TACIT KNOWLEDGE TRANSFER FOR POSTERITY IN KENYA: A CASE OF KENYA NATIONAL ARCHIVES AND DOCUMENTATION SERVICE NAIROBI, KENYA

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE (KNOWLEDGE MANAGEMENT) IN THE DEPARTMENT OF COMPUTING AND INFORMATION SCIENCE, SCHOOL OF PURE AND APPLIED SCIENCES, KENYATTA UNIVERSITY

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DECLARATION

This project report is my original work and has not been presented for a degree in any university/institution for consideration. This project report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, they are specifically accredited and references cited in accordance with anti-plagiarism regulations

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I confirm that the work reported in this project was carried out by the candidate under my supervision as a university supervisor.

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DEDICATION

This work is specifically dedicated to my dear friend B. Mayaka, who has provided me with immeasurable and unwavering support during this academic journey through prayers, sacrifice, understanding, and support. To my Lovely Son Gerrany Orina thank you for spending sleepless nights just to sit next to me as I write the project.

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LIST OF ABBREVIATIONS AND ACRONYMS

ICT: Information Communication Technology

KM: Knowledge Management

KT: Knowledge Transfer

SPSS: Statistical Package for Social Sciences

USA: United States of America

IM: Information Management

KA: Knowledge Acquisition

KMP: Knowledge Management Practices

KNADS: Kenya National Archives and Documentation Service

KO: Knowledge Organization

LIS: Library and Information Science

ABSTRACT

The study examined tacit knowledge transfer for posterity at Kenya National Archives and Documentation Services (KNADS). Despite the importance of tacit knowledge transfer, inadequate strategies exist for knowledge is transferred at the KNADS for posterity. The purpose of this study was to assess tacit knowledge transfer for posterity at the Kenya National Archives and Documentation Services. The study was guided by four specific objectives, which were: to establish sources of knowledge at the KNADS; to determine the strategies for transferring tacit knowledge at the KNADS; to examine the institutional policy framework for tacit knowledge transfer at the KNADS; and to establish the challenges of tacit knowledge transfer at the KNADS. The study utilized a descriptive survey design. Since the study population was small, the census method was used, where all 150 employees were selected as the sample size for the study. Of the 150 respondents, 8 of them, being senior managers at the KNADS, were included in the study as the key informants. Primary data for the study were collected by utilizing structured questionnaires and an interview guide. To confirm the validity and reliability of the instruments, a pilot study involving 15 employees from the Kenya National Museum Library, equivalent to 10% of the study population, was carried out. The Cronbach's alpha test-retest method was used to determine the reliability of the research instruments, and a value of more than 0.70 was regarded as reliable. Data analysis was done by use of descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) version 23. The study findings were presented through the use of frequency tables and charts. Among the key findings were that the core feature of successfully transferring knowledge and reusing it is through a learning strategy. Other findings were that teamwork, information communication technology (ICT), also facilitates tacit transfer, social networking, and online discussions and forums among individuals. The study concluded that successful transfer of knowledge is through a group learning strategy, through teamwork, and effective communication between staff. The study recommends that KNADS expand its efforts to capture and digitize tacit knowledge; actively seek and foster collaborations and partnerships with national and international institutions and organizations; create an enabling environment for collaboration and group learning; and invest in ICT infrastructure and tools that enable efficient tacit knowledge sharing and management.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter introduces the concept of knowledge management and tacit knowledge transfer. Additionally, the problem statement, purpose of the study, research objectives and questions, study significance, delimitation and limitations, assumptions, a theoretical framework, a conceptual framework, and operational definitions of terminology are discussed.

1.2 Background to the Study

In the modern era, knowledge management (KM) has emerged as a vital organizational discipline that focuses on the creation, sharing, utilization, and preservation of knowledge to enhance performance and sustain competitiveness. Knowledge is increasingly recognized as a key factor of production alongside land, labor, and capital. According to Nahapiet and Ghoshal (1998) and Spender and Grant (1996), knowledge constitutes the most significant organizational resource. From a business perspective, providing employees with relevant and actionable knowledge enhances productivity and innovation (Alavi & Leidner, 2001; Hansen et al., 1999). Consequently, knowledge has become the principal source of competitive advantage and a foundation for organizational longevity and success (Leidner, 2001).

Knowledge exists in two primary forms, tacit and explicit. These two dimensions form the foundation of the knowledge management discipline and are essential for understanding how organizations create, store, and share knowledge effectively. Tacit knowledge is described as the personal, experiential, and context-specific knowledge that individuals possess but find difficult to express or formalize (Polanyi, 1966; Nonaka & Takeuchi, 1995). It is rooted in action, experience, intuition, and values,

often acquired through observation, social interaction, and practice rather than formal instruction. Tacit knowledge includes skills, know-how, insights, and mental models that guide behavior and decision-making. In contrast, explicit knowledge is codified, structured, and easily communicated through formal language, documents, databases, or procedures (Nonaka & Konno, 1998). It includes information that can be recorded, stored, and transmitted in tangible forms such as manuals, reports, guidelines, or digital repositories. Explicit knowledge is therefore easier to document and share across organizational boundaries, making it more suitable for large-scale dissemination and replication.

Within the discipline of KM, tacit knowledge occupies a central place. Nonaka and Takeuchi (1995) define tacit knowledge as deeply personal knowledge that cannot easily be verbalized or codified. It is acquired through shared experiences and is reflected in individuals' skills, values, and worldviews. Tacit knowledge includes employees' insights, routines, and expertise. These elements are highly context-specific and difficult to formalize (Spender, 1996). Its transfer occurs through social interaction, mentorship, training, workshops, and collaborative engagements such as seminars and communities of practice.

Posterity, in the context of organizations, refers to the enduring legacy passed from one generation to the next (Oxenswärdh, 2019). This legacy is not merely comprised of formal structures, documented procedures, or visible artifacts, but more importantly, includes the rich, often intangible reservoir of tacit knowledge. Tacit knowledge, personal insights, intuitions, experiences, and know-how reside within individuals and are typically difficult to express or codify. Its transfer is crucial for ensuring organizational continuity, innovation, and resilience. In many organizations,

the most critical expertise is not written down but learned through experience, observation, and social interaction. Without deliberate strategies for its transfer, this knowledge is at risk of being lost when employees retire or leave the organization. Posterity, then, becomes a question of how well this invisible yet vital knowledge is preserved and passed on. Many organizations face the risk of losing this knowledge when experienced employees retire or exit, emphasizing the need for structured KM systems that capture and transfer such expertise.

Businesses that successfully transfer knowledge perform 20% better than their competitors, based on research done in the United States on worker productivity in the public sector (Martin, 2010). According to research conducted by Frank, Finnegan, and Taylor (2004), of 240 American firms, staff turnover was responsible for 78% of the knowledge that was lost.

According to Kransdorff (2003), losing corporate memory among employees is quite expensive. Organizations lose the ability to effectively manage their knowledge work operations as a result of this information loss, which results in inefficiency. For a business to remain competitive, knowledge retention is crucial (Bender & Fish, 2000).

In the United States of America, research by Lee (2020) indicated tacit knowledge transfer between universities and commercial companies is successful when there are strong connections between humans and these institutions. The study noted that effective technology transfer frequently involves information sharing between academic and commercial groups, in addition to patent licensing. Patents on university technology may expose inventions, but the knowledge of how to practice and commercialize them is often undocumented and held by faculty inventors.

According to Chen (2007), China is the ideal country to study the transfer of knowledge and best practices on a worldwide scale. In China, it is uncommon to observe foreign managers acting on the assumption that their global parent can learn anything from their overseas company operations. Managers are more likely to concentrate on and take advantage of the Chinese subsidiary offers. Business operations in China often function as divisions of the parent company. Branches should primarily operate as passive implementers of the strategies, tactics, routines, and directives established by the headquarters. China promotes international investment and exports professionals with understanding of contemporary business and technology to help other countries develop their goods and services. The expansion and enhancement of regional goods and services result from the transmission of such specialized expertise to local businesses.

In South Africa, Phaladi and Ngulube (2024) established that both voluntary and involuntary employee turnover, coupled with inadequate retention strategies, significantly contributed to the erosion of tacit knowledge. The study emphasized the necessity of integrating knowledge management and human resource practices to mitigate these risks and ensure the sustainability of South African state-owned enterprises. Additionally, the study found that most organizations lacked formal tacit knowledge retention strategies, with minimal integration between human resource and knowledge management practices. This lack of coordination led to missed opportunities for mentoring, job shadowing, and succession planning—key mechanisms through which tacit knowledge can be transferred. The authors argue that the sustainability and competitiveness of public enterprises in South Africa depend heavily on their ability to institutionalize knowledge management processes that preserve critical expertise, particularly as many skilled professionals approach

retirement.

Regionally, there are few systematic studies conducted on how to transfer and facilitate tacit knowledge in firms to increase employee performance. Kiwelu, Tibenderana, Ogbonna (2020) investigated transfer of professional tacit knowledge among librarians in Kampala Uganda, focusing on university libraries. The study established that there lacked adequate infrastructure for tacit knowledge transfer in most university libraries. The study concluded that libraries need to have clear tacit knowledge transfer channels that are documented to enable effective tacit knowledge transfer.

This valuable resource's preservation is vulnerable to loss. Organizations should develop measures to lessen this loss in order to guarantee tacit knowledge continuity. Therefore, tacit knowledge should not be viewed as a priceless resource developed from many knowledge platforms within the institutions. To ensure business continuity, it is necessary to investigate tacit knowledge transfer methodologies. By guaranteeing tacit knowledge continuation in the KNA&DS, one can gain a competitive edge through enhanced performance. For firms (Strack, 2008; Stam, 2009), their management and personnel, knowledge continuity promotes competitiveness.

Locally, the Kenyan government is a strong proponent of the use of incentives to encourage the transmission of tacit knowledge (Kenya Vision 2030, 2007). Based on the Kenya Vision 2030 document (2007, p. 25), knowledge creation and transfer will be crucial to the country's economic growth and competitiveness. The document further states that the public service will create policies to facilitate improved information sharing and transfer. Both public and private businesses have to accept

knowledge transfer, create and put into effect knowledge management plans and regulations including tacit knowledge in order to achieve this objective in the contemporary information-based economy (Kenya Vision 2030, 2007).

A study by Ogendo (2014) in Kenya indicated that the methods used for knowledge transmission and facilitation are crucial for enhancing both individual employee performance and, in general, organizational performance. The research highlighted the challenges organizations face in capturing and sharing tacit knowledge, which is often unarticulated and embedded in individual experiences. The study emphasized the importance of creating conducive environments that encourage knowledge sharing through mentorship, storytelling, and collaborative practices. It also pointed out that organizational culture, leadership support, and trust among employees are critical factors influencing the effective transfer of tacit knowledge. The findings suggest that for organizations in Kenya to harness the full potential of their human capital, deliberate strategies must be implemented to facilitate the sharing of tacit knowledge.

Majority of the studies have highlighted the issue of tacit knowledge transfer in organizations. However, majority of these studies have been conducted outside Kenya, creating a contextual gap. Furthermore, limited studies have highlighted the transfer of tacit knowledge for posterity. There was therefore a need for additional research; to assess transfer of tacit knowledge for posterity at the Kenya National Archives and Documentation Service (KNA&DS).

KNA&DS is the national institution that is mandated to collect, preserve, manage and provide access to public records and historical documents in Kenya. It ensures that government information, cultural heritage materials and national memory are safeguarded for present and future generations. The study was conducted at

KNA&DS because it is the main custodian of Kenya's documentary heritage. KNA&DS relies heavily on specialized, experience-based knowledge that its staff possesses. Much of this knowledge is tacit in nature, which means that it is acquired through experience rather than formal documentation. Given the national role of KNA&DS, it is important to understand how tacit knowledge within the institution is transferred and preserved.

1.3 Statement of the Problem

At the Kenya National Archives and Documentation Service (KNA&DS), the preservation of national heritage and institutional memory relies not only on documented records but also on the tacit knowledge held by experienced archivists, records managers, librarians and support staff. This form of knowledge, rooted in long-term experience, intuition, and informal practices, is rarely documented, making it highly vulnerable to loss through staff turnover, retirement, death, or organizational restructuring. Research from the global, regional, and local levels has highlighted tacit knowledge transfer in different organizations. However, despite KNA&DS's critical mandate in safeguarding Kenya's documentary heritage, no research has been conducted regarding strategies used by the organization for capturing and transmitting tacit knowledge for posterity. This study, therefore, sought to address this gap by exploring the mechanisms currently used at KNA&DS for tacit knowledge transfer, establishing the nature of knowledge resources, strategies, institutional policy frameworks, and the challenges of tacit knowledge transfer at KNA&DS.

1.4 Purpose of the Study

The purpose of the study was to assess tacit knowledge transfer for posterity at the Kenya National Archives and Documentation Services (KNA&DS) in Nairobi, Kenya, with a view to suggesting interventions in case of gaps.

1.5 Research Objectives

1. To establish the nature of knowledge resources at the Kenya National Archives and Documentation Services.
2. To determine the strategies for transferring tacit knowledge at the Kenya National Archives and Documentation Services.
3. To examine the institutional policy framework for tacit knowledge transfer at the Kenya National Archives and Documentation Services.
4. To establish the challenges of tacit knowledge transfer at the Kenya National Archives and Documentation services.

1.4.2 Research Questions

1. What are the types of knowledge resources at the Kenya National Archives and Documentation Services?
2. What are the strategies used for transferring tacit knowledge at the Kenya National Archives and Documentation services?
3. What is the institutional policy framework for tacit knowledge transfer at the Kenya National Archives and Documentation Services?
4. What are the challenges of tacit knowledge transfer at the Kenya National Archives and Documentation services?

1.5 Assumption of the study

The study's premise was that the Kenya National Archive and Documentation

Services has not fully embraced and comprehended tacit knowledge transfer, which has an impact on how staff conveys tacit information to one another.

1.6 Significance of the study

The research may help the Kenya National Archive and Documentation Service (KNA&DS) make the most of its intellectual capital and available resources to boost innovation and innovate existing services for a competitive edge.

The results of the study may help KNA&DS and other organizations identify and address challenges to effective transfer of tacit knowledge. KNADS and other information centers can use this study as a reference in developing and putting into practice strategies and policies to facilitate the smooth transfer of experiences, skills and knowledge. The findings of the study also contribute to enriching the existing body of knowledge regarding tacit knowledge.

