

**A STUDY OF THE UNDERGRADUATE RECORDS MANAGEMENT  
CURRICULUM AND THE LABOUR MARKET IN KENYA: A CASE OF  
MOI AND KENYATTA UNIVERSITIES**

**SILAS OKOTH MAGAWI**

**BSc. (TUK)**

**Reg. No.:AIIU/09509P/2017**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the  
Degree of Master of Science in Information and Knowledge Management**

**in**

**the School of Information and Communication Studies**

**of**

**The Technical University of Kenya**

**(April 2022)**

**DECLARATION**

I declare that this dissertation is my original work, and as far as I am aware, it has not been presented for the award of a degree in any university.

**STUDENT**

Signature..... Date.....

**SILAS OKOTH MAGAWI**

**REG NO:AIIU/09509P/2017**

This dissertation has been submitted with our approval as university supervisors for the degree of MSc. in Information and Knowledge Management.

**SUPERVISORS**

Signature..... Date.....

**DR. SALOME MATHANGANI**

**THE TECHNICAL UNIVERSITY OF KENYA**

Signature..... Date.....

**DR. ASHAH OWANO**

**THE TECHNICAL UNIVERSITY OF KENYA**

## **DEDICATION**

I dedicate this dissertation to my parents, Mr and Mrs Alfred Magawi, for believing in me and giving me a chance to go to school. You shaped my life a great deal and I honour you with this work.

## **ACKNOWLEDGEMENT**

I would sincerely want to acknowledge God for the grace He gave to me as I worked through this dissertation right from the start. Indeed, I have seen His faithfulness.

Special regards to my family who have always been supportive throughout my studies. I particularly thank Absalom for his immense input in seeing me through my Masters' studies.

I acknowledge my classmates Jane, Neema and Celestine for their support in and out of class. You played a great part in this dissertation.

I pass very special regards to my supervisors, Dr Salome Mathangani and Dr Ashah Owano who never got tired of correcting me and holding my hand as I worked on this dissertation. May God bless you for the many hours you spent reviewing my work.

Lastly, I want to thank Winnie who has been a constant encouragement in my life. You're loved and cherished.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xvi</b>
<b>OPERATIONAL DEFINITIONS .....</b>	<b>xviii</b>
<b>ABSTRACT.....</b>	<b>xx</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION AND BACKGROUND OF THE STUDY .....</b>	<b>1</b>
1.1    Introduction .....	1
1.2    Background of the Study.....	2
1.2.1    Records Management overview.....	3
1.2.2    Records Management Curriculum .....	4
1.2.3    Background of Records Management in Africa .....	7
1.2.4    Background of Records Management in Kenya.....	8
1.2.5    Moi University School of Information Sciences .....	9
1.2.6    Kenyatta University School of Information Science .....	11
1.3    Statement of the Problem .....	12
1.4    Aim of the Study .....	15

1.4.1 Specific Objectives .....	15
1.5 Research Questions .....	15
1.6 Assumptions .....	16
1.7 Justification of the Study .....	16
1.8 Significance of the Study .....	17
1.8 Scope of the Study.....	18
1.9 Limitations of the Study.....	19
1.10 Dissemination Strategy .....	19
<b>CHAPTER TWO .....</b>	<b>20</b>
<b>LITERATURE REVIEW AND THEORETICAL FRAMEWORK .....</b>	<b>20</b>
2.1. Introduction .....	20
2.2 Theoretical Framework .....	20
2.2.1 Human Capital Theory.....	20
2.2.2 Signalling Theory of Education .....	23
2.3. Literature Review .....	25
2.3.1 University Training and Labour Market .....	25
2.3.2 Employment Engagement.....	29
2.3.3 Changing responsibilities of record managers .....	30
2.3.4 Trends Changing the Records Management Industry.....	33
2.3.5 Evolution of the records management curricula .....	35
2.4 Literature Gaps .....	39
2.5 Chapter summary .....	39
<b>CHAPTER THREE .....</b>	<b>41</b>

<b>RESEARCH METHODOLOGY .....</b>	<b>41</b>
3.1 Introduction .....	41
3.2 Research Approach .....	41
3.3 Research Design.....	44
3.4 Area of the study .....	45
3.5 Study Population .....	46
3.5.1 Target Population.....	46
3.6 Sampling.....	47
3.6.1 Sampling Design.....	47
3.6.2 Sampling frame.....	47
3.6.3 Sampling procedure .....	48
3.6.4 Sample Size.....	49
3.7. Data Collection Techniques .....	51
3.7.1. Data Collection Methods .....	51
3.7.2. Data Collection Instruments .....	52
3.7.2.1 Questionnaires.....	52
3.7.2.2 Semi-structured Interview .....	54
3.7.2.3 Content Analysis .....	55
3.8 Data Collection and Management Procedures .....	57
3.9 Piloting .....	59
3.10 Data Analysis Procedures.....	59
3.11 Reliability and Validity .....	60
3.12 Ethical Considerations.....	61

<b>CHAPTER FOUR.....</b>	<b>64</b>
<b>DATA PRESENTATION AND ANALYSIS.....</b>	<b>64</b>
4.1 Introduction .....	64
4.2 General information .....	64
4.2.1 University attended by respondents .....	64
4.2.2 Year of graduation .....	65
4.2.3 Gender of respondents .....	66
4.2.4 Age distribution of respondents .....	66
4.2.6 The current title of respondents .....	68
4.3 Records Management Curriculum and the labour market .....	72
4.3.1 Requirements for positions held .....	72
4.3.2 Experience required for positions advertised.....	73
4.3.3 Relevance of RM studies .....	74
4.3.4 Satisfaction with the RM units.....	75
4.3.6 Confidence in RM lecturers .....	78
4.3.7 RM course duration.....	79
4.3.8 Recognition of RM graduates by employers .....	80
4.4 Responsibilities of Record Managers at the workplace .....	81
4.4.1 Advertised Responsibilities of Record Managers.....	81
4.4.2 Changes in the RM field .....	83
4.4.3 Changes in job descriptions .....	84
4.5 Relevance of the training offered by RM departments .....	85
4.5.2 Undergraduate degree units .....	86



4.5.3	Required skills for the market.....	87
4.5.4	RM Curriculum and the labour market.....	90
4.5.5	Additional training.....	91
4.6	Undergraduate RM curriculum and the labour market .....	93
4.6.1	Predominant units in RM.....	93
4.6.2	Additional skills and competencies .....	95
4.6.3	Challenges associated with RM training.....	97
4.7	Chapter Summary.....	100
<b>CHAPTER FIVE .....</b>		<b>101</b>
<b>INTERPRETATION AND DISCUSSION OF FINDINGS.....</b>		<b>101</b>
5.1	Introduction .....	101
5.2	Background Information .....	101
5.2.1	The characteristic feature of RM graduates from MU and KU .....	102
5.2.2	Employment of RM graduates .....	102
5.2.3	Position of respondents in organizations .....	103
5.3	Records Management Curriculum and the labour market .....	104
5.3.1	Job requirements for the positions held .....	105
5.3.2	Relevance of records management studies .....	106
5.4	Responsibilities of record managers at the workplace.....	109
5.4.1	ICT and Records management.....	111
5.5	Relevance of the training offered by RM departments .....	113
5.6	Undergraduate RM curriculum and the labour market .....	115
5.7	Chapter Summary.....	117

<b>CHAPTER 6.....</b>	<b>118</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>118</b>
6.1 Introduction .....	118
6.2 Summary of findings.....	118
6.2.1 Records Management Curriculum and the labour market .....	118
6.2.2 Changing responsibilities of record managers at the workplace .....	119
6.2.3 Relevance of the training offered by RM departments.....	120
6.2.4 Increasing the relevance of the RM curriculum to the labour market .....	121
6.3 Conclusions .....	122
6.4 Recommendations .....	123
6.4.1 Structured collaboration between stakeholders .....	123
6.4.3 Market research by universities .....	124
6.5 Recommendation for future research .....	127
6.6 Study implications.....	127
6.7 Chapter Summary.....	128
<b>REFERENCES.....</b>	<b>129</b>
<b>APPENDIXES .....</b>	<b>143</b>
Appendix I: Introduction Letter .....	143
Appendix II: Questionnaire.....	144
Appendix III: Key Informant Interview Guide .....	150
Appendix IV: Content Analysis Guide .....	152
Appendix V: Dissertation Timelines.....	153
Appendix VI: Budget .....	154

Appendix VII: Correction Certificate ..... 155

Appendix VIII: Research Introduction Letter ..... 156

Appendix IX: Application for Research Letter ..... 157

Appendix X: NACOSTI Research Authorization..... 158

Appendix XI: NACOSTI Approval ..... 159

Appendix XII: Turnitin Similarity report..... 160

## LIST OF TABLES

Table 1: University attended by respondents.....	64
Table 2: Respondents' year of graduation .....	65
Table 3: Gender of respondents .....	66
Table 4: Age distribution of respondents.....	67
Table 5: Employment sector of respondents.....	67
Table 6: Title of respondents .....	68
Table 7: Titles advertised.....	70
Table 8: Academic requirement for record managers.....	72
Table 9: Experience required.....	73
Table 10: Relevance of RM studies .....	74
Table 11: Satisfaction with the RM units .....	75
Table 12: Comprehensiveness of RM units .....	77
Table 13: Confidence in RM lecturers.....	78
Table 14: Course duration.....	79
Table 15: Recognition of RM graduates by employers .....	80
Table 16: Revision of JDs.....	84
Table 17: Undergraduate records management units.....	86
Table 18: Top skills for the market.....	87
Table 19: Skills for Record Managers .....	89
Table 20: Curriculum preparation for the labour market.....	91
Table 21: Additional training.....	91
Table 22: Additional training requirements for Record Managers.....	92

Table 23: Predominant units in RM.....	94
Table 24: Additional skills and competencies acquired .....	96
Table 25: Gaps cited between the RM curriculum and the labour market .....	97

## LIST OF FIGURES

Figure 1: Positions advertised.....	71
Figure 2: Academic requirements for positions advertised .....	73
Figure 3: Responsibilities of record managers.....	82
Figure 4: Skills for Record Managers.....	90

## LIST OF APPENDICES

Appendix I: .....	Introduction Letter
Appendix II: .....	Research questionnaire
Appendix III: .....	Key Informant Interview Guide
Appendix IV: .....	Content Analysis Guide
Appendix V: .....	Dissertation timelines
Appendix VI: .....	Budget
Appendix VII: .....	Correction Certificate
Appendix VIII: .....	Introduction Letter
Appendix IX: .....	Application for research letter
Appendix X: .....	NACOSTI Research Authorization
Appendix XI: .....	NACOSTI Approval
Appendix XII: .....	Turnitin Similarity report

## **LIST OF ABBREVIATIONS AND ACRONYMS**

Admin	Administration
ARMA	Association of Records Managers and Administrators
BLA	British Library Association
CBC	Competency-Based Curriculum
CUE	Commission of University Education
CUEA	Catholic University of Eastern Africa
DIS	Diploma in Information Science
DLRMIS	Department of Library, Records Management and Information Science
FIS	Faculty of Information Science
GDP	Gross Domestic Produce
HC	Human Capital
HR	Human Resource
IBE	International Bureau of Education
ICA	International Council on Archives
ICT	Information Communication Technology
ILO	International Labour Organization
IS	Information Science
ISO	International Standards Organization
KARMA	Kenya Association for Records Managers & Archivists
KeMU	Kenya Methodist University
KU	Kenyatta University
LIS	Library and Information Science



M.Ed.	Master of Education
MDG	Millennium Development Goals
MoE	Ministry of Education
MU	Moi University
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
PwC	PricewaterhouseCoopers
RM	Records Management
RM	Records Management
SaaS	Software as a Service
SDG	Sustainable Development Goals
SGAS	School of Graduate and Advanced Studies
SSA	Sub-Saharan Africa
TUK	Technical University of Kenya
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USIU	United States International University

## **OPERATIONAL DEFINITIONS**

**Record** - Recorded information received or produced in the performance of an activity by an institution or an individual and that comprises context, content and structure sufficient to provide evidence of the given activity.

**Digital retention** - The storage of records in digital formats as opposed to paper records. It involves the use of technologies to effectively manage records in their digital format.

**Employability**- ownership of relevant skills, knowledge and other attributes that accelerate the gaining and maintenance of worthwhile employment by a person.

**Records management (RM)** - An organizational function in charge of the creation and maintenance of records throughout their life cycle. RM encompasses all the activities involved in records from their creation to disposal.

**Automation** - The application of machines and/or systems in performing tasks initially performed or controlled by people.

**Curriculum** -The what, how, why and when learners should learn. The curriculum in itself is not an end but seeks both to realize a range of government policies and societal demands as well as the achievement of valuable and useful learning outcomes for learners.

**Software as a Service (SaaS)** - SaaS is a software distribution model where a third-party provider hosts and makes available the hosted application to prospective customers over the Internet.

**Open Standards** - Standards made available to the general public and are developed and maintained through a collaborative approach.

**ICT in Education** - Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information.

**Education** – The discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization.

## ABSTRACT

There is a link between the content of Records Management curricula in Kenyan universities and the Records Management labour market in Kenya. Employers' input and review of the institution's curriculum typically produce better skilled, more knowledgeable employees who have a greater potential to succeed once they leave universities. This research aimed to identify the relevance of the undergraduate records management curriculum at Kenyatta University and Moi University to the labour market in Kenya as this is the education level that shapes up most professionals' career paths. The challenge of the high unemployment rate among Kenyans in general as thousands of graduates come out of universities each year also motivated this research. The objectives included identifying the link between the undergraduate records management curriculum and the labour market in Kenya, exploring the evolving changes in the responsibilities of record managers in Kenya, examining the relevance of the records management training at Moi University and Kenyatta University to the labour market in Kenya and making recommendations on the records management curriculum at Moi University and Kenyatta University. The contextual set-up of the study was Kenyan universities and narrowed down to universities offering records management at the undergraduate level and online job listing sites in Kenya. The research employed mixed methods of both quantitative and qualitative methods of research. The target population of the research were graduates of, and current chairpersons of records management departments of Moi University and Kenyatta University. The sample included 66 graduates of records management and 2 heads of records management departments. Data were analysed using Statistical Package for Social Sciences and Atlas.ti and presented in tables, diagrams and graphs. The research revealed that there is a mismatch between the records management curriculum offered and the market demands. This mismatch was attributed to several factors, the main ones being the theoretical nature of studies as well as the impact of Information Communication Technology in records management. The research further revealed that there is minimal consultation between the Universities and the market in curriculum review and that records management is not as popular in the Kenyan labour market. The study recommended having programs that bring the various stakeholders together, regular curriculum reviews and integration of Information Communication Technology in records management. These findings could be used by local universities, Commission for University Education and employers in charting the way forward regarding records management as a profession.

**Keywords:** curriculum, records management, undergraduate studies, Kenya, labour market, Moi University, Kenyatta University

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

Linking curriculum to industry needs is vital for universities in several ways. Employers' input and review of the institution's curriculum eventually produce better skilled, more knowledgeable graduates who have a greater potential to succeed once they leave universities. Curriculum innovation and updating, therefore, is a vital task for all educational institutions (Corominas et al., 2010).

Amimo (2012) defined Curriculum as the what, how, why and when learners should learn. The curriculum is not an end, rather, it seeks both to realize a range of government policies and societal demands as well as the achievement of worthwhile and useful learning outcomes for students. Through the curriculum, key political, economic, cultural and social questions about the purposes, aims, processes and content of education are resolved. Whereas it may not be an end, its vital role in a student's life cannot be ignored. A well-structured curriculum is a means of achieving greater success beyond the classroom.

Higher education and employee engagement have a very great influence on each other (Anamuah et al., 2013). University research can lead to the destruction of existing industries or the formation of new ones, and governments taking a lead role in higher education on behalf of the public often do so with the hope of seeing some general economic payback (Kenya Institute of Curriculum Development, 2016).

## **1.2 Background of the Study**

In 2015, various leaders from 193 nations came together to look at the future of mankind by way of making the world a better place (United Nations, 2015). The meeting aimed at looking into various steps that could be taken jointly to enhance life. The result of this meeting was 17 goals and 169 targets aimed at eradicating poverty from the face of the earth. It is from this meeting that they came up with the Sustainable Development Goals (SDGs). The SDGs were formulated to replace the Millennium Development Goals (MDGs) to address the unimplemented goals set by United Nations member countries between 2000 and 2015. The SDGs include; responsible consumption and production, climate action, no poverty, zero hunger, justice and strong institutions, clean water and sanitation, good health and well-being, reduced inequalities, quality education, gender equality, affordable clean energy, decent work and economic growth, industry, innovation and infrastructure, life below water, life on land, peace, sustainable cities and communities, and finally partnership for the goals (United Nations, 2015). SDG Four deals with education in the post-2015 development. The aim of Agenda Four (Quality Education) is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2015; United Nations Development Programme, 2015). One of the key targets of SDG 4 is to make sure that by the year 2030, all school learners acquire the skills and knowledge needed to promote sustainable development and to increase funding for least developed countries to ensure students enrol in higher education institutions (United Nations, 2015; United Nations Development Programme, 2015). The Kenya Vision 2030, on the other hand, under the human resource (HR) development pillar, aims to create a globally competitive and adaptive HR to meet the requirements of a rapidly industrializing economy. The action point adopted is investing in life-long training and education (The Kenya Vision 2030. The Popular Version, 2007). This shows

the world's commitment toward the subject of education and specifically in the institutions of higher learning. Among the objectives of the education sector policy in the country is the achievement of a well-trained Kenyan workforce that is not only well trained but is also at the international standards, the stimulation of employment; contribution to enhanced productivity, competitiveness as well as the general prosperity of individuals (The Kenya Vision 2030. The Popular Version, 2007).

### **1.2.1 Records Management overview**

Records management/Information management is a common term in many organizations nowadays. Records Management is an organizational function committed to the management of records in an organization throughout its life cycle, from the time of creation to its eventual disposal. These include identifying, securing, storing, classifying, retrieving, tracking and destroying or archiving records (ARMA, 2013). As noted in ISO 15489-1 (2016) standard, records management is the field of management in an organization tasked with the role of ensuring systematic and efficient control of all the records processes. Essentially, records management comprises anything that is or forms part of a business transaction (Baskerville & Dulipovici, 2006). A record can be either a tangible object or digital information which is valuable to a given organization (International Council on Archives, 2018). Records, thus, can be defined as the evidence of organizational transactions. Records management, on the other hand, involves all the processes involved in the management of records and information from the point of creation to the point of archiving or disposal. In the case of archiving, the process goes beyond just active and semi-active records (Buchanan et al., 2017).

Records play a vital role in an organization. Most notably, records act as evidence of transactions that take place within the organization. There are so many activities going on in an organization at any time. Records prove the existence of the same and act as a vital input in times of decision making within an organization. Additionally, records ensure the continuity of an organization, reduce operational costs and enhance the integrity of an organization (Buchanan et al., 2017). These key functions of records make it necessary for stakeholders and policymakers to invest in sound records management practices. At the core of all these are the record managers themselves.

### **1.2.2 Records Management Curriculum**

The main aim of a records management curriculum is to enable students to obtain and develop skills, knowledge, values, and the accompanying competencies, capabilities and to be productive in their lives (Stabback, 2016). Quality in the curriculum is determined and measured by different indicators. The main indicators of curriculum success, in general, include the quality of the learning achieved by students as well as how effectively students use that learning for their personal, cognitive, physical, social, psychological, moral and emotional development (Ngulube, 2019). A quality curriculum exploits the potential for the effective enhancement of learning. The quality of student learning depends heavily on the quality of the teaching and the two eventually inform the quality of education that a learner goes through. The relevance, quality and effectiveness of the curriculum greatly enhance good teaching and learning (Stabback, 2016).

The teaching of Records Management has become very popular in universities all over the world. While initially records management functions were left to secretaries and other clerical officers, the current labour market relies on professional record managers who provide valuable input in



the records management of their organizations. Whereas the earlier records management function was largely manual, developments in technology have given rise to software systems that aid in records management. Emerging trends like cloud computing and record digitization have greatly affected records management functions in organizations. These developments call for a corresponding adjustment in the curriculum of records management so that graduates can be ready for the market by the time they leave learning institutions (Katu, 2015). While some efforts have been put towards the same, there is still a long way to go to fully match the market requirement.

About 17 universities in Kenya offer undergraduate courses in Information Science which encompasses records management (CUE, 2021). They include Catholic University of Eastern Africa (CUEA), Chuka University, Garissa University, University of Nairobi, Karatina University, Kenya Methodist University (KeMU), Kenyatta University, Kisii University, Maasai Mara University, Machakos University, Moi University, Mount Kenya University, Rongos University, Technical University of Kenya (TUK), United States International University (USIU) and the University of Kabianga.

Knowledge and education are considered among the major factors contributing to sustainable development, the reduction of poverty as well as economic growth. There has been a paradigm shift where the curriculum is being viewed as a vital foundation for reforms in education that are aimed to achieve high-quality learning outcomes. The curriculum represents a systematic and conscious selection of skills, knowledge and values: a selection that addresses the questions of why, what and how students ought to learn and thereby shapes the way teaching, assessment processes and learning are organized (Amimo, 2012). Further, the curriculum is understood as a social and political agreement that reflects a society's common vision while at the same time

considering the various needs at local, national and global levels. It is the curriculum that reveals a society's educational purposes and aims in general (Government of Ireland, 2014).

The complexity of curriculum development processes and the range of issues informing the key questions of teaching, learning and assessment constantly present major challenges for curriculum developers and policy makers (Cook, 1982; Stabback, 2016).

Through UNESCO, there have been drastic and significant changes in curricula development for many countries (Stabback, 2016). A core challenge for most countries, however, is the actualization of these changes in a dynamic environment where changes happen so fast and so often. USAID (2017) states that never before has mankind experienced such rapid change or even had to cope with the consequences of such changes, especially the risks involved therein. Records Management educators, thus, need to prepare learners for lives in such a challenging global context and unpredictable times. In doing so, the records management curriculum needs to find answers to the following fundamental questions:

- Would the development and acquisition of such skills, values and knowledge, and of the corresponding capabilities and competencies, enable learners to lead productive and meaningful lives?
- What exactly should be included in the records management curriculum?
- Are the current set of subjects adequate for a curriculum?
- How can the learning experience be made both interesting and relevant to the students?

Learning in institutions occurs in different ways and could either be intended or unintended ways. Intended learning (also known as the 'planned' or 'formal' curriculum) most often happens in the

classroom and other areas of ‘controlled’ settings. It involves lecturers implementing the curriculum ‘endorsed’ by the university or the government. The effectiveness and the outcome of this formal learning are normally assessed in formal ways by the lecturers in the various departments of the relevant course (Yazdi, 2014).

Unintended learning (for example through the ‘hidden’ curriculum) can take place anywhere, be it in the classroom or outside, and is to a large extent ‘uncontrolled. Unintended learning can originate from the culture or ethos of the university, the relationship between students and their lecturers or between the students themselves, social structures or the political, economic, social and cultural relationships in the broader society (Bunyi, 2013).

### **1.2.3 Background of Records Management in Africa**

Mwiyeriwa traces the early archival training in Africa to courses developed in Northern Africa (Wamukoya, 1992). However, information on these programs is not readily available in past literature. Notably, a significant effort has been made to address the issue in Sub Saharan Africa (SSA) (Wamukoya, 1992). The most significant period in the establishment of archival and records management in SSA started in the 1970s when the International Council of Archives (ICA) and UNESCO were involved in creating regional training centres to meet the training needs of archivists in the SSA region. They established two centres, one for Francophone countries in Senegal in 1971 and another for Anglophone countries in Ghana in 1975 (Wamukoya, 1992). These centres were seen as a cost-effective way of training Africans on records management as opposed to sending students overseas.

The need for skilled labour did not recede, and consequently, individual nations set up their programs to cater for the increasing demand for trained personnel. Kenya started a program for paraprofessionals in the national polytechnic in 1979. During the 1970s and 1980s other countries such as Tanzania, Zimbabwe and Botswana followed Kenya's example by establishing university programs, training workshops as well as national courses. While various models of education and training are in place within the continent, harmonization has been considered the most cutting edge (Wamukoya, 1992). This is where students start from a general subject and specialize in the last year of their study.

#### **1.2.4 Background of Records Management in Kenya**

UNESCO developed the concept of harmonization as a basis for the training of information professionals. The concept was based on the premise that: there are areas of knowledge and skills common to all the information sciences and this creates a common base for education and training and allows graduates flexibility in their future choice of careers (UNESCO, 1974). The Rosenberg report (Rosenberg, 1974) constituted the first comprehensive study on training needs carried out and implemented in Sub Saharan Africa. The report correlated two groups of training areas, shared and specific to certain categories of information professionals within the whole profession. The four broad categories of professions identified were archivists and records managers, librarians/document lists, information scientists/officers and publishers, booksellers and, printers (McCowan, 2014). Shared training needs were defined as those that all types of employers required, irrespective of job title and emphasized. These covered activities such as acquiring, organizing, updating, repackaging and disseminating information and included the ability to

design, publish and print, analyse and provide writing and the production of information in print and the audio-visual media.

The Rosenberg report noted that library/information science jobs involved other activities in related disciplines that called for training both in knowledge skills and attitudes. The professionals were, for instance, expected to be knowledgeable in record management, audio-visuals, printing, publishing and public relations. In addition, a positive attitude toward work, practical experience, the ability to set up a computerized database, retrieval capabilities, communication skills, computer skills, telecommunications knowledge, subject knowledge and knowledge of languages (other than English) were singled out as important to the profession. According to the report, there was a commonality of information skills and many jobs, especially in the expanding markets, required applicants with a variety of competencies. This conclusion was in agreement with the concept of harmonization proposed earlier by UNESCO (Rosenberg, 1974).

### **1.2.5 Moi University School of Information Sciences**

Moi University was established in 1984 as the second university in Kenya (Bii & Rukwaro, 2019). The university has experienced tremendous growth since then from a single faculty in 1984 to two institutes, 9 Directorates, and 15 schools as of now. The university has a student population of over 50,000 at various levels which include PhD, master's degree, bachelor's degree, diploma and certificate studies in a range of diverse fields (Moi University, 2019b). The School of Information Sciences at the university was established in 1988 to meet the growing need for information related manpower in Kenya. Before its establishment, people wishing to pursue courses in the field of information science had to do so outside the country, which was not achievable for the majority of

Kenyan. Another problem with this arrangement was the fact that the courses abroad were not tailored to address the specific government needs in Kenya thus could easily render the graduates jobless. The situation in the west was different from the situation here in Kenya (Moi University, 2018, 2019a)

To solve the problem and to ensure that the information professionals were available in the country, the Government opted to establish a department offering Information Science courses. It is through this that the government settled on Moi University as the ideal public institution (Moi University, 2019a). The school has since developed to become a leading national and regional training ground for information professionals. The school offers courses at all levels in various fields which include Records and Archives Management, Information Technology, Publishing and Mass Media, Library and Information Studies (Moi University, 2018, 2019a).

The Department of Library, Records Management and Information Studies came into being during the 2005/2006 academic year as an action point of a recommendation of the university's strategic plan for the year. This was a merger of the two previous departments of Library and Information Studies and the Department of Archives and Records management. The Department of Library, Records Management and Information Studies is one of the three departments that form the School of Information Sciences (Moi University, 2018).

The Department equips students with relevant information management skills in the management of information systems and services, a range of knowledge, attitudes and skills necessary for promoting and planning the free flow of information in a rapidly changing society, as well as continuing education programme courses to all levels of practising information science

professionals. This is done through various activities like workshops, seminars, and conferences with a view of ensuring that they are updated on the constant changes in the field (Moi University, 2019a). Additionally, it provides professional leadership and participation and thereby improving the professional standards of information professionals. The last objective of this department deals with research and it aims to research in the field and share the knowledge through seminars, workshops, and journal publications among others (Moi University, 2019a).

### **1.2.6 Kenyatta University School of Information Science**

Kenyatta University was established in 1985 and has some of the world's top experts in various fields (Kenyatta University, 2019b). The Department of Library and Information Science at Kenyatta University was established in 1984 in response to a request by the Ministry of Education which had identified the need to have tutors for primary teacher colleges pursuing their studies in Education (Kenyatta University, 2019a).

