SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)- BAGAMOYO.

A RESEARCH REPORT ON:

Adoption and Implementation of Electronic Records Management Systems (ERMS) for Enhancing Quality Service Provision in Higher Learning Institutions: A Case Study of the Institute of Tax Administration (ITA), Dar es Salaam, Tanzania.

Prepared By:

MOHAMMED JUMA KISOMA

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CERTIFICATION

The undersigned certifies that he/she has read and hereby recommends for acceptance by the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo, a research report entitled **"Adoption and Implementation of Electronic Records Management Systems (ERMS) for Enhancing Quality Service Provision in Higher Learning Institutions: A Case Study of the Institute of Tax Administration (ITA), Dar es Salaam, Tanzania,"** in partial fulfilment of the requirements for the award of Ordinary Diploma in Records and Archives Management Studies of the School of Library, Archives and Documentation Studies.

Name: Ibrahim Abeid (Jojo).

Supervisor's Signature: .....

Date: .....

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I, **Mohammed Juma Kisoma,** declare that this research report is my own original work and that it has not been presented and will not be presented, to any other Higher Learning Institution for a similar or any other academic award.

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Signature: .....

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Finally, I am deeply grateful to my family, friends and classmates for their encouragement, moral support and constructive criticism, which motivated me to complete this study.

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DEDICATION

This research report is dedicated to my beloved parents (father and mother), my lovely grandmother (Mariam Sangwa), my lovely little sisters, my lovely young brother, family and friends whose unwavering love, prayers and support have been the foundation of my academic journey. Their sacrifices and constant encouragement continue to inspire me to strive for excellence in all my endeavors.

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LIST OF ABBREVIATIONS

The following abbreviations and acronyms are used in this research report:

Abbreviation	Full Meaning
ERMS	Electronic Records Management System(s)
HLI(s)	Higher Learning Institution(s)
ICT	Information and Communication Technology
ISO	International Organization for Standardization
ITA	Institute of Tax Administration
MUST	Mbeya University of Science and Technology
RCM	Records Continuum Model
SLADS	School of Library, Archives and Documentation Studies
SPSS	Statistical Package for Social Sciences
SUA	Sokoine University of Agriculture
TAM	Technology Acceptance Model
UDSM	University of Dar es Salaam
UTAUT	Unified Theory of Acceptance and Use of Technology

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ABSTRACT

This study examined the adoption and implementation of Electronic Records Management Systems (ERMS) for enhancing quality service provision in higher learning institutions, using the Institute of Tax Administration (ITA), Dar es Salaam, as a case study. The study was guided by three specific objectives: to assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA; to determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA; and to assess the level of staff readiness for effective ERMS adoption and implementation at ITA. A mixed methods research approach was adopted, combining quantitative data collected through structured questionnaires administered to 36 sampled staff members with qualitative data obtained from semi-structured interviews with five purposively selected key informants, namely the Registrar, the ICT Manager, the Head of Finance, the Head of Academic Affairs and a senior Registry Officer. Quantitative data were analyzed descriptively using SPSS, while qualitative data were analyzed thematically to corroborate and enrich the quantitative findings through triangulation. The findings revealed that ERMS adoption at ITA has been fully institutionalized across the registry, academic and administrative departments, with all respondents confirming active use of a dedicated system and the majority reporting consistent accessibility. ICT infrastructure was found to be generally adequate, although key informants identified inadequate funding and the absence of a comprehensive records management policy as persistent constraints on sustainability. Staff competency and training levels were found to be high, with all respondents having received formal ERMS training, though a continuing need for refresher training was noted to address resistance to change. The main challenges identified were resistance to change, inadequate ICT infrastructure, poor system reliability and the absence of clear records management policies. The study concludes that ITA has achieved a considerably higher level of ERMS institutionalization than earlier studies reported for other Tanzanian higher learning institutions, but that sustaining this achievement requires continued investment in infrastructure, policy development and staff training. The study recommends that ITA management establish a dedicated budget line for ERMS maintenance and training, formally adopt a comprehensive records management policy and institutionalize continuous refresher training. It further recommends that policy makers develop sector-wide guidelines for ERMS adoption in specialized government training institutions and that future researchers undertake comparative and longitudinal studies to assess the generalizability and sustainability of these findings over time.

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CHAPTER ONE

1.1 Introduction

This chapter presented the background to the study, statement of the problem, the general objective of the study, the specific objectives, the research questions, significance of the study, scope of the study, limitations of the study and definition of key terms that guided the research.

1.2 Background of the Study

In the contemporary era of digital transformation, institutions worldwide are under mounting pressure to manage their records efficiently and effectively. Electronic Records Management Systems (ERMS) have emerged as a critical tool in meeting this challenge, enabling institutions to create, capture, organize, store, retrieve and dispose of records systematically in a digital environment. For higher learning institutions (HLIs), where vast volumes of student, academic, financial and administrative records are generated daily, the adoption and implementation of ERMS is particularly vital.

Globally, research has established that higher learning institutions face unique challenges in managing their information assets. Mukred et al. (2019) demonstrated that higher professional education (HPE) institutions require information management systems that support routine operations and generate a wide variety of standardized and ad hoc reports. Despite these documented benefits, many organizations remain reluctant to adopt ERMS, partly due to limited understanding of the technology and the absence of clear implementation frameworks.

In Africa and Tanzania in particular, records management in higher education remains largely paper-based or transitional. Studies conducted at Tanzanian institutions reveal persistent challenges including inadequate ICT infrastructure, low staff competency, insufficient financial resources, weak policy frameworks and poor system integration (Kitinya, 2019; Leon, 2022). These challenges impede operational efficiency, compromise institutional accountability and undermine evidence-based decision-making.

The Institute of Tax Administration (ITA), located in Dar es Salaam, is a government institution mandated to train tax and customs professionals for the Tanzania Revenue Authority (TRA) and related organizations. As a specialized higher learning institution managing academic, administrative and financial records on a daily basis, ITA faces the same systemic challenges

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documented in the literature. Understanding the extent to which ITA has adopted ERMS and what factors shape this process, was therefore both timely and necessary.

1.3 Statement of the problem

Despite the well-documented benefits of ERMS in improving efficiency, accountability and decision-making, many higher learning institutions in Tanzania continue to struggle with the effective adoption and implementation of these systems. The gap between recognized ERMS benefits and actual institutional practice is particularly pronounced in developing countries, where technological, organizational and environmental barriers remain significant.

At ITA, the institution handles large volumes of student registration records, examination results, financial transactions and administrative correspondence. In the absence of a fully functional and institutionally embedded ERMS, these records were at risk of poor management, leading to service delivery delays, loss of institutional memory, compromised data integrity and weakened decision-making capacity.

Existing Tanzanian studies on records management have focused primarily on large public universities such as UDSM, SUA and MUST, leaving specialized institutions like ITA largely unexamined in the literature. Furthermore, most studies addressed isolated dimensions of records management rather than holistically examining the full spectrum of ERMS adoption covering adoption status, facilitating and hindering factors, staff capacity, policy environment and management support together. This study addressed this gap through an in-depth case study at ITA.

1.4 Objective of the Study

1.5 General objective

To examine the adoption and implementation of Electronic Records Management System (ERMS) for enhancing quality service provision in higher learning institutions.

1.6 Specific objectives

i. To assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA.

ii. To determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA.

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iii. To assess the level of staff readiness for effective ERMS adoption and implementation at ITA.

1.7 Research questions

i. What is the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA?

ii. What organizational and technological factors facilitate ERMS adoption and implementation at ITA?

iii. What is the level of staff readiness for effective ERMS adoption and implementation at ITA?

1.8 Significance of the Study

This study was significant to a broad range of stakeholders involved in records management, institutional governance and information policy in Tanzania. Its findings generated both academic and practical contributions across multiple groups.

For ITA management, the study provided institutional leadership with an evidence-based assessment of the current state of ERMS adoption, identifying specific gaps and actionable recommendations for improving records management efficiency, system integration and staff capacity within the institution. Policy makers, including government ministries and regulatory bodies, benefited from findings that informed the development and strengthening of policies and legal frameworks supporting the adoption of electronic records management systems across higher learning institutions in Tanzania, thereby contributing to the broader e-government agenda.

Records and information management professionals working in registry, archive and documentation functions across Tanzania's higher learning institutions gained practical insights into ERMS implementation barriers, staff training needs and strategies for overcoming technological and organizational challenges. Beyond higher education, public and private sector organizations facing similar ERMS adoption challenges were able to draw applicable lessons from the study's findings to improve their own records management practices, enhance service delivery and strengthen institutional accountability and transparency. The study also contributed to the body of academic literature on ERMS in Tanzanian specialized institutions, filling a documented gap and establishing a foundation for future comparative and longitudinal research.

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1.9 Scope of the study

This study was geographically limited to the Institute of Tax Administration (ITA) in Dar es Salaam, Tanzania. It focused on administrative, registry, ICT, academic and finance departments that were directly involved in records creation, management, storage and retrieval. The study examined ERMS adoption and implementation as of the time of data collection and did not cover the broader information systems or learning management infrastructure of ITA.

1.10 Limitation of the study

This study was confined to the Institute of Tax Administration (ITA) as a single case study institution, which meant that the findings could not be generalized to all higher learning institutions in Tanzania or beyond. Although this limitation was deliberate and aligned with the case study design, it restricted the broader applicability of the conclusions reached. The unique organizational mandate, staffing structure and operational context of ITA as a specialized government training institution distinguished it from general public universities and findings reflecting its ERMS situation may therefore not accurately mirror conditions elsewhere.

Access to certain institutional documents and ERMS-related records at ITA was restricted due to the institution's confidentiality policies. Administrative, financial and system-related records were not fully available for review and the researcher was dependent on what participants voluntarily disclosed during interviews and what was officially made accessible for the document review exercise. This limitation may have prevented a fully complete picture of the actual state of ERMS implementation across all departments, particularly in areas such as system procurement history and internal audit records.

The study was also constrained by the availability and depth of responses from targeted staff. Since ITA staff carried active daily responsibilities in records management, taxation training and administration, some respondents were unable to dedicate adequate time to the interview process or complete questionnaire items with the depth required. Furthermore, a number of staff demonstrated limited familiarity with ERMS as a distinct digital system, often conflating it with general office software or routine filing practices. This affected the analytical richness of certain responses, particularly those pertaining to specific ERMS functionalities and system-level challenges.

