

Tacit Knowledge Transfer for Posterity in Kenya: A Case of Kenya National Archives and Documentation Service, Nairobi Kenya

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ABSTRACT

The study was to examine on tacit knowledge transfer for posterity in Kenya National Archive and Documentation Services (KNADS). Despite the importance of tacit knowledge transfer, little strategies exist on how knowledge is transferred in the Archive for posterity. The purpose of this study was to increase the understanding of Kenya National Archive strategy on tacit knowledge transfer among staff members in Kenya National archive and Documentaries. The study was guided by three specific objectives, one was to determine the strategies for transferring tacit knowledge at the Kenya National Archives and Documentation services, to examine the barriers of tacit knowledge transfer at the Kenya National Archives and Documentation services, to make recommendations and propose a framework to enhance tacit knowledge transfer at the Kenya National Archive and Documentaries. Descriptive survey design was employed in the study. Stratified random sampling was used as it covered all sections of staff members of the archive that gave a sample size of 150. Both Primary and Secondary data was availed using questionnaires and interviews. The reliability for the research instruments was determined by Cronbach's alpha through Test-retest method where a value more than 0.70 was considered reliable. Validation was determined by the supervisor and data collection experts. Data was analyzed using both inferential and descriptive statistics that was presented in percentage, mean, standard deviations and tables. A pilot study was conducted in the Kenya National Archives and documentation services and data analyzed to ensure that validity and reliability of the instruments. The data was analyzed using SPSS (version 23) and presented by way of means, percentages, standard deviation, tables and figures. The results obtained from the study was used to improve tacit knowledge transfer in Kenya National Archive and Documentation Services for posterity. Among the key findings were that the core feature of successfully transferring knowledge and reusing it is through learning strategy by sharing skills, methods experience and attitudes through tacit knowledge sharing. Other finding is through teamwork, ICT also facilitates tacit transfer, social networking and online discussions and forums among individuals. The study concludes that successful transfer of knowledge is through group learning strategy, through teamwork, proper communication, encouragement and assurance of staff members from losing their jobs after sharing the tacit knowledge with the newly employed staff.

KEY WORDS: *Tacit Knowledge Transfer, Posterity, National Archives, Documentation Service*

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1.0 Introduction

1.1 Background of the Study

Knowledge is regarded as a factor of production together with land, labor and capital in this new era. It is recognized as the most important resource in the organization (Nahapiet and Ghoshal, 1998; Spender and Grant, 1996). From the point-of-view of an organization, performance can be improved by providing useful and relevant knowledge to employees (Alavi and Leidner, 2001; Hansen et al., 1999). It is considered as the primary source of competitive advantage (Stewart, 1997) and critical to the long-term sustainability and success of the organization.

(Nonaka and Takeuchi, 1995) Polanyi (1962) defined Tacit Knowledge as the knowledge that is non-verbalizable and unarticulated. Tacit Knowledge is learned through collaborative experience and is difficult to articulate, formalize and communicate. Tacit Knowledge could be held by individuals or held collectively, in shared collective experiences and interpretation of events. Individual Tacit Knowledge can be found in an employee's schemes, skills, habits, and Abstract Knowledge. (Spendor 1996) suggested that Tacit Knowledge could be understood best as Knowledge that has not been Transformed into a habit and is highly context-specific and has a personal quality. Tacit knowledge is acquired through seminars, conferences, mentorship, training, and interactions and it can be shared through meetings, personal and group interactions, and research collaboration.

KNADS is a public agency whose responsibility is to acquire organize and preserve Kenya's heritage for posterity. Heritage comprises both culture, artifacts and records. KNADS started off well in the management of the national heritage where both written and oral knowledge/Information was harvested and recorded for preservation. Until the mid-80's there was a budget not only for acquisition and preservation of public records but also for harvesting of Tacit Knowledge which was known as Oral archives. Therefore, Kenyans were interviewed and the knowledge acquired transferred through recording (both audio and written with posterity in mind. However, the subsequent change of management at KNADS spelled a death knell in the exercise of managing the oral archives (tacit knowledge) for posterity. This has to date left a big gap in the knowledge resources at KNADS. Consequently, many Kenyans with crucial information are dying and going to the grave with this knowledge. It's against this background that this study sets out to establish the extent to which oral archives (tacit knowledge) was harvested and transferred and also to find out what precipitated the death of this noble initiative and hopefully propose a framework for resuscitating the program.

A study carried out in the USA on employee performance in public sector found that firms which transferred knowledge effectively outperformed others by 20% (Martin, 2010). A study of 240 organizations in the United States by Frank, Finnegan & Taylor (2004), indicated that 78% of the lost knowledge resulted from employee turnover. Krandorff (2003) indicates that losing corporate memory from employees is very expensive. As a result of this knowledge loss, organizations become deficient in managing their knowledge work activities which leads to inefficiency. Retaining knowledge within the organization is important for competitiveness (Bender & Fish, 2000). Chen (2007) asserted that China is an ideal laboratory for the study of global knowledge and best practices on knowledge transfer. Rarely are expatriate managers in China seen to act from the belief that the international parent can learn anything from its foreign business operations. Instead, managers tend to focus on, and are predisposed to

exploit, what the Chinese subsidiary has to offer. Business operations in China tend to be extensions of the parent firm. Branches are expected to be largely passive implementers of headquarters' strategies, tactics, practices, procedures, and policies. China is encouraging foreign investment, exports experts to transfer knowledge on modern business a technology which enhances improvement in their products and services. The transfer of such expert knowledge to local firms brings about growth and improvement of the local products and services.

Regionally and locally little systematic studies exist on how knowledge is transferred and enabled in firms to improve employee performance (Kumar, 2009; RoK, 2013; CCGA, 2013). The processes through which knowledge is transferred and enabled is critical in improving individual employee performance and by large that of the entire organization (Wu, Cheng & Huang, 2010; Thomas & Pretat, 2009; Serrat, 2010; Ogendo, 2014, Guyo, 2012). Many countries in the Sub-Saharan Africa seem to have failed to integrate knowledge transfer in their operations because knowledge has not been fully embedded despite the presence of ICT policies (Ondari & Minishi-Majanja, 2007). Organizations (irrespective of the sector of economy and size) are faced with tacit knowledge transfer challenges (Stam, 2009).

