Abstract
Purpose – The study aims to present a hermeneutic literature review on records management practices in institutions of higher education in Africa to inform a prevailing records management phenomenon.
Design/methodology/approach – The review was underpinned by the hermeneutic approach as adapted from Boell and Cecez-Kecmanovic (2014). It was further guided by a qualitative analysis to underscore a critical assessment and development of themes in the study.
Findings – This process found that the management of records in Sub-Saharan African higher education is evident, but is overwhelmed by many factors. Hence, the study recommends the formulation and implementation of records management tools to guide and spur records management practices in African higher education.
Originality/value – The study operationalizes the hermeneutic approach in the records management practice.
Keywords Records management, Higher education, Hermeneutics, Africa

Introduction
Worldwide, records are regarded as a resourceful tool to catalyze business undertakings. With the prolific production of records aided by sophisticated information communication and technologies (ICTs), their proper management is becoming one of the core functions in higher education (Chorley, 2017; Moloi and Mutula, 2007; Onwudebelu et al., 2013). Universities generate a broad range of records on a daily basis. Various departments create and use records to document their activities. Therefore, institutions of higher education need a robust and meticulous records management practice and system to successfully manage records throughout their lifecycle. The increase in students’ enrolment and additional programs of study is a recipe for the creation of a plethora of records by any institution of higher learning within a short period. This calls for proper records management to protect institutional records from permanent loss (Brooks, 2018; Khumalo and Chigariro, 2016). The objective of this review is to present hindsight of the status of records management practices in institutions of higher education in Africa. The review highlights studies from East, West,
Central and Southern Africa to understand the homogeneous implication of the state of records management practices in the institutions of higher education in Sub-Saharan Africa.

**The concept of records management practices**

Records are summarily defined as “information created, received, and maintained by an organization as evidence of pursuance of legal obligations or business transactions” (International Standard Organisation (ISO),1: 2016). Records management is the:

Efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records (ISO, 15489-1: 2016).

In the modern era, most business transactions are done electronically prompting electronic or digital records management practices. The success of records management is practically hinged on its best practices. The record management practices such as records recreation/capture, records classification, records storage, records preservation, records security and records disposal are the key elements in managing records (Alegbeleye and Chilaka, 2019; Silic and Back, 2014). These records management practices or processes help to foster pillars of sound governance, including transparency and accountability of business undertakings, compliance with statutory and legal demands and also promote efficiency in business operations (Evans *et al.*, 2019; Khumalo and Chigariro, 2016; Wamukoya and Mutula, 2005).

**The concept of the institution of higher education**

As regards the concept of an institution of higher education, it encapsulates a university, college or any other accredited institution that offers post-secondary-level academic instruction, leading to an award of a diploma, degree or special academic recognition (Cornell, 2022). This concept is familiar and used interchangeably with the “institution of higher learning.” Studies are replete with synonyms such as university and college in reference to institutions of higher education. However, this review adopts the concept of the institution of higher education.

**Records management practices in Africa**

Developing and lower middle-status African economies suggest that institutions of higher education in Africa are grappling to embrace records management practices and initiatives, which require considerable financial investments (Asogwa, 2012; Mohammed *et al.*, 2018). To address this potential setback, a number of studies in the records management domain set out to assess the challenges impeding records management practices or electronic readiness of the institutions of higher education in Africa. Thus, the following empirical studies exemplify the status of records management practices in Africa:

- **Adamu (2016)**, “Management of electronic records in federal universities in the North West States of Nigeria”;
- **Asogwa (2012)**, “The challenge of managing electronic records in developing countries: Implications for records managers in Sub Saharan Africa”;
- **Asogwa (2013)**, “The readiness of universities in managing electronic records: A study of three Federal Universities in Nigeria”; and
- **Azameti and Adjei (2013)**, “Challenges in academic records management in tertiary institutions in Ghana.”

The findings of these studies account for a deficiency of records management practices in Africa.
Context of the study
The study aims to present a hermeneutic literature on records management practices in institutions of higher education in Africa. Based on the available studies, the review focuses on the findings of studies on records management practices undertaken in institutions of higher education in Sub-Saharan Africa, including Anglophone West Africa, East Africa, Central Africa and Southern Africa. Although studies on records management in the 21st century are biased toward e-records management or digital records management, a paperless office is merely fancied in the face of increasingly predominant paper records in offices (Phiri and Tough, 2017). It is against this backdrop that this review focuses on a hybrid-record domain. Hence, studies that cover paper-based and digital records management practices in African institutions of higher education were reviewed and included in the study.