Financial constraints presented a further practical limitation. As a diploma student without formal employment, the researcher operated on a limited personal budget throughout the fieldwork period. This restricted the number of field visits to ITA, the quantity of printed instruments distributed and the overall duration of data collection. While these limitations were managed through careful planning and did not

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compromise the core integrity of the data collected, they imposed boundaries on the comprehensiveness and repetition of observation that a more adequately funded study could have achieved.

Despite these constraints, the researcher applied deliberate mitigation measures to safeguard the credibility of the study. Data obtained through questionnaires, interviews and document review were triangulated to cross-verify findings, ambiguous or incomplete responses were followed up with respondents wherever possible and a field diary was maintained to record contextual observations that fell outside the formal instruments. Consequently, while the limitations discussed above define the boundaries within which the findings should be interpreted, they do not undermine the overall validity, reliability and usefulness of the study in addressing its stated objectives.

1.11 Definition of Key Terms

Records: records are information created, received and maintained by an organization or individual as evidence of business activities, decisions and transactions, regardless of their form or medium (ISO, 2016).

Records management: records management refers to the systematic control of records throughout their life cycle, including their creation, receipt, maintenance, use and final disposition, in order to ensure efficiency, accountability and compliance (ISO, 2016).

Electronic records management: electronic records management is the process of managing records that are created, stored and maintained in electronic form to ensure their authenticity, reliability, integrity and usability over time (Shepherd & Yeo, 2003).

Electronic Records Management Systems (ERMS): electronic Records Management Systems (ERMS) are computerized systems used to capture, classify, store, manage, retrieve and preserve electronic records throughout their life cycle in an organization (IRMT, 2009).

Adoption: adoption refers to the decision by an institution or its employees to accept and begin using a new system or technology, such as an electronic records management system, in their daily operations (Rogers, 2003).

Implementation: implementation is the process of putting an adopted system into practical use, including installation, configuration, training of users and integration into organizational procedures (Laudon & Laudon, 2018).

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Higher learning institution: A higher learning institution is an organization that provides post-secondary education, including universities, colleges and institutes and is responsible for teaching, research and administrative activities (UNESCO, 2015).

Digital records: digital records are records that are created, stored and accessed in electronic form using digital technologies and require electronic systems for their management and preservation (NARA, 2018).

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CHAPTER TWO

2.1 LITERATURE REVIEW

2.1 Introduction

This chapter reviewed existing literature relevant to the adoption and implementation of Electronic Records Management Systems (ERMS) in higher learning institutions. The literature was organized around the three specific objectives of this study: assessing the current status of ERMS adoption and implementation, examining organizational and technological factors that facilitate ERMS adoption and assessing staff readiness for effective ERMS implementation. The chapter drew on global, African and Tanzanian studies to provide context for the ITA case study and concluded by identifying the specific research gap this study addressed.

2.2 Current Status of ERMS Adoption and Implementation in Higher Learning Institutions

Electronic Records Management Systems (ERMS) are computer-based systems designed to manage the creation, capture, organization, storage, retrieval, access control and disposal of electronic records throughout their lifecycle, enabling organizations to manage information needed for planning and well-informed decision-making (Mukred & Yusof, 2018). Internationally, adoption has progressed substantially though unevenly: institutions with successful adoption showed strong system quality, information quality and security. Mature implementations had integrated ERMS across registry, academic and administrative departments to enable seamless recordkeeping from creation through disposition (Mukred et al., 2016; Mukred et al., 2019). However, many institutions remained in transitional stages, with developed-country universities typically achieving fuller integration while developing-country institutions often operated hybrid paper-electronic systems (Mukred et al., 2020).

The African context presented a more challenging picture, with most East African universities operating hybrid systems in which paper records still dominated despite electronic system availability, producing inefficiencies and data inconsistencies (Mohamed & Kilonzo, 2019). In Tanzania specifically, adoption remained partial and fragmented: SUA had adopted certain electronic recordkeeping tools but implementation was incomplete across departments (Kitinya, 2019), while MUST's e-office system saw limited actual usage due to technical challenges and inadequate staff capacity (Leon, 2022). Tanzanian institutions generally lacked standardized procedures for creating, registering and classifying digital-native records. For ITA, this literature

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established that assessing current adoption status required examining actual implementation across the registry, academic and administrative departments, not merely the presence of technology.

2.3 Organizational and Technological Factors Facilitating ERMS Adoption

The successful adoption of ERMS depended on multiple organizational and technological factors working in concert. Top management support emerged consistently as critical, providing the resources, policy backing and organizational culture needed for adoption through budget allocation, policy development and holding staff accountable for system use (Mukred et al., 2016). Reliable ICT infrastructure formed the technical foundation: institutions with stable networks, sufficient hardware, reliable power supply and adequate bandwidth successfully implemented ERMS (Mosweu et al., 2017), while in the Tanzanian context, infrastructure inadequacies such as power outages and poor connectivity significantly constrained ERMS effectiveness even where systems were technically deployed (Kitinya, 2019; Leon, 2022).

Staff training and capacity building also enabled effective use; one-off sessions proved insufficient; sustained capacity building with refresher courses was essential for maintaining system usage (Kitinya, 2019). Clear organizational policies provided the governance framework guiding records creation, capture and disposition (Leon, 2022), since without explicit classification schemes, retention schedules and access controls, staff lacked guidance and system use became inconsistent. System quality factors, including usability, integration and reliability, further influenced user acceptance, as systems perceived as difficult to use or unreliable faced resistance regardless of their technical capabilities (Mukred et al., 2019). For ITA, understanding which of these facilitating factors were present, absent or insufficient directly informed the assessment of adoption constraints.

2.4 Staff Readiness for ERMS Implementation

Staff readiness, comprising both technical competency and identified training needs, represented a critical yet often underestimated factor in successful ERMS implementation. Technology deployment without corresponding staff capacity development led to underutilization, workarounds and eventual system abandonment, since even the most sophisticated ERMS became ineffective if staff lacked the competency to create, capture, organize and dispose of records correctly. In the Tanzanian context, Dotto and Mwantimwa (2022) found systemic competency deficits among registry staff, most of whom held only diploma-level qualifications with minimal

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specialized training and limited access to in-service training. Leon (2022) similarly found that low ICT knowledge among MUST staff hindered e-office effectiveness, while Kitinya (2019) found that inadequate training at SUA contributed to poor system utilization despite infrastructure investment, indicating that competency gaps were a systemic challenge across Tanzanian institutions rather than isolated incidents.

Literature identified specific training needs spanning three areas: technical skills training covering system navigation, data entry, search and retrieval and basic troubleshooting; conceptual training addressing records management principles, classification schemes, metadata standards and legal compliance requirements; and change management training to help staff understand why ERMS adoption mattered and how it benefited their work. For ITA, this literature underscored that assessing staff readiness required examining both current competency levels and the specific training gaps that needed to be addressed to sustain effective ERMS use.

2.5 Strategies for Improving ERMS Adoption in Higher Learning Institutions

To address these challenges, literature suggested several evidence-based strategies. Rather than attempting institution-wide deployment simultaneously, successful institutions adopted phased implementation, starting with pilot departments that demonstrated high readiness before scaling to other units (Mukred et al., 2019). Addressing competency gaps required systematic, ongoing and differentiated training rather than one-time orientation sessions (Ragsdale, 2020), while organizations that invested in sustained training programmes experienced significantly higher adoption rates than those relying on minimal initial training (Mardiana et al., 2021).

Comprehensive policy frameworks that clearly defined classification schemes, retention schedules, access controls and disposition procedures were essential to guide consistent practice (Leon, 2022), alongside continued investment in stable network connectivity, sufficient hardware and storage capacity and reliable power supply with backup systems (Mosweu et al., 2017). Deliberate change management, including early stakeholder engagement and transparent communication about benefits and expectations, helped build buy-in and overcome resistance (Mukred et al., 2016), while visible and sustained top management leadership accelerated adoption when ERMS was treated as a strategic priority rather than an optional add-on (Kitinya, 2019).

Finally, literature emphasized that ERMS adoption was not a one-time event but an ongoing process requiring continuous monitoring and improvement, with organizations that treated ERMS

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as a living system evolving with institutional needs achieving higher long-term success than those that viewed deployment as an end goal (Mardiana et al., 2021). For ITA, these strategies collectively provided an evidence-based roadmap for accelerating adoption and overcoming the barriers documented in the literature.

2.6 Research Gap

A review of existing literature revealed three interconnected gaps that directly justified this study. All published Tanzanian studies on ERMS in higher learning institutions had focused exclusively on large general-purpose public universities specifically the University of Dar es Salaam (UDSM), Sokoine University of Agriculture (SUA) and Mbeya University of Science and Technology (MUST). No study had examined ERMS adoption at a specialized government training institution such as the Institute of Tax Administration (ITA). The absence of any ERMS study at ITA constituted a clear institutional research gap, as its records management challenges and system adoption context were entirely undocumented.

Existing Tanzanian ERMS research had been fragmented in scope, addressing isolated dimensions of records management. None of the existing studies simultaneously examined the full spectrum of ERMS adoption covering adoption status, facilitating and hindering factors, staff capacity, institutional policy and management support within a single institution. This fragmentation meant that no comprehensive, multi-dimensional profile of ERMS implementation existed for any Tanzanian specialized institution, a gap this study directly filled at ITA.

A theoretical gap also existed in the application of analytical frameworks to Tanzanian ERMS studies. The Records Continuum Model (RCM) and the Technology Acceptance Model (TAM) had not been applied together as a combined analytical framework in any published Tanzanian ERMS study. By applying both models jointly at ITA, this study introduced a theoretically richer analytical approach than any single-framework study previously applied in Tanzania.

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CHAPTER THREE

3.1 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the systematic, theoretical framework of methods and principles that a researcher applies to conduct a study. It encompasses the overall strategy and rationale guiding how research is designed, how data are collected and analyzed and how findings are interpreted and validated. According to Kothari (2004), research methodology is not only concerned with the research methods used but also with the logic behind those methods explaining why a particular method is chosen, what it is expected to achieve and how it contributes to answering the research questions.

In the context of this study, research methodology referred to the structured approach adopted to examine the adoption and implementation of ERMS at ITA. This chapter therefore described the research design, study area, target population, sampling strategy, sample size, data collection methods, data analysis procedures, validity and reliability measures and ethical considerations that guided this study.

