ASSESSING STUDENTS' COMPREHENSION AND PERCEPTIOPNS OF A NEWLY RECORDS MANAGEMENT COURSE IN BUSINESS TECHNOLOGY MANAGEMENT

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Abstract*: Records management plays an important role in the systematic control and maintenance of both digital and physical records of business activities. Due to its importance, there is an increasing need for universities worldwide including Malaysia to expand the offerings of the records management course. To equipped future professionals with the necessary skills in handling records properly, formal education education is a must. This study was conducted to evaluate students' perceptions on the newly introduced Records Management course in the Bachelor of Business Technology Management program. Specifically, the study aimed to examine students' perceptions of the course's value and assess their understanding of the key concepts following their first comprehensive test. A structured online questionnaire was used to collect data from 88 students regarding their understanding, perceived challenges and recommendation for enhancement. Out of 88 respondents, only 77 responses were recorded. Findings show that students found the course to be effective and relevant where they claimed strong engagement with improve understanding. However, they suggested the inclusion of more detailed explanations, real-world examples, hands-on activities and self-assessments to address complex topics effectively. Future study could explore longitudinal impacts of the course on professional performance, compare effectiveness across institutions, and evaluate the integration of digital tools and simulations in enhancing learning outcomes.*

Keywords*: Records Management, Information Management, Higher Education, Curriculum Development, Student Perception*

Introduction

Records management is a specialized field that is dedicated to the systematic analysis and control of information that is created, received, maintained or utilized by an organization in accordance with its mission, operations, business processes and activities (Saffady, 2021). Effective management can be achieved through the implementation of proper records management, as an organizations' operations are dependent on the availability of information contained within its records. Competent record keeping is essential for the successful realization of an organization's mission and vision, which encompasses teaching, research, consultancy, innovation and community service (Touray, 2021). Effective records administration is essential for accountability, transparency, protecting rights and entitlements, combating corruption, alleviating poverty, and managing resources efficiently. The preservation of records and information within an organization has become increasingly important, not just for historical documentation, but also for current and future managerial and policy growth. Records serve as a tool for analyzing organization and laying the groundwork for reform, comparison with other agencies and resource acquisition (ACARM, 2007). Records management has long been central to the preservation and accessibility of information in organizations, serving as a foundation for governance, accountability, and efficiency. The discipline traditionally emphasized the systematic control of physical records, focusing on filing systems, retention schedules, and preservation techniques that ensured the safekeeping of paper-based documents (Shepherd & Yeo, 2003). These principles, codified in international standards such as ISO 15489-1, provided organizations with a framework for managing information across its lifecycle (ISO 15489-1, 2001).

In today's digital age, the volume of information generated by organizations is growing exponentially, necessitating efficient management systems to ensure data accuracy, security, and accessibility. The improper handling of records can lead to legal risks, financial losses, and operational inefficiencies, making it imperative for businesses and institutions to adopt best practices in records management (Touray, 2021). In addition, the increasing digitization of organizational processes, coupled with the growth of compliance requirements and technological innovation, has reshaped the field. Records are now predominantly created and stored in electronic formats, requiring new approaches to governance that extend beyond physical custodianship. Consequently, the study of records management has expanded to include digital records management systems (DRMS), which integrate technologies such as metadata, encryption, audit trails, and automated workflows (Ricoh Malaysia, 2024). This transformation has generated a clear gap between conventional records management subjects, which remain rooted in paper-based paradigms, and modern subjects that address digital environments.

For undergraduate students, acquiring expertise in records management is increasingly important, particularly as industries undergo rapid digital transformation. Many organizations now operate in hybrid environments, managing both paper-based and electronic records while complying with complex legal and regulatory frameworks. This shift underscores the necessity for professionals who possess strong records management competencies, including knowledge of digital archiving, metadata standards, and data governance (Ngoepe, Jacob & Mojapelo, 2022).

Records management education is an example of "graduate professional" education (Gilliland-Swetland, 1998) that connects the academic and practitioner worlds. Records management educators are focused on both building a body of knowledge in the field and passing that knowledge on to students and new professionals through career-preparation programs. Without adequate education and training in this field, graduates may struggle to meet industry demands, which could impact their employability and professional effectiveness (Anderson, 2006). Recognizing this importance, universities worldwide have integrated records management into their academic programs, equipping students with the necessary skills to manage and safeguard records effectively

In Malaysia, the inclusion of records management courses in higher education remains limited despite its growing relevance across industries (Haron, Talib, & Hussin, 2021). As businesses increasingly rely on structured information systems, there is a pressing need for graduates who are well-versed in modern records management practices. To address this gap, the Bachelor of Business Technology Management program has recently introduced a specialised Records Management course designed to enhance students' competencies in this area. The effectiveness of this course in improving student understanding and preparedness has not been thoroughly investigated. The integration of Records Management course into the Bachelor of Business Technology Management program offers a means to address the knowledge gap in this essential area. Yet, it is unclear whether students perceive the course as beneficial or if it significantly enhances their understanding of essential concepts. Without empirical evidence on the student comprehension and engagement, the program may fall short of meeting the industrial and academic expectations (Yatim et al., 2024).