Kenyatta University began offering a Master of Library and Information Science Degree and then a Bachelor of Education (Library Science) degree programme in 1990/91 (Kenyatta University, 2019a). The programme was designed for those students who took library science, education and teaching subjects. This was later followed by a Bachelor of Library & Information Science degree course. At the moment, the department is offering diplomas, Undergraduate degrees as well as Post Graduate Degree in Information Sciences. The graduates from this Department serve within and outside Kenya in various responsible positions (Kenyatta University, 2018).

The Department provides a high-quality education through various means that are innovative and creative. The department aims to give members of the department an equal chance to achieve their full potential. The key mandate of the Library Science Department includes creating an equal opportunity for all who are qualified to pursue university education in the field; enhancing the level of research and dissemination of knowledge in the Library and Information Science field for the benefit of the profession and society. Additionally, it provides leadership, guidance and consultancy in the field of information science and continually updates the ever-changing programmes to reflect corresponding changes in technology (Kenyatta University, 2018).

Currently, the department offers eight programmes which include a Diploma in Information Science (DIS); Bachelor of Science (Records Management and Information Technology (BRT); Bachelor of Education (Library and Information Science); Bachelor of Library and Information Science; Master of Science in Records Management and Archives Administration; Masters of Library and Information Science; Masters of Science (Knowledge Management); Doctor of Philosophy (Information Science)

### **1.3 Statement of the Problem**

Records management is a dynamic field that is constantly changing. There have been numerous developments at the national and international level as far as the broad subject of education is concerned. These include the inauguration of the Constitution of Kenya, 2010, the Kenya Vision 2030, the East African Protocol, Sustainable Development Goals and most recently the Agenda 2063 (The Kenya Vision 2030. The Popular Version, 2007; Kamau & Owano, 2016). These developments have had an impact on records management as a course and as an organizational



function. As such, it would be important to find out the implication of these changes to the field of records management. What has changed in the field?

The basis of the Kenya Vision 2030 is Human Resource Development (The Kenya Vision 2030. The Popular Version, 2007). Kenya seeks to create a globally competitive and adaptive human resource base that meets the requirements of a rapidly industrializing economy. Kenya intends to achieve its promise by raising labour productivity to international levels. The social strategy starts with education and training to provide globally competitive education, training and research to her citizens for development and enhanced individual well-being. Records management departments and curricula need to ensure that they are part of this achievement to raise the profession to international standards as outlined by Kenya's vision. Kenya's strategy for achieving this is through the revision of the curricula of universities and technical institutes (The Kenya Vision 2030. The Popular Version, 2007; Ntemngweh, 2016). The records Management curriculum is one of the progressive curricula and hence is of interest as far as the process is concerned. There is an alarming rate of unemployment among university graduates even as Universities produce thousands of students every year ( McCowan, 2014; McCowan et al., 2016; British Council et al., 2017). While the unemployment issue is persistent, universities continue to produce records management graduates. The study sought to establish the relevance of the records management training offered to establish where the gap is.

There is a lot of investment by various records management players like the universities, the lecturers and even the student themselves. All these efforts are aimed at producing skilled and knowledgeable individuals and preparing them to be absorbed in the job market at the end of their

training. However, so many graduates end up jobless after all the toil in school which leads to a lot of wastage of skills and knowledge. The CUE, additionally, intends that there be a close working relationship between the players in the education sector to enhance the quality of training. This is an unfortunate anomaly in a system that was meant to work together in harmony for the benefit of all the players. The future of achievements in records management education and training is anchored on curricula that are progressively changing to guarantee growing opportunities for graduates (Caroleo et al., 2015; World Bank Group, 2014). Curriculum plays an important role in how learners are taught, and there is sufficient evidence that indicates that putting a high-quality curriculum in the hands of higher education lecturers can have significant positive impacts on their students' achievement.

Regarding records management, advancement in technology has greatly affected human behaviour. This can be observed in the inclination towards the use of robots as opposed to human labour in several sectors of employment. However, the problem of mismatch between what employers need and what records management departments offer is threatening marketability of these professionals and calls for a critical look at how things are done and how they ought to be done for them to remain relevant. Records managers are at risk of becoming irrelevant if they don't keep up with the changing needs in the market (Eshiwani, 1993). This study identifies the high rate of unemployment among the graduates of records management graduates as a problem that should be explored. Furthermore, there is a need to establish the relevance of the curriculum to the labour market. And with the several changes observed across the board, it would be important to explore the changes that have been observed in the practice and field of records management at large.

## **1.4 Aim of the Study**

This study aimed at establishing the relevance of the undergraduate Records Management curricula offered at Moi University and Kenyatta University to the labour market in Kenya in order to harmonize the records management curriculum and the labour market needs.

### **1.4.1 Specific Objectives**

The specific objectives of the study were to:

- i. Identify the link between the undergraduate records management curriculum and the labour market in Kenya
- ii. Explore the evolving changes in the responsibilities of record managers in Kenya.
- iii. Examine the relevance of the records management training at Moi University and Kenyatta University to the labour market in Kenya. and
- iv. Make recommendations on the records management curriculum at Moi University and Kenyatta University.

## **1.5 Research Questions**

This study was informed by the following research questions:

1. What is the link between the undergraduate records management curriculum and the labour market in Kenya?
2. What are the evolving changes in the responsibilities of record managers?
3. What is the relevance of records management training at Moi University and Kenyatta University to the labour market?

4. What recommendations can be made to enhance the relevance of the undergraduate records management curriculum at Moi University and Kenyatta University to the labour market?

## **1.6 Assumptions**

This research was carried out on the assumptions that:

- i. There is a gap between the undergraduate Records management curriculum and the labour market requirements.
- ii. The undergraduate training for records managers directly contributes to their performance in the labour market.
- iii. The RM Departments and the employers of their graduates need to establish an understanding of each other's respective mandates.
- iv. Unemployment in the RM sector is partly due to a lack of alignment between the curriculum and the job market.

## **1.7 Justification of the Study**

At the heart of the education process is the curriculum. The records management curriculum sets out what is to be learned, and the methods of delivery. It reinforces all other parts of the system besides guiding the everyday experiences of the classroom. The records management curriculum forms the basis for RM lecturers' training programmes, the content of the learning and teaching materials, determining how learning is assessed through various systems laid down by the universities, how standards are developed and how performance is monitored ( Mocanu et al., 2014; European Commision, 2016). The curriculum is a major determinant of what is brought to the world by graduates of records management (Mortezaie & Naghshineh, 2002). An education

system's capacity to effectively contribute to national social and economic development is therefore shaped by the curriculum (Hope, 2012). The education sector, and particularly the RM sector, just like any other sector in Kenya is facing so much streamlining. It is barely 10 years to achieve both the Kenya Vision 2030 and the Sustainable Development Goals, of which Kenya is a signatory. Since the two focus on harmonizing the university curriculum and labour market needs, this study was timely as the findings will help in aligning the Kenyan records management curriculum appropriately. This is because no previous research had been done in this area within the period of this study. The research presented the current state of affairs in the RM departments as well as what can be done to bridge the gap that was identified from those in the industry.

### **1.8 Significance of the Study**

In recent years, the government of Kenya through the Ministry of Education has embarked on education reforms in the country. The most notable reform has been the replacement of the 8.4.4 education system with the Competency-Based Curriculum (CBC). This is being done with the hope that it helps learners enhance and discover their competencies as opposed to just acquiring theoretical knowledge. Record Managers, like any other individual's professional journey, are mainly shaped at the university level, and mostly, during undergraduate studies. The implication is that if the Records Management Departments in the two Kenyan universities train the students with the appropriate skills, then the students will comfortably settle in the labour market. Therefore, there is a need for harmony between the labour market and the curriculum of Records Management Departments in the two Kenyan public universities so that the employers get the right employees and the departments offer the relevant skills. This will avert the current situation of having trained graduates who are less qualified for the labour market. According to The Aspen

Institute (n.d.), The situation is frustrating both to the graduates hoping to land lucrative jobs after campus and employers who are looking forward to hiring qualified graduates who have something to offer. This study will help raise the Kenyan Records Management education system to international standards by being competitive due to its relevance, in line with the Kenya Vision 2030, in addition to assisting the universities in reviewing their curriculum for Records Management.

### **1.8 Scope of the Study**

Records Management as a subject is taught at various levels in institutions of higher learning. This study focused on the undergraduate level, and specifically the 4-year undergraduate course at Moi University and Kenyatta University. Records Management course is taught in 16 universities at the undergraduate level in Kenya. The choice of the two universities in this study is because they are among the oldest universities, and pioneers in teaching Records Management at the undergraduate level. Moi University introduced the course in 1985; while Kenyatta University started offering the same in 1992. This research investigated the years between 2011 and 2015 because the respondents were those who graduated between the last 5 years period. As for the content analysis, the researcher is aware that there are lots of organizations that have hired record managers during that period worldwide, therefore, the study was limited to a maximum of 20 adverts for records management positions over the same period. There are also lots of job listing sites but the research was limited to the top 5 namely: PricewaterhouseCoopers (PwC), Brighter Monday, Corporate Staffing, Career Point and Fuzu.

### **1.9 Limitations of the Study**

This study examined curriculum as a sole contributor to a graduate's readiness for the labour market, and as a relevant factor influencing performance at the workplace. The study covered the years between 2011 and 2015 and captured respondents who graduated between the last 5 years period. As for the content analysis, the researcher is aware that there are lots of organizations that have hired record managers during that period worldwide, therefore, the study was limited to a maximum of 20 adverts for records management positions over the same period.

### **1.10 Dissemination Strategy**

Dissemination in research refers to the various strategies that the researcher uses to get the research findings to the targeted audience. The researcher had various stakeholders to share the research findings with. These included the two universities, the Commission for University Education, National Commission for Science, Technology & Innovation (NACOSTI) and Kenya Association for Record Managers and Archivists. For each of the stakeholders, the researcher sent one hard copy to the respective offices of the research output. Additionally, for NACOSTI, the researcher uploaded the findings on the researchers portal provided by the institution. Further dissemination was done through the publication of the research findings in a peer-reviewed journal.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1. Introduction**

This chapter focused on the review of literature previously done in the area of records management curricula and the labour market. It looked at what the scholars found and stated regarding the topic, their views, what they covered, their recommendations and the limitations of their work. Additionally, the literature review exposed gaps, weaknesses and pointed out strengths in the field of records management and the labour market. It also looked at the theoretical framework of the area of research. It equally showed the researcher's reflection and perspective by indicating areas of agreement and also disagreement with the various authors whose literature was reviewed. The literature was reviewed in line with the study objectives and research questions.

#### **2.2 Theoretical Framework**

Theories are formulated to understand phenomena and to challenge and extend existing knowledge, within the limits of the critical bounding assumptions (Lechtenberg, 2006). It is a structure that can hold or support a theory of a research study, as it introduces and describes the theory which explains why the research problem under study exists (Lechtenberg, 2006). For this particular study, the researcher used the human capital theory popularized by Gary Becker and the Signalling theory developed by Spence.

##### **2.2.1 Human Capital Theory**

The human capital theory can be traced back to 1960. The theory was popularized by Gary Becker, an economist and Nobel Laureate from the University of Chicago, Jacob Mincer, and Theodore



Schultz ( Kiker, 1966; Fix, 2018; Holborow, 2018). They proposed a simple explanation of an individual's income. The idea is that a person can gain skills (human capital) that will make him/her more productive. This enhancement in productivity then leads to greater income (Kiker, 1966). The theory arose in an attempt to explain the relationship between the level of schooling received by an individual and the individual's success in the labour market (Allen & De Weert, 2007). Human capital is based on a set of factors including knowledge, qualifications, abilities and individual qualities, which influence and facilitates the economic, social and personal welfare of people (OECD, 2001). Human capital is about the personal variables that affect the development of a person's career. Developing human capital is important in creating employability (McArdle et al., 2007). Human capital is helpful in the production of activities, goods and services (Nembo, 2010), which are key contributors to productivity in the labour market. One way to invest in human capital is through education. A school is a place where adolescents develop their human capital. Human capital makes them more productive in the labour market and reflects in higher earnings (Allen & De Weert, 2007). Education can be viewed as an instrument for employability, the improvement of productivity and an increase in earnings. Education is the main determinant for good labour market outcomes. Education helps adolescents improve their opportunities for well paid, and more prestigious employment.

Investment in education is necessary to develop human capital. Training to develop the desired skills is a way of increasing human capital, which contributes to the economic growth of a country (Allen & De Weert, 2007). The World Bank and many governments are inspired by the human capital theory. Education is seen as an economic investment. More and more attention is being paid to the economic aims of education and the development of human capital in reacting to a

globalized economy (Bell & Stevenson, 2006). However, criticism exists on this economic approach to education because it neglects the context in which education takes place, by focusing only on measurable outcomes it is assumed that schooling does not have an impact on, for example, the informal sector but this sector is important in Sub-Saharan Africa, so attention must not only be paid to the measurable outcomes (Ansell, 2005).

The theory was also used to display the other criticism of mismatches between the acquired skills and those required in the workplace. Allen & De Weert (2007) affirmed that this harms productivity and earnings and that the theory suggests that only individual characteristics affect earnings in the labour market. However, Sattinger (1993) asserted that job characteristics are also important.

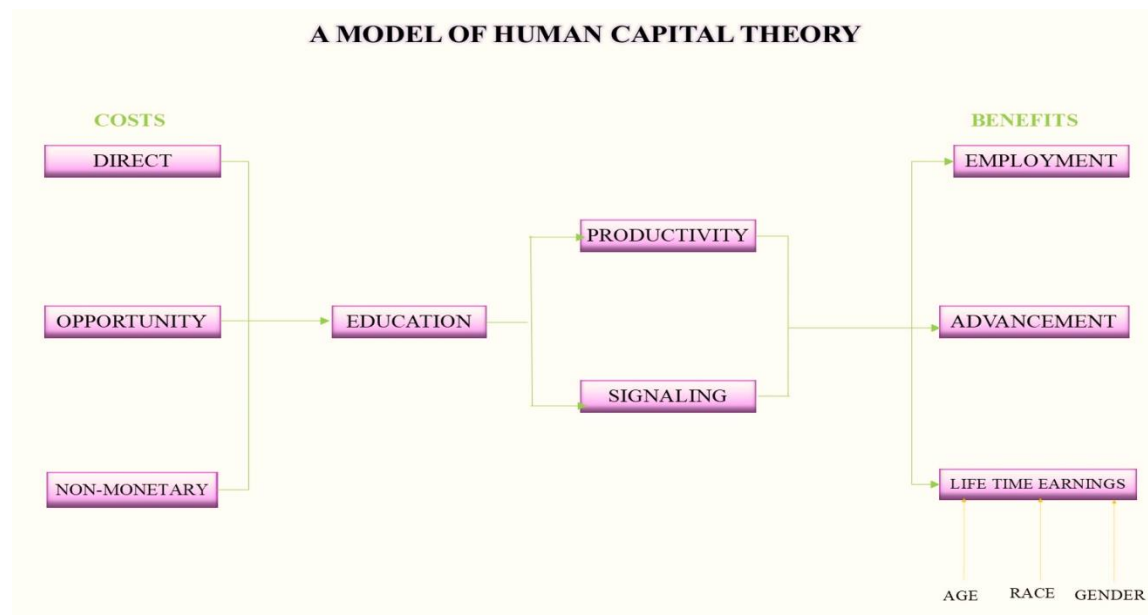


Figure 1: Model of Human Capital Theory

The relevance of the theory to this study is that it measures the impact of education on an employee's productivity. Education is a result of the investment that ultimately determines how productive an employee turns out to be at the workplace (Sweetland, 2008; Zamora, 2007). In concurrence, Netcoh (2017) affirmed that proper investment in education translates to high productivity at the workplace, in addition to other factors. A well-crafted curriculum, however, will be a vital input towards a student's productivity at the workplace (Oliver, n.d.).

### **2.2.2 Signalling Theory of Education**

This theory provides an explanation to show the dependence between labour market supply and labour market demand by emphasizing the value of academic certificates and credentials (Wherry & Schor, 2016). The signalling model of education is attributed to Michael Spence (1973) and distinguished from its counterpart human capital theory of education by its idea that individual workers' innate productivity levels are identifiable by their years of schooling as opposed to enhancing them. Signalling theory asserts that the education acquired by an individual makes them earn higher because it provides them with a credential which in turn signals the potential employers of their abilities (Wherry & Schor, 2016).

Signalling theory of education downplays the benefits of education as per the human capital theory and instead shifts attention to the social and symbolic value that education holds. The theory is focused on the signal that education communicates to the labour market as opposed to the effect of education on the students as pointed out in the human capital theory. According to the theory, people have varying levels of innate ability but there is no convenient way to let potential employers be aware of this particular ability. According to this theory, education may not improve

students' productivity, but rather communicates to potential employers the ability of the students they would consider hiring. Subsequently, higher-ability-level people use schooling to gain relevant education signals which in turn allow them to move into higher positions in the job market.

In the labour market, potential employees seek to give their services to employers for some price. Generally, employers are ready to pay more as long as the employee is a better one (Christian, 2017). While the potential candidates may know their levels of ability, the employers are (usually) not able to observe such an intangible trait— leading to an asymmetry of information between the two parties. Education credentials can be used as a signal to the employer, indicating a certain level of ability that individuals may possess and thereby assist in narrowing the informational gap that exists. This is beneficial to both parties provided that the signal indicates a positive and desirable attribute— for example, a signal such as a criminal record may not be so desirable (Connelly et al., 2011).

According to Spence's discovery, even in a situation where education does not necessarily contribute anything to an employee's productivity, it could still be important to both the employer and the employee. If the appropriate cost/benefit structure exists or is created, "good" employees will seek more education to signal their higher productivity to the employers.

The importance of this theory in this study was the fact that it shows a direct correlation between education and the labour market. The theory asserts that investing in education places one in a better position to get hired as it sends a stronger signal to a potential employer than those who have not acquired education. Wherry & Schor (2016) were in concurrence with the belief that education

is beneficial to an individual as it places them in a better position to get hired. The assumption is that education helps the individual to acquire the necessary skills that employers look for. This implies that there is a need for investment in quality curriculum and education which translates to sending accurate education signals to employers and thereby enhancing students' employability. Perhaps this explains why some universities in Kenya are associated with specific courses. It could be that the graduates acquire relevant skills which give accurate and good signals to the employers thus making them have a bias toward that particular university.

## **2.3.Literature Review**

### **2.3.1 University Training and Labour Market**

One of the most important indicators of the performance of higher education institutions is the degree of fit between the qualifications obtained by graduates and their job characteristics ( McCowan, 2014; Algan, 2015; McCowan et al., 2016). Employers require that job seekers should have both strong academic background and practical labour skills that will enable them to quickly adapt to work place environment (International Labour Organization, 2013). This has been evident in the various job advertisements for the positions of records management staff through various sources consulted. The focus of the educational system in developing countries is on theory rather than practical knowledge (Kim & Choi, 2009). Chandrasiri (2008) and Naong (2011) observed that university learning has been criticized for concentrating too much on an increase in 'declarative knowledge' or knowing about things, and insufficiently on professionally relevant understanding or functioning knowledge. Similarly, Paadi (2014) stated that university graduates mostly have textbook theoretical knowledge that is not supported by sufficient practical work experience and in countries where the economy is not growing at a speed that allows for massive

skilled job creation projects, graduates find themselves faced with extended periods of unemployment and mismatch jobs. As a result, they fail to keep pace with the changing market demands of the present-day economy, an outcome that the researcher agreed with. Lack of practical skills and workplace experience means employers are reluctant to employ such graduates. This can be said to be true for Kenya where the unemployment rate among young people is over 60% (World Bank Group, 2019). The adoption of more advanced technological production processes has caused employers to prefer more skilled and experienced graduates to those with theoretical and general knowledge (Kim & Choi, 2009). According to the British Council (2014), career fairs, industrial talks and internship programmes are rarely implemented in most universities. Callanan (2003) argued that it is these activities that can bring more real-world teaching to classrooms although they are neglected by universities. Most students graduating from Kenyan institutions of higher learning rarely get internship opportunities. This is mainly because few organizations are willing to offer them the same while the few that do are obviously overwhelmed by the high number of graduates. A case in point is the internship for graduate teachers advertised by the Teachers Service Commission on 8<sup>th</sup> October 2019. Although there were only 10,300 positions up for grabs, the commission received an overwhelming 102, 918 applications, 10 times higher than the available positions (Nation Group, 2019).

During attachments, students get to apply classroom knowledge in the real world and gain work experience while in school and increase their employability chances upon graduation (Association of Colleges & UK Commission for Employment, 2015; McCowan et al., 2016). Although the benefits of these practical activities are many as asserted by previous research, the practice in most universities in developing countries is unfortunately rare (McCowan, 2014). Students leave

university without practical knowledge of what they are going to face in the outside world ( Ponge, 2013; Mbah, 2014). According to Algan (2015), most universities in Sub-Saharan African countries including Kenya offer Information and Communication Technology (ICT) courses without the students having sufficient access to computers for practical knowledge. Despite the emphasis by Dabiri (2013) that proficiency in ICT and other extra-curricular skills are indispensable in this highly competitive and technology-driven world, there is still a lot of work to do to achieve internet access for all in Kenya. Although Kenya is excelling in internet usage (Internet World Stats, 2019), the infrastructure is not in an equally excellent state (Mariwa, 2019). ICT is one of the major areas causing the shift in all fields of employment and hence the requirement for a corresponding shift in the curriculum offered in institutions of higher learning. The researcher is agreement on the impact of ICT in both the education sector and the job market based on the shift towards technology observed in the recent past.

According to Julia et al. (2015), education has a direct impact on the economic situation as it changes people's values and attitudes. Most research suggests that economic growth is associated with improved public education and public literacy; job training together with in-service instructions are also effective in job efficiency and economic development. Chauvet et al. (2000) suggested that the type of educational system and its aims, plans, and facilities are quite influential in the economic growth rate (Cheng, 2002). The researcher, however, is of a different opinion and believes that this is not necessarily true and that the economic growth rate has more to do with matching the curriculum to the market needs other than the schools focusing on instilling skills. They need to be sure that the skills they are instilling are relevant in the first place.

Ghaffar zadegan, Xue and Larson (2017) observed that development has not been properly directed due to the lack of significant growth in educational systems in third world countries during the last twenty years. While focusing on employment and higher education, Azizi (2004) stated that rapid changes in technology and science make it necessary to review and revise higher education objectives, curriculum content and teaching methods, as they cause numerous economic and social changes. According to OECD (2017), educational systems seek to emphasize the skills and competencies for the future labour market.

Curriculum design is an important factor in improving the quality of higher education and keeping a balance between attitudes, knowledge and skills through the latest scientific achievements of graduates and labour market needs (Organisation for Economic Co-operation and Development, 2017). Ghaffar zadegan, Xue and Larson (2017) link curriculum design to the culture of each country, and highlight actions that must be considered when reviewing the academic curriculum. Such actions include social, economic, communication, technology, ethical and aesthetic systems. The constant shift in the market makes it difficult for universities to adjust even though they are always revising their records management curriculum (Moi University, 2018; Kenyatta University, 2019a).

In South Africa, curriculum restructuring for higher education involves combining theory and practice, meeting political and economic development, creating national and international commitment and different ways of learning. Additionally, it involves setting educational standards, creating the groundwork for progress, paying attention to learning in the students' background and providing guidance for students as the criteria for the framework of higher education curriculum



(Organisation for Economic Co-operation and Development, 2017). Changwong et al. (2018) averred that curriculum enables students to acquire reliable content and analytical skills such as management, communication, problem-solving, economic thinking, investigative, a practical and logical ability which can enable individuals to perform their roles at the community level. Critics of formal education system performance have echoed a general increase in the unemployment rate of graduates of schools and universities. This trend is notable in Kenya and many African countries as observed by Ponge (2013). Some experts have connected curriculum with the demands of society and the world of work, with hopes to prevent unemployment among graduates and address the demands of different parts of the country's economy (Tellegen, 2013).

### **2.3.2 Employment Engagement**

Education-employer engagement is a two-way communication exchange and series of interactions between the education and training sector and the world of work that allows for the participation of potential employers in education. According to Vyacuka (2007), employer engagement can take many different forms from participation in classrooms; involvement in the development of occupational standards; work-based learning; mentoring relationships; involvement in curriculum design or the accreditation of programmes; knowledge transfer, research and development, and supporting start-ups. In Kenya, a case in point of mentoring programmes is the exchange programme between the Technical University of Kenya's department of Information & Knowledge Management and a host of organizations. These include the US Embassy in Kenya and the Bank of Africa. Under this arrangement, the university periodically sends some of the students in their final year of study to these institutions to gain practical experience and mentorship.

These students are later absorbed or allowed to go into the work environment with some knowledge acquired through the exchange programmes.

Ashenden (2015) suggested that implementation of employer engagement supports a change agenda, challenges current education practices, promotes greater connectivity between the worlds of education and work, smooth transitions for learners and enhances the quality of education and training provision which include teaching and learning practices. Employer engagement facilitates cooperation and collaboration between education providers and employers leading to greater commitment to a joint action and enhanced clarity regarding their respective contributions and roles (Mumcu, 2017; Muysken & Bad ter Weel, 1999). Vyacuka (2007) mentioned that this mainly benefits learners transitioning from education to self-employment. The view of the researcher is that this kind of engagement is very vital for the common benefit of both parties. However, a proper structure is a prerequisite for it to be meaningful and beneficial.

### **2.3.3 Changing responsibilities of record managers**

The current world is characterized by ever-evolving technology. This is the same case with the technology that supports records management. There is a need for the industry to adapt to these changes to remain productive and relevant. Accurate record-keeping is essential for future generations to have the ability to learn from our history (Jo & Gebru, 2017).

The advent of ‘the information society’ things has drastically changed things (Ocholla & Shongwe, 2013). An information society is a concept referring to a society based on information and knowledge ( Isazadeh, 2004; Garnham, 2020). Although laws and regulations regarding records

and recordkeeping may still be the same, information technology has an enormous impact on the way organizations and people communicate and carry out their business and as a consequence on how they document their activities (Joseph et al., 2012).

Records are no longer physical, but virtual entities, that can be accessed everywhere regardless of where they reside. Organizations are transitioning from analogue records to digital records or a combination of the two. Recently, the Judiciary and the Ministry of Land kicked off programmes aimed at digitizing all the court and land records respectively in Kenya (Kibe, 2017; Ministry of Lands, 2018). As a result, the processes for managing records have to adapt as well, and this, in turn, impacts how archives, as one of the parties, should behave or act (Ard et al., 2006; Governance & Management, n.d.). A more risk-based approach to records management that adopts a business perspective will be quite necessary (Volgenant, 2004). Such an approach implies such things as evaluating the meaning of information for business processes as well as the implication for public interest and good governance. Such an approach will eventually determine what information needs to be maintained and the length of time for the preservation. This knowledge will be helpful at the time of conducting records appraisals to determine how long particular records should be kept(Liewellyn, 2009).

The risks related to digital records are quite different from those associated with paper records. Records must be created properly right from the beginning, both conceptually with proper metadata describing the context, content, structure, appearance (and if applicable behaviour), and technically (for example, file format)(Volgenant, 2004). Redressing any shortcomings retrospectively is very costly if in any case it is possible. From another perspective, however,

archives should recognize that technology also offers new options and solutions. If designed properly, systems may be designed such that recordkeeping can happen more or less automatically for instance (Lamb, 2015). This is the current practice in most corporate organizations in Kenya as far as records management is concerned.

Apart from the recordkeeping implications of information technology and the issues around the information object itself, at a higher level the new, still evolving network society also has a substantial impact on the records creating context and inherently on recordkeeping.

These developments are for instance:

- Increasing interconnectivity between the various business components;
- The continued thinning of the once glaring boundaries between organizations and between private and public sectors. Citizens want a single place where they can conduct all their business with the government. The Huduma Centre project in Kenya was initiated to put all government services under one roof;
- The shift of focus to business functions and processes rather than the organizational structure.
- The emergence of ‘open data’ and the impact it has had on archives. Open data is defined as data that can be freely used and shared by any person - subject only, at most, to the requirement to attribute and ShareAlike (Open Data Handbook, 2018).
- New ideas about the position of government as it rebrands to become smaller, smarter and more effective;
- Developments with respect to accountability, freedom of information and transparency;

- The continued budget cuts due to the financial crisis facing many organizations both in the public and the private sector(Séamus, 2003).