1.7 Limitations of the Study

Some study respondents were reluctant to respond to the study questionnaire. This challenge was mitigated by informing the respondents that the information they provided would only be used for academic purposes. It was also difficult to conduct face-to-face interviews with key informants as per the schedule due to their busy schedules. This limitation was solved by conducting interviews through phone calls. The study focused on the Kenya National Archives and Documentation Service only. However, the findings can be generalized to other organizations in Kenya.

1.8 Scope of the Study

The study focused on tacit knowledge management processes at the Kenya National Archives and Documentation Service (KNA&DS) headquarters in Nairobi County, Kenya. Specifically, the study examined how tacit knowledge is generated, shared,

and retained among staff across different departments, sections, and units. The study sample comprised 150 respondents drawn from management, middle, and lower staff cadres to ensure representation of diverse experiences and perspectives within the organization. KNA&DS was purposively selected for this study as it is one of the most knowledge-intensive public institutions in Kenya, where operations rely heavily on employees' experiential expertise, institutional memory, and professional judgment. KNA&DS provides an ideal context for examining tacit knowledge transfer due to its complex organizational structure, diverse professional roles, and long-standing reliance on both explicit and implicit knowledge to sustain its core functions.

1.9 Theoretical and Conceptual Framework

This subsection discusses the theoretical framework on which the study was underpinned.

1.9.1 Dynamic Theory of Organizational Tacit Knowledge Transfer

According to Nonaka (1994), organizational knowledge formation hypotheses that are dynamic develop each person's creativity and shape it into a part of the tacit knowledge network of a corporation. The theory discusses the processes by which knowledge is transmitted from tacit to explicit knowledge (through the act of socialization process), from explicit to tacit knowledge (internalization), from tacit to explicit knowledge (externalization), and from explicit-to-explicit knowledge (combination). The theory also makes it possible to gather raw data, retrieve data, find distinctive solutions via probabilistic operations, and put recently discovered actions into effect (Bhajaria, 2000). According to the hypothesis, spiral interaction amplification of implicit and explicit information can assist individuals, groups, and society in the creation of new knowledge.

Organizational learning serves as a mediating component in the interaction between socializing, knowledge transfer, and performance (Li & Luo, 2010). The notion promotes information transfer inside businesses to boost individual employee performance as well as organizational performance overall. Organization requires the generation and transfer of knowledge (Aghajani et al., 2011). The approach puts a lot of emphasis on knowledge generation within organizations and sees people as the key resources for knowledge transfer procedures. In order to improve tacit knowledge transmission for future generations, peer-to-peer training and mentoring and coaching are appropriately anchored in this notion.

The Dynamic Theory of Organizational Tacit Knowledge Transfer is relevant to this study as it explains how knowledge is created, shared and preserved within institutions. The emphasis on the continuous conversion of tacit and explicit knowledge by this theory directly supports the study's objective of identifying the nature of knowledge resources at KNA&DS. The theory also describes socialization, externalization, combination and internalization, thus offering a theoretical basis for examining the strategies used to transfer tacit knowledge within KNA&DS. Further, explains the importance of organizational structures and processes in enabling knowledge flow. This informed the assessment of the policy framework for tacit knowledge at KNA&D.

1.10 Conceptual Framework

Figure 1.1 shows a conceptual framework which illustrates how independent and dependent variables interact with one another.

The independent variables are types of knowledge resources at the KNADS and strategies used for knowledge transfer both of which impacts tacit knowledge transfer

and posterity which are the dependent variables. However, the process of tacit knowledge transfer is positively and negatively affected by the institutional policy framework and challenges that constrain the process (intervening variables of the study).

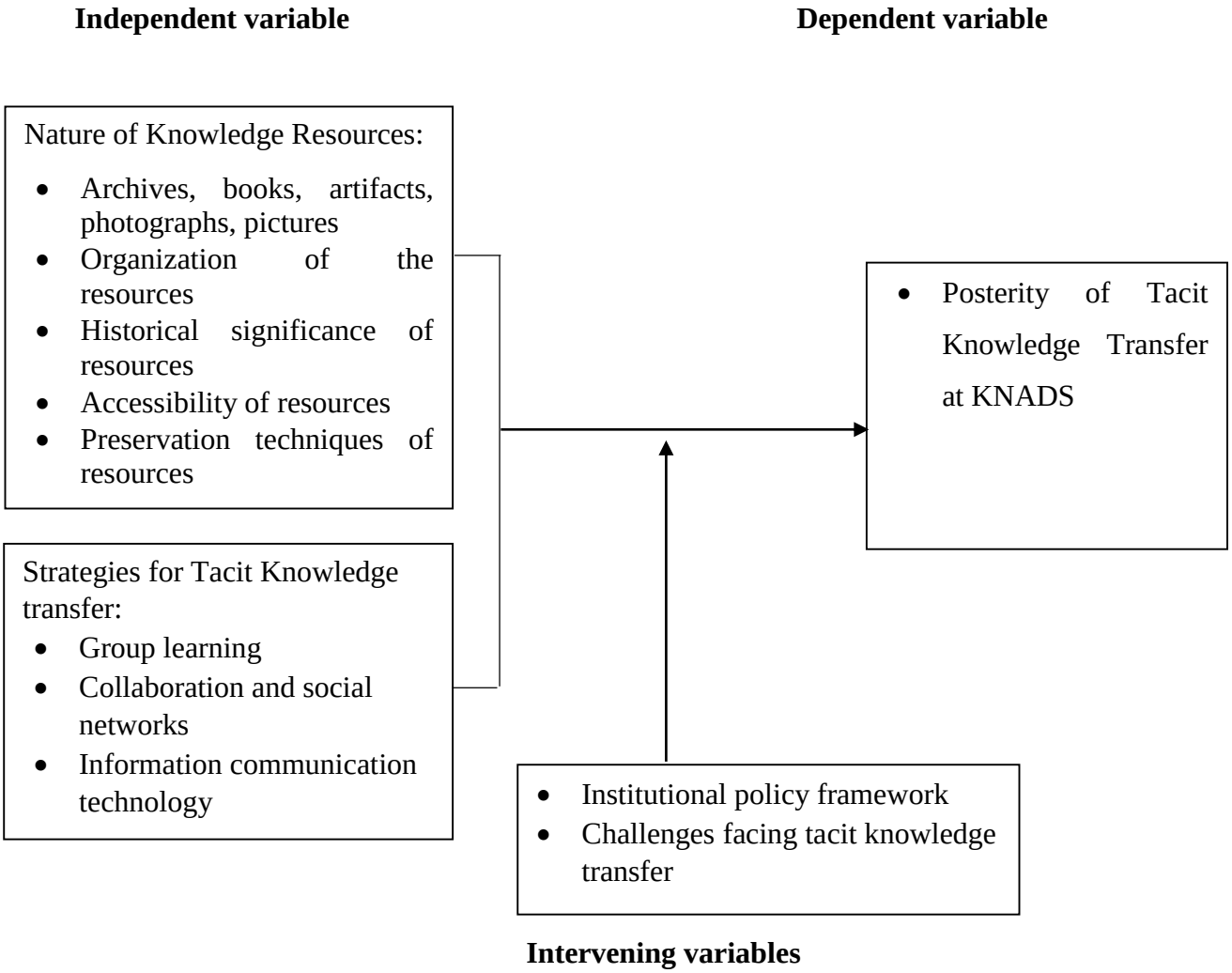

Figure 1.1: Conceptual framework

1.11 Operational Definition of Terms

Communication: is a procedure where people produce information or knowledge and exchange it with one another to achieve mutual comprehension.

Culture: is a confluence of an organization's history, common experiences, and standards set by the group, unspoken or implied norms, ethics, and social relationships that influence how everyone behaves in a certain situation.

Explicit knowledge: knowledge that is simple and easy to convey (articulate), document, and distribute.

Information Management: a sequence of operations that includes gathering information from multiple sources, guarding it, disseminating it to those who require it, and disposing of it in the end.

Knowledge: the knowledge, expertise, or understanding that someone has attained that improves their capacity for decision-making.

Knowledge Acquisition: the degree to which institutions acquire and use their knowledge resources to enhance their performance.

Knowledge management: a process through which an institution acquires, stores, and uses its knowledge

Knowledge Organization: an intellectual discipline concerned with description, indexing, cataloging, and classification of information systems.

Knowledge Sharing: a process wherein individuals, acquaintances, or members of a family, community, or organization exchange knowledge.

Knowledge transfer: the process of transforming information held by one person into a format that can be comprehended,

assimilated, and used by others via pathways or links between knowledge suppliers and seekers.

Knowledge transfer Strategy: a strategy outlining how a company will effectively manage its knowledge for the benefit of both itself and its stakeholders. The broad organizational goals and business strategies are closely matched by an effective knowledge management strategy.

Tacit knowledge: tacit knowledge that is ingrained in people's minds and cannot even be fully explained by a specialist is known as tacit knowledge. This knowledge can only be passed from one individual to another through a protracted apprenticeship procedure.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature that is pertinent to the topic. It analyzes research material from earlier studies as well as relevant observations and viewpoints. Its objective is to recognize and comprehend prior thorough research as well as other people's contributions to the field of study. The chapter summarizes pertinent academic research and empirical investigations on the transmission of tacit knowledge. The objectives inform the themes of the literature review.

2.2 Knowledge Resources and Tacit Knowledge Transfer

Effective tacit knowledge transfer within organizations largely depends on the nature and management of their knowledge resources, which form the foundation for creating, sharing, and retaining expertise. Numerous studies have looked at knowledge resources and knowledge management within institutions. In the United States of America (USA), Kayworth and Leidner (2004) examined culture as part of organizational knowledge resources. The study utilized content method analysis to achieve its objective. The study established that firms have unique cultures that act as sources of knowledge resources. As knowledge resources, the subcultures within an organization have an impact on the operations of the organization. The study recommended preservation of the organizational knowledge culture. However, this study was conducted in a developed context and focused on corporate organizational cultures rather than public archival institutions. There remains a gap in understanding the nature and types of knowledge resources within archival institutions, which this study sought to address.

Eliasson (2012) examined the creation, use and transfer of knowledge within a firm. The study was conducted across three countries including Norway, the USA and Japan and focused on the large firms in the commercial sector. The study established that clients acted as the major sources of information to the majority of companies under study. The study found that firms collected information from their clients and stored it in universal information systems which acted as information resources. However, the study concentrated on commercial firms while the current study focused on tacit knowledge in the records management sector.

Sokol and Figurska (2018) examined knowledge resources in the small and medium enterprises. The study was conducted in Poland and focused on the creative sector. The study conducted focus studies among employees selected small and medium enterprises in West Pomeranian, Poland. The study established that knowledge resources are classified into two including internal and external sources. Internal sources included tacit knowledge possessed by employees, organizational documents, communication tools and organizational culture. External resources include among others clients, suppliers, market, the media, the business competitors, informal and formal contacts of workers, internet, publications and conferences. The study by Sokol and Figurska provides insights to comprehend knowledge resources in an organization. However, the findings might not apply to the Kenyan context given the geographical differences between Kenya and Poland.

Duong, Voordeckers, Huybrechts and Lambrechts (2022) investigated the impact of external knowledge on innovation within organizations. The study was conducted in Belgium and utilized empirical data from selected manufacturing firms. Knowledge based view theory was used to guide the study. The study established that as opposed to internal knowledge resources, external resources influence innovation in firms.

Firms can benefit by leveraging external knowledge especially with sources that they have weaker ties with to become more innovative.

A study by Pinto, Guerreiro and Fernández-Esquinas (2023) evaluated sources of knowledge in an institution. This was desk review research which utilized most cited works on Google scholar and Web of Knowledge databases. The study evaluated internal, influential and contextual factors that influence knowledge in a firm. The study established that firms have diverse knowledge resources that are context based. Based on the study, new organizations located in urban areas with more staff tend to be more innovative compared to the ones in the rural areas.

Muema (2014) conducted a study to examine preservation of cultural heritage in Kenya with a focus on the Kenya National Archives and Documentation Services. The study established that manuscripts, photographs, official government documents, oral history collections, and audiovisual materials preserve cultural heritage at the KNA&DS. Muema's research provides valuable insights into the breadth and depth of the knowledge resources within KNA&DS. However, Muema's research focused on cultural heritage preservation unlike the current study which focuses on knowledge resources at the KNA&DS.

A study by Asuke, Mutugi and Kombe (2018) evaluated perception, utilization and sources of knowledge of VCT services. The study utilized a cross-sectional survey design with a sample of 200 college students from selected major colleges offering Diploma courses in Nairobi. Data for the study was collected via open-ended questionnaires. The findings of the study revealed that the main resources of knowledge for college students about VCT services were television, radio, newspapers and social media platforms such Facebook and X formerly known as

Twitter. This was crucial to the current study as it highlights resources of information in institutions.

2.3 Strategies and Tacit Knowledge Transfer

Knowledge transfer strategies have attracted significant attention from scholars and practitioners across the world, as organizations continue to recognize the importance of effectively sharing and retaining knowledge among employees. Numerous studies have examined the different approaches institutions adopt to facilitate the transfer of tacit and explicit knowledge. This subsection evaluates literature regarding the strategies of tacit knowledge transfer within institutions.

2.3.1 Group Learning Strategy

Gottschalk (2007) carried out a study to determine different strategies for knowledge transfer in institutions. The study established that companies use different methods in managing knowledge transfer. Some of the initiatives used include the development of training manuals used for training and development of staff, the development of policies, reports, procedures, routines, and manuals containing pertinent organizational knowledge and information. The study provides invaluable insights into the knowledge transfer strategies employed by different organizations. However, the study was conducted in the United Kingdom, which is in a different geographical location, and therefore, the findings cannot be applied locally.

A study by Joia and Lemos (2010) evaluated critical factors for the transfer of tacit knowledge in organizations. The study focused on a state-owned oil company in Brazil. The study established that retirement, redundancy, and death result in a long-term loss of essential expertise for businesses. The study showed that knowledge is lost in these individuals' skills if it is not transmitted. After knowledge is developed,

it needs to be communicated so that it can be put to use not only by the current but also by subsequent generations in an organization. Any institution's success depends on its ability to transfer knowledge from one generation to the next. The study offers a crucial understanding to the current study on the importance of transferring knowledge from one generation to the next in an organization. However, the study was different as it focused on the energy sector.

Richlin and Cox (2004) evaluated the effectiveness of group strategy in transferring knowledge in institutions of higher learning. The study focused on academic staff in institutions of higher learning with a population of 350 full time academic staff across in 6 Universities in Miami. The study established that staff members discuss academic concepts, know-how, approaches, experiences, and attitudes which create a learning environment. Employees with varied personalities working together effectively communicate information, inspire original thinking, and address issues. The study also indicated that this kind of knowledge gets lost as it is not effectively transferred from one group of employees to the next. The study sheds light on transfer of tacit knowledge in institutions and was therefore crucial to the current one. However, the study concentrated on institutions of higher learning in the USA.