Thus, this study was conducted to assess students' understanding of records management concepts and evaluate their perceptions of the course relevancy. This paper also examined the gap between previous conventional records management syllabus and the hybrid digital records management syllabus, focusing on curriculum orientation, pedagogical competencies, and employability implications. The analysis argues that bridging this gap is essential to equip graduates with both foundational knowledge and the digital skills necessary for professional success in contemporary workplaces.The findings of this study will contribute to the curriculum enhancement and inform teaching strategies. This is essential to guarantee that students are adequately prepared for practical records management practices, as effective records management significantly influences academic responsibility, operational choices and the protection of the students' right (Surtikanti, 2022).

Research Objectives
- To assess the level of understanding of Records Management concepts among students.
- To identify perceived challenges in learning Records Management.
- To evaluate the perceived value of the course after the first comprehensive test.

Research Questions
- How well do students understand the fundamental concepts of Records Management?
- What challenges do students face in learning and applying Records Management principles?

- Do students perceive the Records Management course as valuable for their academ icand professional growth?

Literature Review

Understanding Records Management Concept

Understanding of records management (RM) concepts is crucial for effective information governance in organizations including among students. Understanding of RM principles is widely recognized as a necessary skill for students pursuing jobs in business and technology. Undergraduate students particularly in business management studies must comprehend core records management concepts such as the records lifecycle, classification systems, metadata standard and digital archiving. According to the literature, students commonly demonstrate variable degrees of comprehension, which are influenced by their prior experience to information management or related subjects (Ngoepe & Keakopa, 2021).

Conventional records management subjects primarily train students in manual processes, including classification, indexing, appraisal, and the physical preservation of paper records. Instruction often emphasizes archival procedures, legal retention schedules, and the custodial transfer of inactive records to archival repositories (Shepherd & Yeo, 2003). These approaches are deeply rooted in organizational practices of the 20th century, where most records existed in physical form.

By contrast, modern curricula in records management increasingly highlight the role of electronic document and records management systems (EDRMS). These systems introduce students to digital workflows, metadata-driven retrieval, cloud-based storage, and compliance-focused automation (Nguyen, 2021). Instruction emphasizes not only the creation and classification of records but also issues of cybersecurity, long-term digital preservation, and integration with enterprise resource planning systems. The gap emerges when conventional curricula fail to integrate these digital components, leaving students unprepared for the complexities of managing hybrid information environments. Whereas paper-based filing skills may remain relevant for some archival contexts, they do not provide sufficient preparation for the realities of organizations where digital records dominate.

The introduction of RM courses into undergraduate curricula has been shown to improve student knowledge, especially when instruction involves practical exercises, simulations, or real-world case studies (Millar, 2017). Effective risk management education requires both theoretical frameworks and a focus on practical application, which help students relate academic knowledge to real-world expectations (Ngulube, 2005). Therefore, assessing student comprehension is critical to the proper development of foundational competencies.

Educational Assessment in Higher Learning

Determining the effectiveness of educational programs depends on knowing how well students understand and how capable they are to apply knowledge in practical settings. Connecting

evaluations with learning objectives helps students' cognitive engagement and promotes deeper knowledge, claims Biggs and Tang (2011).   Teachers use well-organised tests to find learning gaps, streamline their instruction, and enhance curriculum design—all of which help to raise educational outcomes (Brown, Bull, & Pendlebury, 2013).   By letting students evaluate their development and adjust their study plans, formative assessments also encourage active learning (Sadler, 1989).   Evaluation is essential in the field of records management in assessing students' ability to effectively classify, retrieve, and handle data, therefore guaranteeing their readiness for industry needs (Shepherding & Yeo, 2017).   Moreover, constructive alignment in tests enhances students' analytical abilities and problem-solving capacity, which are crucial for handling both physical and digital records in corporate settings (Anderson & Krathwohl, 2001).   By always assessing students' learning, educators can maintain records management courses relevant, pragmatic, and in line with evolving professional standards.

Pedagogical Competencies: Traditional vs. Technology Skill Sets

Pedagogically, conventional records management subjects cultivate competencies in appraisal, cataloging, arrangement, and the conservation of physical records. Students trained under this model often excel in archival environments where historical or legal records must be preserved for long periods (Yatin et al., 2017). In contrast, records management technology subject requires competencies in Information and Communication Technology (ICT), including knowledge of database structures, information security, and compliance management. Students are expected to understand encryption technologies, role-based access controls, and audit trail generation to ensure regulatory compliance (Rashid, 2023; LIMBD, 2023). Moreover, technology education emphasizes digital continuity—the assurance that records remain accessible, readable, and trustworthy as technologies evolve (The National Archives, 2025).