Research questions
The scope of the study is defined and addressed by the following specific research questions:

- **RQ1.** What are the types of records created or received?
- **RQ2.** How are records managed from creation to disposition?
- **RQ3.** What are the factors that frustrate records management practices?

Methodology
The literature review was underpinned by the succinct stages of the hermeneutic approach (see Figure 1), which are similar to the systematic literature review.

![Figure 1. The hermeneutic approach](image-url)

**Source:** Adapted from Boell and Cecez-Kecmanovic (2014)
The hermeneutic framework for literature review explains two major circles: the search and acquisition circle and the wider analysis and interpretation circle, which are mutually intertwined (Boell and Cecez-Kecmanovic, 2014). Based on the hermeneutic perspective, initial ideas, questions or a research problem often inform the initial stage of the literature review. To thoroughly comprehend a topical issue, the researcher enters the initial circle for literature searching, sorting, selecting sources and acquiring of records articles of relevance. After the sources of the topic have been acquired, they are carefully read to develop a clear conceptualization of the topic (Smythe and Spence, 2012; Maliwichi et al., 2021). Through interaction with the themes of records management, new literature sources of interest are identified, and search strategies are refined (Boell and Cecez-Kecmanovic, 2014). Furthermore, the researchers transition into the second circle of analysis and interpretation through reading. The second circle evolves mapping and classification, critical assessment, argument development and research problem/question reformulation. Therefore, articles with similar themes were mapped and classified together. The relevance and content of these classified record articles were critically evaluated on whether they adequately addressed the research questions at hand or not. It also involved analyzing a robust research design and other outlined inclusion criteria for selecting articles. Thereafter, the related record themes were synthesized to develop arguments and implications of the study. This entails discussing emerging themes to understand trends in records management or signify the study phenomenon. From this review, research gaps and limitations were finally identified within the African higher education context and proposed as areas of future work. The hermeneutic literature is unstructured and flexible, thereby allowing the identification of evidence through snowballing and citation tracking (Maliwichi et al., 2021). It also enables the researcher to move from a general to a more specific search to identify relevant literature (Smythe and Spence, 2012). In this study, hermeneutic literature endeavored to report on records management practices in institutions of higher education in Africa. It used key search items such as records, records management, record management practices and Africa. The Boolean operators, mainly: AND, + were used to filter the literature search process. This search process identified 212 records relating to the topic under review.

The study was further guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA), as shown in Figure 2, which outlines the criteria for inclusion and exclusion of the literature to report only relevant and informative literature on the study phenomenon. The PRISMA has guided a limited number of studies in the information science domain. For instance, Gama et al. (2022) used PRISMA in their study on electronic learning benefits and challenges in Malawi’s higher education. In addition, studies such as Kelly (2016) on hermeneutics and information science explain the methodological applicability of hermeneutics in information science. However, the researchers were unsuccessful in finding any records management study underpinned by both the hermeneutic approach and PRISMA. Therefore, the use of these two in the records studies in higher education underscores the methodological or theoretical rigor of conducting a literature review. The parameters for including the literature were: records management studies that covered the three research questions that guided this study, studies not older than 2005, peer-reviewed studies that focused on institutions of higher education in Africa and strictly publications from Sub-Saharan and Anglophone countries. Further, the review considered only studies with empirical perspectives. From the screening process, only 40 eligible records were included and informed the review. The review used qualitative techniques in the critical assessment and argument development of the types of records and records management practices. The literature was mainly informed by journal articles from databases such as Emerald, Sage, Taylor and Francis, Science Direct and African Journal
Online. The search terms included: records, records management, records management practices and institutions of higher learning or education. Synonyms for institutions of higher learning were also explored, namely, universities and academic institutions. The findings of this paper were analyzed thematically in line with the specific study objectives.

**Findings and discussion**

The argumentative development of the hermeneutic review is in line with the three specific objectives in the subsequent sections.