1.2 Statement of the Problem

The biggest part of all knowledge is defined as being tacit, which is “admitted to form foundation for building sustainable competitive advantage” (Cavusgil et al., 2003). Tacit knowledge has an impact on organization's innovation capability, it is “important for firm knowledge creation as well as successful new product development” (Madhavan and Grover, 1998). It is important therefore to note that transferring of tacit knowledge is necessary for organization to survive especially in global changing environment. Since tacit knowledge is characterized by the low level of articulation it builds a challenge to find ways how to use and transfer it unarticulated between individuals, inside the organization as well as between several organizations.

However, it is interesting to note challenges of actually transferring knowledge, specifically that of tacit. Tacit knowledge gets lost through deaths, high rate of staff turnovers, retirement, transfers, redeployment, job-hopping, poor organizational culture of sharing, and lack of knowledge management systems, among other contributing factors. Therefore, due to lack of the realization of the value of tacit knowledge causes a challenge to an institution which would want to remain competitive and even to improve performance. Unless the management of the Kenya National Archive and documentaries looks for a way to cap the problem, the KNADS employer's performance will be poor.

1.3 Purpose of the Study

The purpose of the study is to asses tacit Knowledge transfer for posterity in Kenya. The study will be carried at the Kenya National Archives and documentation service, Nairobi.

2.0 Literature Review

2.2 Strategies for Tacit Knowledge Transfer in the Archive

Probst (2000) maintains that “organizations suffer permanent loss of valuable experts through dismissals, redundancies, retirement and death.” He further pointed out that knowledge stored in the heads of these individuals is lost if not transferred. Once knowledge is created, it then needs to be transferred so that it is utilized. Transferring knowledge is crucial to the success of any archive. Maponya (2004) insists that “libraries need to develop ways of transferring its internal knowledge, devise systems to identify people's expertise and develop ways of sharing it.”

In research by Kruger and Snyman (2005), it was concluded that business strategies and KM strategies should feed upon each other and need to work interdependently. Knowledge should drive strategy. One needs to return to strategy and the governance thereof. According to Villalba (2006), strategies enforce a lifelong perspective of learning that promotes constant opportunities for skills development and learning, both formal and informal. However, the various knowledge transfers strategies as frameworks have not addressed management's role to retain or lock the tacit knowledge within the KNADS as an organization.

2.2.1 Group Learning Strategy

The core feature of successfully transferring knowledge and reusing it is through a group learning strategy. According to Prusak (2001) he says that "if organizations can manage the learning process better, then they can become more efficient." But on the note the most appropriate leaning process is nothing other than a way to structure the tacit knowledge and express it effectively and convincingly to the recipients (Tang, Mu, & MacLauchlan, 2010). This will also have an impact in the involvement of the recipients to get the knowledge.

Richlin, L. and Cox, M.D. (2004), maintains that learning is formed by a group of archive employees who share academic ideas, skills, methods, experience and attitudes through tacit knowledge sharing. The cooperation among employees/workers with different characters can share properly and motivate creative ideas and solve the problems. A staff member can construct emotional connections with who own different knowledge, capability and skills and can build academic reputation in the research field to fulfill self-worth and social value by contributing knowledge. 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 (Yu, D. and Zhou, D. 2015),

2.2.2 Teamwork Strategy

The key for the success is team work. The need and importance of connections and relationships in business life are so obvious, that we might do not see the need mentioning it. One of the basic aspects has to be defined is the competitiveness. When organizations realize the hypercompetitive environment on the business market, they are able to reflect the competitiveness also internally. Some management styles are convinced of the fact, that internal competition is the key of the global success, on the global market. Unfortunately, the phenomenon of internal competition can destroy the care among people within the organization. Instead of a team there are going to be individual persons in an untrustworthy atmosphere, resisting helping each other, criticizing even potential ideas, not helping with valuable feedback and people will stop sharing information and knowledge. (Von Krogh, Ichijo and Nonoka, 2000

2.2.3 Communication Strategy

According to Molen, (2005), the process of communication is transacted between the sender and the receiver. The sender creates and sends the message and the receiver receives and analyses it. The channel transfers the message between the two participants. This process can be interrupted by noise. In order to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills; listening and sender skills. Molen (2005) further says the skills can be divided into two groups; the non-selective and the selective listening skills. As for the non-selective skills, the listener has not much influence on the discussion, but on the other hand, these skills are meant to stimulate the conversation. Non-selective listening skills are nonverbal behaviors, such as facial expression, eye contact,

body posture and gestures. Furthermore, there are also verbal followings that stimulate the conversation, such as the so called minimal encouragements, for instance, hemming or repeating a word like go on, or then.

According to Keyton (2005), Communication is an essential tool in an organization's life. "Organizational communication is a complex and continuous process through which organizational members create, maintain and change the organization." Each and every member of the organization is a participant of the communication process even though; some members might receive more messages than send. In order to the fact that organization has to meet their goal and has to be productive, the organization needs hierarchy, power and status. Keyton, (2005) further says the involvement of the communication also depends on the status of the individual in the given organization. Organizational policies and practices are mostly defined and introduced by the leaders. On the other hand, employees working for the organization for a longer period are going to be more likely active in the communication processes. It can be concluded that power and status have a major influence on organizational communication, since it defines how the participant is going to create meaning from the organizational messages and the way they are going to communicate.

Molen (2005) indicates that the selective listening skills are also stimulating the conversation, but at the same time and their goal is to get more involved to the subject. A listener has to be aware that asking questions supports the quality of the conversation. Open-ended, 'why' and closed questions are distinguished in this concept. By selection the right question the outcome of the information flow can be influenced. Paraphrasing the content is another tool to provide feedback to the sender, on one hand the sender is convinced that their message is being understood by the listener; on the other hand, it might inspire them to hear their message expressed by using other words. Listener can also reflect the sender's feelings to show that they are keeping up with the topic.

