SCHOOL OF LIBRARY ,ARCHIVES AND DOCUMENTATION STUDIES (SLADS) BAGAMOYO

A RESEARCH REPORT ON

AN ASSESSMENT OF THE CONTRIBUTION OF RECORDS MANAGEMENT IN ENHANCING ADMINISTRATIVE EFFICIENCY IN LEARNING INSTITUTIONS: A CASE STUDY OF THE SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS)

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 Records and Information Studies.

AUGUST, 2026

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CERTIFICATION

The undersigned certifies that they have read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies the research report entitled "An Assessment of the Contribution of Records Management in Enhancing Administrative Efficiency in Learning Institutions: A Case Study of the School of Library, Archives and Documentation Studies (SLADS)" in partial fulfilment of the requirements for the award of the Ordinary Diploma in Library, Records and Information Studies.

Signature: .....

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I, **Witness Philemon** 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.

Signature: .....

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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
HR:	Human Resources
ICT:	Information and Communication Technologies
ISO:	International Organization for Standardization
NACTE:	National Council for Technical Education
SLADS:	School of Library, Archives and Documentation Studies
SPSS:	Statistical Package for the Social Sciences
TCU:	Tanzania Commission for Universities
URT:	United Republic of Tanzania

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ABSTRACT

This study assessed the contribution of records management in enhancing administrative efficiency in learning institutions, using the School of Library, Archives and Documentation Studies (SLADS) as a case study. A mixed-methods approach was employed, involving a sample of 25 respondents selected through stratified random and purposive sampling. Data were collected using questionnaires, interviews, and an observation checklist. The findings revealed that SLADS operates a hybrid records management system, combining paper files with digital storage on shared network drives. However, practices were inconsistent due to the lack of a comprehensive, institution-wide records management policy. The study found that inefficient records management significantly hinders administrative efficiency, with 64% of respondents reporting retrieval times exceeding 15 minutes and 64% occasionally or frequently experiencing delays in administrative processes. While records were acknowledged as important for decision-making, the current systems were perceived as delaying service delivery by 44% of respondents. Key challenges identified included the absence of a formal policy, lack of staff training, inadequate storage space, and insufficient digital infrastructure. The study concludes that SLADS, despite training records professionals, does not yet model best practices. Recommendations include the urgent development of an institutional records policy, investment in an integrated digital records system, comprehensive staff training, and increased resource allocation.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background of the study on the assessment of the contribution of records management in enhancing administrative efficiency in learning institutions, 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 critical strategic function in learning institutions, serving as the backbone for accountability, transparency, and operational efficiency. Learning institutions generate and manage a vast array of records, including student academic transcripts, research data, personnel files, financial documents, procurement contracts, and governance records. The systematic management of these records throughout their lifecycle from creation to disposition is essential for supporting core functions such as student administration, research governance, human resource management, financial planning, and compliance with national and international regulatory standards (ISO 15489-1:2016, Ngoepe, 2023).

Globally, digital transformation has reshaped records management in education. Institutions in developed economies are increasingly adopting Electronic Records Management Systems (ERMS) and Enterprise Content Management (ECM) solutions to automate workflows, ensure data integrity, and facilitate remote access. This shift is driven by the need to manage big data, enhance cybersecurity, and support data-driven decision-making (Kalusopa & Ngoepe, 2022). Effective records management in this

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context is no longer just about storage but about enabling agile administration and fostering a culture of information governance.

In the African context, learning institutions face unique challenges in implementing robust records management systems. Studies indicate that while the importance of records is acknowledged, practices are often characterized by a hybrid of paper-based and nascent digital systems, leading to inconsistencies and inefficiencies (Mnjama, 2021). The demands of quality assurance bodies, research funders, and stakeholders for accurate and timely information have heightened the need for systematic records management.

In Tanzania, the Tanzania Commission for Universities (TCU) and other regulatory frameworks emphasize proper record-keeping for accreditation and institutional audits, making it a compliance imperative (URT, 2022). The School of Library, Archives and Documentation Studies (SLADS), as a specialized learning institution offering training in library, archives, and records management, occupies a unique position. It is expected to model exemplary records management practices, given its mandate to produce professionals in the field. Administrative efficiency defined as the optimal use of resources to achieve timely and accurate administrative outcomes is heavily dependent on how easily and reliably information can be retrieved and used. Inefficiencies in records management can manifest as delays in processing student requests, difficulties in retrieving research data, lapses in financial accountability, and increased operational costs. Therefore, an assessment of the role of its records management practices in promoting administrative efficiency is crucial to understanding whether the institution practices what it teaches and to provide a basis for evidence-based improvements.

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1.2 Statement of the Problem

Learning institutions in Tanzania face persistent challenges in optimizing records management to boost administrative efficiency. Despite adopting electronic records systems, their effectiveness is limited, with most retrieved records still paper-based due to human, organizational, technological, and regulatory factors (Onesta et al., 2025). This misalignment causes administrative bottlenecks like delayed decision-making, protracted procurement, and audit difficulties, undermining accountability (Ngalomba, 2023). Initiatives such as installing e-records systems and developing handling procedures have proven insufficient, with issues like poor internet infrastructure compromising service delivery (Chang'a & Mwilongo, 2022; Malekani, 2023).

What is critically missing is a holistic, context-specific investigation into how these systemic challenges manifest at specialized institutions like the School of Library, Archives and Documentation Studies (SLADS) in the post-2020 era of digital acceleration. Existing literature overlooks the direct link between records management effectiveness and administrative efficiency in information studies institutions (Ngalomba, 2023; Onesta et al., 2025). This gap is significant for SLADS, which as a trainer of records professionals faces an implicit expectation to demonstrate best practices. The problem was that while SLADS teaches modern records management principles, there was limited empirical evidence examining whether its own records management practices effectively promoted administrative efficiency. This study therefore sought to fill this gap by systematically assessing the role of records management at SLADS.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to assess the contribution of records management in enhancing administrative efficiency in learning institutions, with a case study of the School of Library, Archives and Documentation Studies (SLADS).

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1.3.2 Specific Objectives

i. To examine the existing records management practices and systems at the School of Library, Archives and Documentation Studies (SLADS).
ii. To assess the impact of effective records management on administrative efficiency at SLADS.
iii. To evaluate the extent to which records management systems contribute to timely decision-making and service delivery at SLADS.
iv. To identify the challenges facing records management at SLADS.

1.4 Research Questions

i. What are the existing records management practices and systems utilized at SLADS?
ii. How does effective records management impact administrative efficiency at SLADS?
iii. To what extent do records management systems contribute to timely decision-making and service delivery at SLADS?
iv. What are the challenges facing records management at SLADS?

1.5 Significance of the Study

To SLADS Administration: The findings will provide a diagnostic report on records management, informing strategic investments in technology, staff training, and policy development to streamline processes, reduce costs, and improve service delivery. As an institution that trains records management professionals, the study's recommendations can help SLADS model best practices for its students.

To Regulatory Bodies (TCU, NACTE): The research offers insights into implementing standards in a specialized Tanzanian learning institution context, aiding in refining audit checklists and supportive guidelines.