The pedagogical gap is therefore twofold. First, students trained solely in conventional programs may lack technical proficiency, making them less adaptable in digital workplaces. Second, without exposure to technology governance frameworks, graduates may be unable to meet the increasingly stringent compliance requirements faced by modern organizations.

Challenges in Teaching Records Management

To enhance student understanding and application of complex subjects like records management, educators must engage students in hands-on activities and incorporate real-world analogies. Conventional lecture-based approaches, although useful for imparting theoretical knowledge, often fail to foster deep understanding and practical skills. Active learning strategies such as simulations, case studies, and problem-based learning have been shown to improve conceptual understanding and engagement by encouraging students to apply concepts in realistic scenarios. For instance, (Hoak & Richards, 2020) demonstrated that hands-on activities and simulations, such as Lego-based assembly exercises in operations management, significantly enhanced student comprehension and participation compared to traditional lectures. Similarly, (Hanapi et al., 2020) found that employing jigsaw classroom techniques in theoretical construction management courses improved academic performance and increased student engagement, especially in traditionally perceived "dry" subjects.

Engaging simulations, dynamic conversations, and innovative technology initiatives empower students to effectively handle both digital and physical records. For instance, implementing electronic records management systems in the classroom provides students with practical experience in data organization, retrieval techniques, and compliance requirements (Novian, 2023). Additionally, hands-on learning approaches, including internships and project-based assessments, enable students to engage with industry experts and utilize their knowledge in practical environments (Yatim et al., 2024), (Dewah & Mutula, 2016). These strategies effectively connect theoretical concepts with practical application, enhancing students' readiness for the workforce by equipping them with essential skills to navigate challenges in information governance (Magawi et al., 2022).

Additionally, student-focused teaching approaches, such as collaborative learning and peer discussions, have demonstrated effectiveness in enhancing information retention and understanding. Specifically, (Shrivastava & Shrivastava, 2023) found that peer teaching within small groups resulted in statistically significant improvements in test scores, highlighting the benefits of collaborative activities for deeper comprehension.

Bridging the gap between conventional and technology records management requires rethinking curricula to ensure that students acquire both foundational and contemporary competencies. Traditional archival principles should remain integral, as they provide theoretical grounding and ethical frameworks for recordkeeping. However, these principles must be complemented by training in ICT, digital governance, and compliance. Practical exposure to Electronic Documents and Records Management System (EDRMS) platforms, cloud-based solutions, and cybersecurity measures should be incorporated into teaching to prepare graduates for the realities of modern workplaces.

Furthermore, educational programs should adopt a continuum perspective, enabling students to appreciate the multidimensional nature of records in digital environments. Integrating such modules may also encourage graduates to pursue opportunities in digital archiving services and consultancy, thereby addressing skill gaps in the labor market (Yatin et al., 2017).

Conceptual Models: Custodial vs. Continuum Approaches

The gap between conventional and technology records management subjects is also theoretical. Traditional teaching is grounded in custodial models, where records are perceived as static objects that are transferred from current use into archival custody at the end of their lifecycle (Cook, 1997). This view reinforces a linear, paper-based understanding of recordkeeping.

In contrast, technology records management education draws on the records continuum model, which positions records as dynamic entities existing simultaneously in multiple states— current, archival, and reusable—across distributed environments (Upward, 1996). This approach acknowledges that digital records often have ongoing value and must be governed across interconnected platforms. Without exposure to continuum thinking, students trained in conventional curricula may lack the conceptual tools needed to manage records effectively in digital ecosystems.

Employability Implications

The gap between conventional and digital curricula has direct implications for employability. Employers increasingly prioritize candidates who possess both theoretical knowledge of archival principles and practical expertise in managing digital systems (Emerald, 2024). Graduates who have studied only conventional records management may find their skills underutilized in environments where organizational information is primarily digital. While such graduates may find opportunities in government archives, libraries, or heritage institutions, they are less competitive in industries driven by digital workflows.

Conversely, students exposed to DRMS gain a competitive advantage in the job market. They can contribute to hybrid information management, support organizational compliance with global data protection regulations, and enable operational efficiency through automation (ScanOptics, 2022). Studies of graduate employability also highlight entrepreneurship opportunities, such as establishing commercial records centers or digital archiving consultancies (Yatin et al., 2017). Yet, these opportunities require both entrepreneurial initiative and technical literacy—attributes not sufficiently cultivated in conventional curricula.

Methodology

Research Design
This study employed a quantitative research design to assess students' understanding of the Records Management Technology course (BTM453). A structured questionnaire was used to systematically collect data on students' knowledge, perceptions, and course experience.

Population and Sampling
The respondent of this study was those first-semester students enrolled in the Bachelor of Business technology Management program who were undertaking the Records Management Technology course. A total of 88 students who were the first batch taking this course were invited to participate in the survey. The survey only managed to obtain 77 completed questionnaires resulting in a response rate of approximately 88%.