3.2 Research Approach

This study adopted a mixed methods research approach, integrating both quantitative and qualitative data collection and analysis. The quantitative component provided measurable data on the extent and status of ERMS adoption at ITA, while the qualitative component provided contextual depth, exploring the underlying organizational, technological and policy factors shaping that adoption process. The study was grounded in the pragmatist research philosophy, which holds that the choice of research design should be driven by the nature of the research questions (Creswell, 2012). A concurrent mixed methods design was employed, wherein quantitative data from structured questionnaires and qualitative data from semi-structured interviews were collected simultaneously and integrated during analysis.

3.3 Research Design

This study adopted a descriptive case study research design. The case study design was selected because the study investigated a specific, real-world, contemporary institutional phenomenon namely ERMS adoption and implementation at ITA within its natural organizational context. According to Yin (2014), a case study is the most appropriate design when the researcher seeks to answer "what," "why," and "how" questions about a bounded contemporary phenomenon over

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which the researcher has no control. The descriptive dimension of the design was chosen to systematically describe and document the current state of ERMS adoption, the associated challenges and the organizational conditions that influenced it at ITA, without any manipulation of variables.

3.4 Study Area

The study was conducted at the Institute of Tax Administration (ITA), located along New Bagamoyo Road, Dar es Salaam, Tanzania. ITA is a government institution established under the Tanzania Revenue Authority mandate, providing training in taxation, customs management and related disciplines. It generates significant volumes of academic, administrative and financial records, making it a suitable case for studying ERMS adoption challenges in a specialized higher learning institution.

3.5 Target Population

The target population for this study comprises all staff members at ITA who are directly involved in the creation, management, storage, or retrieval of institutional records. This includes registry staff, academic officers, ICT personnel, finance staff and heads of departments. The total target population is estimated at 50 staff members drawn from these five functional categories across the institution, distributed as follows: registry staff (10), academic office staff (10), ICT unit staff (13), finance department staff (10) and senior management (7).

3.6 Sampling Technique and Sample Size

3.6 Sampling Technique

The study employed two sampling techniques corresponding to its mixed methods design. For the quantitative component, simple random sampling was used to select questionnaire respondents from the target population of staff involved in records management at ITA. Simple random sampling gives every member of the target population an equal chance of selection, thereby enhancing the representativeness of the sample and reducing selection bias (Kothari, 2004). For the qualitative component, purposive sampling was used to select five key informants specifically the Registrar, ICT Manager, Head of Finance, Head of Academic Affairs and one senior Registry Officer who possessed the most detailed institutional knowledge about ERMS at ITA. Purposive sampling was appropriate here because its targeted information-rich participants capable of providing in-depth insights relevant to the study objectives (Creswell, 2012).

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3.7 Sample Size Determination

The sample size for the quantitative component was determined using the Yamane (1967) formula for finite populations. The target population is estimated at 50 staff members involved in records-related functions across ITA's departments. The formula is expressed as;

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = the desired sample size
- N = the total target population (50)
- e = the margin of error (0.09, at 91% confidence level)

Substituting the values into the formula:

$$n = \frac{50}{1 + 50(0.09)^2}$$

$$n = \frac{50}{1 + 50(0.0081)}$$

$$n = \frac{50}{1 + 0.405}$$

$$n = \frac{50}{1.405}$$

n ≈ 36 respondents

The Yamane formula yields a sample of 36 respondents out of the 50 target population, representing 72% of the total population. This sample size is statistically adequate and meets the minimum threshold of 30 respondents recommended for quantitative research (Kothari, 2004). Therefore, 36 staff members will be surveyed using structured questionnaires. In addition, 5 key informants will be interviewed under the qualitative component, bringing the total study

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participants to 41. The table below summarizes the final population and sample distribution by department:

Table 1:1; Population and Sample Size Distribution by Department

No	Department	Target Population	Sample size
1	Registry Staff	10	8
2	Academic Office Staff	10	8
3	ICT Unit Staff	13	9
4	Finance Department Staff	10	6
5	Senior Management	7	5
Total		**50**	**36**

Source: Researcher's Own Compilation (2026)

3.8 Data Collection Methods

3.9 Questionnaire

A structured questionnaire was administered to all 36 sampled staff members identified through simple random sampling. The questionnaire was selected because it enables the collection of standardized data from a relatively large number of respondents in a systematic and time-efficient manner, while minimizing interviewer bias and allowing respondents to complete the instrument at their own convenience. The questionnaire was organized into five thematic sections corresponding to the study objectives. Section A collects demographic information including department, level of education, years of experience and ICT familiarity. Section B addresses the current status of records management practices and ERMS adoption at ITA. Section C assesses staff awareness, training and competency in ERMS use. Section D examines facilitating and hindering factors affecting ERMS adoption, covering ICT infrastructure, financial resources, institutional culture and management commitment. Section E addresses the policy environment and the extent to which management actively promotes ERMS adoption.

3. 10 Interviews

Interviews was conducted with the five purposively selected key informants, specifically the Registrar, ICT Manager, Head of Finance, Head of Academic Affairs and one senior Registry Officer. An interview guide was developed to ensure consistency across all interview sessions, covering topics such as the current status of ERMS at ITA, institutional strategy for records management, leadership commitment, resource allocation challenges, staff training provisions, policy constraints and future plans for digital records management. Interviews was audio-recorded

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with participants' informed consent and subsequently transcribed for qualitative analysis. This method is selected over other qualitative approaches because it allows the researcher to collect in-depth, experience-based perspectives directly from the most knowledgeable institutional actors on ERMS adoption, while allowing for clarification and probing of responses where necessary.

3.1.1 Document Review

Relevant institutional documents were reviewed including ITA's records management policy, strategic plan, ICT policy, training reports and any existing ERMS documentation or procurement records. Document review provided secondary data to triangulate and contextualize the primary findings from questionnaires and interviews.

3.1.2 Data Analysis

Quantitative data from questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics including frequencies, percentages, means and standard deviations will be computed and presented in tables and charts to clearly summarize the data in relation to each research objective.

Qualitative data from interviews and document review was analyzed using thematic analysis. The process will follow Braun and Clarke's (2006) six-phase approach: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the final report. Qualitative findings were used to interpret, explain and enrich the quantitative results through a process of triangulation.

3.1.3 Validity and Reliability

Validity refers to the degree to which a research instrument accurately measures what it is intended to measure (Kothari, 2004). In this study, content validity will be ensured by submitting both the questionnaire and the interview guide to the study supervisor for expert review prior to data collection. The supervisor's feedback was used to refine the instruments to ensure that all items are directly aligned with the study objectives and research questions. Construct validity was strengthened through the triangulation of three data collection methods, namely the questionnaire, interviews and document review, so that findings from one method can be cross-checked and was corroborated against the others. Additionally, the instruments were pre-tested with three ITA staff members who are not part of the main study sample; their feedback was used to detect and correct any unclear, ambiguous, or irrelevant items before the actual data collection commences.

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Reliability refers to the consistency and stability of a measurement instrument, that is, its ability to produce the same results under the same conditions on repeated occasions (Kothari, 2004). For the quantitative component of this study, the internal consistency of the questionnaire was be assessed using Cronbach's Alpha coefficient. A Cronbach's Alpha value of 0.70 or above is considered acceptable and indicates that the questionnaire items measuring the same construct produce consistent responses. This will be computed using SPSS after the pre-test phase. For the qualitative component, reliability will be ensured through the systematic use of a standardized interview guide across all five key informant interviews, ensuring that the same core topics and questions are addressed with every participant. Interview transcripts will be reviewed and verified for accuracy and qualitative findings will be subjected to peer review to confirm that the themes identified are consistent with the raw data. Together, these validity and reliability measures are designed to ensure that the findings of this study are both accurate and dependable for academic and institutional use.

3.1.4 Ethical Considerations

The study was complied with all relevant ethical standards for academic research. Formal permission to conduct the study was obtained from ITA's management and, if required, from the researcher's institution before data collection commences. All participants were informed of the study's purpose, their voluntary participation and their right to withdraw at any time without consequence. Informed written consent was obtained from all respondents. Confidentiality and anonymity were strictly maintained; no participant was identified by name in the research report. All collected data was stored securely, used exclusively for academic purposes and destroyed after the study is completed.

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CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents, analyzes and interprets the findings of the study, which sought to examine the adoption and implementation of Electronic Records Management Systems (ERMS) at the Institute of Tax Administration (ITA), Dar es Salaam. The study was guided by three specific objectives: to assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA; to determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA; and to assess the level of staff readiness for effective ERMS adoption and implementation at ITA.

The study employed a mixed methods approach, drawing quantitative data from structured questionnaires administered to 36 sampled staff members and qualitative data from semi-structured interviews conducted with five purposively selected key informants, namely the Registrar, the ICT Manager, the Head of Finance, the Head of Academic Affairs and a senior Registry Officer. Quantitative data were analyzed using descriptive statistics, namely frequencies and percentages and are presented in tables organized in alignment with the study's specific objectives. Qualitative data obtained from interviews were analyzed thematically and used to corroborate, explain and enrich the quantitative findings through triangulation. The chapter is organized into seven sections covering the response rate, demographic characteristics of respondents, findings for each of the three specific objectives, the challenges facing ERMS adoption at ITA and a summary of the chapter.

4.2 Response Rate

The study targeted a sample of 36 respondents drawn from the registry, academic, administrative, ICT and finance departments at ITA, determined using the Yamane (1967) formula from a target population of 50 staff members. All 31 questionnaires that were distributed were duly completed and returned, yielding a response rate of 100%. In addition, all 5 purposively sampled key informants participated in the interview sessions as planned. This response rate exceeds Mugenda and Mugenda's (2003) threshold of 70% and above, considered excellent for descriptive social

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science research and indicates a high level of cooperation from ITA staff as well as the practical feasibility of the data collection instruments.