**Types of records created or received in institutions of higher education in Africa**

The study has summarized the types of records created or received in the institutions of higher education across Sub-Saharan Africa as presented in Table 1. These records serve a significant role for the institutions of higher education as a yardstick of transparency and accountability of business transactions. Besides, they act as references for litigation and compliance purposes. The following are some of the records created or received in institutions of higher education in Sub-Saharan Africa as shown in Table 1.

In East Africa, a qualitative study conducted by Luyombya and Ndagire (2020) investigated records management procedures and service delivery at the Islamic University in Uganda. The findings of the study revealed that the private university generated records...
in the categories of correspondence, students’ grades, policies, minutes of meetings, reports, contracts and equipment documents. Apart from that, a case study conducted by Musembe (2016) focused on Moi University, one of the public universities in Kenya, to establish how records management can be used to support the business function of the institution. The study reported that the records generated by the university are personal records of employment, student welfare, performance and disciplinary issues; students’ records such as population, student welfare, performance and disciplinary issues; administrative records, financial records such as research funds, grants, budgetary information, salary payments, statements of accounts, fees payments, reports and expenditure receipts; architectural records such as building plans and maps; internal–external audit reports; committee records such as minutes; and records collaborations and memorandum of understandings.

In Southern Africa, similar findings were reported in a qualitative study done by Phiri and Tough (2017). The study targeted six Sub-Saharan African universities, including the University of Cape Town, the University of the Western Cape, the University of Johannesburg, the University of Witwatersrand, the University of Malawi and Mzuzu University. It focused on managing university records and documents in the world of governance, audit and risk. The findings revealed that records such as communications within universities, admission records, student assessment records and financial and human resource records were routinely generated by the six aforementioned universities. Precisely, the list of the records type aligned with the results of a mixed-method study conducted at MZUNI by Chawinga et al. (2016). The results stated the following records produced at MZUNI: academic records, program records, staff records, student records, project records, financial records, meeting minutes, memos, correspondence, student grades and dissertations.

In West Africa, a case study conducted by Akuffo and Adams (2016) examined records management practices at the Trinity Theological Seminary (TTS) in Ghana. The findings reported records relating to functions performed in the offices. The following record types are listed:

<table>
<thead>
<tr>
<th>Types of records</th>
<th>Record management studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence</td>
<td>Case study by Akuffo and Adams (2016) in Ghana; a case study by Luyombya and Ndagire (2020) in Uganda; Onwudebelu et al. (2013) in Nigeria; a mixed-method study by Chawinga et al. (2016) in Malawi</td>
</tr>
<tr>
<td>Students’ grades</td>
<td>A qualitative study by Dano and Ibrahim (2021) in Nigeria; a case study by Luyombya and Ndagire in Uganda (2020); a qualitative study by Phiri and Tough (2017) in South Africa and Malawi; a mixed-method study by Chawinga et al. (2016) in Malawi</td>
</tr>
<tr>
<td>Minutes of meetings</td>
<td>Case study Akuffo and Adams (2016) in Ghana; a case study by Luyombya and Ndagire (2020) in Uganda; a case study by Musembe (2016) in Kenya</td>
</tr>
<tr>
<td>Mails</td>
<td>A quantitative study by Unegbu and Adenike (2013) in Nigeria; a case study by Musembe (2016) in Kenya; a mixed method by Chawinga et al. (2016) in Malawi</td>
</tr>
</tbody>
</table>

**Source:** By authors

**Table 1.** Types of records in institutions of higher education in Africa
memoranda;
invitations;
general correspondences;
personnel records;
academic records such as transcripts;
certificates; and
students’ progress reports.

Other records include policy files, circulation registers, books, letters of attestation, letters of recommendation, letters of admission, annual reports, minutes of meetings, a program of activity, financial records such as payroll records, banking records, invoices, receipt books, payments vouchers, ledger cards and general ledgers.

From the review, it is clear that similar records are produced in all the regions of Sub-Saharan Africa. As shown in Table 1, the most produced records in the institutions of higher education in Sub-Saharan Africa are policies, reports, correspondences, students’ grades, minutes of meetings and mail. Due to the increased use of ICTs, the proliferation of digital records and paper records is largely evident in busy institutions such as universities. Most records produced in institutions of higher education are common because universities’ business objectives, functions and activities are similar. Despite the similarities of the records across the institutions of higher education in Africa, the vitality of the records depends on how those records are properly managed. It is therefore imperative that considerable attention should be directed toward managing records generated in the institutions of higher education to accrue competitive advantage through informed strategic decisions.