Data Collection Instrument
Data were gathered using an online survey distributed via Google Forms. The questionnaire was divided into three sections: (1) demographic background, (2) understanding of key records management concepts, and (3) perceived application and value of the course. The survey items were designed based on established educational assessment frameworks and principles of records management. Questions were then accessed objectively. Students were given one week

Data Analysis
The data collected were analysed using descriptive statistics, including frequencies and percentages. This approach was used to summarize students' responses and identify general trends in their understanding and perceptions of the course.

Validity and Reliability

To ensure the accuracy and consistency of the research findings, both validity and reliability were taken into consideration in the development and administration of the research instrument. In this study, content validity was established by designing the survey items based on established records management concepts and educational assessment frameworks. The questionnaire was reviewed by subject matter experts in the Records Management Technology field to confirm that the items adequately captured students' understanding, perceptions, and experiences of the course. Furthermore, the division of the questionnaire into distinct sections (demographics, conceptual understanding, and perceived application) helped to ensure construct validity by aligning items with the study objectives.

To enhance reliability, the questionnaire employed clear and unambiguous language to minimize misinterpretation of questions. The use of a standardized online format (Google Forms) also helped to maintain consistency in administration. Internal consistency reliability was assessed using Cronbach's alpha, where a coefficient value of 0.70 or higher is generally considered acceptable in social science research (Tavakol & Dennick, 2011). The results indicated that the items within each section of the questionnaire demonstrated satisfactory internal consistency, confirming the reliability of the instrument.

By addressing validity and reliability, this study ensured that the data collected were both accurate and dependable, thereby strengthening the credibility of the findings.

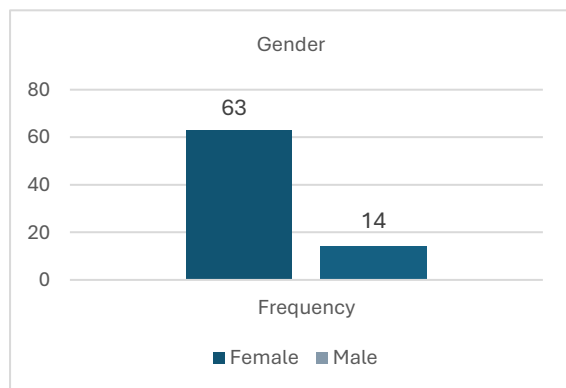**Results and Discussion**

Student Background Information
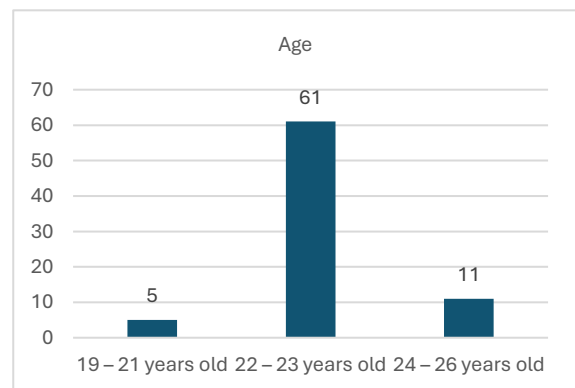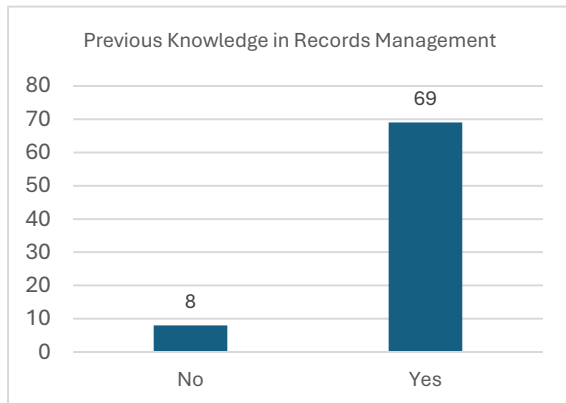

Figure 1 : Gender

Figure 2: Age

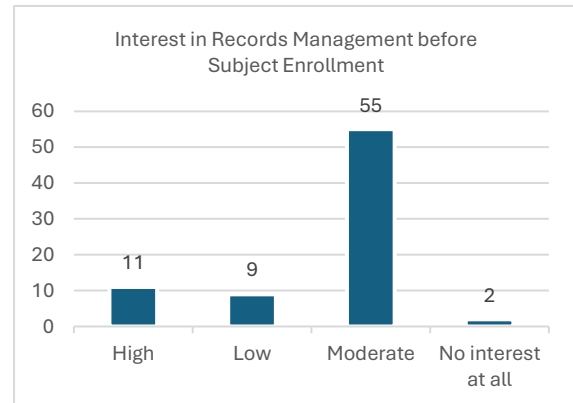**Figure 3: Previous Knowledge in Records Management**

Figure 4: Interest in Records Management before Subject Enrollment

Based on demographic profile of the respondents, majority of them are female (63) and aged between 22-23 years old. When asked about their previous knowledge in records management, majority of the respondents (63) indicated that they had prior knowledge of records management before enrolling in the new course. Only a small fraction (8) of the students reported no prior exposure to the subject. The findings indicate that, the significant number of students with prior knowledge on the subject could help their understanding and enjoy the course more.