Von Krogh, Ichijo and Nonaka (2000) examined the impact of tacit knowledge transfer in major corporations. The study examined four companies including Skandia, Siemens, Sony and Unilever. The findings showed that there are some employees in these companies operating unreliably and refusing to assist one another, disparaging even potential ideas, withholding helpful input, and ceasing to share knowledge and information. The study also established that sharing information and knowledge is one of the major ways of enhancing the success of a company. By diffusing internal rivalry among employees, these organizations are able to reflect and

recognize the hypercompetitive climate on the commercial market. The study provides important appreciation on the knowledge sharing strategies. However, there is a conceptual gap which needs to be filled as the study looked at the impact of knowledge transfer while this study examines strategies of tacit knowledge transfer.

2.3.2 Collaborative and Social Networks Strategy

Panahi, Watson and Partridge (2012) evaluated social media and tacit knowledge transfer. The study involved systematic review of literature to comprehend the impact of social media platforms such as Facebook and X (formally twitter). The study evaluated articles from major online knowledge management databases such as ProQuest, Emerald, ScienceDirect and Google Scholar. The findings of the study showed that social media acts as a platform that aids sharing of work experiences, informal networking, mutual trust and observations. The study concluded that social media platforms act as technological contributors rather than personal motivators in tacit knowledge sharing.

Chow (2012) examined the role of collaborative customs and social networks in knowledge transfer. The study was conducted in Hong Kong and involved a systematic literature review. The study established that collaborative networks play a significant role in the knowledge exchange, sharing, and transfer effect. The study sheds light on the role played by collaborations in tacit knowledge transfer. However, there is a methodological gap as the study relied only on an empirical review of literature, whereas the present study used primary data collected through interviews and questionnaires to obtain firsthand insights into how collaboration supports tacit knowledge transfer at KNA&DS.

Kucharska, W. (2017) evaluated the relationship between collaborative culture and tacit knowledge sharing. The study was conducted in Poland and targeted the construction companies. The study sample of the study included 514 employees drawn from selected construction industries. The study came to the conclusion that tacit knowledge sharing is effective when the collaborative culture is strong. The study recommended that companies come up with strategies to enhance collaborative culture in the construction industry. However, there exists a contextual gap since the study focused on the construction industry in Poland, a developed country with different institutional structures and work cultures. In contrast, this study focuses on a public institution in Kenya, KNA&DS, where organizational changes, resource constraints, and cultural factors differently influence collaborative practices and tacit knowledge transfer.

2.3.3 Information Communication Technology Strategy

Martinkenaite (2012) investigated the impact of information and communication technology on knowledge transfer. The paper involved an extensive review of the literature on knowledge transfer. The study established that firms with developed technology are most likely to manage knowledge transfer effectively compared to those that lack technological sophistication. However, a methodological and contextual gap exists since the study only reviewed empirical studies and focused on technologically advanced firms. On the other hand, this study examines tacit knowledge transfer KNA&DS in Kenya, where ICT adoption levels may differ because of resource and policy limitations.

A study by Adeleke (2016) examined practices of knowledge management in the manufacturing industry in Nigeria. The main focus of the study was on the use of ICT for knowledge management. The study utilized a survey research design with a

sample size of 259 executives drawn from 84 listed manufacturing companies in Nigeria. The findings of the study indicated that there was a correlation between utilization of ICT and knowledge management. Companies that invested adequately in ICT had their knowledge effectively managed and this had a direct impact on their overall performance. However, the study focused on the relationship between ICT and performance rather than knowledge transfer for posterity.

Tahleho (2016) assessed the impact of knowledge sharing on service delivery at the National University of Lesotho in Lesotho. The study utilized both quantitative and qualitative research methods. Data collection was done through interviews and the use of a questionnaire. The study adopted purposive sampling targeting all librarians in the University library, totaling 25 employees. The data indicated that information sharing occurs at the University of Lesotho, although in a casual manner. This was mostly due to a number of hurdles, including a lack of trust and an absence of reasons and rewards. The study concluded by advocating a number of measures for retaining knowledge within the library and good investments in information and communication technology. This study was nevertheless limited to a university setting and specifically on library operations, which are different from public archival institutions, which was the focus of this study.

Asiedu, Abah, and Dei (2022) examined knowledge management strategies in universities. The study did a systematic review of literature from 40 academic publications on different topics with regard to knowledge management. The publications were retrieved from various online academic databases, including Google Scholar and Scopus. The study discovered that there is insufficient literature on methods for knowledge management in higher education institutions; nonetheless, most studies highlighted personification and codification as the key strategies for

knowledge management. The study recommended that universities adopt strategies such as knowledge harvesting, communities of practice, and knowledge partnering for knowledge management. Despite its valuable insights for this study, the study relied heavily on secondary data with a focus on higher education institutions, thus leaving a methodological and contextual gap that this study sought to address.

2.4 Policy Frameworks for Tacit Knowledge Transfer

Abu-Shanab, Knight and Haddad (2014) investigated knowledge sharing practices and learning in organizations. The study was done in Jordan and involved Orange Telecommunications Company. The sample size included 59 staff from the company. Questionnaires were used for data collection and analyzed through descriptive techniques. Results indicated that the company clearly had documented communication channels for information sharing. The policies specify the specific information to be shared between employees and the public. The results also indicated that organizational learning can be successful through effective knowledge sharing. The study sheds light on the channels used for information sharing. However, the study was carried out in Jordan, creating a geographical gap which this study sought to fill.

Muklason, Muqtadiroh, Nisafani and Nurkasanah (2012) conducted a desk review to evaluate a knowledge framework for cultural heritage management in Indonesia. The study focused on a virtual-Nusantara knowledge management system framework used to safeguard cultural heritage knowledge transfer in Indonesia. The findings of the study showed that the framework lacked good policies from the government to make it effective. To be a sustainable cultural heritage knowledge repository, the policy recommends policy intervention from the government and non-governmental stakeholders. The study highlights the importance of policy framework and

implementation in preservation and knowledge and sharing of the same from one generation to the next. Although the study highlights the importance of policy frameworks and their implementation in the preservation and transfer of knowledge, it presents a contextual gap since its focus was on cultural heritage management in Indonesia as opposed to tacit knowledge transfer.

In their study, Gerbin and Drnovsek (2016) assessed determinants of policy and knowledge transfer from universities to industry. The study evaluated 135 empirical studies that were conducted from 1980 to 1914. The study established that knowledge transfer policies are influenced by factors such as incentives and relationships with industry. The study found that policies regarding knowledge transfer were sufficient, but the implementation of the policies to ensure effective knowledge transfer was lacking. This study is important as it identifies policy implementation as a major barrier to successful knowledge transfer. However, it focused primarily on university–industry linkages and relied on secondary data, which limits its applicability to public archival institutions.

Kochenkova, Grimaldi, and Munari (2016) reviewed "public policy measures in support of knowledge transfer activities." This was desk review research that assessed 22 empirical studies from 35 countries, highlighting the issue of public policy measures in the transfer of technology. The study established that public policy measures impact knowledge transfer from the academic realm to the industry. Based on this research, the type of policy measures adopted can either advantage or disadvantage knowledge transfer. This study sheds light on the importance of selecting policy measures that do not disadvantage knowledge transfer between academia and industry.

Ogendo (2014) examined knowledge transfer strategies and impact on performance of companies in the Nairobi Securities Exchange. The study used a questionnaire to collect data from 36 listed companies. Both descriptive and inferential statistics were used for data analysis. The study found that strategy impacts the relationship between knowledge transfer and company performance. While knowledge transfer has a direct implication on firm performance, the focus should be on improving strategies used to manage the transfer of such knowledge. The strategies include policies in place and the platforms availed to the institution to enable knowledge sharing. This study provides an important understanding of how strategies can enhance knowledge transfer. However, the focus on the private sector companies whose structures differ from those of public institutions creates a contextual gap that this study sought to address.

Kipkosgei, Son, and Kang (2020) examined the impact of trust on tacit knowledge sharing among coworkers in the public sector. The study utilized a cross-sectional survey method in which 255 respondents from 3 public institutions were surveyed. The study findings were presented through descriptive and inferential statistics. The findings indicated that trust among employees plays an important role in enabling knowledge sharing. The study also revealed that supportive technology only acted to moderate relationships. The study recommended that public institutions come up with strategies to improve trust between employees so as to enhance tacit knowledge sharing. The study helped shed light on policy framework to enhance tacit knowledge sharing.

Kimile, Bii, Kurgat and Wasike (2020) conducted a study to evaluate sharing of information among practice communities in selected public higher learning institutions in Kenya. The study utilized desk-top research method and was guided by

Communities of Practice theory. The study findings indicated that universities are not structured in a way that allows for meaningful tacit knowledge transfer and socialization. Most universities do not have a tacit knowledge-sharing policy to guide the process. Personal and institutional motivations were discovered to motivate workers to pass on their tacit knowledge among communities of practice.

2.5 Challenges to Tacit Knowledge Transfer

Delong and Fahey (2000) evaluated the barriers of culture to management of knowledge. The study was done in the USA and involved 24 companies in the manufacturing and service industry. Data for the study was collected through interviews with 24 managers from the companies. The study established that culture has an impact on key behaviors related to knowledge acquisition, transmission, and utilization. People share thoughts and insights due to the fact they regard it as natural instead of as something that is required of them in an organization with an implicit transfer of knowledge culture since culture is built in core values.

Barton and Srivastava (2002) examined organizational knowledge sharing among employees. The study was desk research that involved review of literature of 33 publications. The study determined that organizations individual employees are hesitant to share their knowledge and skills since doing so could weaken their position of power. When individuals or workers believe an injustice has been committed against them, they tend to hoard knowledge. They come to the conclusion that employees should not share their information with anyone after developing distrust for management and a fear of receiving poor performance reviews. Existence of a culture of secrecy and knowledge retention within a firm influences employee to adopt that culture. The study also indicated that some workers might want to hang onto the knowledge they gained up over their time on the job since it makes them feel

important and powerful. The study sheds light on the challenges associated with tacit knowledge transfer within an organization.

Foos, Schum and Rothenberg (2006) evaluated knowledge transfer and disconnect in organizations. The study utilized both quantitative and qualitative data where qualitative data was collected via interviews with 13 employees from various companies. Quantitative data was collected through online surveys from 39 managers from 39 companies in the construction industry. The findings showed that mistrust is a major challenge in transfer of knowledge. Trust between employees was found to be crucial since tacit knowledge is conveyed from one individual to another; whereas explicit knowledge is influenced by binding contracts and is formally recorded. Having trust in this connection was found to lower the likelihood and unpredictability of acceptance or miscommunication. Similar cultural and social viewpoints between people enable trust to be created, which shows the possibility for an elevated degree of mutual comprehension and the ability to convey tacit knowledge. The study provides pertinent insights to this study on the challenges facing knowledge transfer in organizations.

Chen and Mohamed (2010) investigated importance of management of tacit knowledge. The sample size for the study was 149 construction contractors from 99 organizations in Hong Kong. Data analysis was done through statistical analysis. The findings of the study indicated that weak implementation of organizational policies resulted in loss of tacit knowledge. The study indicated that because tacit information is highly customized and anchored within an individual via personal encounters and talents that have been built through time, it is difficult for organization policies to define or record such knowledge. This is brought on by the challenge of transferring tacit knowledge. The study provides important insights on challenges

facing tacit knowledge transfer. However, the study was done in Hong which is geographically different from Kenya hence the findings cannot be generalized locally.

Jain, Sandhu and Sidhu (2007) evaluated barriers to tacit knowledge sharing among academic staff in universities. The study was conducted in Klang Valley Malaysia and focused on institutions offering business courses. The study employed cross-sectional survey design. The study population included all academic staff in Business Universities in Klang Valley totaling 518. Data collection was done through questionnaires. The study findings were presented through descriptive and inferential statistics. The study established that tacit knowledge transfer among academic staff members is impacted by lack of recognition, incentives, time and unavailability of official and unofficial activities for tacit knowledge sharing. To encourage tacit knowledge sharing, the study recommended top management of the institutions should be involved in encouraging academic staff members to share knowledge. Besides that, the study also recommended use of incentives to encourage knowledge sharing and creating formal platforms on which knowledge can be shared.

Cumberland and Githens (2012) claim that for tacit knowledge to be transferred, people must be both fully engaged and trusted by one another. However, because the transfer of tacit knowledge is so private and relies on personal communications, building trust between some people can be difficult. This is supported by research by Holste and Fields (2010), which demonstrates that trust must be built on both affective and cognitive foundations. While cognitive-based trust is concerned with the competency and dependability of individuals within an organization, affect-based trust is concerned with the mutual concern and caring that exists within an organization.

Dube and Ngulube (2012) conducted a study in South Africa on the effect of multicultural differences on knowledge sharing in organizations. The study was done at the University of South Africa. Qualitative research design was used in the study. Collection of data was done through content analysis and interviews. The study established that knowledge sharing in a multicultural context is impacted by several factors such cultural, sexual, racial and sexual. Based on the study, employees tend to develop mistrust and only share important information with fellow workmates from the same cultural background. The study sheds light on the challenges of information sharing in organizational settings.

Wambua (2014) examined knowledge management strategies with a particular focus on law firms in Nairobi. The study utilized a survey research design. The target population for the study was 83 lawyers from law firms based in Nairobi. Data were collected via questionnaires and analyzed through descriptive statistics. According to the study findings, law firms in Kenya, like law firms elsewhere globally, were starting to see the possible advantages of knowledge management as a tactical way to adapt to changes in the legal landscape, boost their competitiveness, and increase their clout in the legal sector and the global economy. The study came to the conclusion that tacit knowledge management is not currently flourishing in legal firms due to unfavourable conditions such as lack of rewards for sharing knowledge.

Wamitu (2015) carried out a desk review of tacit knowledge sharing among employees in the public sector in Kenya. The study evaluated the challenges of motivation, organizational boundaries, communication and organizational culture as the main variables. The study revealed that most departments in the public sector have not acknowledged the concept of tacit knowledge as being significant in enhancing organizational performance. The study showed that most people have valuable

knowledge but do not share it because there are no clearly defined channels to share the knowledge apart from sharing it through casual interactions. The study by Wamitu highlights the challenges of sharing tacit knowledge in the public sector in Kenya. However, this was desk research and therefore there was a need to carry out a field study.