Keyton (2005) maintains that the sender is the person who creates the message and sends it to receiver. Two types of sender skills (initiative and reactive) are going to be distinguished and discussed. First, the initiative sender skills are introduced in this paragraph. By giving information, presenting something, more facts have to be taken into consideration, such as the structure of the transmitted information or the simplicity of the style. Furthermore, conciseness and attractiveness are essential elements of the communication. In an organization the following conversation can happen that requires conscious sender skills: request making and instruction giving, criticism and clarification of a situation. As for the reactive sender skills belongs the phenomenon of refusing. Sub-assertive, aggressive and assertive types of refusing can be distinguished. Reaction on a criticism is the other sender skill that has to be applied properly.

2.2.4 Introducing New Employees to the archive Culture

Hofstede (2001) points out that each and every organization has its own culture which defines its communication style. Cultures are originally applied to geographically separate social groups. The common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people. Local artifacts define the culture too. Nevertheless, traditional ideas and common values are the "essential core of the culture." Taking into consideration the definition of "the collective programming of the mind that distinguishes the member of one group or category of people from another", culture is not anymore; a strict group of people separated geographically or does not refer only for nations or societies. Goh, (2002); Mills and Smith, (2011) includes whether the library encourages and facilitates knowledge sharing, retention and transfer, whether a climate of openness and trust (Levin and Cross, 2004) permeates the library; whether flexibility and the desire to innovate drives the

learning and work process in the library (Agarwal and Marouf, 2014); whether collaboration and support for collaboration management form a key part of the library's culture.

Jablin, (2001) maintains that adapting organizational culture and being aware of the expected behavior is essential for a worker. Thus, the newcomers have to be introduced to this culture. Even though, applicants do a lot of research on the organization beforehand, the above mentioned, values and assumptions might not be written or cannot be experienced before joining an organization. Many cases practical information is going to be introduced to the newcomers. For a newcomer it takes approximately a year, to have a clear picture of the organizational culture, communication and the information circulation. Organization is a network of individuals; to achieve their goals they need to communicate. Martin (2002) defined organizational culture as "patterns of interpretation composed of the meaning associated with various cultural manifestations, such as stories, rituals, formal and informal practices, jargon and physical arrangements". According to Martin's opinion organizational culture is seen differently by people this way it is more like a subjective phenomenon.

Chou, Wang, Wang, Huang, & Cheng, (2008) maintain that "culture is about shared mental models--shared ways of how we perceive the world, what mental categories we use for sorting it out, how we emotionally react to what we perceive, and how we put value on things." This view also was confirmed by other scholars. Wiig (2004) points out mental model are unconscious, a result of deep-seated cultural values and life experience. Pauleen, Wu, and Sally (2007) suggest a strong culture can generate and reinforce shared mental models. They consider that shared mental model underpin culture. Hence, there are some connections between shared mental models and culture. Holden (2002) maintains that culture is "infinitely overlapping and perpetually redistributable habitats of common knowledge and shared meanings." People create habitats of common knowledge and shared mental models through direct and indirect communication around groups, organizations, and the world. The sharing of the common knowledge through continuing communication and shared practices among organization members leads to shared mental models which underpin organizational culture. A similar process occurs at the national level to build a national culture.

According to Pauleen, Wu, & Sally, (2010) National culture plays a very important role in knowledge transfer from one organization to another organization. It also affects organizational culture building, which is shown by the extension of Adler's model developed by Pauleen and his colleagues. They consider that national culture affects the values, attitudes and behaviors of the organization and that national culture will directly affect knowledge transfer and sharing behaviors in individuals through its influence on the values and attitudes of individuals. Keyton, (2005) maintains that organizational culture has an essential role by discussing organizational communication, since the culture itself defines the behavior and norms that has an effect on the messages and information flow within the organization. Especially, when knowledge sharing and its improvement are discussed, the culture of the organization has to be taken into consideration. Lucas (2006) argues that the location of subsidiaries along each of these cultural dimensions will have a significant impact on the possibility of knowledge transfer occurring between subsidiaries. Such transfers are very complex because they involve movement of human capital and technologies which must be adapted and institutionalized in their new environment as knowledge is embedded in technologies, routines, practices, and people. He claims that cultural differences may create 'bottlenecks' that either impede or eliminate the potential for successful knowledge transfer.

2.2.5 Information Communication Technology (ICT) strategy

According to Alavi Leidner (2007) ICT plays an important role in breaking down infrastructure boundaries that inhibit interaction between individuals within an organization.

According, ICT include computer assisted technologies (such as email, video conferencing, electronic bulletin boards among others) and computer assisted decision aiding technologies (such as decision support systems, expert systems). This classification of IT infrastructure has received broad acceptance as it captures the core functions of different information technologies and provides a good conceptual theory for conducting empirical work.

Song, (2010; Pham, (2008). Says that technology or having IT-based mechanisms that link archive staff and stakeholders to one another, and to public; having an institutional memory that is accessible to the archive as a whole; determining whether the archive fosters the development of human-centered IT; having an environment where the technology that supports collaboration is rapidly placed in the hands of faculty and staff; and where available information systems are real time, integrated and smart. Agarwal and Marouf, (2014) and Fan, Yi. -W. And Ku, E. (2010), maintains that it is important to create and shape relationships among coworkers and various social networks that assist tacit knowledge exchange among the individuals within a project. According to Bloodgood, J. and Salisbury, W. (2001), there are two processes of sharing tacit knowledge: i) directly by personal contacts with other employees, and ii) indirectly through information and communication technology (ICT).

Burke& Hutchins, (2007; Pham, (2008); Blume, Ford, Baldwin & Huang, (2010) indicates that knowledge is transferred within an organization through various means such as mentoring, face-to-face interactions, job rotation and staff development. However, as organizations become more global, this knowledge transfer processes need to be supported by information communication technology. Barnes, (2002); Blume et al., (2010) ICT is recognized as an important enabler for knowledge transfer processes. The direct interaction of tacit knowledge is performed through the collaborative of knowledge transfer among the members of the organization. Falconer, L. (2006 and Majewska, M and Szulczyńska, U. (2014), also suggests that it also shared through apprenticeship, face-to-face meetings, initiating meetings among employees who need to cooperate and direct observation. Tacit knowledge is implanted in social relations and is transferred through direct contact and observation of behavior.

