards should define the knowledge, skills, and abilities required for different records management roles.

Strengthen records management training in public sector institutions. The government should ensure that records management training is integrated into the curricula of public service training institutions. This will ensure that all public servants have basic records management competencies before they enter the workforce.

**To the School of Library, Archives and Documentation Studies:**

Strengthen practical training in records management. The school should ensure that students receive comprehensive practical training in records management, including hands-on experience with electronic records management systems, classification schemes, and retention scheduling.

In other side Establish partnerships with organizations like TEMESA. The school should develop partnerships with organizations such as TEMESA to provide practical training opportunities for students and to offer continuing education for practicing professionals.

Furthermore, Develop short courses and professional development programmes. The school should develop short courses and professional development programmes in records management that can be offered to practicing professionals in organizations



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like TEMESA. These programmes should be flexible, accessible, and tailored to the needs of the workplace.

### 5.5 Suggestions for Further Research

The following areas are suggested for further research:

1. A comparative study of records management skills and training across multiple Tanzanian parastatal organizations to identify best practices and common challenges.
2. Research examining the relationship between staff competencies and records management outcomes in Tanzanian public sector organizations.
3. A study investigating the effectiveness of different training methods for records management skills development.
4. Research on the feasibility and requirements for implementing electronic records management systems in organizations like TEMESA.
5. A longitudinal study tracking improvements in records management following implementation of training programmes and policy reforms.



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## APPENDICES

### APPENDIX I: TIME SCHEDULE SHOWING ACTIVITIES DURING RESEARCH WORK

| ACTIVITIES | JANUARY-FEBRUARY 2026 | MARCH 2026 | APRIL 2026 | MAY-JULY 2026 | AUGUST 2026 |
|---|---|---|---|---|---|
| Writing of proposal | | | | | |
| Submission of proposal | | | | | |
| Reaching the study area and collecting data | | | | | |
| Report writing | | | | | |
| Submission of the research report | | | | | |



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## APPENDIX II: BUDGET

| S/NO | Item | Qty/Cost (TZS) | Amount (TZS) |
|---|---|---|---|
| 1 | Research Proposal Printing & Binding | 4 copies @ 15,000 | 60,000 |
| 2 | Questionnaire Printing | 25 copies @ 500 | 12,500 |
| 3 | Stationery (Pens, Papers, Pencil) | 1 set | 20,000 |
| 4 | Transport to TEMESA (Field work) | 10 trips @ 2,000 | 20,000 |
| 5 | Internet and Data bundles | Lump sum | 12,000 |
| 6 | Research Assistant Fees (If any) | 5 days @ 10,000 | 50,000 |
| 7 | Meals and Refreshments during field work | Lump sum | 15,000 |
| 8 | Final Report Printing & Binding | 4 copies @ 20,000 | 80,000 |
| | **TOTAL** | | **269,500** |



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## APPENDIX III: QUESTIONNAIRE FOR TEMESA STAFF

**Dear Respondent,**

I, **MWANAHERI HAMISI MBANO**, a student at the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo, am conducting research on **"An Investigation on the Strategies for Improving Records Management Skills in an Organization: A Case Study of TEMESA Dar es Salaam"** as part of the fulfilment for the award of an Ordinary Diploma in Records and Archives Management.

The purpose of this questionnaire is to gather your views and experiences regarding records management skills and training at TEMESA. Please be assured that the information provided will be kept strictly confidential and used for academic purposes only.

Thank you for your cooperation.

**Instructions:** Please put a tick (✓) in the box provided or write your answer where appropriate.

### SECTION A: DEMOGRAPHIC INFORMATION

**1. What is your gender?**

a) Female ( )

b) Male ( )

**2. What is your age group?**

a) 18-25 ( )
b) 26-35 ( )
c) 36-45 ( )
d) 46 and above ( )

**3. What is your current position/department?**



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a) Administrative Staff ( )

b) Technical Personnel ( )

c) Other (specify)……

**4. How long have you worked at TEMESA?**

a) Less than 1 year ( )
b) 1-5 years ( )
c) 6-10 years ( )
d) More than 10 years ( )

**5. What is your highest level of education?**

a) Secondary education ( )

b) Certificate/Diploma ( )

c) Bachelor's degree ( )
d) Postgraduate degree ( )
e) Other (specify)……

**SECTION B: RECORDS MANAGEMENT SKILLS**

**6. How would you rate your overall knowledge of records management principles and practices?**

a) Excellent ( )
b) Good ( )
c) Fair ( )
d) Poor ( )
e) Very Poor ( )