In addition, figure 4 highlights the degree of interest that students displayed in records management before their enrolment in the course. Majority (55) students reported a moderate level of interest of interest on the course. Only 11 students expressed high interest, whereas 9 shows a low level of interest and 2 displayed no interest at all. The results shows that most of the students somehow had positive view of the subject before they enrolled the course. Although the number of students who were really interested in the subject, the number who weren't interested was much lower, indicated that they somehow were open to the course. The moderate level of interest among them might indicate that they were curious or wants to learn.

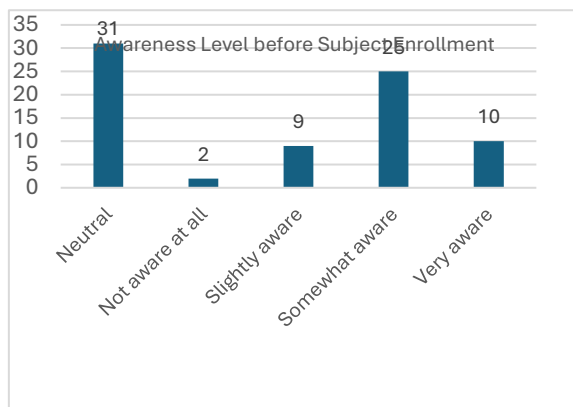**Perceptions of Records Management Subject**

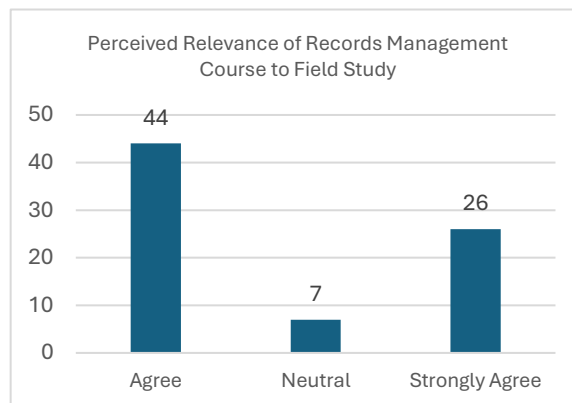**Figure 5: Awareness Level before Subject Enrollment**

Figure 6: Perceived Relevance of Records Management Course to Field Study
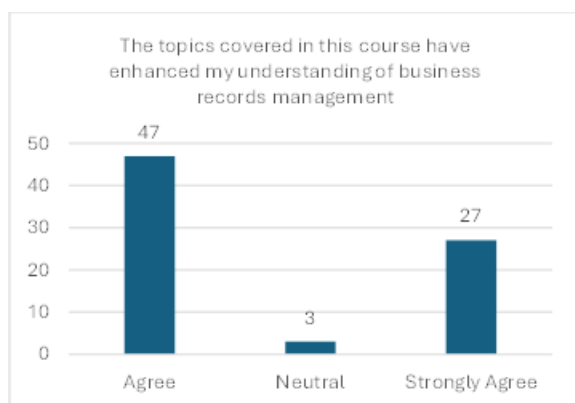

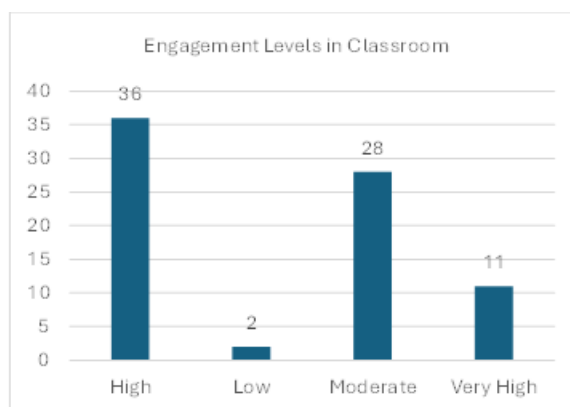Figure 7: Understanding on Topics Covered In the Course

Figure 8: Engagement Levels in Classroom

Several questions were asked several questions to answer the students' perception of records management subject. Figure 5 illustrated the students' level of awareness on records management subject before they enrolled the subject. The findings indicated varying levels of understanding. Majority (31) of the students reported neutral awareness level and 25 of the described themselves as somewhat aware. Meanwhile, 10 pupils were very aware, 9 were slightly aware and only 2 students reported no interest. This fraction indicates that, while most students were not very familiar with records management, they were not completely unaware either.

In figure 6, students were asked whether the records management course was relevant to their field of study. Majority of students responded positively. A total of 44 students expressed agreement, while 26 shows strong agreement regarding the relevancy of the course content

with their academic or professional field. Only 7 students remained neutral. The findings indicate that the students agree on the practical applicability and academic relevance of the course hence prove the importance of the course in equipping them with specific job where information management is essential.