King W. R. and Marks Jr. P.V. (2008) maintain that ICT facilitates transfer of tacit knowledge. For example, it is shared through expert systems, extranets and intranets, e-mail, databases, videoconferences, teleconferences, real or virtual bulletin boards and collaborations of two are like groupware, but are not able to replace direct contact and mutual relations among employees. Social networking and online discussion forums can share, critique and validate their collective empirical knowledge easily among individuals and organizations. Wikis and blogs have been used by successful organizations as effective tools to transfer tacit knowledge. Greiner, (2007); Lee & Lee, (2007) suggests that Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities 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.

Hislop, (2002; Laudon & Laudon, (2004). Kim and Trimmi (2007) also assert that communication aiding technologies help to accelerate the speed of knowledge transfer processes within firms. ICT is therefore an important tool in aiding and supporting knowledge transfer processes in State Corporations in Kenya to improve employee performance.

2.2.6 Peer Review Strategy

Singleton (2015) suggests that it is a standard practice of tacit knowledge sharing that would encounter teachers when they submit journal articles, case studies, books and apply for sponsorship of scientific foundation or evaluate the quality of teaching. The peer reviewers can read and share others' teaching skills which are important for improving skills and innovativeness. The peer reviewed teachers can gain feed-back suggestions and advices to improve their teaching and research. But the process of peer review is highly risky. The unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars. Aguinis and Kraiger (2009) also argued that support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance. In addition, Chiaburu and Tekleab (2005) found that the peer support is more important for training transfer and maintenance than both support from the organization and supervisor. Therefore, environmental factors are important component for effective training.

Pidd (2004) measured peers support in terms of expectations and behavior and proposed the moderating role of peer support between trainees identified with workplace groups and training transfer. Seyler et al., (1998) too measured peer support as "peers' appreciation for using new skills", "peers' encouragement for using new skills", "peers' expectations" and "peers' behavior" against training transfer and found that peer support influence transfer motivation and training transfer. Clark (1993) argued that trainees who believe that they will not have support from either peers or supervisors for using their new skills when they return to the job may not be motivated to learn during training because they recognize that the training will not be useful for them because it will not transfer to the job. For the effectiveness of training, work environment or environmental factors (performance feedback, peer support, supervisor support) plays an important role.

3.0 Research Methodology

The study was carried out in the Kenya National Archive, Nairobi. According to the administrative regions, the Kenya National Archives and Documentation Services is located at Moi Avenue, Next to Ambassador Hotel, Nairobi County. It was started in 1965 and it holds 40,000 volumes of public records and archives. The researcher chose this area for study because it has a wide and varied view of the problem under study. The choice was guided by the need to find out tacit knowledge transfer for posterity. A case study of Kenya National Archive and Documentation Services.

The study was conducted through a descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals in order to get a detailed description of the status of the subject or situation required (Orodho, and A. J. Kombo 2003). According to Kothori, (2008), descriptive survey design allowed the researcher gather information, summarize, present and interpret it for the purpose of clarification. Descriptive design was adopted because it was not only restricted to fact findings, but often result in the formation of principles of knowledge and solution to significant problems. Descriptive approach was designed to obtain information concerning the current phenomenon and whenever possible to draw valid conclusions from facts discussed Komb and Tromo (2007). The study explored and described the opinions, feelings, vicious, preference and attitudes of the selected population. The design adopted the view that the information gathered was a representative of the total population. A general focus of inquiry pertaining to tacit knowledge transfer for posterity. In the Kenya National Archive and Documentation Services was developed as a guide in the assessment.

According to Kothari (2004) target population of study is all the numbers or objectives involved in the study. Kenya National Archive has a population of 150 members of staff. The respondents in Archive were 75 females, while 75 respondents were males. All this was chosen to represent the other population in highlighting on tacit knowledge transfer for posterity. A case study Kenya National Archive and Documentation services.

According to Manheim (1977) a sample is a part of the population which is studied in order to make inferences about the whole population. The sample in survey research is expected to be between 10% to 30% (Serekan, 2009). Using purposive sampling the researcher selected 75 male respondents from the archive, and 75 respondents to be females. This made the sample size of 150 respondents. Purposive sampling is a type of procedure where the researcher purposively chooses persons who in his judgment about some appropriate characteristics required of the sample members are thought to be relevant to the research topic and are easily available to him. Purposeful sampling was used to save time and money, and to also select typical and useful causes only. Purposeful sampling was also used to collect focused information Singleton (1988).

The introduction letter from Kenyatta University will be used to reduce suspicion from the archive administration to ease access to information where the researcher applied all the accepted codes of conduct during the process of data collection. Therefore, the data was taken with the highest confidentiality because the researcher was subjected to the ethical approval of Kenyatta University. According to Sarantakos (1998), qualitative researchers used theoretical sampling. An optimum proportion of 30% was drawn from each category of the respondents to satisfy the requirement of optimally and representativeness as shown below. The researcher's questionnaire was narrowed down to target the Staff at the Kenya National Archive only. The primary focus was not on temporary archive users. This is because the study addressed the subject on tacit knowledge transfer for posterity in Kenya National Archive and Documentation services. The researcher's target was 75 male respondents, and 75 female respondents with the objective of acquiring about 150 respondents from the archive. The selected and random sampling respondents, based on convenience are listed below:

According to Gillham, (2000), research instruments refer to materials used to collect information. The researcher used questionnaires and oral interviews to collect the required data for this study. These tools were appropriate because the data collected, example, feelings, opinions; vicious preference and attitude Kenya National Archives employees was best explored and discussed using the three instruments. They were used to collect primary data and Secondary data. The researcher used self-administered questionnaire for data collection so as to extract the relevant information on tacit knowledge transfer for posterity. A case study Kenya National Archive and Documentaries. First, the researcher collected raw data from the field which was sorted out ready for editing and also to correct any mistake that was identified by the researcher so as to ensure consistence. The researcher went further to coding and then entered the variables into the statistical program for social scientist (SPSS). There after the analysis of the research response was analyzed to find the correlation of variables as stated in the proposal. This is because SPSS as a program was not complicated thus making it made it easier to interpret the findings. Frequency tables was used to denote the number of respondents. This was based on the assumption that the respondents gave clear and honest answers and also in a position to fairly understand the language. In the next chapter, the researcher has addressed the subject on tacit knowledge transfer for posterity. A case study Kenya National Archive and Documentation Services.