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**7. How confident are you in performing the following records management tasks?**

| Task | Very Confident | Confident | Neutral | Not Confident | Not at All Confident |
|---|---|---|---|---|---|
| Creating and naming files appropriately | | | | | |
| Classifying and indexing records | | | | | |
| Storing records properly | | | | | |
| Retrieving records when needed | | | | | |
| Using electronic records systems | | | | | |
| Applying retention schedules | | | | | |
| Disposing of records properly | | | | | |

**SECTION C: TRAINING PROGRAMS**

**8. Have you received any formal training in records management?**

a) Yes ( )
b) No ( )

**9. If yes, what type of training did you receive? (Tick all that apply)**

a) Formal qualification (certificate/diploma/degree) ( )
b) Short course/workshop ( )



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c) On-the-job training ( )

d) Online training ( )

e) Other (specify)……

**10. To what extent do you agree with the following statements about training at TEMESA?**

| **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
|---|---|---|---|---|---|
| TEMESA provides adequate training on records management | | | | | |
| Training programs are relevant to my job needs | | | | | |
| I have access to resources for learning about records management | | | | | |
| Management supports staff development in records management | | | | | |
| Training opportunities are communicated effectively to staff | | | | | |

11. How often does TEMESA offer training related to records management?

a) Very often (at least quarterly) ( )

b) Often (every 6 months) ( )

c) Sometimes (annually) ( )

d) Rarely (every few years) ( )

e) Never ( )

12. What training methods are commonly used at TEMESA? (Tick all that apply)



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a) Classroom training ( )
b) Workshops/seminars ( )
c) On-the-job training ( )
d) Online/e-learning ( )
e) Mentoring/coaching ( )
f) None ( )

**SECTION D: CHALLENGES**

13. What challenges do you face in managing records effectively? (Tick all that apply)

a) Lack of training/knowledge ( )
b) Insufficient time to manage records properly ( )
c) Lack of clear procedures/guidelines ( )
d) Inadequate storage facilities ( )
e) Lack of appropriate technology/software ( )
f) Heavy workload ( )
g) Lack of management support ( )
h) Other (specify)……

14. How often do you experience difficulties in retrieving records when needed?

a) Very Often ( )
b) Often ( )
c) Sometimes ( )
d) Rarely ( )
e) Never ( )

**SECTION E: IMPROVEMENT STRATEGIES**

15. What type of training would most improve your records management skills? (Tick all that apply)

a) Basic records management principles ( )



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b) Electronic records management ( )
c) Filing and classification systems ( )
d) Records retention and disposal ( )
e) Use of specific software/systems ( )
f) Other (specify)……

16. Please provide any additional suggestions for improving records management skills at TEMESA:

_____

_____

_____

_____

Thank you for your participation!



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## APPENDIX IV:

## INTERVIEW GUIDE FOR TEMESA ADMINISTRATORS AND RECORDS MANAGERS.

**Title of Study:** An Investigation on the Strategies for Improving Records Management Skills in an Organization: A Case Study of TEMESA Dar es Salaam

**Interviewee Position:** _____

**Date:** _____

**Duration:** Approximately 30-45 minutes

**Introduction:** I am Mwanaheri Hamisi Mbano, a student at the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. I am conducting research on strategies for improving records management skills at TEMESA. Your participation is voluntary, and your responses will be treated confidentially. May I proceed with the interview?

**Section 1: Current Status of Records Management Skills**

1. What is the current status of records management at TEMESA?
2. What is the level of records management skills among staff?
3. What specific records management competencies are most critical for staff in their daily work?
4. Are there formal job descriptions that specify records management responsibilities for different positions?

**Section 2: Training Programs and Resources**

5. What training programs related to records management currently exist at TEMESA?
6. What resources (financial, human, material) are allocated to records management training?



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7. How effective do you perceive current training programs to be in improving staff competencies?
8. Are there opportunities for staff to pursue external training or professional development in records management skills?

**Section 3: Challenges**

9. From your perspective, what are the main challenges facing records management skills development at TEMESA?
10. How do competing priorities and workloads affect staff participation in training?
11. Does TEMESA have policies and frameworks to support records management capacity building?

**Section 4: Strategies and Recommendations**

12. What strategies would you recommend for improving records management skills at TEMESA?
13. What role should management play in supporting records management skills development?
14. How can technology be leveraged to improve records management practices and skills?
15. What do you consider to be the most urgent priority for improving records management skills at TEMESA?

