An Investigation of the Researchers’ Perception on Access Regulations in the usage of Archival materials: A case study of the National Archives of Zambia

By

Lombe Chileshe

A Dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of

Master of Library and Information Studies

The University of Zambia

LUSAKA
DECLARATION

I declare that the work presented in this dissertation critically, “An Investigation of the Researchers’ perception on access regulations in the usage of archival materials: A case study of the National Archives of Zambia”, is to the best knowledge and belief my own original work. All sources or materials used or quoted in the text have been fully identified in text by indicating the author, date of publication and page numbers. Full details of sources or materials used or quoted in the text have also been provided in the reference section.

Signature

Date

(Lombe Chileshe)
COPYRIGHT NOTICE

All rights reserved. No part of this dissertation may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise without the prior written permission from the author or the University of Zambia.

©2015

University of Zambia
DEDICATION

I dedicate this dissertation to my family. To my husband, Fred Lusale-Musukuma, for the encouragement he gave me during the period of my studies and companionship in our marriage. To our children: Chisumbu, Lombe and Malama for their love given to us and silent support.
CERTIFICATE OF APPROVAL

This DISSERTATION of LOMBE CHILESHE is approved as fulfilling the requirements for the award of the degree of Master of Library and Information Studies (MLIS) by the University of Zambia.

Examiners:

Signed:……………………………………………..Date:………………………………………….

Signed:……………………………………………..Date:………………………………………….

Signed:……………………………………………..Date:………………………………………….

iv.
ACKNOWLEDGEMENTS

First and foremost, I would like to thank my research supervisor Mr. Chrispin Hamooya for supervising my research. I also express my gratitude to members of staff from the School of Education and the Department of Library and Information Studies in particular at the University of Zambia who in one way or the other contributed to making this dissertation reality.

I would also like to express my gratitude to the Permanent Secretary Dr. Peter Mwaba, Ministry of Home Affairs for his overwhelming support throughout the duration of my studies and to all the members of staff at National Archives of Zambia for the unwavering support and the researchers who participated in this research. I thank you all.

Finally, I wish everyone who in one way or the other contributed to making this dissertation a reality.
ABSTRACT

The aim of this study was to assess researchers’ perception on access regulations in the usage of archival materials at the National Archives of Zambia. The objectives of the research were: to determine the educational levels of researchers that patronize National Archives of Zambia; to determine the extent to which archival materials are used; to investigate researchers’ perception towards access regulations in the usage of archival materials; and to determine which of the regulations researchers consider to be hampering their research and need to be reviewed. Primary data relating to the research objectives was collected using purposive sampling through a questionnaire and interviews as only fifty questionnaires were distributed to researchers who were available at the time and had a 100% return. Research findings revealed that both male and female have access to archival materials and it also revealed that their educational level had a bearing on research. The majority of these researchers are undergraduates representing 68%. It was also revealed that the majority of the researchers used archival materials once per week representing 48% and that archival materials ensure records are available for various research. It was further revealed that researchers attach great importance to the historical value of archival materials. The majority of researchers representing 68% observed that access regulations safeguard integrity of archival materials and lastly the majority of researchers revealed that restricting them to a certain number of documents at a time is likely to affect the use of archival materials. Archives are unique and rare materials which require regulations to protect and guide their access, as regulations are put in place to protect them and ensure that right procedures and processes are in place. In view of the above, there is need to review some of the conditions under the access regulations in order to enhance research and further sensitize the researchers on the value of archival materials and activities.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i.</td>
</tr>
<tr>
<td>COPYRIGHT NOTICE</td>
<td>ii.</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii.</td>
</tr>
<tr>
<td>CERTIFICATION OF APPROVAL</td>
<td>iv.</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v.</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF GRAPHS</td>
<td>xii.</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii.</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv.</td>
</tr>
<tr>
<td>LIST OF ABBREVIATION</td>
<td>xv.</td>
</tr>
</tbody>
</table>

**CHAPTER 1:**

1.0 Overview

1.1 Background of study

1.1.1 Contextual background

1.1.2 Types of records found in the National Archives of Zambia

1.2 Statement of the problem

1.3 Purpose of study

1.4 Objective of the study

1.4.1 General objectives

1.4.2 Specific objectives

1.5 Research questions

1.6 Significance of the study

vii.
CHAPTER 4:

4.0 Overview 36
4.1 Profile of respondents 36
4.1.1 Respondents by age group 36
4.1.2 Area of research 37
4.1.3 Area of research and age 38
4.1.3 Purpose of study 38
4.1.4 Level of education 39
4.1.5 Level of education in research 39
4.1.6 Age as function of educational level 40
4.2 Education in relation to research 41
4.2.1 Researchers’ perception on the importance of education on fostering archival Research 41
4.2.2 Education in relation to delivery of performance 41
4.3 Usage of archival materials 42
4.3.1 Frequency of usage of archival materials 43
4.3.2 Importance of archival materials in research 43
4.3.3 Education as a function in relation to importance of archival materials 43
4.4 Researchers perception towards access regulations in the usage of archival materials 44
4.4.1 Promotion of access regulations in the usage of archival materials 44
4.4.2 Access regulations hamper use of archival materials 45
4.4.3 Access regulations that hamper use of archival materials 47
4.4.4 Age as a function of access regulations 47
4.4.5 Level of education as a function of access regulations 49
4.5 Regulations which researchers think should be reviewed 49
4.5.1 Regulations that hinder research 49
4.5.2 Age as a function that needs to be reviewed 49
4.5.3 Age as a function of level of education 50
4.6 Summary 50

CHAPTER 5:

5.0 Overview 52
5.1 Education levels of researchers 52
5.2 Usage of archival materials 55
5.3 Perception of researchers towards access regulations 56
5.4 Perceived regulations that hampers research 58
5.5 Summary 60

CHAPTER 6:

6.0 Conclusion 64
6.1 Recommendations 65

REFERENCES 66

APPENDIXES

Appendix 1: Questionnaire 70
Appendix 2: Face to face interview questions 77
Appendix 3: Secondary sources of information 78
<table>
<thead>
<tr>
<th>Tables</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1: Area of research</td>
<td>37</td>
</tr>
<tr>
<td>Table 2: Area of research and age</td>
<td>38</td>
</tr>
<tr>
<td>Table 3: Purpose of the study</td>
<td>38</td>
</tr>
<tr>
<td>Table 4: Level of education</td>
<td>39</td>
</tr>
<tr>
<td>Table 5: Level of education in research</td>
<td>39</td>
</tr>
<tr>
<td>Table 6: Age as a function of education</td>
<td>40</td>
</tr>
<tr>
<td>Table 7: Importance of education in fostering research</td>
<td>41</td>
</tr>
<tr>
<td>Table 8: Education in relation to delivery performance</td>
<td>41</td>
</tr>
<tr>
<td>Table 9: Importance of archival materials in research</td>
<td>43</td>
</tr>
<tr>
<td>Table 10: Education in relation to importance of archival materials in research</td>
<td>43</td>
</tr>
<tr>
<td>Table 11: Promotion of access regulations in the use of archival materials</td>
<td>44</td>
</tr>
<tr>
<td>Table 12: Education in relation to importance of access regulation in the use of archival materials</td>
<td>46</td>
</tr>
<tr>
<td>Table 13: Access regulations hamper use of archival materials</td>
<td>47</td>
</tr>
<tr>
<td>Table 14: Age as a function of access regulations</td>
<td>47</td>
</tr>
<tr>
<td>Table 15: Level of education as a function of access regulations</td>
<td>48</td>
</tr>
<tr>
<td>Table 16: Regulations which need to be reviewed</td>
<td>49</td>
</tr>
<tr>
<td>Table 17: Age as a function of regulations that need to be reviewed</td>
<td>53</td>
</tr>
<tr>
<td>Table 18: Age and level of education</td>
<td>58</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figures</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1: Sample of District Note Book</td>
<td>7</td>
</tr>
<tr>
<td>Figure 2: Researchers on the search room</td>
<td>11</td>
</tr>
<tr>
<td>Figure 3: Depiction of conceptual framework</td>
<td>15</td>
</tr>
<tr>
<td>Figure 4: Distribution by age group</td>
<td>36</td>
</tr>
<tr>
<td>Figure 5: Frequency on the usage of archival materials</td>
<td>43</td>
</tr>
</tbody>
</table>
LIST OF ACRONYMS

ANC - African National Congress
BOMA - British Overseas Management Area
BSAC - British South African Company
CAP - Chapter
DC - District Commissioner
ICA - International Council on Archives
INDECO - Industrial Development Corporation
IRMT - International Records Management Trust
KNA&DS - Kenya National Archives and Documentation Service
NAZ - National Archives of Zambia
NCES - National Centre for Education Statics
SADC - Southern African Development Community
SPSS - Statistical Package for Social Science
NRANC - Northern Rhodesia African National Congress
UNIP - United National Independence Party
ZNBC - Zambia National Broadcasting Corporation
CHAPTER 1

INTRODUCTION

1.0 Overview

Chapter one is a general introduction to the study and provides an insight into the background of the development of the National Archives of Zambia and the types of records found there. The chapter also includes an outline of the study.

1.1 Background of the study

Records and archives are key components in the national development of any given nation. Be it in private or public institutions, they document essential actions, evidence, decisions and thoughts. They constitute the memory of the institution or government’s activities and are part of the national heritage. Archives are those records of any public or private institution that are judged worthy of permanent preservation for reference and research purposes and which have been deposited or selected for deposit in an archival institution (Schellenberg, 1975, p.16).

Ellis (1993, p.2) submits that archives are documents made or received and accumulated by a person or organization in the course of the conduct of affairs and preserved because of their continuing value. Cook (1999, p.122) also defines archives as those records that are worthy of permanent retention because of their enduring value as evidence or for research. He further points out that they provide a reliable and authentic knowledge base, enabling the past to be reconstructed and understood. Without archives, the past would remain largely unknown. By documenting the significant decisions, transactions and events of political, social and economic life, archives serve as the essential link in the chain of human history.

Archives are extremely important. It is not just their function as reliable, legal evidences but because they preserve the institutions experiences, spirit, inspirations and vision for the future generation.
Penn and Pennix (1989) submits that we live in an information society; information is our basic resource and is our product. In this day and age any research requires investigating into vast masses of documents and archives permit first study and interpretation of the past records. Records and archives form an essential and significant part of a nation’s information resource. Archives serve as the nation’s memory and enable society to plan intelligently for the future based on an awareness of the past experience.

Through the use of a reliable records and information, a government can enhance its ability to formulate, implement and sustain effective policies. Records and archives play a fundamental role in the operations of an organization as activities of any organization are documented in records which are created in the normal course of operations of the organization. They explain why a particular incident happened by providing evidence of what activities were undertaken at any given point in the life of any organization. They can be referred to for continuing operations and activities of the organization as they are essential for the effective and productive functioning of the organization.

As a source of information archives maintain long-term memory. They are key to understanding past governments and policies which have affected every sphere of life in both domestic and foreign environments. Archives are by their nature, they are of enduring value because they have evidential, research or historical value. They provide access to past experience, expertise and knowledge and legitimacy. They are self-identity for a nation or people.

According to Mukula (1981) archival records can provide information to determine legal and political cases and establishing genealogies, settling succession disputes of chiefs, settling land and boundary disputes. Archival sources have also been used often when planning developmental projects. Therefore, unlike books, activities can never be exhausted for they are by no means contemporary records of facts which every decision maker will draw on in a variety of ways to demonstrate their theories. Decision makers need records and archives when making decisions. The speed with which decisions are made depends on the availability of the information, which enables relevant factors and issues to be made. The availability of information however, is dependent on the way in which the records and archives have been organized.
Archives are part of our cultural heritage (Ellis 1993). They keep recorded information which is universally recognized and accepted as they are unique and irreplaceable heritage. They have significant relationships with other forms of evidence of the past and present human activity.

