

# Knowledge and skills for managing digital records at selected state universities in Zimbabwe

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## Abstract

This study analyses the knowledge and skills for managing digital records at selected state universities in Zimbabwe. State universities are becoming centres of digital records creation facilitated by the advent of ICTs. However, records management personnel remain a marginal community with some noticeable knowledge and skills gaps in managing such records in their institutions. These gaps resulted in records management personnel being excluded from matters concerning digital technology as state universities in Zimbabwe drive towards innovation and industrialisation to achieve Education 5.0 and the government's Vision 2030. Lack of knowledge and skills among records management personnel at state universities is worrisome, even though there are records and archives management training programmes in various institutions of higher learning in Zimbabwe. The primary purpose of this article is to explore the implication of lack of knowledge and skills, with an intention to bridge this gap among records and archives management personnel in state universities. Data were collected from the Zimbabwe Open University and Harare Institute of Technology. A mixed methods research design was used to ascertain the knowledge and skills for managing digital records at the selected state universities. The study found that state universities still employed records and archives personnel who were not trained, although institutions of higher learning, including polytechnics and universities, are offering records and archives training programmes and churned out hundreds of records and archives professionals each year. Therefore, the study recommends that state universities should change their recruitment policy and employ qualified records and archives management personnel to manage records in this digital era.

**Keywords:** Records personnel, professional training, digital records and archives, recruitment

## 1. Introduction

This study analyses the knowledge and skills for managing digital records at selected state universities in Zimbabwe. State universities are becoming centres of digital records creation facilitated by the advent of information and communication technologies (ICTs). As such, records and archives management personnel remain a marginal community with some noticeable knowledge and skills gaps in managing digital records and archives in their institutions. According to Mutsagondo and Ngulube (2018:1), knowledge and skills are the abilities and competencies needed to manage electronic/digital records professionally, effectively and efficiently. Even though Taie (2014) argues that there is no consensus about the exact meaning of the concept 'skills',

as it is used differently by different scholars, this study adopts the definition of Mutsagondo and Ngulube (2018). Green (2011) refers knowledge and skills to abilities, competencies, aptitude and talent. Mutsagondo and Ngulube (2018:1) suggest that these are acquired through education and training, exposure and experience in managing digital records and archives. The knowledge and skills gaps resulted in records and archives management personnel being excluded from thoroughly enjoying the fruits of digital technology as state universities in Zimbabwe drive towards innovation and industrialisation to achieve Education 5.0 and the government's Vision 2030. Mutsagondo and Ngulube (2018:1) observed an array of unqualified officers managing electronic records (e-records) in Zimbabwe. Since such officers would not be qualified in records management, they lack knowledge and skills for managing digital records. Accordingly, unqualified records management personnel who lack knowledge and skills are managing digital records. Lack of knowledge and skills for managing digital records prevent many records and archives personnel from applying international standards and best practices when managing such records. Such a scenario would retard the adoption of e-governance systems in state universities, as more records are created digitally. On the one hand, records and archives professionals must possess a high level of knowledge and skills in digital literacy, solid educational background, well-developed communication skills, technical and conceptual skills, and other personal attributes that give them motivation and enthusiasm as they perform their digital work responsibilities.

On the other hand, institutions of higher learning (universities) today face intense competitive pressures as they are required to meet increased expectations of different stakeholder requirements (Tsvuura & Mutsagondo 2015:449). Today, universities are competing for space in best practices and are moving away from the academic concept of education to the development of professionals who meet job requirements. On the way, they are still facing new challenges as they strive to build their capacity through structural training and development programmes that are tailor-made to meet the current knowledge and skills requirements (Tsvuura & Mutsagondo 2015:449). Despite of this, there is a need to identify the characteristics of knowledge and skills required by records management personnel that enable them to undertake their duties and responsibilities effectively. Therefore, the curriculum should address the issues of digital records and archives management.

### **1.1 Background to the study**

The phenomenal explosion of digital records creation in state universities is inevitably being compounded by the adoption of e-records and e-governance systems of the 21st century. The birth of the 21st century brings an imminent paradigm shift from paper-based to digital-based records-keeping systems. For instance, the adoption of digital records, regardless of whether born-digital or converted into digital formats has to be managed by professionally trained records managers and archivists. Raja, Yaacob and Yunus (2004) argue that the growing awareness of the need to manage an organisation's records led to the need for qualified records managers, supported by trained records management personnel. In response to this paradigm shift, records managers and archivists move away from being passive recipients of materials to being advocates of the use of records and archives in networked systems. This requires them to acquire appropriate knowledge and skills during their studies. It has been a tradition that other institutions of higher learning, such as polytechnics, have been offering national certificates to higher national diplomas in records management and information science. Such

educational background is no longer adequate to manage highly digitised records and archives in networked environments. For instance, the regulations and syllabus for higher national diploma in records management and information science only covers the basic and introductory concepts of digital records management.