4.0 Data Analysis and Interpretations

4.1 Strategies on Tacit Knowledge Transfer

The study examined different strategies being employed by the Kenya National Achieves to facilitate transfer of tacit knowledge among its members and the citizens. Results of the analysis are presented as follows;

4.1.1 Group Learning Strategy

Table 1: Characteristic of Respondents Strategy on Tacit Knowledge Transfer

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
Group Learning Strategy					
The core feature of successfully transferring knowledge and reusing it is through group learning strategy	16 (10.7%)	36 (24%)	46 (30.7%)	52 (34.7%)	150 100%
If organizations can manage group learning process better, then they can become more efficient	14 (9.3%)	26 (17.3%)	46 (30.7%)	64 (42.7%)	150 100%
Learning is formed by a group of archive employees who share academic ideas, skills, methods, experience and attitudes through tacit knowledge sharing	58 (38.7%)	43 (28.7%)	17 (11.3%)	32 (21.3%)	150 100%
The dynamic scale and scope of learning as a group guarantee the quality, efficiency, stability and continuity of tacit knowledge sharing among new employees	58 (38.7%)	45 (30%)	27 (18%)	20 (13.3%)	150 100%
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	15 (10%)	35 (23.3%)	40 (26.7%)	60 (40%)	150 100%

Analysis on whether the core feature of successfully transferring knowledge and reusing it is through group learning strategy indicates that the majority 52(34.7%) strongly agreed, 46(30.7%) were the second majority who agreed, 36(24%) disagreed and finally 16(10.7%) strongly disagreed that the core feature of successfully transferring knowledge and reusing it is through group learning strategy. Analysis determining if organizations can manage group learning process better, then they can become more efficient revealed that the majority 64(42.7%) strongly agreed that the organizations can manage group learning process better, then they can become more efficient, 46(30.7%) were the second majority who agreed, 26(17.3%) disagreed and finally 14(9.3%) strongly disagreed. The findings revealed that the majority strongly agreed that the organizations can manage group learning process better, then they can become more efficient.

4.1.2 Teamwork Strategy

Analyzing whether the key for the success is team work showed that the majority 67(44.7%) strongly agreed, 49(32.7%) were the second majority who agreed that the key for the success is team work, 23(15.3%) disagreed, and finally 11(7.3%) strongly disagreed. The findings indicted that the key for the success is team work.

Analysis on whether the phenomenon of internal competition destroys the care among people within the organization showed that the majority 56(37.3%) agreed, 48(32%) were the second majority who strongly agreed, 27(18%) disagreed, 19(12.7%) strongly disagreed.

Table 2: Characteristics of Respondents on Teamwork Strategy

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
1. The key for the success is team work	11 (7.3%)	23 (15.3%)	49 (32.7%)	67 (44.7%)	150 100%
2. The phenomenon of internal competition destroys the care among people within the organization	19 (12.7%)	27 (18%)	56 (37.3%)	48 (32%)	150 100%
3. People will stop sharing knowledge in an untrustworthy atmosphere.	71 (47.3%)	36 (24%)	22 (14.7%)	21 (14%)	150 100%
4. Team work is taken when management is considering establish internal competition	17 (11.3%)	28 (18.7%)	61 (40.7%)	44 (29.3%)	150 100%

The findings revealed that the majority agreed that the phenomenon of internal competition destroys the care among people within the organization. Analysis on whether people will stop sharing knowledge in an untrustworthy atmosphere showed that the majority 71(47.3%) strongly disagreed, 36(24 %) were the second majority who disagreed, 22(14.7%) agreed, 21(14%) strongly agreed. The findings showed that the majority disagreed that People will stop sharing knowledge in an untrustworthy atmosphere.

Analyzing whether team work is taken when management is considering establish internal competition showed that the majority 61(40.7%) agreed, 44(29.3%) were the second majority who strongly agreed, 28(18.7%) disagreed, and finally 17(11.3%) strongly disagreed. The findings indicted that the majority agreed that team work is taken when management is considering establish internal competition.

4.1.3 Communication strategy

Table 3: Characteristics of Respondents on Communication strategy

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
1. In order to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills, listening and sender skills	63 (42%)	32 (21.3%)	25 (16.7%)	30 (20%)	150 100%
2. A listener has to be aware that asking questions supports the quality of the conversation.	54 (36%)	44 (29.3%)	19 (12.7%)	33 (22%)	150 100%
3. By selection the right question the outcome of the information flow can be influenced.	20 (13.3%)	29 (19.3%)	58 (38.7%)	43 (28.7%)	150 100%
4. Communication is a complex and continuous process through which organizational members create, maintain, and change the organization	77 (51.3%)	39 (26%)	16 (10.7%)	18 (12%)	150 100%
5. Communication depends on the status of an individual in the given organization	13 (8.7%)	15 (10%)	50 (33.3%)	72 (48%)	150 100%
6. Power and statuses have a major influence on communication.	21 (14%)	30 (20%)	58 (38.7%)	41 (27.3%)	150 100%

Analysis on whether to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills, listening and sender skills the respondents noted that the majority 63(42%) strongly disagreed, 32(21.3%) were the second majority who disagreed, 30(20%) strongly agreed, 25(16.7%) agreed. The findings showed that the majority strongly disagreed that in order to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills, listening and sender skills. Analyzing whether a listener has to be aware that asking questions supports the quality of the conversation., the response indicated that the majority 54(36%) strongly disagreed, 44(29.3%) were the second majority who disagreed, 33(22%) strongly agreed, and finally 19(12.7%) agreed that a listener has to be aware that asking questions supports the quality of the conversation. The findings indicted that the majority strongly disagreed that a listener has to be aware that asking questions supports the quality of the conversation.