Archives are viewed as being part of our cultural heritage and that they have significant relationships with other forms of evidence of the past and present human activities such as oral tradition, artifacts and built environment (Ellis, 1993).

For these records and archives to be useful, they need to be used and for them to used, they have to be accessed. It is therefore, important to note as submitted by (Hamooya, 2009) that archival services are effective because they play an important role in the process of development. They provide the basis for accessing the experience of others, experts, knowledge and historical perspective.

The question of access to archives is one of the most important aspects of archives administration as archival institutions should facilitate the orderly arrangement of archival materials for easy accessibility and retrieval for use (Pen and Pennix, 1994). The term ‘access’ has been defined as the availability of records and archives for consultation a result of legal authorization and existence of finding aids (ICA,2012). Access to archives is an important component of archives administration. In the past, public archival institutions were credited with the dual role of preserving and making accessible the public archives in their custody, access being regarded as a secondary function (Jenkinson, 1937). Today, access to information generally seems to have been acknowledged as a critical element of participatory democracy (Adams, 2006) as evidenced in the glamour for Freedom of information all over the world. The purpose of access laws is to promote accountability and transparency in government (Millar, 2003). One of the institutions that provide access to archival information is the National Archives of Zambia.

According to Abiola (2009), regulations are put in place to guide researchers and to regulate their conduct in the search room. These regulations are designed to safeguard the interest of the researchers and the public for which archival materials are held in trust. Some researchers at the National Archives of Zambia have a different perception concerning these regulations.
1.1.1 Contextual Background

The Zambian government attaches great importance to records created by public institutions and all locally printed publications through the statutory provision of the National Archives Act, Cap 175 and the Printed Publications Act, Cap 161 of the revised Laws of Zambia, 1995 edition.

It is for this reason the Government of Zambia established the National Archives of Zambia to collect, manage and preserve public records, archives, printed publications and ensure that they accessible to government institutions and the public for research purposes.

The National Archives of Zambia contributes to the promotion of administrative efficiency in the government. It serves as the collective institutional memory of the government because according to the National Archives Act, Cap 175 of the laws of Zambia, 1995 edition, all government ministries and departments are obliged to deposit valuable non-current records with the institution. Therefore, the National Archives of Zambia provides sources of administrative information from deposited files, reports and other documents which contributes to government efficiency. Government administrators and planners need to understand the actions of their predecessors if there are to balance up their work and to avoid duplication of plans and projects. Acquaintance with previous problems and mistakes of past administrators helped in choosing appropriate administrative paths. Thus, in the formulation of national policies reference to previous policies is of considerable value as policy makers are provided with an account of programmes and measures that were implemented in the past and information on why they were abandoned or succeeded.

National development planning depends on archival information from the National Archives. Musembi (1979) notes that national development planners relied on past national economic information in the custody of National Archives. Effective planning was based on exact and complete evaluation using information on earlier developments, successes and failures in national archives. In planning for national development, the government planners acquired comprehensive information on population statistics from the National Archives. The Central Statistics Office, like any other government department, deposits reports of all previous census conducted in Zambia. The information and details in the reports are useful in national planning.
For instance, the fourth census in the history of census-undertaking in Zambia conducted in 2000, determined the size of population, its composition and distribution, levels and trends of fertility, mortality, information on housing, agriculture and economic activities.

Mukula (1981) states that the origins of National Archives of Zambia can be traced back to 1935, when the archives of Southern Rhodesia (Zimbabwe) were inaugurated. Towards the end of the World War II, proposals were made to extend the service to include Zambia and Malawi for security, accessibility and economic reasons. The joint archives were called Central African Archives with the headquarters in Zimbabwe. In Zambia, Livingstone depot was opened in 1947 but was temporarily closed and records transferred to Salisbury (Harare), Zimbabwe. The depot was reopened in Lusaka, Zambia in 1956 and the old building was occupied in 1963. After independence and the dissolution of the Federation, the Zambia Archives ceased to be a branch of the Central African Archives and was renamed the National Archives of Zambia.

The National Archives of Zambia Act Cap 175 of 1995, under part IV deals with the selection and preservation of public records and their transfer to National Archives and the circumstances under which records that have not been transferred to the National Archives may be destroyed. Part IV of the Act also states at which stage of the records life span members of the public may have access to the records. It also gives authority to the director of the National Archives to inspect public archives and the circumstances under which such inspection can be carried out. The National Archives of Zambia has also Provincial Records Centres.

Provincial Records Centres, controlled from National Archives Headquarters were opened in Central Province, Kabwe (1974), Eastern Province, Chipata (1976), Copperbelt, Mufulira (1976) and transferred to Ndola in (1978), Lusaka Province, City Annex (1977), Southern Province, Livingstone (1977) and Luapula Province, Mansa (1998). Plans are underway to open Provincial Records Centres in the remaining provinces. These Records Centres are responsible for the management and custody of all semi-current records created by various Government Ministries and departments. They are also responsible for the management and custody of records of privatized and liquidated companies.
The Provincial Record Centres are responsible for records under records management. These records are restricted to the public and only accessible to the depositing institutions until after a period of twenty (20) years before they are either destroyed or transferred to the National Archives of Zambia Headquarters. Certain categories of records are kept for a longer period for security reasons. The National Archives Headquarters is responsible for records under archives management. These records are the ones which are open for access to the general public.

1.1.2 Types of records found in the National Archives of Zambia

It is important to highlight the historical development of the country in terms of administration in order to know what records are available for research. Zambia was a colony of Great Britain and in the process of colonization, it started with the British South Africa Company (BSAC). The BSAC was granted a charter in 1891 by the British Government that led to the formation of North-Eastern Rhodesia in South Central Africa. Graham and Halwiindi (1970) submits that the office of the Administrator was created under the North-Eastern Rhodesia Order in Council of 1900 which formally placed the North-Eastern Rhodesia under the BSAC administration. This led to the establishment of the Civil Service under the Civil Service of North-Eastern Rhodesia Rules and Regulations by Government Notice no.1 of 1901. North-Western Rhodesia was also formed and administered from 1891.

The North-Western Rhodesia Order Council was passed in 1899 which formally established the administration and gave statutory rights to the company. The BSAC amalgamated North-Western Rhodesia to form Northern Rhodesia in 1911. These are archives of the administrations of North-Eastern Rhodesia (1891-1911), North-Western Rhodesia (1891-1911) and Northern Rhodesia (1911-1924). The Colonial Office took over the administration of Northern Rhodesia and introduced an indirect rule. During the same period of BSAC rule many missionaries of different denominations came from England, Scotland, Wales, Ireland, France, America, Italy, Holland, South Africa and elsewhere and set up mission station in various parts of the country where they established schools and medical institutions.
After that came the Crown colony records which had an administrative structure consisting of a Governor, Chief Secretary, Secretary for Native Affairs, Directors of various departments including Provincial Commissioners who created many records for administrative purpose.

These series of records are called Secretariat records and they are mostly used by researchers who appreciate the value the records have in assisting undertaking their research. The finding Aids for these are: SEC 1- (Vol. I 1924-1933, Vol. II 1933-1965), SEC 2- (1924-1965) Native Affairs only and SEC 3- (1924-1965) which were created as the administrators managed the affairs of the territories. Besides the Secretariat records are reports of various commissions of enquiries like the disturbances on the Copperbelt Commissions of enquiry of 1935, 1940, 1956 and 1963. The information contained in the National Archives of Zambia is derived from official documents generated by various administrators before and after independence, beginning with the British South African Company (BSAC) administration in the 1870s, colonial administration and the post-independence period to date. Annual and Tour Reports were written by District Commissioners and other local administrators on the basis of extensive field trips in their respective areas. The socio-economic information they contain on, for instance labour migration and population, chiefs, taxation, local skills, development constraints are generally unavailable elsewhere. These are the most valuable and unique documents called the District Notebooks which started in 1935. They provide an easy entry point into local developments all over the country. They are a source of historical, political, administrative, ethnographical and anthropological information. These were kept at the district administrative stations (bomas) during the colonial period. The Guide to the Public Archives in Zambia Vol. 1, covering the years 1895-1940 is also available.

Figure 1: Sample of District Notebook
Immediately after independence, more ministries and departments were formed which meant the creation of more records like annual reports, government publications, newspapers, Zambian published books, journals, photographs and maps whose collection continues to increase in the National Archives of Zambia for research. There are also private papers of some individuals who were colonial Administrators like John Bissett, William Vernon Brelsford, Frederick Vernon Bruce-Miller, Edward Arden Copeman, Norman Spencer Knight and Charles William George Stuart. Other private papers kept in the archives are for politicians like Bautis Frank Kapulu, Reuben Chitandika Kamanga, Peter Wilfred Matoka, Andrew Bwalya Mutemba, Robinson Mwaakwe Nabulyato, Harry Mwaanga Nkumbula, Andrew S. Sardanis, Alex Kaunda Shapi, Wittington K. Sikalumbi, John Malama Sokoni and Simon Ber Zukas who contributed to pre and post independence Zambia’s political journey. Records of missionaries like Frederick Stanley Arnot and Walter Fisher. Records of settlers included Paddy Bruce-Miller, Elispeht Margaret Maclaren, Major Boyd Alexander Cuninghame, Charles A. Fisher, Henry Rangeley, John Edward Stephenson, and Hugh Felix Walker. There are also other collections of personal papers for Lt Col. Sir Gore-Brown who was the most illustrious European settler in colonial Zambia took up farming in Chinsali where he developed the famous Shiwa Ng’andu Estate and Thomas Walter Savory who was employed as a Surveyor in Northern Rhodesia by the British South Africa Company. (Hinfelaar and Macola 2004). Others are records for organizations, churches, maps, photographs, stamps, films and sound recordings. The collection also includes a comprehensive legal deposit library comprising all locally published books and periodicals which are widely used by researchers.

The National Archives of Zambia has an audio-visual collection which has video, sound recordings and films on a variety of subjects ranging from political and sociological issues to economic, educational, health and cultural issues. The collections were sourced from public media organizations such as the Southern African Broadcasting Services, Zambia National Broadcasting Corporation and the Zambian Information Services. The collection is used to educate visitor groups such as students who visit the National Archives to familiarize themselves with the work and holdings of the institution.
The philatelic and currency collection at the National Archives of Zambia has an important educational resource. The collection comprises postage stamps from the colonial to the post-independence period acquired from the Zambia Postal Services.

The currency collection consists of coins and notes used before and after independence. These are deposited by the Bank of Zambia. The currency and philatelic collection represent different aspects of Zambian life and events. In this regard, the postage stamps deposited by the Director-General of Postal Service in 1981 covers a wide range of issues such as World Forestry Day-Speed pod, World Telecommunication, health and traditional musical instruments. These collections are displayed during exhibitions to educate and enlighten the public on Zambia’s past culture, events and life. Some of the collections are permanently displayed in the Archives Gallery to educate the visiting public on the postal and currency history of Zambia. These are the materials that researchers need to access.

However, access to archival materials comes with regulations. Over the years, the National Archives of Zambia has had regulations on the use of archival materials. The National Archives of Zambia Act, Cap 175 of the Laws of Zambia, 1995 edition is used as a regulatory tool and the Readers Note to regulate researchers in the use of materials in the search room.

According to the Act, which is stipulated in the Reader’s Note, for records in closed period of twenty (20) years, they are a private property of offices that created them. While the records in open period, the records are open to the public for research after they have been closed for over twenty (20) years and are not restricted but one must have a valid ticket to use them. A ticket is valid for the length of time the researcher has applied for and renewals are made when the ticket expires. Government officers doing research on behalf of government are allowed to have access to archival materials on production of an introductory letter from their institutions. Photocopying services is also offered at a reasonable fee within the National Archives of Zambia offices.

It should be noted that readers should adhere to the conditions which are as follows:

1. Silence must be observed in the reading room at all times.
2. Readers must use only pencils;
3. Each reader is only allowed three documents at a time and after reading them, they must be handed back to the search room invigilator.