Figure 7 illustrate students' understanding on the topics covered in the course. Generally, Students displayed a positive understanding of the topics introduced during the course. 47 students agreed and 27 strongly agreed that the course improved their understanding of business records management. Only 3 students selected a neutral response, and none disagreed, signifying that the course content was well-structured and comprehensible. This feedback authenticates the instructional approach and content depth of the newly introduced course. Figure 8 displayed students' engagement level in the classroom. Students' engagement in the classroom was notably high with 36 students described high engagement and 11 reported very high engagement. Another 28 students said they were moderately engaged and only 2 shows low engagement. The findings suggest that the learning environment was good with teaching methods that probably worked well for the students that stimulated their active participation in the classroom.

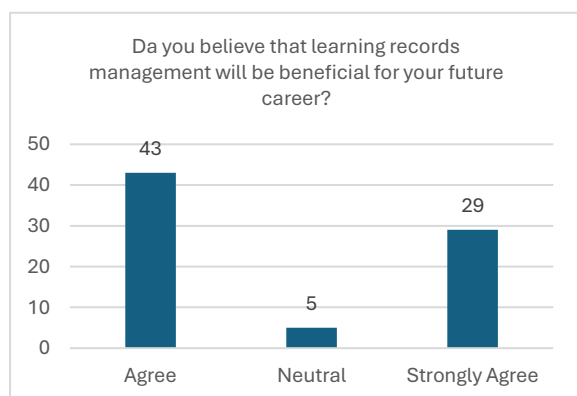**Perceived Value of Records Management Knowledge**

Figure 9: Perceived Benefits of Learning Records Management

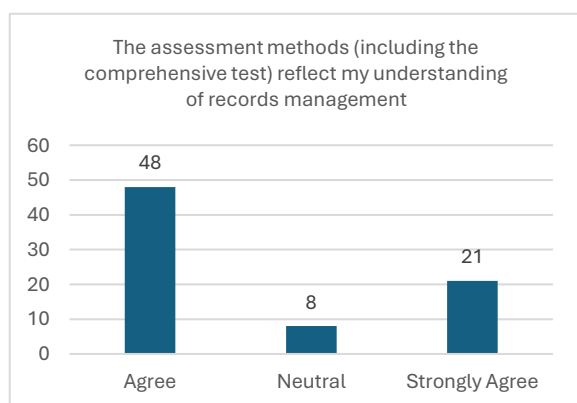Figure 10: Perceived Confidence after Course Completion

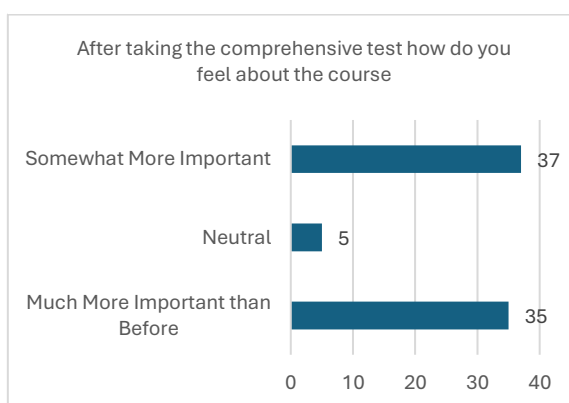Figure 11: Students; Perception on the Effectiveness of the Course Assessment Method

Figure 12: Students' Perception After Taking the Comprehensive Test

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Figure 13: Perceived Confidents to Apply Records Management in Business Settings
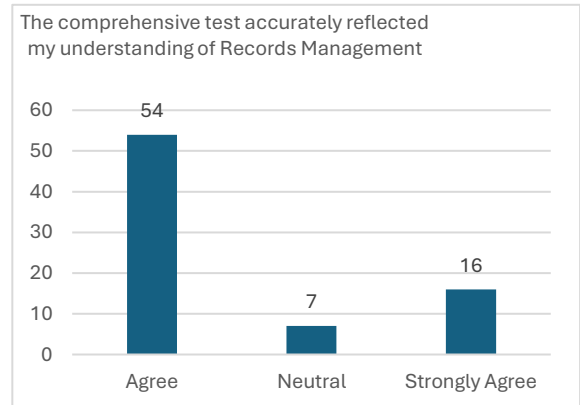

Figure 14: Effectiveness of Comprehensive Test in Ehancing Students' Understanding
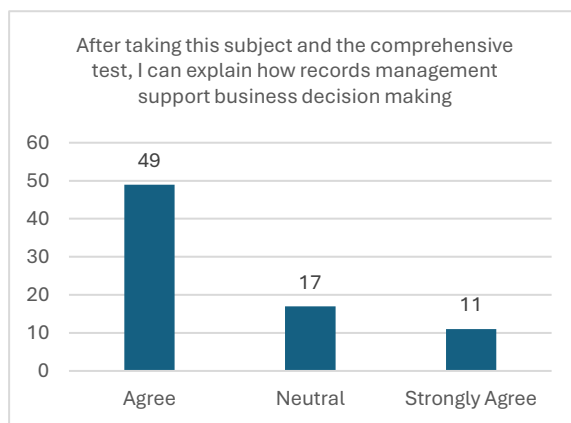

Figure 15: Understandings of Records Management Concept in Supporting Business Decision Making

Figure 9 describes the agreement level of the respondents on the benefits that records management knowledge brings to their future careers. The findings suggest that the students think the subject is valuable in terms of career preparedness. Only a small percentage (5) remained neutral, and no student disagreed, indicating almost all recognized the course relevancy.