Analysis on whether by selection the right question the outcome of the information flow can be influenced indicates that the majority 58(38.7%) agreed, 43(28%) were the second majority who strongly agreed, 29(19.3%) disagreed, 20(13.3%) strongly disagreed. The findings revealed that the majority agreed that by selecting the right questions, the outcome of the information flow can be influenced. Analysis on whether communication is complex and a continuous process through which organizational members create, maintain, and change the

organization, the study shows that the majority 77(51.3%) strongly disagreed, 39(26 %) were the second majority who disagreed that 18(12%) strongly agreed, 16(10.7%) agreed. The finding reveals that the majority strongly disagreed that communication is complex and a continuous process through which organizational members create, maintain, and change the organization. Analysis to determine whether communication depends on the status of an individual in the given organization, the findings of the study showed that the majority 72(48%) strongly agreed, 50(33.3%) were the second majority who strongly agreed, 15(10%) disagreed, and finally 13(8.7%) strongly disagreed. The findings indicted that the majority strongly agreed that communication depends on the status of an individual in the given organization.

Response to the question on whether power and statues have a major influence on communication, respondents showed that the majority with the frequency of 58(38.7%) agreed, 41(27.3%) were the second majority who agreed, 30(20%) disagreed, 21(14%) strongly disagreed. The findings revealed that the majority agreed that power and statues have a major influence on communication.

4.1.4 Introducing New Employees to the archive Culture

Table 4: Characteristics of Respondents Introducing New Employees to the archive Culture

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
Introducing New Employees to the archive Culture					
1. Each and every organization has its own culture which defines it and the newcomers have to be introduced to this culture	30 (20%)	23 (15.3%)	45 (30%)	52 (34.7%)	150 100%
2. The common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people.	22 (14.7%)	17 (11.3%)	51 (34%)	60 (40%)	150 100%
3. The collective programming of the mind that distinguishes the member of one group or category of people from another	16 (10.7%)	20 (13.3%)	63 (42%)	51 (34%)	150 100%
4. The archive encourages and facilitates the culture of knowledge transfer, and retention in a climate of openness and trust	18 (12%)	22 (14.7%)	50 (33.3%)	60 (40%)	150 100%
5. Adapting organizational culture and being aware of the expected behavior is essential for a worker	12 (8%)	23 (15.3%)	60 (40%)	55 (36.7%)	150 100%
6. Culture affects the values, attitudes and behaviors of the archive, and will	20 (13.3%)	24	46	60	150

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
directly affect knowledge transfer and sharing behaviors in individuals.		(16%)	(30.7%)	(40%)	100%

Analysis on each and every organization has its own culture which defines it and the newcomers have to be introduced to this culture, the majority respondents registered the frequency 52(34.7%) strongly agreed, 45(30%) were the second majority who agreed, 30(20%) strongly disagreed, 23(15.3%) disagreed. The findings showed that the majority strongly agreed that each and every organization has its own culture which defines it and the newcomers have to be introduced to this culture. Determining whether the common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people recorded that the majority 60(40%) strongly agreed, 51(34%) were the second majority who agreed, 22(14.7%) strongly disagreed, and finally 17(11.3%) disagreed. The findings indicted that the majority strongly agreed that the common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people.

Analysis on determining whether the collective programming of the mind that distinguishes the member of one group or category of people from another showed that the majority 63(42%) agreed, 51(34%) were the second majority who strongly agreed, 20(13.3%) disagreed, 16(10.7%) strongly disagreed. The findings revealed that the majority agreed that the collective programming of the mind that distinguishes the member of one group or category of people from another. Analysis on whether the archive encourages and facilitates the culture of knowledge transfer, and retention in a climate of openness and trust, the respondents recorded that the majority 60(40%) strongly agreed, 50(33.3%) were the second majority who agreed, 22(14.7%) disagreed, 18(12%) strongly disagreed. The response affirmed that the majority strongly agreed that the archive encourages and facilitates the culture of knowledge transfer, and retention in a climate of openness and trust.

Response to the question on whether adapting organizational culture and being aware of the expected behavior is essential for a worker revealed that the majority 60(40%) agreed, 55(36.7%) were the second majority who strongly agreed, 23(15.3%) disagreed, 12(13.3%) strongly disagreed. The findings indicated that the majority agreed that majority of youths who are alcoholic tend to have multiple problems which eventually lead to suicidal behavior.

Response to the question on whether culture affects the values, attitudes and behaviors of the archive, and will directly affect knowledge transfer and sharing behaviors in individuals' respondents totaling 60(40%) strongly agreed, 46(30.7%) were the second majority who agreed, 24(16%) disagreed, 20(13.3%) strongly disagreed. The findings showed that the majority strongly agreed that culture affects the values, attitudes and behaviors of the archive, and will directly affect knowledge transfer and sharing behaviors in individuals.

41.5 Information Communication Technology (ICT) strategy

Table 5: Characteristics of Respondents on Information Communication Technology (ICT) strategy

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
1. Each and every organization has its own culture which defines it and the newcomers have to be introduced to this culture	30 (20%)	23 (15.3%)	45 (30%)	52 (34.7%)	150 100%
2. The common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people.	22 (14.7%)	17 (11.3%)	51 (34%)	60 (40%)	150 100%
3. The collective programming of the mind that distinguishes the member of one group or category of people from another	16 (10.7%)	20 (13.3%)	63 (42%)	51 (34%)	150 100%
4. The archive encourages and facilitates the culture of knowledge transfer, and retention in a climate of openness and trust	18 (12%)	22 (14.7%)	50 (33.3%)	60 (40%)	150 100%
5. Adapting organizational culture and being aware of the expected behavior is essential for a worker	12 (8%)	23 (15.3%)	60 (40%)	55 (36.7%)	150 100%
6. Culture affects the values, attitudes and behaviors of the archive, and will directly affect knowledge transfer and sharing behaviors in individuals.	20 (13.3%)	24 (16%)	46 (30.7%)	60 (40%)	150 100%