4. Requests for documents must be made on form NA 17A provided by the invigilator.

5. Readers must not tear papers/pages from any research materials. This is a very serious offence.

6. Readers are not allowed access to the repository.

7. Use of other devices (camera’s, scanners, and photocopiers) is not allowed unless with approval by authorized staff.

8. No food is allowed in the search room.

9. No caps are allowed in the search room.

10. Readers are required to leave their bags at the security check point.

11. All government employees doing research on behalf of government should come with introductory letters from their respective ministries/departments.

12. Readers will be denied search room facilities if there is a reason to believe that their actions are contrary to the rules governing the use of the public archives of Zambia.

Furthermore, access to public archives in these provisions is only made available on the payment of such fees as prescribed by the regulations made under this Act and when to inspect or obtain extracts from public archives in the National Archives of Zambia.

Security of archival materials is of paramount importance in any archival institution. Some researchers feel that access regulations in the archives is a repugnant and a hindrance to their research work as they have to adhere to some of these conditions regulating access to the use of archival materials at the National Archives of Zambia.

Others have been adhering to these regulations while others have also claimed to have no or little time to do research and have requested to make copies of the whole file, book or requested to have digital copies of the these materials which is against archival principles.
Figure 2: Researchers in the search room
1.2 Statement of the problem

The National Archives of Zambia is an institution that has in its custody important archival materials that members of the public and society as whole can use in their social and developmental activities. These documents however, have access regulations. These regulations are meant to help monitor movement of records by users, protect and preserve fragile documents from further tear and wear. Researchers are required to pay a minimal fee to have access to archival materials and also limiting the number of materials to be used at a particular time, while those doing research on behalf of government are required to bring an introductory letter from their respective institutions. These regulations are not meant to hinder the usage of materials but are necessary to protect public and private interests. They have become a constant source of conflict between researchers on one hand and archivists on the other hand as some of their requests are not granted to avoid violation of rules and regulations. There are consequences if these regulations are not adhered to. The consequences of not adhering to these regulations are that if researchers are given more materials than the required number per request, there is a risk of losing the documents through damage, theft and rearrangement. The risk of making photocopies on materials that are fragile will have an adverse effect on the documents and it is against archival preservation principles. The researchers do not want to adhere to the access regulations making documents to go missing or being misplaced which creates problems and also contributing to the documents being fragile due to mishandling when making photocopies as the documents are being exposed to wrong environment and through faulty equipment which will scratch and damage the documents. The study therefore, seeks to investigate the perception of researchers’ when accessing the usage of archival materials in the National Archives of Zambia.
1.3 Purpose of the study

The purpose of the study was to assess researchers’ perception on access regulations in the usage of archival materials at the National Archives of Zambia.

1.4 Objectives of the study

1.4.1 General Objective

The general objective was to assess researchers’ perception on access regulations in the usage of archival materials in the National Archives of Zambia.

1.4.2 Specific objectives

The specific objectives of this study were;

1. To determine the educational levels of researchers that patronize the National Archives of Zambia;
2. To determine the extent to which archival materials are used;
3. To investigate researchers’ perception towards access regulations in the usage of archival materials and
4. To determine which of the regulations researchers consider to be hampering their research and need to be reviewed.

1.5 Research questions

The study was guided by the following research questions:

1. What are the educational levels of researchers that access the services of the National Archives of Zambia?
2. How often do researchers access archival materials?
3. Are access regulations promoting the use of archival research?
4. Which regulations do researchers think should be reviewed?
1.6 **Significance of the study**

This study hoped to raise awareness on the importance of access regulations in the usage of archival materials in the National Archives of Zambia and that the findings will also help improve on the services that the institution provides.

1.7 **Format of the study**

Chapter two provides an overview of literature on modern archival theory, educational levels of researchers, usage of archival materials, perception of researchers towards access regulations and perceived regulations that hampers research.

Chapter three identifies and explains the research design, area of study, sampling size and procedure, data collection methods and procedures, data analysis and ethical considerations.

Chapter four presents the research findings by presenting data into tables showing frequencies and percentages as well as narratives from the interviews.

Chapter five discusses and interprets research findings as presented in chapter four and provides a link between study objectives, research questions, problem statement, literature reviewed, research findings, conclusions and recommendations.
1.8 Conceptual Framework

The figure gives a depiction of the conceptual framework of the research and shows how researchers’ access research documents and how access regulations are a necessary condition in order to utilize the archival institutions. Researchers need to meet all the necessary conditions (access regulations) in order to use the search room, consequently archival documents.

Figure 3: Depiction of conceptual framework
1.9 Operational definition of terms used

The following terms were used in this study.

Access: The granting of permission to:

1). Use the reference facilities of an archives;

2). Examine and study individual *archives* and *records* or collections held by an archives;

3). Extract information from *archives* and *records* for research or publication.

Access to archives in this study may be restricted or withheld to prevent physical damage to original records or to protect confidential information.

**Access conditions**: This refers to the instructions providing access to particular *records* and *archives*.

Archives: This refers to those *records* that are appraised as having continuing value and have been selected for permanent preservation.

Archivist: This is a person, professionally educated, trained and experienced, responsible for the management or administration of archives and /or records by appraising and identifying records of continuing value, by documenting and preserving archives in their context and by enabling and facilitating their continuing use.

Records: These are *documents* containing data or information of any kind and in any form, created or received and accumulated by an organization or person in the transaction of business or the conduct of affairs and subsequently kept as evidence of such activity through incorporation into the recordkeeping system of the organization or person.

*Records* are the information by-products of organizational and social activity.

Regulations: These are prescribed rules to use or access the archives.
1.11 Summary

This chapter gave a general introduction to the study and provided an insight into the background of the development of the National Archives of Zambia and the types of records found there. The chapter also included an outline of the study and operational definitions that have been used in the research.
CHAPTER 2
LITERATURE REVIEW

2.0 Overview

This chapter provides a review of literature related to the study. The literature reviewed relate to modern archival theory, educational levels of researchers, usage of archival materials, perception of researchers towards access regulations and perceived regulations that hampers research. There are various opinions concerning access regulations theories.

2.1 Modern Archival Theory

According to Roberts (1987), the Modern Archival Theory is based on the essential nature of archives being bound up in their value as historical source and that archivists save what is historically valuable and that knowledge should be built in these documents by acting upon them in methodical ways to protect them for future reference, extend memory and actions to make them enduring so that they are accessed by those who need them.

It should be noted that the Modern Archival Theory, is grounded on the principle of wider public use because it is the main justification for archives to the users’ as it offers reliable information on history, culture and collective memory. Archives are used as a point of reference by people from all walks of life and with different backgrounds for them to make informed decisions, verify facts, develop literature and enhance their knowledge. Providing access to the information that is in the archives is central to the delivery of the archival services. It is only when these records are used that archives can best demonstrate their usefulness to the public. Rules and regulations are paramount in the use of archival materials as they are the main building block for any researcher to have access to archival materials such as conditions under which services will be provided. Access to archival should not be denied to anybody but meet their needs if they are available according to the conditions that are available within the legal framework of the institution. This should, however, be done in accordance with each particular country’s access regulations.
Roberts (1987) has strenuously and colourfully denounced the idea of archival theory. He does not believe that it can be developed to any useful effect. The blunt point of his argument is that Archivists save what is historically valuable and that is the theory. He sees archives as consisting of either content to be exploited or context to be elucidated as an aid to understanding the meaning of content. In either case, what can be known can be derived from the knowledge of other disciplines but that knowledge cannot be distilled into a coherent archival theory that would be useful. He rejects the idea that archives have common characteristics. Archival work is intrinsically, inescapably ad hoc. He further argues that archival literature is and should be solely concerned with matters of technique and procedure.

In the course of his arguments, he presents the kernel of his own theory. Because the work of the Archivist is all about preserving sources for the study past, the market for sources determined by past research use of archives drives the processes of acquisition and selection. Subjects of interest are invented by historical scholars and then archival materials to satisfy that interest are identified and preserved. The evaluative dimension of this process requires the wisdom of the knowledgeable historian not the mechanical dexterity of well trained Archivist mistakenly searching for unattainable objectivity.

Burke (1981) advocates developing theories that would draw upon a variety of disciplines in particular, the findings of the studies of bureaucratic management and decision-making. Intelligent archival work must incorporate knowledge from many other fields, but such knowledge cannot be distilled into a coherent archival theory that would be useful. If there are theories of bureaucratic organization that could assist an Archivist, those theories would be sufficient in their original form and need not to be re-stated as part of some cut-and-paste archival theory. Furthermore, bureaucratic structures, centres of power and record-keeping practices vary so much from organization to organization that any archival theory that attempts to cover them would be better either too broad or too specific to be an accurate guide to much of anything. The Archivist who would document an organization would do better to study that specific organization to learn in reality how it operated, rather than rely upon generalizations cobbled together by archival theories.
Lutzger (1982) has concurred with Burke’s call to integrate archival theory with bureaucratic theory and has even suggested that such a concoction could give Archivists a unique understanding of bureaucracies that would qualify them to serve as bureaucratic ombudsmen sitting as the great arbiters within the organisations. When he criticized that approach as having nothing to do with archives, Lutzger accused him of lack of vision.

He preferred to think of it as a reluctance to hallucinate. Archival work is about archives and not about arbitrating disputes, repairing cars or engaging in other non-archival pursuits. Of course, some theorists might debate even that seemingly self-evident point.

2.2 Educational Levels of researchers

The importance of education in research especially in the use of archival materials by researchers is cardinal for any research to be undertaken. It should be noted that not all research requires one to have formal education. The importance of education in the use of archival materials is that some form of knowledge makes it easy for researchers to understand search room rules and regulations, as well as the use of basic search tools.

A study by Abiola (2009) investigated the perception of searchers to access regulations in National Archives of Nigeria. A descriptive survey was adopted for the study with questionnaire and interview as the research instruments. The study revealed that researchers, with varying level of education such as higher degrees, first degrees, undergraduates and certificate holders used records in the National Archives of Nigeria for research, informational, litigation and administrative purposes. This shows that the level of education is an essential tool in research.

Ermisse (2002) also conducted study on levels of education at the Archives de France and revealed that most of the researchers were undergraduate students and concluded that there is a relationship that exists between the level of education and the usage of archival materials. This means that those with higher knowledge levels are expected to understand the value attached to archival materials.
Researchers need some form of educational knowledge on how to use archival materials but this does not necessarily mean that they need a certain qualification to use archival materials. Most of the researchers, however, come without knowledge on how to use archival materials and have to be taught by the archives staff. Archival materials are not the way library materials are accessed and displayed on shelves for easy access, but require the researcher to be knowledgeable on how to use archival inventories.

Tobby (1996) in his studies of archival legislation concluded that researchers are not very often drawn by educational levels and requirements in order to undertake research but by an inner feeling dictated by a research problem that requires the use of archival materials. The need to resort to archival materials instead comes in because of a discrepancy between the researcher’s already available information and a gap cap that fails to solve the problem. As a result researchers focus on the need to solve a research problem without being aware of the education being used unconsciously that is dictating their effective use of archival materials.
2.3 Usage of archival materials

The archival materials promote academic research of a historical nature by preserving primary sources of information. These sources of information are important raw materials for historical investigations because they are accumulated as natural product of originating offices or activities. Primary sources of information contribute to the compilation of academic works such as doctoral dissertations, thesis, academic essays and paper presentations.

The National Archives of Zambia promotes scholarly research through the preservation of a wide range of information that covers social, economic, cultural and political subjects which are used in the writing of books, (National Archives of Zambia Researchers’ Register).