A study by Cheruiyot, Sang and Ngetich (2020) focused on practices of knowledge management and the challenges in the agricultural sector. The study employed a descriptive cross-sectional design. The study population included all agricultural and extension officers in Nandi Sub- County totaling 32. Data collection was through the use a questionnaire and presented through descriptive statistics. The findings of the study indicated that knowledge management and sharing was impacted by organized fora for sharing information, inadequate budgetary support and poor investment in information communication technology. The study highlights the challenges of knowledge storage, retrieval and sharing. However, the study does not focus on tacit knowledge transfer within an organization.

2.6 Summary of Research Gaps

This chapter evaluated empirical studies with regard to the research topic. A number of research gaps have been identified in those studies. The gaps include conceptual, methodological, contextual, and scope. For example, the study by Dube and Ngulube (2012) was done in South Africa, Chen and Mohamed (2010) based their study in Hong Kong, Adeleke (2016) conducted a study in Nigeria, Richlin and Cox (2004) carried out research in the USA, and Joia and Lemos (2010) conducted their study in Brazil. This presents a gap in scope given these studies have been done in different countries. The findings of these studies cannot be generalized to the Kenyan context.

The reviewed studies have also utilized different methodologies. For example, Gerbin and Drnovsek (2016) conducted a desktop review, Cheruiyot, Sang and Ngetich (2020) utilized a descriptive cross-sectional design while a study by Dube and Ngulube (2012) used both qualitative and quantitative research designs. This study utilized a descriptive research design which presented a methodological gap.

Also, based on the analyzed studies, few have examined tacit knowledge transfer for posterity in organizations with none linking tacit knowledge transfer for posterity in organizations in Kenya. For example, Ogendo (2014) focused on knowledge transfer strategies, Kochenkova, Grimaldi and Munari (2016) reviewed measures of public policies and knowledge transfer, Abu-Shanab, Knight and Haddad (2014) concentrated on knowledge sharing practices while Delong and Fahey (2000) focused on the barriers of culture to management of knowledge. This presents a conceptual gap which this study sought to address.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

An in-depth explanation of the research technique is provided in the chapter. It includes a thorough description of the steps taken to achieve the study's objectives. The study's location, research methodology, sample size, instrumentation, piloting, data collection process, and data analysis are all explained.

3.2 Location of the Study

The study was carried out at the Kenya National Archives and Documentation Services based in Nairobi City County and its branches in Mombasa, Nyeri, Nakuru, Kisumu and Kakamega. The study focused on these sites as they offer a broad and varied perspectives on the issue under study since they are all major urban centres. Also, the need to document the transfer of tacit knowledge at the KNADS for future generations prompted the decision.

3.3 Research Design

This study adopted a descriptive survey research design, which was deemed appropriate for assessing tacit knowledge transfer for posterity at KNA&DS. According to Kothari (2008), a descriptive survey design allows the researcher to collect, organize, summarize, and interpret data in order to provide an accurate and comprehensive picture of a given phenomenon. The design was selected because it facilitated the collection of data on opinions, attitudes, and experiences of respondents within their natural work environment without manipulating or changing existing conditions.

The descriptive survey design was particularly suitable for this study as it enabled the researcher to capture both quantitative and qualitative aspects of tacit knowledge management practices. Quantitative data provided measurable insights into the prevalence and patterns of knowledge-sharing behaviour, whereas qualitative data offered a deeper understanding of the underlying perceptions and experiences of KNA&DS staff. This design also supported the examination of relationships between key variables, specifically the mechanisms of tacit knowledge transfer and the effectiveness of knowledge retention for institutional continuity. Thus, the design provided a systematic framework for describing, analyzing, and interpreting the state of tacit knowledge transfer within KNA&DS.

3.4 Variables of the Study

The study variables included both independent, dependent, and intervening variables. The independent variables included the types of knowledge resources, as indicated by resources such as books, archives, artifacts, pictures, knowledge held by staff, the organization of these resources, their historical significance, accessibility and preservation techniques. The other independent variable, strategies for knowledge transfer, was indicated by group learning, collaboration, social networks, and information communication strategies. The dependent variable included tacit knowledge transfer for posterity. The intervening variables included the institutional policy framework and challenges facing tacit knowledge transfer.

3.5 Target Population

According to Kothari (2015), a target population is the entire group of individuals or elements that possess the characteristics relevant to a particular study. In this research, the target population comprised all employees of the KNA&DS, who are directly or indirectly involved in the management, preservation, and transfer of organizational

knowledge. As of 2023, KNA&DS had a total workforce of 150 staff members distributed across its main and regional branches. Based on the Kenya National Archives and Documentation (2023) staff lists, the main branch in Nairobi had 30 employees, while the regional offices were distributed as follows: Mombasa (15), Nyeri (30), Nakuru (28), Kisumu (35), and Kakamega (12). This population was considered appropriate for the study as it includes employees from different administrative levels and functional units, thereby providing a comprehensive representation of the diverse experiences, roles, and knowledge-sharing practices within the organization.

3.6 Sampling Design and Sample Size

To select a sample for the study, the researcher adopted an appropriate sample design to help obtain the required sample.

3.6.1 Sampling Design

Given the small size of the study population, the census approach was used for the research. According to Mugenda & Mugenda (2003), census approach is appropriate when the study population is small and all members may be included in the study. The researcher utilized this strategy to acquire enough data from all members of the study population. Data acquired using this strategy enabled the researcher to examine it and produce more reliable results.

3.6.2 Sample Size

Mohsin (2016) defines sample size as the number of subjects included in a study that is representative of the study population. The total population of staff at the KNA&DS was 150 in 2023, out of which were 8 senior management staff, 55 middle management staff and 87 lower cadre (subordinate) staff. Given the small population,

all 142 employees were chosen as the sample size for the quantitative study. The 8 senior management staff were selected as key informants for interviews. As shown in Table 3.1, all the employees at KNA&DS were chosen as the sample size for the study.

Table 3.1: Sample size

Category	Number
Middle-level subordinate	55
Lower-level (subordinate)	87
Senior management	8
Total	**150**

Source: KNA&DS and Researcher (2023)

3.7 Research Instruments

Research instruments, according to Gillham (2000), are tools used to gather data for a study. The researcher used structured questionnaires that included closed-ended items to acquire the data required for this investigation. An interview guide was also used to collect qualitative data from the key informants. The researcher's first duty was to make sure that the instruments selected elicited the required responses. Type of data to be collected, the timeliness of the study, and the goals of the research all had an impact on the instruments used.

3.7.1 Questionnaire

A questionnaire is a structured data collection tool that is designed to obtain data on the attitudes, opinions, and experiences of respondents in a systematic manner (Clark & Finlay, 2007). It consists of a series of logically organized questions aligned with the study objectives. Questionnaires are particularly useful because they promote uniformity in responses, minimize researcher bias, and allow respondents the freedom

to provide information at their own pace and convenience. In this study, a closed-ended questionnaire (see Appendix II) was employed to collect data from staff members of the KNADS. Use of the questionnaire was considered appropriate as it facilitated the collection of standardized data that was easily quantified, compared, and statistically analyzed.

The questionnaire consisted of two sections. The first section collected demographic information of the respondents, including age, gender, education level, and department of work (see Appendix I). The second section collected data on the variables related to tacit knowledge management. In collaboration with the KNA&DS administration, the researcher prepared and distributed 142 copies of the questionnaire to the selected respondents.

3.7.2 Interview Guide

An interview guide for key informants (see Appendix III) was used to collect qualitative data from the key informants. An interview guide is a set of questions that a researcher uses to interview in an organized manner in research (Kothari, 2015). The interview used in the study had a total of eleven questions, which focused on generating responses for all four objectives of the study.

3.8 Pilot Study

A pilot study was conducted to test the reliability and validity of the study instrument (questionnaire). According to Connelly (2008), the population sample for a pilot study should be 10% of the size expected for the main study. Therefore, 10% which was equivalent to 15 participants from the Kenya National Museum Library (KNML), were selected for the pilot study. KNML was selected for the pilot study because it has a similar mandate to that of the KNA&DS. The 15 respondents and the results from their participation were not included in the main study. Some of the statements

in the questionnaire were amended for clarity following the pilot study. For example, the statement “ICT is important in facilitating tacit knowledge transfer” was changed to “ICT is an important enabler and facilitator of tacit knowledge transfer”.

3.8.1 Validity of the Instrument

Kothari (2015) defines validity as the degree to which study instruments achieve their intended purpose. The researcher's supervisors from Kenyatta University assessed and revised the instrument to ensure that the questionnaire items remained valid. The study used two types of validity: content validity and construct validity. To collect meaningful data, content validity was ensured by administering a questionnaire with questions that addressed the study's objectives in detail. Construct validity was assessed using a sufficient number of test items on the questionnaire and pilot tests to determine what the instrument was supposed to measure and provide a generalization of the study. Results from the pilot study were used to adjust the statements in the questionnaire to reflect what was expected of the study. Before data collection, the items were updated and adjusted as needed to ensure that any residual ambiguities were addressed effectively.

3.8.2 Reliability of the Instrument

Reliability describes how consistently and steadily the instrument assesses what it intends to measure. It has to do with the accuracy and dependability of a specific measurement technique. A measuring equipment must give consistent measurements in order to be trusted (Kothari, 2015). The researcher looked at the questionnaire's internal consistency to see if it can be relied upon to measure what it claims to. The test-retest method was employed to determine the instrument's dependability. This specifically involved administering the same test twice to the same group of respondents (who had been pre-selected), with the first round of testing taking place

just after the first round of data analysis and the second round taking place two days later. The internal consistency of the study instrument was assessed using Cronbach's alpha. The alpha value ranges from 0 to 1, with reliability increasing progressively as the value rises. According to Field (2009), an alpha of 0.7 and higher is recommended. Therefore, the questionnaire used for data collection was deemed reliable at 0.7. Table 3.2 shows the reliability test.

Table 3.2: Reliability test

Variable	Alpha value	Verdict
Knowledge resources	0.766	Reliable
Strategy on tacit knowledge	0.735	Reliable
Institutional policy framework	0.703	Reliable
Challenges	0.721	Reliable
Average scores	**0.731**	**Reliable**

Source: Field data (2024)

3.9 Data Collection Procedure

The researcher visited KNA&DS and introduced herself to the KNA&DS management. The researcher outlined the aim of the research and produced the research permit from NACOSTI and the introduction letter from Kenyatta University. Thereafter, the researcher was allowed to self-distribute the questionnaires to the participants. According to Clark and Finlay (2007), this strategy is known as the drop-off and pick-up method, in which the researcher self-administers the questionnaires and collects them later. This strategy has been proven to yield more responses. The researcher kept in touch with respondents through email and phone calls to ensure that any question that needed clarification was clarified. Respondents were given one week to provide their responses to the questionnaires. The questionnaires were then

picked after one week for analysis. The researcher used semi semi-structured interview guide to collect qualitative data. She personally engaged 5 out of the targeted 8 key informants on a one-on-one basis, probing them on key issues related to tacit knowledge. The researcher recorded the responses using a notebook and her smartphone for later transcription and interpretation

3.10 Data Analysis and Presentation

The data analysis process began with the organization and cleaning of raw data collected from the field. The researcher carefully edited the data to identify and correct errors, omissions, and inconsistencies, which ensured accuracy and completeness. The cleaned data were then coded and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Because much of the data collected was quantitative, the study used descriptive statistical methods to summarize and interpret the findings. Measures such as means, standard deviations, frequencies, and percentages were used to analyze and describe the characteristics of the respondents and patterns emerging from the data.

Following the analysis, findings were presented using frequency tables, charts, and graphs to enhance clarity, readability, and ease of comparison. This approach allowed for an effective visualization of key findings, supporting the interpretation of results in line with the research objectives. The analysis assumed that respondents provided honest and unbiased answers and that they accurately understood the questions presented in the questionnaire.

On the other hand, qualitative data was analyzed thematically. Themes that guide qualitative data analysis were determined from the study objectives. In this case, the qualitative data was first transcribed and quoted verbatim before undergoing analysis

and discussion. Thereafter, comparisons with quantitative data were made and inferences and conclusions arrived at, and finally, the results were contextualized with previous studies.

3.11 Logistical and Ethical Considerations

Ethics Ethical considerations in research involve adherence to established principles that ensure integrity, respect, and protection of the rights of participants throughout the research process. Before data collection, the researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), see Appendix V. In addition, an introduction letter from Kenyatta University was presented to the Kenya National Archives and Documentation Service (KNADS) to formally request permission to conduct the study and to confirm the researcher's studentship.

The researcher adhered to Kenyatta University's ethical guidelines governing research involving human participants. Participation in the study was voluntary, and respondents were informed of the purpose and significance of the study before completing the questionnaire. They were also made aware of their right to withdraw from the study at any point without penalty. To safeguard ethical integrity, confidentiality and anonymity were strictly maintained. Respondents were not required to write their names on the questionnaires. All data collected was handled with the highest level of confidentiality and used only for academic purposes. The researcher also ensured that data storage and reporting complied with ethical standards to prevent unauthorized access and misuse of information.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents the results and interpretation of the study findings. The data are analyzed and discussed in relation to the study objectives, research questions, and the theoretical framework that guided the study. The presentation of results employs prose explanations, tables, and figures to enhance comprehension. The chapter begins with an overview of the response rate and demographic characteristics of the respondents, followed by the descriptive analysis of the key study variables. The findings are interpreted in the context of existing literature to provide meaningful insights into the research problem.

4.2 Response Rate

A total of 142 questionnaires were distributed to respondents. Out of the 142 questionnaires, 140 were correctly filled out and returned. This represented a 98.5% response rate to the questionnaire.

Table 4.1: Response Rate

Questionnaires distributed	Questionnaires returned	Response Rate (%)
142	140	98.5

Source: Field data (2024)

Besides, the researcher targeted 8 key informants for interviews. However, she managed to interview 5 interviewees, a 70% response rate. Mugenda and Mugenda (2003) state that for analysis and reporting, a response rate of 50% is deemed appropriate; a rate of 60% is deemed good; and a rate of 70% or higher is deemed

excellent. The response rate for this study (quantitative data) was 98.5% which was deemed excellent and therefore sufficient for analysis and reporting.

4.3 Demographic Characteristics of Respondents

This section presents the demographic information of the study respondents. These include gender, age and level of education.

4.3.1 Gender of the respondents

The study sought to establish the gender of the respondents. Results are presented in Figure 4.1.