**Section 5: Closing**

16. Is there anything else you would like to share about records management skills or training at TEMESA?

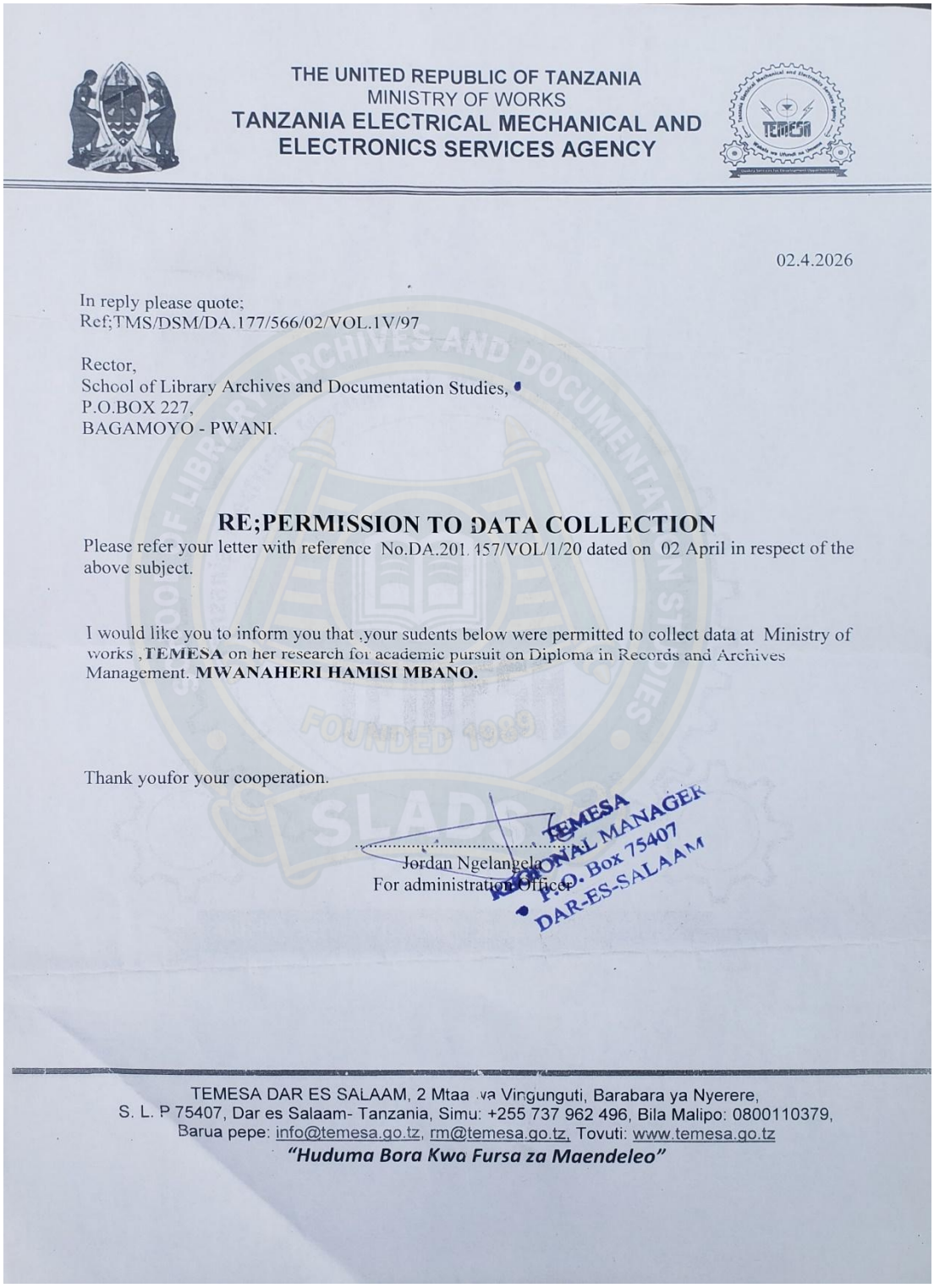
**Thank you for your time and valuable insights.**



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## APPENDIX V.

## VERIFICATION FOR DATA COLLECTION.



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF WORKS
TANZANIA ELECTRICAL MECHANICAL AND ELECTRONICS SERVICES AGENCY

02.4.2026

In reply please quote:
Ref;TMS/DSM/DA.177/566/02/VOL.1V/97

Rector,
School of Library Archives and Documentation Studies,
P.O.BOX 227,
BAGAMOYO - PWANI.

**RE;PERMISSION TO DATA COLLECTION**

Please refer your letter with reference No.DA.201.157/VOL/1/20 dated on 02 April in respect of the above subject.

I would like you to inform you that ,your sudents below were permitted to collect data at Ministry of works ,**TEMESA** on her research for academic pursuit on Diploma in Records and Archives Management. **MWANAHERI HAMISI MBANO.**

Thank youfor your cooperation.

Jordan Ngelangela
For administration Officer

TEMESA
REGIONAL MANAGER
P.O. Box 75407
DAR-ES-SALAAM

TEMESA DAR ES SALAAM, 2 Mtaa wa Vinguguti, Barabara ya Nyerere,
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*"Huduma Bora Kwa Fursa za Maendeleo"*



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