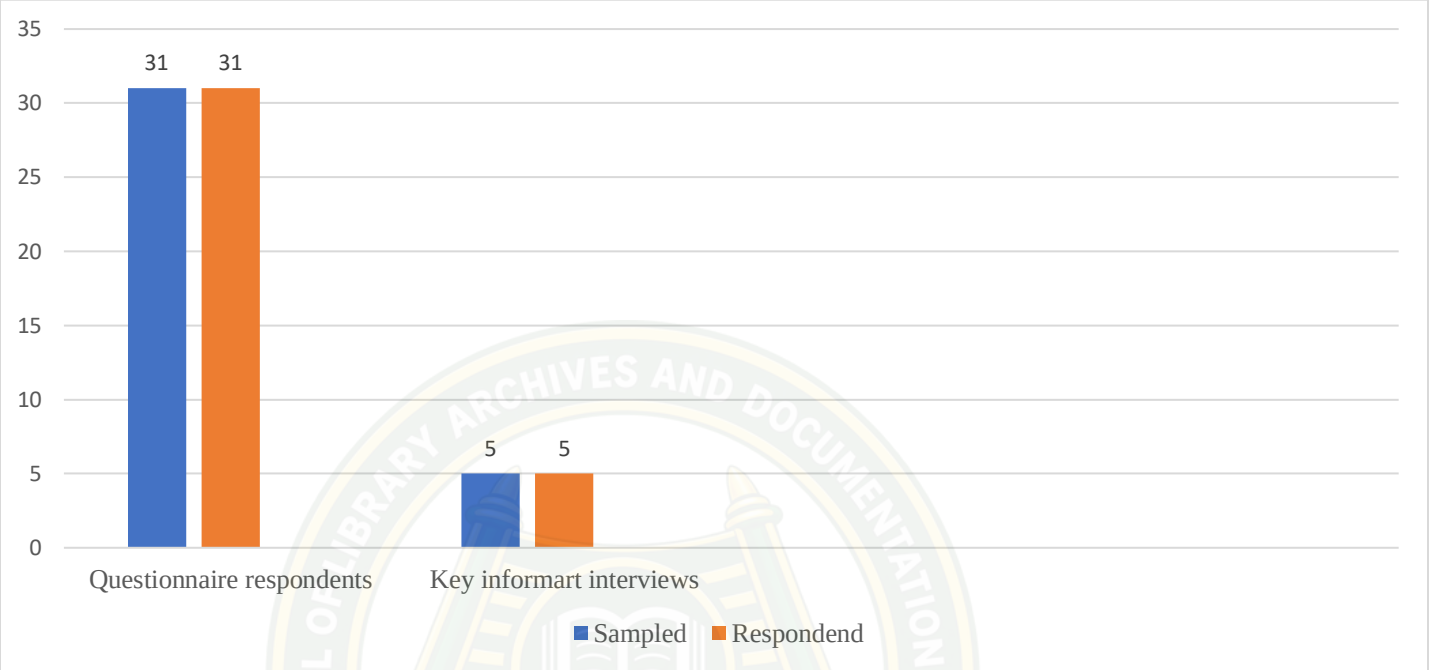


Figure 4.0: Response Rate (Sampled vs. Responded)

Source: Field Data (2026)

4.3 Demographic Characteristics of Respondents

Demographic characteristics provide important contextual background for interpreting a study's substantive findings. Kothari (2004) notes that respondent demographic profiles help establish the credibility and representativeness of a study's sample, allowing the researcher to assess whether the views collected reflect a reasonably diverse cross-section of the target population. In this study, respondents' demographic information considered included age, highest level of education, years of working experience at ITA and department or unit of attachment. These are presented and discussed in the following subsections.

4.4 Composition of Respondents by Age

Respondents were asked to indicate their age category. This was intended to establish the distribution of different age groups among ITA staff participating in the study, as age can influence familiarity with and attitudes toward digital systems such as ERMS.

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Age Group	Frequency	Percent (%)
18 – 25	10	27.8
26 – 35	15	41.7
36 – 45	8	22.2
46 and above	3	8.3
Total	**36**	**100**

Table 4.1: Composition of Respondents by Age (n=36)

Source: Field Data (2026)

Findings in Table 4.1 show that the majority of respondents, 15 (41.7%), were aged between 26 and 35 years, followed by 10 (27.8%) aged between 18 and 25 years, 8 (22.2%) aged between 36 and 45 years and 3 (8.3%) aged 46 years and above. This finding implies that ITA's workforce involved in records-related functions is predominantly youthful and of working-age, which is favorable for ERMS adoption since younger employees are generally more receptive to digital technologies and adapt more readily to system-based ways of working. This observation is consistent with Rogers's (2010) Diffusion of Innovations theory, which associates younger age cohorts with higher innovativeness and a greater propensity to adopt new technologies ahead of their older counterparts.

4.5 Composition of Respondents by Highest Education Level

The respondents' highest level of education was considered relevant to this study because educational attainment often correlates with an individual's capacity to understand and operate computerized records systems. This is consistent with Davis's (1989) Technology Acceptance Model, which holds that perceived ease of use of an information system is shaped by users' existing knowledge and skill base.

Education Level	Frequency	Percent (%)
Certificate	0	0.0
Diploma	11	30.6

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Education Level	Frequency	Percent (%)
Bachelor's Degree	15	41.7
Master's Degree and above	10	27.8
Total	**36**	**100**

Table 4.2: Composition of Respondents by Education Level (n=36)

Source: Field Data (2026)

Table 4.2 shows that none of the respondents held only a certificate-level qualification, while 11 (30.6%) held diplomas, 15 (41.7%) held bachelor's degrees and 10 (27.8%) held master's degrees or higher. Overall, 25 respondents (69.5%) held a bachelor's degree or above. This finding implies that ITA staff engaged in records-related functions are highly educated, which suggests a workforce with the cognitive and technical foundation needed to understand ERMS concepts, follow records management procedures and adapt to system-based recordkeeping with comparatively limited additional orientation. This observation aligns with Mardiana, Tjakraatmadja, and Aprianingsih (2021), who found that employees' baseline capacity strongly conditions how readily technology acceptance and training in records management systems translate into effective system use.

The relatively high proportion of respondents holding a bachelor's degree or above (69.5%) carries a specific implication for ERMS adoption at ITA that goes beyond general readiness. This finding contrasts with Dotto and Mwantimwa (2022), who reported that registry staff in Tanzanian higher learning institutions typically held only diploma-level qualifications with minimal specialized records management training, a gap they linked directly to poor system utilization. At ITA, the degree-holding majority appears instead to underpin the high self-rated competency and positive training-quality ratings reported later in this chapter (Section 4.5), suggesting that formal education has complemented, rather than substituted for, structured ERMS training. However, because degree attainment does not automatically confer records management or systems-specific knowledge, this finding should not be read as reducing the need for continued, role-specific ERMS training; rather it indicates that such training is likely to be absorbed and applied more readily given the workforce's existing educational foundation.

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4.6 Composition of Respondents by Work Experience at ITA

Working experience was considered important because length of service often reflects the depth of an employee's familiarity with institutional records practices and organizational culture.

Years of Experience	Frequency	Percent (%)
Less than 1 year	6	16.7
1 – 5 years	13	36.1
6 – 10 years	10	27.8
More than 10 years	7	19.4
Total	**36**	**100**

Table 4.3: Composition of Respondents by Work Experience (n=36)

Source: Field Data (2026)

Findings in Table 4.3 indicate that 13 (36.1%) of respondents had worked at ITA for between 1 and 5 years, representing the largest group, followed by 10 (27.8%) with 6 to 10 years of experience, 7 (19.4%) with more than 10 years and 6 (16.7%) with less than 1 year of service. This finding implies that the majority of respondents have sufficient institutional tenure to meaningfully comment on records management practices and ERMS implementation at ITA, while the presence of long-serving staff (19.4% with over 10 years) provides valuable historical perspective on the institution's transition from manual to electronic recordkeeping.

4.7 Composition of Respondents by Department

Respondents were drawn from five functional departments directly involved in the creation, management, storage, or retrieval of institutional records at ITA.

Department	Frequency	Percent (%)
Registry	6	16.7
Academic	13	36.1
Administrative	8	22.2

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Department	Frequency	Percent (%)
ICT	4	11.1
Finance	5	13.9
Total	**36**	**100**

Table 4.4: Composition of Respondents by Department (n=36)

Source: Field Data (2026)

Table 4.4 shows that the Academic department contributed the largest proportion of respondents, 13 (36.1%), followed by Administrative with 8 (22.2%), Registry with 6 (16.7%), Finance with 5 (13.9%) and ICT with 4 (11.1%). This distribution indicates that the sample captured perspectives from across all five departments directly engaged in records-related functions at ITA, lending breadth and credibility to the study's findings on ERMS adoption.

The uneven spread of respondents across departments, with the Academic department accounting for more than a third of the sample while ICT contributed just over a tenth, reflects the proportional sampling applied in Table 1.1 rather than any deliberate emphasis on one function over another. This distribution is nonetheless analytically useful: because the Academic department manages the largest volume of day-to-day student and examination records, its strong representation lends particular weight to the study's findings on ERMS accessibility and usage (Section 4.3). At the same time, the comparatively smaller ICT and Finance sub-samples mean that findings specific to technical infrastructure and budgetary constraints, while consistent with the interview evidence from the ICT Manager and Head of Finance, should be interpreted as indicative of departmental perspectives rather than exhaustive coverage of every functional unit. Overall, the five-department spread was sufficient to triangulate the questionnaire findings against the key informant interviews across registry, academic, administrative, ICT and finance functions.

4.8 Current Status of ERMS Adoption and Implementation at ITA

This section presents findings addressing the first specific objective of the study: to assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA. Respondents' views on the current status of ERMS adoption are presented as charts below for ease of interpretation.

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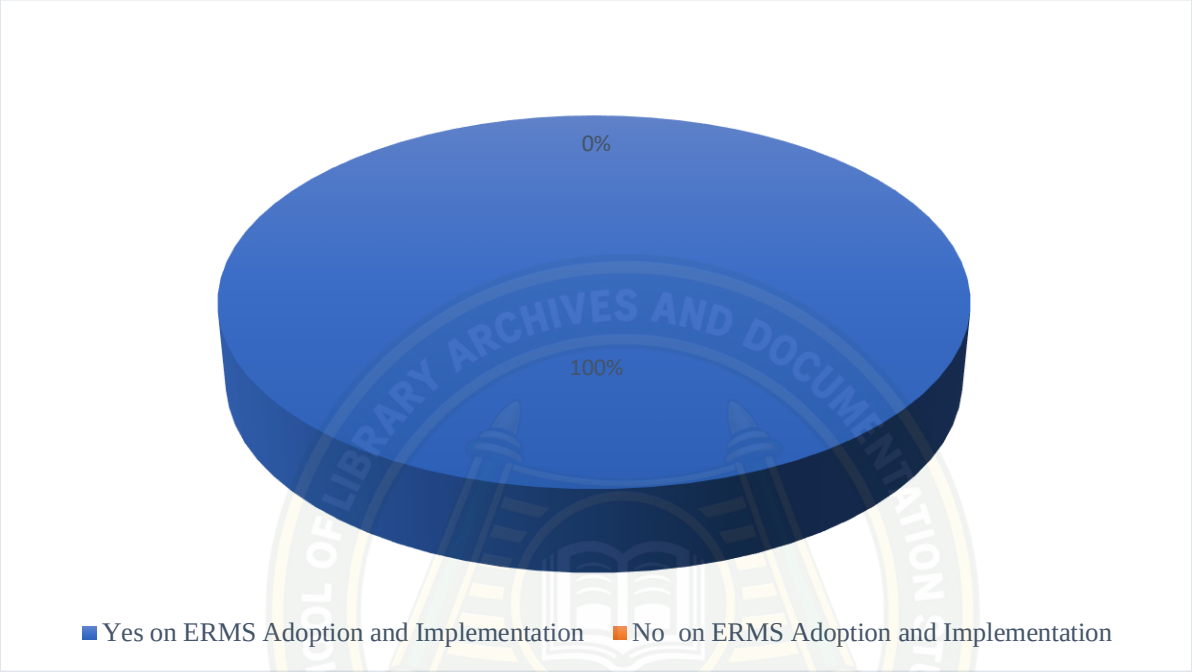