Figure 10 illustrates the confidents level of the students' in applying records management concepts in real-world business settings after they have completed the course. A significant number (51) of students expressed (somewhat or very confident) in putting course principles into practice, showing that the course equipped them with practical knowledge. However, the 25 different responses and one individual's lack of confidence offer areas for improvement in integrating theory and practice.

Figure 11 explained students' perceptions on the effectiveness of the course assessment. A significant (48) number of students agreed or strongly agreed that the assessments accurately reflected their understanding. This implies that the evaluation methods were well- aligned with the course objectives and effectively captured students' learning. Only small (8) number of students were neutral reflecting confidence in the assessment's fairness and relevance.

Figure 12 illustrated students' perceptions on the course after they have sat for the comprehensive test. Almost all students' (72) claimed that the course felt more important after taking the comprehensive test. This demonstrates that the test help reinforced the significance of the value they gained. Since majority of them found the course either "somewhat more important" or "much more important" further support the course impact on shaping their perceptions positively.

Figure 13 describes students 'enhancement of their understanding of the topic covered in this course. Majority (55) of the students reported being "somewhat confidents" and "very confident" suggesting a high level of positive understanding on the topics covered in the course. Figure 14 assess how students perceive the comprehensive test in relation to their understanding of the course content. 54 students (the majority) agreed that the test accurately reflected their understanding. 16 students strongly agreed, suggesting that for them, the test not only measured their knowledge but also reinforce it. 7 students remained neutral, and notably no students disagreed with the statement.

Figure 15 describes students' understanding of records management concept in supporting business decision making. A total of 60 students agreed or strongly agreed that they could explain how records management supports decision-making. This shows that the course has effectively communicated the relevance of records management in business contexts. However, the 17 neutral responses suggest a need for deeper engagement or practical reinforcement of these concepts for some students,
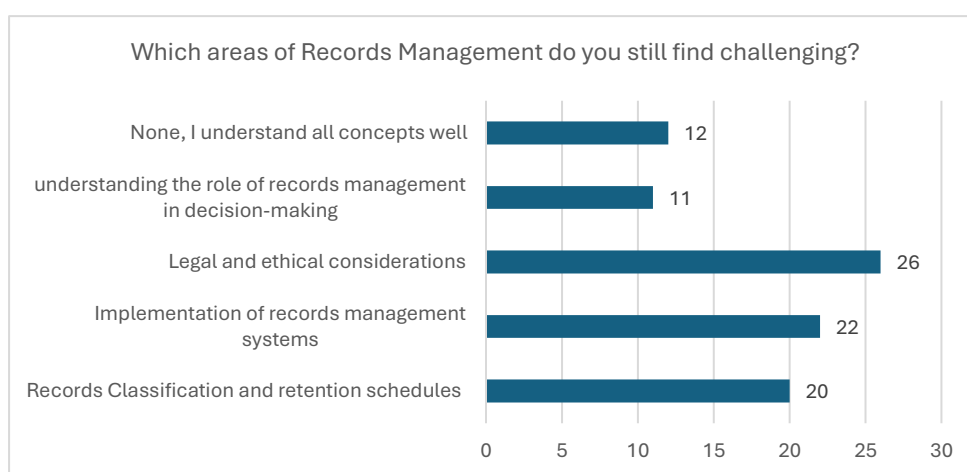

Figure 16: Challenging Areas of The Subject

Figure 16 illustrates the areas of the Records Management course that the student's find most challenging. For this question, students were allowed to answer more than one option. Majority with 26 responded "Legal and ethical considerations" as the most challenging areas. This shows that students have trouble understanding how to follow the law, preserve data, and handle information in an ethical way. 22 students selected the implementation of records management systems, which shows how hard it is to turn theoretical models into real-world system setups. 20 students find records classification and retention schedules to be challenging which shows how complicated and precise it is to grasp classification systems and only 11 students said they had trouble understanding how important records management is for making decisions. This suggests that they may have a better grasp of this complex application. Twelve pupils showed that they fully understood all the subjects, which shows that a part of the class is very confident and capable.