Mainga (1973), for example in her works on the Bulozi under the Luyana Kings: Political evolution and state formation in the Pre-Colonial Zambia, used District Note Books for Bulozi, Batoka, Kasempa, Kalomo, Gweembe, Livingstone and Namwala in her work to reconstruct the main features of the Makololo state and its impact on the Bulozi in the middle of the nineteenth Century. The other archival sources used were papers of the Administrator of Northwest Rhodesia and papers of Northern Rhodesia Secretariat.

In writing of a book; Reactions to Colonialism: A Prelude to the Politics of Independence in the Northern Zambia, 1893-1939, Meebelo (1971), consulted archival sources in the form of the B.S.A Company’s correspondences, Native Welfare Association documents and district notebooks of Albercon (Mbala), Broken Hill (Kabwe), Kasama, Ndola and Livingstone, Chinsali and Isoka. Roberts (1973) acknowledged that having used archival documents from the National Archives in the years 1964-1965 to write “A History of the Bemba”. Among the documents used were the North-Eastern Rhodesia Records, District Note Books for Kasama, Mporokoso, Mpika and District Commissioner’s diaries.

The National Archives Library holds numerous secondary sources in form of books, journals and periodicals that are published within and outside Zambia. Through the Printed Publications Act on the legal deposit status, the institution acquires printed materials on a wide range of subjects used in academic and non-academic studies, writing of books and production of audiovisual presentations for radio, and television.
Studies have also been done by various scholars on the usage of archival materials. Whitmaire (2002), for example, examined the relation between archival resource utilization and researchers (students) educational outcomes through multiple regression analysis, utilizing the data collected by the NCES (National Centre for Education Statistics). Two assumptions underlie her studies:

1. Researchers that live near an archival institution participated more in research activities than those that lived in places that were far away from an archival institution
2. Researchers utilizing archival materials had greater gains in critical thinking and recording viable research papers.

Three sets of independent variables were defined as:

1. Background characteristic variables (gender; race; age)
2. Research experience variables (grade point averages; engagement writing activities; active learning activities; number of research papers written; hours spent studying per week)
3. Archival variables (resources; services).

The dependent variables were defined as:

1. Archival institution use (usage as a place; use of indexes; asking an archivist for help; use of finding aids; use of study materials)
2. Self-reported gains in critical thinking skills (ability to think analytically and logically; ability to put ideas together, see relationships, similarities and differences between ideas; ability to learn on your own, pursue ideas, and find information you need).

The analyses showed, however, that the use of archival materials had an influence on the quality and validity of the research paper written. It further concluded that utilization of archival materials for research purposes was high especially among college and university students who needed to submit their research papers in order to graduate. This analysis was a study that was designed to hint at a way of measuring the contributions of archival institutions on research, mostly on educational outcomes.
Oluwadare (2006) examined the use of archives in Nigeria by part-time students. The results reveal that 100 students surveyed (52.6%) claimed that they use the archival institution whenever they wanted to conduct a research, while 73 (38%) said they do not and 17 (8.9%) were undecided. The review of literature for this study and the background information has revealed the extent to which archival materials are being used in Nigeria. This also further shows that researchers attach more importance to an archival institution as a research Centre.

The media institutions have benefitted from the resources in the archives library. The resources are mainly used to supplement the audio-visual materials in the production of radio and television programmes. For instance, although the Zambia National Broadcasting Corporation (ZNBC) had its own audio-visual archives which cover events on cultural, social, economic and political events that occurred in the colonial and post-independence period, they did not reveal all the aspects and facts of the events. Hence reporters made use of the National Archives of Zambia for in-depth information to supplement the information gaps in the audio-visual productions. The written information in form of newspapers is an important resource in the production of television documentary programmes. Kenneth Maduma, a journalist, stated that in the production of a television programme ‘Looking Back’ which aired on Zambia National Broadcasting Services between 1976 and 1977, he made use of the Northern News which is now Times of Zambia from the National Archives of Zambia for information which was used for quotations. The programme focused on political personalities that sacrificed their lives for independence.
Another journalist, Justin Nshimbi, confirmed in 2012 having used the periodicals from the archives library to supplement recorded audio material in a radio programme ‘From the Archives’ which aired from 1991-1993 on Zambia National Broadcasting Corporation on Radio 2. (Simabwachi 2013). The radio programme was meant to revive the events of the past for the generations that were not present and memories of those who were there. Nshimbi stated that the programme covered events such as the First Independence celebration. The Northern Rhodesia Times was used for information on the first speeches that were made Queen Elizabeth of Britain and Kenneth Kaunda, the first Zambian president. The Lenshina and Chachacha uprisings were some of the other events presented on radio through the use of archival information. In this case, Barnes (1954), work on the history of the Fort Jameson, Ngoni of Northern Rhodesia was achieved through the use of District Notebooks.

Through the study of District Notebooks, Barnes demonstrated the cultural changes which took place among the Ngoni. He particularly noted that the Ngoni were once a great conquering nation who raided neighbouring tribes to replenish their manpower and cattle but the British conquest destroyed the military and political structure upon which the Ngoni way of life depended and brought a social revolution. The District Notebooks were valuable resources in the publication of calendars of the District Notebooks. The calendars contain summaries of all entries that were made in the District Notebooks in chronological order. Mukula (1981) used the fragmented information from District Notebooks to write a comprehensive history of Northern, Luapula, North-Western and Western provinces by combining all information on a particular subject of a district. Thus through the use of District Notebooks from these provinces, he was able to compile the Calendars of the District Notebook: Luapula Province (1878-1963), Calendars of District Notebook: Northern Province (1862-196), Calendars of the District Notebook: Western Province (1851-1963). The Calendars of District Notebooks were useful in verifying the correct names which were corrupted by the Colonial Administrators. Mutumba (1973), assisted in correcting the names and terms through the study of District Notebooks. Barnes (1954) demonstrated the cultural changes which took place among the Ngoni. He particularly noted that the Ngoni were once a great conquering nation who raided neighboring tribes to replenish their manpower and cattle but the British conquest destroyed the military and political structure upon which the Ngoni way of life depended and brought a social revolution. The purpose was to enable researchers to identify the modern equivalent names recorded.
Archival information is useful in the verification of historical facts of a traditional nature. Archives are viewed as being part of our cultural heritage and that they have significant relationships with other forms of the past and present human activities. In this line, traditional rulers are frequent users of the National Archives of Zambia in search of information that relates to genealogy, boundary and succession disputes. Traditional rulers have found them useful as they contain the only written records of their own succession. The National Archives of Zambia Register (2012) indicates that Chief Chipepo of Southern Province used the archives as evidence over a boundary dispute in his chiefdom. Individuals and chiefs who face succession disputes use the archives to trace the procedures and lines of succession.

The photographs are used in construction of pictorial history. The National Archives of Zambia Annual Reports of 1968 and 1969 indicate that a number of enquiries were made from overseas publishers who wished to illustrate books on Africa. The photo collection is also used in local publications. Archival information in the National Archives is of legal value to the public.

Gibson (2000) conducted a study on access and utilization of archival materials in which twelve (12) archival institutions from twelve (12) different countries were studied. The study paid special attention to the research value of archival institutions. A sample of 750 researchers from each country was sampled giving a total sample of 9000 from all the twelve (12) countries. The findings of the study indicated that 6030 of the respondents representing 67% use archival materials to high extent in their research, writing research papers, studying for examinations or if and when referred to by their lecturers. Hence to a high extent these studies revealed a high utilization of archival institutions and their services in fostering research.

2.4 Perception of researchers towards access regulations

Administering access to archival materials involves establishing procedures which will ensure that legislative requirements are upheld and that the records are protected from theft, damage and rearrangement (Ellis, 1993). It is important to note that access regulations to archival materials vary from country to country and one archival institution to another. This also depends on the nature, purpose and legal requirements that uphold the interest the particular nation as well as the nature of records held.
Regulating access to the use of archival materials and careful administrative planning are necessary preludes to assisting researchers to locate information about the archives and to offer effective services to the researchers who wish to use original archival materials. Archival institutions provide access to records and archives which are a research resource. Researchers have the right to research and use archival materials. This access should however, be clearly defined and in the best way possible, follow the best models for the kind of legislation. Many governments around the world have implemented access to information legislation. Such legislation is critical to the establishment of accountable and transparent operations. Access legislation must state that access to government information is a right, not a privilege. The legislation should ensure that the government will have discretion to decide what will or will not be made available except for a certain specific categories of records such as those critical to national security. Critical to access legislation, as with any legislation is the inclusion of penalties for abuse, neglect or mismanagement.

The National Archives of Zambia has access regulations in the search room and also a mandate under the Zambia National Archives Act, Cap 175 of 1995. The search room regulations require that users must adhere to the following: readers must use only pencils; each reader is only allowed three documents at a time and after reading them, they must be handed back to the search room invigilator; readers are not allowed access to the repository; use of other devices (cameras, scanners, and photocopiers) is not allowed unless authorized. Access to public archives in these provisions is only made available on the payment of such fees as prescribed by the regulations made under this Act and when to inspect or obtain extracts from public archives in the National Archives of Zambia.

Ellis (1993) further suggests administrating access to archival materials involves establishing procedures which will ensure that legislative requirements are upheld, and that records are protected from theft, damage and re-arrangement. It is important to note that access regulations to archival materials vary from archives to archives depending upon the nature, purpose and legal requirements that uphold the interest of each nation, as well as the nature of records held. Rulemaking and careful administrative planning are necessary preludes to assisting people to locate information about archives and to offer effective services to the people who wish to use original archival materials.
With the view in mind that access to archival materials is regulated in many different ways, it is difficult to provide a single framework on how access to archival materials is done. These rules and regulations set the conditions under which subsequent services will be provided.

Ketelaar (1985) states that access legislation alone does not protect the record but that access legislation requires or should require that with limited explicit exceptions and any record created by government and still in existence will be made available to the public upon request.

Nicholls (2000) states that access and privacy legislation (also known as information rights legislation) has been an evolving feature of Canadian life for more than twenty years. Public archives, as custodians of the records of their government sponsors, are profoundly influenced by these statutes. There are two factors that combine to make Manitoba unique in the Canadian access and privacy landscape. The Provincial Archives of Manitoba does not assume the role of “gatekeeper” of access to records in archival custody. Instead, it serves as “guide” to them and to all other records covered by the legislation, in its role as the central administrative office for the Freedom of Information and Protection of Privacy Act. This approach has resulted in both benefits and challenges for the Provincial Archives. By the same token, the more common role of a provincial archival institution – actually determining access to records in its custody and control – has, according to the literature, been challenging and problematic. This thesis is a case study of the “Manitoba model”. It explores the history of public recordkeeping and the creation of a reliable government records program at the Provincial Archives of Manitoba, which provided the foundation of access to information. It also discusses how information rights legislation developed in Manitoba, the role of the Provincial Archives in this development, and the impact on it of the responsibilities which have resulted from this role. The thesis examines some of the issues arising out of Canadian access and privacy legislation which have particular implications for archival institutions and concludes with suggestions for changes which address the question of the role of a public archives in relation to information rights legislation.
These access regulations help in preservation of archival materials but the perception of researchers towards access regulations varies. Valge and Kibal (2007) examined the formation of restrictions on access, against the background of the general attitudes of society, the methodology of historical research and the development of archival science before and after the French Revolution up to the end of the 20th century. A detailed survey of the central archives of European states, based on the responses received from 23 countries, introduces a comparative view of the situation regarding access to archives in the early years of the 21st century. Resulting the analysis of restrictions on access as practiced in European archives today, the authors stress on some ideas addressed to researches in the future. For instance, could a restricted access to an archival document make the situation for a researcher worse or better than if the document did not exist at all, or could the increasing protection of personal privacy affect some global processes besides the archives and historical research.

Cooper (1994) in his studies on information literacy and the role of archives in promoting research conducted a study in which 1500 participants were sampled in Zimbabwe and South Africa to assess the regulations that are put in place to protect archives and their impact on research. The studies found that the majority of the researchers (72.2%) were in favour of the regulation requiring researchers to submit their notes to the reference archivist or any search room staff for scrutiny if requested to do so while 27.8% of the researchers frowned this regulation.