Creation, capturing, maintenance and disposal/archival of records in institutions of higher education in Africa
Records management practices are the determinants of robust records management in any institution. Records management processes/practices institutionalize efficient and effective recordkeeping systems. Under this theme, the study intends to find out the processes of records management in institutions of higher education, namely, the creation, capturing, maintenance and disposal of records.

Records creation
Regarding records creation, the literature shows that most records are created through Word-processed documents and spreadsheets, and also through creating and transmitting emails, creating memoranda, and entering data into databases. In West Africa, a review and critical assessment of a descriptive study by Abdulrahman (2015) that examined the management of records for the effective administration of five universities in North Central Nigeria established that records creation was done manually. Further, a mixed-method study by Asogwa (2012) that investigated the readiness of universities in managing e-records in Nigeria targeted the University of Abuja, University of Ife and University of Nigeria recommended the provision of sustainable ICT infrastructure to effectively create and manage e-records in the universities. Similarly, a quantitative study by Ayanda et al. (2020) ascertained records management practices in research institutes in South West Nigeria and found that records were created through computer packages such as Word, Excel and emails. The study also established that there were no automated systems for
creating records in most of the research institutes in Nigeria. In Eastern Africa, a qualitative study by Nasieku et al. (2011) determined the management of e-records at Moi University in Kenya and noted that the university embraced and used computers as a critical tool for creating records.

Mostly, the creation of records is fast-tracked and proliferated with the use of computers or laptops. Likewise, the ever-increasing role of ICTs in academic functions has potentially leapfrogged the rate of record production in universities world-over (Abdulrahman, 2015; Kalusopa, 2016). The review establishes that institutions of higher education in Africa have embraced computer technologies for creating records. Fortunately, most of these technologies are embedded with additional facilities to manage the records soon after their production.

**Records capturing**
The hermeneutic literature reveals that institutions of higher education in Africa used basic and common technologies such as computers for capturing records. In Eastern Africa, the review was informed by a case study undertaken by Luyombya and Ndagire (2020), which investigated records management procedures and service delivery at the Islamic University in Uganda. It reported that the creation of records did not follow any procedure for capturing records; hence, some files or records were eventually lost. On the other hand, in Southern Africa, a multi-case study by Phiri and Tough (2017) that inquired about managing university records in the world of governance established that universities in South Africa and Malawi developed digital repositories to capture digital records. The study further found that the Universities of Western Cape and Johannesburg followed records management standards to capture records and metadata. In the same vein, a study done by Keakopa (2007) that examined electronic records management in Botswana established that records were being captured mainly to support the day-to-day business of the university. To this end, it is exceedingly difficult to trace and manage records that are not captured in the university recordkeeping systems. Most of the records captured with Microsoft Office are isolated from other records placed in a different or remote computer. Consequently, the disintegrated capturing of records in institutions of higher education implies a lack of evidence and discontinuity of business activities.

**Records maintenance**
This involves a broad records management process and mainly involves storage, classification, security and retention of records.

**Records storage**
The findings from the studies on records storage revealed that most staff members in the institutions of higher education in Central and Southern Africa kept their personal and institutional records on desktop computers or laptops hard files, file cabinets and archives. For instance, a mixed-method study by Chawinga et al. (2016) in Malawi established that Mzuzu University (MZUNI) staff used computers, hard files and file cabinets among others to keep their records. Similarly, a qualitative study by Phiri and Tough (2017) in South Africa and Malawi revealed that records were stored in computers, shelves, files and cabinets. The findings also established that huge files of university records were kept on the shelves of the offices of senior management staff.

As regards storage units, a mixed-method study by Momoti and King (2019) that investigated a records management model for the University of Western Cape (UWC) in South Africa found that the UWC had a records storage unit that worked closely with other
UWC units. Besides, a qualitative study by Netshakhuma (2019) in South Africa that sought to establish preservation strategies for students’ affairs records at the University of Venda in South Africa found that the University had established archives or records storage unit within the library but lacked preservation strategies to manage the records in the storage unit. This implies that apart from the records storage unit, there should be other records guidelines as regards record management.