Stoler (2002) calls this paradigm “the archival turn”, signifying an increase in the use of e-records and archives in organisations, universities included. By virtue of their existence, state universities create and receive records in all formats in their business transactions. As a result, they are obliged to ensure that such records are managed professionally in a way that allows them to conduct their business in a consistent and accountable manner. They should also ensure that the rights of stakeholders, government and students are protected through proper management of the records. In addition, they have a legal mandate to identify records with archival value for permanent preservation as they create digital records. Mosweu (2019:110) notes the 21st century as synonymous with the use of sophisticated technologies such as information and communication technologies (ICTs) to create digital records and archives and keep them in virtual storage facilities such as the cloud. This further demanded and called upon records managers and archivists to update their knowledge and skills as the various information systems require to be managed by professionals who have adequate knowledge and skills. Traditionally, in the paper world, it was believed that experience was the ‘best teacher’ where experience possessed was equal to formal qualification and, as such, they considered themselves professionals despite the lack of recognised qualifications. Pember (2003) and Evans (2003) note that it was easier to obtain experience in records management than any other profession. Today, there is a different scenario where digital records and archives management has become a flux discipline due to the constantly evolving technology, changing functions, regulatory requirements and standards that increase the pressure on professionals in the field. This calls for professional records and archives personnel with requisite knowledge and skills to manage such records in the digital era. Today, it is common that digital records management is a more difficult task than paper records management. The problem has been compounded by creating e-records that require more sophisticated interventions, management and preservation. Whether born digital or converted into digital formats, the digital records are threatened by technological obsolescence and physical deterioration in addition to alterations or deletions.

Katuu and Ngoepe (2017:21) bemoan that although the advent of digital records offers the opportunities of multiple access, instant transmission and efficient retrieval using multiple search criteria, such records have not always been managed effectively. Katuu and Ngoepe’s (2017) assertion points to lack of knowledge and skills, and poor infrastructure in most organisations, including state universities. Other authors compounded that the problem of lack of knowledge and skills is attributed to the fact that very few institutions of higher learning offer training in records and archives. For instance, Tsvuura and Mutsagondo (2015) note that out of the 13 state universities in Zimbabwe, only Zimbabwe Open University (ZOU) and National University of Science and Technology (NUST) offer training in records and archives management at graduate, master’s and doctor of philosophy levels. In South Africa, Ngoepe (2008) notes that archives and records management modules at the University of South Africa (UNISA) were encapsulated as an insignificant part of degrees and diplomas in Information Science. As a result, this offering is camouflaged or hidden within information science (Maluleka, Nkwe & Ngoepe 2018:42). This scenario was found

again in Zimbabwe at the Midlands State University where records and archives management modules were offered within the Bachelor of Art in Archaeology and Heritage Studies degree. It cannot be justified that they are training records and archives professionals. However, despite all these developments, state universities continue recruiting personnel who are not trained in records and archives management to manage this critical section of their institutions.

## **2. Research problem**

The adoption of ICTs in state universities brought about a paradigm shift in the creation, receipt and use of records and archives from paper to digital. However, records personnel responsible for managing digital records and archives largely lack the requisite knowledge and skills to manage such resources (Tsvuura 2021). Records personnel often remain a marginal community with some noticeable knowledge and skills gaps in managing the digital records and archives in their institutions. The lack of knowledge and skills resulted in the exclusion of records personnel from fully enjoying the fruits of digital technology. Therefore, this study sought to create and sensitise university authorities to the need to employ professional records and archives personnel with requisite expertise in managing digital records and archives.

## **3. Purpose and objectives of the study**

The major research objective of this study was to analyse the knowledge and skills for managing digital records at selected state universities, to change state universities' recruitment policies and employ qualified records personnel to manage digital records and archives.

## **4. Significance of the study**

The study would help state universities to change their recruitment policies and recruit qualified records management personnel with knowledge and skills for managing digital records and archives. This would guarantee the long-term preservation of such records. The study would also help to change the records and archives curriculum in state universities to include digital records and archives management.