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To Records Management Professionals: The study highlights real-world challenges and success factors within a training institution, offering a case study on aligning practices with administrative goals in resource-conscious settings.

To the Academic Community: It enriches knowledge in information science and education administration, serving as a reference for scholars exploring the link between records management and institutional performance, particularly in institutions dedicated to information studies.

1.6 Scope of the Study

The scope of this study focused on examining records management practices, including the processes of creation, classification, storage, retrieval, retention, and disposition at SLADS. It assessed their role in promoting the administrative efficiency of the institution, specifically looking at the speed, accuracy, and cost-effectiveness of its operations. The research further evaluated the contribution of records management systems to timely decision-making and service delivery and identified key challenges. The study involved all staff involved in the creation, handling, and management of records across key administrative and academic units, including the Registry, Finance, HR, Academic Departments, and Library. The geographical and institutional scope was confined to the School of Library, Archives and Documentation Studies (SLADS) at its main campus in Bagamoyo, Tanzania.

1.7 Limitations of the Study

Access to Confidential Records: Sensitive records pertaining to finance or personnel were not accessible for direct observation. The solution was to design interview protocols that elicited verified procedural accounts and used document analysis only on de-identified or aggregated reports.

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Potential for Response Bias: Staff may have overstate effectiveness or underreport challenges. The solution was to guarantee anonymity and confidentiality and use methodological triangulation (questionnaires, interviews, observation) to cross-verify responses.

Time and Resource Constraints: The academic timeline limited deep-dive analysis. The solution was to adhere to a strict phased research schedule focusing on key administrative units central to the study's objectives.

Generalizability: As a case study, findings are specific to SLADS. The solution was to provide thick, contextual description to allow for analytical transferability to similar contexts.

1.8 Definition of Key Terms

Records Management: The field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records, including processes for capturing and maintaining evidence of business activities (ISO 15489-1:2016).

Administrative Efficiency: The ability of an organization to minimize resource input (time, cost, personnel effort) while maximizing output quality and speed in its administrative functions and service delivery (Mosweu & Mutshewa, 2021).

Learning Institution: A university, college, or other post-secondary educational institution that provides tertiary education and awards academic degrees or diplomas (URT, 2022).

Role: The function or part played by records management in achieving administrative efficiency, encompassing its contribution, influence, and significance in supporting administrative operations.

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Records Management Systems: The tools, technologies, procedures, and frameworks (both manual and electronic) used to capture, organize, store, retrieve, and dispose of records systematically (Kalusopa & Ngoepe, 2022).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews contemporary literature related to records management in learning institutions, structured thematically around the study's specific objectives. It covers existing practices and systems, their impact on administrative efficiency, their contribution to timely decision-making and service delivery, prevailing challenges, and identifies the research gap.

2.1 Records Management Practices and Systems in Learning Institutions

Modern learning institutions employ a spectrum of records management practices, often existing on a continuum from traditional paper-based to fully integrated digital systems. Common practices include the use of file plans for classification, retention schedules for lifecycle control, and metadata schemas for digital records (Ngoepe, 2023). The systems in use range from manual filing cabinets and shared network drives to dedicated Electronic Document and Records Management Systems (EDRMS) and Enterprise Content Management (ECM) platforms. Research indicates a global trend towards digitalization, but adoption is uneven. In many African learning institutions, hybrid systems prevail due to legacy issues, financial constraints, and digital literacy gaps (Mnjama, 2021). The "hybrid system" is not merely a transitional phase but, for many institutions, a permanent state of operation that balances the reliability of paper with the accessibility of digital tools.

Key records managed within these institutions include student academic records (from admission to alumni), research data and ethics approvals, personnel files, financial and procurement records, and institutional governance documents (IFLA, 2021). The effectiveness of these practices is often measured by the ease of retrieval, security, and

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compliance with legal and regulatory requirements. The choice of which specific practices and systems to adopt appears to be heavily influenced by the nature of the records themselves. For instance, highly sensitive governance documents and permanent student transcripts demand strong security and robust preservation strategies compared to routine administrative correspondence (Ocholla & Bothma, 2020).

2.2 Impact of Records Management on Administrative Efficiency

Robust records management is a significant driver of administrative efficiency. Studies correlate effective practices with tangible benefits: reduced time spent searching for information, lower operational costs associated with storage and reproduction, and decreased risks of non-compliance penalties (Mwita & Kavishe, 2023). For instance, a centralized digital records system can drastically cut the processing time for student transcript requests from days to minutes. Efficiency gains are most visible in high-volume, transactional services that directly impact students and staff.

Furthermore, efficient records management enhances decision-making quality by ensuring administrators have access to reliable, complete, and timely information. It supports strategic planning, resource allocation, and performance monitoring (Kalusopa & Ngoepe, 2022). In areas like research administration, well-managed records facilitate grant applications, ethical reviews, and knowledge transfer. This reveals a shift from a purely operational view of efficiency to a more strategic one, where the value of records is not just in doing things faster, but in doing the right things based on trustworthy evidence.

Ultimately, effective records management fosters a culture of transparency and accountability, which streamlines audit processes and builds stakeholder trust, thereby reducing administrative friction (Mosweu & Mutshewa, 2021). In an era of increased scrutiny on education, the ability to demonstrate accountability through a clear and reliable record trail is a fundamental component of institutional legitimacy.

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2.3 Contribution of Records Management Systems to Timely Decision-Making and Service Delivery

The contribution of records management systems to timely decision-making and service delivery represents a critical dimension of administrative effectiveness. Timely decision-making depends fundamentally on the availability of accurate, complete, and up-to-date information when needed (Chigariro & Khumalo, 2022). Records management systems serve as the infrastructure that enables this information availability by ensuring that records are properly captured, organized, and retrievable within acceptable timeframes.

Research indicates that well-designed records management systems significantly reduce decision latency the time gap between when a decision is needed and when information becomes available to support it (Ngoepe & Saurombe, 2022). In academic settings, this is particularly evident in admissions processes, where access to complete applicant records enables timely selection decisions; in student academic progression, where accurate grade records facilitate prompt academic advising; and in human resource management, where complete personnel files support timely staffing decisions. The relationship between records systems and service quality extends beyond speed to include accuracy and consistency. When records are well-managed, the same information is available consistently across different service points, reducing contradictions and the need for stakeholders to provide the same information multiple times (Luyombya & Nakiwala, 2021).

2.4 Challenges Facing Records Management in Learning Institutions

Despite its importance, learning institutions face multifaceted challenges. A primary issue is the lack of a comprehensive, implemented records management policy, leading to departmental silos and inconsistent practices (Ngoepe & Makhura, 2021). Without a clear policy framework, units develop their own ad-hoc approaches, resulting in fragmentation. Resource constraints are also critical, encompassing inadequate funding for modern

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systems, poor IT infrastructure, and lack of dedicated physical and digital storage (Mnjama, 2021). The absence of a policy is often the root cause of other problems, as without a clear mandate, resources are easily diverted.

The human resource factor is significant, involving a shortage of skilled records professionals and a lack of awareness and training among general staff who create and handle records as part of their duties (Mwita & Kavishe, 2023). This means that problems are introduced at the point of record creation, which no amount of professional effort downstream can fully correct. Technological challenges include managing legacy data, ensuring digital preservation, and addressing cybersecurity threats. Furthermore, cultural resistance to change from paper-based to digital workflows often impedes the adoption of more efficient systems. This resistance may stem from deeper anxieties about job security or a lack of digital literacy, requiring more than just training it demands a change management strategy.