Furthermore, researchers were, however, divided on the regulation forbidding researchers from using records for purpose other than for which their applications were originally granted, as 50% were against. Interviews conducted, however, revealed that the preponderance of opinion is that the regulation is unnecessary.

The researchers were also unanimous in their support of the regulation forbidding the use of archives in places other than the search room or any other provided for the purpose. They, however, considered unacceptable and repugnant the regulation requiring university students and other stakeholders to provide recommendation from their professors/ schools or departments, the regulation requiring prospective users of archives to give sufficient notice in writing of their intention to conduct research in the archives.
Tomlinson (2011) in his study explored the implications of setting access restrictions to records. In his study, he further reviewed that access restrictions levels varies as does the period of restriction and concludes that these records need not to be restricted as they infringe on people’s rights and privileges and therefore need to be waived. In his findings it was revealed that there is no standard approach to allowing public access of the records across institutions.

2.5 Perceived regulations that hampers research

Archival institutions have rules and regulations that users should abide by for them to have access to these archival materials. Some researchers especially those doing research on behalf of government and are not government officials feel they are inconvenienced to have the required information that is needed on the application form for membership and for not allowing them to borrow the materials for some time.

In 2002, Kemoni investigated the utilization of archival information by the University of Nairobi researchers and the extent to which their information needs were met by the Kenya National Archives and Documentation Service (KNA & DS). The major findings of the study revealed that researchers used a variety of information sources to satisfy their information needs and that some of the existing access regulations need review. The study also found that the researchers relied more on archives personnel to access information, that the existing KNA & DS promotional methods were not effective and that both researchers and archives personnel faced problems in accessing and providing information.

Among the recommendations of the study are that the KNA & DS needs to review some of the access regulations like the payment of the prescribed fees for members of the public to have access to the public archives or obtain copies of extracts from the archives, introduce a user education programme, devise new promotional methods, and conduct information user studies.
Blais (1995) asserted that user charges for researchers in archival institutions were bringing about a lack of compatibility with principles of access to information. He further argued that initiation of user fees as a measure to offset cost increases or decreases in funding, making researchers penalized for the price of the services over which they have no direct control. Most researchers’ perception is that archival institutions being public institutions must provide access to information without cost resulting into difficulty of collection and considerable opposition towards user fees, and an added problem of non-payment, loss of researchers, and even non-adherence to the practice by staff.

In a major study of user charges conducted in the SADC countries by the Rand Corporation (1996), researchers found that user charges deterred individuals from utilizing archival institutions and researchers opted to use internet services as opposed to using archival materials. At first glance, user fees seemed to be a reasonable and effective way of having funds for effective service delivery. User fees, it is argued discourage necessary use of facilities and allows users to divert from archives to using internet services readily available and that can be accessed anywhere.

It should be noted that this study is filling the literature gap on the knowledge of archives administration as there is little research that has been conducted in this area especially in access regulations in archival institutions. Furthermore, the study hoped to fill in the gap on existing body of knowledge on archival administration by raising awareness on the importance of access regulations in the usage of archival materials in the National Archives of Zambia as there is little literature on the importance of access regulations. The study also helps fill in the gap of the little available literature on the nature of archival materials as unique and rare documents which require regulations to protect and guide their usage.
2.6 Summary

This chapter provided a review of literature related to the study. The literature reviewed relates to Modern Archival Theory, educational levels of researchers, usage of archival materials, and perception of researchers towards access regulations and perceived regulations that hampers research. There are various opinions concerning access regulations theories.
CHAPTER 3

RESEARCH METHODOLOGY

3.0 Overview

This chapter describes the study design, area of study, sampling size and procedure in sampling. The reader also introduced detailed data collection methods and procedures in sampling, the research process and statistical analysis method used in the study and also looked at ethical considerations.

3.1 Research design

Study design in this study was a case study methodology as it looked at a particular organization within a practical situation of how researchers perceive access regulations in the usage of archival materials. The case study method was applicable in this study because it was used to examine the issue of whether or not researchers were aware of access regulations in the usage of archival materials. The case study research was based on both qualitative and quantitative research as a great deal can be learnt from the phenomena Kombo and Tromp (2006). Yin (1984) refers to case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Case studies are complex because they generally involve multiple sources of data. The advantages of the case study method are its applicability to real life, contemporary, human situations and its public accessibility. Qualitative method answered questions about what, how or why, while Cooper and Schnidler (2001) submits that quantitative method involves measurement in terms of quantities or numbers. According to Shuttleworth (2008) qualitative research can generate meaningful results with a small sample group as a way to reinforce and evaluate findings of a larger scale.

3.2 Study site

The study was carried out at the National of Zambia Headquarters situated in Ridgeway area as records that are in the Records Centres are still semi current records and are not accessed by members of the general public but by institutions that created them. They only become archives once they have been appraised and have been transferred to National Archives of Zambia headquarters because they have value.
The reader therefore, targeted fifty (50) researchers who are paid up with valid reader’s tickets, or Government officers doing research on behalf of Government and were utilizing the search room from December, 2014 to March 2015.

3.3 Target population

There were one hundred and sixteen (116) paid up researchers at the time the researcher was verifying the number of paid up researchers with the records of the National Archives of Zambia. In this regard, 116 were picked as the total target population.

3.4 Sample size

The target population for this study comprised researchers who were utilizing the National Archives of Zambia search room. The sample size comprised fifty (50) researchers. The research was done between the months of December, 2014, January, February and March, 2015.

3.5 Sampling procedure

The type of sampling that was done was purposive sampling as these were researchers who were using archival materials within the National Archives of Zambia. These were given as they were walking into the search room and were talked to as well. This was done during working hours between 09:00hrs and 16:30hrs when the search room is open to the public. This was used as it allows targeting a particular institution and people reliable for the study with information that is required for in-depth analysis related to the research (Kombo and Tromp 2006).

3.6 Data collection methods and procedures

The main method of collecting data technique in this study was self-administered questionnaires from fifty (50) researchers as well as oral interviews from five (5) researchers. The questionnaires contained both open-ended and closed ended questions. The questionnaires were collected by the front desk officers from National Archives of Zambia. Their questions were structured in a manner that amplified the statement of the problem, research objectives as well as providing the research questions.
3.7 Data analysis

Resnik (2011) refers to data analysis as the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Quantitative data is usually analysed using a range of descriptive and inferential statistical procedures. Data was analysed using Statistical Package for Social Sciences (SPSS) in order to see how results related to the research objectives were investigated. An inductive approach was used to analyze qualitative data.

3.8 Ethical consideration

Researchers should consider ethical norms when conducting research according to Resnik (2011). This research therefore, endeavored to adhere to the code of conduct of doing research outlined by the Directorate of Postgraduate and Graduate Studies of the University of Zambia. There was informed consent from the researchers before they took part in completing the questionnaire and had an option of taking part or not if they decided not to take part. They were also advised that they were free to withdraw if they felt to do also but also advised to inform the questioner if they were unable to return the questionnaire at the time it was expected. To ensure confidentiality, their identities were not disclosed as they were informed from the onset about the nature and purpose of the study. Only registered members using archival materials at the time the research was being conducted were given questionnaires and were not coerced. They were assured that the information they were providing was strictly going to be used for academic purposes.

3.9 Summary

The chapter described the study design, area of study, sampling size and procedure in sampling. The chapter further described in detail data collection methods and procedures in sampling, the research process and statistical analysis method used in the study. There was also a look at ethical considerations.
CHAPTER 4

FINDINGS AND DATA ANALYSIS

4.0 Overview

Chapter four presents the research findings from the questionnaire and interviews that were done with some of the researchers. The findings were presented using tables, graphs, photographs and narrations. A total of fifty (50) copies of the questionnaires used for this study were administered and all the fifty were duly completed and returned representing a return rate of 100%.

4.1 Profile of respondents

4.1.1 Age group of respondents

![Figure 4: Age group of respondents](image)

In the study, 40% of the researchers were in the age group between 19 and 24 years, 16% were in the age range between 25 and 29 years, 24% were in the age range between 30 and 34 years while 20% were in the age range of 35 years and above.
4.1.2 Area of Research

Table 1

<table>
<thead>
<tr>
<th>Area of Research</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Technology</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>6</td>
</tr>
<tr>
<td>Language (Education)</td>
<td>12</td>
</tr>
<tr>
<td>Computer Science</td>
<td>16</td>
</tr>
<tr>
<td>History and Geography</td>
<td>26</td>
</tr>
<tr>
<td>Social Science</td>
<td>32</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Area of research

Research findings on the area of research in table 1 showed that 32% of the researchers were researching in Social Sciences, 26% in History and Geography, 16% in Computer Science, 12% in Language, while those researching in Religion were 6% and 4% in Science and Technology respectively.
4.1.3 Descriptive of area of research and age

Table 2

<table>
<thead>
<tr>
<th>Area of Research</th>
<th>19-24 Years</th>
<th>25-29 Years</th>
<th>30-34 Years</th>
<th>35 Years and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Language (Education)</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Computer Science,</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Geography</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Social Science</td>
<td>20</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>18</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Descriptive for area of research and age

Descriptive statistics using cross tabulation aimed at showing area of research for researchers who did research at the National Archives of Zambia in relation to age. Data has shown that researchers aged between 19-24 years, were the most undertaking research in different areas with the least being those between 25-29 years.

4.1.4 Purpose of the Study

Table 3

<table>
<thead>
<tr>
<th>Purpose of the Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure</td>
<td>10</td>
</tr>
<tr>
<td>Historical Purposes</td>
<td>20</td>
</tr>
<tr>
<td>Expose Development Gaps</td>
<td>30</td>
</tr>
<tr>
<td>Academic Requirement</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Purpose of study

Research findings on the purpose of study table 3 indicated that 40% of the researchers took research as a mare academic requirement while 30% took research to expose development gaps, 20% of the researcher’s carryout research for historical purposes while 10% of the researchers do it for leisure.

4.1.5 Level of Education

Table 4

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Level of education

Table 4 shows researchers educational levels with most of the researchers being undergraduates representing 92% while 8% were post graduates.

4.1.6 Level of education help in research

Table 5

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access research materials</td>
<td>14</td>
</tr>
<tr>
<td>Locate relevant materials</td>
<td>20</td>
</tr>
<tr>
<td>Expert information seeking behavior</td>
<td>26</td>
</tr>
<tr>
<td>Understanding of research methodology</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Level of education help in research**

The results on how the level of education help in research in table 5 shows that 40% helps researchers understand research methodology, 26% revealed that the level of education assists in expert information seeking behavior, 20% also revealed that it helps them locate relevant materials while 14% revealed that it helps them access research materials.

**4.1.7 Descriptive for age as a function of educational level**

**Table 6**

<table>
<thead>
<tr>
<th>Age</th>
<th>Level of Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postgraduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>19-24 Years</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>25-29 Years</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>30-34 Years</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>35 Years and above</td>
<td>8%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Descriptive for age as a function of educational level**

Descriptive statistics using cross tabulation aimed at showing the educational qualifications of researchers who did research at the National Archives of Zambia. Data has shown that for the researchers aged between 19-24, none were postgraduates with 100% being undergraduates, those aged 25-29, 11% were post graduates with 89% being undergraduates, data showed 20% postgraduates for the ages ranging 30-34 and 80% undergraduates. Results showed that those above 35 years 8% were postgraduates and 92% were undergraduates.
4.2 EDUCATION IN RELATION TO RESEARCH

4.2.1 Researchers’ perception on the importance of education in fostering archival research

Table 7

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates a basic understanding of research tools</td>
<td>8</td>
</tr>
<tr>
<td>Enhances understanding of research tools</td>
<td>20</td>
</tr>
<tr>
<td>Provides expert knowledge that makes research easy</td>
<td>30</td>
</tr>
<tr>
<td>Enhances gathering new data for primary or firsthand sources of information</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Importance of education in fostering archival research

The findings on researchers perception on the importance of education in fostering archival research in table 7 shows that 42% of the researchers thought that education enhances gathering new data for primary or firsthand sources of information, 30% thought that education provides expert knowledge that makes research easy, 20% thought that education enhances understanding of research tools while 8% thought that education creates a basic understanding of research tools.