The storage of records constitutes the proper organization of records. However, the review established that most institutions of higher education in Africa lacked preservation strategies, including the absence of records storage centers to facilitate the storage and archival of records. Unfortunately, institutional records that are not properly stored are difficult to get traced and may eventually get lost.

**Records security**

The findings from the review show that studies in institutions of higher education in West and East Africa had inadequate security measures for records and recordkeeping systems. For instance, in West Africa, a quantitative study by Egwunyenga (2017) examined the associated problems and management options of recordkeeping among universities in the South Geo-Political Zone of Nigeria. The study found improper security of records as one of the outstanding challenges that required urgent rectification. The improper security of records included aspects of unavailability of a disaster recovery plan, lack of records backup systems and lack of proper storage facilities as reflected in the findings of the present study. In Eastern Africa, a descriptive study by Nwaomah (2017) to find out records management practices at the Adventist University of Africa in Kenya established that there was inadequate proper security of records, which, consequently, affected the records management practices in the university. Security is a key aspect of recordkeeping that guarantees the longevity of the records’ life span. The absence or the inadequacy of strong security of records threatens the availability and accessibility of records over time. As such, this review is a clear pointer that records in institutions of higher learning in Africa are at risk of loss and being tampered with.

**Records classification**

The hermeneutic literature further established that most institutions of higher education in Africa use the following records classification systems: subject-specific, general to specific and numbering and alphabetization to organize the records for accessibility and retrieval. In West Africa, the review was based on a descriptive study by Abdulrahman (2015), which assessed the management of records for the effective administration of five universities in North Central Nigeria. It established that alphabetical and subject-filling systems were the two major filing systems being used. Similarly, a case study by Akuffo and Adams (2016) that examined records management practices at the TTS in Ghana, also established that the TTS used the alphabetical classification system, but records on the shelves were filed by subject matter. A mixed-method study by Seniwoliba et al. (2017) in Ghana aimed at creating and enhancing awareness among staff of the University of Development Studies (UDS) on the fundamental role of effective records management in fulfilling the institution’s mandate, established that the filing of records enhanced their access and retrieval.

In Eastern Africa, a case study by Musembe (2016) focused on Moi University, one of the public universities in Kenya to establish how records management can be used to support the business function of the institution in Kenya and found that the university used a subject-based classification scheme. In addition, a descriptive study by Nwaomah (2017) investigated records information management practices in a faith-based university in Kenya and reported on the availability of classification systems to ease the retrieval of records at the institution.
In Southern and Central Africa, a qualitative study by Phiri and Tough (2017) in South Africa and Malawi pinpointed that there were no formal classification systems of records. Instead, classifications of records were done on a departmental basis. The results of the study strongly suggested that institutions of higher education in Africa face similar challenges that are recurrent in records management practices.

The lack of a unified records classification system could be a recipe for the disorganization of university records. This could lead to the inaccessibility and loss of records, eventually. The use of records classification systems helps to prevent the loss of records and ensures easy and quick access to records (Aziz, 2013). Based on this review, it is evident that the classification of records as a practice is generally implemented albeit with some challenges in institutions of higher education in Africa. This makes it easier to access and retrieve the records on time, thereby satisfying the service delivery in African higher education.

**Records retention and disposal**

Records retention and disposal is another notable records management practice within the realm of records management. It is a policy document that provides guidelines on regulations and best practices regarding the retention of, and final disposal of records (Aziz, 2013). It is an essential document because it guides decisions on records management. The hermeneutic review reported a lack of records retention and disposal schedules in institutions of higher education in Sub-Saharan Africa. For instance, qualitative studies by Nengomasha (2013) in Sub-Saharan Africa, and by Netshakhuma (2019) in South Africa reported a lack of records disposal schedules to facilitate the deletion, destruction or archival of records. The absence of retention and disposal guidelines poses potential risks of losing valuable records at the institution. The study has exposed fundamental gaps in records management due to an apparent lack of retention and disposal schedules in most of the institutions of higher education in Africa.