Figure 4.1: Departments Currently Using an ERMS (n=36)

Source: Field Data (2026)

Figure 4.9: Accessibility of the ERMS When Needed (n=36)

Findings presented in Figures 4.1 and 4.2 show that all 36 respondents (100%) confirmed that their departments currently use an Electronic Records Management System and all identified the dedicated ERMS as the specific system in use, with no respondents reporting reliance on generic document management, student records, financial records, or email-based systems instead. This indicates that ERMS adoption at ITA is not partial or confined to isolated departments but has been institutionalized as the standard recordkeeping system across registry, academic and administrative functions. Regarding accessibility, the majority of respondents, 33 (91.7%), reported that the ERMS is always accessible when needed, while the remaining 3 (8.3%) reported that it is often accessible. No respondent reported the system as sometimes, rarely, or never

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accessible. These findings were corroborated by key informants. The Registrar reported that ITA has recognized the importance of ERMS for improving records management, efficiency and compliance, an observation that supports the high level of institutional uptake reflected in the quantitative data. The Head of Academic Affairs similarly noted that the ERMS improves the accessibility and retrieval of academic records, supporting decision-making and service delivery. Taken together, the quantitative and qualitative findings indicate that ERMS has been fully and consistently adopted across the departments studied, with high and reliable accessibility for day-to-day use, which directly answers the study's first specific objective. This level of institutionalized uptake mirrors findings by Mosweu, Bwalya, and Mutshewa (2017), who identified organizational commitment and consistent departmental use as key markers of successful electronic document and records management system adoption.

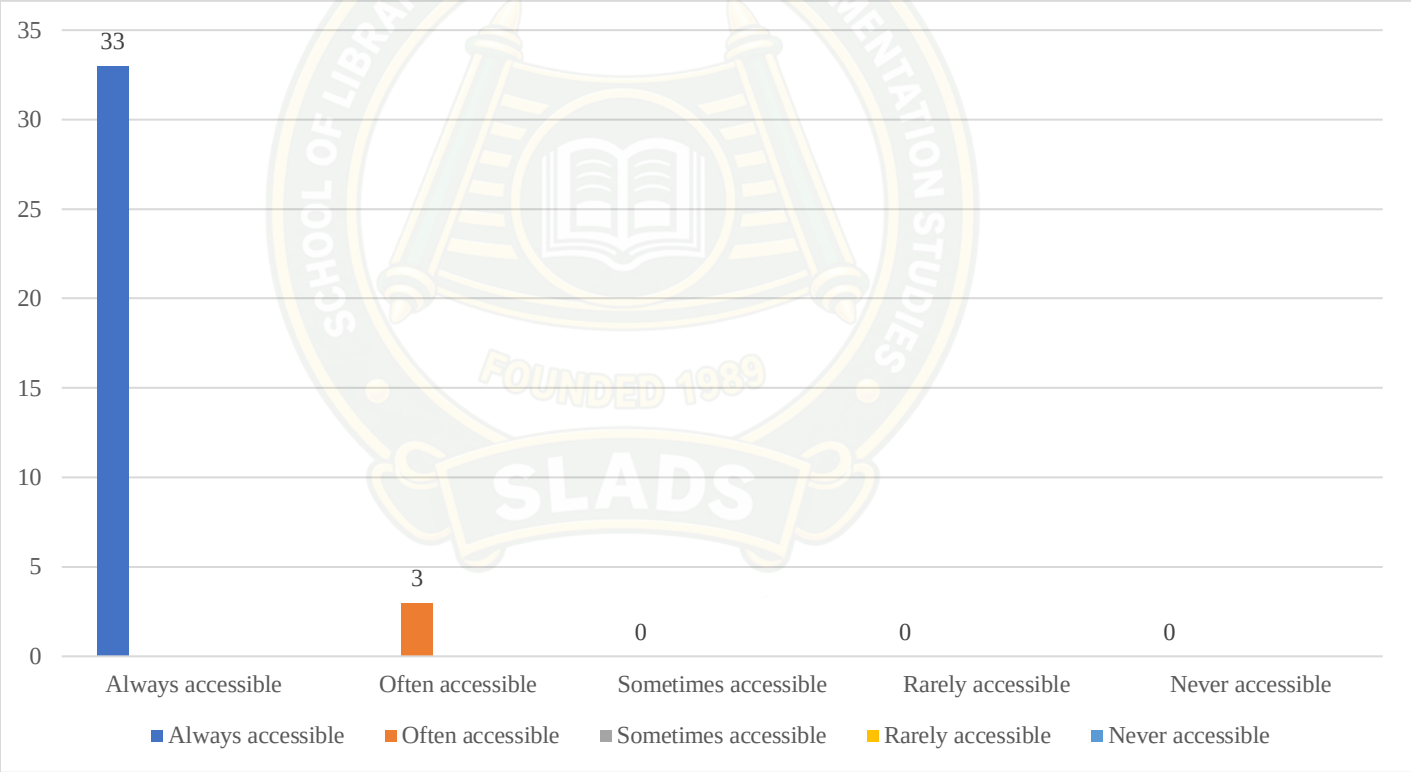


Figure 4.2: Accessibility of the ERMS When Needed (n=36)

Source: Field Data (2026)

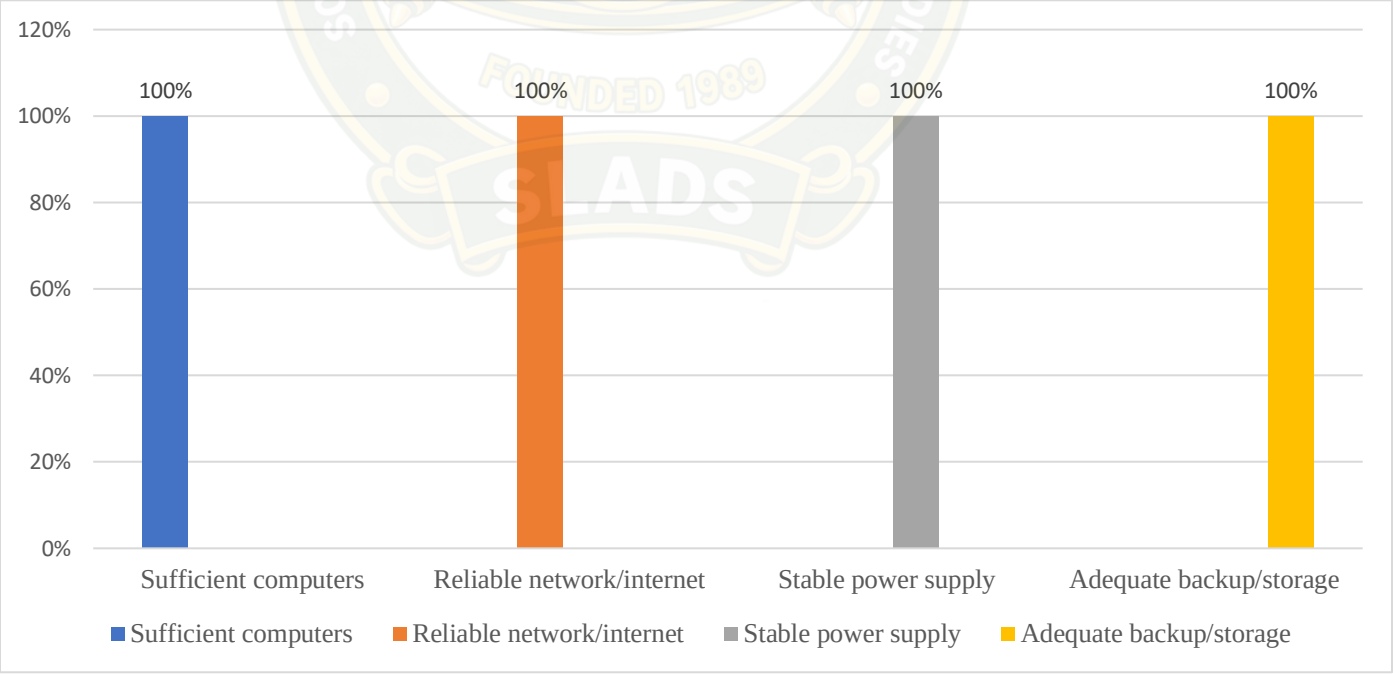
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4.2.1 Organizational and Technological Factors Facilitating ERMS Adoption

This section addresses the study's second specific objective: to determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA. Respondents were asked to rate their level of agreement with four statements concerning ICT infrastructure, using a five-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Sufficient computers and workstations	100	0	0	0	0
Reliable network connectivity and internet	100	0	0	0	0
Stable power supply	100	0	0	0	0
Adequate data backup and storage	100	0	0	0	0

Source: Field Data (2026)



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4.2.2 Organizational and Technological Factors Facilitating ERMS Adoption

Source: Field Data (2026)

Figure 4.2.3 ICT Infrastructure Facilitating ERMS Adoption (n=36)

Findings in Figure 4.3 reveal unanimous agreement among respondents on all four ICT infrastructure statements. All 36 respondents (100%) strongly agreed that ITA has sufficient computers and workstations to support ERMS use, that network connectivity and internet reliability are adequate for ERMS operations, that power supply is stable and does not disrupt ERMS usage and that the institution has adequate data backup and storage systems. This uniform response suggests that, from the staff perspective, ITA's technological infrastructure is perceived as fully supportive of ERMS operations, with no respondent expressing disagreement or neutrality on any of the four items. This finding corresponds with the UTAUT-based analysis of Mukred, Yusof, Alotaibi, Asma'Mokhtar, and Fauzi (2016), who identified facilitating conditions such as adequate computing resources, network reliability and power stability as key determinants of successful ERMS adoption in educational institutions.