In terms of the processes involved, there is no difference between electronic transactions and paper transactions as they still need to be captured, managed and stored as well(McKinsey Centre for Government, 2012). Nevertheless, they are far more vulnerable as compared to paper records as they need to be carefully managed to preserve the authenticity and accuracy of such records (Duranti, 1999). Maintaining the accuracy and originality of electronic records has proven to be a task for information professionals. These are the greatest challenges faced by the record keepers of the modern era (Record Point, 2018).

These changes have had an impact on the record managers as well. The record manager is no longer just in charge of storing up papers on behalf of the organization but has been made an integral part of the business function of the organization. Record managers play a key role when it comes to critical issues like decision making and budgeting. The aspect of personal liability has also been brought into the limelight while the ability to track activities makes the record manager responsible for all that takes place in the records centres.

#### **2.3.4 Trends Changing the Records Management Industry**

With the continuous developments in all spheres of life, records management has had its fair share of adjustments. Several things have changed with regards to how records are being managed. Some of the trends that are causing changes in the record management industry include digital

retention, continued education, automation, open standards and the cloud(BNF Technologies, n.d.).

### *Digital Retention*

Digital retention refers to the storage of records in digital formats as opposed to paper records ( Government of West Australia, 2009; Ashenfelder, 2016). It involves the use of technologies to effectively manage records in their digital format. Electronic records equally have a life cycle that needs to be followed by agencies engaging in electronic records management (Collaborative Electronic Records Project, 2008).

### *Continued Education*

Inasmuch as the principles of records management remain the same, there is a need for record managers to continually enhance their education to remain relevant and up-to-date. The introduction of Continuous Professional Development (CPD) points acts as a catalyst for continuous education. Professional bodies such as the Kenya Association for Records Managers and Archivists (KARMA) play a big role in the provision of continuous education through short courses and seminars/training. According to Corominas et al. (2010), CPDs are a good way of ensuring that professionals continue to gain industry-relevant skills without necessarily registering for a longer course.

### *Automation*

Automation is the application of machines and/or systems in performing tasks initially performed or controlled by people. Automation can be applied in all the stages of electronic records management. This in turn helps in removing the guesswork in some records management activities

and processes as it provides a workflow of how things ought to run(Rusnah, 2006; San Jose State University, 2017).

### *Open Standards*

Open Standards refer to standards made available to the general public and are developed and maintained through a collaborative approach. These Standards facilitate interoperability and the exchange of data between different processes and users. The demand for open standards has particularly been pushed for the government sector(International Telecommunication Union, 2005). Although many governments across the world have been slow to embrace the same, they are slowly beginning to appreciate the importance of open standards(Rusnah, 2006; San Jose State University, 2017).

### *The Cloud*

Cloud-based platforms and tools like Software as a Service (SaaS) (SaaS is a software distribution model where a third-party provider hosts and makes available the hosted application to prospective customers over the Internet) have become a fast-growing influence in the records management industry. While there has been controversy about these applications in the field of records management, their benefits are unquestionable even among record managers(Kwanya, 2016).

### **2.3.5 Evolution of the records management curricula**

The transformation of higher education systems and institutions in all developed countries in recent years has been characterized by an expansion in the number of students and university graduates (from the sixties onwards), the introduction of quality assurance policies and procedures (from the eighties onwards) and the adaptation of university curricula to the requirements of the new

economy and present-day labour markets, mainly with regard to the introduction of competences (skills) as a fundamental learning objective in study programmes (from the nineties onwards)(Driscoll, 2005).

There are profound reasons for these changes which include the worldwide socioeconomic factors linked to technological development, new models of production and higher demand for skilled labour from organizations, amongst others(Hofman, 2012). The causal factors highlighted in the literature on higher education include the democratization of education that has given more students access to the higher education system; greater pressure on universities for accountability of public spending invested in education; and the pressure by production organizations and governments to enhance the professional skills of the workforce as a means for social development in a modern and competitive knowledge-based economy. The pressure exerted by various labour market representatives has led universities to adopt policies and strategies aligned with social demands. Some examples of these trends are policies to improve employability(Dutta & Islam, 2017), government and university grants for innovative teaching, plans for teacher training, incentives for the adaptation of curricula to the new European Higher Education Area demand for competency-based academic programmes as the way for national quality assurance agencies to accredit new university degrees, the introduction of compulsory professional practice in curricula (Rodríguez Espinar et al., 2007), the introduction of specific departmental policies and the involvement of employers in the subject design and teaching(Institute of Economic Affairs & Centre for transformational Leadership, 2018). These initiatives have led to the restructuring of the university education model in recent years. One of the most important trends has been the change from a traditional education model based on the transmission of knowledge in the different



fields of study, towards a model that advocates the development of competences and the more active involvement of the learner. The introduction of a competence based approach in the defining and preparation of the learning outcomes is probably the most distinctive feature of the current university reform and is closely linked to the enhancement of graduate employability, given that it gives higher profile to and involves their professional ability and its applicability in the workplace(Howard, 2014). A worker is understood to be employable today if he/she has or can acquire, a sufficient level of professional skill that meets the needs of the labour market and/or the changing demands of the job within the company, and where this skill is recognized in the labour market(Kamin et al., 2013). The new competency-based learning model has led to ideological tensions in higher education institutions between, on the one hand, those who call for scientific and cultural learning that is general and independent of the requirements of the production sector and, on the other hand, those who call for the university to adapt more to the labour market and the development of the real economy on the other hand (Kemoni, 2008). Faced with the pressures from students, employers and education authorities, higher education institutions have reacted in different ways. Some sectors have been critical of the discourse on employability and of the universities' submissiveness in relation to the demands of the market, and it has been questioned whether their mission should be to reproduce the current system or to transform it and, ultimately, whether university education should involve adapting graduates to the system or develop them as people capable of transforming it through research and knowledge(Teach First, 2018). Others have called for greater consideration to be given to the needs of the production sector.

From the seventies and eighties onwards, the idea that production organizations need graduates with good academic records and core competencies that facilitate faster integration into the

industry, ensuring they can adapt in times of change in the organization, and ability to work as part of a team with initiative, entrepreneurship, dynamism, customer service becoming increasingly important became increasingly important (Onyango, 2006). This led to a series of “human capital” competencies being introduced progressively in university education, and the distance between university education and the workplace began to be gradually reduced (Association of Colleges & UK Commission for Employment, 2015). However, this process has been neither easy nor smooth, given the conceptual and terminological confusion around what should be taught, how it should be done and how it should be evaluated (Bunyi, 2013; Klosters, 2014). On the other hand, one should also bear in mind that not all fields of study are the same in terms of graduate employability: some qualifications adapt more easily to the demands of the market and are highly committed to developing human capital skills, whereas others are less sensitive and less capable of responding to professional practice (Driscoll, 2005; Osei et al., 2015). These differences should therefore be taken into account when analyzing what happens in different fields of study as regards the level of competence-based learning attained by graduates at the end of their studies. Aside from the ideological discussion regarding competency-based learning and the tensions it has generated in certain university contexts (Newman & Conrad, 1999), there is no doubt that a different way of teaching and a profound shift in teaching strategies and methodologies are emerging. Beyond the obvious perceptions of these transformations, however, there has so far been no formal assessment establishing whether the universities have adapted to the new educational demands and if there has been any improvement in competence-based university education over the last ten years from the graduates’ point of view.

## **2.4 Literature Gaps**

The review identified a gap between the curriculum and the labour market in various parts of the world. The views covered in most of the literature on the relevance of the undergraduate records management curriculum to the labour market indicate that there is a consensus on the existing gap. Most of the previous research was conducted a while ago and therefore may not adequately present the current status at the time of this research. The literature was also majorly on education in general with limited literature on records management as a specific area. These gaps motivated this study which seeks to find ways through which these particular gaps can be bridged and to support the assertion that a comprehensive curriculum is a major contributor to success in the workplace. The findings will then be used to come up with recommendations on how to achieve this. This will be informed by the research findings as well as the research gaps identified.

## **2.5 Chapter summary**

The chapter reviewed the literature available in line with the topic and objectives of the study, specifically, the literature review focused on the records management curriculum, university education and job performance in the labour market, and the changing roles of record managers.

From the literature reviewed, the researcher identified various shortcomings in the literature. While several researchers had attempted to address the issue at hand, there was no research done in Kenya on the specific topic. Most of the research was generalized for the curriculum as a whole without going in-depth into the records management curriculum. Additionally, the researcher identified a gap whereby there was no recent research on this topic, meaning the available research may not be relevant for the current labour market. Another gap identified was the fact that no research put

into consideration the various reforms that have taken place in the field of university education in the last ten or so years. The next chapter focuses on the research methodology employed in conducting the research.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures followed when conducting this study; it describes the different methods employed by the researcher to collect data for the study. Saravanel (1992), refers to research as a systematic and concentrated analysis of a given topic, subject or area of investigation supported by the gathering, collation, presentation and interpretation of relevant details or data. This chapter covers the research design employed, philosophical worldviews, population, sampling techniques, data collection and instruments, data analysis procedures as well as the ethical issues that the researcher considered in conducting the research.

#### **3.2 Research Approach**

According to Roberts (1992), a research methodology refers to methods that adhere to an orderly sequence of data collection. The researcher used mixed methods consisting of both quantitative and qualitative research approaches. Mixed methods research focuses on the collection, analysis, and mixes both qualitative and quantitative data in a single study or even a series of studies. The central premise of the mixed-method is that it combines both qualitative and quantitative methods to provide a better understanding of research problems than either of the approaches alone (Cresswell, 2018; Demir and Pismek, 2018). Quantitative research purposes to measure the amount or quantity of the object of study and conducts a comparison of the same to records as it tries to project for forthcoming periods (Cresswell, 2018). Qualitative research on the other hand involves the analysis and interpretation of data through observation of what people do and say (Harnett, 2016). The main reason for using this approach is that the combination of both quantitative and

qualitative approaches provides a more complete understanding of a research problem than either approach alone (Kothari, 2019). The research was descriptive in nature and sought to describe in detail the subject under research. Descriptive Research Design is a design based on the theory that is created by gathering, analysing and presenting the data collected. According to Neuman (2000), descriptive research presents a picture of the specific details of a situation, social setting, or relationship. By implementing an exhaustive research design such as this, the researcher was able to provide an understanding of the how and why of the research (Lamb, 2015).

### *Paradigm (World View)*

Paradigms refer to opposing belief systems or worldviews that are a reflection of and guide the decisions that researchers make (Tashakkori & Teddlie, 1998). Bryman (2004) refers to a paradigm as a cluster of beliefs that influence the research process in a particular field of study. According to Cresswell (2018), worldviews arise based on various factors such as a researcher's past experiences, the research discipline as well as a student's advisors/mentors inclination. In the social and behavioural sciences paradigms fall into two camps with writers proposing various terminologies to distinguish these stances. Guba & Lincoln (1988) use the terms "scientific" and "naturalistic", whereas Tashakkori & Teddlie (1998) adopted "positivist" and "constructivist". According to Burrell & Morgan (1979), the degree of separateness between the paradigms and method has been debated for long; whereas a strong association is indicated between the design approach and underlying paradigm position. There are four worldviews used in research. These include:

### *Post positivism*

This world view holds more for quantitative research than qualitative research (Cresswell, 2018). This method is sometimes known as a scientific method, empirical science or postpositivist research. Post positivists hold a deterministic philosophy in which causes determine the outcomes or effects. Thus, the problems studied by post positivists reflect the need to identify and assess the causes that influence outcomes, such as those found in experiments.

### *Constructivism*

This worldview is based on the belief that people develop subjective meanings based on their experiences. Since these meanings are varied and multiple, the researcher looks for the complexity of views as opposed to narrowing them down into a few categories of ideas (Guba & Lincoln, 1988). The objective of the researcher is to depend as much as possible on the participants' views of the situation under study. This paradigm thrives in open-ended questions as it provides respondents with an opportunity to share their experiences and thoughts (Guba & Lincoln, 1988).

### *Transformative*

This philosophical worldview is focused on the needs of individuals and groups in the society who may be disenfranchised or marginalized. They felt that the postpositivist approach did not take care of the marginalized in society. This research contains an action agenda for reform that may change the lives of the participants. They seek to address specific issues in the society such as empowerment, inequality, oppression, domination and suppression. One main assumption of this approach is that it places central importance on the study of the lives and experiences of diverse groups that have traditionally been marginalized.

### *Pragmatism*

This type of worldview arises out of actions, situations and consequences as opposed to antecedent conditions as in the case of post-positivism (Cresswell, 2018). This method is not committed to any one system of reality and philosophy and the individual researchers have the freedom of choice.

The research adopted the pragmatist worldview for the research. Pragmatists link the choice of approach directly to the purpose of and the nature of the research questions posed (Cresswell, 2018). Research is often multi-purpose and a “what works” kind of approach will enable the researcher to tackle questions that do not sit comfortably within a particular research design and methodology. Darlington & Scott (2002) noted that in reality a great number of decisions on whether to take a quantitative or qualitative research approach are based not on philosophical commitment but on a belief of a design and methodology being best suited to the purpose.

### **3.3 Research Design**

A research design is the arrangement of conditions for the data collection and analysis in a way that purposes to combine relevance to the research purpose with economy in a procedure (Kothari, 2019). Research design is the conceptual structure in which research is conducted and constitutes the blueprint for all the activities involving the collected data. The researcher employed Convergent mixed methods design since it collates various data from different sources. It was used to converge data collected from the heads of departments, records management graduates and the job listing sites. The purpose of a convergent mixed methods design is to concurrently collect both qualitative and quantitative data, merge them, and use the results to better apprehend a research problem (Cresswell, 2018). In convergent parallel mixed methods, the researcher merges



qualitative and quantitative data so that they can provide a comprehensive analysis of the research problem (Demir & Pismek, 2018). The researcher usually collects both qualitative and quantitative data at the same time and then merges the information in the interpretation of the final overall results (Cresswell, 2018). In this research, the researcher used convergent methods in the data collection of the various sources and put them together for analysis. The justification for this design is that one data collection form can be used to cover up the weaknesses of the other research method and that a more complete understanding of a research problem is a result of collecting both quantitative and qualitative data (Cresswell, 2018). Since data was gathered from different sources, this method was effective to converge the various data types and get meaning out of the same.

### **3.4 Area of the study**

The study focused on the records management departments of Moi University and Kenyatta University within the Republic of Kenya. Moi University is situated in Uasin Gishu County in Kenya while Kenyatta University is situated in Kiambu County in Kenya. Additionally, the research targeted the top five job listing sites in Kenya namely; PricewaterhouseCoopers (PwC), Fuzu, Brighter Monday, Career Point and Corporate Staffing (Abeti, 2019). PwC is a global company founded in 1988 and currently operates in 34 African countries (PwC, 2020). Fuzu recruitment has been in operation since 2014 and currently has over 7 million lifetime users in East Africa (Fuzu Limited, 2020). Brighter Monday was founded in 2006 and is currently the leading recruitment job site in East Africa (Brighter Monday, 2020). Corporate Staffing is one of the leading recruitment agencies in Kenya with over 10 years of experience in recruitment for various firms (Corporate Staffing Services, 2020). Career Point on the other hand currently boast over 500,000 successful recruitments and has served over 1,500 employers in Kenya (Career Point

Kenya, 2020). The research narrowed down to the curriculum of the undergraduate records management within the Records Management departments. The chairpersons of the records management, as well as graduates of records management between the years 2011 and 2015, were part of the research. The geographical area for the research was confined to Kenya.

### **3.5 Study Population**

Cooper & Schindler (2006) defined population in research as the total group of people or elements with at least one thing in common; while Saravanel (1992) refers to it as an infinite or infinite collection of individuals. According to Mugenda & Mugenda (2003), a population is the entire group of individuals or objects having common observable characteristics. The population for this research was the Kenyan universities teaching records management as well as the records management labour market in Kenya. More specifically in the universities, it included the heads of records management departments and the graduates of records management.

#### **3.5.1 Target Population**

The target population refers to the entire set of units for which the research data are to be used to make interpretations. It describes those units for which the findings of the research are meant to be generalized by the researcher. Lavrakas (2008) states that defining the target population is the second step in research design. The target population comprised the 17 departments of Kenyan universities offering Records Management at the undergraduate level. The research also targeted 196 students who graduated from MU and KU with a degree in records management between 2011 and 2015, the heads of records management departments and the top 5 job listing sites in Kenya which had listed job openings for records management professionals.

### **3.6 Sampling**

Sampling in research is the procedure that a researcher uses to bring together people, places or items to use for a particular study. Sampling as a process entails selecting several individuals from a population in a manner that the selected group of individuals contains features that represent the target group (Education Centre, 2006; Kothari, 2019).

#### **3.6.1 Sampling Design**

A sample design is a definite strategy for getting a sample from a given population. It is the procedure the researcher adopts in selecting items for the sample (Kothari, 2019). Sampling may be probability sampling or non-probability sampling. Probability sampling is based on the concept of random selection, while non-probability sampling is ‘non-random’ sampling (Neuman, 2000). This research employed both probability and non-probability sampling. Probability sampling was used for the job adverts while non-probability sampling was used for selecting the two universities, years to be assessed, the graduates, the heads of departments as well as the job listing sites.

#### **3.6.2 Sampling frame**

This is defined as the listing of all units in the population from which the sample is selected (Bryman, 2004, 2012). If the population is finite (consisting of a fixed number of elements) and the time frame is in the present or past, then the frame can be identical to the population. The sample frame for the study included the graduates of records management between the years 2011 and 2015, universities offering undergraduate courses in records management and job listing sites. It also included the heads of departments of records management in Kenyan universities.

### **3.6.3 Sampling procedure**

This research employed four main sampling methods for different samples: total population sampling, simple random sampling, purposive sampling and snowball sampling. Snowball sampling refers to a non-probability sampling that researchers use to identify potential subjects in studies where subjects are difficult to find (Cresswell, 2018). This sampling technique is used by researchers if the sample for the study is limited to a very small group or is very rare. After the researcher has observed the initial subject, he/she asks for assistance from those subjects to help recognize people with a related trait of interest (Creswell, & Clark, 2011). The researcher knows that he has arrived at data saturation when a pattern is established among the respondents. This was used in sampling the graduates of records management from the two universities between 2011 and 2015. Simple random sampling is where each respondent has an equal chance of being selected. This was used in sampling the job adverts from the five job sites. Purposive sampling, on the other hand, is a type of non-probability sampling technique where the individuals or objects to study are investigated based on the judgment of the investigator (Cresswell, 2018). This was applied in selecting the universities, job sites and the period of study. Census sampling refers to a sampling method where the whole research population is considered for the research. It is used where the total population is relatively small and easy to work with (Demir & Pismek, 2018). This was used in selecting the heads of departments.

The two universities were purposively selected because they are the pioneers in teaching records management at the undergraduate level. Additionally, they are authorities in the same and thus are likely to provide more useful data for the research. The choice of the undergraduate level was purposively made because this is the level that mostly determines an individual's professional

journey(British Council et al., 2017). The researcher also employed multi-stage sampling (sampling within a sample) in the graduates and the job listing sites where further sampling was done on the top 5 purposively sampled job sites.

#### **3.6.4 Sample Size**

The researcher selected graduates of these departments between 2011 and 2015 using snowball sampling to aid in the process of getting respondents especially given that the researcher did not have sufficient knowledge about their whereabouts.

The choice of this period (2011-2015) was informed by the fact that they are actively engaged in employment at the time of conducting the study besides using their undergraduate knowledge in their places of work. Additionally, the researcher purposively selected the top 5 job listing sites in Kenya and randomly select 4 job adverts for each of them, that is Brighter Monday, Corporate Staffing Services, Career Point, Fuzu and PricewaterhouseCoopers (PwC) (Abeti, 2019; Munyaka, n.d.; Youth Village Kenya, 2019). Below is a summary of how the various samples selected and the corresponding data collection procedure.

**Table 1: Summary of Sampling Methods and Data Collection**

2 Universities (Kenyatta University & Moi University)	Purposive	The researcher purposively selected the two oldest universities and authorities in the teaching RM at the degree level	-
2 Heads of RM departments at KU & MU	Total Population	There are only two of them	The Key Informant Interview guide
Graduates of RM	Snowball	Respondents may be difficult to find	Online questionnaires
Graduates between 2011-2015	Purposive	Graduates between these years were actively engaged in employment, relying on their undergraduate knowledge and were in a fairly better position to remember their course content	-
5 Job sites (Fuzu, PwC, CareerPoint, Corporate staffing & Brighter Monday)	Purposive	Selected the top 5	-
Job adverts	Simple Random	All adverts have an equal chance of providing the required data	Content Analysis

Table 1 shows the various data collection and sampling methods used for the various groups. The two universities were purposively selected as they were the ones offering the said courses over that period. The two heads of department were sampled using total population sampling and data was collected from them using interviews. The 66 graduates of records management were sampled through snowball and data collected using online questionnaires with the help of Google Forms. The period of graduation between 2011 and 2015 was purposively selected as well as the 5 job listing sites. The 20 job adverts were randomly selected from the five sites.

### **3.7. Data Collection Techniques**

Data collection techniques can be grouped into two categories depending on the data being collected (Neuman, 2000). While quantitative data is collected in terms of numbers, qualitative data is collected in the form of words or pictures. This particular research employed both qualitative and quantitative research methods. Data was collected using the survey research technique. Survey research uses a formal interview or written questionnaire to gather information on the behaviours, backgrounds, attitudes or beliefs of a large number of people, usually 100 to 5,000 people (Kothari, 2019).

#### **3.7.1. Data Collection Methods**

There are two types of data collected in research and the data collection methods vary for each. Data can either be primary data or secondary data. The primary data are those which are collected afresh and are original in character. Secondary data refers to data that has already been collected and gone through the statistical process (Kothari, 2019). The researcher employed the interview method, questionnaire method and content analysis method for data collection. The interview method of collecting data involves the presentation of oral-verbal stimuli and replies in terms of oral-verbal responses and can be conducted either in-person or through the phone. The questionnaire method involves giving a questionnaire to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of several questions printed or typed in a definite order on a form or set of forms (Mugenda & Mugenda, 2003; Kothari, 2019).

### **3.7.2. Data Collection Instruments**

Data collection instruments refer to the tools that are used to collect data. According to Keya, Makau, Mani, & Omari (1989), the choice of tools for collecting or gathering data for any study largely depends on their efficiency and accuracy because each of the instruments has its strengths and weaknesses. The researcher used questionnaires as a tool and content analysis as a method. This is because of their effectiveness in data collection as explained below. The following instruments were used for the research:

#### **3.7.2.1 Questionnaires**

A questionnaire is a self-administered gathering tool that contains predetermined questions given in a specific order. According to Finn & Jacobson (2008), a questionnaire can be defined as a series of questions sent/given to a specific number of individuals for their response. They obtain homogeneous results that can be tabulated and expressed statistically. Neuman (2000) asserts that the key factor in the construction of a questionnaire is the relevance of the question to the goal of the study. It is only possible for the researcher to obtain relevant results for the study if he/she asks the right questions. According to Kvale (1997), it is the content that matters and not the quantity.

#### *Advantages of the questionnaire*

A questionnaire is a suitable method for a large number of respondents. They are less costly in terms of travel charges since one can do online questionnaires, as was the case with this research where the researcher used online Google forms to collect data. Respondents have ample time to frame their answers since they receive the questionnaire and take their time to respond though the time should be reasonable enough. The researcher gave the respondents two weeks to fill out the



questionnaire, which is reasonably fair. It is a convenient method for the respondents as compared to interviews. This is because the researcher does not actively take part in the responses but receives an already filled questionnaire. Furthermore, a questionnaire reduces the chances of bias since all the respondents respond to similar questions. Lastly, the process of tabulation of closed-ended responses in a close-ended questionnaire is a straightforward activity (Harding et al., 2017).

#### *Disadvantages of the questionnaire*

Despite the numerous advantages one obtains from using questionnaires, some setbacks come with this method of data collection. It is difficult to verify the honesty of the answers given through questionnaires. Failure by the respondents to fill the questionnaire leading to a low response rate is a potential setback received from questionnaires. Likewise, the researcher is unable to gauge additional details from the respondents. Since the researcher is not necessarily part of the response, there is no room to ask follow up questions. Developing a good questionnaire is a difficult task that takes a lot of time (Harding et al., 2017). The method offers no chance to clarify questions that the respondent may not understand. This is because once the questionnaire is issued, it's upon the respondent to fill and return. They do this based on their understanding of the questions. Another disadvantage is the fact that the respondents may ask for payment in exchange for the information they are giving out.

Being aware of the challenges associated with the questionnaire method, the researcher sought ways of minimizing these challenges and where possible, eliminating them. First, the researcher made the questionnaire as brief as possible while at the same time covering all the aspects of the research. Additionally, where possible, the researcher gave closed-ended questions where the

respondents were to simply select their responses. This was done to aid the response rate since people may be discouraged by long questionnaires demanding a lot of writing. The researcher simplified the questions to remove ambiguity to enhance the respondents' understanding of the questions. Where necessary, the respondent put a further explanation to a question so that it could be clearly understood by the respondents. The researcher put an introduction at the beginning of the questionnaire that clearly stated the aim of the research to help the respondents to understand that there was no monetary exchange for filling the questionnaire. The researcher made it clear that responding was purely voluntary.

### **3.7.2.2 Semi-structured Interview**

According to Finn & Jacobson (2008), an interview is an essential process of social interactions where people share views concerning a given topic. It involves a direct conversation with the research respondent to gather the required information. This data collection method is also useful for purposefully selecting interviewees with a different range of perspectives.

#### *Advantages of interviews*

Interviews enable the researcher to obtain rich details and new insights because there is room to get the same. In this research, the researcher maximized the interviews to get an in-depth understanding of the respondents' responses. The response is high as compared to questionnaires since the researcher is actively participating in the process, like in this case where all the respondents responded to the interview. Interviews offer the respondents a chance to express themselves in the best way they prefer since it does not fix them. The interview method additionally allows the interviewer can ask for additional information for clarity purposes, as was

the case with this research. Lastly, the interviewer can observe the interviewee's non-verbal cues and probe more.

#### *Disadvantages of interviews*

Despite the advantages highlighted above, there are some disadvantages associated with this method of data collection. The appointments need to be made well in advance to avoid inconveniences and disappointments. It becomes more intensified when the population is large. This method may not be appropriate for a large population. There is a possibility of the interviewer influencing the answer since the researcher will be part of the interview. There is also the challenge of privacy.

To overcome challenges associated with interviews, the researcher ensured there was proper prior communication with the respondents to ensure that the scheduled meetings took place. Additionally, the interview was used to collect data from the least represented respondents: the heads of the two departments. This small number ensured that the data collection could be done in good time as there were few respondents involved. Consent was sought from the respondents with regards to audio recordings of the conversations and they were assured that the interview was purely anonymous.

#### **3.7.2.3 Content Analysis**

Content analysis is a research technique used to make valid and replicable implications by interpreting and coding materials in textual form. By systematically evaluating texts, qualitative data can be converted into quantitative data through this method (Manual, 2013). Content analysis

studies documents and communication artefacts, which might be texts of various formats, video pictures or audio(Hsieh & Shannon, 2005). Content analysis allows researchers to recover and examine the indications of organizational behaviours, societal trends and stakeholder perceptions(Hsieh & Shannon, 2005). It serves as an important bridge between purely qualitative and purely quantitative research methods (Mayring, 2000).

#### *Advantages of content analysis*

Content analysis looks directly at communication via texts or transcripts and thus can get at the core aspect of social interaction. The method can be used to interpret texts for purposes of the development of expert systems (Elo & Kyngäs, 2008). Content analysis allows for mixed methods operations useful in the study. Content analysis provides valuable historical insights over a while through the analysis of manuscripts. It statistically analyses the coded form of the text and also allows a closeness to text which can alternate between specific categories and relationships (Harnett, 2016). Additionally, a benefit of this method is that it gives insight into complex models of the language of use and human thought.