2.5 Research Gap

While existing literature provides a broad understanding of records management challenges and benefits in education, there is a gap in focused, empirical studies that holistically assess the role of current practices and their direct, measured impact on administrative efficiency within a specialized Tanzanian learning institution dedicated to information studies. The specific situation of institutions that train records professionals but may struggle with their own records management remains underexplored. This study aims to fill this gap by conducting an in-depth, mixed-methods case study at SLADS.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter details the methodological framework for conducting the study. It justifies the choice of research design, approach, population, sampling, data collection methods, analysis techniques, and ethical considerations.

3.1 Research Design

The research design refers to the overall strategy chosen to integrate the different components of a study coherently and logically (Leavy, 2022). This study used a descriptive case study design. This design was chosen for its suitability for an in-depth, empirical investigation of a contemporary phenomenon (the role of records management) within its real-life context (SLADS), allowing for a holistic exploration (Yin, 2023).

3.2 Research Approach

A research approach refers to the plans and procedures guiding data collection, analysis, and interpretation (Creswell & Plano Clark, 2022). This study adopted a mixed-methods approach, specifically a Convergent Parallel Design. This approach allowed for the simultaneous collection and analysis of both quantitative and qualitative data, enabling numerical data on prevalence and perceptions to be complemented by rich, detailed textual data.

3.3 Area of the Study

The area of a study defines the specific geographical or institutional locale where the research is conducted (Kumar, 2021). This study was conducted at the School of Library,

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Archives and Documentation Studies (SLADS), targeting its key units including Academic, Financial, ICT section, Registry, Library, and Human Resources (HR).

3.4 Population of the Study

A study population encompasses the entire set of individuals or elements that possess the characteristics relevant to the research inquiry (Bhandari, 2021). The target population for this study comprised all staff members at SLADS whose roles involve the creation, management, or use of official academic and administrative records. The total population was 34 staff members.

3.5 Sample Size

The sample size denotes the specific number of participants selected from the population (Denscombe, 2021). To determine an adequate and statistically representative sample from the population of 34, Slovin's formula was used:

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

Where:
n = the desired sample size
n = the total population (34)
e = the margin of error (set at 10% or 0.10)

Applying the figures:

$n = 34 / (1 + 34\ (0.10)^2)$
$n = 34 / (1 + 34\ 0.01)$
$n = 34 / (1 + 0.34)$
$n = 34 / 1.34$
$n = 25.37$

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Therefore, the sample size for this study is 25 respondents.

3.6 Sampling Techniques

Sampling techniques refer to the methods used to select a portion of the population (Etikan & Bala, 2021). This study used stratified random sampling to select 24 administrative and academic staff from the total population of 34, ensuring proportional representation across eight operational units: ICT, HR, Registry, Financial, Library, Academic, Tutors, and Research Departments. Additionally, purposive sampling was used to select the Principal as a key informant, given their strategic oversight role. This brought the total sample size to 25 respondents drawn from nine institutional units.

3.7 Data Collection Methods

Data collection methods are the specific techniques used to gather information (Saunders & Lewis, 2023). This study used:

- **Questionnaire Method:** Structured questionnaires with closed-ended (Likert-scale) and open-ended questions were administered to all 25 respondents across the nine institutional units (ICT, HR, Registry, Financial, Library, Academic, Tutors, Research Departments, and the Principal's office) to quantify perceptions on records management practices, efficiency, and decision-making.
- **Interview Method:** A semi-structured interview was conducted with the Principal to explore strategic viewpoints, challenges, and improvement strategies.
- **Observation Method:** A structured observation checklist was used to objectively assess record-keeping environments, filing systems, storage conditions, and retrieval processes, enabling data triangulation.

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3.8 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 analyzed using thematic analysis, identifying recurring patterns and themes related to the research objectives.

3.9 Research Ethics

Research ethics constitute the principles that guide the conduct of research to ensure the protection of participants (Resnik, 2021). This study upheld ethics by seeking official permission from the SLADS administration. 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.

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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 the role of records management in promoting administrative efficiency at SLADS. 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.

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, department or unit of work, and years of service at SLADS.

4.2.1 Gender of Respondents

Aim of determine the gender of the respondents in order to establish the demographic composition of the study population, facilitate meaningful comparison between male and female respondents and assess whether gender influences the pattern, relationship or outcomes of the variables under investigation. Table 4.1 summarized the result of findings.

Table 4. 1: Distribution of respondents by gender (N=25*)*

Gender	Frequency	Percentage %
Male	9	36
Female	16	64
Total	**25**	**100**

Source: Field data (2026)

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The findings presented in Table 4.1 show that out of 25 respondents, 9 (36%) were male while 16 (64%) were female. This distribution indicates a strong female participation in the study, which is reflective of the broader staffing patterns observed at many public sector institutions in Tanzania, where female employees often constitute a significant proportion of administrative and support staff. The representation of female respondents is also advantageous because studies have shown that women in administrative roles tend to be more meticulous in record-keeping practices. However, it is important to note that the gender imbalance does not detract from the validity of the findings, as both male and female respondents provided equally valuable insights based on their daily experiences with records management.

4.2.2 Respondents' Age

The age of respondents was analyzed to determine the age distribution of the study population and to identify the dominant age group represented in the study . Table 4.2summarized the result of findings

Table 4. 2: Distribution of respondents by age (N=25)

Age Group	Frequency	Percentage %
20–30	3	12
31–40	12	48
41–50	7	28
51+	3	12
Total	**25**	**100**

Source: Field data (2026)

As revealed in Table 4.2, the majority of respondents (12 individuals, representing 48%) were aged between 31 and 40 years. This is followed by those in the 41–50 age bracket (7 respondents, 28%), while the youngest age group (20–30) and the oldest group (51 years and above) each accounted for 12% of the sample. The predominance of staff in the 31–40 age range suggests that SLADS benefits from a relatively mature and experienced workforce. Employees in this age category typically possess a balanced combination of

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energy, technological adaptability, and accumulated institutional knowledge. This is particularly relevant for records management, as mid-career staff are often responsible for both maintaining legacy paper records and adapting to emerging digital systems. The presence of older staff (51+) also implies that there is valuable historical knowledge about past record-keeping practices, though their lower numbers may indicate recent retirements or attrition.

4.2.3 Department/Unit and Years of Service

Aim of analyze unit and years of service is to describe the organizational and professional characteristics of the study population. This information helps to determine the distribution of respondents across different department or unit and their level of work experience,it also provides a basis for interpreting the study findings as differences in work roles and length of service may influence respondents experience**. Table 4.3 summarized the result of findings**

Table 4. 3: Distribution by department/unit (N=25)

Department/Unit	Frequency	Percentage %
ICT	3	12
Human Resources	1	4
Registry	2	8
Financial	2	8
Library	2	8
Academic	2	8
Tutors	5	20
Sladsso	7	28
Principal	1	4
Total	**25**	**100**

Source: Field data (2026)

Table 4.3 illustrates the departmental distribution of respondents across the nine institutional units covered by the study. Sladsso accounted for the largest share, with 7 respondents (28%), followed by Tutors with 5 respondents (20%), reflecting the strong representation of teaching and training staff in the study. ICT contributed 3 respondents

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(12%), while Registry, Financial, Library, and Academic each contributed 2 respondents (8%), and HR and the Principal each represented 1 respondent (4%) as key institutional informants. This spread ensured that the study captured a cross-section of records management practices across administrative, academic, and leadership functions.