This finding was reinforced by the ICT Manager, who explained that the existing ICT infrastructure can support ERMS, while noting that continued improvements in server capacity, internet reliability, cybersecurity and system integration, together with continuous technical support and regular system maintenance, remain essential to sustaining this performance. The Head of Finance added that financial limitations affect the acquisition, maintenance and upgrading of ERMS and recommended that management allocate a dedicated annual budget for records management technologies. This qualitative input nuances the otherwise uniformly positive quantitative ratings: while staff currently experience the infrastructure as reliable, key informants in technical and financial leadership roles point to underlying budgetary and technical sustainability concerns that will need ongoing attention to maintain this level of facilitation. The Registrar's observation that implementation is constrained by inadequate funding and the need for stronger institutional policies further situates the positive infrastructure ratings within a context where organizational and financial factors, rather than the technology itself, represent the more pressing facilitating or constraining forces.

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4.2.4 Staff Readiness for ERMS Implementation

This section presents findings relating to the study's third specific objective: to assess the level of staff readiness for effective ERMS adoption and implementation at ITA.

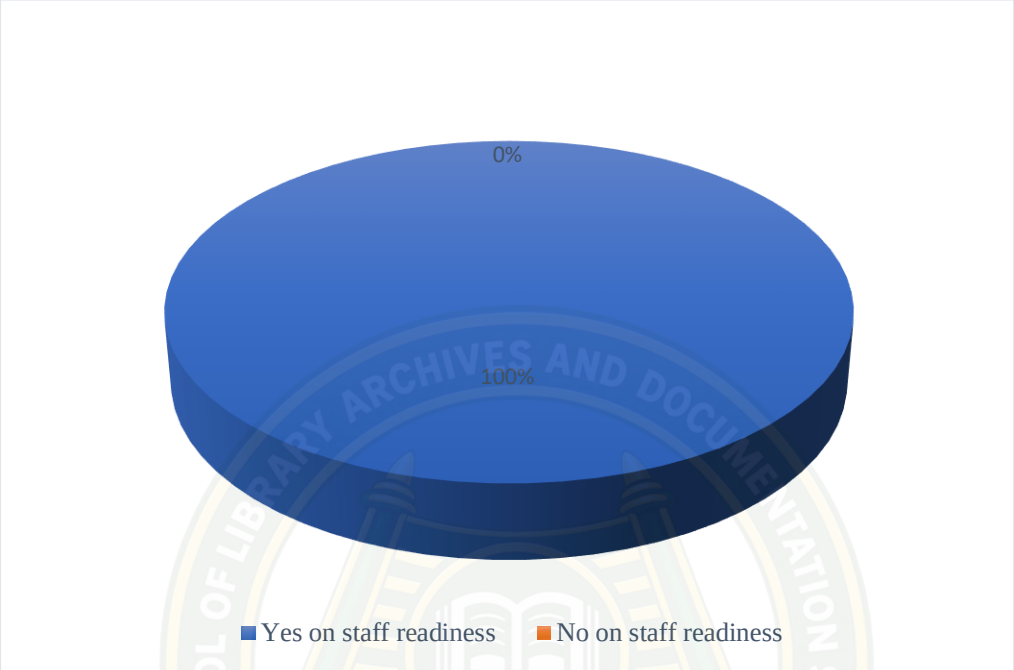


Figure 4.4: Staff Who Received Formal ERMS Training (n=36)

Source: Field Data (2026)

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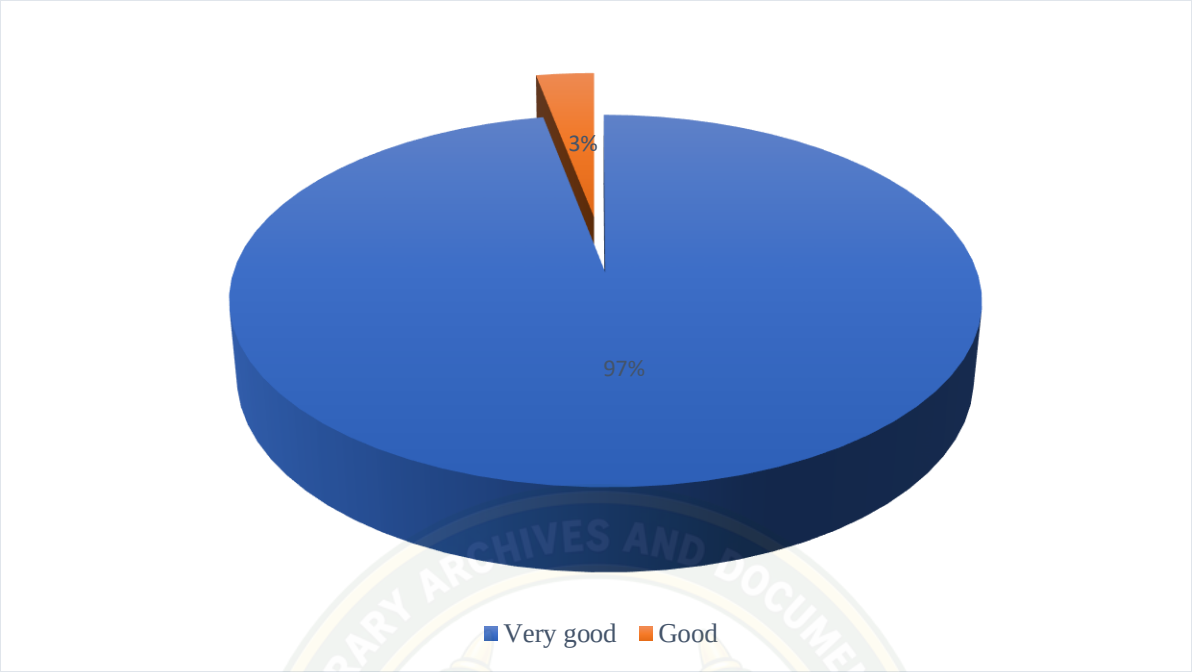


Figure 4.5: Rating of Training Quality Received (n=36)

Source: Field Data (2026)

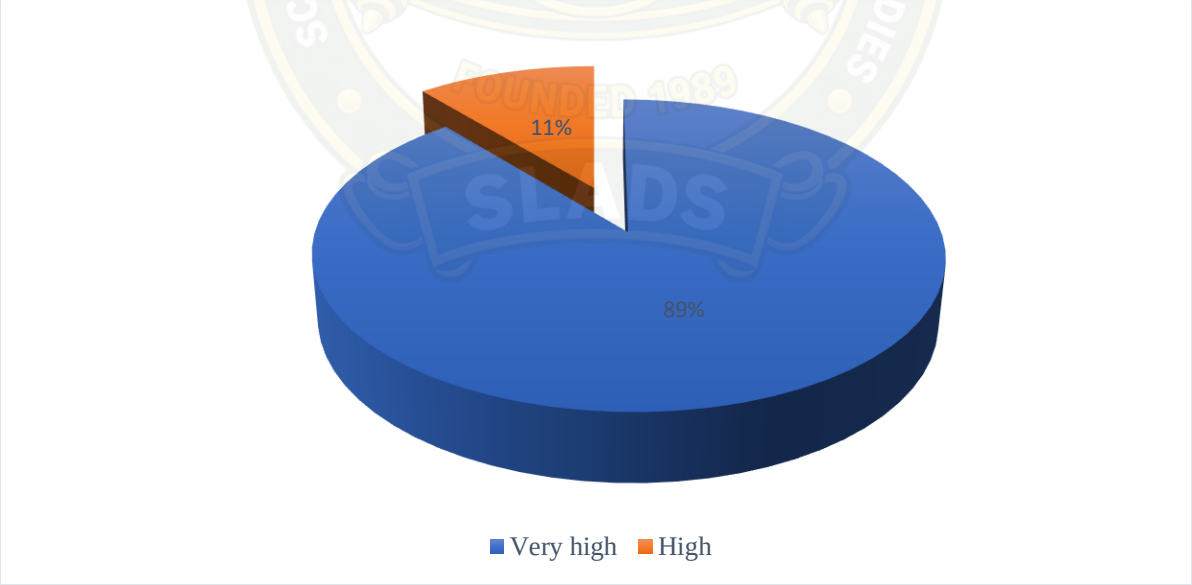


Figure 4.6: Self-Rated Competency in ERMS Use (n=36)

Source: Field Data (2026)

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Figures 4.4 to 4.6 show that all 36 respondents (100%) reported having received formal training on using the ERMS. Of these, the overwhelming majority, 35 (97.2%), rated the training received as very good, with the remaining 1 (2.8%) rating it as good; no respondent described the training as adequate, inadequate, or very inadequate. Correspondingly, respondents rated their own competency in using the ERMS highly: 32 (88.9%) rated themselves as having very high competency and 4 (11.1%) as having high competency, with no respondent rating their competency as moderate, low, or very low.

This pattern was echoed in the interviews. The Senior Registry Officer noted that, although staff appreciate the benefits of ERMS, many still require additional training to use the system effectively and also highlighted challenges related to resistance to change. The Head of Academic Affairs similarly emphasized the importance of continued staff awareness and adherence to records management procedures. Read alongside the high self-reported competency scores, this suggests that while ITA staff feel well-trained and confident in day-to-day ERMS use, key informants in supervisory roles see a continuing need for refresher and procedural training, particularly to address pockets of resistance to change and to sustain competency over time rather than treating initial training as a one-off event. This is in line with Ragsdale (2020), who emphasizes that sustained, iterative training rather than a single initial session is required to embed lasting competency in electronic records management systems.

In response to an open-ended question on the most critical step ITA should take to improve ERMS adoption and implementation, respondents across departments, including ICT staff (10 respondents), Registry staff (6), Finance staff (4) and the Head of Academic Affairs (6), converged on a consistent theme: the need for continuous training and capacity building for all staff members. Respondents explained that well-trained employees are more likely to understand the importance of electronic records management, use the system correctly and accept the shift from paper-based to electronic recordkeeping and that regular training enhances technical skills, increases awareness of records management policies and reduces resistance to using the ERMS. Recommendations offered in response to the final open-ended question were broadly similar across respondent groups, reinforcing continuous training as the dominant theme identified by staff for sustaining and strengthening ERMS implementation at ITA.

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4.2.5 Challenges Hindering Effective ERMS Adoption and Implementation

Respondents were asked to identify, from a list of options, the challenges their departments had experienced in adopting or using the ERMS. This question permitted multiple responses per respondent.