Response to the question on whether ICT is an important enabler and facilitates for tacit knowledge transfer, the findings revealed that the majority 63(42%) strongly agreed, 54(36%) were the second majority who strongly agreed, 21(14%) disagreed, 12(8%) strongly disagreed. The findings showed that the majority strongly agreed that ICT is an important enabler and facilitates for tacit knowledge transfer. Analysis on whether as organizations become more global, this knowledge transfer processes need to be supported by information communication technology indicated that the majority 57(38%) strongly agreed, 51(34%) were the second majority who agreed, 23(15.3%) strongly disagreed, 19(12.7%) disagreed. The findings showed that the majority strongly agreed that as organizations become more global, this knowledge transfer processes need to be supported by information communication technology. Determining on whether information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational

business activities, respondents totaling 52(34,7%) strongly agreed, 46(30.7%) agreed, 36(24%) disagreed while 16(10.7%) strongly disagreed. The findings indicate the majority 52(34.7%) strongly agree that Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities. Analysis on whether social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations indicates that the majority 68(45.3%) strongly agreed, 48(32%) were the second majority who agreed, 19(12.7%) disagreed and finally 15(10%) strongly disagreed. The results revealed that the majority strongly agreed that social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations.

Analysis determining the question whether Tacit knowledge is implanted in social relations and is transferred through direct contact and observation of behavior revealed that the majority 71(42.3 %) strongly disagreed, 36(24%) were the second majority who disagreed, 22(14.7%) agreed and finally 21(14%) strongly agreed. The findings revealed that the majority strongly disagreed that Tacit knowledge is implanted in social relations and is transferred through direct contact and observation of behavior. Determining whether ICT help to accelerate the speed of knowledge transfer processes within firms showed that the majority 62(41.3%) strongly agreed, 43(28.7%) were the second majority who disagreed, 27(18%) disagreed, and finally 18(12%) strongly disagreed. The results indicated that the majority strongly agreed that ICT help to accelerate the speed of knowledge transfer processes within firms.

4.1.6 Peer Review Strategy

Table 6: Characteristics of Respondents on Peer Review Strategy

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
1. The peer reviewers can read and share others' teaching skills which are important for improving skills and innovativeness	26 (17.3%)	16 (10.7%)	51 (34%)	57 (38%)	150 100%
2. The peer reviewed teachers can gain feed-back suggestions and advices to improve their teaching and research	19 (12.7%)	27 (18%)	56 (37.3%)	48 (32%)	150 100%
3. The unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars	20 (13.3%)	24 (16%)	40 (26.7%)	66 (44%)	150 100%
4. Support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance	15 (10%)	19 (12.7%)	48 (32%)	68 (45.3%)	150 100%
5. Peer support is more important for training transfer and maintenance	71 (47.3%)	36 (24%)	22 (14.7%)	21 (14%)	150 100%

Scale	Strongly Disagree	Disagree	Agree	Strongly Agree	Total %
than both support from the organization and supervisor					
6. Peers support in terms of expectations and behavior and proposed the moderating role of peers support between trainees identified with workplace groups and training transfer	18 (12%)	27 (18%)	43 (28.7%)	62 (41.3%)	150 100%

Analysis on whether the peer reviewers can read and share others' teaching skills which are important for improving skills and innovativeness, the results indicated that the majority 57(38%) strongly agreed, 51(34%) were the second majority who agreed, 26(17.3%) strongly disagreed, 16(10.7%) disagreed. The findings showed that the majority strongly agreed that the peer reviewers can read and share others' teaching skills which are important for improving skills and innovativeness. Determining whether the peer reviewed teachers can gain feed-back suggestions and advices to improve their teaching and research revealed that the majority 56(37.3%) agreed, 48(32%) were the second majority who strongly agreed, 27(18%) disagreed, and finally 19(12.7%) strongly disagreed. The findings indicted that the majority strongly agreed that the peer reviewed teachers can gain feed-back suggestions and advices to improve their teaching and research

Analysis on determining whether the unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars, results reveals that the majority 66(44%) strongly agreed, 40(26.7%) were the second majority who agreed that the unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars, 24(16%) disagreed, 20(13.3%) strongly disagreed. The findings revealed that the majority strongly agreed that the unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars. Analysis on whether Support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance indicates that the majority 68(45.3%) strongly agreed, 48(32%) were the second majority who agreed, 19(12.7%) disagreed and finally 15(10%) strongly disagreed. The results revealed that the majority strongly agreed that Support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance.

Analysis determining the question whether Peer support is more important for training transfer and maintenance than both support from the organization and supervisor revealed that the majority 71(42.3 %) strongly disagreed, 36(24%) were the second majority who disagreed, 22(14.7%) agreed and finally 21(14%) strongly agreed. The findings revealed that the majority strongly disagreed that peer support is more important for training transfer and maintenance than both support from the organization and supervisor. Determining whether peers support in terms of expectations and behavior and proposed the moderating role of peer support between trainees identified with workplace groups and training transfer showed that the majority 62(41.3%) strongly agreed, 43(28.7%) were the second majority who disagreed, 27(18%) disagreed, and finally 18(12%) strongly disagreed. The results indicated that the majority strongly agreed that peers support in terms of expectations and behavior and proposed the

moderating role of peer support between trainees identified with workplace groups and training transfer.