Furthermore, the study found that 15 respondents (60%) had worked at SLADS for more than five years. 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 the evolution, strengths, and weaknesses of records management practices at the institution. Staff who have served for longer periods are also more likely to have encountered various records-related challenges, such as misfiling, loss of documents, or delays in retrieval, thereby enriching the data collected.

4.3 Existing Records Management Practices and Systems

Understanding the current state of records management at SLADS requires an examination of the types of records handled, the storage systems in use, and the existence of standardized procedures. This section presents findings on these aspects.

4.3.1 Types of Records Handled Regularly

Aim of examine the type ls of records handled regularly is to assess the accuracy and reliability of data contained in institutional records and to determine the extent to which errors or inconsistencies affect administrative efficiency in learning institution. Table 4.4 summarized the result of findings

Table 4. 4: Record types handled regularly (Multiple responses possible, (N=25)

Record Type	Frequency	Percentage %
Student academic files	20	80
Correspondence (letters, memos)	18	72
Financial documents	15	60
Meeting minutes and reports	13	52
Personnel/Staff files	12	48

Source: Field data (2026)

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As shown in Table 4.4, student academic files were the most commonly handled record type, reported by 20 respondents (80%). This finding is unsurprising given that SLADS is an educational institution where student enrolment, progress tracking, examination records, and graduation documentation form the core of daily operations. Correspondence, including letters and internal memos, was the second most common (72%), reflecting the continuous flow of communication between departments, external partners, and regulatory bodies. Financial documents (60%) and meeting minutes and reports (52%) also featured prominently, indicating that records management is not limited to one department but cuts across all administrative functions. Personnel or staff files were mentioned by 48% of respondents, which is relatively lower but still significant, as human resource records are critical for promotions, transfers, and disciplinary matters. The diversity of record types highlights the complexity of the records management environment at SLADS and underscores the need for a system that can handle multiple categories efficiently.

4.3.2 Primary Systems for Storing and Managing Records

Examining of primary system for storing and managing records is to identify and critical analyze the systems , procedures and technologies currently employed for storing and managing institutional records in learning institution with view to understanding how these systems facilitate administrative efficiency**. Table 4.5 summarized the result of findings**

Table 4. 5: Primary system for storing and managing records (N=25)

Storage System	Frequency	Percentage %
Combination of paper and digital (hybrid)	18	72
Paper files in cabinets/shelves (manual only)	5	20
Digital files on shared network drive	2	8
Dedicated Records Management Software	0	0
Total	**25**	**100**

Source: Field data (2026)

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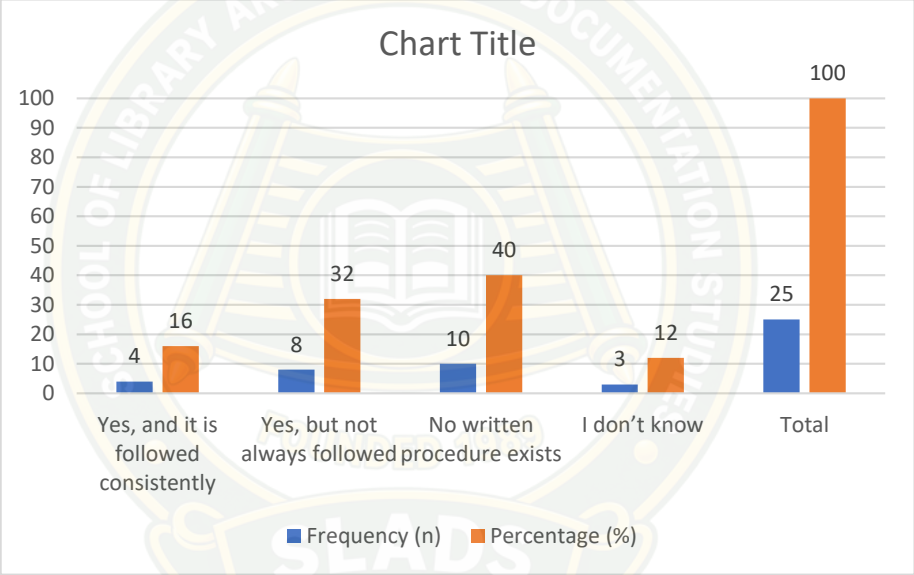
The findings in Table 4.5 reveal that the vast majority of respondents (18 out of 25, or 72%) operate a hybrid system that combines paper files with digital storage. While a hybrid approach can offer flexibility, it also introduces significant risks, including duplication of records, version control problems, and inconsistent updating practices. Five respondents (20%) reported relying exclusively on manual paper files stored in cabinets or shelves, a method that is increasingly vulnerable to physical deterioration, misplacement, and space constraints. Only two respondents (8%) used digital files on a shared network drive, and notably, zero respondents reported using any form of dedicated records management software. The complete absence of specialized software is a critical gap, as such systems are designed to provide automated indexing, secure access controls, audit trails, and efficient retrieval features that are largely absent in the current setup. The over-reliance on ad hoc hybrid and manual systems suggests that SLADS has not yet made a strategic investment in modern records management infrastructure.

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4.3.3 Existence of Written Records Procedures.

Aim of determine the existence of written records procedure is to determine the extent to which learning institution have documented , standardized procedure and protocols for record management and data correction to assess whether the existence such written procedure affects the accuracy, consistency and reliability of institutional records and administrative decision making. **Figure 4.3 summarized the result of findings**

Figure 4. 3:Existence of a written records procedure (N=25)



Source: Field data (2026)

The findings illustrated in Figure 4.1 paint a concerning picture regarding procedural standardization. Only 16% of respondents (four individuals) confirmed that a written records procedure exists and is followed consistently. A further 32% (eight respondents) acknowledged that a written procedure exists but admitted that it is not always adhered to, suggesting a gap between policy and practice. Most alarmingly, 40% (ten respondents) stated outright that no written procedure exists at SLADS, while 12% (three respondents) were unaware of any such procedure. These findings were corroborated by direct observation, during which the researcher noted inconsistent filing classification systems

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and non-uniform labeling practices across different departments. For instance, the Academic Department used a color-coded labeling system that was entirely different from the numerical system employed by Finance. One key informant from the Registry unit elaborated during an interview:

"Each department has developed its own way of doing things. The Registry has one system, Finance another, and Academic yet another. There is no school-wide standard. When staff transfer between departments, they have to learn a completely new filing method from scratch."

This absence of a unified, enforced records management policy is a fundamental weakness that undermines administrative efficiency, as it creates confusion, increases training costs, and makes it difficult to locate records across departmental boundaries.