#### *Disadvantages of content analysis*

Content analysis consumes a lot of time since it involves the reviewing of texts which may be in large volumes(Hsieh & Shannon, 2005). The method is subject to increased error, especially when an interpersonal analysis is used to achieve a higher level of understanding (Mayring, 2000). It is often devoid of a theoretic base or tries to liberally to draw meaningful inferences about the connections and impacts inferred in a study. The content analysis method is characteristically reductive, predominantly when dealing with complex texts (Demir & Pismek, 2018). Oftentimes,

the method tends too often to simply consist of word counts other than going deeper beyond just the words. Lastly, content analysis as a data collection method often disregards the context that produced the text, besides the state of things after the text is fashioned.

### *Strategies for overcoming the challenges*

The challenges relating to content analysis were dealt with using various methods such as making a summary of each job advert to reduce the bulkiness of the same. Additionally, the researcher used different sources of job adverts to provide authenticity of the data. This eliminated the bias of using just a single source. The dates selected were also distributed evenly so that various contexts of the particular field of study were put into consideration.

### **3.8 Data Collection and Management Procedures**

The researcher collected data through the three methods identified above. For the questionnaires for the records management graduates, the researcher prepared an online questionnaire which was then shared with the respondents as soon as each was identified. They anonymously filled the questionnaire online and the forms were sent to the researcher. This was aided by the Google form application. The interview involved the researcher visiting the chairpersons of the respective departments where the data was collected. The researcher went with an interview guide and noted down the responses for analysis later. The content review involved getting the curricula from the two departments as well as the job adverts and later conducting a critical analysis of each of them after which general conclusions were made. Data management was carried out on the collected data by the researcher and involved such processes as:

### *Editing*

Editing of data is a process of probing the collected raw data to identify errors and correct these when possible. Editing involved scrutiny of the completed online questionnaires that were shared with the respondents. The purpose of editing was to ensure that the data are accurate, consistent with other facts gathered, uniformly entered, as completed as possible and well arranged to enable coding and tabulation. The researcher used central editing which involves editing the questionnaires when all of them have been filled and returned by the respondents.

### *Coding*

Coding is the process of assigning numerals or other symbols to answers so that the collected responses can be put into a limited number of categories or classes (Kothari, 2019). Such classes should be suitable for the research problem being studied. The researcher ensured that the characteristic of exhaustiveness (i.e., having a class for every data item) was adhered to. The researcher applied coding for the data collected through interviews and content analysis. For the interview data, the researcher coded the responses as per the objectives of the study such that there were five categories at the end, the same as the research objectives. The content analysis data was coded into five areas of positions advertised, education requirement for the jobs, additional training, the roles and the skills required. Thus, the job adverts ended up with the five codes stated.

### *Tabulation*

This is the process of making a summary of the raw data and displaying the data in a compact form (i.e. statistical tables) for further analysis (Kothari, 2019). It can also be defined as an orderly arrangement of data in columns and rows. The researcher was able to prepare tables for the data

collected using questionnaires with the aid of SPSS and Google Sheet software. Data from the content analysis were tabulated with the aid of Atlas.ti.

### **3.9 Piloting**

The researcher purposively selected a sample of 10 respondents from Technical University of Kenya graduates to whom the tools were administered to test their effectiveness. The results of the pilot study were analysed by the researcher and recommendations and alterations were made to the instruments as was deemed fit after the study. Changes included clarifying questions, use of straightforward terms and shortening the questionnaire while still collecting all the necessary data.

### **3.10 Data Analysis Procedures**

These are the techniques the researcher used in analysing the collected data. The collected data was analysed and useful conclusions were drawn from it. The data collected was organized, and categorized and the relationship between the categories was established in a form that could easily be understood and from them inherent facts and useful conclusions were derived. There are several methods of analysing data depending on the type of research being conducted, the objectives and the hypothesis to be tested. Statistical Package for Social Sciences (SPSS) was used in the analysis of the quantitative data collected through questionnaires. Statistical data was presented in form of tables and pie charts and the researcher employed SPSS to analyse quantitative data. SPSS is a powerful software package that was created to manage and analyse statistical data of social science data. SPSS analyses research data and give reports in tables, figures as well as comparative analysis like correlation. SPSS is ideal for the analysis of quantitative data. Content analysis was used to organize the data collected from the interview and the content review. These were then analysed

using Atlas.ti software. Atlas.ti is a workbench for conducting a qualitative analysis of large bodies of graphical, audio, textual and video data. With Atlas.ti, a user can arrange, reassemble and manage the materials creatively and systematically and can work with virtually every field as opposed to SPSS. Atlas.ti software enables one to code, visualize and create networks between the codes being analysed in a piece of document. It can analyse several documents of different ranges at the same time and it has an interactive margin that allows the user to interact with the software. Atlas.ti is an ideal software tool for the analysis of qualitative data. General conclusions were drawn from the data gathered using the qualitative approach after noting and interpreting the responses given by the interviewees.

### **3.11 Reliability and Validity**

Reliability is the overall consistency of a measure. A highly reliable measure produces similar results under similar conditions so, all things being equal, repeated testing should produce similar results. Reliability is also known as reproducibility or repeatability. The research employed interrater reliability which involved working with three other researchers to measure the degree of agreement on the tools being used. Validity is the extent to which an instrument, such as a survey or test, measures what it is intended to measure (also known as internal validity) (Shantikumar 2018). This is important if the results of a study are to be meaningful and relevant to the wider population. The content validity of the instrument can be determined using the viewpoints of the panel of experts. In the quantitative content validity method, confidence is maintained in selecting the most important and correct content in an instrument, which is quantified by the content validity ratio (CVR). In this way, the experts are requested to specify whether an item is necessary for operating a construct in a set of items or not. To this end, they are requested to score each item



from 1 to 3 with a three-degree range of “not necessary, useful but not essential, essential” respectively. The content validity ratio varies between 1 and -1 (Zamanzadeh et al., 2015). The higher score indicates further agreement of members of the panel on the necessity of an item in an instrument. The researcher engaged 5 professionals who gave an average score of 2.7, an indicator that the instruments were valid.

### **3.12 Ethical Considerations**

Ethics are an integral part of conducting any meaningful research and therefore close attention is being paid to the same (Bailey & Burch, 2016). Ethical consideration forms a crucial part of research as it functions to give it credibility and reliability. The following considerations were observed by the researcher during the research.

#### *Getting Authorization from the Technical University of Kenya*

Upon approval of the research proposal, the researcher informed the school of graduate studies of his intentions to conduct research and was given an introductory letter which aided in the process of getting approvals and permission to conduct the research.

#### *Approval from National Commission for Science, Technology and Innovation (NACOSTI)*

The researcher sought and got approval from NACOSTI before commencing the data collection exercise in line with the regulations governing research in Kenya. This ensured that the researcher was compliant with the laws of the land during the study.

### *Confidentiality*

While conducting the research, the researcher observed utmost confidentiality, especially with the data from the respondents. Just as required by ethics in research, necessary mechanisms were put in place to ensure that the confidentiality of data was not interfered with. Names were not captured and the data was strictly used for the research purpose only.

### *Informed consent*

The researcher sought informed consent from all the respondents involved in the research before collecting the relevant data from them. This ensured that they agree to share their opinion on the research.

### *Respect*

Respect is an important aspect of the research process. The researcher displayed a great understanding in this area by ensuring that the works of others that were used in this research were fully cited or honoured most effectively. Every work that does not belong to the researcher was acknowledged and credit was given to the owners.

### *Honesty*

Honesty is the best policy. In this study, the researcher intended to produce an intellectually viable outcome without any deception. The researcher was honest with the code of ethics and avoided any misrepresentation of facts or data collected.

### *Intellectuality*

The researcher is expected to be as original as possible so that the value of the research is not compromised. The researcher argued intellectually in the research in a manner that reflects the academic mindset of scholars. The researcher put into key consideration the aspect of originality by doing his work during the whole process.

### *Accountability*

This is an aspect of ethical concerns in research that a researcher is expected to uphold. This element is crucial as it ensures that the researcher can account for his/her entire work so that the spirit of the scientific or academic element is not compromised. In this study, the researcher demonstrated a high level of accountability by ensuring that every idea generated was original and effective for the success of the research.

### **3.13 Chapter Summary**

Chapter three has delved deeper into the aspect of the research methodology that was employed in conducting the research. The chapter looked at the philosophical world view, the research design employed as well as the research method. Aspects of the study population and sampling have been discussed at length. Additionally, the chapter looks at the data collection methods and instruments as well as data management and analysis procedures and methods. Also covered are the ethical considerations that the researcher put into consideration while conducting the research. Being research that entailed different data collection methods and techniques, the chapter presents research conducted using mixed methods to effectively cover the various aspects and data collected. This combination gave a more accurate result that was used to make conclusions and give recommendations for further research.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter discusses the aspect of data presentation and analysis as collected using the tools identified. Data collection was done through online questionnaires for the graduates, interviews with the heads of the records management department and content analysis for the job adverts. The data was interpreted in line with the objectives of the study which were to:

- i. Exploring the status of University training and the labour market in Kenya,
- ii. Exploring the evolving changes in the responsibilities of record managers in Kenya,
- iii. Examining the relevance of the records management training at Moi University and Kenyatta University to the labour market in Kenya and
- iv. Making recommendations on the records management curriculum at Moi University and Kenyatta University.

#### 4.2 General information

The researcher sought to understand the respondents by collecting their demographic information.

##### 4.2.1 University attended by respondents

The respondents were asked to indicate the respective universities that they graduated from for their undergraduate studies. Table 2 shows this information as gathered from the graduates using the questionnaires.

**Table 2: University attended by respondents**

University	Frequency	Percent
Kenyatta University	23	43
Moi University	31	57
<b>Total</b>	<b>54</b>	<b>100.0</b>

Table 2 shows that a total of 23(43%) out of the 54 respondents were graduates of Kenyatta University while Moi University had 31(57%) of the respondents.

#### 4.2.2 Year of graduation

The objective of this question was to establish the graduation years of the various respondents. This was important to establish career progression since graduating from university. The research was limited to graduates between the years 2011 to 2015 as shown in table 3.

**Table 3: Respondents' year of graduation**

University		2011	2012	2013	2014	2015	Total
KU	Count	2	4	9	4	4	23
	% of Total	4%	7%	17%	7%	7%	43%
MU	Count	8	9	6	3	5	31
	% of Total	15%	17%	11%	6%	9%	57%
<b>Total</b>	<b>Count</b>	<b>10</b>	<b>13</b>	<b>15</b>	<b>7</b>	<b>9</b>	<b>54</b>
	<b>% of Total</b>	<b>19%</b>	<b>24%</b>	<b>28%</b>	<b>13%</b>	<b>16%</b>	<b>100.0%</b>

Table 3 shows that 15 (28%) of the respondents graduated in 2013. This was followed by 2012 at 13 (24%) while 2011 and 2015 had 10(19%) and 9(16%) respectively. The year with the least graduates was 2014 at 13%. In 2011, 2(4%) were from Kenyatta University while 8(15%) were from Moi University. In the 2012 class, 4(7%) of them were from KU while 9(17%) were from MU. The 2013 class had 9(17%) from KU and 6(11%) from MU while the 2014 class had 4(7%) and 3(6%) from KU and MU respectively. The 2015 class had 4(7%) from KU and 5(9%) from MU.

### 4.2.3 Gender of respondents

The researcher sought to establish the gender distribution of the respondents to do a comparison of the various labour market practices and trends between the two genders. The gender of the respondents was distributed as shown in table 4.

**Table 4: Gender of respondents**

<b>University</b>		<b>Female</b>	<b>Male</b>	<b>Total</b>
Kenyatta University	Count	9	14	23
	% of Total	17%	26%	43%
Moi University	Count	15	16	31
	% of Total	27%	30%	57%
<b>Total</b>	<b>Count</b>	<b>24</b>	<b>30</b>	<b>54</b>
	<b>% of Total</b>	<b>44%</b>	<b>56%</b>	<b>100.0%</b>

The analysed data in Table 4 collected from the respondents shows that 24 (44%) were female represented as KU had 9 (17%) and MU 15 (27%). The males, on the other hand, had a total representation of 30 (56%) consisting of 14 (26%) from KU and 16 (30%) from MU.

### 4.2.4 Age distribution of respondents

The research captured the age distribution of the respondents as per their respective universities. This was used to establish the records management practices and skills between the various age groups as shown in table 5.

**Table 5: Age distribution of respondents**

University		25-30 years	31-35 years	36-40 years	41-45 years	46-50 years	Total
Kenya University	Count	6	9	6	2	0	23
	% of Total	11%	17%	11%	4%	0.0%	43%
Moi University	Count	2	9	15	4	1	31
	% of Total	4%	17%	28%	7%	1.9%	57%
<b>Total</b>	<b>Count</b>	<b>8</b>	<b>18</b>	<b>21</b>	<b>6</b>	<b>1</b>	<b>54</b>
	<b>% of Total</b>	<b>15%</b>	<b>34%</b>	<b>39%</b>	<b>11%</b>	<b>2%</b>	<b>100.0%</b>

From table 5, the majority of the respondents 21(39%) were between the ages of 36-40 years. 18(34%) of the respondents were between the ages of 31-35 years while 8 (15%) were between the ages of 25-30 years. A further 6 (11%) of the respondents were between the ages of 41-45 years with 1 (2%) of the respondents being between the ages of 46-50 years. There were no respondents who were above 50 years.

#### 4.2.5 Employment by sector

The researcher sought to establish the sector in which the respondents were working. The categories included the public sector, corporate sector, self-employment and NGO. Table 6 shows their distribution by sector of employment.

**Table 6: Employment sector of respondents**

University		Public sector/ parastatal	Corporate/ private sector	Self-employed	NGO	Total
Kenya University	Count	5	13	1	4	23
	% of Total	9%	24%	1%	7%	43%
Moi University	Count	16	10	3	2	31
	% of Total	30%	19%	6%	4%	57%
<b>Total</b>	<b>Count</b>	<b>21</b>	<b>23</b>	<b>4</b>	<b>6</b>	<b>54</b>
	<b>% of Total</b>	<b>39%</b>	<b>43%</b>	<b>7%</b>	<b>11%</b>	<b>100.0%</b>

Data in Table 6 shows that 21(39%) of the respondents were working in the public sector or government parastatals. They include 5(9%) from KU and 16(30%) from MU. Another 23 (43%) of the respondents are employed in the corporate sector with 13 (24%) having graduated from KU while MU had 10 (19%) cumulative percentage. A total of 4 (7%) of the respondents are working in self-employment with KU having 1 (2%) and MU having 3 (5%). The NGO sector has 6 (11%) of the respondents with KU contributing to 4 (7%) and MU having 2 (4%) of the respondents.

#### 4.2.6 The current title of respondents

A total of 18 titles were identified for the 54 respondents who took part in the study. The titles used were an indication of the significance attached to the profession and graduates of records management in the job market. Table 7 presents the data collected and analysed.

**Table 7: Title of respondents**

Current title	Frequency			Per cent
	KU	MU	Total	
Archivist	0	1	1	1.9
Director	0	1	1	1.9
ICT Librarian	1	0	1	1.9
Information Management Officer	1	0	1	1.9
Information Officer	1	0	1	1.9
Knowledge Management Officer	1	1	2	3.7
Knowledge Manager	0	1	1	1.9
Knowledge Management Assistant	1	0	1	1.9
Librarian	1	0	1	1.9
Managing Director	0	2	2	3.7
Managing Partner	1	0	1	1.9
Principal Records Management Officer	1	0	1	1.9
Records Assistant	0	2	2	3.7
Records Management Officer	5	8	13	24.1
Records Management Supervisor	2	1	3	5.6
Records Manager	5	3	8	14.8
Records Officer	0	1	1	1.9
Senior Records Management Officer	3	10	13	24.1
<b>Total</b>	<b>23</b>	<b>31</b>	<b>54</b>	<b>100.0</b>



Table 7 shows that most of the respondents were employed with the title of Records Management Officer and Senior Records Management Officer. Each of these titles contributed to 13(24%) of the respondents. This was followed by Record Manager which had 8(15%) of the respondents. Records Management Supervisor had 3(6%) of the respondents. The positions of Knowledge Management Officer, Managing Director and Records Assistant each had 2(4%) of the respondents. The least popular titles which had 1(2%) of the respondents each were Archivist, Director, ICT Librarian, Information Management Officer, Information Officer, Knowledge Manager, Knowledge Management Assistant, Librarian, Managing Partner, Principal Records Management Officer and Records Officer.

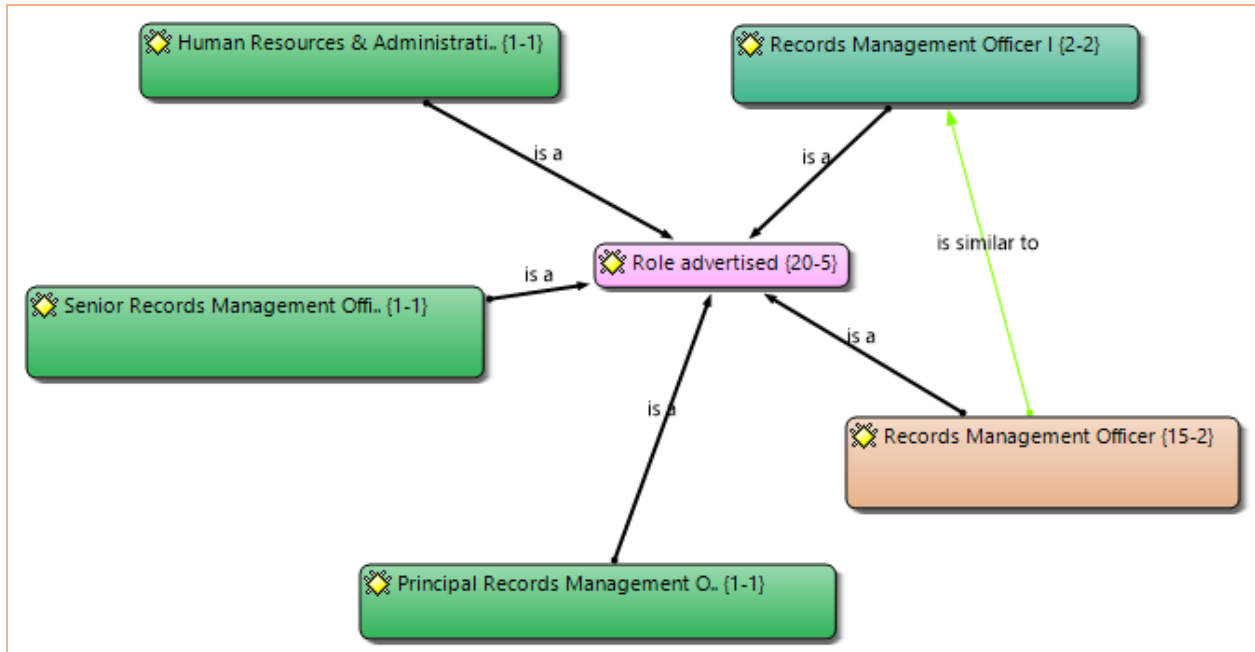
Additional data was collected from the job listing sites to establish the titles of the individuals being hired by the various firms as shown in table 8.

**Table 8: Titles advertised**

Site	Adverts	HR & Admin. Assistant	Principal RM Officer	RM Officer	RM Officer I	Senior RM Officer	TOTAL
Brighter Monday	Advert 1	0	1	0	0	0	1
	Advert 2	0	0	1	0	0	1
	Advert 3	0	0	1	0	0	1
	Advert 4	1	0	0	0	0	1
Corporate Staffing	Advert 5	0	0	1	0	0	1
	Advert 6	0	0	1	0	0	1
	Advert 7	0	0	1	0	0	1
	Advert 8	0	0	1	0	0	1
Career Point	Advert 9	0	0	1	0	0	1
	Advert 10	0	0	1	0	0	1
	Advert 11	0	0	0	1	0	1
	Advert 12	0	0	1	0	0	1
Fuzu	Advert 13	0	0	1	0	0	1
	Advert 14	0	0	1	0	0	1
	Advert 15	0	0	0	0	1	1
	Advert 16	0	0	1	0	0	1
PwC	Advert 17	0	0	1	0	0	1
	Advert 18	0	0	0	1	0	1
	Advert 19	0	0	1	0	0	1
	Advert 20	0	0	1	0	0	1
	<b>TOTALS:</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>2</b>	<b>1</b>	<b>20</b>
	<b>Percentage</b>	<b>5</b>	<b>5</b>	<b>75</b>	<b>10</b>	<b>5</b>	<b>100</b>

Data in table 8 shows that there was 1(5%) from each of the 20 adverts for the titles of Human Resource and Administration Assistant, Principal Records Management Officer and Senior Records Management Officer. Another 2 (10%) of the 20 adverts had the title of Records Management Officer I; while the remaining 15 (75%) of the 20 adverts had the title of Records management Officer.

The relationship between the various titles was captured in Atlas.ti as shown in figure 1.



**Figure 1: Positions advertised**

Human Resource and Administration Assistant: 1 time in 1 primary document (PD) (meaning the title appeared once in one advert out of the 20)

Senior Records Management Officer: 1 time in 1 PD (meaning the title appeared once in one advert out of the 20)

Principal Records Management Officer: 1 time in 1 PD (meaning the title appeared once in one advert out of the 20)

Records Management Officer I: 2 times in 2PD (meaning the title appeared twice in two adverts out of the 20)

Records Management Officer: 15 times in 15PD (meaning the title appeared fifteen times in fifteen adverts out of the 20)

The title of Human Resource and Administration appeared once in one advert (primary document) and so did the titles of Senior Records Management Officer and Principal Records Management Officer. The title of Records Management Officer I appeared twice in two adverts while Records

Management Officer appeared 15 times in 15 adverts. All these are positions that were advertised for.

#### **4.3 Records Management Curriculum and the labour market**

The first objective of the study was to explore the status of university training and the records management labour market.

##### **4.3.1 Requirements for positions held**

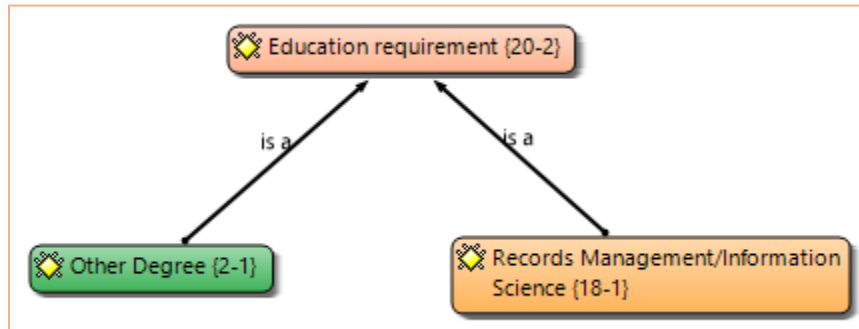
The respondents were asked what the job requirements were for the various positions they held. They were also asked to indicate at the academic level whether the job required a records management/information science degree, other degrees or whether no degree was required at all. Table 9 represents their responses.

**Table 9: Academic requirement for record managers**

<b>Academic requirement</b>	<b>Frequency</b>	<b>Percent</b>
Records Management/ Information Science Degree	53	98
No degree was required	1	2
Other degree required	0	0
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data in Table 9 shows that 53 (98%) of the positions being held by the respondents required a records management/information science degree with only one position (2%) requiring no degree at all.

Additionally, the researcher sought to capture similar information from the job adverts which were analysed using Atlas.ti. Figure 2 presents the data as collected.



**Figure 2: Academic requirements for positions advertised**

Education requirement appeared in all the job adverts with 2 adverts indicating that any degree could do while 18 being specific on records management degree as a requirement.

#### 4.3.2 Experience required for positions advertised

Another key aspect that came through in the job adverts was the issue of work experience. Of the 20 adverts that were analysed, 19 of them had work experience as part of the requirements for appointment. Table 10 shows the analysis of the data collected from the job adverts.

**Table 10: Experience required**

Experience in years	Frequency	Percentage
2	3	15%
3	8	40%
4	2	10%
5	3	15%
6	1	5%
Not specified	2	10%
Not required	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

Data in table 10 shows that an experience of three years was required by a majority of the adverts with eight references (40%). This was followed by a requirement of three and five years

respectively at 3 adverts (15%) each. Next was a requirement for four years' experience by two adverts (10%). Lastly, six years' experience was wanted by two adverts (10%). The length of experience required was not specifically indicated by two (10%) adverts, while no experience was required by one (5%) advert.

### 4.3.3 Relevance of RM studies

This question was presented in a Likert scale format and the respondents were to indicate their level of agreement (where 1= extremely relevant, 2= relevant, 3= neutral, 4= irrelevant, 5= extremely relevant) with the statement that their RM studies were relevant to their current position identified in 4.2.6. Table 11 shows their response.

**Table 11: Relevance of RM studies**

University		Extremely relevant	Relevant	Neutral	Irrelevant	Total
Kenya University	Count	5	9	5	4	23
	% of Total	9%	17%	9%	7%	43%
Moi University	Count	9	10	7	5	31
	% of Total	17%	19%	13%	9%	57%
<b>Total</b>	<b>Count</b>	<b>14</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>54</b>
	<b>% of Total</b>	<b>26%</b>	<b>35%</b>	<b>22%</b>	<b>17%</b>	<b>100.0%</b>

The analysed data in Table 11 shows that 14 (26%) of the respondents believed that the RM studies were extremely relevant to their current roles, while 19 (35%) of them stated that it was relevant to their current position. On the other hand, 12 (22%) of the respondents were neutral, while 9 (17%) of the respondents believed that their RM studies irrelevant to their current positions. Interestingly, no respondent thought that the degree was extremely irrelevant to them.

In terms of university distribution, 5(9.3%) of KU graduates felt that their RM studies was extremely relevant to them while MU had 9 (17%). Among the 19 (35%) who believed that their RM studies was relevant to them, KU had 9 (17%) while MU had 10 (19%). 4 (7.4%) from KU and 5 (9%) from MU felt that their RM studies was irrelevant to their current roles.

#### 4.3.4 Satisfaction with the RM units

The researcher wished to get the respondents' satisfaction with the records management units they covered in their studies to assess the relevance of the units. The relevant question was presented in a Likert scale format (where 1= strongly disagree, 2= agree, 3= neutral, 4= agree, 5= strongly agree) and table 12 are the responses as received from the respondents.

**Table 12: Satisfaction with the RM units**

University		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Total
Kenyatta University	Count	7	6	0	6	4	23
	% of Total	13%	11%	0%	11%	7%	43%
Moi University	Count	2	8	6	6	9	31
	% of Total	4%	14.8%	11.1%	11.1%	16.7%	57%
<b>Total</b>	<b>Count</b>	<b>9</b>	<b>14</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>54</b>
	<b>% of Total</b>	<b>17%</b>	<b>26%</b>	<b>11%</b>	<b>22%</b>	<b>24%</b>	<b>100.0%</b>

The analysed data in Table 12 shows that 9(17%) of the respondents totally disagreed. Of this, 7(13%) were from KU while 2(4%) were from MU. 14(26%) disagreed with the statement with KU having 6(11%) and MU having 8(15%). The two account for 23(43%) of the respondents. On the other hand, 12(22%) agreed with this statement with both KU and MU having 6(11%) respondents each. On the other hand, 13(24%) strongly agreed with the same. This consisted of 4(7%) from KU and 9(17%) from MU. Those who agreed or strongly agreed with account for

25(46%) of the respondents. Those who were neutral were 6(11%) of the total and were all from MU. A cross-tabulation of relevance and satisfaction level is presented in table 13.

**Table 13: Relevance of RM versus satisfaction level**

		Relevance of undergraduate degree				Total
		Extremely relevant	Relevant	Neutral	Irrelevant	
Satisfaction level	Totally Disagree	1	2	1	5	10
	Disagree	1	7	4	2	14
	Neutral	1	1	3	1	6
	Agree	4	4	3	1	12
	Totally Agree	6	5	1	1	13
<b>Total</b>		<b>13</b>	<b>19</b>	<b>12</b>	<b>10</b>	<b>54</b>

Table 13 shows consistency between satisfaction and relevance. Respondents who are most satisfied equally think very highly of the undergraduate degree while the least satisfied felt that the undergraduate degree was less significant.