**Factors frustrating records management practices in institutions of higher education**

The study further reviewed the literature on factors that hinder records management practices in institutions of higher education in Africa. The study uncovered key factors such as top management commitment, technical and human expertise, ICT infrastructure, legislative guidelines, finances and records management policy, which play a crucial role in the implementation of records management practices. Unfortunately, most studies in the record domain in institutions of higher education in Africa reported the unavailability or inadequacy of the aforementioned factors in the academic institutions. For instance, a mixed-method study done by Asogwa (2012) targeted three federal universities in Nigeria. It assessed the readiness of the universities in managing electronic records. The study found that the sampled universities in Nigeria were not ready to manage digital records due to weak legislative and organizational structures. Similarly, a qualitative study conducted by Adamu (2016) examined the possibility of a framework for the effective management of e-records in the five universities in the North-West States of Nigeria. It reported myriad factors derailing the progress of records management practices in the universities, including the lack of policy framework for e-records, the absence of standardized and harmonized procedures among the staff for the management of e-records, the inadequacy of required competencies, inadequate training and retraining for the staff. Other factors are the challenges such as external hackers into the e-records database, power supply, poor management and administrative commitment.
In Ghana, study findings on factors that influence records management are also prevalent. For instance, a case study by Ameyaw and Frempong-Kore (2021) was done to ascertain records management practices at the Ghana Communications Technology University. The findings revealed challenges facing records management in the admissions and records offices as follows: lack of adequate staff, absence of periodic training, lack of policy to guide records management and the inability of students to furnish the admission office with the needed information.

In South Africa, a glimpse of factors influencing records management practices is highlighted in a mixed-method study undertaken by Coetzer and Roux (2012), which investigated the status of records management at the University of Zululand. The findings enlisted the factors frustrating the management of records at the university. Among the list were factors such as lack of records policy, lack of formal records management system, lack of qualified records management practitioners and lack of proper skills training in records management.

In Malawi, a mixed-method study undertaken by Chawinga et al. (2016) investigated the power of records at MZUNI and unearthed challenges curtailing prospects of successful records management practices at the institution. The factors such as inadequate and untrained staff to manage records and lack of records management procedures/guidelines were singled out as prominent barriers to sound records management practices at MZUNI.

The studies conclude that such an unsupportive records environment derails or deters the implementation of records management practices (Asogwa, 2012; Azameti and Adjei, 2013; Chaputula, 2022; Coetzer and Roux, 2012; Dano and Ibrahim, 2021; Frimpong et al., 2018; Galala and Yusof, 2013; Masenya, 2020; Musembe, 2016; Phiri and Tough, 2017).

The implication of the study
The similarity of the types of records in the institutions of higher education across the regions of Sub-Saharan Africa is a clear indication of shared aspirations, core functions and business activities among the institutions of higher education in Africa and the world over. In practice, records managers may learn from counterparts on how best records should be managed.

On records management practices, the review reported the inadequacy of recordkeeping practices. The records management practices such as records creation, capture, maintenance, retention and disposal were noted across the regions of Sub-Saharan Africa. However, these practices are riddled with many constraints such as a lack of management support and a lack of recordkeeping policies. This suggests that there must be close coordination between records managers and the management team for the management team to finance records management activities and plans.

As for factors militating records management practices, the knowledge of these factors may help records managers to design and develop responsive and suitable records management policies and plans to successfully address gaps in records management practices. Furthermore, records professionals must devote research efforts to developing models or frameworks to improve records management practices. These models should be disseminated through research output for the benefit of records managers in institutions of higher education in Africa and beyond.

Conclusion
From the hermeneutic review perspective, records management in African developing countries remains unrealized and underutilized. Most of the records management practices such as capturing, organizing, retention and security of records are not fully implemented in the Sub-Saharan African institutions of higher education. Consequently, African higher education risks losing vital records, which are a benchmark for strategic decision-making. This also has far-reaching consequences on business competitiveness both in the public and
private sectors. Additionally, the hermeneutic review aggregated factors that burden records management in the institutions of higher education in Africa. The underlining discovery was that the record domain in these institutions is overwhelmed by a litany of factors negating the progress of records management practices. For instance, the lack of a records management policy and the unavailability of records experts are some of the problems that emerged from the study. Based on the findings of the study, the following recommendations could be necessary. First, formulation of a records management policy in higher education that will guide effective records management practices. Second, African universities should consider recruiting and retraining qualified records staff to manage complex records management demands in the digital space.

References


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