## **5. Literature review**

Generally, it was alluded that there was a lack of knowledge about the ultimate motivation behind creating and keeping records in state universities. This lack of knowledge results in the institutions not valuing the importance of records keeping and the knowledge and skills requirements of those who keep the records. Fredrickson (2002), Katuu (2003) and Menne-Haritz (2004) suggest that archivists and records managers must be trained to equip them with knowledge and skills pertaining to professional techniques of preservation and providing access for digital records and archives. Ngulube (2001) posits that professional training in records and archives is concerned with developing knowledge and skills that are necessary for individuals to live meaningfully and contribute to society in the records and archives profession.

Yusof and Chell (1998) elaborate that professional training in records and archives management is fundamental to developing life-long skills and expertise. Wamukoya (2000) adds that professional training in records and archives management enables personnel to acquire new skills and knowledge, and again confidence in their work.

Ngulube (2001) declares that, “no records and archives personnel worthy their salt can claim to be professionals without the core knowledge of records and archives management training”. Millar (1998) suggests that the training of archivists and records managers must be done due to the changing work practices related to the handling of digital records and archives.

Sanett (2013) adds that professional skills have to include technical proficiency in areas such as encryption, metadata schema coding, and authentication and traditional archiving skills, including cataloguing and classification. Records management has been described as a constantly evolving profession. This has implications for skills and competencies to manage records and training, an ongoing activity for all staff involved in creating records in one way or the other (Nengomasha 2009). Mariani (1999) came up with four reasons for training archivists and records managers:

- To improve job performance in the digital environment
- To gain specific development needs
- To have a better grasp of technical matters related to the handling of digital records
- To facilitate vocational training of digital records and archives management

Perry (2014) reveals that staff members do not have the training and skills needed to carry out digitisation. Ngulube (2001) states that policy and decision-makers from Africa identified finding sufficient human resources to design, install, maintain and use ICTs as one of the threats and challenges to Africa's integration into the global information society. Wamukoya and Mutula (2005) report on a dearth of skills in the management of e-records and emphasise the need for collaboration and partnership in the areas of education and training, continuing professional development and the establishment of centres of excellence in digital records management. Another study by Ngulube and Tafor (2006) revealed the scarcity of skills for managing records, a situation that partly contributed to the poor management of paper records, leading them to query whether governments in sub-Saharan Africa would be able to handle the additional challenges posed by digital records. Pember (2003:194) holds that records professionals must be proficient in transferable employment competencies such as a high level of computer literacy, well-developed communication and interpersonal skills, staff management skills and experience, well-developed teaming skills and a strong customer focus.

Records and archives training programmes worldwide are facing increased pressure from the job market to produce records and archives practitioners that meet the challenges of the rapidly changing job market (Khayundi 2011:62). This rapidly changing environment is necessitated by ICTs that reduced the world into a global village. “Training of records and archives personnel in Zimbabwe is aimed to acquire knowledge and skills at those who want to make a career in the field and is linked to institutions of higher learning, such as colleges and universities” (Tsvuura & Mutsagondo 2015:459). Ngulube (2000) suggests that individuals who want to manage records through their entire life cycle must have specialised knowledge attained through training. However, knowledge and skills acquired at technical and private colleges equip records personnel to work in registries, and those acquired at state universities equip records managers and archivists who are highly needed by the National Archives of Zimbabwe, banks, state universities and other institutions (Tsvuura & Mutsagondo 2015:459).

Pember (2003:194) argues that many records staff simply do not have the knowledge and skills necessary for the required level of records-keeping implementation and practice. Evans (2003) laments that well-paid records managers without professional qualifications prevent staff from undergoing training or discourage them from obtaining qualifications. Evans (2003) believes that those who undergo training or acquire qualifications become a threat. Therefore, Evans (2003) suggests that organisations need to understand the knowledge and skills required for 'best practice' in records and archives management. Despite all these institutions that are providing training in records and archives management, state universities continue employing people without the requisite knowledge and skills to manage records and archives at their institutions. In their study of skills and qualifications of records personnel at the National University of Science and Technology, Dewah and Ndlovu (2013:71) discovered that not even one staff member had a records management qualification. This was echoed by Khumalo and Chigariro (2017:70) that not having qualified records personnel means that university records management resources face the danger of being inaccessible. Many scholars like Chinyemba and Ngulube (2005), Uwaifo (2004) and Ugwunze (1992) emphasise that records management had little prospects of success, unless the services of trained personnel were employed.