Figure 17 on the other hand described several areas where students believe the subject could be improved. Adding real-life business examples (30 responses) and more hands-on activities and case studies (28 responses) were the most popular suggestions for improvements. This shows that many students expressed interest in learning through hands-on activities. A lot of students possibly find that abstract ideas are easier to understand when they are put into the context of real organisational settings. Using real-life business situations, simulations, or having experts in the field give talks are all good ways to connect what you are learning in the classroom with what you are doing in the real world.

In the same way, interesting ways to learn, like scenario-based activities, document lifecycle simulations, and group projects, can make it much easier for students to put theoretical ideas into practice. These techniques help you remember things and feel more confident, especially when it comes to difficult topics like sorting records and setting up systems.
26 students stressed the need for a more thorough explanation of basic ideas. Overall, the course was well-received, although this comment suggests that some topics may have been presented too quickly or not in enough depth. This is in line with the problems seen in Figure 16, where many students said that topics like legal and ethical issues and systems
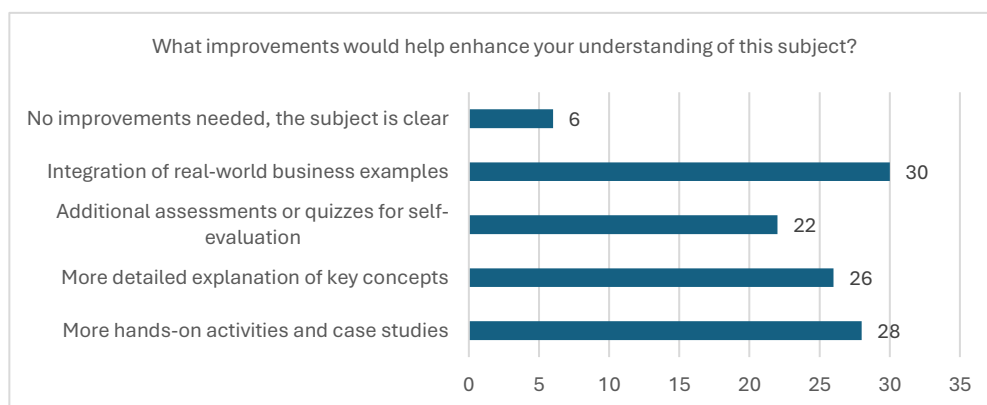

Figure 17: Areas of Improvement To Enhance The Subjects

implementation were especially hard.   To solve this problem, teachers should make their presentations clearer by using structured outlines, concept maps, and visual aids.

22 students expressed interest in additional assessments or quizzes for self-evaluation. This suggests students are motivated to track their own learning progress and would benefit from more frequent feedback. Incorporating low-stakes quizzes, short reflection assignments, or online knowledge checks can support continuous improvement and identify learning gaps before major assessments.

Only 6 students claimed that no improvements were needed and that the subject was already clear. While encouraging, this minority response reinforces that most students believe the course could be more engaging and supportive of deeper learning.

Discussion

The research indicates that a significant number of students participating in the newly introduced Records Management course possessed some foundational knowledge and displayed a moderate degree of interest, which positively influenced their engagement and comprehension. The course was widely regarded by students as pertinent to their area of study, and they exhibited a solid grasp of the subjects, with majority of the student's indicating agreement or strong agreement that their knowledge had been enhanced by the course. The level of engagement in the classroom was notably elevated, as most students were actively involved in the discussions.

Students recognised the course's impact on their future careers and conveyed assurance in utilising the concepts learnt. The extensive evaluation was viewed as a valuable measure by most, with 70 students affirming that it mirrored their comprehension and enhanced their appreciation of the subject matter.

Nonetheless, certain challenges were observed—particularly regarding legal and ethical considerations, systems implementation, and classification schemes. Students suggested enhancements like incorporating real-world business examples, increasing hands-on activities, providing clearer explanations, and offering more chances for self-assessment.   These recommendations emphasise the significance of hands-on involvement and clear communication in educating on intricate technical topics.

The findings clearly indicate the effectiveness of the new course, while also highlighting the necessity for improved teaching strategies to deepen understanding and application.

Conclusion

The transformation of records management from a paper-based to a technology discipline highlights a significant gap between conventional and contemporary education. Traditional subjects, while valuable for their archival focus, do not sufficiently prepare students for the digital skills required in modern workplaces. The digitalization of records demands competencies in ICT, compliance, digital preservation, and systems integration—areas often

neglected in conventional curricula. This gap has profound implications for graduate employability, organizational governance, and the future of the profession. Addressing it requires integrated curricula that merge archival principles with digital practices, ensuring that graduates are both theoretically grounded and technologically adept. By doing so, educational institutions can equip future professionals to manage records not merely as static documents but as strategic assets in a digital world.

This study underscores the importance of continuous assessment in curriculum development. While most students displayed a basic understanding of records management concepts, certain challenges highlight the need for enhanced teaching approaches. The insights gained will guide improvements in instructional design and ensure students derive maximum benefit from the course.

Implications for Future Research
Future studies could explore longitudinal assessments to track knowledge retention and the effectiveness of applied learning strategies over time

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