The researcher posed the same question to the key informants during the interview and they were to indicate their level of satisfaction with the undergraduate RM curriculum currently on offer. They were to do so on a scale of 1-10 where 1 represented least satisfied and 10 represented most satisfied. The scores for the two chairpersons of departments were 8 and 9 in terms of their satisfaction with their curricula. The reasons for these particular scores were identical as both indicated that they were satisfied with the scores except that the curriculum needed some adjustments in terms of practical work for the students. When asked about the reasons for their response, the respondents said the following:



*“The curriculum covers all theoretical aspects of records management but not so adequate in terms of practical units” [Respondent A]*

*“The theoretical aspects of our curriculum are excellent and comprehensive. However, I have noted that students struggle in the marketplace due to lack of crucial practical skills which most often, they don’t acquire in school here.” [Respondent B]*

#### **4.3.5 The comprehensiveness of RM units**

The extent of coverage of the RM units was established using a Likert scale where the respondents were asked to indicate their level of agreement (where 1= strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree) with the statement that the undergraduate records management units were comprehensively covered. Table 14 shows their response.

**Table 14: Comprehensiveness of RM units**

<b>University</b>		<b>Totally Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Totally Agree</b>	<b>Total</b>
Kenyatta University	Count	2	6	4	6	5	23
	% of Total	4%	11%	8%	11%	9%	43%
Moi University	Count	3	3	12	6	7	31
	% of Total	5%	6%	22%	11%	13%	57%
<b>Total</b>	<b>Count</b>	<b>5</b>	<b>9</b>	<b>16</b>	<b>12</b>	<b>12</b>	<b>54</b>
	<b>% of Total</b>	<b>9%</b>	<b>17%</b>	<b>30%</b>	<b>22%</b>	<b>22%</b>	<b>100.0%</b>

Table 14 shows that 16 (30%) of the respondents were neutral on this statement. Of this, KU had 4(8%) while MU had 12(22%). 12 (22%) of the respondents agreed with the statement with both KU and MU having 6(11%) respondents each. Those who totally agreed were 12(22%) consisting of 5(9%) and 7(13%) respondents from KU and MU respectively. Another 9 (17%) of the

respondents disagreed with this statement with 6(11%) from KU and 3(6%) from MU, while 5(9%) were in total disagreement. This consisted of 2(4%) from KU and 3(5%) from MU.

#### 4.3.6 Confidence in RM lecturers

The researcher probed the confidence level of the graduates in the lecturers who teach records management at the undergraduate level at KU and MU. The respondents were to indicate their level of confidence (where 1= strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree) in their records management lecturers as shown in Table 15.

**Table 15: Confidence in RM lecturers**

University		Totally Disagreed	Disagreed	Neutral	Agreed	Totally Agreed	Total
Kenyatta University	Count	1	2	10	6	4	23
	% of Total	2%	4%	18%	11%	7%	43%
Moi University	Count	2	5	3	8	13	31
	% of Total	4%	9%	6%	15%	24%	57%
<b>Total</b>	<b>Count</b>	<b>3</b>	<b>7</b>	<b>13</b>	<b>14</b>	<b>17</b>	<b>54</b>
	<b>% of Total</b>	<b>6%</b>	<b>13%</b>	<b>24%</b>	<b>26%</b>	<b>32%</b>	<b>100.0%</b>

Responses from table 15 show that 17(32%) of the respondents totally agree with 4(7%) from KU and 13(24%) from MU. 14 (26%) agree with the statement consisting of 6(11%) and 8(15%) from KU and MU respectively. 13 (24%) of the respondents were neutral with 10(18%) from KU and 3(6%) from MU. Another 7 (13%) disagreed with the statement. Of this, 2(4%) were from KU while 5(9%) were from MU. 3 (6%) were in total disagreement and consisted of 1(2%) from KU and 2(4%) from MU. Data in Table 15 indicate that the respondents' confidence level in their lecturers was quite good with the majority of them either agreeing or totally agreeing that they had confidence in their lecturers.

#### 4.3.7 RM course duration

This study sought to establish whether the timeframe given for the study of an undergraduate RM degree was sufficient. The respondents were asked to indicate their level of agreement (where 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree) with the statement that the timeframe for studying the course was sufficient. Table 16 shows their responses.

**Table 16: Course duration**

University		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Total
KU	Count	1	1	2	8	11	23
	% of Total	2%	2%	4%	15%	20%	43%
MU	Count	1	3	8	12	7	31
	% of Total	2%	5%	15%	22%	13%	57%
<b>Total</b>	<b>Count</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>20</b>	<b>18</b>	<b>54</b>
	<b>% of Total</b>	<b>4%</b>	<b>7%</b>	<b>19%</b>	<b>37%</b>	<b>33%</b>	<b>100.0%</b>

The analysed data in table 16 indicate that the respondents' opinion on the course duration of the undergraduate RM course is relatively high with 20(37%) agreeing that the time was sufficient and another 18 (33%) totally agreeing that the time is sufficient for the course. 10 (19%) of the respondents were neutral while 4 (7%) and 7 (4%) disagreed and totally disagreed respectively.

1 (2%) of both MU and KU totally disagreed with the statement while 1 (2%) from KU and 3 (6%) from MU disagreed. 2 (4%) and 8 (15%) were neutral from KU and MU responsibility with 8 (15%) from KU and 12 (22%) from MU agreeing with the statement. Further, 11 (20%) from KU and 7 (13%) from MU were in total agreement with the statement.

#### 4.3.8 Recognition of RM graduates by employers

The researcher sought to find out whether employers recognised records management at their workplaces. A Likert scale (where 1= strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree) was used to measure respondents' level of agreement with the statement that RM is highly recognized by employers, the respondents gave their feedback as shown in Table 17.

**Table 17: Recognition of RM graduates by employers**

University		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Total
KU	Count	8	8	2	1	4	23
	% of Total	15%	15%	4%	2%	7%	43%
MU	Count	14	6	2	6	3	31
	% of Total	26%	11%	4%	11%	6%	57%
<b>Total</b>	<b>Count</b>	<b>22</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>54</b>
	<b>% of Total</b>	<b>41%</b>	<b>26%</b>	<b>8%</b>	<b>13%</b>	<b>13%</b>	<b>100.0%</b>

The data analysed in table 17 shows that among the respondents from KU, those who either totally disagreed or disagreed were each 8 (15%), 2 (4%) were neutral, 1 (2%) agreed while 4 (7%) were in total agreement. On the other side, 14 (26%) of respondents from MU totally disagreed, 6 (11%) disagreed, 2 (4%) were neutral, 6 (11%) agreed while 3 (6%) totally agreed that records management is regarded highly by employers.

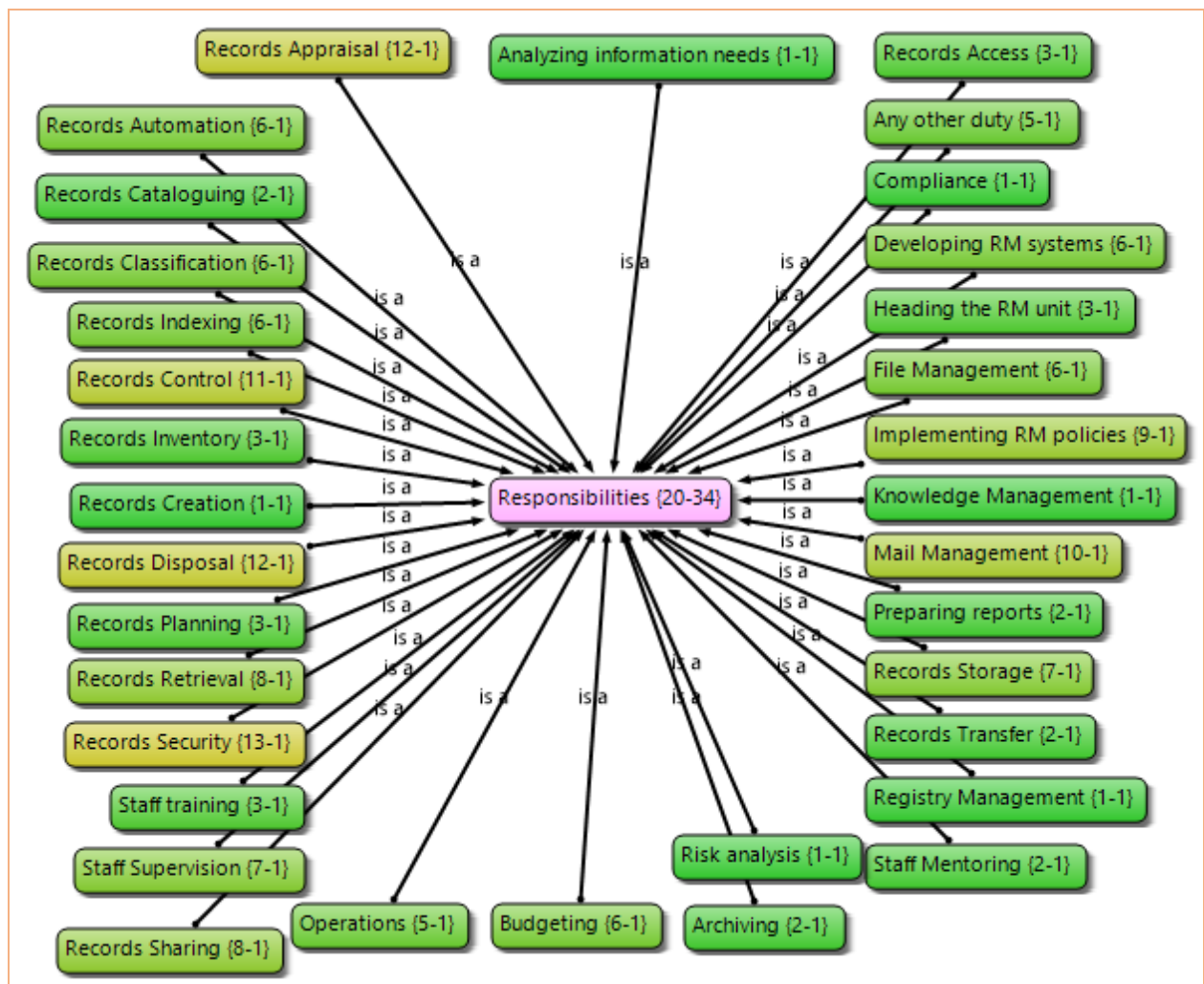
Table 17 shows that 22(41%) of the respondents totally disagree with the statement that RM is highly regarded by employers. Similarly, 14 (26%) disagree with this statement. 4 (7%) of them are neutral while those who agree and strongly disagree with this statement are evenly distributed with a representation of 7 (13%) for each response.

#### **4.4 Responsibilities of Record Managers at the workplace**

The researcher sought to find out the changing responsibilities of record managers as listed in job adverts at various workplaces. This was informed by the fact that most industries are dynamic in nature thus keep experiencing change as they evolved and developed

##### **4.4.1 Advertised Responsibilities of Record Managers**

This data was collected from the job adverts to identify the exact responsibilities advertised for record managers. A total of 32 responsibilities were identified as shown in Figure 3.



**Figure 3: Responsibilities of record managers**

Figure 3 was captured from Atlas.ti and shows that a total of 174 quotations (appearances of responsibilities) were identified from the 20 job adverts. This comes to an average of 9 responsibilities per advert. At the top in 13 adverts (primary documents) was records storage which appeared 13 times. Records appraisal and records disposal each appeared in 12 primary documents while records control and mail management had 11 and 10 quotations respectively. Other notable responsibilities included retrieval of records (8), sharing of records (8), supervision of staff (7),

budgeting (6), development of RM systems (6), file management (6), records automation (6), records classification (6) and records indexing (6).

#### **4.4.2 Changes in the RM field**

This was an open-ended question in the questionnaire that sought to establish from the graduates the changes that they have witnessed in the records management field. The most cited change that was noted by the majority of the respondents was the integration and impact of ICT in the field of records management. Most of the respondents identified ICT as the change catalyst in the field of records management as noted by some respondents;

*“ICT has shaped so many things in records management”.*

*“ICT is overtaking the records management profession and there is an urgent need for us to act”.*

*“ICT is the current big thing whenever we talk of records management”.*

*“There is such a big difference in how we manage records in the present age and this is attributed mainly to the growth of ICT”.*

Other changes that were noted by the respondents included the migration of records from paper records to electronic records, the need for more skills than just records management skills, outsourcing of records management functions of an organization, enhanced awareness of records management as well as records being a key part in compliance to ISO standards. Other excerpts from the qualitative data collected included:

*“I have witnessed companies starting to outsource their records management functions to cut on cost and space”.*

*“We are barely having paper records nowadays. Most of our records management functions are carried online with Active digitization of records ongoing in most government offices”.*

*“when it comes to ISO certification, records play a great role and this has made records management an important organizational function in most companies. This is a good sign for us as record managers”.*

#### **4.4.3 Changes in job descriptions**

The researcher sought to find out if the job descriptions (JDs) of the respondents had been revised and if yes, when were those JDs revised as shown in Table 18.

**Table 18: Revision of JDs**

<b>Response</b>		<b>Not revised</b>	<b>2015</b>	<b>2017</b>	<b>2018</b>	<b>Total</b>
Yes	Count	0	1	3	2	6
	% of Total	0.0%	2%	6%	4%	11.1%
No	Count	48	0	0	0	48
	% of Total	89%	0.0%	0.0%	0.0%	89%
<b>Total</b>	<b>Count</b>	<b>48</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>54</b>
	<b>% of Total</b>	<b>89%</b>	<b>2%</b>	<b>6%</b>	<b>4%</b>	<b>100.0%</b>

Analysis in table 18 shows that only 6(11%) of the respondents had their JDs revised since their first employment. 1 (2%) respondent had their JD revised in 2015, 3 (6%) of the respondents had their JD revised in 2017, while 2 (4%) of them had their JDs revised in 2018. The remaining 48 (89%) of the respondents have never had a revision of their JDs in the course of their employment.



## **4.5 Relevance of the training offered by RM departments**

The fourth objective of the research sought to establish the relevance of undergraduate RM training to the job market. Curriculum review is usually done to ensure the relevance of the courses taught by universities.

### **4.5.1 Frequency of curriculum review**

The researcher sought to establish from the key informants the frequency of reviewing the curricula of the two universities under study. They were to indicate how many times the curriculum had been revised in the last 10 years (2010-2019). The study established that both curricula had been revised three times in this period. Prompted for the reasons behind the same, the common reason was the issue of policy by the respective universities. The two universities have a policy of reviewing their curriculum every four years. Other reasons given were the changing nature of the records management field, the dynamic nature of technology and market surveys conducted by the universities. Excerpts from the interviews of the chairpersons of RM departments included:

*“We review our curriculum after every four years in order to stay relevant especially given that technology is fast changing how things are done in the employment space. But even before that, the university has a policy that requires curriculum review every four years and we have to adhere to that.” [Respondent A]*

*“The university requires that we review our curriculum every four years so we are doing that first and foremost to comply with this requirement. We also review after conducting market surveys to establish the changes that have taken place in the records management field. This is a very dynamic field with constant shift aided by advancements in technology and we have to keep changing as well”. [Respondent B]*

#### 4.5.2 Undergraduate degree units

Respondents were asked to indicate any units they could remember from their undergraduate studies. The aim was to show the correlation between the responsibilities they have and their connection to the units they studied in school. This question collected quantitative data from the respondents who were graduates of records management as shown in table 19.

**Table 19: Undergraduate records management units**

Units	Frequency			Per cent
	KU	MU	Total	
Archives Administration	1	2	3	3.8
Archives Management	2	0	2	2.5
Classification and Cataloguing	1	1	2	2.5
Communication Skills	2	3	5	6.3
Computer Architecture	0	2	2	2.5
Computer Programming	0	1	1	1.3
Curation	1	0	1	1.3
Data Communication	2	1	3	3.8
Data Structures and Algorithms	0	4	4	5.0
Electronic Records Management	1	2	3	3.8
Entrepreneurship	3	3	6	7.5
ICT	1	5	6	7.5
Information Systems	1	0	1	1.3
Legal Aspects of Information	0	4	4	5.0
Mathematics	1	0	1	1.3
Media	0	1	1	1.3
Monitoring and Evaluation	0	1	1	1.3
Preservation and Conservation	0	3	3	3.8
Principles of Management	1	1	2	2.5
Project Management	2	1	3	3.8
Publishing and Book trade	0	1	1	1.3
Records Analysis	0	1	1	1.3
Records and Archives Management	4	0	4	5.0
Records Automation	3	4	7	8.8
Records Management	2	2	4	5.0
Registry Management	5	0	5	6.3
Research Methods	0	3	3	3.8
Searching and Retrieval	1	0	1	1.3
<b>Total</b>	<b>35</b>	<b>45</b>	<b>80</b>	<b>100.0</b>

From table 19, a total of 28 undergraduate units were identified a total of 80 times by 54 respondents. 35 of these were identified by respondents from KU while the remaining 45 were identified by respondents from MU. The top unit identified was records automation at 8.8%. Entrepreneurship and ICT each had a representation of 7.5% while communication skills and registry management each had a 6.3% representation. Data structures and Algorithms, Legal Aspects of Information, records and archives management and records management each had a 5.0% representation from the respondents. The least identified units were Computer programming, curation, information systems, media, monitoring and evaluation, publishing and book trade, records analysis and searching and retrieval.

#### 4.5.3 Required skills for the market

Top skills in the workplace as identified by Forbes (A global media company focusing on business, technology and entrepreneurship) include problem-solving skills, emotional intelligence, deep thinking, perseverance, phone manners and willingness to learn. The respondents were asked to identify which of the above skills they acquired from their undergraduate studies as shown in table 20.

**Table 20: Top skills for the market**

Skills	Kenyatta University		Moi University		Total	
	Count	Row N %	Count	Row N %	Count	Row N %
Problem Solving Skills	10	36%	18	64%	28	100.0%
Emotional intelligence	9	41%	13	59%	22	100.0%
Deep-thinking	8	53%	7	47%	15	100.0%
Perseverance	12	37%	20	63%	32	100.0%
Phone manners	5	31%	11	69%	16	100.0%
Willingness to learn	16	46%	19	54%	35	100.0%

The most commonly cited skill by the respondents was the willingness to learn which had 35 respondents indicating that they learnt from their studies in undergraduate studies. Of this, MU had 19 respondents while KU had 16 respondents. Following closely was perseverance which had 32 respondents affirming that they acquired from their undergraduate studies. 12 of these were from KU while 20 were from MU. Problem-solving, emotional intelligence, phone manners and deep thinking had 28, 22, 16 and 15 respondents respectively. 10 respondents from KU identified problem-solving while MU had 18 responses. For emotional intelligence, 9 were from KU while 13 were from MU. 11 respondents from MU cited phone manners while KU had 5 respondents. Deep thinking as a skill was cited by 8 and 7 respondents from KU and MU respectively. More Moi University graduates had acquired these skills as compared to their KU counterparts. Apart from deep thinking where KU is ahead of MU by one, all the other skills are dominated by MU.

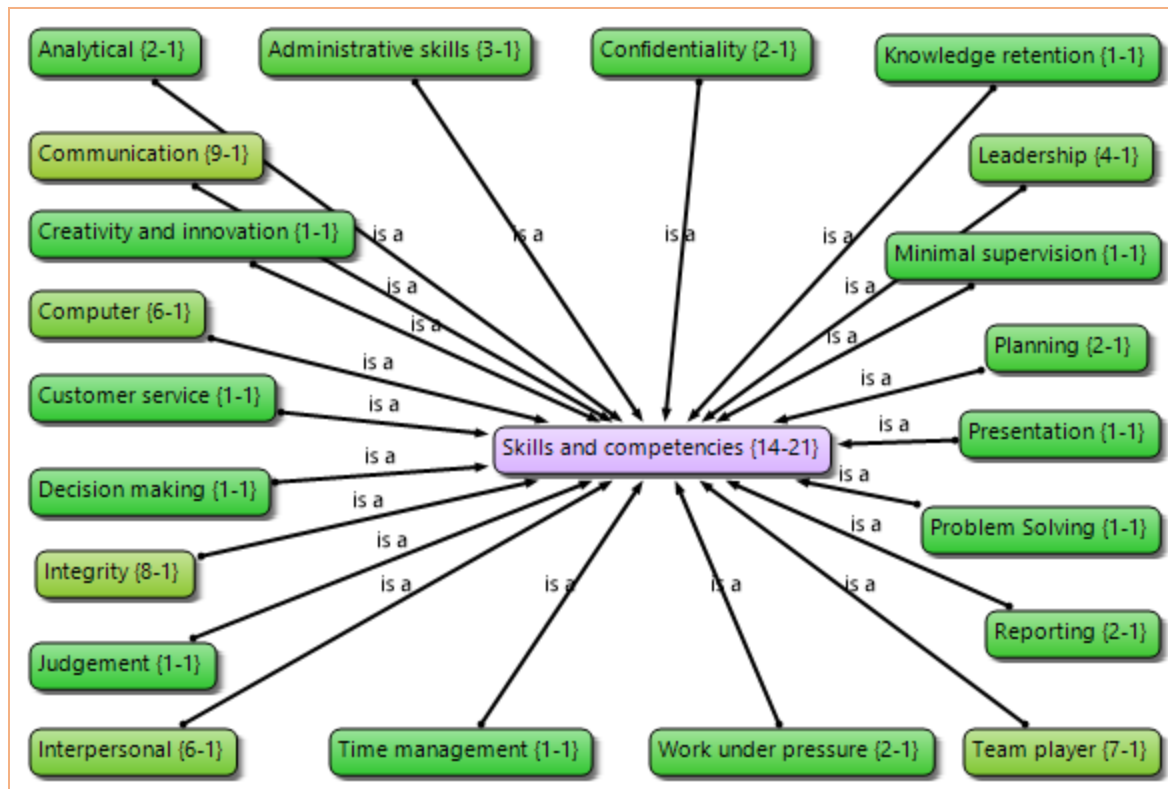
Similarly, the skills and competencies required by employers from potential candidates of records management graduates were captured and analysed using Atlas.ti as shown in Table 21.

**Table 21: Skills for Record Managers**

<b>Skill</b>	<b>Frequency</b>	<b>Primary Documents</b>	<b>Percentage</b>
Communication	9	9	14.5
Integrity	8	8	12.9
Team player	7	7	11.3
Computer	6	6	9.7
Interpersonal	6	6	9.7
Leadership	4	4	6.5
Administrative skills	3	3	4.8
Analytical	2	2	3.2
Confidentiality	2	2	3.2
Planning	2	2	3.2
Reporting	2	2	3.2
Work under pressure	2	2	3.2
Creativity and innovation	1	1	1.6
Customer service	1	1	1.6
Decision making	1	1	1.6
Judgement	1	1	1.6
Knowledge retention	1	1	1.6
Minimal supervision	1	1	1.6
Presentation	1	1	1.6
Problem Solving	1	1	1.6
Time management	1	1	1.6
<b>TOTALS:</b>	<b>62</b>	<b>62</b>	<b>100.0</b>

From table 21, a total of 21 skills were recorded from the job adverts as being a requirement for the various positions advertised for RM. Communication skills was the top skill at 9(15%) followed by integrity, team player, computer, interpersonal, leadership and administrative skills at 8(13%), 7(11%), 6(10%), 6(10%), 4(7%) and 3(5%) respectively. Interestingly, none of the top skills identified by Forbes makes it to the top of the list with just one skill appearing once in the job adverts.

The required skills and competencies by employers were captured from the job adverts and analysed using Atlas.ti. Figure 4 shows this information as extracted from Atlas.ti;



**Figure 4: Skills for Record Managers**

From figure 4, the most popular skills required by employers are communication skills, integrity, interpersonal skills, teamwork skills and computer skills. These were mentioned at least 6 times in the 20 adverts whose content were analysed. It was noted that only 1 of the 20 adverts did not expressly state the skills they required from the applicant.

#### 4.5.4 RM Curriculum and the labour market

Respondents were asked to indicate whether the undergraduate records management degree prepared them enough for the job market. Table 22 presents the responses received from them.

**Table 22: Curriculum preparation for the labour market**

University		Yes	No	Total
Kenyatta University	Count	10	13	23
	% of Total	19%	24%	43%
Moi University	Count	17	14	31
	% of Total	31%	26%	57%
<b>Total</b>	<b>Count</b>	<b>27</b>	<b>27</b>	<b>54</b>
	<b>% of Total</b>	<b>50.0%</b>	<b>50.0%</b>	<b>100.0%</b>

There was an even distribution in the response to this question with half of the respondents saying that the curriculum prepared them enough for the job market while the other half believed otherwise. Of the 27(50%) who agreed with the statement, 10 (19%) were from KU while 17 (31%) were from MU. On the other hand, 13 (24%) of those who said no were from KU while 14 (26%) were from MU.

#### 4.5.5 Additional training

The need for additional training was established for the research by asking respondents to indicate any additional training that they had undergone apart from their undergraduate studies. Table 23 shows their responses.

**Table 23: Additional training**

Level	KU		MU		Total	
	N	Row N %	N	Row N %	N	Row N %
PhD	1	100.0%	0	0.0%	1	100.0%
Masters	15	47%	17	53%	32	100.0%
Diploma / Higher Diploma	6	32%	13	68%	19	100.0%
Short Courses (e.g., Comp. Applications)	4	24%	13	76%	17	100.0%

As shown in Table 23, each additional course was treated independently with each having a total percentage of 100 for the two universities (hence the row percentage). In-house training led in the

category of additional courses with 33 respondents indicating that they had undergone this type of training. This was distributed between KU and MU at 15 (46%) and 18 (54%) respectively. Closely following was master's studies which had 32 responses with 15 (47%) from KU and 17 (53%) from MU. Diploma and higher diploma had a combination of 19 responses with KU and MU having 6 (32%) and 13 (68%) respectively while short courses had a representation of 17 responses with 4 (24%) from KU and 13 (76%) from MU. The least explored additional course was PhD which only had one respondent.

Additional data was collected from the job adverts from Brighter Monday, Corporate Staffing, Career Point, Fuzu and PwC to establish additional courses/training that was expected of records managers and analysed using Atlas.ti as shown in table 24.

**Table 24: Additional training requirements for Record Managers**

Site		Certificate	Diploma	Management course	TOTAL
Brighter Monday	Advert 1	0	0	1	1
	Advert 2	0	1	0	1
	Advert 3	0	1	0	1
	Advert 4	0	0	0	0
Corporate Staffing	Advert 5	0	0	0	0
	Advert 6	0	1	0	1
	Advert 7	0	0	0	0
	Advert 8	0	0	0	0
Career Point	Advert 9	0	0	0	0
	Advert 10	1	1	0	2
	Advert 11	1	0	1	2
	Advert 12	0	0	0	0
Fuzu	Advert 13	0	1	0	1
	Advert 14	0	0	0	0
	Advert 15	0	1	0	1
	Advert 16	1	0	0	1
PwC	Advert 17	1	0	0	1
	Advert 18	1	1	0	2
	Advert 19	1	1	0	2
	Advert 20	0	0	0	0
<b>Total Primary Documents</b>		<b>6</b>	<b>8</b>	<b>2</b>	<b>16</b>



As shown in Table 24, 16 out of the 20 primary documents (80%) included additional training as a requirement for getting records management jobs with only 20% failing to include the same. Brighter Monday had a total of 3 additional courses, Corporate Staffing had 1 additional training, Career Point had 4 additional pieces of training, Fuzu had 3 additional pieces of training and PwC had 5.

#### **4.6 Undergraduate RM curriculum and the labour market**

The data for this section was collected through the questionnaires as well as the interviews with the two heads of departments.

##### **4.6.1 Predominant units in RM**

The question sought recommendations from the respondents on the units they felt were predominant for one to be productive at the workplace. The responses were noted and analysed using SPSS with the following summary of responses in table 25.