## 6. Methodology

A mixed methods research design was used to identify the specific knowledge and skills required in records and archives management. It was used to identify and specify the conditions under which gaps in training were explored. The goal of using this research design was to cluster the knowledge and skills of and improve how the gaps could be bridged. From this method, it was clear that the current records management practices of digital records and archives management require records personnel to possess a diverse range of records-keeping knowledge, experience and hands-on skills. Pember (2003:194) holds that "records professionals must be proficient in transferable employment competencies such as a high level of computer literacy, well-developed communication and interpersonal skills, staff management skills and experience, well developed teaming skills and a strong customer focus." The study was interested in knowing which personnel were responsible for the management of records and archives at the selected state universities. Qualified personnel in records and archives management ensure that work is done efficiently and professionally. Thus, the digitisation of records and archives requires training in records and archives management and technical skills in computer technology. Questionnaires were used to gather data from the 32 respondents chosen from the two selected state universities: Zimbabwe Open University (ZOU) and Harare Institute of Technology (HIT).

Table 1 below indicates the response rate by university. Twenty (63%) respondents were from ZOU while 12 (37%) were from HIT. The study revealed that there were no designated personnel responsible for the management of records and archives at HIT. In their study at the University of KwaZulu-Natal, Chinyemba and Ngulube (2005) noted a distributed system of managing records with no central authority responsible for the records management function.

**Table 1: Response rate by university**

Name of university	Number of respondents	Percentage
ZOU	20	63
HIT	12	37
Total	32	100

## 7. Findings and discussion

The respondents were asked to indicate their qualifications to ascertain if they were well qualified or had knowledge and skills for managing records and archives in general and digital records in particular. Twenty (63%) indicated that they had a degree, 8 (25%) had a master's degree, while 4 (12%) did not indicate their qualifications. This implies that most of the respondents were first degree holders. However, of the 20 (63%), only 7 (35%) had a degree in records and archives management. The statistics indicated that most personnel were not qualified in records and archives management. Table 2 below indicates how they responded.

**Table 2: Qualifications of respondents (N= 32)**

Highest qualification	Number of respondents	Percentage
Degree	20	63
Master's degree	8	25
Other: specify	4	12
Total	32	100

Wamukoya (2000), Ugwunze (1992) and Ngoepe and Keakopa (2011) hold that education and training in the field of records and archives management is important because it imparts new knowledge and skills and gives confidence to personnel in such positions. Mutsagondo and Ngulube (2018) hold that qualified records officers are those with national certificates, national diplomas and bachelor's degrees in records and archives management; those with ordinary and advanced level qualifications as well as non-records management qualifications and degrees are not professionally qualified to work in records management areas. This finding also resonates well with Mutsagondo and Ngulube (2018) who hold that most records managers only have rudimentary knowledge of information technology and could not make informed decisions about coordinating information technology and records management. Having a relevant first degree or any higher qualification in the field of records and archives is a tremendous asset which helps one to stand out to potential employers, hence, the risk of leaving state universities for greener pastures is high. This qualification helps them to appreciate and understand the importance of managing records for long-term accessibility; hence, many organisations might require it. It is important to note that every organisation in this world creates records and wants someone qualified to manage them. Ngulube (2000) notes that those who manage records in the public sector do not

have requisite qualifications, which implies that the digitisation of records and archives was being done by personnel who were not qualified in the discipline of records and archives management. Mutsagondo and Ngulube (2018) noted anomalies among personnel who managed digital records and archives. In their studies, Mutsagondo and Ngulube (2018) and Tsvuura and Mutsagondo (2015) noted that some officers who managed records were not qualified. Kalusopa (2011) observes that records were generally managed by junior and lowly qualified staff. This finding agrees with Mutsagondo and Ngulube (2018) who observed an array of records officers managing digital records, but not qualified in records and archives management; as such, they lacked competencies to manage these records professionally and adequately. In Botswana, Mampe and Kalusopa (2012) observed that only 33.3 percent of records staff had some form of training in records management and not necessarily in e-records management. The skills gap in digital records management prevents many public sector departments from successfully managing e-records in accordance with international best practices (Mutsagondo & Ngulube 2018).