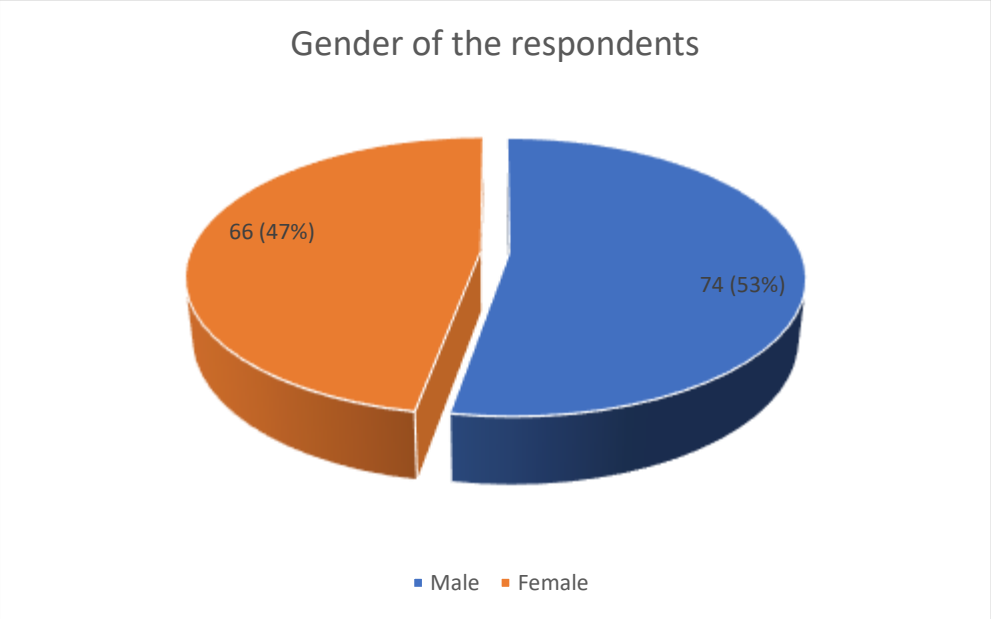

Figure 4.1: Gender of the respondents

Source: Survey data (2024)

Based on the findings in Figure 4.1, male respondents were 74, corresponding to 53% while female respondents were the minority at 66 or 47%. The findings show that there was gender representation of both male and female in the study and that the study considered perspectives from both genders.

4.3.2 Age of the Respondents

The study sought to determine the age of the respondents. Table 4.2 presents the findings.

Table 4.2: Age of respondents

Age in years	Frequency	Percentage
18-28	22	15.7
29-38	56	40.0
39-48	35	25.0
49-58 Years	23	16.4
59 and above	4	2.9
Total	**140**	**100**

Source: Field data (2024)

Results in Figure 4.2 show that 56 (40.0%) of the respondents were between the age bracket of 29 - 38, followed by those between the age bracket of 39 – 48, who were 35 (25%). Others included those between ages 18 – 28 who were 22 (15.7%), those between ages 49 – 58 who were 23 (16.4%), while those who had attained 59 years and above were 4 (2.9%). The findings imply that the majority of the respondents were of middle age and had amassed more experience and knowledge on the subject matter under study, thus they were in a position to provide information that was more reliable.

4.3.3 Level of Education of Respondents

The study sought to determine the level of education of respondents. The results are shown in Table 4.2.

Table 4.2: Level of education of respondents

Level of education	Frequency	Percentage
Primary	0	0
Secondary	8	5.7
Certificate	25	17.9
Diploma	49	35.0
Undergraduate	43	30.7
Postgraduate	15	10.7
Total	**140**	**100**

Source: Field data (2024)

Based on the findings in Table 4.2, the majority of the respondents had attained different levels of education. Those who had diploma-level education were 49 (35.0%), followed by those who had attained an undergraduate level, as indicated by 43 (30.7%). Another 25 (17.9%) of the respondents had attained certificate-level education, 15 (10.7%) had attained postgraduate level, while 8 (5.7%) had secondary-level education. The findings implied that the majority of the employees at KNA&DS had varied levels of education and could therefore provide reliable information.

4.4 Descriptive Analysis

This section analyses and discusses in detail the study variables, which include knowledge resources, strategies for tacit knowledge transfer, policy frameworks for tacit knowledge transfer, and challenges to tacit knowledge transfer. Descriptive analysis utilized percentages, means, and standard deviations (SD). Mean measured the extent of agreement with the statements by respondents, while SD measured levels of variance in the responses provided. The study employed a four-point Likert scale where: Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1**.** A mean of 2.5 and above indicates agreement with the statements, while a mean of less than 2.5 indicates disagreement with the statements. An SD of 1.00 and above shows

high variance between disagreement and agreement, while that of less than 1.00 shows that levels of agreement or disagreement are distributed evenly.

4.5 Nature of Knowledge Resources at KNA&DS

The first objective of the study was to establish the nature of knowledge resources at the KNA&DS. Respondents were required to show their degree of agreement or disagreement based on the statements provided in the questionnaire. Table 4.3 indicates the findings.

Table 4.3: Nature of Knowledge Resources at KNADS

Scale	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Total**	**Mean**	**SD**
Knowledge resources such as Records, Archives, books, artifacts, photographs/pictures and films available at the KNADS are relevant to user needs	7 (5.0%)	20 (14.3%)	46 (32.8%)	67 (47.9%)	140	3.24	0.88
There is a proper organization and categorization of knowledge within the KNADS	16 (11.4%)	21 (15.0%)	48 (34.3%)	55 (39.3%)	140	3.01	1.00
Knowledge resources held at the KNADS have historical significance	14 (10.0%)	18 (12.9%)	44 (31.4%)	64 (45.7%)	140	3.13	1.01
Knowledge resources are accessible to researchers and the general public	19 (13.6%)	20 (14.3%)	42 (30.0%)	59 (42.1%)	140	3.01	1.04
There are no gaps or areas of deficiency in the knowledge resources collection at the KNADS	14 (10.0%)	21 (15.0%)	50 (35.7%)	55 (39.3%)	140	3.04	0.99
There are good preservation methods and techniques employed to maintain the integrity of the knowledge resources	15 (10.7%)	17 (12.1%)	55 (39.3%)	53 (37.9%)	140	3.04	0.99
Average mean and SD scores						**3.09**	**0.985**

Source: Field data (2024)

Based on the findings in Table 3.4, analysis on the relevance of the knowledge resources available at the KNA&DS to user needs indicated that 113 (80.7%) of the respondents agreed with the statement (mean of 3.24 and SD of 0.88) while 27 (19.3%) of the respondents disagreed with the assertion. Analysis of the statement that proper organization and categorization of knowledge within the KNADS revealed that 103 (73.6 %) agreed with the statement (mean of 3.01 and SD of 1.00) while 37 (26.4%) were the minority who disagreed with this assertion. Further, the findings show that 108 (77.1%) of the respondents agreed with the statement that knowledge resources held at the KNA&DS have historical significance (mean 3.13 and SD of 1.01), whereas 32 (22.9%) disagreed with the assertion. The findings also indicate that 101 (72.1%) of the respondents were in agreement with the statement that knowledge resources are accessible to researchers, and the general public indicated (mean 3.01 and SD of 1.04), with 39 (27.9%) of the respondents disagreeing. The statement that there are no gaps or areas of deficiency in the knowledge resources collection at the KNA&DS saw 105 (75.0%) of the respondents being the majority agreeing with the statement (mean of 3.04 and SD of 0.99). The other 35 (25.0%) of the respondents disagreed with the statement. Finally, 108 (77.2%) of the respondents agreed with the statement that there are good preservation methods and techniques employed to maintain the integrity of the knowledge at the KNA&DS (mean of 3.04 and SD of 0.99) while 32 (22.8%) disagreed with the assertion. The average mean score of 3.09 shows that there are a variety of knowledge resources at the KNA&DS. Knowledge resources at the KNA&DS include books, artifacts, films, and photographs.

Overall, the average mean score of 3.09 shows a positive perception of the availability, relevance, organization, and preservation of knowledge resources at KNA&DS. This implies that the institution is fulfilling its mandate of safeguarding

and providing access to Kenya's intellectual and cultural heritage. However, the small proportion of respondents with dissenting views indicates that continued enhancement of accessibility, organization, and preservation processes could further strengthen knowledge management practices within KNADS.

Further, during interviews with key informants, it was revealed that there are diverse knowledge resources at the KNA&DS. These include Murumbi Art Collection, audio-visual materials, historical documents, microfilm collections, research facilities and official government records including reports and policies. One key informant stated:

> "*The role of KNA&DS is to preserve historical records. Knowledge resources at the KNA&DS are diverse in nature. There are historical documents dating back to pre-colonial, colonial and post-colonial Kenya. There are library materials that include books and publications on Kenyan history, governance, and cultural studies. There are other records like the Murumbi Art Collection which is a collection of African art and artifacts from Kenya's second Vice President, Joseph Murumbi. There are also tacit knowledge sources which include experiences that employees have, the organizational culture, the know-how and know-what of employees."* Source: Field data (2025)

The findings agree with a study by Muema (2014) which established that a variety of knowledge resources at the KNA&DS such as audiovisual materials, manuscripts, historical oral collections and photographs are used for preservation of cultural heritage. Further, the findings are congruent with a study by Pinto, Guerreiro and Fernández-Esquinas (2023) which established that firms have diverse knowledge resources including institutional repositories, manuals and videos that are context based. This also implies that knowledge resources at the KNADS are majorly explicit as compared to tacit ones. Tacit knowledge is mainly shared between employees but not regarded as one of the main knowledge resources at the KNA&DS.

4.6 Strategies of Tacit Knowledge Transfer at KNADS

The study sought to determine the strategies for transferring tacit knowledge at the Kenya National Archives and Documentation services. Respondents were requested to provide answers on different strategies that included group learning, storytelling, collaborations and social networks and information communication. The findings are as follows. Respondents were requested to indicate their level of agreement or disagreement with the assertions on the questionnaire.

4.6.1 Group Learning Strategy

Table 4.4 indicates the results for group learning strategy.

Table 4.4: Group learning strategy

Scale **Group Learning Strategy**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Total**	**Mean**	**SD**
The core feature of successfully transferring knowledge and reusing it is through group learning strategy	14 (10.0%)	19 (13.6%)	45 (32.1%)	62 (44.3%)	140 100%	3.11	1.00
If organizations can manage group learning process better, then they can become more efficient	13 (9.3%)	24 (17.1%)	42 (30.0%)	61 (43.6%)	140 100%	3.08	1.00
Using tacit knowledge sharing, a group of archive professionals creates learning by exchanging academic concepts, know-how, approaches, and attitudes.	27 (19.3%)	32 (22.9%)	35 (25.0%)	46 (32.8%)	140 100%	2.71	1.10
The dynamic scope and scale of collective learning ensure the effectiveness, reliability, consistency, and quality of tacit knowledge transfer among new hires.	16 (11.4%)	21 (15.0%)	49 (35.0%)	54 (38.6%)	140 100%	3.01	0.99
When the learning group process is just molded but not connected, archive employees may also be exposed to minimal hazards in terms of culture, mechanism, platform, tool, and organization.	15 (9.6 %)	19 (13.3%)	48 (35.6%)	58 (41.5%)	140 100%	3.06	1.00
Averages of mean and SD scores						**3.00**	**1.02**

Source: Field data (2024)

Analysis of the statement that the core feature of successfully transferring knowledge and reusing it is through group learning strategy indicates that the majority of respondents 107 (76.4%) agreed with this assertion (mean of 3.11 and SD of 1.00) while 32(23.6%) of the respondents disagreed. Analysis of the statement if organizations can manage group learning process better, then they can become more efficient revealed that the majority shows that majority of the respondents 103 (73.6 %) agreed (mean of 3.08 and SD of 1.00) while 37 (26.4%) disagreed with the assertion. Also, regarding the statement that using tacit knowledge sharing, a group of archive professionals creates learning by exchanging academic concepts, know-how, approaches, and attitudes, it was discovered that majority of the respondents 81 (57.8%) agreed while 59 (42.2%) disagreed with the assertion. A mean of 2.71 and SD of 1.10 shows that tacit knowledge sharing is used by groups of archive professionals to create learning by exchanging academic concepts, know-how, approaches and attitudes. Further, analysis of the statement that dynamic scale and scope of collective learning ensure the caliber, effectiveness, constancy, and continuity of tacit knowledge sharing between new employees revealed that majority of the respondents 103 (73.6%) agreed with the statement (mean 3.01 and SD of 0.99) while 37 (26.4%) disagreed. Finally, regarding the statement that when the learning group process is just molded but not connected, archive employees may also be exposed to minimal hazards in terms of culture, mechanism, platform, tool, and organization revealed that majority of the respondents 106 (77.1%) agreed with the assertion (mean 3.06 and SD of 1.00) while the minority 34 (22.9%) disagreed. The average mean score of 3.00 with a SD of 1.02 shows that group strategy is common for knowledge transfer at the KNA&DS.

The average mean score of 3.00 and the strong agreement levels across most statements imply that group learning is widely practiced and considered effective in facilitating tacit knowledge transfer at KNA&DS. Nevertheless, the variation in responses suggests that while the strategy is in place, its implementation may not be uniform across departments. Strengthening and formalizing group learning initiatives such as regular collaborative workshops, mentorship programs, and team-based projects could enhance consistency and improve overall knowledge management within the institution.

Interviews with the key informants indicated that there are different strategies for tacit knowledge transfer at the KNA&DS. One key informant stated:

> *"I can say that the environment at the KNA&DS is conducive. This has promoted collaborative approaches among the staff, which has allowed tacit knowledge to be shared and transferred through interactions."* Source: Field data (2025)

The findings agree with a study by Cumberland and Githens (2012) who claim that in order for tacit knowledge to be effectively transferred, employees in a firm must be both fully engaged and trusted by one another. On the other hand, Foos, Schum and Rothenberg (2006) opine that unlike explicit knowledge which is bound by contracts and recorded in official documents, tacit knowledge is often not recorded and therefore organizations require to establish a culture of creating trust between employees to enable effective sharing of tacit knowledge.

4.6.2 Collaboration and social networks strategy

Table 4.6 displays the findings for collaboration and social networks as a tacit knowledge transfer strategy at the KNADS.