**Table 25: Predominant units in RM**

Predominant Unit	Frequency			Per cent
	KU	MU	Total	
Electronic records management	6	4	10	17.2
ICT in Records Management	5	5	10	17.2
Project Management	1	3	4	6.9
Records Automation	3	1	4	6.9
Cloud Computing	1	1	2	3.4
Digital Preservation	0	2	2	3.4
Emerging Issues in Records Management	1	1	2	3.4
Records Management Policies	2	0	2	3.4
Records Management System	2	0	2	3.4
Archives Management System	0	1	1	1.7
Archiving Electronic Records	0	1	1	1.7
Classification schemes in Archiving	0	1	1	1.7
Comprehensive Archives Management	0	1	1	1.7
Development of Records Standards and Procedures	0	1	1	1.7
Ethics in Records Management	0	1	1	1.7
Health Records management	0	1	1	1.7
Information & Knowledge Management	1	0	1	1.7
Knowledge Management	0	1	1	1.7
Legal Records	0	1	1	1.7
Marketing of Records Management	0	1	1	1.7
Marketing Records Professionals	0	1	1	1.7
Planning and Implementing RM Projects	1	0	1	1.7
Practical Sessions	0	1	1	1.7
Procurement Records	0	1	1	1.7
Project Records	1	0	1	1.7
Records Customer Care	0	1	1	1.7
Records Digitization and Preservation	1	0	1	1.7
Records Management and Preservation	1	0	1	1.7
Records Staff Recruitment and Management	1	0	1	1.7
<b>Total</b>	<b>27</b>	<b>31</b>	<b>58</b>	<b>100.0</b>

Table 25 shows a total of 58 responses were given in response to units that the graduates felt should be paramount in records management at the undergraduate level. 29 units were recommended in total with the most popular recommendations being electronic records management and ICT in

records management. The two accounted for 34.4% of the total responses. Other notable recommendations included records automation and project management with each having 6.9% representation. Some unique recommendations also came up like records staff recruitment and management, records customer care, managing health records and marketing of records management professionals.

#### **4.6.2 Additional skills and competencies**

Having identified the skills that are most relevant as per Forbes, the respondents were asked to indicate additional skills and competencies that they had acquired and were useful in their jobs. These were skills and competencies that were acquired away from their undergraduate studies. Table 26 shows what the respondents identified as the additional skills and competencies acquired.

**Table 26: Additional skills and competencies acquired**

Additional Skill	Frequency			Per cent
	KU	MU	Total	
Communication Skills	2	2	4	10.8
Team work	1	3	4	10.8
Bar-code system	1	1	2	5.4
Electronics Records Capture	0	2	2	5.4
ICT technologies	1	1	2	5.4
Innovation Skills	0	2	2	5.4
Organizational Skills	2	0	2	5.4
Problem Solving skills	1	1	2	5.4
Project Management	0	2	2	5.4
Records Digitization	0	2	2	5.4
Customer Care	2	0	1	5.4
Data backup	0	1	1	2.7
Designing Records Management System	0	1	1	2.7
Email Management	0	1	1	2.7
Leadership Skills	1	0	1	2.7
Performance Management	1	0	1	2.7
Quality Assurance System	1	0	1	2.7
Record Centre setup and Management	0	1	1	2.7
Records Management Marketing	0	1	1	2.7
Records Outsourcing and Management	0	1	1	2.7
Records Policy Formulation	0	1	1	2.7
Records Staff Recruitment and Management	0	1	1	2.7
<b>Total</b>	<b>12</b>	<b>25</b>	<b>37</b>	<b>100.0</b>

From table 26, a total of 23 additional skills were acquired by the respondents outside their undergraduate studies with some having a higher frequency as compared to the rest. The most acquired additional skills were communication and teamwork skills each at 4(10.8%). These were followed by barcode system, electronic records capture, ICT technologies, innovation skills, organizational skills, problem-solving skills, project management skills and records digitization skills with each having 2 (5.4%) representation. Some of the least acquired additional skills by the graduates included records policy formulation, and records management marketing among others. Each of these had 1 (2.7%) response.

### 4.6.3 Challenges associated with RM training

The respondents were asked to cite gaps between the undergraduate RM curriculum and the job market as identified by the graduates themselves and the heads of the two departments. The responses from the respondents were analysed using SPSS and were shown in table 27.

**Table 27: Gaps cited between the RM curriculum and the labour market**

Challenge	Frequency			Per cent
	KU	MU	Total	
Theoretical education system	10	14	24	40.7
Dynamic nature of labour market	2	3	5	8.5
Poor collaboration	3	2	5	8.5
The slow rate in reviewing of curricula	2	2	4	6.8
Poor leadership	1	2	3	5.1
Lack of ICT skills	1	1	2	3.4
Lack of top management support	2	0	2	3.4
Disconnection of lecturers and the labour market	1	0	1	1.7
Fewer job opportunities	0	1	1	1.7
Graduates not aggressive	0	1	1	1.7
Lack of competency by graduates	0	1	1	1.7
Lack of experience by graduates	0	1	1	1.7
Lack of innovation	1	0	1	1.7
Lack of proper policies	0	1	1	1.7
Lack of recognition of RM as a course	1	0	1	1.7
Lack of suitable and passionate professionals	1	0	1	1.7
Most organizations don't value RM	0	1	1	1.7
Poor and outdated job descriptions	0	1	1	1.7
Rapid change in technology	0	1	1	1.7
Redundant teaching techniques	1	0	1	1.7
Universities don't teach soft skills	0	1	1	1.7
<b>Total</b>	<b>26</b>	<b>33</b>	<b>59</b>	<b>100.0</b>

From table 27, a total of 21 gaps were cited 59 times by the respondents. The most recurring challenge was the challenge of university education being too theoretical as opposed to practical-

based thus making it less beneficial to the graduates. This accounted for 41% of the responses. The challenges of the dynamic nature of the workplace and poor collaboration between stakeholders each had a representation of 9% while a slower rate of reviewing the curriculum had a 7% representation. Some of the least cited challenges included universities not teaching soft skills, rapid changes in technology and lack of policies among others.

The key informants alluded to the fact that indeed there were challenges encountered by the graduates at the workplace. One key informant stated that the gap is moderate, while the other one thought that the gap was quite small. The reasons to explain these outcomes included:

- a. The minimal practical work done by the students,
- b. poor collaboration between the two stakeholders and
- c. Lack of opportunities for collaboration between employers and universities.

They additionally gave suggestions on how the challenges could be addressed. The following is what they had to say.

*“There is a need for more collaboration between us as the university and the employers. This way, we will be able to have a discussion aimed at aligning the two parties so that we avoid the issue of half-baked students. The curriculum also needs to include more practical work for the students so that they are well equipped for the market”. [Respondent A]*

*“The best solution to this challenge lies in collaboration between universities and the labour market. Actually, this is relevant for all departments in universities. Another important*

*recommendation would be the investment in technology by universities as the employers are already doing the same. Forums that bring the various stakeholders together would be a great way to ensure that the existing gaps are bridged so that our students become more marketable and relevant once they leave school”. [Respondent B]*

Despite that, they thought that there is some collaboration between the universities and the labour market. This was in response to the researcher’s question on whether, and to what extent their respective departments collaborate with employers of records management graduates. As one of the respondents said;

*“I would say we collaborate to some extent, every year we send our students for practical attachments and during assessment, we engage very positively with the would-be employers”.*

When asked their priority areas were the curricula to be reviewed at the time of the interview, their opinion still pointed to the idea of inclusion of more practical work for the students. They said that:

*“As already said, the one thing I would change in the curriculum right now is the introduction of more practical aspects into the course. I would actually suggest students study in a fully equipped computer laboratory where they can practically demonstrate their records management skills. I would also ensure students participate in the records management of the university”. [Respondent A]*

*“I would instil into the programme a lot more practical units and put a lot of emphasis on digital records management”. [Respondent B]*

#### **4.7 Chapter Summary**

This chapter presented the data that was captured using the tools of the online questionnaire, phone interviews and content analysis. The three sets of data were analysed using SPSS, Excel and Atlas.ti and the findings were presented in form of tables, charts, graphs and diagrams. A description of the data was given for every data set that was collected. The analysis was comprehensive to ensure that correct interpretation can be made from this data by the researcher in the subsequent chapter.



## **CHAPTER FIVE**

### **INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter presents the interpretation of the collected data to make meaning out of the analysed data. Data interpretation in research can be defined as the process of reviewing data by way of some predefined processes that later help in assigning meaning to the data and arriving at a relevant conclusion (Formplus, 2020). The findings were interpreted in comparison with similar research done previously on the topic being studied. The data was interpreted in line with the reviewed literature and the objectives of the study which were to:

- i. Exploring the status of University training and the labour market in Kenya,
- ii. Exploring the evolving changes in the responsibilities of record managers in Kenya,
- iii. Examining the relevance of the records management training at Moi University and Kenyatta University to the labour market in Kenya and
- iv. Making recommendations on the records management curriculum at Moi University and Kenyatta University.

#### **5.2 Background Information**

The study involved a total of 54 graduates of records management at the undergraduate level, 2 heads of records management departments of Moi University (MU) and Kenyatta University (KU) as well as 20 records management job adverts.

### **5.2.1 The characteristic feature of RM graduates from MU and KU**

The study revealed that most of the respondents were from Moi University (57%). This is consistent with the fact from the two key informants that Moi University had a relatively higher population of records management students than its counterpart. This was established from the data provided by the key informants during the interview. This was also consistent with the graduation years where MU had more graduates in 2011, 2012 and 2015 while KU had more graduates in 2013 and 2014 with 9 and 4 graduates respectively as compared to MU's 6 and 3 in the respective years. However, it is also important to note that MU was established earlier than KU.

There was a fair representation of both the female and the male gender in the study. The male gender contributed 56% of the respondents with the female contributing 44%. At the university level, MU had a higher representation of both the female and the male gender. In terms of age distribution, over 70% of the respondents were in the range of 31 to 40 years. This means most of them were in the age group of 31-40 years 10 years later as at the time this study was conducted.

### **5.2.2 Employment of RM graduates**

Most of the respondents were employed in the corporate/private sector. This was represented by 43% of the total respondents. This could be attributed to the fact that there are many corporate organizations in number as compared to government departments in Kenya. These findings further revealed that the corporate sector is eventually recognizing the value of the records management function in the organization. A significant number (39%) is employed in the public sector and government parastatals. Records management has become an important part of government

transactions and more and more departments are recruiting record managers. The government is increasingly investing in professional record managers for their records management roles. All government ministries, for example, have a records management department which is a positive development for the profession. The job adverts, on the other side, were mainly from government institutions with just a few from the corporate and NGO sectors. 11% of the respondents were employed in the NGO with an even smaller number (7%) being self-employed. This is in agreement with the UKAID's research that found that very few students are ready for self-employment upon graduation from universities (British Council et al., 2017). Further, these findings are in tandem with the findings that records management is increasingly being considered an important department by government institutions (College Factual, 2020).

### **5.2.3 Position of respondents in organizations**

With regards to positions of records management graduates, the study established a total of 18 positions from the respondents. This translated to 3 respondents occupying one position each (given they were 54 respondents). However, a close analysis of the data shows that almost half of the respondents were occupying the positions of records management officers and senior records management officers, and accounted for 48% of the responses. This is consistent with the data from the job adverts where 75% of the adverts analysed were for the position of record management officer. This was particularly significant as the term "manager" depicts a certain level of recognition and responsibilities hence it can be said that record professionals are an important asset in companies.

Another position that was significantly mentioned in the responses was the position of records manager. While a majority of these positions seem different, there is a close linkage between them, for example, records management officer, records manager, records management officer I and senior records management officer. This showed that there is no uniform title for records management professionals and each firm opts for the title that best suits them. Another interesting observation is the diversity in terms of areas of employment for records management graduates. While their specialization is records management, the results show that some are working as knowledge managers, librarians as well as archives managers. This covers almost the whole spectrum of information science except for media studies. Further, the research revealed that the position of Human Resource (HR) and administration assistant was advertised with the qualifications of a records management graduate. This shows there is a link between the field of records management and HR. This can be attributed to the fact that HRs are the custodian for a majority of records in an organization. The findings on the job market for record managers are similar to research that was done by Record Point (2019) and a report by ISO (2016) who established that the job market for record managers was quite wide and they could fit into several positions. However, this is not to be all celebrated as it also equally makes it easy for other professions to get into the records management space as per the case of HR.

### **5.3 Records Management Curriculum and the labour market**

The research established that there was a close relationship between the curriculum offered and the nature of work at the workplace. This was based on the skills and qualifications that employers sought from potential employees. As per the adverts, the records management skills were critical in the performance of the records management duties. The constant reference to undergraduate

studies in the job adverts showed that one's undergraduate studies played a key role in landing employment as a records management professional. The researcher believes that there is a very close link between the records management curriculum and the workplace performance of the graduates. This agrees with the observation by Ntemngweh (2016) that there is a close link between the curriculum offered in the universities and the performance of graduates in the workplace.

### **5.3.1 Job requirements for the positions held**

The study found that adverts for records management positions required a minimum of a bachelor's degree. However, in terms of the specific degree, 10% of the adverts did not specify the subject specialisation that they required, whether a degree in information science or records management. Nonetheless, the study revealed that 90% of job adverts for record management professionals listed a records management degree as a requirement, meaning a records management degree remains relevant for one to work as a records management professional. While this agrees with the findings of Rukwaro & Bii (2016) that records management is such a unique job that only records professionals can handle, it contradicted the findings of Katuu (2015) that records management can be handled even without necessarily having studied a records management course. Both Buchanan et al. (2015) and Noko & Ngulube (2017) established that records management as a role can only be adequately handled by trained records management professionals. The researcher believes that records management as a role is purely for the records management trained professionals. The findings revealed that over 98% of the respondents had indicated that their current job required a degree in records management or information science. Thus, it can be deduced that although other courses qualify one for a job in records management roles, the numbers are minimal. Another important requirement for records management jobs is working

experience. This was confirmed by the analysis of the job adverts that revealed 95% of the advertised jobs required previous work experience. 40% required previous experience of up to 3 years with 60% seeking a working experience of at least three years and above. The research established that most graduates cannot be directly absorbed into the job market after graduation due to a lack of experience. The findings from the study indicate that in addition to a records management degree, it was important for a graduate to have experience in records management. Generally, the issue of work experience has affected many graduates in terms of rendering them jobless, which agrees with previous research that established that the issue of experience is a major hurdle for graduates who just got out of school ( Klosters, 2014; Dutta & Islam, 2017; Lindberg & Rantatalo, 2017). While work experience does not eliminate one's chances of getting employment, it significantly reduces these chances for someone without work experience (Lindberg & Rantatalo, 2017). Thus, records management is a unique profession that can only be handled by well-trained professionals in records management. While some units could be cross-cutting, the records management curriculum provides some unique units that are not covered elsewhere for example records appraisal, records security, records classification and archives management.

### **5.3.2 Relevance of records management studies**

Inasmuch as there are other requirements not offered by the undergraduate studies and which are important in job acquisition, the study found that undergraduate degree course was relevant as confirmed by 65% of the respondents who stated that their undergraduate degrees studies was relevant to their current jobs with no respondent believing that the degree was extremely irrelevant to their current roles. This can be attributed to the fact that knowledge acquired in school can be applied in different diverse fields as well as the belief that education aims to impart knowledge

and not necessarily to give graduates jobs. The finding is in agreement with the findings of Small et al. (2018) who established that the undergraduate degree should enable one to get absorbed into an array of fields and not necessarily limit themselves to the specific subject of study.

Although all the respondents studied the same course, the study established that they were holding different positions at the time of the research. This gives the impression that the benefits of the undergraduate records management curriculum go beyond just the records management field. The research found that there is a strong link between what students learn at the undergraduate degree level and their performance in the workplace. This finding is consistent with the human capital theory which states that education is an investment that enhances the student's productivity hence increasing their benefits in the long run (Benjamin et al., 2012). This is further supported by the signalling theory of education that proposes that investment in education sends a strong signal to the employer thereby making one more employable. As such, it can be argued that investment in education translates to better returns in the job place.

The study further established that there was a nearly-even distribution in terms of satisfaction with the records management curriculum. Those who indicated that they were satisfied were 46%, while those who disagreed were 43%. The study did not establish the satisfaction level with the records management curriculum with an almost equal number of respondents giving opposite views on the same which is consistent with Record Point (2019) findings that the curriculum for records management is a work in progress due to the constant change in the field of records management due to the integration of technology therein, a statement that the research herein was in agreement with. The key informants from the two institutions believed that the units were adequate with an

average confidence level of 80%. The research established that the key informants are more confident in the records management curriculum than the respondents. This finding concurs with that of Amimo (2012) that institutions tend to believe in their curriculum more than the learners, even when the curriculum is not as good as expressed by the graduates of such institutions.

Further, the study revealed that the majority of the respondents (44%) felt that the records management units were comprehensive, while another 26% they were not. However, it is important to note that a third of the respondents were undecided on the comprehensiveness of the records management units. These findings reveal that there is a lack of consensus with regard to the comprehensiveness of the records management units. The researcher, after reviewing the available data is of the opinion that the records management curriculum is less comprehensive to effectively prepare a graduate for the job market.

It was established that the respondents had a lot of confidence in their lecturers, as 60% expressed their confidence in the qualification of their lecturers at the undergraduate level. Lecturers play a key role in the learning experience as they transfer the knowledge to the students. Thus, positive confidence in lecturers was a good indication for the records management course. This supports the assertion that generally lecturers are qualified for the various roles they are playing in the university (British Council et al., 2017).

The research further revealed that the timeframe offered to teach records management is quite sufficient as supported by over 70% of the respondents who agreed that the timeframe of four years was adequate for the teaching of records management in universities. Only 10% of the respondents



thought otherwise. Based on the market skills requirement and the content of the curriculum, it is safe to say that the average timeframe for an undergraduate degree should remain 4 years. These findings are in agreement with an assessment report by the KICD which established that undergraduate studies for social sciences should have a minimum of 8 semesters (Kenya Institute of Curriculum Development, 2016).

The study found that employers do not recognize records management as opined by over 65% of the respondents, with only 13% having a contrary opinion, with 22 remaining neutral on the same. This was further supported by an advert for the position of Human Resource Administrator, which had the requirements of records management. This is in agreement with findings by Buchanan et al. (2017) that records management did not play a popular role in the workplace. However, this position is more because of the lack of appreciation of the field more than the actual irrelevance of the course. In the real sense, companies have greatly benefited from implementing professional records management in their operations (Katuu, 2015). Their research further established that employers see records management as a secretarial role thus hampering the popularity of the course. A study in the United States of America (USA) by College Factual established that information science ranks at position 70 by popularity in the USA against an estimated total of 200 courses (College Factual, 2020). This further supports the assertion that the course is not as popular among employers.

#### **5.4 Responsibilities of record managers at the workplace**

The study established that the general responsibilities of record managers at the workplace include:

- i. classification of records,

- ii. management of records access,
- iii. records appraisal,
- iv. securing records as well as records disposal.

These are key functions in organisations as records act as evidence of transactions. Hence, having a good records management system is equivalent to having appropriate evidence of the transactions of an organization. They also play a critical role in ensuring that records are available when needed and can easily be retrieved for use as and when necessary.

The study established that the 20 job adverts had a total of 174 quotations for the responsibilities of record managers. This means a typical records manager has an average of 9 responsibilities at the workplace. The most popular responsibility for records managers was records security which was present in 65% of the adverts. Records act as evidence of transactions and hence the safety of records is a great concern of organizations hence the investment in professionals who ensure the security of records. The advent of Electronic Records Management Systems (ERMS) has necessitated the need to focus on records security by employers. In reviewing the impact of technology on records management, Rusnah (2006) established that the internet poses a serious threat to electronic records as it leads to exposure of records to third parties. This is concurrent with these research findings that established the priority given to records security. The research established that the top priority for employers when hiring records managers is to ensure that the records are safe. Other top roles played by record managers at the workplace include:

- i. records appraisal which is important in establishing what to do with a particular set of records,

- ii. records disposal which entails archiving or destruction of inactive records,
- iii. records control that deals with monitoring access to records and
- iv. mail management which is a popular mode of organizational communication.

However, some unique conventional roles were also identified by the research. These included:

- i. staff training,
- ii. budgeting,
- iii. development and implementation of RM policies and
- iv. staff mentoring.

The cross-cutting nature of Information Science was also evident as one advert from CareerPoint had knowledge management as a role of record managers, while another advert in Fuzu had an analysis of information needs. These are emerging areas which are gradually impacting the role of records management in organizations. In addition, 5 of the 20 primary documents had the role of “any other role” assigned to record managers. This shows the diversity of responsibilities for records managers.

#### **5.4.1 ICT and Records management**

The research further revealed that ICT has been a revolution in the field of records management with a majority of the respondents citing the integration of ICT into records management as the main change experienced over the years of employment. In a bid to cope with this, most records management curricula have incorporated ICT as part of the units to ensure that the graduates are relevant to the job market after school. The study established that 60% of the job adverts either

include ICT skills or a certificate/diploma in ICT among the requirements for record managers. The revolution caused by ICT cannot be overlooked and especially in the era where most companies are going digital in their operations. As predicted by these researchers and evidenced by this study, records managers have had no option but to embrace ICT integration in records management.

Another notable change revealed was the outsourcing of records management functions by organizations. The study revealed that some companies do not want to actively manage their records hence engaging the services of third parties to do the same. However, the researcher strongly disagrees with this practice as it exposes the organization's data to third parties who could tamper with them. Records are confidential and should be controlled at all times. Once records are in the hands of third parties, the owner has little control over them. This is further supported by various researchers who assert that the sensitivity of records in an organization demands that utmost care should be taken in managing records. This requires, among other measures, having a dedicated team of records management staff who are accountable for all the records in the organization (Mosweu & Rakemane, 2020; Ngulube, 2019).

The two universities each revise their undergraduate records management curriculum every four years, yet only 11% of the respondents said that they had had their job descriptions (JDs) revised since they entered their respective organizations. This was contrary to the previous findings that revision of JDs was an activity that was being carried out more frequently by organizations (Rukwaro & Bii, 2016). Out of the 6 JDs that had been revised, 4 were revised before 2018. This finding revealed that the majority of the employees work with outdated JDs which do not change

as fast as the labour market. According to Bunyi (2013), most of the responsibilities in the government remain the same over time.

### **5.5 Relevance of the training offered by RM departments**

The study sought to establish the relevance of the training offered by the records management departments in the two Kenyan universities, specifically targeting undergraduate studies. The respondents identified 28 undergraduate records management units that they could remember while at their respective places of work. These were identified in 80 quotations (mentions) which translates to each respondent identifying 2 units, having been out of school for less than a decade as, at the time of this research, this was a fairly lower number of undergraduate units they could recall. This is because an average undergraduate course has over 40 units in total (CUE, 2021). The study established that the most popular units were records automation at 10%, followed by ICT, entrepreneurship as well as communication skills, with each having 8%. The findings further gave evidence that ICT is greatly influencing the records management space, as supported by recent findings that ICT presents a real competition to records management and record managers (Ilich, 2017; Citizen Kenya, 2020).

The study found that willingness to learn and perseverance were the most identified skills. Consequently, the job advert sites revealed that the top skills identified included communication, integrity, teamwork, computer and interpersonal skills. This finding is a contributing factor to the literature gap that has been identified between the undergraduate records management curriculum and the labour market (Kenya Institute of Curriculum Development, 2016; World Bank, 2019).

Also, the top job skills of 2019 were identified by Forbes and included problem-solving, emotional intelligence, deep-thinking, perseverance, phone manners and willingness to learn (Forbes, 2019).

The respondents were equally divided on their preparation for the job market from the curriculum as 50% of them believed the curriculum did not prepare them for the job market while the other half thought otherwise (section 4.5.4). The study established that the ability of the curriculum to adequately prepare learners for the job market is a grey area that needs further assessment, with 60% of the respondents indicating the same. The finding is in tandem with Katuu (2015) in a research on information science in Kenya who recommended an assessment of the learners' preparedness for the job market.

The study sought to find answers for other courses that graduates of RM had undertaken in addition to their undergraduate studies. The study found that despite each respondent having obtained at least one additional training to be effective at their place of work, in-house pieces of training and master's studies in RM were the most popular additional training undertaken by the graduates of RM. The employers' additional training requirements were grouped into three categories of diploma, certificate and management courses with a bias toward ICT which denotes that employers emphasize ICT in the field of records management. There have been several debates on whether ICT professionals can perform the roles of record managers ( Ntemngweh, 2016; OECD, 2016; Ilich, 2017). This study further found that employers are keen to hire graduates with ICT skills (5%), communication skills (11%), teamwork (11%), Bar-code systems competency 5(5%) and electronic records capture (5%) were the most popular skills and competencies sought for by employers, although some skills are taught during undergraduate studies pointing to the fact that

more emphasis needs to be put on the same. It was also found that respondents had acquired 23 additional skills from elsewhere, after school raising issues of concern. These findings agree with previous research on skills acquired in school and their adequacy for the job market which established that most of the skills required in the job market are not acquired in school by students (Holmes, 2017; Organisation for Economic Co-operation and Development, 2017; Small et al., 2018).

### **5.6 Undergraduate RM curriculum and the labour market**

The study identified several challenges that hamper the smooth transitioning of graduates from the classroom to the job market. The theoretical nature of university education, as opposed to practical, was the most popular challenge identified by over 40% of the respondents. This was in agreement with the finding by Tristan McCowan et al. (2016) which identified the theoretical nature of learning as the main impediment to graduates' qualification for the job market, a fact that was further supported by an assessment of the Kenya Institute of Curriculum Development (2016). This in turn fails to offer students the requisite practical knowledge necessary in the market.

The dynamic nature of work which was reported by (9%) of the respondents also stood out as a challenge whereby changes happen so fast and each organization has its processes for records managers. The research established that the workspace has evolved and employers are more determined to keep up with the prevailing changes in their respective industries hence the need to replicate the same in school. This observation is also in agreement with that made by Duffus (2017) on the dynamic nature of work. According to him, the dynamic nature of the workplace

presented both a challenge and an opportunity for the records management professionals and employers in equal measure.

Further, the study found that poor collaboration between the two universities and the labour market as stated by (9%), hence causing a disconnection for the students. The researcher noted that the lack of, or minimal collaboration between the universities and the labour market continues to widen the gap between the two stakeholders thus making it difficult to move together at the same pace. The findings of the study also revealed that there was so little consultation between the universities and the labour market in reviewing the curriculum with the key informants indicating that their consultation with the stakeholders is minimal. The challenges of mismatch could partly be attributed to this as minimal consultation increases the potential of having a mismatch. Curriculum benefits both the student and the employer hence the development of the curriculum should have extensive cooperation between the universities and the employers (BNF Technologies, n.d.)

The slow rate of reviewing the curriculum is another challenge facing the records management sector. While CUE has set 4 years and the universities have a policy of reviewing their curriculum every four years, the respondents felt that the review of the curriculum should be done more frequently, a belief supported by the University of Pennsylvania (2019) that asserted that market research should be conducted annually and curriculum review be done on a needs basis based on the findings of the market survey.

Additional challenges identified include:



- i. lack of ICT skills which was further fuelled by the rise of electronic documents management systems,
- ii. lack of top management support who are the key decision-makers in any organization hence very key to records management decisions,
- iii. lack of suitable and passionate professionals who perform the actual work and
- iv. lack of proper policies. Policies act as guidelines hence regulating the records management functions in any organization.

The study results from the key informants found that there was indeed a gap between their curricula and the labour market. They singled out poor collaboration between the university and the employers as the key challenge; lack of passion among students and unpopularity of the course among many Kenyans. In general, there are serious gaps between the university curriculum and its ability to prepare learners for the job market. Previous research has identified similar challenges in the records management curriculum used by universities ( Ntemngweh, 2016; Rukwaro & Bii, 2016; Stabback, 2016; Campbell et al., 2019).

## **5.7 Chapter Summary**

This chapter has presented the interpretation of the data that was collected and analysed. The researcher has delved deeper into the findings and made meaning of the analysed data. The interpretations presented herein were in line with the objectives of the study and will be necessary for making conclusions and recommendations for stakeholders. The discussion was done by looking into the research findings and comparing them with previous research done on topics relevant and similar to the study.

## **CHAPTER 6**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents a summary of the findings as per the research objectives which included: exploring the status of University training and the labour market in Kenya, exploring the evolving changes in the responsibilities of record managers in Kenya, examining the relevance of the records management training at Moi University and Kenyatta University to the labour market in Kenya and making recommendations on the records management curriculum at Moi University and Kenyatta University.

#### **6.2 Summary of findings**

The researcher examined the relevance of the undergraduate records management curriculum at Kenyatta University and Moi University to the labour market in Kenya. The findings of the study were summarized according to the objectives. The data was collected through online questionnaires, interviews and content analysis. This was then analysed using SPSS for quantitative data and Atlas.ti for the qualitative data.