4.2.2 Education in relation to delivery of performance

Table 8

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education makes researchers exploit archival materials efficiently and effectively</td>
<td>10</td>
</tr>
<tr>
<td>Education makes it quicker to access archival materials</td>
<td>14</td>
</tr>
<tr>
<td>Education makes researchers independent users</td>
<td>34</td>
</tr>
<tr>
<td>Education reduces time wasting in accessing research materials</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Education in relation to delivery of performance

Researchers were also asked to best describe education in relation to delivery performance of archival materials at the National Archives of Zambia.
From the research findings in table 8 above, the results show that 42% also thought that education reduces time wasting in accessing research materials, 34% thought that education makes researchers independent users of archival materials, 14% of the researchers thought that education makes it quicker to access archival materials, while 10% of the researchers also thought education makes researchers exploit archival materials efficiently and effectively.

4.3 USAGE OF ARCHIVAL MATERIALS

4.3.1 Usage of archival materials

![Figure 5: shows the usage of archival materials](image)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>24</td>
</tr>
<tr>
<td>Once per week</td>
<td>48</td>
</tr>
<tr>
<td>Once per month</td>
<td>4</td>
</tr>
<tr>
<td>Once a quarter</td>
<td>8</td>
</tr>
<tr>
<td>Twice per year</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings on the usage of archival materials in figure 5 shows that 48% used archival materials once per week, 24% of the researchers used archival materials daily, 16% used archival materials twice per year, 8% used archival materials once a quarter and. The least users were those that used the materials once per month represented by 4% as shown in the figure above.

4.3.2 Importance of archival materials in research

Table 9

| Percentage | Archival materials add a great value to what you write and give a unique perspective | 12 |
| Percentage | Archival materials may help uncover new evidence in support of one’s’ work | 14 |
| Percentage | Provides authenticated data | 28 |
| Percentage | Archival materials ensure that historically significant records are systematically described and wherever possible available for a variety of research uses | 46 |
| Percentage | TOTAL | 100 |

Importance of archival materials in research

The findings on the importance of archival materials in research in table 9 shows that 46% of the researchers thought that archival materials ensure historically significant records are systematically described and wherever possible available for a variety of research uses, 28% thought that it provides authenticated data, while 14% of the researchers thought that archival materials may help uncover new evidence in support of their work and 12% of the researchers thought that archival materials add great value to what they write and give a them a unique perspective.

4.3.3 Descriptive for education as a function in relation to importance of archival materials in research

Table 10

<table>
<thead>
<tr>
<th>Importance of education in archival research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances Expert Knowledge necessary for research</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>Provides Understanding of primary information</td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>
Descriptive for education as a function in relation to importance of archival materials in research

Descriptive statistics using cross tabulation aimed at showing the educational qualification of researchers at National Archives of Zambia in relation to importance of archival materials in relation to research. Data has shown that 50% of the researchers were postgraduates and 41% were undergraduates thought that education enhances understanding of primary information in research of archival materials, 25% postgraduates and 30% undergraduates thought that the level of education provides expert knowledge that makes research easy, 25% of the postgraduates and 19% of the undergraduates revealed that it enhances understanding of research tools and 9% of the undergraduates having thought education in relation to importance of archival materials creating a basic understanding of research tools with no postgraduate.

4.4 RESEARCHERS’ PERCEPTION TOWARDS ACCESS REGULATIONS IN THE USAGE OF ARCHIVAL MATERIALS

4.4.1 Promotion of access regulations in the usage of archival materials

Table 11

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access regulations ensures cleanliness of archival materials</td>
<td>4</td>
</tr>
<tr>
<td>Access regulations ensures usage of archival materials is restricted from unnecessary usage</td>
<td>8</td>
</tr>
<tr>
<td>Access regulations promotes respect of archival staff</td>
<td>10</td>
</tr>
<tr>
<td>Access regulations enables one to know the specific user of a particular material</td>
<td>12</td>
</tr>
<tr>
<td>Access regulations safeguard integrity of archival resources, prevent theft</td>
<td>18</td>
</tr>
<tr>
<td>Access regulations protect rare and fragile archival materials</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Promotion of access regulations in the use of archival materials

When determining the importance of access regulations in the usage of archival materials, table 11 shows that 28% of the researchers thought that access regulations help protect rare and fragile
archival materials, 20% of the researchers thought that access regulations prevent theft of archival materials, 18% of the researchers thought that access regulations are important in safeguarding the integrity of archival materials, 12% of the researchers thought that access regulations enables one to know the specific user of a particular material 10% of the researchers thought that access regulations are important in promoting respect of archival staff, 8% of the researchers thought that access regulations ensure usage of archival materials is restricted from unnecessary usage and 4% of the researchers thought that access regulations ensure cleanliness of archival materials.

4.4.2 Descriptive for education as a function of the importance of access regulations in the use of archival materials

Table 12

<table>
<thead>
<tr>
<th>Importance of access regulations in use of archival materials</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>safeguard integrity of archival resources</td>
<td></td>
</tr>
<tr>
<td>promotes respect of archival staff whose job is to protect archives</td>
<td></td>
</tr>
<tr>
<td>Protect rare and fragile archival materials</td>
<td></td>
</tr>
<tr>
<td>Need to know specific user of a particular material</td>
<td></td>
</tr>
<tr>
<td>Prevent theft</td>
<td></td>
</tr>
<tr>
<td>Ensure that archival materials are clean</td>
<td></td>
</tr>
<tr>
<td>Restrict usage of archival materials unnecessarily</td>
<td></td>
</tr>
<tr>
<td>Level of Education</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Descriptive for education as a function of the importance of access regulations in the use archival materials

Descriptive statistics using cross tabulation aimed at showing the educational qualifications of researchers who did research at National Archives of Zambia in relation to access regulations in the use of archival materials. Data has shown that on safeguarding integrity of archival resources, 50% were postgraduates and 15% were undergraduates. In relation to education and access regulations promoting respect of archival staff, there were no postgraduates 11% were undergraduates. On the protection of rare and fragile materials, there were no postgraduates with
30% being undergraduates. On the need to know the specific user of a particular material, there were no postgraduates as well with 13% undergraduates. In relation to access regulations to prevent theft, 50% were postgraduates with 17% undergraduates while in relation to access regulations on ensuring that there is cleanliness of archival materials, there were no postgraduates as well with 4% undergraduates, while on the restriction of archival materials unnecessarily, and there were also no postgraduates with 9% undergraduates.

4.4.3 Access regulations hamper use of archival materials

Table 13

<table>
<thead>
<tr>
<th>Access regulations do not hamper research</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access regulations restrict usage of public archives</td>
<td>30</td>
</tr>
<tr>
<td>Access regulations are cumbersome to researchers</td>
<td>58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Access regulations hamper use of archival materials

Table 13 above shows how access regulations hamper the usage of archival materials and the findings revealed that 58% of the researchers thought that access regulations are cumbersome to researchers, 30% thought that access regulations restrict usage of public archives while 12% thought that access regulations do not hamper research.
4.4.4 Descriptive of age as a function of access regulations

Table 14

<table>
<thead>
<tr>
<th>Age</th>
<th>Access regulations hamper use of archival materials</th>
<th>Access regulations do not hamper research</th>
<th>Access regulations restrict usage of public archives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-24 Years</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>25-29 Years</td>
<td>44</td>
<td>11</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>30-34 Years</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>35 Years and above</td>
<td>58</td>
<td>8</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

Descriptive of age as a function of access regulations

Descriptive statistics using cross tabulation aimed at showing access regulations hampering use of archival materials reveals that researchers who did research at the National Archives of Zambia as a function of age. Data has shown that for the researchers aged between 30-34 representing 70% indicated that access regulations are cumbersome to them, with the least being those aged between 25-29 representing 44%. Those aged 19-24 and 30-34 representing 20% each respectively indicated that access regulations do not hamper research with those above 35 years old being the least representing 8% and those aged 25-29 years old representing 44% revealed that access regulations restrict usage of public archives with the least being those aged 30-34 years.
4.4.5 Descriptive of level of education as a function of access regulations

Table 15

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Access regulations hamper use of archival materials</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Access regulations are cumbersome to researchers</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>59</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Access regulations do not hamper research</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Access regulations restrict usage of public archives</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Descriptive of level of education as a function of access regulations

Descriptive statistics using cross tabulation aimed at showing access regulations hampering use of archival materials reveals that researchers who did research at the National Archives of Zambia as a function of level of education. Data has shown that for the researchers who were undergraduates representing 59% and 50% postgraduates indicated that access regulations are cumbersome to them and 13% undergraduates with no postgraduates indicating that access regulations do not hamper research, while 50% postgraduates and 28% undergraduates indicated that access regulations restrict usage of public archives.
4.5 REGULATIONS WHICH RESEARCHERS THINK SHOULD BE REVIEWED

4.5.1 Regulations which need to be reviewed

Table 16

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No food allowed in the search rooms</td>
<td>2</td>
</tr>
<tr>
<td>No caps allowed in the search rooms</td>
<td>2</td>
</tr>
<tr>
<td>Reader not allowed to access the repository</td>
<td>4</td>
</tr>
<tr>
<td>Only pencils allowed in research room</td>
<td>4</td>
</tr>
<tr>
<td>Readers to leave bags at security check point</td>
<td>4</td>
</tr>
<tr>
<td>Government official has to be recommended by HOD</td>
<td>8</td>
</tr>
<tr>
<td>Use of other devices not allowed</td>
<td>8</td>
</tr>
<tr>
<td>Readers to be denied access if actions are contrary to rules governing the use</td>
<td>10</td>
</tr>
<tr>
<td>All Government employees doing research to have introductory letters</td>
<td>14</td>
</tr>
<tr>
<td>Payment of readers research fees</td>
<td>20</td>
</tr>
<tr>
<td>Each reader only allowed three documents at a time</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Regulations which need to be reviewed

The findings in table 16 on regulations that researchers thought should be reviewed shows that 24% thought that the three documents allowed at a time hampers research, 20% thought that payment of readers research fees hampers research, 14% thought that all government employees doing research on behalf of government to bring introductory letters hampers their research, 10% of the researchers thought that readers to be denied access if their actions are contrary to rules governing the use archival materials hampers their research, 8% of the researchers thought that government officials who need to be recommended by their Heads of Departments hampers their research and another 8% thought that the restriction on use of other devices hamper research, 4% of the researchers thought that readers not allowed access to the repository hampers their research, and another 4% of researchers thought that use of pencils and readers to leave bags at security checkpoint hampers their research,. The least were no food and caps allowed in the search room at 2% respectively.
### 4.5.2 Descriptive of level of education as a function in relation to regulations that need to be reviewed

**Table 17**

<table>
<thead>
<tr>
<th>Regulations that should be reviewed to facilitate research</th>
<th>Level of Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Government official to be recommended by Head of Department</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>Each reader is allowed only three documents at a time</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Readers are not allowed to access the repository</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Use of other devices e.g. cameras not allowed</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Government employees to come with introductory letters</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Payment of research fees</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Pencils only in the search room</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>No food allowed in the search room</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>No caps allowed in the search room</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>No bags in the search room</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>denied access if institution sees fit</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
Descriptive of level of education as a function of level of education and regulations that need to be reviewed.