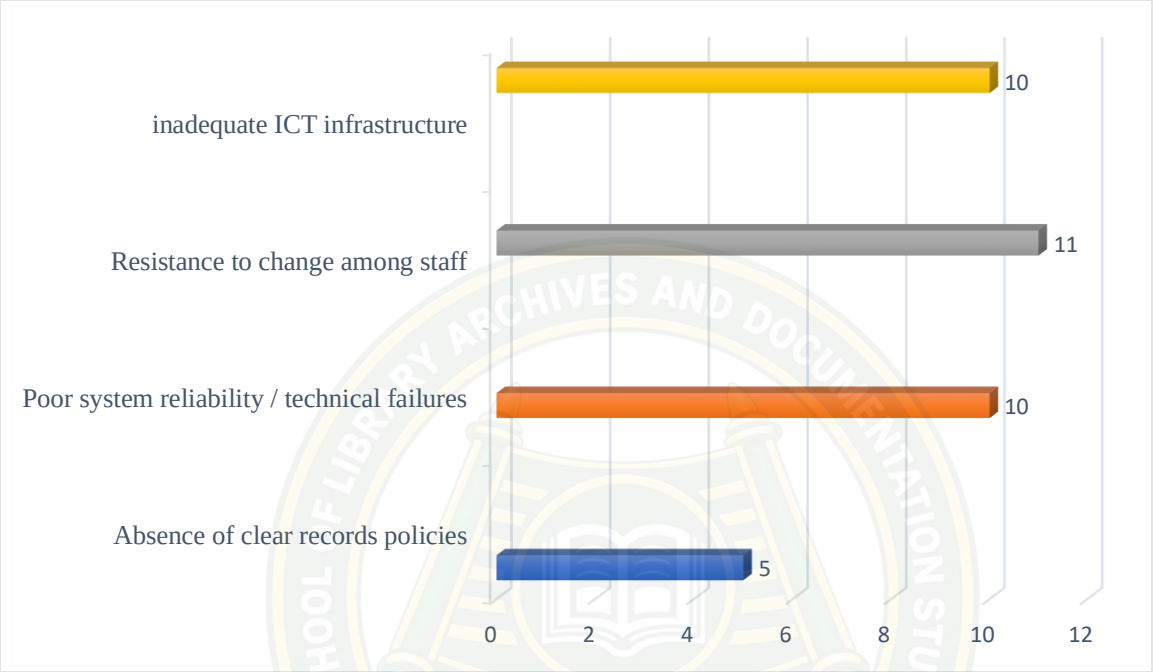


Figure 4.2.6 Challenges Hindering Effective ERMS Adoption and Implementation (n=36)

Source: Field Data (2026)

Findings in Figure 4.7 indicate that resistance to change among staff was the most frequently cited challenge, reported by 11 respondents (30.6%), followed closely by inadequate ICT infrastructure and poor system reliability or frequent technical failures, each cited by 10 respondents (27.8%). The absence of clear records management policies was cited by 5 respondents (13.9%). It is notable that resistance to change and infrastructure-related concerns emerged as challenges even though the same respondents rated current ICT infrastructure and their own competency very highly in earlier sections; this suggests that the challenges identified are experienced intermittently or by a subset of staff rather than as a uniform institution-wide problem. This pattern resonates with Mukred, Yusof, Mokhtar, and Manap's (2019) qualitative case study, which similarly found that resistance to change and infrastructural limitations persist as adoption barriers even in institutions with otherwise favorable technology readiness indicators.

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These findings align closely with the interview data. The ICT Manager pointed specifically to the need for improvements in server capacity, internet reliability, cybersecurity and system integration, alongside continuous technical support and regular maintenance, which corresponds to the infrastructure- and reliability-related challenges identified by respondents. The Senior Registry Officer's observation regarding resistance to change directly corroborates the survey finding that this was the most commonly cited challenge. The Registrar's reference to the need for stronger institutional policies similarly reflects the smaller but notable proportion of respondents citing the absence of clear records management policies. The Head of Finance's recommendation for a dedicated annual budget for records management technologies and staff training points to a root cause underlying several of these challenges: without sustained financial investment, infrastructure upgrades, policy development and ongoing training initiatives needed to fully resolve resistance and reliability issues may remain constrained.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings of the study, draws conclusions based on those findings and offers recommendations to relevant stakeholders. The study set out to examine the adoption and implementation of Electronic Records Management Systems (ERMS) at the Institute of Tax Administration (ITA), Dar es Salaam, guided by three specific objectives: to assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA; to determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA; and to assess the level of staff readiness for effective ERMS adoption and implementation at ITA. The chapter is organized into four sections: a summary of the major findings presented in relation to each specific objective, the conclusion drawn from the study, recommendations for ITA management, policy makers and future researchers and suggested areas for further research.

5.2 Summary of Major Findings

5.2.1 Current Status of ERMS Adoption and Implementation at ITA

The study found that ERMS adoption at ITA has been fully institutionalized across the registry, academic and administrative departments. All 36 respondents (100%) confirmed that their departments currently use a dedicated ERMS, with none reporting reliance on generic document management, student records, financial records, or email-based systems instead. Accessibility of the system was similarly high, with 91.7% of respondents reporting that the ERMS is always accessible when needed and the remainder reporting it as often accessible. These findings were corroborated by key informants, including the Registrar and the Head of Academic Affairs, who both affirmed that ERMS has improved records management efficiency, accessibility and service delivery at the institution. This level of institutionalized uptake responds directly to the study's first objective and indicates that, unlike the partial and fragmented adoption reported in earlier Tanzanian studies at SUA and MUST (Kitinya, 2019; Leon, 2022), ITA has moved beyond a hybrid or transitional stage to consistent, institution-wide use.

5.2.2 Organizational and Technological Factors Facilitating ERMS Adoption

Regarding the second objective, the study found unanimous agreement among respondents that ITA's ICT infrastructure – computers and workstations, network connectivity, power supply and

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data backup and storage was sufficient to support ERMS operations. However, the qualitative data introduced important nuance to this positive picture. The ICT Manager noted that continued investment in server capacity, internet reliability, cybersecurity and system integration remained necessary to sustain this performance, while the Head of Finance and the Registrar both pointed to inadequate funding and the need for stronger institutional policies as the more pressing constraints on ERMS sustainability. This suggests that organizational and financial factors, rather than the technology itself, represent the primary facilitating or constraining forces going forward, consistent with the emphasis Mukred et al. (2016) and Mosweu et al. (2017) place on management support and infrastructure investment as determinants of ERMS success.

5.2.3 Staff Readiness for ERMS Implementation

On the third objective, all respondents reported having received formal ERMS training and the overwhelming majority rated both the training received and their own competency in using the system as very good or very high. This finding contrasts with Dotto and Mwantimwa (2022), who found that registry staff in Tanzanian higher learning institutions generally held only diploma-level qualifications with limited specialized training. At ITA, the relatively high proportion of degree-holding staff appears to have complemented, rather than replaced, structured ERMS training. Nonetheless, key informants including the Senior Registry Officer and the Head of Academic Affairs identified a continuing need for refresher and procedural training to address pockets of resistance to change and to sustain competency over time, in line with Ragsdale's (2020) argument that effective training must be systematic and ongoing rather than a single initial session.

5.2.4 Challenges Hindering Effective ERMS Adoption and Implementation

Despite the largely positive findings, the study identified resistance to change among staff (30.6%), inadequate ICT infrastructure (27.8%) and poor system reliability or frequent technical failures (27.8%) as the most commonly cited challenges, followed by the absence of clear records management policies (13.9%). Notably, these challenges were reported even by respondents who had rated infrastructure and their own competency very highly elsewhere in the questionnaire, suggesting that the difficulties are experienced intermittently or by a subset of staff rather than as a uniform, institution-wide problem. This pattern mirrors findings by Mukred et al. (2019), who observed that resistance to change and infrastructural limitations can persist even in institutions with otherwise favourable technology readiness.

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5.3 Conclusion

Based on the findings presented in Chapter Four, the study concludes that ERMS has been successfully adopted and institutionalized at the Institute of Tax Administration, with full departmental uptake, reliable accessibility, strong staff competency and generally adequate ICT infrastructure. This places ITA in a considerably stronger position than the partial and fragmented adoption reported in earlier studies of Tanzanian higher learning institutions such as SUA and MUST. At the same time, the study concludes that the sustainability of this achievement is not guaranteed by technology alone. Inadequate funding, the absence of a comprehensive records management policy, staff resistance to change and gaps in institutional and technical support for infrastructure maintenance remain latent risks that could erode the gains already made if left unaddressed. The study therefore concludes that ITA's experience demonstrates both a model of successful ERMS institutionalization within a specialized Tanzanian government training institution and a case for continued organizational investment to secure that success against emerging technological and human resource pressures.

5.4 Recommendations

5.4.1 Recommendations to ITA Management

ITA management should institute a dedicated annual budget line for ERMS maintenance, upgrades and staff training, as recommended by the Head of Finance, to reduce the institution's exposure to funding-related disruptions. Management should also develop and formally adopt a comprehensive records management policy that clearly defines classification schemes, retention schedules, access controls and disposition procedures, addressing the policy gap identified by 13.9% of respondents and echoed by the Registrar. In addition, management should institutionalize continuous and refresher ERMS training, rather than treating initial training as a one-off event, to sustain the high competency levels currently reported by staff and to directly address resistance to change, which respondents identified as the most common barrier to effective ERMS use.

5.4.2 Recommendations to Policy Makers

The ministry responsible for higher education and other relevant regulatory bodies should draw on ITA's experience to develop sector-wide guidelines and minimum standards for ERMS adoption in specialized government training institutions, extending policy attention beyond the large public universities that have dominated prior Tanzanian research and practice. Government ministries

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should also consider incentivizing or mandating dedicated ICT infrastructure budgets for records management within public institutions to reduce reliance on ad hoc funding.

5.4.3 Recommendations for Further Research

Since this study was confined to a single case study institution, its findings cannot be generalized to all higher learning institutions in Tanzania. Future researchers should consider comparative studies across multiple specialized training institutions to establish whether ITA's pattern of high adoption alongside persistent policy and funding gaps is typical of the sector. Longitudinal research would also be valuable to track whether the facilitating conditions currently reported by ITA staff remain stable over time, particularly given the concerns raised by key informants regarding funding and infrastructure sustainability. Finally, further research applying the Records Continuum Model and the Technology Acceptance Model jointly, as originally proposed for this study, could offer deeper theoretical insight into the interplay between organizational readiness and individual user acceptance of ERMS in the Tanzanian context.