4.4 Impact of Records Management on Administrative Efficiency

One of the core objectives of this study was to assess how records management practices affect administrative efficiency at SLADS. Efficiency was measured through indicators such as document retrieval time, perceived impact on task completion, and the frequency of delays caused by poor record-keeping.

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4.4.1 Average Time Spent Searching for a Document

Determination of the average time spent searching for a document is to measure and analyze the time required for staff to locate , retrieve, and access institutional records from existing storage and management system and to determine how documents search efficiency impact overall administrative productivity and service delivery in learning institution. Table 4.6 summarized the result of findings

Table 4. 6: Average file/document retrieval time (N=25)

Retrieval Time	Frequency	Percentage %
Less than 5 minutes	3	12
5 – 15 minutes	6	24
15 – 30 minutes	10	40
More than 30 minutes	6	24
Total	**25**	**100**

Source: Field data (2026)

The data in Table 4.6 provide a direct measure of administrative efficiency or the lack thereof at SLADS. Only three respondents (12%) reported being able to retrieve a needed document in less than five minutes, which should be the benchmark for any well-organized records system. Six respondents (24%) took between five and fifteen minutes, which is still within a reasonable range. However, the majority of respondents 10 (40%) and 6 (24%) respectively reported retrieval times of 15–30 minutes and more than 30 minutes. Cumulatively, 16 out of 25 respondents (64%) required more than 15 minutes to locate a document, with nearly a quarter of all staff taking over half an hour.

To put this in perspective, if a staff member performs just five document retrievals per day, a retrieval time of 30 minutes each would consume 2.5 hours daily time that could have been spent on productive tasks such as student service, report writing, or decision-making. During an interview, one registry staff member lamented:

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"Locating a student's file from two years ago can sometimes take half a day because it might have been signed out and not returned to its correct place. We waste hours simply hunting for paper."

This finding strongly indicates that the current records management system at SLADS is a significant source of time wastage and operational inefficiency. The root causes likely include poor filing discipline, lack of tracking mechanisms for checked-out files, and the absence of a centralized indexing system.

4.4.2 Perceived Impact of Records Management on Task Completion.

To explore the perception and experience of administrative staff regarding how to access to quality and management of institutional records affect their ability to complete assigned task efficiently, and to determine the extent to which record management practices enable to hinder task completion in learning institution. Table 4.7summarized the result of findings

Table 4. 7: Agreement with the statement: "Easily accessible records help me complete tasks faster and more accurately" (N=25)

Response	Frequency	Percentage %
Strongly Agree	10	40
Agree	13	52
Neutral	2	8
Disagree	0	0
Strongly Disagree	0	0
Total	**25**	**100**

Source: Field data (2026)

As shown in Table 4.7, an overwhelming majority of respondents 23 out of 25 (92%) either agreed or strongly agreed that easily accessible records directly improve their speed and accuracy in completing tasks. Not a single respondent disagreed with this statement. This near-unanimous consensus is highly significant because it demonstrates that staff at

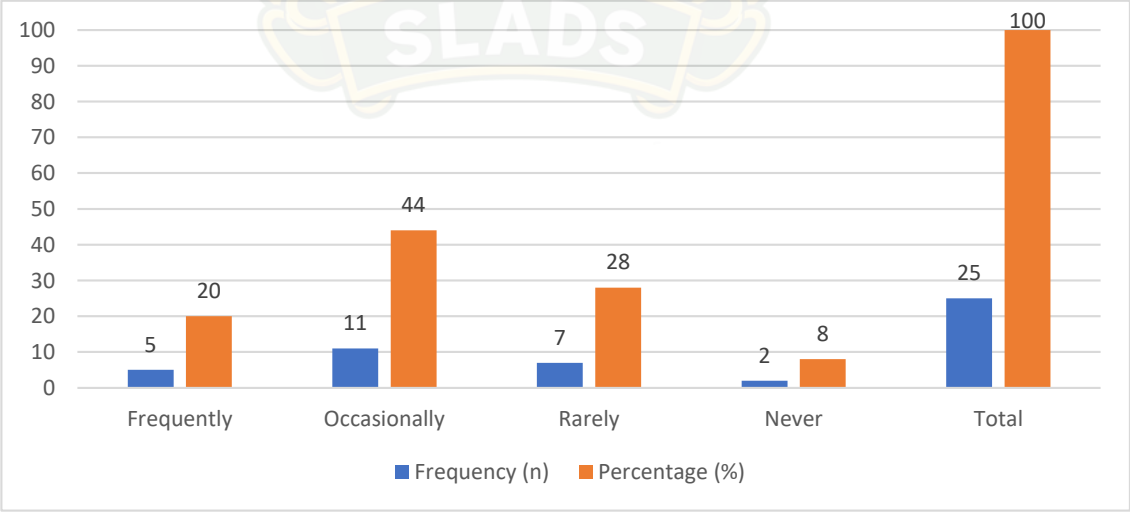
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SLADS are not only aware of the link between records management and their own performance but also recognize that poor records accessibility is currently holding them back. The two respondents who remained neutral may have been uncertain about the causal relationship or may work in roles where records are less critical. Nevertheless, the 92% agreement level serves as a strong internal mandate for improving records management practices. When employees themselves identify records accessibility as a key enabler of efficiency, any intervention to improve the system is likely to receive staff buy-in and cooperation.

4.4.3 Experience of Delays Due to Poor Records Retrieval.

To investigate the extent to which inadequate and inefficient records retrieval system caused delays in administrative operational and to analyze how these delays impact task completion timelines institutional productivity and service delivery in learning institution. Figure 4.2 summarized the result of findings

Figure 4. 1: Experienced delays in administrative processes due to record retrieval difficulties (N=25)



Source: Field data (2026)

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Figure 4.2 reveals that a substantial proportion of respondents have directly experienced delays in key administrative processes because of difficulties in retrieving records. Specifically, 20% (five respondents) reported experiencing such delays frequently, while 44% (eleven respondents) experienced them occasionally. Combined, this means that nearly two-thirds (64%) of all respondents have faced operational delays attributable to poor records retrieval. The remaining 28% (seven respondents) said delays occurred rarely, and only 8% (two respondents) claimed they never experienced such delays.

The administrative processes affected included responding to student queries, processing examination results, preparing financial reports, and handling procurement requests. For example, a student requesting a transcript might be told to wait because their academic file cannot be located promptly. Similarly, a department head requiring a past budget report for planning purposes might face delays if the relevant file is misfiled or missing. These recurring delays not only frustrate staff and students but also damage the institution's reputation for efficiency. The fact that only a tiny minority (8%) have never experienced such delays suggests that records-related inefficiencies are nearly universal across SLADS.

4.5 Contribution to Timely Decision-Making and Service Delivery

Effective records management is not merely about storing documents; it is about enabling informed and timely decisions as well as improving service delivery to stakeholders. This section examines how records management practices at SLADS affect these outcomes.

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4.5.1 Use of Records to Support Decision-Making.