##### **6.2.1 Records Management Curriculum and the labour market**

The study established that there was a strong link between university education and the performance of students in the job market as most of the respondents relied on their undergraduate studies to perform their duties at their respective places of work. The fact that over 98% of the adverts required a records management degree indicated that the performance of the employees is

strongly linked to the courses they studied in the university. Thus, the effective performance of record managers requires a good investment in their studies at the undergraduate level.

### **6.2.2 Changing responsibilities of record managers at the workplace**

The study established that there is a significant change in the field of records management both with the curriculum and the workplace. The main drive for this change is the evolution of IT which in turn affects the responsibilities at the workplace. As technology keeps advancing each moment so does the workplace and hence the need for similar consistent change in the curriculum taught by universities. Therefore, the review of university curricula should be more involving and more regular to capture these changes. Additionally, this should be futuristic so that the students are always ahead of time. The dynamic nature of the responsibilities advertised indicates the wide range of responsibilities that are expected of records managers. An example is the responsibility of budgeting which requires records managers to have some financial knowledge so that they can effectively carry out this and other similar duties. These changes also call for corresponding changes and adjustments to the job descriptions. The top skills sought by records management employers include communication skills, integrity, team player, computer skills, interpersonal skills and leadership skills. Another development experienced in this field is the variety of roles that record managers play in an organization. There was an average of 9 roles for a records manager who is getting employment. A summary of the responsibilities of record managers included: records appraisal and disposal; records control in terms of sharing of records; records security; mail management; development and implementation of records management policies; overseeing the storage of records; mentoring of staff; preparation of the budget; training of staff on records management; risk analysis and preparation of reports.

### **6.2.3 Relevance of the training offered by RM departments**

From the research, the units taught are significantly relevant to the work done. However, there is a need to invest in other units capturing the emerging areas of records management. The respondents only remembered about half of all the units they learned during their undergraduate studies. They needed at least one additional training to effectively carry out their roles as records professionals. The most sought training by the respondents was master's studies and in-house training (training organized internally by organizations). This was followed by a diploma and short courses. On the other hand, the employers' most sought for an additional course was a diploma (mostly in IT) followed by short courses and management courses. There is a kind of mismatch in what the graduates sought (master's studies) and what employers sought (diploma course) which needs to be looked into.

Another important aspect that needs to be improved on by both the departments and graduates is enhancing their skills and expertise to make them relevant in the workplace. The following skills and expertise should be deliberately imparted upon students to enhance their relevance in the market: communication skills; integrity, teamwork; computer skills; interpersonal skills; perseverance; problem-solving skills; emotional intelligence; willingness to learn; innovation skills; use of bar-code systems and customer care skills.

#### **6.2.4 Increasing the relevance of the RM curriculum to the labour market**

There was a consensus that there is a gap between the undergraduate records management curriculum and the labour market. This was alluded to by both the graduates themselves and the heads of the departments interviewed. A summary of the gaps identified are as below;

- The university education is more theory-based hence denying the students the opportunity to acquire practical skills
- The workspace of records management is so dynamic and keeps changing now and then. This change is mostly catalysed by ICT. This makes most competencies redundant over a short period.
- There is minimal to no collaboration between the various stakeholders in the field of records management. These include the students/graduates, the records management departments and the employers of records management graduates.
- While the universities have made strides in evaluating and reviewing their curriculum, the rate of such reviews is relatively slower compared to the rate of developments in the employment space.
- There is poor leadership and top management support for records management, both in universities and the workplace. Leadership is one of the skills that the graduates indicated they had acquired elsewhere while also appearing as a skill that employers look for. The leadership offered for records management is not adequate and the top management is not prompt enough in supporting the records management department.
- While a lot of strides have been made, the research established that there is a lack of recognition of records management among employers and this hampers the development

of the course. Some employers view it as clerical work that should be left to the secretaries. Some employers are also unaware of records management as a course.

- Graduates of records management lack the relevant competencies required at the workplace thus making it difficult to get employment.
- The rapid change in the field of ICT is both a blessing and a challenge to the records management field. While it provides new opportunities, it has been established that most graduates are not able to keep up with this pace hence making their roles constantly at risk, especially from IT.

### **6.3 Conclusions**

This study concluded that records management duties can only be entrusted to employees who have studied records management/information science. The researcher found and concluded that there is a link between the records management curriculum and workplace performance. In addition, the field of records management is rapidly changing with the main driver for this change being ICT. The current curriculum for records management did not adequately prepare learners for the job market, based on the additional training, knowledge expertise and skills that graduates need to acquire besides their undergraduate degree. There exists a gap between the market and the curriculum and therefore, there is a need for more collaboration between the various stakeholders to ensure that this gap is minimized. Further, this research concludes that universities need to be proactive and forward-minded in drafting and reviewing their curriculum. The teaching of records management should be in such a manner that it will be beneficial both in the present and in the future.

## **6.4 Recommendations**

The following recommendations were proposed by the researcher from the findings and conclusions of the study.

### **Recommendations to Kenya Association of Records Managers and Archivists (KARMA)**

#### **6.4.1 Structured collaboration between stakeholders**

The researcher recommends more collaboration between the various stakeholders in the field of records management. The most important collaboration should be between the records management departments and the employers. The structured collaboration should be aimed at exchanging ideas between what the universities offer and what the market needs. Such collaboration not only brings together the continuing students as well as those who had graduated but will provide the current students with an opportunity to have a glimpse of what awaits them while enlightening the graduates on the developments in the sector. To achieve this, there needs to be a body that brings together the various departments of records management in the universities as they are in the best position to organize such. While KARMA is in existence to provide a platform for collaboration, it largely deals with the graduates only and has minimal interaction with employers and records management departments. They can then reach out to employers and engage them at length concerning the market needs. Such collaborations can be through symposiums, conferences, strategic meetings, networking events, and seminars among others. KARMA should also have student membership that allows students to become actively engaged while in school and upgrade their membership once done with their studies.

#### **6.4.2 Awareness and marketing of records management**

While a considerable effort has been made to create awareness of the importance of professional records management in organizations, it is equally true that records management professionals are not highly regarded in the market. Part of this, as established by the study, is because some people do not know of the existence of records management as a profession or do not know its value. Awareness and marketing of records management will provide a good way for the profession to be known and its relevance explained as well. Such can be done through having a strong professional body that advocates the affairs of records managers in the country and beyond. The mass media can also be used to highlight the critical role of record managers in the economy.

#### **Recommendations to Universities**

##### **6.4.3 Market research by universities**

Relevance is more important than volume. As such, the researcher recommends that universities regularly conduct market research to align their curriculum to the changing market needs. Alignment should not necessarily mean doing a curriculum overhaul. Rather, some new developments can be covered in units dealing with emerging issues in them. By constantly being in touch with the market needs, the universities will not only be able to identify the current trends but will also be in a position to predict future trends in the market. This way, any identified gap will be bridged at the earliest time possible.

##### **6.4.4 Investment in practical units for students**

A marketplace is a place for actual work and not just abstract knowledge. The students need to spend adequate time doing the real thing because that is what the market needs. Knowledge which



cannot be applied is not very useful in the job market. Most of the records management units can be easily practised even when students are still in school. For example, universities have records units and repositories which can offer students an excellent opportunity to learn important skills such as classification and records appraisal among others. On the other hand, investment in technology will enable students to acquire electronic records management skills that are relevant in the market. Well-equipped computer laboratories, availability of ERMS installed and reliable internet are examples of infrastructure that would ensure students invest time in practical work while in school.

#### **6.4.5 Strategic partnerships**

The researcher recommends strategic partnerships between universities and the market players to create networks for the students while in school. Such partnerships can involve exchange programs where the market players offer talks on market trends to the student or absorb some students for internship opportunities for the students. They can also allow the students to regularly visit them to be equipped with the market skills and get a first-hand experience of the job market. An organization can, for example, commit to offering a one-year internship for the top two students every year. Such partnerships help students to get into the market as well as acquire market skills early enough.

#### **6.4.6 Focus on job creation other than job seeking**

The research established that most of the units are focused on preparing the learners to be employed. With an increasing shortage of opportunities for RM graduates, it's about time the universities focused on skill-driven and innovative units that focuses on producing self-reliant

graduates who can come up with actionable solutions to the records management field. By predicting future trends, students will be in a position to create the future and move ahead of time. Such products can be sold to the market players and hence become a source of self-employment for the student once they graduate.

#### **6.4.7 Early specialization for students**

Currently, for most universities, records management is part of information science as a course. This means that a student spends a considerable amount of time studying other elements of information science in addition to records management. With specialization being done in the fourth year, most students finish school knowing too little about several aspects of information science. The researcher recommends early specialization by record management students or having records management with IT as a stand-alone course. With the focus narrowed down to records management and IT, a student gets the opportunity to adequately cover all the aspects of records management thereby leaving the school more skilled in the field.

### **Recommendations to CUE**

#### **6.4.8 Collaboration in curriculum revision**

While curriculum review is entirely the role of the institution, the truth is that the actions of curriculum review affect a far wider scope. With this in mind, universities should be pre-emptive and involve other key stakeholders in the review process, even if it means just getting their opinion for consideration. When people take part in such important assignments, they develop a strong affinity for the particular university and this could enhance the chances of those graduates being

absorbed by their respective potential employers. CUE should conduct quality audit on frequency and depth of stakeholders consultations on curricula review by universities.

## **6.5 Recommendation for future research**

The research revealed several findings that could form the basis of future research in the area of records management as follows:

- i. Future research can expand the scope of this research to include the other 14 universities offering records management at the undergraduate level. This research narrowed down to just two of the 16 universities.
- ii. Another area that could be explored is researching on employers to get their side of the discussion. This research was limited to the universities, the graduates and the job adverts. It would be important to hear the view of the employers concerning the matter under study.
- iii. There is a need to research on the relevance of the undergraduate RM curriculum among students still in school. This research would aim to establish whether continuing students value the curriculum or they think otherwise even before they step into the labour market.

## **6.6 Study implications**

With COVID-19 disrupting the status quo at the workplace, this study will be critical in reviewing the action points as we get to the new normal. The findings can be implemented by universities in tailoring their curriculum to suit the immediate and future market needs. Particularly, they can use this study to identify the paramount units that need greater attention. The Commission of University Education can also use these findings in making recommendations to universities to

align their curriculum to the needs of the market. Employers can use these findings to seek more collaboration with institutions of higher learning.

## **6.7 Chapter Summary**

This chapter has presented the summary, conclusion and recommendations from the study on the relevance of the university undergraduate records management curriculum to the labour market. The research concluded that there were significant gaps in the curriculum concerning the market demands and made a raft of recommendations that could be implemented to ensure the curriculum is relevant to the job market. The researcher has concluded the chapter by suggesting areas that could be explored in future research relevant to the topic.

## REFERENCES

- Abeti, G. (2019). *Top 5 Best Job Sites In Kenya*. <https://www.tuko.co.ke/262278-top-5-best-job-sites-in-kenya.html#262278>
- Algan, Y. (2015). Public employment labour market performance. *Economic Policy*, 17(34), 7–65.
- Allen, J., & De Weert, E. (2007). What Do Educational Mismatches Tell Us About Skill Mismatches? A Cross-country Analysis. *European Journal of Education*, 42(1), 59–73. <https://doi.org/10.1111/j.1465-3435.2007.00283.x>
- Amimo, C. (2012). Tailoring Higher Education in Kenya To the Demands of the Postindustrial Work Place. *Baraton Interdisciplinary Research Journal*, 2(1), 52–58. <http://ueab.ac.ke/BIRJ/wp-content/uploads/2017/09/Article-5.pdf>
- Anamuah, J., Asabere, A., & Dennis, S. (2013). Bridging the Gap: Linking School and the world of work in Ghana. *Journal of Career and Technical Education*, 23(1), 487–492. <http://ir.obihiro.ac.jp/dspace/handle/10322/3933>
- Ard, A., Clemmons, S., & Morgan, N. (2006). *Why Library and Information Science ? The Results of a Career Survey of MLIS Students Along with Implications for Reference Librarians and Recruitment*. <http://www.jstor.org/stable/20864520%5Cnhttp://www.jstor.org/stable/pdfplus/10.2307/20864520.pdf?acceptTC=true>
- ARMA. (2013). *Records Defined*.
- Association of Colleges, & UK Commission for Employment. (2015). *Using Labour Market Intelligence in a College Context A guide for leaders of further education colleges*. March, 1–20.
- Azizi, N. (2004). *Education, training and the economy : preparing young people for a changing labour market*. Institute for Educational Research, University of Jyväskylä.
- Bailey, J., & Burch, M. (2016). *Ethics for Behavior Analysts*. <https://www.book2look.com/book/yrcqoDmgja>
- Baskerville, R., & Dulipovici, A. (2006). The theoretical foundations of knowledge management. *Knowledge Management Research and Practice*, 4(2), 83–105. <https://doi.org/10.1057/palgrave.kmrp.8500090>
- Bell, L., & Stevenson, H. (2006). Education policy: Process, themes and impact. In *Education*

- Policy: Process, Themes and Impact*. Routledge Taylor & Francis Group.  
<https://doi.org/10.4324/9780203088579>
- Benjamin, D., Gunderson, M., Lemieux, T., & Riddell, W. C. (2012). Human Capital Theory: Applications to Education and Training. *Labor Market Economics*, 243–279.  
<https://doi.org/10.1055/s-0043-121590>
- Bii, H., & Rukwaro, M. (2019). Pre-implementation failure of information systems in public universities in Kenya: A case study of Moi University, Kenya. *International Journal of Library and Information Science*, 11(3), 14–22. <https://doi.org/10.5897/IJLIS2017.0772>
- BNF Technologies. (n.d.). *Trends That Are Changing The Records Management Industry*. Retrieved March 23, 2019, from file:///E:/SILAS/PERSONAL/PROJECT/Thesis 2/Objective 1/Trends That Are Changing The Records Management Industry – BNF Technologies.html
- Brighter Monday. (2020). *About BrighterMonday*. <https://www.brightermonday.co.ke/about>
- British Council, Samuel Hall, & UKaid. (2017). *Youth Employment in Kenya Literature Review*. [https://www.britishcouncil.co.ke/sites/default/files/ng\\_kenya\\_youth\\_employment\\_in\\_kenya.pdf](https://www.britishcouncil.co.ke/sites/default/files/ng_kenya_youth_employment_in_kenya.pdf)
- Bryman, A. (2004). Quantity and Quality in Social Research. *International Journal of Social Research Methodology: Theory and Practice*, 9(2), 111–126.  
<https://doi.org/10.1080/13645570600595280>
- Bryman, A. (2012). *Social Research Methods*.
- Buchanan, S. A., Stratton, C., Sun, Y., & Chaudhary, A. (2017). Survey research on tasks and competencies to inform records management education. *Records Management Journal*, 27(1), 2–18. <https://doi.org/10.1108/RMJ-11-2015-0041>
- Bunyi, G. (2013). The quest for quality education: the case of curriculum innovations in Kenya. *European Journal of Training and Development*, 37(7), 678–691.  
<https://doi.org/10.1108/ejtd-01-2013-0008>
- Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organisational analysis : elements of the sociology of corporate life*. Heinemann.
- Callanan, G. (2003). What price career success? *Career Development International*, 8(3), 126–133. <https://doi.org/10.1108/13620430310471032>
- Campbell, M., Cooper, B., Rueckert, C., & Smith, J. (2019). Reimagining student employability: a case study of policy and practice transformation. *Journal of Higher Education Policy and*

- Management*, 41(5), 500–517. <https://doi.org/10.1080/1360080X.2019.1646379>
- Career Point Kenya. (2020). *About Career Point Kenya*. <https://www.careerpointkenya.co.ke/>
- Caroleo, F., Ciociano, E., & Destefanis, S. (2015). *Youth Labour-Market Performance, Institutions and VET Systems - Cross Country Estimates and Classification*. 1(May 2016), 20. <http://www.siecon.org/online/wp-content/uploads/2015/10/Caroleo.pdf>
- Chandrasiri, S. (2008). The labour market experience of university graduates in Sri Lanka. *Higher Education Policy*, 21(3), 405–423. <https://doi.org/10.1057/palgrave.hep.8300164>
- Changwong, K., Sukkamart, A., & Sisan, B. (2018). Critical thinking skill development: Analysis of a new learning management model for Thai high schools. *Journal of International Studies*, 11(2), 37–48. <https://doi.org/10.14254/2071-8330.2018/11-2/3>
- Cheng, C. (2002). A multi centre telephone survey of compliance with postoperative instructions. *Anaesthesia*, 57(8), 778–817. [https://doi.org/10.1046/j.1365-2044.2002.02698\\_5.x](https://doi.org/10.1046/j.1365-2044.2002.02698_5.x)
- Christian, B.-F. (2017). The interplay of educational and labour market institutions and links to relative youth unemployment. *Journal of European Social Policy*, 27(4). <https://doi.org/10.1177/0958928717719198>
- Citizen Kenya. (2020). *Kenya's unemployment rate doubles as 1.7M lose jobs between April and June*. <https://citizentv.co.ke/business/kenyas-unemployment-rate-doubles-1-7-million-lose-jobs-april-june-knbs-343843/>
- Collaborative Electronic Records Project. (2008). *Records Retention and Disposition*. November 2008, 1–14.
- College Factual. (2020). *2020 Information Science Degree Guide*. <https://www.collegefactual.com/majors/computer-information-sciences/information-science-is/>
- Connelly, B., Certo, T., Ireland, D., & Reutzel, C. (2011). Signaling theory: A review and assessment. In *Journal of Management* (Vol. 37, Issue 1, pp. 39–67). <https://doi.org/10.1177/0149206310388419>
- Cook, M. (1982). Guidelines for curriculum development in records management and the administration of modern archives : a RAMP study prepared by. In *Organization*.
- Cooper, D., & Schindler, P. (2006). *Business research methods*. McGraw-Hill Irwin.
- Corominas, E., Saurina, C., & Villar, E. (2010). *The match between university education and graduate labour market outcomes (education-job match). An analysis of three graduate*

- cohorts in Catalonia*. 1–144.
- Corporate Staffing Services. (2020). *About Corporate Staffing Services*.  
<https://www.corporatestaffing.co.ke/>
- Cresswell, J. (2018). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*.
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed method research*.
- CUE. (2021). *Approved Academic Programs offered in chartered universities in Kenya in accordance with the Universities Act. October*, 1–35. Commission for University Education - Approved Academic Programmes - Academic Programmes Approved by the Commission for University Education.html
- Dabiri, S. (2013). Rethinking graduate employability: the role of capital, individual attributes and context. *Studies in Higher Education*, 43(11), 1923–1937.  
<https://doi.org/10.1080/03075079.2017.1294152>
- Darlington, Y., & Scott, D. (2002). *Qualitative research in practice Stories from the field*.  
[https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=1003277](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1003277)
- Day, I. (1997). The role of records management in ‘business information’ services. *Records Management Journal*, 7(2), 91–99. <https://doi.org/10.1108/eb027106>
- Demir, S. B., & Pismek, N. (2018). A Convergent Parallel Mixed-Methods Study of Controversial Issues in Social Studies Classes: A Clash of Ideologies. *Educational Sciences: Theory & Practice*, 18(1), 119–149. <https://doi.org/10.12738/estp.2018.1.0298>
- Driscoll, D. (2005). *A Guide for Promoting Student Success Through Career-Development Education, Training, and Counseling*.  
<http://www.umass.edu/schoolcounseling/NLC/page3/page19/assets/Relevance.pdf>
- Duffus, K. (2017). Recruitment of records management practitioners in Jamaica’s public sector and its implications for professional practice. *Records Management Journal*, 27(2), 205–222.  
<https://doi.org/10.1108/RMJ-10-2016-0039>
- Duranti, L. (1999). Concepts and principles for the management of electronic records, or records management theory is archival diplomatics. *Records Management Journal*, 20(1), 78–95.  
<https://doi.org/10.1108/09565691011039852>
- Dutta, B., & Islam, M. (2017). Responsiveness of Higher Education to Changing Job Market Demand in Bangladesh. *Higher Education for the Future*, 4(1), 60–81.



- <https://doi.org/10.1177/2347631116681218>
- Education Centre. (2006). *Information sheet 16 Sampling In Research*.  
[https://www.thh.nhs.uk/documents/\\_Departments/Research/InfoSheets/16\\_sampling\\_research.pdf](https://www.thh.nhs.uk/documents/_Departments/Research/InfoSheets/16_sampling_research.pdf)
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Eshiwani, G. (1993). *Implementing Educational Policies in Kenya*.
- European Commission. (2016). *From University to Employment: Higher Education Provision and Labour Market Needs in Albania*. [https://ec.europa.eu/education/sites/education/files/2016-higher-education-labour-market-balkans\\_en.pdf](https://ec.europa.eu/education/sites/education/files/2016-higher-education-labour-market-balkans_en.pdf)
- Finn, J., & Jacobson, M. (2008). *Just practice: a social justice approach to social work*.  
<https://www.worldcat.org/title/just-practice-a-social-justice-approach-to-social-work/oclc/393299113>
- Fix, B. (2018). The Trouble with Human Capital Theory. *Real-World Economics Review*, 86, 15–32. <https://doi.org/10.31235/osf.io/ax6k7>
- Forbes. (2019). *The 10+ Most Important Job Skills Every Company Will Be Looking For In 2020*.  
<https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/#6896f93d67b6>
- Formplus. (2020). *What is Data Interpretation?* . <https://www.formpl.us/blog/data-interpretation>
- Fuzu Limited. (2020). *About Fuzu*. <https://www.fuzu.com/about>
- Garnham, N. (2020). The Information Society Reader. *The Information Society Reader*.  
<https://doi.org/10.4324/9780203622278>
- Ghaffarzadegan, N., Xue, Y., & Larson, R. (2017). Work-education mismatch: An endogenous theory of professionalization. *European Journal of Operational Research*, 261(3), 1085–1097. <https://doi.org/10.1016/j.ejor.2017.02.041>
- The Kenya Vision 2030. The Popular Version, 32 (2007).  
[http://www.vision2030.go.ke/cms/vds/Popular\\_Version.pdf](http://www.vision2030.go.ke/cms/vds/Popular_Version.pdf)
- Government of Ireland. (2014). *Education and Employers: Joining Forces to Promote quality innovation across further and higher education and training*. September.
- Government of West Australia. (2009). SRO Guideline: Management of Digital Records. *Information Systems*, July, 18. <http://www.sro.wa.gov.au/sites/default/files/guideline-email->

management-final.pdf

- Guba, E., & Lincoln, Y. (1988). Naturalistic Inquiry in E-Learning Research. *International Journal of Qualitative Methods*, 4(1), 13–26. <https://doi.org/10.1177/160940690500400102>
- Harding, G., Gantley, M., & Taylor, K. (2017). Analysing qualitative data. In *Pharmacy Practice: Second Edition* (pp. 417–423). Taylor and Francis. <https://doi.org/10.1201/b19093>
- Harnett, B. (2016). *The Value of Content Analysis as A Qualitative Research Method*. January, 0–21. <https://doi.org/10.13140/RG.2.1.4227.9445>
- Hofman, H. (2012). *Rethinking the archival function in the digital era Hans Hofman National Archives Netherlands Paper for the ICA Congress in Brisbane, July 2012*. July, 1–10.
- Holborow, M. (2018). Language skills as human capital? Challenging the neoliberal frame. *Language and Intercultural Communication*, 18(5), 520–532. <https://doi.org/10.1080/14708477.2018.1501846>
- Holmes, L. (2017). Graduate Employability: Future Directions and Debate. In *Graduate Employability in Context* (pp. 359–369). Palgrave Macmillan UK. [https://doi.org/10.1057/978-1-137-57168-7\\_17](https://doi.org/10.1057/978-1-137-57168-7_17)
- Hope, K. (2012). Engaging the youth in Kenya: Empowerment, education, and employment. *International Journal of Adolescence and Youth*, 17(4), 221–236. <https://doi.org/10.1080/02673843.2012.657657>
- Howard, J. (2014). *Curriculum Development*. December, 1–7.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Ilich, L. (2017). *Impact of ICT on labour market development: Main trends and prospectives*. [https://www.researchgate.net/publication/319751361\\_impact\\_of\\_ict\\_on\\_labor\\_market\\_development\\_main\\_trends\\_and\\_prospectives](https://www.researchgate.net/publication/319751361_impact_of_ict_on_labor_market_development_main_trends_and_prospectives)
- Institute of Economic Affairs, & Centre for transformational Leadership. (2018). *Improving the Quality of Service in Youth Polytechnics: A demand-led Approach to skills planning and development* (Issue January).
- International Council on Archives. (2018). *ICA Publications / International Council on Archives*. <https://www.ica.org/en/ica-publications-2>
- International Labour Organization. (2013). Better Jobs for a Better Economy – World of Work Report 2012. In *European Review of Labour and Research* (Vol. 19, Issue 1).