Descriptive statistics using cross tabulation in table 17 aimed at showing level of education as a function of regulations that need to be reviewed. Data on regulations that need to be reviewed shows that 83% undergraduates indicted that Government official to be recommended by Head of Department with 100% indicating each reader is allowed only three documents at a time, readers are not allowed to access the repository, use of other devices e.g. cameras not allowed, Government employees to come with introductory letters, payment of research fees, pencils only in the search room, no food allowed in the search room, no caps allowed in the search room, no bags in the search room and denied access if institution sees fit while the postgraduates were the least on all the regulations that needed to be reviewed.

4.6 Summary

Chapter four presented the research findings from the questionnaire and interviews that were done with some of the researchers. These were on the educational of the researchers, usage of archival materials, perception of researchers towards access regulations and perceived regulations that hampers research. The findings are presented using tables, graphs and narrations. A total of fifty (50) copies of the questionnaires used for this study were administered and all the fifty were duly completed and returned representing a return rate of 100%.
CHAPTER 5

DISCUSSION OF THE FINDINGS

5.0 Overview

Chapter five discusses the research findings based on objectives of the research. The findings hold huge potential on upholding access regulation in archival institutions based on what has been brought out from the questionnaires. The issues under discussion include educational levels of researchers, usage of archival materials, perception of researchers towards access regulations and perceived regulations that hampers researchers.

5.1 Educational levels of researchers

Education is important in almost all aspects of life and it has also been recognized as a universal human right as it promotes individual freedom and empowerment, and yields important development benefits as well as helps develop individual personality and full potential. It also prepares individuals to participate in society and to do work that is rewarding and reasonably remunerative, and to continue learning throughout life. As such, the research focused on education’s contribution towards research. The levels of education in research are important in fostering research and therefore, it was important to find out the age group of the researchers, their area of research, the relationship between area of research and age, the purpose of their study, level of education and how it helps in research, how age and educational qualifications of researchers are related, the importance of education and its relation to delivery of performance.

According to the findings of this study, it was revealed that most of the researchers were between the ages 19-24 and were researching in Social Sciences as they were undertaking research for academic purposes while the least were those above 35 years of age. This may be attributed to the fact that most undergraduate would want to gain some insights of their skills to be unlike the postgraduates.

A similar study conducted by Ermisse (2002) at the Archives de France revealed that both the young and old researchers use archives although the older ones use them more. This was attributed to the fact that most of the people under the age 30 years were engaged in activities that does not require much research as they were still at secondary schools and colleges.
These findings are different from the findings of this study as most of the researchers were those between the ages 19-24 and are undergraduate students. The reason could be that the population of Zambia has more youths who are undertaking tertiary education which requires research than those who are older and have achieved their educational fulfillment.

This study therefore, reveals that there is a relationship that exists between the level of education and the use of archival materials as the researchers at National Archives of Zambia are mainly undergraduate students as can be shown even in the representation of the age group that carries research there. It is also testimony to the fact that access to archives provides users just, fair and timely information without discrimination. Many different categories of persons use archival materials regardless of their content, form or age. This means that those with higher knowledge levels are expected to understand the value attached to archival materials. Education would help in enhancing one’s understanding of research tools. The findings further revealed that (40%) of the researchers find that education helps understand research methodology. It also helps in locating relevant materials, accessing them and also assists in expert information seeking behavior.

The findings compliment with the study by Abiola (2009) which revealed that researchers with varying level of education which is holders of higher degrees, first degrees, undergraduates and certificate holders used records in the National Archives of Nigeria for research, informational, litigation and administrative purposes.

Another study conducted by Gentry (2012) on the role of education in fostering research in which he sampled 2,500 researchers of various backgrounds and age to determine the role of education in research in five African countries showed that researchers who patronized their archives were from Australia, New Zealand, Germany, Britain and Uganda. The findings revealed that 1,600 (64%) of the researchers believed that education was an essential tool that made the understanding of research tools and methodology easier.

He further argues that research tools and methods were slightly technical and required knowledge in order to open up the mind and creates understanding and confidence that assists in self-help when conducting research. Hence education is equally important in conducting archival research and in selection of archival materials that are needed in one’s research. Education is important in fostering research. The study revealed that 42% of the researchers said that education enhances gathering new data for primary or firsthand sources of information.
The study reviewed that most of the researchers were between the ages 19-24 and were undergraduates as compared to the few who are aged over 35 years and above who were postgraduates. Most people have the drive for research when they are youthful.

This is contrary to Kohengkal (2009), in his research on the importance of education in research for high school students in Japan found that education was crucial in research as it created skills, values, beliefs and habits that make research on archival materials easy to conduct.

In his study, 57% of the respondents said that education as an important tool that enhances understanding of research tools. Hence other than looking at the impact of education in gathering primary data the study showed that education is crucial for understanding how research tools are used in locating information hence making access to information easier.

The study further revealed that 30% of the researchers perceived education as a means of providing expert knowledge that makes research easy. Education provides learned knowledge especially for broadening understanding and perception of things and influences how things are done. It offers a certain perspective that creates an informed view of things. Lipachak (2002) in his research on impact of education in research, a case of third world countries revealed that education provides the wheels upon which research can rest on as it simplifies an understanding on accessing research facilities.

Furthermore, the study revealed that 42% of researchers at National Archives of Zambia believed that education in relation to performance delivery reduces researcher’s time wasting in accessing research materials. This means that education creates a certain understanding of the research environment that makes users of archival materials depend on self help in finding the information crucial to their research. Lack of understanding of research guides creates delays in accessing research materials. Moreover, education makes communication in terms of inquiring for information easier.

Young (2007) in his studies investigated the role of literacy in guiding users to the right information in libraries and archives found that 48% of the users of archives and libraries needed some level of education to broaden their understanding of the search room so as to reduce time wasting in accessing materials. He further explains that this does not only reduce time wasting on part of the users but also makes it easier for archives staff to probe users easily concerning their requirement in order to access information and serve them better.
Studies conducted by Cox (1983) also reveal that education reduces time wasting in accessing archival materials and that it is cost effective for one with a good level of education to conduct research as understanding of search tools and location of vital information that is known by Archivists to aid the continued self-study, reevaluation and progress. This is made possible by an accurate understanding of search tools and interpreting them or what the searcher needs correctly to archival staff for easy retrieval hence fostering quick access and reduction on time wasting in accessing research materials.

Researchers with good levels of education (vocational, special or academic) had odds of accessing research materials in archives increase by 13% than those that are not educated or have no educational levels. These findings are not different from the findings of this study as education is regarded key to any research.

The study also revealed that most of the researchers who were undergraduates acknowledged that education enhances understanding of information in research of archival materials as it provides expert knowledge that makes research easy and enhances understanding of research tools and creates basic understanding of research tools. This may be attributed to the fact that most undergraduate researchers value the importance of archival materials in their research.

5.2 Usage of archival materials

Research findings showed that archival materials were used at different intervals by researchers as most of the researchers with a representation of 48% used archival materials once per week. The findings further show that the archival materials are important as the most (46%) of the researchers thought that they are systematically described and wherever, possible they are available for a variety of research, while others thought they add great value to what researchers write and it gives them a unique perspective. These materials are used to help uncover new evidence in support of their work. The findings further reveal that archival materials are important in research as they are used for various reasons as they contain primary source information and provide authenticated data. These findings are different from those of Kemoni (2002) which established that the majority of searchers in Kenya National Archives and Documentation Services used archival information for research work.
This may be attributed to the fact that these researchers at National Archives of Zambia who mainly were Social Science students use archival information for academic work as their expectations were responded to in the quickest time possible, due to the kind of information held in the archives and the value that is attached to this information. This is in line with Mukula (1981) who submits that archives are a source of valuable information and indeed the memory of the nation.

Educational qualifications of researchers in relation to importance of archival materials in research as revealed in the study has shown that it requires one to be academically empowered to undertake research in order to make the research easy. The conditions on the use of these archives could be favourable to their needs, as for instance, if they meet the condition to have access to research, they will not spend time selecting what they want that best meets their needs. This is amplified by Penn and Pennix (1994) who further submitted that archival institutions should facilitate the orderly arrangement of archival information for its easy accessibility and retrieval for use. Furthermore, archival institutions should ensure that there is proper care of records of enduring value.

Level of education in relation to access regulations that hamper use of archival materials, revealed that most of the researchers who were undergraduates indicted that access regulations are cumbersome, they hamper their research and that the regulations restrict usage of public use. This could be attributed to the fact that undergraduates wanted to access archival materials in the quickest time possible but should bear in mind as submitted by Penn and Pennix (1994) that archival institutions facilitate archival information for easy accessibility and retrieval for use.

5.3 Perception of researchers towards access regulations

The study revealed that 28% of the researchers, who are the majority, thought that access regulations help protect rare and fragile archival materials and 20% thought that access regulations prevents theft and loss of these materials as they are usually unique and require proper handling. The findings further showed that access regulations promote respect of archival staff, ensure cleanliness of archival materials, enable one to know the specific user of a particular material and ensures that the usage archival materials is restricted.
These findings compliment the views in the literature by Ellis (1993) who suggested administering access to archival materials involves establishing procedures which will ensure that legislative requirement are upheld and that records are protected from theft, damage and re-arrangement.

These rules and regulations set the conditions under which subsequent services will be provided therefore, it is important that access regulations are upheld in order to protect these archives as they are usually unique. David (1995), with regard to how access regulations are perceived in archival institutions in South America, an initiative of the Information Security Centre coordinated programme found that 79% of the researchers using archives and public libraries actually perceived access regulations as not very necessary in facilitating research but that they were a mere tool to give more authority to archival materials.

Yahya (1979), in his studies on the problems in the archival institutions faced by archival staff in Africa discovered that 51% of the respondents believed that access regulations to archival information were not based on good taste to protect rare and fragile materials but that they were perpetuated by oppressive regimes and governments in Africa who had a culture of restricting information outflows to protect their oppressive governments. However, Ourgay (1991), in his research on the use of archives in Ethiopia, found that 66% of the researchers viewed access regulations as a tool used to protect rare and fragile materials and it was the duty of the archival staff and the government to put in place legislation and mechanisms that would ensure length and lifespan of records for future generations to use them as well. This is in line with the findings of the study which revealed that most of the researchers (28%) believed access regulations were useful in protecting rare and fragile archival materials. This could be based on the value that researchers attach to archival information and the fragile nature of documents that are, but as matter of space should be preserved permanently, hence without appropriate access regulations damage would inevitably occur on the documents.

Furthermore, the study reveals access regulations as hampering the usage of archival materials as 58% of the researchers agree to the regulations as being cumbersome to their research and 30% thinking that access regulations restrict their usage of public archives while 12% of the researchers think that access regulations do not hamper research.

A study by Abiola (2009) at the National Archives of Nigeria equally discovered that most of the searchers were aware of access regulations that governed search activities but considered them as repugnant in their research.
A study conducted by Arkhiyyan (1999), access regulations are a source of denying information provision, revealed that 67% of the researchers viewed access regulations as a mechanism aimed at restricting usage of archival materials. The narrowing gap between access regulations and information provision was not entirely understood by searchers of information who believed that archives are public documents that ought to be accessed without restrictions by the public. The cumbersome nature of access regulations and the requirements put in place before using archives demotivated searchers who ended up using other modes of information apart from archives.

However, Buckland (1991) argues that most of the researchers (44%) of the users of archives and archival institutions believe that access regulations do not restrict usage of public archives, instead they greatly contribute to actually achieving a conducive research environment that ensures proper access to archival facilities and services.

He further, states that the success of any archival functions and services discharge depends to a large extent on the implementation of well-established access regulations.

Ellis (1993) further stressed that access legislation alone does not protect the record. Access legislation requires or should require that any record created by government and still in existence will be made available to the public upon request. Access legislation does not require that any record created must be kept or for how long. Without a requirement that governments create and protect records of important transactions and decisions, the public has no recourse when such information cannot be made available.