Use of records to support decision making is to examine the extent to which institutional records are accessed utilized and leverage by administrator and decision maker to inform and support critical institutional decision and to assess how the quality, accessibility and completeness of records influence the quality and timeliness of administrative decision making in learning institution. Table 4.8summarized the result of findings

Table 4. 8: Frequency of using records to support decision-making (N=25)

Response	Frequency	Percentage %
Very often	4	16
Often	8	32
Sometimes	10	40
Rarely	3	12
Never	0	0
Total	**25**	**100**

Source: Field data (2026)

Table 4.8 indicates that nearly half of the respondents (48%) use records to support decision-making either “very often” (16%) or “often” (32%). A further 40% use records “sometimes,” while 12% do so “rarely.” No respondent selected “never.” These results suggest that records are an important, albeit imperfect, tool for daily choices at SLADS. Managers and staff rely on past records to inform decisions about student admissions, financial allocations, staff performance evaluations, and procurement approvals. However, the fact that only 16% use records “very often” implies that many decisions may still be made based on memory, hearsay, or incomplete information practices that increase the risk of errors and inconsistency. If records were more reliably organized and accessible, it is likely that the frequency of evidence-based decision-making would increase significantly.

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4.5.2 Effect of Records Management on Service Delivery Timeliness.

Aim of examine the effect on record management on service delivery timelines is to assess how records management system affect the speed and timelines of service delivery in learning institution. Table 4.9summarized the result of findings

Table 4. 9: Perceived effect of records management on service delivery timeliness

(N=25)

Response	**Frequency**	**Percentage %**
Greatly improves timeliness	2	8
Somewhat improves timeliness	7	28
Has no effect	5	20
Somewhat delays service delivery	8	32
Greatly delays service delivery	3	12
Total	**25**	**100**

Source: Field data (2026)

The findings in Table 4.9 reveal a deeply concerning perception among staff. While 36% of respondents (8% + 28%) believe that the current records management system improves service delivery timeliness to some degree, a larger proportion 44% (32% + 12%) believe that it actually delays service delivery to students and other stakeholders. Another 20% perceive no effect either way.

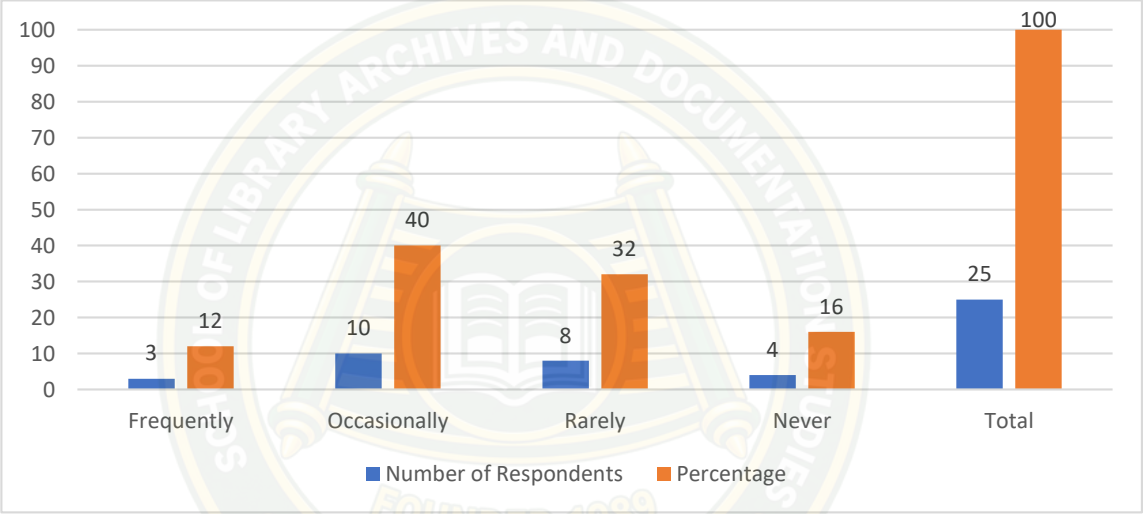
Interpreting these figures, it is evident that the prevailing sentiment at SLADS is that records management is more of a bottleneck than an enabler. For instance, when a student requests a clearance certificate or a verification letter, delays in retrieving the relevant file directly translate into longer waiting times for the student. Similarly, when a supplier submits an invoice for payment, any difficulty in locating the corresponding purchase order or delivery note will delay the payment process, potentially straining relationships with external partners. The fact that nearly half of the staff openly acknowledge that records management delays service delivery is a strong indictment of the current system and underscores the urgent need for reform.

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4.5.3 Inability to Make Timely Decisions Due to Missing Records.

To asses the impact of missing records on decision making timelines in learning institution.

Figure 4. 2: "Unable to make timely decision because required records were missing/incomplete" (N=25)



Source: Field data (2026)

Figure 4.3 addresses an even more acute problem: the complete inability to make a decision because the necessary records are missing, incomplete, or cannot be located. Just over half of the respondents (52%) reported that this happens either “frequently” (12%) or “occasionally” (40%). A further 32% said it happens rarely, and only 16% said it never happens.

This finding is particularly serious because when records are missing, decisions cannot be made at all leading to administrative paralysis. A manager who participated in an interview provided a telling example:

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"I recently held up a staff promotion for two weeks because the officer's file could not be located in the Registry. It was eventually found misfiled under a different name. That delay was unfair to the officer and embarrassing for the institution."

Other examples include the inability to verify a student's prior academic qualifications because the admission file is incomplete, or the failure to respond to an audit query because supporting financial documents have gone missing. Such incidents erode trust in the administration and can have legal or regulatory consequences. The fact that more than half of all respondents have experienced this situation highlights a systemic failure in records integrity and accessibility at SLADS.

4.6 Challenges Facing Records Management at SLADS

To design effective interventions, it is essential to identify the specific challenges that hinder effective records management. Respondents were asked to indicate the main obstacles they face, and their responses are summarized in Table 4.10.

Table 4. 10: Challenges hindering effective records management (Multiple responses possible, (N=25)

Challenge	Frequency	Percentage %
Lack of a standard filing system across the institution	20	80
Lack of training on records management	18	72
Inadequate storage space (physical or digital)	16	64
Difficulty in retrieving digital files (poor organization)	15	60
Lack of clear retention and disposal guidelines	13	52
Outdated technology/systems	12	48
Insufficient staffing in the records unit	10	40
Poor condition/legibility of old records	8	32

Source: Field data (2026)

The findings in Table 4.10 reveal a multifaceted set of challenges, but three stand out as particularly dominant. First, the lack of a standard filing system across the institution was cited by 80% of respondents as a major obstacle. This echoes earlier findings about the absence of a unified policy and explains why different departments use incompatible

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classification schemes. Second, lack of training on records management was reported by 72% of respondents. Many staff members have never received formal instruction on how to classify, label, store, or dispose of records properly. As a result, well-intentioned employees may inadvertently contribute to the chaos by creating their own idiosyncratic methods. Third, inadequate storage space (64%) and difficulty retrieving digital files (60%) highlight that both physical and digital environments are poorly managed. Observations confirmed that shared network drives contained folders with inconsistent naming conventions (e.g., "Minutes2023," "2023_minutes," "MINUTES-23"), making digital search nearly impossible. Other notable challenges include a lack of retention and disposal guidelines (52%), outdated technology (48%), insufficient staffing in the records unit (40%), and the poor condition of old records (32%). Together, these challenges form a web of interrelated problems that perpetuate inefficiency.