Table 4.6: Collaboration and social networks strategy

Scale Collaboration and social networks strategy	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean	SD
Online collaboration offers a venue for the socially constructed learning process that transfers tacit knowledge.	17 (12.1%)	21 (15.0%)	46 (32.9%)	56 (40.0%)	140 100%	3.01	1.02
Online social networks appear to be a more effective means of sharing tacit information than one-on-one encounters.	21 (15.0%)	15 (10.7%)	47 (33.6%)	57 (40.7%)	140 100%	3.00	1.05
Each individual becomes a link in a network of knowledge transfer via cooperative platforms, improving their capacity to transmit to others.	14 (10.0%)	17 (12.1%)	60 (42.9%)	49 (35.0%)	140 100%	3.03	0.93
KNA&DS promotes and supports the use of social networks as a means of knowledge transfer.	15 (10.7%)	21 (15.0%)	48 (34.3%)	56 (40.0%)	140 100%	3.04	1.00
For tacit knowledge transfer to occur, corporate culture must be adjusted, and expected behavior must be understood.	12 (8.6%)	21 (15.0%)	60 (42.9%)	47 (33.5%)	140 100%	3.01	0.91
The beliefs, attitudes, and behaviors of the archive are influenced by culture, and this has a direct impact on how people share and transfer knowledge.	17 (12.1%)	21 (15.0%)	45 (32.2%)	57 (40.7%)	140 100%	3.01	1.02
Averages of mean and SD scores						**3.02**	**0.98**

Source: Field data (2024)

Analysis of the statement that online cooperation offers a paradigm for the socially constructed learning process that involves the transfer of tacit knowledge indicated that the majority of respondents, 102 (72.9%), agreed to the assertion (mean of 3.01 and SD of 1.02) while 38 (27.1%) disagreed. Regarding the statement that online social networks appear to be a more effective means of sharing tacit information than one-on-one encounters, 104 (74.3%) of the respondents being the majority agreed

(mean of 3.00 and SD of 1.05), while 36 (25.7%) disagreed with the statement. Further, the majority of the respondents, 109 (77.9%), agreed with the statement that each individual becomes a link in a network of knowledge transfer via cooperative platforms, improving their capacity to transmit to others (mean of 3.03 and SD of 0.93) while 31 (22.1%) disagreed. On the statement that the KNA&DS promotes and supports the use of social networks as a means of knowledge transfer, the majority of the respondents 104 (74.3%) agreed (mean of 3.04 and SD of 1.00) while 36 (25.7%) of the respondents disagreed with the statement. The statement that for tacit knowledge transfer to occur, corporate culture must be adjusted, and expected behavior must be understood saw majority of the respondents 107 (76.4%) agree (mean of 3.01 and SD of 0.91) while 33 (23.6%) disagreed with the assertion. Finally, analysis of the statement that the beliefs, attitudes, and behaviors of KNADS is influenced by culture and this has a direct impact on how people share and transfer knowledge saw majority of the respondents 102 (72.9%) agree with the assertion (mean of 3.01 and SD of 1.02) while 38 (27.1%) of the respondents disagreed. The overall mean score of 3.02 and SD of 0.98 indicated that collaboration and network strategies are preferred strategies for tacit knowledge transfer at the KNADS.

Based on these findings, the average mean score of 3.02 suggests that collaboration and networking, both in-person and online, are preferred and effective strategies for tacit knowledge transfer at KNADS. This strategy fosters interaction and teamwork and expands the reach of knowledge sharing beyond physical boundaries. The results also imply a need for KNADS to formalize and enhance its digital collaboration infrastructure and to cultivate a stronger culture of cooperative learning to ensure that all staff can fully engage in knowledge-sharing practices across departments and branches.

The findings were also corroborated by the key informants. One of the key informants stated:

> *"KNADS supports collaborative and social network approaches as these are crucial in enabling exchange and sharing of tacit knowledge. KNADS has a positive work environment that facilitates personal collaboration through face-to-face interactions and informal exchange of ideas between employees."*
> Source: Field data (2025)

These findings are supported by research by Panahi, Watson and Partridge (2012) which established that social networks including social media acts as a platform that aids sharing of work experiences, informal networking, mutual trust and observations. Further, the findings augur with those of Chow (2012) which found that collaborative networks play a significant role in the knowledge exchange, sharing and transfer among staff in an organization.

4.6.3 Information Communication Technology (ICT) strategy

The findings for information communication technology as a tacit knowledge transfer strategy at KNADS are indicated in Table 4.7.

Table 4.7: Information communication technology (ICT) strategy

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %	Mean	SD
ICT is an important enabler and facilitates for tacit knowledge transfer	18 (12.9%)	20 (14.2%)	47 (33.6%)	55 (39.3%)	140 100%	2.99	1.03
As organizations become more global, tacit knowledge transfer processes need to be supported by information communication technology	11 (7.9%)	19 (13.6%)	44 (31.4%)	66 (47.1%)	140 100%	3.18	0.98
Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities	15 (10.7%)	18 (12.9%)	43 (30.7%)	64 (45.7%)	140 100%	3.11	1.00
Social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations.	14 (10.0%)	25 (17.9%)	44 (31.4%)	57 (40.7%)	140 100%	3.03	0.99
ICT is a useful tool for transferring tacit knowledge between people in the organization as it supports communication and enables collaborative learning	12 (8.6%)	18 (12.9%)	57 (40.7%)	53 (37.8 %)	140 100%	3.08	0.94
Information Technology offers organizations the ability to be flexible and respond more quickly to changing environment	18 (12.9%)	21 (15.0%)	42 (30.0%)	59 (42.1%)	140 100%	3.01	1.03
Averages of mean and SD scores						3.06	0.99

Source: Field data (2024)

Based on the responses to the statement that ICT is an important enabler and facilitates for tacit knowledge transfer, majority of the respondents 102 (72.9%) agreed with the statement (mean of 2.99 and a SD of 1.03) while 38 (27.1%) disagreed. Responses to the assertion that as organizations become more global, these knowledge transfer

processes need to be supported by information communication technology saw majority of the respondents 110 (78.5%) agree with the statement (mean of 3.18 with a SD of 0.98) with the minority of the respondents 30 (21.5%) disagreeing. Further, majority of the respondents 107 (76.4%) agreed with the statement that ICT is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities (mean of 3.11 and SD of 1.00). The remaining 33 (23.6) of the respondents disagreed with the statement. Also, majority of the respondents 101 (72.1%) agreed with the assertion that social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations (mean of 3.03 and SD of 0.99). Other 36 (27.9%) of the respondents disagreed with the statement. Regarding the statement that ICT is a useful tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning, 110 (78.5%) being the majority agreed with the assertion (mean of 3.08 and SD of 0.94) while 30 (21.5%) of the respondents did not agree with the statement. Finally, 97 (71.8%) being majority of the respondents agreed with the assertion that ICT offers organizations the ability to be flexible and respond more quickly to changing environment (mean of 3.01 and SD of 1.03). The remaining 38 (28.2%) of the respondents disagreed with the statement. The overall mean score of 3.06 and SD of 1.03 indicated that ICT is a preferred strategy for tacit knowledge transfer at the KNADS.

The overall mean score of 3.06 is an indicator that ICT is a preferred and effective strategy for tacit knowledge transfer at KNADS. This implies that the institution recognizes technology as an integral component of its knowledge management practices. However, the findings also suggest a need for KNADS to invest further in

ICT infrastructure and staff training to maximize the potential of digital tools in supporting knowledge sharing, collaboration, and innovation.

These findings were further supported by the key informants who noted that ICT has played a key role with regards to tacit knowledge transfer at KNADS. One of the key informants stated:

> "*ICT has played a significant role in the capture documentation and transfer of tacit knowledge at KNA&DS. It is through ICT that online databases for tacit knowledge have been created and documented. The important thing about online databases is that they enable easy access of documents by the users as opposed to offline databases*." Source: Filed data (2025)

The findings agree with studies by Tahleho (2016) and Asiedu, Abah and Dei (2022) who recommended investment in ICT to enable effective sharing of tacit knowledge in firms. The studies recommended use of modern information technology techniques such as creation of online tacit knowledge databases and archives to manage tacit knowledge sharing.

4.7 Policy Frameworks for Tacit Knowledge Transfer

The third objective of the study was to examine institutional policy framework for tacit knowledge transfer at the KNADS. Results after the analysis of data are displayed in Table 4.8.

Table 4.8: Policy framework for tacit knowledge transfer

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %	Mean	SD
There is an effective institutional policy framework for tacit knowledge transfer at KNA&DS	40 (28.5%)	46 (32.9%)	29 (20.7%)	25 (17.9%)	140 100%	2.28	1.07
The existing policies and practices at KNA&DS support the transfer of tacit knowledge among its staff members	38 (27.1%)	50 (35.7%)	34 (24.3%)	18 (12.9%)	140 100%	2.23	0.99
The effectiveness of the institutional policy framework for tacit knowledge transfer is measured and evaluated over time	38 (27.1%)	49 (35.0%)	28 (20.0%)	25 (17.9%)	140 100%	2.29	1.05
The institutional policy framework for tacit knowledge transfer aligns with KNA&DS's broader goals and mission of preserving Kenya's cultural heritage	33 (23.6%)	48 (34.2%)	32 (22.9%)	27 (19.3%)	140 100%	2.38	0.95
There are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNA&DS	15 (10.7%)	19 (13.6%)	47 (33.6%)	59 (42.1%)	140 100%	3.07	1.00
Averages of mean and SD scores						**2.45**	**1.01**

Source: Field data (2024)

Based on data analysis as indicated in Table 4.8, the majority of the respondents 86 (61.4%) disagreed with the statement that there is an effective institutional policy framework for tacit knowledge transfer at KNA&DS (mean of 2.28 and SD of 1.07) while 54 (39.6%) agreed with the assertion. The statement that the existing policies

and practices at KNA&DS support the transfer of tacit knowledge among its staff members saw a majority of the respondents 88, (62.8%) disagree with the statement (mean of 2.23 and SD of 0.99), while 52 (37.2%) of the respondents agreed with the assertion. Regarding the statement that the effectiveness of the institutional policy framework for tacit knowledge transfer is measured and evaluated over time, the majority of the respondents, 87 (62.1%), disagreed (mean of 2.29 and SD of 1.05) with the statement. The remaining 53 (37.9%) were a minority of respondents who agreed with the statement. Further, the assertion that the institutional policy framework for tacit knowledge transfer aligns with KNA&DS' broader goals and mission of preserving Kenya's cultural heritage saw the majority of the respondents 81 (57.8%) disagree (mean of 2.38 and SD of 0.95), while the minority being 59 (42.2%) agreed with the assertion. Finally, majority of the respondents 106 (75.7%) agreed with the statement that there are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNA&DS (mean of 3.07 and SD of 1.00).

The average mean score of 2.45 indicates that institutional policy frameworks for tacit knowledge transfer at the KNA&DS are weak and not well developed. The average SD score of 1.01 shows that the degree of responses was evenly distributed. A majority of respondents disagreed with statements suggesting the existence of effective policies and supportive practices for tacit knowledge transfer. This implies that KNA&DS lacks a structured and coherent policy environment to guide, monitor, and institutionalize the sharing of experiential knowledge among its staff.

Interviews with key informants revealed that there are no policy guidelines that specifically guide tacit knowledge management at the KNA&DS. One of the key informants stated:

"*There are various policy frameworks that have been developed by KNA&DS to guide knowledge management. However, specific policies to guide tacit knowledge transfer and management have not been developed*." Source: Field data (2025)

The findings of this study are supported by a study by Kipkosgei, Son and Kang (2020) which established that tacit knowledge transfer in public institutions in Kenya lacks proper policy guidelines. Additionally, a study by Kimile, Bii, Kurgat and Wasike (2020) showed that policy frameworks for explicit knowledge are well established across many public institutions but this is not the case with tacit knowledge. Whereas explicit knowledge is bound by formal contracts and records, tacit knowledge is passed from one individual to another without a properly established policy framework. As regards KNA&DS, institutional policy frameworks to guide tacit knowledge transfer are lacking.

4.8 Challenges to Tacit Knowledge Transfer

The fourth and final objective of the study was to establish the challenges of tacit knowledge transfer at the KNA&DS. Transferring tacit knowledge within an organization is a complex endeavor and is often fraught with various challenges. Common challenges to tacit knowledge transfer that were established are evaluated and discussed as follows:

4.8.1 Knowledge Hoarding

The study sought to establish knowledge hoarding as a challenge to knowledge transfer at the KNA&DS. Results are as indicated in Table 4.9.

Table 4.9: Knowledge Hoarding

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %	Mean	SD
Tacit knowledge is kept as a consequence of deliberate hoarding.	18 (12.9%)	22 (15.7%)	49 (35.0%)	51 (36.4%)	140 100%	2.95	0.98
A conducive environment for knowledge hoarding is created by the combination of ambition, fear, and distrust.	16 (11.4%)	15 (10.7%)	49 (35.0%)	60 (42.9%)	140 100%	3.09	0.99
People will withhold their knowledge because of fear of being punished for sharing it and of their ideas being stolen by rivals.	12 (8.6%)	17 (12.1%)	58 (41.4%)	53 (37.9%)	140 100%	3.09	0.94
Employees are hesitant to share their knowledge and skills because doing so could undermine their personal authority.	14 (10.0%)	18 (12.9%)	51 (36.4%)	57 (40.7%)	140 100%	3.08	0.99
Employees are hesitant to share their knowledge and skills because doing so could undermine their personal authority.	10 (7.1%)	19 (13.6%)	57 (40.7%)	54 (38.6%)	140 100%	3.11	0.91
Averages of mean and SD scores						**3.06**	**0.96**

Source: Field data (2024)

Analysis of the statement that tacit knowledge is kept as a consequence of deliberate hoarding revealed that the majority of the respondents 100 (71.4%) agreed with the statement (mean of 2.95 and SD of 0.99) while a small number of the respondents 40 (28.6%) disagreed. The statement that a conducive environment for knowledge hoarding is created by the combination of ambition, fear, and distrust saw majority of the respondents 109 (77.9%) agree (mean of 3.09 and SD of 0.99). A small number of the respondents 31 (22.1%) disagreed with the statement. Further, 111 (79.2%) of the respondents being the majority agreed with the statement that people will withhold their knowledge because of fear of being punished for sharing it and of their ideas being stolen by rivals (mean of 3.09 and SD of 0.94). On the other hand, 29 (20.8%)

of the respondents disagreed with the statement. Further, 108 (77.1%) of the respondents agreed with the assertion that employees are hesitant to share their knowledge and skills as doing so could undermine their personal authority (mean of 3.08 and SD of 0.99). The other respondents 32 (22.9%) disagreed with the statement. Finally, 111 (79.3%) of the respondents agreed with the statement that employees are hesitant to share their knowledge and skills because doing so could undermine their personal authority (mean of 3.11 and SD of 0.91) while the small number of the respondents 29 (20.7%) disagreed.