5.4 Perceived regulations that hampers research

Regulations are put in place to protect archives and ensure that right procedures and processes are in place to govern the use of archives. However, despite the good intentions in trying to prolong the lifespan of archives, certain access regulations are viewed by researchers as bent on hampering the use of archival materials.

The findings of this research showed that 24% of the researchers who are the majority thought restricting them to use a certain number of documents at a time per request for the information they requested for was not ideal. This revealed that the enforcement of these regulations usually brings about constant conflict between the archives staff and the researchers who fail to understand why such regulations are put in place and advocated for the review of these regulations in order to meet their needs.
20% of the researchers thought payment of research fees may impact negatively as some researchers may not meet this requirement but urgently require archival information. 8% of the researchers thought that the requirement which involves asking government officials to be recommended by their respective Heads of Department is not a good idea and should be reviewed in the sense that some Heads of Departments may not be interested in the various researches being undertaken and therefore, may be reluctant to be recommended and advocated for a review of these regulations.

However, for safety and security of archival materials, most researchers agreed that food should not be allowed, readers should be allowed to leave their bags at the security check point and that caps should not be allowed. 10% of the researchers were not in agreement with the regulations on denying them access if their actions were contrary to rules governing the use as they considered them to be hampering their research and recommended that they be reviewed as well. The requirement involving payment of researcher’s fees is in line with Badgley (1979) who asserted that user charges for researchers in archival institutions were bringing about a lack of compatibility with principles of access to information.

He further argued that initiation of user fees as a measure to offset cost increases or decreases in funding, making researchers penalized for the price of the services over which they have no direct control. The study also conducted by SADC countries by Rand Corporation (1996) is also in line with the research findings where researchers found that user charges deterred individuals from utilizing archival institutions and researchers opted to use internet services as opposed to using archival materials.

Despite the above views, security of archives is of paramount importance in any archival institution. This probably explains why notable early archivists regarded the safeguarding of archives as the primary duty of an archivist (Jenkinson, 1937; Schellenberg, 1965).

Most researchers who were between the ages 30-35 thought access regulation are cumbersome while those aged above 35 years also refuted the claim of the regulations being cumbersome. It should be noted that access regulations are for all ages as long as they are utilizing the archival institutions and as submitted by Ellis (1993), that administering access to archival materials involves establishing procedures which will ensure that legislative requirements are upheld in order to protect the records.
Eternal vigilance is, therefore, the key to the survival of archives. The presumption is that in the presence of any laxity, every searcher is a potential delinquent user of archives. It is therefore, necessary to put certain measures in place to safeguard the archives and this, precisely, is what some of these regulations seek to achieve.

On the level of education and regulations that needed to be reviewed, researchers who were mostly undergraduates wanted all the regulation to be reviewed while the postgraduates only wanted a few regulations to be reviewed with most of them being maintained as they are.

This can be complimented with the study by Ermisse (2002) which revealed that most researchers are undergraduates, which entails they want flexible rules and regulations when using archival materials.

5.5 Summary

This chapter discussed the research findings based on objectives of the research. The issues discussed include educational levels of researchers, usage of archival materials, perception of researchers towards access regulations and perceived regulations that hampers researchers.
CHAPTER 6

6.0 CONCLUSION

In conclusion, it should be noted that archives are unique and rare materials which require regulations to protect and guide their access. Hence the people who use archival materials should have a certain level of education to appreciate the value of these materials. Concerning education’s contribution towards research, it was revealed that there is a relationship that exists between the level of education and the use of archival materials as the researchers at National Archives of Zambia are mainly undergraduate students as can be shown even in the representation of the age group that carries research there. The study further revealed that most of the researchers find that education helps understand research methodology, locating relevant materials, accessing them and also assists in expert information seeking behaviour.

It was also discovered that most researchers used archival materials at least once a week, while a few used these materials either daily or once per month. The study further showed that archival materials are important as most of the researchers thought that they are systematically described and wherever, possible they are available for a variety of research, add great value to what researchers write and it gives them a unique perspective. These materials are used to help uncover new evidence in support of their work, contain primary source of information and provide authenticated data.

On access regulations, it was revealed that archival materials require being safeguarded and well-handled due to their heavy usage can be damaged, misplaced or stolen and will be difficult to be replaced. It is therefore, prudent to have proper legislation on their access in order to uphold these rules and regulation on their access. Regulations are put in place to protect archives and ensure that right procedures and processes are in place. There are, however, some regulations that researchers viewed to be hampering their research as they thought being restricted to a certain number of documents at a particular time made them wait for a while for them to have the requested documents.

The National Archives of Zambia should not relent in improving on what has been seen as a conflict between the researchers and the archival staff but should endeavor to safeguard archival materials as this is their primary duty as archivists. In this regard, the following recommendations have been put forward:
6.1 Recommendations

1. There is need to know the educational levels of researchers as education in research is important for any research to be undertaken.

2. There is need to promote archival activities in order to know the extent to which archival materials are often used and what value they have to researchers.

3. There is need to educate researchers who utilize archival institutions on why rules and regulations are put in place.

4. There is need to review some of the conditions under the access regulations in order to enhance research, for example, increase the number of three documents per request that each reader can access at a time to five.
REFERENCES


Appendix 1: Data collecting instrument

QUESTIONNAIRE

Instructions:

- Please tick the appropriate answer to the question;
- Where the question requires you to write the answer, please do so in the space provided;
- There is no or right answer and
- Confidentiality will be upheld throughout the study.

Section A.

Researchers’ background profile

1. Age

   1) 19-24 years [ ]

   2) 25-29 years [ ]

   3) 30-34 years [ ]

   4) 35 years and above [ ]

2. What is your area of research?

   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

3. What is the purpose of the study?

   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
4. What is your level of education?

1) Professor [   ]
2) PhD [   ]
3) Masters Degree [   ]
4) Undergraduate Degree [   ]
5) Diploma [   ]

5. How does your level of education help in your research?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Section B:

Education in relation to research.

8. Why is education important in fostering archival research?

1) Education requires one to research gathering new data from primary or firsthand sources of information. [   ]

2) Education provides expert knowledge that makes research easy. [   ]

3) Education enhances the understanding of research tools. [   ]

4) Education creates a basic understanding of search tools. [   ]

9. How would you best describe education in relation to delivery performance of archival materials at National Archives of Zambia?

1) Education makes it quicker to access archival materials. [   ]

2) Education makes researchers independent users of archival materials [   ]

3) Education reduces time wasting in accessing research materials [   ]

4) Education makes researchers exploit archival materials efficiently and effectively [   ]
5) Any other reason specify  

..............................................................................................................................................

..............................................................................................................................................

..............................................................................................................................................

Usage of archival materials

10. How often do you use archival materials?

1) Daily [ ]
2) Once per week [ ]
3) Once per Month [ ]
4) Once a Quarter [ ]
5) Twice per Year [ ]

11. Why are archival materials important in your research?

1) They add a great value to what you write and give you a unique perspective [ ]
2) You may be able to uncover new evidence in support of your work [ ]
3) They ensure that historically significant records are systematically described and wherever possible, available for a variety of research uses [ ]
4) Any other reason specify

..............................................................................................................................................

..............................................................................................................................................

..............................................................................................................................................

Access regulations in the use of archival materials.

12. Why should access regulations be promoted in the usage of archival materials?

1) Safeguard the integrity of archival resources [ ]
2) Promotes respect of archival staff whose job is to protect archival resources [ ]
3) Protect rare and fragile archival materials [ ]
4) Need to know the specific user of a particular material [ ]
5) To avoid theft of archival materials [ ]
6) To ensure that archival materials are clean [ ]
7) To restrict the usage of archival materials unnecessary [ ]
8) Any other reason, specify
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

13. How do access regulations hamper the use of archival materials, if at all they do?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

Regulations that hinder research.

14. Indicate which regulations you think should be reviewed in order to facilitate research and give reasons why they should be reviewed.

1) A government official has to be recommended by his/her Head of Department.
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
2) Each reader is allowed only three documents at a time.

3) Readers are not allowed to access the repository.

3) Use of other devices (cameras, scanners, photocopiers) is not allowed unless with approval by authorized staff.

4) All government employees doing research on behalf of government should come with introductory letters from their respective Ministries /Departments.
5) Payment of research fees for issuance of reader’s ticket must be made before one starts their research.

6) Only pencils are allowed to be used in the search room when accessing archival materials.

7) No food is allowed in the search room.

8) No caps are allowed in the search room.
9) Readers are required to leave their bags at the security check point. (Reception)

10) Readers will be denied search room facilities if there is a reason to believe that their actions are contrary to the rules governing the use of the public archives of Zambia.

11) Any other
Appendix 2: Face to face interviews

INTERVIEWS WITH RESEARCHERS

- Do you know about access regulations in archives?
- Why do you use archival materials?
- Do you think the three documents you request at a given time are sufficient or not?
- Does the National Archives of Zambia Readers Note (Conditions of Access) need to be reversed?
Appendix 3: Secondary sources

READERS NOTE

NATIONAL ARCHIVES OF ZAMBIA

READERS’S NOTES

RECORDS IN CLOSED PERIOD

1. According to CAP 175 OF THE LAWS OF ZAMBIA, 1995 edition, a public document becomes an archive after a closed period of 20 years. During this period, they are a private property of offices that created them.

2. Legal deposit materials and publications, e.g. Newspapers which are deposited within the National Archives of Zambia under CAP 161 of THE LAWS OF ZAMBIA do not fall within the closed period, and as such they can be consulted from time to time.

RECORDS IN OPEN PERIOD

3. Normally, the records are open to the public for research after they have been closed for twenty years.

4. However, one must have a valid ticket to use them. A ticket entitling you to use the facilities in the research room is given after an application form has been duly completed and approved. The ticket is valid for the length of time the researcher has applied for. Renewals must be made when the ticket expires.

5. Researchers should adhere to the following conditions:
   (a) Readers must use only pencils;
   (b) Readers must never tear papers/pages from any research materials. This is a very serious offence.
   (c) Each reader is only allowed three documents at a time and after reading them, they must be handed back to the search room invigilator,
   (d) Readers are advised to use Latex gloves when handling archival materials.
   (e) Readers should fill in a request form for use of Scanners and Cameras.
   (f) Readers are not allowed access to the repository;
   (g) Requests for documents must be made on form NA 17A provided by the invigilator;
   (h) Silence must be observed in the reading room at all times;
   (i) No caps are allowed in the search room.
   (j) No food is allowed in the search room.
   (k) Readers are required to leave their bags at the security check point;
   (l) Readers will be denied search room facilities if there a reason to believe that their actions are contrary to the rules governing the use of the public archives of Zambia.
6. Books in the National Archives of Zambia Library are deemed as reference books and as such cannot be borrowed. They can only be consulted within the search room. Readers should the books on the Tables after reading.

7. Photocopy services are offered at a reasonable fee.

8. The National Archives cannot provide typewriters, pencils and sheets of paper. Researchers are required to provide themselves with such things.

**TIME OF OPENING**

**Monday to Friday: 09:00 to 16:30 Hours**

**NOTE**

**Closed on Saturdays, Sundays and Public holidays**

**CONDITIONS FOR ISSUE OF READERS TICKETS**

9. Readers should obtain an application form from the invigilator. The applicant must be recommended by one of the following:-
   (a) A government official has to be recommended by his/her Head of Department;
   (b) An employee can be recommended by the employer;
   (c) In case of an unemployed Zambian, the recommendation should come from people working at senior levels who know him /her personally;
   (d) A university student should be recommended by his /her Head of Department;
   (e) A university lecturer should be recommended by the Dean of School;
   (f) Pupils /students , require recommendation from their headmaster/Principal;
   (g) NON Zambians must bring a letter of introduction from their institutions and another from either The University of Zambia or other recognized institution in Zambia;
   (h) Diplomats must bring a letter of introduction from the Ministry of Foreign Affairs.

10. Readers are required to pay a fee for the ticket. The fee depends on duration the reader wants to use the archival facilities.