At the University of KwaZulu-Natal, Chinyemba and Ngulube (2005) observed that 8.3 percent of the records personnel had qualifications in records management. It is evident from the results that the state universities lacked personnel with formal qualifications in records and archives management. Luyombya (2010) in Uganda and Matangira (2016) in Zimbabwe both hold that public sector management looks down on the records management function and, as such, they have developed a habit of hiring anyone as records officers regardless of training and regardless of availability of trained and qualified records personnel in their countries. Mutsagondo and Ngulube (2018) note some cases where truant and incompetent officers were transferred from other sections to the records sections as a form of punishment. This gives the impression that the records sections were dumping grounds for social misfits and incompetent workers (Mutsagondo & Ngulube, 2018). Lessons learnt from other universities outside Zimbabwe, such as the University of KwaZulu-Natal (Chinyemba & Ngulube 2005), showed that some universities do have positions of university archivist to take charge of the university's memory and evidence. Surprisingly, no state university in Zimbabwe has a position of archivist in its structures (Tsvuura 2021). There are no archivists to take care of memory and evidence of all business transactions, but have positions of university librarians at the top echelon of their structures to take care of library resources for students. Library resources are secondary sources that can easily be found when lost, unlike records and archives that are primary sources and are lost forever. This is food for thought for state universities as they move into the future. In his study of universities in Nigeria, Asogwa (2012) discovered that there were no officers for setting standards for digital records as the universities did not have positions for university archivists to support and keep evidence of their business transactions. Archivists are professional and qualified personnel who ensure work is carried out efficiently and professionally. The archival profession is as old as humanity because of the need to remember organisations, governments and societies.

## 8. Discussions

The study's objective was to analyse the knowledge and skills among records personnel at the two state universities. Netshakhuma (2016) holds that managing digital records is a new challenge that requires technical skills and knowledge. There is no doubt that the levels of skills and competences for managing digital records and archives cannot be overemphasised. However, Wamukoya and Lowry (2016) hold that there is general



lack of expertise in the field of digital records management as organisations invest in purchasing information technology and not in training records personnel. It is a fact that digital records management imposes heavy responsibilities on records and archives personnel. This demands the state universities to employ qualified records personnel for the success of the digital records management programmes. Records managers and archivists are the sole professionals in the field of records and archives management and as such are the contributors to the well-being of the digital recordkeeping. “Managing digital records and archives requires the employment of qualified records managers and archivists with high levels of expertise in records and archives management” (Netshakhuma 2016).

Findings from the study revealed that there were mixtures of qualified and unqualified records personnel at the two state universities who were all responsible for creating and managing digitised records and archives. The findings implied that records personnel responsible for creating and managing digital records were not specifically trained to use the digitised systems and equipment. This meant that they lacked the professional training and skills to effectively manage digitised records and archives. The interpretation of this finding is that even though the state universities have a variety of personnel working in their records offices, some lacked technical skills and experiences to manage digital records. Chinyemba and Ngulube (2005) at the University of KwaZulu-Natal revealed that the university had no records personnel with formal qualifications in records and archives management. Tsvuura and Mutsagondo (2015) decry the common practice in provincial and district public offices in Zimbabwe where a number of officers managing records were not trained in records management. Nengomasha (2013) found cases where records management officers had no skills to use computers in Namibia. The lack of adequate skills and expertise has been cited globally as a challenge to achieving effective digital records management (Ambira 2016). Johare (2006) cites lack of adequate knowledge and skills in digital records management as a key challenge. Ambira (2016) states that skills and expertise have a profound impact on the overall status of management e-records in the various ministries in Kenya. Kemoni and Wamukoya, (2001) also lament that lack of skills and expertise in e-records management is a major impediment to effective management of records. Wato (2006) also observed that lack of skills in managing e-records was the leading challenge, followed by lack of clear policies on digital records. Sigauke and Chabikwa (2012) hold that it is important to have technical skills to make a success of the management of digital records and oversee digitisation programmes over time. Wamukoya and Mutula (2005) argue that challenges brought about by the introduction of new technologies in digital records management require that records and archives management staff be equipped with new skills and competencies through training and retraining to enable them to sufficiently and effectively operate in electronic environments. They emphasise that the move to information technology created new skill requirements that need to be addressed urgently if the East and Southern African nations are to protect and preserve the records they require as evidence for their operations and to protect their citizens’ rights and entitlements.