The findings indicate that knowledge hoarding poses a significant challenge to the effective transfer of tacit knowledge at KNA&DS. The majority of respondents agreed with statements suggesting that employees often withhold knowledge deliberately due to factors such as fear, distrust, and the desire to maintain personal authority. The overall mean score of 3.09 indicates a widespread perception that hoarding behaviours are prevalent within the institution and constitute a major barrier to knowledge sharing and organizational learning.

Key informants indicated that there exist challenges to tacit knowledge transfer at the KNA&DS. One key informant stated:

> *"Knowledge hoarding is one of the challenges experienced. This is partly because there is a lack of a proper tacit knowledge management system at KNA&DS, and therefore, staff are not able to share tacit knowledge effectively. At the moment, there are no incentives for the sharing of tacit knowledge, which makes employees keep knowledge to themselves."* Source: Field data (2025)

The findings are in line with those of Barton and Srivastava (2002), which established that the main reason employees fail to share knowledge with management or colleagues is because of fear of being victimized. Employees also hoard knowledge

when they belief that they have been unfairly treated or when there is no incentive for sharing such knowledge. Also, the study findings agree with those of Jain, Sandhu and Sidhu (2007) and Wamitu (2015) which indicated that knowledge hoarding in institutions occur due to lack of recognition, incentives, time and unavailability of official and unofficial activities for tacit knowledge sharing.

4.8.2 Trust challenge

The study sought to establish whether trust is a challenge to knowledge transfer at the KNADS. The findings are as shown in Table 4.10.

Table 4.10: Lack of trust challenge

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %	Mean	SD
There is less chance of rejection or misunderstanding when there is trust in this relationship.	19 (13.6%)	14 (10.0%)	50 (35.7%)	57 (40.7%)	140 100%	3.04	1.03
Cultural and social attitudes between people allow for the development of trust, which suggests the possibility for a high level of mutual comprehension and the capacity to convey tacit knowledge.	13 (9.6%)	23 (15.6%)	56 (40.0%)	48 (34.8%)	140 100%	2.99	0.94
Due to the complexity of some people's relationships with one another's sense of trust, the transmission of tacit knowledge, which takes place through human connections, can be challenging.	16 (11.1%)	18 (13.3%)	41 (28.9%)	65 (46.7%)	140 100%	3.11	1.03
Due to the possibility of their personal influence being diminished, employees are hesitant to transfer their knowledge and skills.	13 (9.6%)	22 (14.1%)	45 (32.6%)	60 (43.7%)	140 100%	3.09	0.97
Knowledge hoarding occurs when individuals or workers believe they have been treated unfairly.	11 (6.7%)	20 (14.8%)	52 (37.8%)	57 (40.7 %)	140 100%	3.11	0.93

Employees tend to conform to a culture when there is a lack of knowledge transfer and secrecy.	14 (10.4%)	21 (15.6%)	46 (31.8%)	59 (42.2%)	140 100%	3.07	0.98
Averages of mean and SD scores						**3.07**	**0.98**

Source: Field data (2024)

Based on the results in Table 4.10, majority of the respondents 103 (76.4%) agreed with the assertion that there is less chance of rejection or misunderstanding when there is trust in this relationship (mean of 3.04 and SD of 1.03) while 33 (23.6%) disagreed. The statement that cultural and social attitudes between people allow for the development of trust, which suggests the possibility for a high level of mutual comprehension and the capacity to convey tacit knowledge, had the majority of the respondents, 104 (74.8%), agreeing with it (mean of 2.99 and SD of 0.94), while 36 (25.2%) of the respondents were in disagreement. Additionally, 106 (75.6%) of the respondents agreed to the assertion that due to the complexity of some people's relationships with one another's sense of trust, the transmission of tacit knowledge, which takes place through human connections, can be challenging (mean of 3.11 and SD of 1.03) with the least number of the respondents 34 (24.4%) disagreeing. Regarding the statement that due to the possibility of their personal influence being diminished, employees are hesitant to transfer their knowledge and skills, 105 (76.3%) being the majority of the respondents agreed (mean of 3.09 and SD of 0.97) while 35 (23.7%) disagreed. Furthermore, the assertion that knowledge hoarding occurs when individuals or workers believe they have been treated unfairly witnessed majority of the respondents 109 (78.5%) agreeing (mean of 3.11 and SD of 0.97) whereas the small number 31 (21.5%) disagreed. Additionally, 105 (74.0%) of the respondents being the majority agreed with the statement that employees tend to

conform to a culture when there is a lack of knowledge transfer and secrecy (mean of 3.07 and SD of 0.98), with 35 (26%) disagreeing.

The findings show that a lack of trust among employees is a major barrier to tacit knowledge transfer at KNA&DS. With an overall mean score of 3.07 and a standard deviation of 0.98, the findings indicate that most respondents perceive interpersonal trust as a critical factor influencing the ease and effectiveness of knowledge sharing within the institution.

Key informants indicated that trust could be a challenge to tacit knowledge transfer as employees may fear losing their relevance for sharing the knowledge they hold. One key informant stated:

> "*Trust between employees is key to sharing important information, including tacit knowledge. I think that could be a challenge at the KNA&DS as employees fear sharing knowledge because of a lack of appreciation. If there were rewards for knowledge sharing, then that could have encouraged employees to be more open and share knowledge with their immediate colleagues and management*." Source: Key informant (2025)

The findings agree with those of Foos, Schum and Rothenberg (2006) which concluded that mistrust between employees in an organization hinders tacit knowledge sharing. Further, Cumberland and Githens (2012) claim that in order for tacit knowledge to be transferred, people must be both fully engaged and trusted by one another.

4.8.3 Attitude Challenge

The study sought to determine attitude as a challenge to tacit knowledge transfer at the KNA&DS. The findings are shown in Table 4.11.

Table 4.11: Attitude Challenge

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %	Mean	SD
In an organization, issues with the workforce might lead to attitude. Poor staff management, a lack of consultations, and personality clashes are some examples of variables that can cause attitude barriers, which can prevent people from transferring knowledge.	13 (8.1%)	19 (13.3%)	50 (35.6%)	58 (43.0%)	140 100%	3.09	0.96
Personal characteristics of employees that may be related to a lack of motivation or job unhappiness and, as a result, resistance to change	16 (11.9%)	17 (12.6%)	49 (34.8%)	58 (40.7%)	140 100%	3.07	1.00
If the organization's top leaders are wary of change and afraid to take chances, new ideas could be easily buried and knowledge that is not accepted in the workplace could be hidden rather than disseminated among employees.	14 (8.9%)	26 (18.5%)	48 (35.6%)	52 (37.0%)	140 100%	2.99	0.97
Establishing a common language that can be used across all platforms and by the entire organization is necessary for the effective transfer of tacit knowledge.	14 (10.4%)	19 (12.6%)	47 (34.1%)	60 (42.9%)	140 100%	3.09	0.97
Knowledge hoarding occurs when individuals or workers believe they have been treated unfairly.	10 (6.7%)	22 (14.8%)	56 (41.5%)	52 (37.0%)	140 100%	3.07	0.92
Employees tend to conform to a culture when there is a lack of knowledge transfer and secrecy.	16 (11.1%)	22 (16.3%)	44 (31.1%)	58 (41.5%)	140 100%	3.03	1.01
Averages of mean and SD scores						**3.06**	**0.97**

Source: Field data (2024)

The findings in Table 4.11 show that majority of the respondents 108 (78.6%) agreed with the assertion that in an organization, issues with the workforce might lead to

attitude. Poor staff management, a lack of consultations, and personality clashes are some examples of variables that can cause attitude barriers, which can prevent people from transferring knowledge (mean of 3.09 and SD of 0.96) while 32 (21.4%) disagreed. The statement that personal characteristics of employees may be related to a lack of motivation or job unhappiness and, as a result, resistance to change had majority of the respondents 107 (75.5%) agreeing with it (mean 3.07 and SD of 1.00) while 33 (24.5%) of the respondents disagreed. Further, 100 (72.6%) being majority of the respondents agreed that if the organization's top leaders are wary of change and afraid to take chances, new ideas could be easily buried and knowledge that is not accepted in the workplace could be hidden rather than disseminated among employees (mean of 2.99 and SD of 0.97) while 40 (27.4%) were in disagreement. Also, regarding the assertion that establishing a common language that can be used across all platforms and by the entire organization is necessary for the effective transfer of tacit knowledge, majority of the respondents 107 (77.0%) agreed with it (mean 3.09 and SD of 0.97) whereas 33 (23.0%) of the respondents disagreed. The statement that knowledge hoarding occurs when individuals or workers believe they have been treated unfairly saw 108 (78.5%) of the respondents being the majority agree with it (mean of 3.07 and SD of 0.92) while 32 (21.5%) were in disagreement. Lastly, 102 (72.6%) of the respondents agreed to the assertion that employees tend to conform to a culture when there is a lack of knowledge transfer and secrecy (mean of 3.03 and SD of 1.01), as the small number of respondents, 38 (27.4%) disagreed.

The findings indicate that employee attitude constitutes a significant challenge to tacit knowledge transfer at KNA&DS. The overall mean score of 3.06 with a corresponding standard deviation of 0.97 indicates that a majority of respondents

perceive negative attitudes, poor motivation, and resistance to change as major obstacles to effective knowledge sharing within the organization.

The findings were further supported by key informants who noted that:

> *"Attitude contributes to a lack of sharing of tacit knowledge at the KNADS. Employees who feel that their expertise is not valued are indeed hesitant to share tacit knowledge. Other employees may fear losing their competitive edge for sharing tacit knowledge."* Source: Field data (2025)

These findings are supported by a study by Dube and Ngulube (2012), which found that attitude towards people of different culture, race or sexual orientation plays a significant role in hindering tacit knowledge sharing. Employees in an organization tend to share tacit knowledge with those that they share cultural, social or racial backgrounds with.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the Findings

The summary of the study findings is presented based on the study objectives and questions.

5.2.1 Nature of Knowledge Resources at the Kenya National Archives and Documentation Service

The first objective of the study was to establish Knowledge resources at the Kenya National Archives and Documentation Services. Overall, the study established a positive perception of the availability, relevance, organization, and preservation of knowledge resources at KNA&DS. Based on the analysis, the majority of the respondents indicated that knowledge resources such as records, archives, books, artifacts, photographs/pictures, and films are available at the KNA&DS and are relevant to user needs. Responses from the key informants showed that tacit knowledge at the KNA&DS, ranging from organizational culture, employee experience, know-how, know-what what and the knowledge that resides in the heads of KNA&DS stakeholders such as researchers and other users. Also, the majority of the respondents were of the view that there is a proper organization and categorization of knowledge within the KNA&DS. The study also found that Knowledge resources held at the KNA&DS have historical significance. Further, the majority of the respondents indicated that knowledge resources at the KNA&DS are

accessible to researchers and the general public. However, insights from key informants indicated that there is no proper organization of tacit knowledge at KNA&DS.

The findings also indicated that the majority of the respondents agreed that there are no gaps or areas of deficiency in the knowledge resources collection at the KNA&DS. Finally, the majority of the respondents agreed that there are good preservation methods and techniques employed to maintain the integrity of the knowledge resources. The findings implied that there are a variety of knowledge resources at the KNA&DS that contain relevant information to the users and are able to support preservation of cultural heritage knowledge. However, tacit knowledge sources are not well organized. The findings agree with previous research which have shown that institutions have a variety of knowledge sources (Muema, 2014; Pinto et al., 2023).

5.2.2 Strategies for Transferring Tacit Knowledge

The second objective was to determine the strategies for transferring tacit knowledge at the KNA&DS. The study found that three strategies are practiced and considered effective for tacit knowledge transfer at KNA&DS, including group learning, collaboration and social networks, and information communication technology. Regarding group learning strategy, the majority of respondents concurred with the claims that this approach is essential for effectively disseminating and reusing knowledge.; if organizations can manage group learning process better, then they can become more efficient; using tacit knowledge sharing, a group of KNA&DS professionals creates learning by exchanging academic concepts, know-how, approaches, and attitudes; the results showed the core feature of successfully transferring knowledge and reusing it is through group learning strategy. Also, the

results revealed that if organizations can manage group learning process better, then they can become more efficient; the dynamic scope and scale of collective learning ensure the effectiveness, reliability, consistency, and quality of tacit knowledge transfer among new employees and; when the learning group process is just molded but not connected, KNA&DS employees may also be exposed to minimal hazards in terms of culture, mechanism, platform, tool, and organization. This implies that group strategy is a common strategy for tacit knowledge transfer at the KNA&DS and it is a vital strategy for tacit knowledge transfer for posterity. The findings agree with those of Cumberland and Githens (2012) who found that group strategy is among the strategies used for tacit knowledge transfer.

Furthermore, regarding collaborative strategy, majority of the respondents agreed with assertions that online collaboration offers avenue for the socially constructed learning process that transfers tacit knowledge; online social networks appear to be a more effective means of sharing tacit information than one-on-one encounters; each individual becomes a link in a network of knowledge transfer via cooperative platforms, improving their capacity to transmit to others; KNA&DS promotes and supports the use of social networks as a means of knowledge transfer; for tacit knowledge transfer to occur, corporate culture must be adjusted, and expected behavior must be understood and that; the beliefs, attitudes, and behaviors of the KNA&DS are influenced by culture, and this has a direct impact on how people share and transfer knowledge. The findings implied that collaborative and social networks are preferred strategies and therefore vital for tacit knowledge transfer for posterity at the KNA&DS. The findings are in agreement with those of Panahi, Watson and Partridge (2012), who found collaborative strategy to be an effective strategy used in tacit knowledge transfer within institutions.

Finally, regarding information communication technology strategy, the majority of respondents agreed that ICT is a useful tool for transferring tacit knowledge between people in the organization because it supports communication and enables collaborative learning; ICT is important because it reduces geographical and/or time limitations resulting in better coordination of organizational business activities; social networking and online discussion forums can easily transfer critique and validate their collective empirical knowledge among individuals and organizations; ICT is a useful tool for transmitting tacit knowledge between people in the organization because it supports communication and enables collaborative learning; and ICT gives organizations the flexibility to react more quickly to changing conditions. This implies that ICT is a preferred and reliable strategy for tacit knowledge sharing at the KNA&DS. The findings are in line with those of Tahleho (2016) and Asiedu, Abah and Dei (2022) who noted that ICT is a core strategy for tacit knowledge transfer in most companies.