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APPENDIX I

RESARCH TIME SCHEDULE

THE FRAME WORK DURING THE RESEARCH FOR SIX WEEKS

ACTIVITIES	1st WEEK	2nd WEEK	3rd and 4th WEEK	5th and 6th WEEK
Reporting the area of the study, make general studying of the study area, preparingquestionnaire and distribute them to the respondent(student)				
Make interview with reference records management staff and collect back questionnaire from respondent				
Data collection from questionnaire and interview will conduct. Preparation of research report summary and conclusion.				
Proof reading and submission of research report to SLADS				

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APPENDIX II

RESEARCH BUDGET

Item	Particular	Amount
Preparation of research proposal	Stationaries; Pen 4@500 Pencil 4@ 200 Ruler and Rubber @ 500 Printing 20pgs@ 500 Photocopies 20pgs@ 100 Binding 3 proposal@ 2000	 2000/= 800/= 1,000/= 10,000/= 2,000/= 6,000/=
Data collection process	Transport 30 days@1000 Meal 30 days@ 3000 Preparation of 50 copies of questionnaires and interview@ 100	30,000/= 90,000/= 5,000/=
Report writing	Printing of report 42pgs@ 200*5 Photocopies of the report 42 copies@ 100*5 Binding of the report 3@ 3000	42,000/= 21,000/= 9,000/=
	TOTAL	218,800/=

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APPENDIX III

QUESTIONNAIRE FOR ITA STAFF

CONSENT STATEMENT

Dear Respondent, my name is **MOHAMMED JUMA KISOMA**, I conducting a study titled ***"Adoption and Implementation of Electronic Records Management Systems (ERMS) for Enhancing Quality Service Provision in Higher Learning Institutions: A Case Study of the Institute of Tax Administration (ITA), Dar es Salaam, Tanzania."*** The purpose of this questionnaire is purely academic. Your responses will remain strictly confidential and will be used solely for this study. Participation is voluntary.

☐ I agree to participate in this study.

INSTRUCTIONS

• Do not write your name on this questionnaire.

• Tick (☐) the correct option or provide brief answers where required.

• Answer all questions honestly.

SECTION A: DEMOGRAPHIC INFORMATION

1. Age: ☐ 18–25 ☐ 26–35 ☐ 36–45 ☐ 46 and above

2. Highest Education Level: ☐ Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree and above

3. Work Experience at ITA: ☐ Less than 1 year ☐ 1–5 years ☐ 6–10 years ☐ More than 10 years

4. Department/Unit: ☐ Registry ☐ Academic ☐ Administrative ☐ ICT ☐ Finance ☐ Other (Specify): _____

SECTION B: CURRENT STATUS OF ERMS ADOPTION AND IMPLEMENTATION

(Objective 1: To assess the current status of ERMS adoption and implementation in the registry, academic and administrative departments at ITA)

5. Does your department currently use an Electronic Records Management System (ERMS)?

☐ Yes ☐ No

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6. If yes, which system(s) are in use in your department? (Tick all that apply)

☐ Dedicated Electronic Records Management System (ERMS)

☐ Document Management System (DMS)

☐ Student Records Management System

☐ Financial Records System

☐ Email Management System

☐ Other (Specify): _____

7. How accessible is the ERMS to you when you need it?

☐ Always accessible ☐ Often accessible ☐ Sometimes accessible ☐ Rarely accessible ☐ Never accessible

SECTION C: ORGANIZATIONAL AND TECHNOLOGICAL FACTORS FACILITATING ERMS ADOPTION

(Objective 2: To determine the organizational and technological factors that facilitate ERMS adoption and implementation at ITA)

8. Does your department currently use an Electronic Records Management System (ERMS)?

☐ Yes ☐ No

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

9. ICT Infrastructure

Statement	1	2	3	4	5
i. 16. ITA has sufficient computers and workstations to support ERMS use.	☐	☐	☐	☐	☐
ii. 17. The network connectivity and internet at ITA are reliable for ERMS operations.	☐	☐	☐	☐	☐
iii. 18. Power supply at ITA is stable and does not disrupt ERMS usage.	☐	☐	☐	☐	☐
iv. 19. ITA has adequate data backup and storage systems to support ERMS.	☐	☐	☐	☐	☐

SECTION D: STAFF READINESS FOR ERMS IMPLEMENTATION

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(Objective 3: To assess the level of staff readiness for effective ERMS adoption and implementation at ITA)

10. Have you ever received formal training on using an ERMS?

☐ Yes ☐ No

11. If yes, how would you describe the training you received?

☐ Very inadequate ☐ Inadequate ☐ Adequate ☐ Good ☐ Very thorough

12. How would you rate your current personal competency in using ERMS?

☐ Very low ☐ Low ☐ Moderate ☐ High ☐ Very high

SECTION E: CHALLENGES AND SUGGESTIONS FOR IMPROVEMENT

(Supporting all three objectives — identifying barriers and informing recommendations)

13. Which of the following challenges has your department experienced in adopting or using ERMS? (Tick all that apply)

☐ Inadequate ICT infrastructure (computers, network, internet)

☐ Frequent power outages disrupting ERMS use

☐ Poor system reliability or frequent technical failures

☐ Insufficient management support for ERMS adoption

☐ Lack of formal training for ERMS users

☐ Absence of clear records management policies

☐ Resistance to change among staff

☐ Poor integration of ERMS with other departmental systems

☐ Inadequate funding for ERMS procurement and maintenance

☐ No challenges experienced

☐ Other (Specify): _____

14. In your view, what is the most critical step ITA should take to improve ERMS adoption and implementation?

_____

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15. Please share any additional comments, observations, or recommendations regarding ERMS use at ITA:

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

APPENDIX IV

INTERVIEW GUIDE FOR KEY INFORMANTS

Introduction:

This interview aims to gather detailed information about the adoption and implementation of Electronic Records Management Systems (ERMS) at the Institute of Tax Administration (ITA) and how organizational and technological factors influence this process. Your responses will be kept confidential and used solely for academic purposes.

Section A: Current Status of ERMS Adoption (Objective 1)

1. What electronic records management systems are currently being used at ITA across the registry, academic and administrative departments?

2. How would you describe the current level of ERMS implementation at ITA? Is it fully implemented, partially implemented, or still in pilot stage?

3. Which records management functions (creation, capture, organization, storage, retrieval, disposal) are currently handled electronically? Which ones are still manual?

4. Are records shared electronically across departments, or does each department operate independently?

Section B: Facilitating Factors (Objective 2)

5. What motivated ITA to adopt ERMS? What factors facilitated the decision?

6. How does top management support ERMS adoption at ITA? Can you provide specific examples?

7. Does ITA have adequate ICT infrastructure (computers, network, internet, power supply) to support ERMS? Please explain.

8. Are there clear organizational policies and procedures guiding electronic records management at ITA? If yes, how effective are they?

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9. How would you rate the quality and usability of the ERMS currently in use? Is it user-friendly and reliable?

Section C: Staff Readiness (Objective 3)

10. Are ITA staff adequately trained to use ERMS? Please describe the training programs available.

11. What is your assessment of staff competency levels in using ERMS across different departments?

12. What specific training needs have been identified for staff to effectively use ERMS?

13. Does ITA provide ongoing or refresher training on ERMS? How often?

Section D: Challenges and Solutions

14. What are the major challenges ITA has encountered in adopting and implementing ERMS?

15. How does ITA address infrastructure challenges such as power outages, poor network connectivity, or equipment shortages?

16. Have you experienced resistance to ERMS adoption from staff? If yes, how was it addressed?

17. What strategies are in place or should be put in place to improve ERMS adoption and implementation at ITA?

Section E: Additional Information

18. How does ITA ensure data security, privacy and confidentiality in the ERMS?

19. Are the ERMS integrated across all departments at ITA? Why or why not?

20. What recommendations would you give to other higher learning institutions in Tanzania looking to adopt ERMS?

THANK YOU FOR YOUR TIME!

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APPENDIX V

OBSERVATION CHECKLIST

Purpose: To observe the physical availability and use of ERMS infrastructure and practices at ITA.

Department/Unit_____ **Observed:** _____

Date of Observation: _____

Instructions: Tick (✓) the appropriate column and provide comments where necessary.

Item to Observe	**Available (✓)**	**Not Available (✓)**	**Comments**
Computers/ workstations in offices	☐	☐	_____
Electronic Records Management System	☐	☐	_____
Internet connectivity	☐	☐	_____
Network infrastructure	☐	☐	_____
Backup power supply (UPS/Generator)	☐	☐	_____
Digital filing/storage practices	☐	☐	_____
Staff actively using ERMS	☐	☐	_____
Electronic capture of new records	☐	☐	_____
Paper records still in use	☐	☐	_____
Classification/indexing system	☐	☐	_____

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Data backup

mechanisms ☐ ☐ _____

Security measures (passwords, access control) ☐ ☐ _____

ERMS training

materials/manuals ☐ ☐ _____

Records management

policy documents ☐ ☐ _____

General Observations/Notes:

_____

_____

_____

_____

Observer's Name: _____ Signature: _____

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APPENDIX VI

TANZANIA REVENUE AUTHORITY

BA.173/237/01/A/89 **12th February, 2026**

Academic Officer,
School of Library, Archives and Documentation Studies,
P.O.Box 227,
Bagamoyo,
PWANI.

RE: STUDENTS INTRODUCTION FOR RESEARCH WORK

Please refer to your letter dated, 9 February 2026 with reference number DA.201/457/VOL/1/20 requesting a permission of your student Mohamed Juma Kisoma to conduct research at the Institute of Tax Administration on the Adoption and Implementation of Electronic Records Management Systems (ERMS) in higher learning institutions.

We are pleased to inform you that your request has been accepted.

For convenience, the student is kindly directed to contact Head of Human Resource Management and Administration - ITA. In addition, when the student will be required to physically visit ITA -Mikocheni B Light Industrial Area Dar es salaam, please he must come with a copy of this letter and his student's Identity Card for verification.

"Together We Build Our Nation"

Mshoro Bilal
For: RECTOR

Institute of Tax Administration

C.C: **Head of Human Resource Management and Administration,**
Institute of Tax Administration.

ISO 9001 : 2015 Certified
INSTITUTE OF TAX ADMINISTRATION
Mikocheni "B", P.O. Box 9321, Dar es Salaam, Tanzania
Tel: +255 222 216 800 / 0783 081 348
Email: ita@tra.go.tz

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