Wamukoya & Mutula (2005) reveal that staff competencies, skills and tools needed to manage records in general and digital records in particular have not been adequately developed in many public sector organisations in the Eastern and Southern Africa Regional Branch of the International Council on Archives (ESARBICA) countries. However, the authors bemoan that digital records management was severely under-

resourced in ESARBICA, resulting in inadequate capacity and skills gaps. In a study they conducted on e-records management in the ESARBICA region, Wamukoya and Mutula (2005) revealed various competencies and skills required from staff working in a digital or electronic environment, such as records management skills, technological skills, managerial skills and project management skills. Other relevant skills include abilities to create, capture, classify, index, store, retrieve, track, appraise, preserve and dispose of digitised records. These skills are necessary for every records staff member for competent and effective digital records and archives management. Ngulube (2001) notes that records management practices hinge on records managers having necessary skills and knowledge to deal with the records at every stage of their use. Studies by Nengomasha (2009), Ngulube and Tafor (2006), Wamukoya and Mutula (2005) indicated that records management work was still done by unqualified personnel in many institutions, resulting in poor records-keeping practices. Ngulube (2001) argues that no records manager and archivist worth their salt can claim to be professionals without the core knowledge of records and archives management training. Chaterera (2013) maintains that the quality of any records management programme is directly linked to the quality of records personnel involved. Mazikana (1998) bemoans a situation where records were managed by lower level staff, for example, personnel with only four years' secondary education, a situation that gave the records profession low profile and misguided allocation of resources. Ngulube (2001) propounds that in the past, poor records management systems have been blamed for uninformed decision-making processes, dubious policies, poor governance, destruction of corporate and societal documentary memory, and failure to verify actions and performance of organisations. The findings provided evidence that knowledge and skills are key to efficiency, effectiveness and continuity in managing digital records and archives. Wamukoya (2000) outlines the importance of education and training in records and archives management in terms of enabling personnel to acquire new skills and knowledge as well as confidence in their work. Tsvuura and Mutsagondo (2015) articulate that training of records and archives personnel in Zimbabwe is aimed at those who want to make a career in the field, while it is also linked to institutions of higher learning, such as colleges and universities. Tsvuura and Mutsagondo (2015) emphasise that institutions must identify the characteristics of knowledge and skills required by individual trainees that enable them to undertake their duties and responsibilities effectively.

The lack of training and skills results in resistance to change, as users lack trust in the use of digital records and archives. Findings by Katuu (2004) in Commonwealth countries indicated that the problems faced in the management of digital records included lack of knowledgeable and adequately trained personnel to handle digitised records, high staff turnover, lack of adequate funding for the human and physical resources required to establish and maintain the programmes, lack of ICT legislation and/or lack of adequate integration of legislation with national archival legislation, technological obsolescence, fragility of storage media, the ability to alter or delete information without trace and the need to preserve a lot more contextual information than the record itself. All these require the services of personnel with knowledge and skills in managing digital records and archives. Perry (2014) warns that using staff who have not been formally educated in digital records and archiving comes with risks. "The major problem of managing digital records is the lack of technical-know-how, as personnel needs to be subjected to a series of training before they are able to pick up on the technology involved" (Fabunmi, Paris & Fabunmi 2006). On the same note, Mutula

(2003) opines that apart from inadequate funding to train archivists in Africa, training of archivists in digital and preservation of e-records creates a herculean problem. Asproth (2005) notes the disproportion between possibilities of technology and the abilities of records personnel to manage digital records.

## 9. Conclusion and recommendations

The study implies that state universities still employ records and archives personnel who are not trained, although institutions of higher learning, including polytechnics and universities, are offering records and archives training programmes and churn out hundreds of records and archives professionals each year. The knowledge and skills of records personnel were necessary, as digital records and archives management requires experts who are well versed with the technological trends and the impact of digital records-keeping to their institutions. It was evident from the findings that some personnel managing digital records in both state universities lacked professional training, knowledge, skills and competences. In this regard, the study recommends that state universities should have personnel with knowledge and skills to ensure that digital records-keeping systems within the universities are functional and working. The study further recommends that state universities should institute and implement training programmes for knowledge and skills to all personnel responsible for creating and handling digital records. This would give records personnel the required skills and knowledge to manage both digital and paper-based records and archives and assist the state universities in holding records personnel accountable for the records management actions and activities. Therefore, the study further recommends that state universities should change their recruitment policies and employ qualified records and archives management personnel to manage records in this digital era.

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