5.2.3 Institutional Policy Framework for Tacit Knowledge

The third objective was to examine the institutional policy framework for tacit knowledge transfer at the KNA&DS. Generally, the study found that policy frameworks for tacit knowledge transfer at the KNA&DS are weak and poorly developed or even not in existence. The results showed that the majority of the respondents disagreed that there is an effective institutional policy framework for tacit knowledge transfer within KNADS. Further, the study revealed that the existing policies and practices at KNA&DS do not support the transfer of tacit knowledge among its staff members. The results indicated that the effectiveness of the institutional policy framework for tacit knowledge transfer is not measured and evaluated over time, with the majority disagreeing that the institutional policy

framework for tacit knowledge transfer aligns with KNA&DS' broader goals and mission of preserving Kenya's cultural heritage. However, the vast majority of respondents concurred that establishing a thorough policy framework for tacit knowledge transfer at KNA&DS might have both immediate and long-term advantages. The findings implied that the institutional policy frameworks are not aligned to support tacit knowledge transfer for posterity at the KNA&DS. These findings agreed with earlier research which found that institutional policy frameworks play a key role in tacit knowledge and retention (Kipkosgei et al., 2020; Kimile et al., 2020).

5.2.4 Challenges to Tacit Knowledge Transfer

The fourth objective was to establish the challenges of tacit knowledge transfer at the KNA&DS. Overall, the study established that three challenges, including knowledge hoarding, trust, and attitude, pose challenges to the effective transfer of tacit knowledge at KNA&DS. The findings revealed that the majority thought that deliberate hoarding is the cause of most retained knowledge. Additionally, fear, ambition, and distrust combine to produce the ideal environment for knowledge hoarding. The findings also showed that people will withhold their expertise out of fear of being punished for sharing it and of having their ideas stolen by other businesses. Furthermore, knowledge hoarding occurs when consumers or employees feel wronged. The results also demonstrated that employees tended to adopt a culture of knowledge retention and secrecy if it existed. This implies that knowledge hoarding is a challenge and this negatively impact tacit knowledge transfer for posterity at the KNADS. The findings are similar to those of Wamitu (2015) who found knowledge hoarding to be a critical challenge in tacit knowledge transfer in institutions.

Regarding the trust challenge, the findings also demonstrated that a lack of trust affects tacit knowledge transfer. This implies that lack of trust is a challenge that negatively affects tacit knowledge transfer at KNA&DS. The findings agree with those of Cumberland et al. (2012), who noted that for employees to share knowledge effectively, they must establish trust amongst themselves. Regarding attitude challenge, it emerged that that issues with the workforce leads to attitude; personal characteristics of employees that are related to a lack of motivation or job unhappiness and, as a result, resistance to change; if the organization's top leaders are wary of change and afraid to take chances, new ideas can be easily buried and knowledge that is not accepted in the workplace could be hidden rather than disseminated among employees. This implies that attitude is a challenge to tacit knowledge transfer and this negatively impact tacit knowledge transfer for posterity at the KNA&DS. The findings are in line with research by Dube and Ngulube (2012) which indicated that attitude towards people including cultural, sexual orientation and race may make tacit knowledge transfer less effective.

5.3 Conclusions

Based on the research findings, the study concludes that KNA&DS has a variety of knowledge resources that are vital in contributing to the preservation of Kenya's cultural heritage and supporting research endeavors. The study has highlighted key knowledge resources at the KNA&DS, including books, artefacts, periodicals, records, audiovisual materials, films and documentaries. Tacit knowledge sources include employee experiences, organizational culture, know-how, know-what and intangible knowledge that employees hold.

The study has demonstrated the pivotal role of group learning in fostering efficient, stable, and continuous tacit knowledge sharing among KNA&DS employees. Also,

collaboration and social networks are a vital strategy for tacit knowledge transfer. Social networking and online discussion forums are identified as valuable tools for sharing, critiquing, and validating collective empirical knowledge. The research also emphasizes the critical role of ICT in facilitating tacit knowledge transfer, particularly in the context of globalized organizations. ICT is recognized as a vital enabler that reduces geographical and temporal constraints, enhancing the coordination of organizational activities.

In essence, the research findings suggest that a combination of group-based learning, collaboration and social networks and the strategic use of ICT can significantly accelerate the speed and effectiveness of knowledge transfer processes within the KNA&DS.

The study also concluded that tacit knowledge transfer is a critical aspect of preserving cultural heritage and ensuring organizational continuity at the KNA&DS.

The study also concludes that knowledge hoarding, lack of trust among employees and attitude are the major challenges to tacit knowledge transfer affecting institutions including the KNA&DS.

5.4 Recommendations of the Study

The study came up with the following recommendations:

I. Digital Preservation and Access: Given the importance of technological advancements and digitization, KNA&DS should expand its efforts to capture and digitize tacit knowledge. This will enable accessibility, especially for researchers and the public, while also ensuring long-term preservation of tacit knowledge.

II. To enhance its effectiveness and sustainability, KNADS should consider developing and implementing a strong institutional policy framework for tacit knowledge transfer.

III. KNADS should create an enabling environment for collaboration and group learning. Encouraging and supporting group-based learning activities within the organization will create opportunities for employees to collaborate, share ideas, and collectively build tacit knowledge.

IV. KNADS should promote teamwork and a sense of unity among staff members by creating an environment that fosters trust among employees so as to encourage tacit knowledge sharing.

V. KNADS should invest in ICT infrastructure and tools that enable efficient tacit knowledge sharing and management. The organization should explore the use of social networking platforms and online discussion forums to facilitate tacit knowledge dissemination and validation.

VI. KNADS should initiate the development of a comprehensive policy framework specifically dedicated to tacit knowledge transfer and management. This policy should encompass guidelines, strategies, and best practices for the efficient sharing and retention of tacit knowledge within the organization.

VII. Harvesting of tacit knowledge. The KNA&DS should make a deliberate move to operationalize tapping of experiential knowledge from older employees and those in management as a sure means of knowledge transfer. This should also be extended to KNA&DS clients and other possible community knowledge icons distributed across the country's diverse ethnic

communities. If this is affected, the institution will truly leave to its expectation of oral archives and knowledge transfer hub.

5.5 Recommendations for Further Research

Given that this study concentrated on tacit knowledge transfer for posterity at the KNA&DS, the findings might not apply to other institutions. There is therefore a need for comparative research at the KNA&DS to compare with other similar institutions, such as the Kenya National Library Service.

There should also be more research to focus on the impact of ICT on tacit knowledge management for posterity.

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APPENDICES

Appendix I: Introduction/consent letter

Esther Nyabate Ogoti,

Kenyatta University, School of Pure and Applied Sciences,

Email: ogotifridah@gmail.com

Mobile No. 0714065101

Dear Respondents,

I am Esther Nyabate Ogoti, a student at Kenyatta University with a Master's degree in Records Management and Archives Administration. I am conducting a study on "Tacit Knowledge Transfer for Posterity in Kenya: A Case of Kenya National Archives and Documentation Service, Nairobi." I am conducting this study as part of the requirement for graduation. The data you provide will strictly be used to assess transfer of tacit knowledge for posterity at the Kenya National Archives and Documentation Service and not for any other purpose. In that case, please tick the responses that correspond to your situation or explain the information appropriately. It would be greatly appreciated if you could facilitate the process in an honest manner.

Please feel free to contact me by phone through 0714065101 or through my email at ogotifridah@gmail.com for additional information. I sincerely appreciate your cooperation.

Yours faithfully,

Esther Nyabate Ogoti

Appendix II: Research Questionnaire

Dear Sir/Madam,

The purpose of this questionnaire is to collect information on tacit knowledge for posterity. A case study of Kenya National Archive and Documentation Services. This is only for Academic exercise. The findings will be used solely for the purposes of the research and no individual shall be victimized. You are assured of confidentiality.

Thank you.

Instructions: check (√) or mark (x) where appropriate

Section A: Background Information

	1	**2**	**3**	**4**	**5**
Gender	Male	Female			
Age	18-28	28-38	38-48	45-58	Over 58 years
Education level	Primary	Secondary	College	University	Others

Section B: Mapping Knowledge Resources at the Kenya National Archives and Documentation Services

Each of the following statements is designed to assess your level of agreement concerning strategies for tacit knowledge transfer at the Kenya National Archives and Documentation Service (KNADS). Please indicate the extent to which you agree or disagree with each statement by selecting the option that best reflects your opinion, using the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Section C. Strategy on Tacit Knowledge Transfer

Group Learning Strategy	**1**	**2**	**3**	**4**
The core feature of successfully transferring knowledge and reusing it is through group learning strategy				
If organizations can manage group learning process better, then they can become more efficient				
Learning is formed by a group of archive employees who share academic ideas, skills, methods, experience and attitudes through tacit knowledge sharing				
The dynamic scale and scope of learning as a group guarantee the quality, efficiency, stability and continuity of tacit knowledge sharing among new employees				
Archive employees also may face low risks in learning group in terms of culture, mechanism, platform, tool and organization when the learning group process is only shaped but not connected				

Scale **Collaboration and social networks strategy**	**1**	**2**	**3**	**4**
Online collaboration offers a venue for the socially constructed learning process that transfers tacit knowledge.				
Online social networks appear to be a more effective means of sharing tacit information than one-on-one encounters.				
Each individual becomes a link in a network of knowledge transfer via cooperative platforms, improving their capacity to transmit to others.				
The archive promotes and supports the use of				

social networks as a means of knowledge transfer.				
For tacit knowledge transfer to occur, corporate culture must be adjusted, and expected behavior must be understood.				
The beliefs, attitudes, and behaviors of the archive are influenced by culture, and this has a direct impact on how people share and transfer knowledge.				

Information Communication Technology (ICT) strategy	**1**	**2**	**3**	**4**
ICT is an important enabler and facilitates for tacit knowledge transfer				
As organizations become more global, these knowledge transfer processes need to be supported by information communication technology				
Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities				
Social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations.				
Tacit knowledge is implanted in social relations and is transferred through direct contact and observation of behavior				
Information Technology offers organizations the ability to be flexible and respond more quickly to changing environment				
It is a useful tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning				
ICT help to accelerate the speed of knowledge transfer processes within firms				

Section E: Institutional Policy Framework for Tacit Knowledge Transfer at the Kenya National Archives and Documentation Services

Each of the following statements is designed to assess your level of agreement concerning the institutional policy framework for tacit knowledge transfer at the Kenya National Archives and Documentation Service (KNADS). Please indicate the extent to which you agree or disagree with each statement by selecting the option that best reflects your opinion, using the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Scale	**1**	**2**	**3**	**4**
There is an effective institutional policy framework for tacit knowledge transfer at KNADS				
The existing policies and practices at KNADS support the transfer of tacit knowledge among its staff members				
The effectiveness of the institutional policy framework for tacit knowledge transfer is measured and evaluated over time				
The institutional policy framework for tacit knowledge transfer aligns with KNADS's broader goals and mission of preserving Kenya's cultural heritage				
There are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNADS				

Section D. Challenges to Tacit Knowledge Transfer

Each of the following statements is designed to assess your level of agreement concerning challenges for tacit knowledge transfer at the Kenya National Archives and Documentation Service (KNADS). Please indicate the extent to which you agree or disagree with each statement by selecting the option that best reflects your opinion, using the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Knowledge Hoarding	**1**	**2**	**3**	**4**
Most retained knowledge is as a result of premeditated hoarding				
Fear and ambition mixed with a dollop of distrust creates a condition for knowledge hoarding				
People will hide their knowledge if they think sharing will result in punishment and also fear of competitors stealing their ideas				
Individual employees are reluctant to transfer knowledge and expertise because the disclosure might lead to erosion of individual power.				
Knowledge hoarding comes in when people or employees feel that an injustice has been done to them				
if there is a culture of not transferring knowledge and being secretive, then employees tend to adapt to that culture.				

Scale **Trust challenge**	**1**	**2**	**3**	**4**
There is less chance of rejection or misunderstanding when there is trust in this relationship.				
Cultural and social attitudes between people allow for the development of trust, which suggests the possibility for a high level of mutual comprehension and the capacity to convey tacit knowledge.				
Due to the complexity of some people's relationships with one another's sense of trust, the transmission of tacit knowledge, which takes place through human connections, can be challenging.				
Due to the possibility of their personal influence being diminished, employees are hesitant to transfer their knowledge and skills.				
Knowledge hoarding occurs when individuals or workers believe they have been treated unfairly.				
Employees tend to conform to a culture when there is a lack of knowledge transfer and secrecy.				

Attitude challenge	**1**	**2**	**3**	**4**
"Attitude comes about as a result of problems with staff in an organization. Attitudinal barriers can be brought about by factors such as poor staff management, lack of consultations, personality conflicts which can make people refuse to transfer knowledge				
Personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work hence resistance to change				
If leading members of an organization are not comfortable with change and are not willing to take risks, then new ideas may be covered very easily and knowledge not culturally legitimated may be suppressed instead of being transferred among employees"				

Appendix III: Interview Guide for Key Informants

1. What is the nature of knowledge resources at the Kenya National Archives and Documentation Service?
2. What is the historical significance of the knowledge resources held at the KNADS?
3. How is the integrity of knowledge resources at the KNADS maintained?
4. Are there any strategies in place to guide successful transfer of tacit knowledge at KNADS?
5. How is collaboration and social networks strategy used in tacit knowledge transfer at KNADS?
6. Is group learning used as a strategy for tacit knowledge transfer at KNADS and if so, how does the organization encourage this?
7. How does the organizational culture at KNADS encourage transfer of tacit knowledge?
8. How do you ensure there is proper preservation of tacit knowledge at KNADS?
9. Is there any established institutional policy framework to guide tacit knowledge transfer at KNADS?
10. How effective is the institutional policy framework in guiding tacit knowledge transfer at KNADS?
11. What are the main challenges to tacit knowledge transfer and preservation at KNADS?

Appendix IV: Authorization Letter from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 27th January, 2023

TO: Esther Nyabate Ogoti
C/o Library & Information Science Dept.

REF: E108/01/CTY/27336/2018

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Project as per our recommendations raised by the Graduate School Board of 24th November, 2022 entitled "Tacit Knowledge Transfer for Posterity in Kenya: Study of the Kenya National Archives and Documentation Service, Nairobi."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Library & Information Science

Supervisors:

1. Dr. Ben Namande
C/o Department of Library & Information Science
Kenyatta University

EM/mo

Appendix V: NACOST Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **129846**

Date of Issue: **19/April/2023**

RESEARCH LICENSE

This is to Certify that Ms.. ESTHER NYABATE of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: TACIT KNOWLEDGE TRANSFER FOR POSTERITY IN KENYA: A CASE OF KENYA NATIONAL ARCHIVES AND DOCUMENTATION SERVICE, NAIROBI. for the period ending : 19/April/2024.

License No: **NACOSTI/P/23/25446**

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Applicant Identification Number

Director General
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See overleaf for conditions