4.7 Suggested Solutions for Improvement

Based on the challenges identified, respondents were asked to propose practical solutions. Their suggestions, which show a high degree of consensus, are presented in Table 4.11.

Table 4. 11: Proposed solutions to challenges (Multiple responses possible, (N=25)

Proposed Solution	Frequency	Percentage %
Develop and enforce a clear institution-wide records policy	23	92
Implement a unified digital records management system	22	88
Provide comprehensive staff training on records management	21	84
Improve physical storage facilities (shelving, cabinets, etc.)	15	60
Hire more records management staff	13	52

Source: Field data (2026)

The data in Table 4.11 demonstrate that staff at SLADS have a clear and shared vision for improvement. The most prioritized solution, endorsed by 92% of respondents, is the development and enforcement of a clear institution-wide records policy. Such a policy would mandate standardized classification, labeling, retention schedules, and disposal procedures across all departments, ending the current fragmentation. The second most

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supported solution (88%) is the implementation of a unified digital records management system a dedicated software platform that would provide centralized storage, automated indexing, access controls, and audit trails. The third priority (84%) is comprehensive staff training to ensure that all employees understand and adhere to the new policy and system.

Other important but lower-priority solutions include improving physical storage facilities (60%) and hiring additional records management staff (53%). While these are necessary, they are seen as secondary to the foundational changes of policy, system, and training. One respondent offered a particularly insightful comment that captures the irony of the situation:

"It is paradoxical that we teach world-class records management to our students, yet we do not fully apply those same principles to our own institutional records. We need to practice what we preach."

This observation underscores that SLADS has the internal expertise likely within its own faculty to design and implement a robust records management system. The failure to do so is not a lack of knowledge but a lack of institutional will and coordination. Addressing this gap would not only improve administrative efficiency but also align practice with the institution’s educational mission.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary and conclusion derived from the study findings as well as recommendations.

5.2 Summary of Findings

5.2.1 Existing Records Management Practices and Systems

The finding revealed that SLADS operates a hybrid records management system, combining paper files with digital storage on shared network drives. However, practices are inconsistent due to the lack of a comprehensive, institution-wide records management policy. No dedicated records management software was in use, and written procedures were either absent or not consistently followed.

5.2.2 Impact on Administrative Efficiency

The study found that inefficient records management significantly hinders administrative efficiency. The majority of staff (64%) reported retrieval times exceeding 15 minutes, and 64% had experienced delays in administrative processes directly due to record retrieval difficulties. However, 92% of staff agreed that accessible records would help them complete tasks faster, indicating strong awareness of the issue.

5.2.3 Contribution to Timely Decision-Making and Service Delivery

While records were acknowledged as an important tool for decision-making, the current systems were perceived as delaying service delivery by 44% of respondents. Over half

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(52%) of respondents had been unable to make a timely decision due to missing or irretrievable records.

5.2.4 Challenges Hindering Effective Records Management

The main challenges identified were the lack of a standard filing system across the institution (80%), lack of staff training (72%), inadequate storage space (64%), and difficulty retrieving poorly organized digital files (60%).

5.2.5 Possible Solutions

Proposed solutions included the urgent development of an institutional records policy, investment in a unified digital records management system, comprehensive staff training, and improved physical storage.

5.3 Conclusions

Generally, it was observed that records management at SLADS does not yet effectively promote administrative efficiency. Despite its unique position as a trainer of records professionals, the institution suffers from the same fragmented, policy-deficient, and under-resourced practices common in many other organizations. The absence of a standard filing system, compounded by a lack of training and inadequate digital infrastructure, creates significant bottlenecks that delay information retrieval, hinder decision-making, and negatively impact service delivery to students and other stakeholders. The study concludes that SLADS is currently missing a critical opportunity to model the best practices it teaches. Without urgent and strategic intervention to implement a coherent policy, integrated systems, and a staff development program, the institution will continue to face administrative inefficiencies that undermine its own operational effectiveness and credibility.

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5.4 Recommendations

The following recommendations were made:

i. Develop and Enforce an Institution-Wide Records Policy: SLADS management must prioritize the creation, adoption, and enforcement of a comprehensive records management policy. This policy should define standards for classification, naming conventions, access, retention, and disposal for both physical and digital records across all departments.

ii. Implement a Unified Digital Records Management System: The school should invest in a fit-for-purpose Electronic Document and Records Management System (EDRMS). This system should be integrated across all units (Registry, Finance, HR, Academic) to create a single source of truth and eliminate departmental silos.

iii. Provide Continuous Staff Training: The school should organize mandatory, regular training programs for all staff members not just registry personnel on the new policy and system. Training should cover proper record creation, filing, retrieval, and the importance of records management for institutional efficiency.

iv. Allocate Resources for Infrastructure Improvement: The school's budget should allocate specific funds for upgrading physical storage facilities (e.g., secure, well-organized shelving) and digital infrastructure (e.g., servers, backup systems).

v. Conduct Regular Audits and Establish Accountability: Management should establish a schedule for regular internal audits of records management practices. Clear roles and responsibilities for record-keeping should be defined in job descriptions, and adherence to the policy should be linked to performance reviews.

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5.5 Areas for Further Study

The following are possible topic areas that need further study:

First, a comparative study on records management practices and administrative efficiency between specialized institutions and comprehensive universities in Tanzania.

Second, an investigation into the factors influencing the successful implementation of Electronic Records Management Systems (ERMS) in Tanzania's learning institutions.

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APPENDIX I

TIME SCHEDULE

ACTIVITIES	NOV	DEC	JAN	FEB	MARCH	APRIL
Proposal Writing & Submission						
Obtaining Clearance & Pre-field Visit						
Data Collection (Questionnaires, Interviews, Observation)						
Data Processing & Analysis						
Report Writing & Compilation						
Final Binding & Submission						

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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	30 copies @ 400	12,000
3	Interview Guide Printing	5 copies @ 400	2,000
4	Stationery (Pens, Notepads, Files)	1 set	30,000
5	Transport to SLADS (Bagamoyo)	12 trips @ 6,000	72,000
6	Internet & Data Bundles	Lump sum	50,000
7	Research Assistant (If needed)	5 days @ 15,000	75,000
8	Meals & Refreshments during Fieldwork	Lump sum	40,000
9	Final Report Printing & Binding	4 copies @ 25,000	100,000
10	Contingency	Lump sum	29,000
	TOTAL		**470,000**

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APPENDIX III

QUESTIONNAIRES FOR ACADEMIC AND ADMINISTRATIVE 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 the Contribution of Records Management in Enhancing Administrative Efficiency in Learning Institutions: A Case Study of the School of Library, Archives and Documentation Studies (SLADS)" 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. Department/Unit: Registry ( ) Finance ( ) HR ( ) Academic Dept. ( ) Library ( ) Management ( ) Other _____
4. Years of service at SLADS: <1 ( ) 1-5 ( ) 6-10 ( ) >10 ( )

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Section B: Existing Records Management Practices and Systems