- <https://doi.org/10.1177/1024258912469924c>
- International Organization for Standardization (ISO). (2016). *ISO 15489-1 Information and documentation -- Records management -- Part 1: Concepts and Principles*. 2016, 1–30. [www.iso.org](http://www.iso.org)
- International Telecommunication Union. (2005). *Definition of “Open Standards.”* <https://www.itu.int/en/ITU-T/ipr/Pages/open.aspx>
- Internet World Stats. (2019). *Kenya Internet Stats and Telecommunications Report*. <https://www.internetworldstats.com/af/ke.htm>
- Isazadeh, A. (2004). *Information Society: Concepts and Definitions*. [https://www.researchgate.net/publication/254476368\\_Information\\_Society\\_Concepts\\_and\\_Definitions](https://www.researchgate.net/publication/254476368_Information_Society_Concepts_and_Definitions)
- Jo, S., & Gebru, T. (2017). Lessons from archives: Strategies for collecting sociocultural data in machine learning. *Proceedings of the 2020 Conference on Fairness, Accountability, and Transparency*, 306–316. <https://doi.org/10.1145/3351095.3372829>
- Joseph, P., Debowski, S., & Goldschmidt, P. (2012). Paradigm shifts in recordkeeping responsibilities: Implications for ISO 15489’s implementation. *Records Management Journal*, 22(1), 57–75. <https://doi.org/10.1108/09565691211222108>
- Kamau, G., & Owano, A. (2016). *The Role of Libraries in realizing the Sustainable Development Goals. February 2019*.
- Kamin, Y., Ahmad, A., & Cartledge, D. (2013). Student’s Perceptions on the Relevance of a Diploma in an Automotive Curriculum to the Workplace. *Procedia - Social and Behavioral Sciences*, 93, 90–96. <https://doi.org/10.1016/j.sbspro.2013.09.157>
- Katuu, S. (2015). The development of archives and records management education and training in Africa – Challenges and opportunities. *Archives and Manuscripts*, 43(2), 96–119. <https://doi.org/10.1080/01576895.2015.1050677>
- Kemoni, H. (2008). Theoretical framework and literature review in graduate records management research. *African Journal of Library Archives and Information Science*, 18(2), 103–117.
- Kenya Institute of Curriculum Development. (2016). *Needs assessment on curriculum reform for tertiary level in Kenya* (Issue June).
- Kenyatta University. (2018). *Kenyatta University - School of Education*. <http://www.ku.ac.ke/schools/education/index.php/departments/lib-studies>

- Kenyatta University. (2019a). *Kenyatta University - School of Education*.  
<http://education.ku.ac.ke/index.php/departments/lib-studies>
- Kenyatta University. (2019b). *KU Profile*. <http://www.ku.ac.ke/about-ku/ku-profile>
- Keya, S. ., Makau, B. F., Mani, J., & Omari, I. . (1989). *Guidelines for the formulation of research project proposals*. Oxford University Press.
- Kibe, L. (2017). Impact of Cloud-Based Services on Records Management in Public Organisations in Kenya. *Emerging Trends in Information and Knowledge Management*, 559–568.  
<https://doi.org/10.2307/j.ctt7rnz3.13>
- Kiker, B. F. (1966). *The Historical Roots of the Concept of Human Capital*. 74(5), 481–499.
- Kim, J., & Choi, H. (2009). *The Effects of Job Training Programs on the Labor Market Performance of Workers in Korea*. November.
- Klosters, D. (2014). *Matching Skills and Labour Market Needs Building Social Partnerships for Better Skills and Better Jobs*. January. <https://doi.org/92-95044-35-5>
- Kolesnikova, J., Kamasheva, A., & Fakhrutdinova, A. (2015). Higher Education Demands of the Labor Market. *Procedia - Social and Behavioral Sciences*, 191(1), 1183–1186.  
<https://doi.org/10.1016/j.sbspro.2015.04.446>
- Koskey, J., & Muricho, W. P. (2013). Education Reforms in Kenya for Innovation. *International Journal of Humanities and Social Science*, 3(9), 123–145.
- Kothari, C. (2019). *Research Methodology: Methods & Techniques*.
- Kwanya, T. (2016). A Review of Knowledge Management Education and Training in Kenya. *Emerging Trends in Information and Knowledge Management*, 405–418.
- Lamb, S. (2015). Longitudinal Surveys of Children. *Longitudinal Surveys of Children*.  
<https://doi.org/10.17226/6254>
- Lamb, W. (2015). The Changing Role of the Archivist. *The American Archivist*, 29(1), 3–10.  
<https://doi.org/10.17723/aarc.29.1.c6015k0057756510>
- Lavrakas, P. (2008). Target Population. *Encyclopedia of Survey Research Methods*.  
<https://doi.org/10.4135/9781412963947.n571>
- Lechtenberg, U. (2006). *Research Guides: Organizing Academic Research Papers: Theoretical Framework*. <https://library.sacredheart.edu/c.php?g=29803&p=185919>
- Liewellyn, T. (2009). *Records Management – Who is taking responsibility?* 13. [www.aiim.org](http://www.aiim.org)
- Lindberg, O., & Rantatalo, O. (2017). Graduate Employability as Social Suitability: Professional

- Competence from a Practice Theory Perspective. In *Graduate Employability in Context* (pp. 255–272). Palgrave Macmillan UK. [https://doi.org/10.1057/978-1-137-57168-7\\_12](https://doi.org/10.1057/978-1-137-57168-7_12)
- Manual, P. (2013). *United States Government Accountability Office Participant Manual Content Analysis: Principles and Practices* (Issue July).
- Mariwa, F. (2019). *Internet access: How rural Kenya is keeping pace*. <https://www.dw.com/en/internet-access-how-rural-kenya-is-keeping-pace/a-47071209>
- Mayring, P. (2000). The qualitative content analysis process. *Forum: Qualitative Social Research (FQS)*, 1(2, Art.20). <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Mbah, M. F. (2014). The Dilemma of Graduate Unemployment within a Context of Poverty, Scarcity and Fragile Economy: Are there Lessons for the University? *International Journal of Economics and Finance*, 6(12). <https://doi.org/10.5539/ijef.v6n12p27>
- McArdle, S., Waters, L., Briscoe, J., & Hall, D. (2007). Employability during unemployment: Adaptability, career identity and human and social capital. *Journal of Vocational Behavior*, 71(2), 247–264. <https://doi.org/10.1016/j.jvb.2007.06.003>
- McCowan, T. (2014). Can higher education solve Africa’s job crisis? Understanding graduate employability in Sub-Saharan Africa. *British Council 2014*, 16.
- McKinsey Centre for Government. (2012). *Education to Employment: Designing a System that Works*. <http://mckinseysociety.com/education-to-employment/>
- Ministry of Lands. (2018). *Digitization of Records to ease property registration process, says Lands CS Karoney – Ministry of Lands & Physical Planning*. <https://lands.go.ke/digitization-of-records-to-ease-property-registration-process-says-lands-cs-karoney/>
- Mocanu, C., Zamfir, A. M., & Pirciog, S. (2014). Matching Curricula with Labour Market Needs for Higher Education: State of Art, Obstacles and Facilitating Factors. *Procedia - Social and Behavioral Sciences*, 149, 602–606. <https://doi.org/10.1016/j.sbspro.2014.08.234>
- Moi University. (2018). *Moi University - School of Information Science*. <https://is.mu.ac.ke/index.php/about-us>
- Moi University. (2019a). *Library, Records Management and Information Studies*. <https://is.mu.ac.ke/index.php/event/lis-ram>
- Moi University. (2019b). *Moi University: About Us*. <https://www.mu.ac.ke/index.php/en/about-moi-university/about-moi.html>
- Mortezaie, L., & Naghshineh, N. (2002). A comparative case study of graduate courses in library

- and information studies in the UK, USA, India and Iran: lessons for Iranian LIS professionals. *Library Review*, 51(1), 14–23. <https://doi.org/10.1108/00242530210413904>
- Mosweu, O., & Rakemane, D. (2020). The role of records management in ensuring good governance in Africa. *Journal of the South African Society of Archivists*, 53, 103–123. <https://doi.org/10.4314/JSASA.V53I1.8>
- Mugenda, O., & Mugenda, A. (2003). Research methods: Quantitative and qualitative Approaches. In *Just practice: A social justice approach to social work* (2nd ed.). eddiebowerspublishing.com.
- Mumcu, Y. (2017). An analysis of the reasoning skills of pre-service. *European Journal of Education Studies*, 808–817. <https://doi.org/10.5281/zenodo.495700>
- Munyaka, S. (n.d.). *List of best job sites in Kenya 2018*. Retrieved March 23, 2019, from <https://hivisasa.com/posts/1227-list-of-best-job-sites-in-kenya-2018>
- Muysken, J., & Bad ter Weel. (1999). Overeducation, Job Competition and Unemployment. *Meteor Research Memoranda*, 1999–030(December).
- Naong, M. (2011). Promotion of Entrepreneurship Education - A Remedy to Graduates and Youth Unemployment – A Theoretical Perspective. *Journal of Social Sciences*, 28(3), 181–189. <https://doi.org/10.1080/09718923.2011.11892943>
- Nation Group. (2019). *Teacher internship applications 10 times more than available slots - Daily Nation*. <https://www.nation.co.ke/news/education/TSC-gets-over-100-000-internship-applications/2643604-5315100-w4ba6/index.html>
- Netcoh, S. (2017). *The Strengths and Limitations of Human Capital Theory in Educational Research and Policymaking | Crosscutting Conversations in Education*. <http://blog.uvm.edu/cessphd/2016/01/19/the-strengths-and-limitations-of-human-capital-theory-in-educational-research-and-policymaking/>
- Neuman, W. L. (2000). Social Research Methods: Qualitative and Quantitative Approaches. *Teaching Sociology*. <https://doi.org/10.2307/3211488>
- Newman, B. B., & Conrad, K. W. (1999). A Framework for Characterizing Knowledge Management. *Knowledge Management Theory Papers*, 1–20.
- Ngulube, P. (2019). *Records Management Practices in Primary Schools in Support of Good Governance and Organisational Accountability*. [https://www.researchgate.net/publication/338965489\\_Records\\_Management\\_Practices\\_in\\_](https://www.researchgate.net/publication/338965489_Records_Management_Practices_in_)

- Primary\_Schools\_in\_Support\_of\_Good\_Governance\_and\_Organisational\_Accountability
- Noko, P., & Ngulube, P. (2015). A vital feedback loop in educating and training archival professionals: a tracer study of records and archives management graduates in Zimbabwe. *Information Development*, 31(3). <https://doi.org/10.1177/0266666913510308>
- Ntemngweh, P. (2016). *Education-job mismatch among university graduates in Cameroon: the perspectives of graduates in the field of humanities*. November. <http://www.duo.uio.no/Trykk>:
- Oathiti, C. (2007). *Employers' Perception of Tertiary training and its Relevance to the Labour Market: A case of the Kenya Polytechnic*.
- Ocholla, D., & Shongwe, M. (2013). An analysis of the library and information science (LIS) job market in South Africa. *South African Journal of Libraries and Information Science*, 79(1), 35–43. <https://doi.org/10.7553/79-1-113>
- Oliver, D. (n.d.). *Human Capital Theory and Higher Education in Developing Countries on JSTOR*. Retrieved March 23, 2019, from [https://www.jstor.org/stable/42589777?seq=2#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/42589777?seq=2#metadata_info_tab_contents)
- Onyango, W. (2006). School Knowledge and Its Relevance to Everyday Life in Rural Western Kenya. *Nordic Journal of African Studies*, 15(3), 393–405.
- Open Data Handbook. (2018). *What is Open Data?* <https://opendatahandbook.org/guide/en/what-is-open-data/>
- Organisation for Economic Co-operation and Development. (2016). *ICTs and jobs: complements or substitutes? The effects of ICT investment on labour demand by skills and by industry in selected OECD countries*.
- Organisation for Economic Co-operation and Development. (2017). *Indepth Analysis of the Labour market relevance and outcomes of higher education systems: Analytical Framework and Country Practices Report*. <http://www.oecd.org/edu/skills-beyond-school/higher-education.htm>
- Osei, C., Dontwi, I., Otchere, K., & Singye, A. (2015). Curriculum relevance and graduate career: a tracer study of Cemba, Cempa and industrial mathematics graduates. *Journal of Science and Technology (Ghana)*, 35(2), 89. <https://doi.org/10.4314/just.v35i2.9>
- Paadi, K. (2014). *Perceptions on employability skills necessary to enhance human resource management graduates prospects of securing a relevant place in the labour market*.

- <https://eujournal.org/index.php/esj/article/view/4016>
- Ponge, A. (2013). Graduate Unemployment and Unemployability in Kenya: Transforming University Education to Cope with Market Demands and the Lessons for Africa. *International Journal of Social Science Tomorrow*, 2(3), 1–12.
- PwC. (2020). *About PwC - Kenya*. <https://www.pwc.com/ke/en/about-us/africa-footprint.html>
- Record Point. (2019). *Challenges of Records Management*. <https://www.recordpoint.com/challenges-of-records-management/>
- Roberts, G. (1992). *Qualitative Research Methods in Psychology*. [https://www.researchgate.net/publication/236158419\\_Qualitative\\_Research\\_Methods\\_in\\_Psychology](https://www.researchgate.net/publication/236158419_Qualitative_Research_Methods_in_Psychology)
- Rosenberg, V. (1974). Opinion paper. The scientific premises of information science. *Journal of the American Society for Information Science*, 25(4), 263–269. <https://doi.org/10.1002/asi.4630250409>
- Rukwaro, W., & Bii, H. (2016). *Library and information science (LIS) education and training in Kenya: Emergence, evolution, challenges and opportunities*. 8(2), 11–18. <https://doi.org/10.5897/IJLIS2015.0626>
- Rusnah, J. (2006). Education and Training in Electronic Records Management (ERM): The Need for Partnership Building. *Proceedings of the Asia-Pacific Conference on Library & Information Education & Practice 2006 (A-LIEP 2006), June*, 541–549.
- San Jose State University. (2017). *2017 Archives and Records Management Job Analysis*.
- Sang, A., Muthaa, G., & Mbugua, Z. (2012). Challenges Facing Technical Training in Kenya. *Creative Education*, 03(01), 109–113. <https://doi.org/10.4236/ce.2012.31018>
- Saravanel, P. (1992). Research methodology. In *Strategic Journal of Business & Change Management* (Issue 3).
- Sattinger, M. (1993). Assignment Models and Quantitative Mismatches. *Foundations and Trends in Microeconomics*, 8(1–2), 1–168. <https://doi.org/10.1561/07000000052>
- Séamus, M. (2003). University quality and labour market outcomes. *Applied Economics*, 35(18), 1943–1955. <https://doi.org/10.1080/0003684032000158442>
- Small, L., Shacklock, K., & Marchant, T. (2018). Employability: a contemporary review for higher education stakeholders. *Journal of Vocational Education and Training*, 70(1), 148–166. <https://doi.org/10.1080/13636820.2017.1394355>



- Stabback, P. (2016). What Makes a Quality Curriculum? *Current and Critical Issues in Curriculum and Learning*, 2, 8–12. <http://unesdoc.unesco.org/images/0024/002439/243975E.pdf>
- Sweetland, S. R. (2008). Human Capital Theory: Foundations of a Field of Inquiry. *Review of Educational Research*, 66(3), 341–359. <https://doi.org/10.3102/00346543066003341>
- Tashakkori, A., & Teddlie, C. (1998). Handbook of Mixed Methods in Social & Behavioral Research. In *SAGE Handbook of Mixed Methods in Social & Behavioral Research*. SAGE Publications, Inc. <https://doi.org/10.4135/9781506335193>
- Teach First. (2018). *Careers education in the classroom*.
- Tellegen, B. (2013). *The Relationship between Education and the Labor Market in the Current Context of Sub-Saharan Africa* (Issue 3366790). Utrecht University.
- The Aspen Institute. (n.d.). *Using data to improve student success - University World News*.
- United Nations. (2015). *Transforming our world: the 2030 agenda for sustainable development*.
- United Nations Development Programme. (2015). *Sustainable Development Goals*.
- University of Pennsylvania. (2019). *The Purpose of the Curriculum*. <https://www.college.upenn.edu/curriculum-purpose>
- USAID. (2017). *Linking Curriculum to Industry Needs | Standards Toolkit* (pp. 1–6).
- Volgenant, A. (2004). A note on the assignment problem with seniority and job priority constraints. *European Journal of Operational Research*, 154(1), 330–335. [https://doi.org/10.1016/S0377-2217\(03\)00090-0](https://doi.org/10.1016/S0377-2217(03)00090-0)
- Waema, T. M., & Ndung', M. N. (2012). *Understanding what is happening in ICT in Kenya*.
- Walters, T. (2010). Rediscovering the Theoretical Base of Records Management and Its Implications for Graduate Education: Searching for the New School of Information Studies. *Journal of Education for Library and Information Science*, 36(2), 139. <https://doi.org/10.2307/40322914>
- Wamukoya, J. (1992). Training of archivists for the nineties and beyond: Moi University harmonized approach. *Biennial General Conference and Regional Seminar on Records Management*.
- Wherry, F., & Schor, J. (2016). Signaling Value of Education. In *The SAGE Encyclopedia of Economics and Society*. SAGE Publications, Inc. <https://doi.org/10.4135/9781452206905.n620>

World Bank Group. (2014). *Youth Employment Initiatives in Kenya*.

World Bank Group. (2019). *Kenya - Youth Unemployment: Challenges & Opportunities in Economic Development*.

[https://www.worldbank.org/en/webarchives/archive?url=httpzxxweb.worldbank.org/archive/website01259/WEB/0\\_\\_C-107.HTM](https://www.worldbank.org/en/webarchives/archive?url=httpzxxweb.worldbank.org/archive/website01259/WEB/0__C-107.HTM)

Yazdi, V. (2014). Effective Employment: A Basic Objective for Curriculum Design in Higher Education. *International Journal of Academic Research in Progressive Education and Development*, 2(4), 28–43. <https://doi.org/10.6007/ijarped/v2-i4/282>

Youth Village Kenya. (2019). *Top 10 Best Websites to Find Jobs in Kenya – Youth Village Kenya*. <https://youthvillage.co.ke/top-10-best-websites-to-find-jobs-in-kenya/>

Zamora, B. (2007). *A New Discussion of the Human Capital Theory in the Methodology of Scientific Research Programmes*.

## APPENDIXES

### Appendix I: Introduction Letter

Dear respondent,

My name is Silas Magawi, a master's student pursuing a Master of Science in Information & Knowledge Management at the Technical University of Kenya. As a requirement for partial fulfilment of the course, all students are required to research a topic relevant to their course of study. My topic is **The undergraduate Records Management Curriculum and the Labour market in Kenya.**

I humbly request your sincere assistance to get the necessary information required in this questionnaire to make the research a success. Your sincerity in this research will be of great importance and highly appreciated. Any information provided herein shall be used solely for this research and will be treated with the utmost confidentiality.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 20 minutes to complete.

For inquiries, please contact me at [0748 999 339](tel:0748999339) or [silasmagawi@gmail.com](mailto:silasmagawi@gmail.com)

Thank you for your assistance in this important endeavour.

Sincerely yours,

Silas Magawi.

## Appendix II: Questionnaire

*(Used to collect data from graduates of Records Management)*

Please indicate your response by ticking (✓) in the provided boxes. For questions that require suggestions or comments please use the space provided.

### PART A: GENERAL INFORMATION

1. Which university did you attend?

Kenyatta university	[ ]
Moi University	[ ]

2. Which year did you graduate?

2011	[ ]
2012	[ ]
2013	[ ]
2014	[ ]
2015	[ ]

3. Indicate your gender

Male	[ ]
Female	[ ]

4. Indicate your age bracket

25-30	[ ]
31-35	[ ]
36-40	[ ]
41-45	[ ]
46-50	[ ]
Above 50	[ ]

5. In which sector are you employed?

Public sector/Parastatal	[ ]
Corporate/Private sector	[ ]
Self-employed	[ ]
NGO	[ ]
Other (Specify)	

6. What is your current position?

---

## **PART B: RECORDS MANAGEMENT CURRICULUM AND THE LABOUR MARKET**

7. What were the academic requirements for your job?

Records Management/Information Science Degree	[ ]
Any Degree	[ ]
No Degree was required	[ ]

8. To what extent has your undergraduate studies been relevant to your role?

Extremely relevant	[ ]
Relevant	[ ]
Neutral	[ ]
Irrelevant	[ ]
Extremely irrelevant	[ ]

9. To what extent do you agree with the following statements? (1= Totally Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Totally Agree)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The records management units are adequate to prepare one for the job market	[ ]	[ ]	[ ]	[ ]	[ ]
The units are extensively covered	[ ]	[ ]	[ ]	[ ]	[ ]
The lecturers of Records Management have the confidence required to teach the course	[ ]	[ ]	[ ]	[ ]	[ ]
The timeframe provided for covering the units is adequate	[ ]	[ ]	[ ]	[ ]	[ ]
Records Management is regarded highly by employers	[ ]	[ ]	[ ]	[ ]	[ ]

**PART C: RESPONSIBILITIES OF RECORD MANAGERS IN THE WORKPLACE**

10. What changes have you experienced as a records manager in the field in terms of roles and skills required?

---

---

---

---

11. Has your job description been revised?

Yes [ ]

No [ ]

If yes, when was it last revised?

---

---

---

---

**PART D: THE TRAINING OFFERED BY THE RECORDS MANAGEMENT DEPARTMENTS.**

12. Kindly state some of the undergraduate units you studied for your undergraduate.

---

---

---

13. According to Forbes, the following have been identified as the top skills employers are looking for. Which one(s) do you feel your undergraduate course provided you with? (Tick as necessary).

Problem-solving skills	[ ]
Emotional Intelligence	[ ]
Deep thinking	[ ]
Perseverance	[ ]
Phone Manners	[ ]
Willingness to learn	[ ]

14. In your opinion, did the undergraduate curriculum prepare you enough for the labour market?

Yes	[ ]
No	[ ]

15. Which additional training/courses (both professional and academic) have you undergone to perform your work?

PhD	[ ]
Masters Studies	[ ]
Diploma/Higher Diploma Studies	[ ]
Short Course	[ ]
Others .....	[ ]



**PART E: GAP BETWEEN UNDERGRADUATE RECORDS MANAGEMENT CURRICULUM AND THE LABOUR MARKET.**

16. Which units do you feel should be paramount in the records management curriculum?

---

---

17. Which skills/competencies are you using but you were not taught in undergraduate studies?

---

---

---

18. Which gaps can you cite between the records management training and the labour market?

---

---

---

In your opinion, how best can the gap between the records management training and the labour market be bridged? (Use extra paper where necessary).

---

---

---

*\*\*\*Thank you so much for your time.... I appreciate\*\*\**

### **Appendix III: Key Informant Interview Guide**

*(Used to collect data from key informant interviewees – Heads of RM department)*

The interview guide was intended to collect data from the two chairpersons of the department of Records management from Moi University and Kenyatta University. The interview method was selected to exhaust as much as possible all the available information regarding the research topic.

The following question guided the interview. However, there were a few follow-up questions based on the responses given by the respondents.

1. For how long have you been the chairperson of this department?
2. On average, how many undergraduate Records Management students graduate every year from your university?
3. Specifically, how many undergraduate Records management students did the department produce from 2011 to 2015?

<b>Year</b>	<b>Graduates of Records Management (Undergraduate)</b>
2011	
2012	
2013	
2014	
2015	

4. On a scale of 1-10 (1- least satisfied, 10-most satisfied), how satisfied are you with the records management curriculum your department is offering?

5. Give reasons for your answer above.
6. How many times have you reviewed the undergraduate records management curriculum in the last 10 years?
7. What informed your decision above?
8. How do you come up with the curriculum you teach to your students as a department?
9. To what extent, and in which ways do you collaborate with employers as far as curriculum is concerned?
10. Given a chance right now, what is the one thing you would change in your records management curriculum?
11. Would you agree that there is a gap between the curriculum on offer and the labour market requirements?
12. Suggest ways through which the gap between the curriculum and the labour market requirements can be bridged.

***\*\*\*Thank you for taking the time to respond, this is highly appreciated\*\*\****

## **Appendix IV: Content Analysis Guide**

*(Used to collect data from job listing sites)*

The researcher used content analysis to review the requirements for record professionals in the labour market. This was done by looking at the various job adverts with a specific concentration on the roles of the professionals as well as the requirements. The researcher identified whether the job requirements were consistent with the curricula set out by the universities. Similarities and differences were drawn from the content review to establish the extent to which the curriculum was relevant to the labour market.

While analysing the content of the 20 job adverts, the researcher focused on the following areas:

1. The position being advertised;
2. Responsibilities of the recruited employees;
3. Educational requirements for records management professionals?
4. Additional training required of records management professionals?
5. Skills are required from records management professionals?

## Appendix V: Dissertation Timelines

<b>Period</b>	<b>Task</b>
February 2019	Finalization of the research proposal
March 2019	Defence proposal
May 2019	Correction of the proposal
July 2019	Approval from NACOSTI
August – October 2019	Reaching out to the would-be respondents
November 2019	Formulation of data collection instruments
January 2020	Finalization of data collection instruments
February – April 2020	Data collection – questionnaires
May 2020	Data collection – key informant interviews
June 2020	Data collection–content analysis
October 2020	Data analysis and presentation
December 2020	Writing of the dissertation report
March 2021	Compilation of the final dissertation
June 2021	Final Submission of the dissertation

## Appendix VI: Budget

<b>Item</b>	<b>Cost (Ksh.)</b>
Printing work	15,000
Photocopying	1,000
Transport and logistics	20,000
Binding work	4,000
<b>Total</b>	<b>50,000</b>

## Appendix VII: Correction Certificate



### THE TECHNICAL UNIVERSITY OF KENYA

Haile Selassie Avenue, P. O. Box 52428, Nairobi, 00200, Tel: +254 (020) 343672, 2249974, 2251300, 341639,  
 Fax: 2219689, E-mail: [registrar-academic@kenpoly.ac.ke](mailto:registrar-academic@kenpoly.ac.ke), Website: [www.tukenya.ac.ke](http://www.tukenya.ac.ke)

FACULTY OF SOCIAL SCIENCES AND TECHNOLOGY  
 SCHOOL OF INFORMATION AND COMMUNICATION STUDIES  
 DEPARTMENT OF INFORMATION AND KNOWLEDGE MANAGEMENT

### MASTERS IN INFORMATION AND KNOWLEDGE MANAGEMENT CORRECTION CERTIFICATE

#### CORRECTION CERTIFICATE

NAME: SILAS OKOTH MAGAWI

REG. Number AIIU/09509P/2017

DISSERTATION: RELEVANCE OF THE UNDERGRADUATE RECORDS MANAGEMENT  
 CURRICULUM TO THE LABOUR MARKET IN KENYA

ITEM	CORRECTION REQUIRED	CORRECTION DONE	PAGE NO.
Title	Revise by adding a word(s) before "undergraduate"	Title corrected according to suggestion given to read "Relevance of the undergraduate..."	N/A
Chapter 3	Edit "chairs of department" to "heads of departments" on the sample	Edited	Pg. 34-35
	Limit the scope to 5 years.	Revised from 2006-2015 to 2011-2015	Pg. 34-35
	How do you know when you have got the number you want with snowballing?	The researcher will collect data until a pattern is established among the respondents	Pg. 33
	Research design was missing	Revised and included. Researcher to use	Pg. 32

The above students has completed the corrections and is allowed print and submit the final copy of thesis proposal.

Supervisor: *M. Magawi* Date: *02/05/2019*  
 Supervisor: *AK* Date: *2nd May 2019*

Education and training for the real world



ISO 9001:2008 Certified

## Appendix VIII: Research Introduction Letter



### THE TECHNICAL UNIVERSITY OF KENYA

Haile Selassie Avenue, P. O. Box 52428, Nairobi, 00200, Tel: +254 (020) 343672, 2249974, 2251300, 341639,  
Fax: 2219689; Mobile Tel: 0723 521644; E-mail: [vc@tukenya.ac.ke](mailto:vc@tukenya.ac.ke); Website: [www.tukenya.ac.ke](http://www.tukenya.ac.ke)

#### Office of the Director School of Graduate and Advanced Studies

Our Ref: AIU/09509P/2017

June 3<sup>rd</sup>, 2019

#### RE: LETTER OF INTRODUCTION- SILAS OKOTH MAGAWI.

This is to inform you that *Mr. Silas Okoth Magawi* is a registered Masters student in the Department of Information and Knowledge Management at The Technical University of Kenya. The title of his dissertation is "*Relevance of The Undergraduate Records Management Curriculum to The Labour Market in Kenya.*"

Any assistance accorded to him will be highly appreciated.

**Prof. Joseph Lalah**

Director-School of Graduate and Advanced Studies

**PROFESSOR OF CHEMISTRY**

File copy: Student File

JOL/cmK





## Appendix IX: Application for Research Letter



### THE TECHNICAL UNIVERSITY OF KENYA

Haile Selassie Avenue, P. O. Box 52428, Nairobi, 00200, Tel: +254 (020) 343672, 2249974, 2251300, 341639,  
Fax: 2219689; Mobile Tel: 0723 521644; E-mail:vc@tukenya.ac.ke, Website: [www.tukenya.ac.ke](http://www.tukenya.ac.ke)

#### Office of the Director School of Graduate and Advanced Studies

**Our Ref: AIHU/09509P/2017**

**June 3<sup>rd</sup>, 2019**

The Chief Executive Officer  
NACOSTI  
Utalii House 9<sup>th</sup> Floor  
P.O BOX 26036-00100  
Nairobi.

Dear Sir/Madam,

#### **REF: APPLICATION FOR RESEARCH PERMIT.**

This is to inform you that **Mr. Silas Okoth Magawi** is a registered Masters student in the Department of Information and Knowledge Management at The Technical University of Kenya. The course is offered by Research and Dissertation. The title of his dissertation is "*Relevance of The Undergraduate Records Management Curriculum to The Labour Market in Kenya.*"

Mr. Magawi has defended his research proposal and is currently proceeding for field work which will involve data collection using approved surveys and research methods.

This is to kindly request you to issue him with a research permit.

**Prof. Joseph O. Lalah**  
**Director – School of Graduate & Advanced Studies**  
**PROFESSOR OF CHEMISTRY**

File Copy: Student File  
JOL/cmK



## Appendix X: NACOSTI Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/15133/31094**

Date: **24<sup>th</sup> July, 2019**

Silas Okoth Magawi  
Technical University of Kenya  
P.O. Box 52428 – 00200  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Relevance of the undergraduate records management curriculum to the labour market in Kenya*” I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **23<sup>rd</sup> July, 2020.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners  
All Counties.

The County Directors of Education  
All Counties.



# Appendix XI: NACOSTI Approval

**THIS IS TO CERTIFY THAT:**  
**MR. SILAS OKOTH MAGAWI**  
**of THE TECHNICAL UNIVERSITY OF KENYA, 0-200 Nairobi, has been permitted to conduct research in All Counties on the topic: RELEVANCE OF THE UNDERGRADUATE RECORDS MANAGEMENT CURRICULUM TO THE LABOUR MARKET IN KENYA for the period ending: 23rd July, 2020**

**Permit No : NACOSTI/P/19/15133/31094**  
**Date Of Issue : 24th July, 2019**  
**Fee Received :Ksh 1000**

  
**Applicant's Signature**

  
**Director General**  
**National Commission for Science, Technology & Innovation**



**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**  
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

**CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

**National Commission for Science, Technology and innovation**  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: dg@nacosti.go.ke, registry@nacosti.go.ke  
Website: www.nacosti.go.ke

  
**REPUBLIC OF KENYA**

  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**  
**RESEARCH LICENSE**

**Serial No.A 25975**  
**CONDITIONS: see back page**

## Appendix XII: Turnitin Similarity report