5. Which of the following record types do you handle regularly? (Tick all that apply)
   a) Student files (admission, academic, registration) ( )
   b) Personnel/Staff files ( )
   c) Financial documents (invoices, receipts, budgets) ( )
   d) Procurement & tender documents ( )
   e) Meeting minutes & reports ( )
   f) Research proposals & data ( )
   g) Library records ( )
   h) Correspondence (incoming/outgoing letters) ( )
   i) Other (Specify)_____
6. What is the primary system used to store and manage these records?
   a) Paper files in cabinets/shelves ( )
   b) Digital files on a shared network drive (e.g., shared folder, Google Drive) ( )
   c) A dedicated institutional Records Management Software ( )
   d) A combination of paper and digital (hybrid) ( )
   e) Other _____
7. Does your department have a clear, written procedure for filing, classifying, and retrieving records?
   a) Yes, and it is followed consistently ( )
   b) Yes, but it is not always followed ( )
   c) No written procedure exists ( )
   d) I don't know ( )

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Section C: Impact on Administrative Efficiency

8. On average, how much time do you spend searching for a needed document or record?
   a) Less than 5 minutes ( )
   b) 5 - 15 minutes ( )
   c) 15 - 30 minutes ( )
   d) More than 30 minutes ( )
9. To what extent do you agree with this statement: "Easily accessible and well-organized records help me complete my tasks faster and more accurately."
   a) Strongly Agree ( )
   b) Agree ( )
   c) Neutral ( )
   d) Disagree ( )
   e) Strongly Disagree ( )
10. Have you experienced delays in administrative processes (e.g., processing student requests, procurement, responding to queries) due to difficulties in retrieving records?
    a) Frequently ( )
    b) Occasionally ( )
    c) Rarely ( )
    d) Never ( )

Section D: Contribution to Timely Decision-Making and Service Delivery

11. How often do you use records to support decision-making in your daily work?
    a) Very often ( )
    b) Often ( )
    c) Sometimes ( )
    d) Rarely ( )
    e) Never ( )

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12. In your experience, how does the current records management system affect the timeliness of service delivery to students and other stakeholders?
    a) Greatly improves timeliness ( )
    b) Somewhat improves timeliness ( )
    c) Has no effect on timeliness ( )
    d) Somewhat delays service delivery ( )
    e) Greatly delays service delivery ( )
13. Have you ever been unable to make a timely decision because required records were missing, incomplete, or could not be located?
    a) Frequently ( )
    b) Occasionally ( )
    c) Rarely ( )
    d) Never ( )

Section E: Challenges Faced

14. What are the main challenges you face in managing records? (Tick all that apply)
    a) Lack of a standard filing system across the institution ( )
    b) Inadequate storage space (physical/digital) ( )
    c) Lack of training on records management ( )
    d) Poor condition/legibility of old records ( )
    e) Difficulty in retrieving digital files (poor organization/naming) ( )
    f) Lack of clear retention and disposal guidelines (fear of deleting records) ( )
    g) Insufficient staffing in records unit ( )
    h) Outdated technology/systems ( )
    i) Other _____

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Section F: Suggestions for Improvement

15. What, in your opinion, is the most important step the institution should take to improve records management?
    a) Implement a unified digital records management system ( )
    b) Provide comprehensive staff training on records management ( )
    c) Develop and enforce a clear institution-wide records policy ( )
    d) Hire more records management staff ( )
    e) Improve physical storage facilities (cabinets, space, environment) ( )
    f) Other _____
16. Any other comments or suggestions regarding how records management can better promote administrative efficiency at SLADS?

_____

_____

_____

Thank you for your participation!

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APPENDIX IV

INTERVIEW GUIDE FOR SCHOOL MANAGEMENT

1. How would you describe the current state of records management governance and policy at the School of Library, Archives and Documentation Studies (SLADS)?
2. In your assessment, how do effective records management practices directly contribute to or hinder administrative efficiency in key areas like student services, finance, human resources, and academic administration?
3. To what extent do you believe the current records management systems support timely decision-making by management and timely service delivery to students and other stakeholders? Can you provide specific examples?
4. What do you perceive as the most significant institutional challenges (e.g., resource allocation, technological, cultural, human resources) to achieving an ideal records management system at SLADS?
5. Given that SLADS trains records management professionals, do you feel there is additional pressure or expectation to model best practices? How does this affect the approach to records management?
6. What level of investment and priority is currently given to records management infrastructure, systems, and training? What are the main constraints?
7. Are there plans for digital transformation or improvement in records management? If so, what is the envisioned strategy and timeline?
8. Based on your leadership perspective, what practical solutions and strategies would you propose to overcome the identified challenges and enhance the role of records management in promoting administrative efficiency?
9. What is your vision for a records management system that fully supports the institution's strategic goals for the next 5-10 years?

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APPENDIX V

OBSERVATION CHECKLIST

Institution: School of Library, Archives and Documentation Studies (SLADS)
Date: _____ **Observer:** _____
Department/Unit Observed: _____

Aspect Observed	**Check (√)**	**Remarks**
1. Physical Storage Environment		
Adequate and lockable storage cabinets/shelves are available		
Storage area is clean, dry, and well-organized		
No visible signs of pest damage, water damage, or mold		
Proper environmental conditions (temperature, humidity) for record preservation		
2. Organization of Physical Records		
Files are clearly and consistently labelled		
Files are arranged in a logical order (alphabetical, numerical, chronological)		
Active and inactive records are properly separated		
Finding aids (indexes, registers, file lists) are available and used		
3. Digital Environment		
Computers and digital storage systems are adequately maintained		
Observed use of shared drives/network folders with organized structure		
Consistent naming conventions for digital files are evident		
Backup systems or procedures are visibly in place		

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4. Records Retrieval Demonstration		
Staff were able to locate a requested sample file promptly (within 5 minutes)		
The retrieval process followed a clear, logical procedure		
5. Tools and Workflow		
Availability of basic filing supplies (folders, labels, binders)		
Logbooks, registers, or digital tracking systems for record movement are used		
Clear indication of record checkout/return procedures		
6. General Impression		
Area appears organized, professional, and conducive to efficient work		
Staff demonstrate familiarity with records management procedures		
Overall assessment of records management effectiveness in this unit		

Additional Observations:

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APPENDIX VI

DATA COLLECTION APPROVAL LETTER

UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

TANZANIA LIBRARY SERVICES BOARD

SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

TO:
WITNESS PHILEMON MASOFA
SLADS
P.O.BOX 227
BAGAMOYO

25/05/2026

RE: REQUEST FOR DATA COLLECTION

The above heading is concerned,

This is to inform you the permission has been granted to you to collect data on the study titled *"An Assessment of the Effective ness of Records Management in Enhancing Administrative Efficiency in Higher Learning Institution."*

We hope that the study will be used for academic purposes only and not otherwise.

With kind regards,

SCHOOL OF LIBRARY ARCHIVES AND DOCUMENTATION STUDIES
P. O. Box 227
BAGAMOYO - TANZANIA

LYIMO P.Z
ACADEMIC OFFICER

Ukuni; Block S;Plot 96; P.O BOX 227, Bagamoyo Pwani; Tel: +255-023-2440501;Fax;023-2440338 email: slads@tlsb.go.tz/management@slads.ac.tz ;website: www.slads.ac.tz

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