4.2 National Archives and Documentation Services

Analysis on whether there is an effective institutional policy framework for tacit knowledge transfer within cultural heritage institutions like KNADS the majority 58 (38.6%) disagreed 37 (24.7%) were the second majority who strongly disagreed, 30 (20%) strongly agreed and finally 25 (16.7%) agreed that there is an effective institutional policy framework for tacit knowledge transfer within cultural heritage institutions like KNADS. Analysis on determining if the existing policies and practices at KNADS support the transfer of tacit knowledge among its staff members the majority 60(40 %) disagreed that the existing policies and practices at KNADS support the transfer of tacit knowledge among its staff members 32 (21.3%) were the second majority who strongly disagreed, 30 (20%) agreed and finally 28 (18.7%) strongly agreed. The findings revealed that the majority disagreed that the existing policies and practices at KNADS support the transfer of tacit knowledge among its staff members

Analyzing whether the effectiveness of the institutional policy framework for tacit knowledge transfer is measured and evaluated over time showed that the majority 50(33.3%) strongly disagreed, 42(28%) were the second majority who disagreed, 34 (22.7%) agreed, and finally 24(16%) strongly agreed that the effectiveness of the institutional policy framework for tacit knowledge transfer is measured and evaluated over time. Analysis on whether the institutional policy framework for tacit knowledge transfer aligns with KNADS's broader goals and mission of preserving Kenya's cultural heritage majority 48 (32%) disagreed, 42 (20%) were the second majority who strongly disagreed, 32 (21.3%) agreed, 28 (18.7%) strongly agreed. The findings revealed that the majority disagreed that the institutional policy framework for tacit knowledge transfer aligns with KNADS's broader goals and mission of preserving Kenya's cultural heritage.

Analysis on whether there are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNADS showed that the majority 67 (44.7%) strongly agreed, 60 (40%) agreed, 12 (8%) strongly disagreed, 11 (7.3%) disagreed. The findings showed that the majority strongly agreed that there are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNADS.

5.0 Summary, Conclusion and Recommendations

5.1 Summary

The first objective was to map out Knowledge resources at the Kenya National Archives and Documentation Services. Results indicated that majority stated that the resources available at Kenya National Archives and Documentation Services are relevant to user needs, Additionally, majority agreed that proper organization and categorization of knowledge was practiced at the Kenya National Archives and Documentation Services. Further result showed that the knowledge resources at Kenya National Archives and Documentation Services have got historical significance to the country. The findings also showed that majority agreed that knowledge resources were easily accessible, further finding revealed that majority there were no gaps of deficiency in the knowledge resources collection at the Kenya National Archives and Documentation Services. This implied that that mapping processes at Kenya National Archives and Documentation Services were of great help to the knowledge user

The second objective was to determine the strategies for transferring tacit knowledge at the Kenya National Archives and Documentation services from the findings, the researcher explore different strategies of tacit knowledge transfer. On group leaning the results showed the core

feature of successfully transferring knowledge and reusing it is through group learning strategy also the results revealed that organizations can manage group learning process better, then they can become more efficient. Further the results revealed that learning is not formed by a group of archive employees who share academic ideas, skills, methods, experience and attitudes through tacit knowledge sharing, Also, archive employees 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. 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

From the findings the key for the success is team work, further the results revealed that the phenomenon of internal competition destroys the care among people within the organization. The finding showed that people will not stop sharing knowledge in an untrustworthy atmosphere with majority strong disagreeing. Furthermore, it was established that teamwork is taken when management considers establishing internal competition. Descriptive results showed that majority strongly disagreed that in order to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills, listening and sender skills, Further majority participants strongly disagreed that a listener has to be aware that asking questions supports the quality of the conversation. Further majority agreed that by selecting the right question the outcome of the information flow can be influenced. The findings also indicated that communication is not complex and continuous process through which organizational members create, maintain, and change the organization, further the findings revealed that communication depends on the status of an individual in the given organization with majority strongly agreeing with that statement

The findings revealed that each and every organization has its own culture which defines it and the newcomers have to be introduced to this culture with majority agreeing, further the common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people. The study indicated that the archive encourages and facilitates the culture of knowledge transfer, and retention in a climate of openness and trust and also majority agreed that adapting organizational culture and being aware of the expected behavior is essential for a worker. Majority of respondents agreed that ICT is an important enabler and facilitates for tacit knowledge transfer, further organizations become more global, these knowledge transfer processes need to be supported by information communication technology. On whether Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities majority agreed with this statement. The study revealed that social networking and online discussion forums can transfer critique and validate their collective empirical knowledge easily among individuals and organizations with majority strongly disagreeing Tacit knowledge is implanted in social relations and is transferred through direct contact and observation of behavior also there was an agreement that ICT is a useful tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning and can help to accelerate the speed of knowledge transfer processes within firms.

The results showed peer reviewers can read and share others' teaching skills which are important for improving skills and innovativeness further results illustrated peer reviewed teachers can gain feed-back suggestions and advices to improve their teaching and research majority agreeing that the unreasonable criticism, advices and suggestions from some impertinent peer reviewers may mislead the research orientations of scholars. Further majority agreed that support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance. The results also indicated that majority agreed that Peers support in terms of expectations and behavior and proposed the moderating role of

peer support between trainees identified with workplace groups and training transfer.

The Third objective was to establish the challenges of tacit knowledge transfer at the Kenya National Archives and Documentation services. The results showed that majority agreed that most retained knowledge is as a result of premeditated hoarding, further fear and ambition mixed with a dollop of distrust creates a condition for knowledge hoarding with majority agreeing with the statement. The results also revealed that People will hide their knowledge if they think sharing will result in punishment and also fear of competitors stealing their ideas. Further majority agreed that knowledge hoarding comes in when people or employees feel that an injustice has been done to them. The findings also showed that if there is a culture of not transferring knowledge and being secretive, then employees tend to adapt to that culture. Results showed trust within this connection reduces risk and uncertainty of acceptance or miscommunication, further cultural and social stances between individuals allows for trust to be built and thus indicates the potential for a high level of mutual understanding and ability to transfer tacit knowledge. The results revealed that Due to the complexity of trust between certain individuals it can pose as a challenge as the transfer of tacit knowledge is so personal and is transferred through personal communications.

The results showed that communication problems can arise with the transfer of tacit knowledge due to focusing on the specialization of work with majority agreeing further majority were in agreement that positive and effective communication increases the closeness of relationships and trust within the organization – promoting effective tacit knowledge transfer. Also, whether the main difficulties involved with transferring tacit knowledge revolve around both perception and language majority were in agreement. Furthermore, in order for the tacit knowledge to be transferred effectively, a joint language needs to be established which can be shared on all platforms and throughout the whole of an organization. The results showed that 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 with majority agreeing further the study revealed that personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work hence resistance to change with majority agreeing. Also, majority of respondents agreed that 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

The results showed that majority of respondents strongly disagreed with a statement that culture resides in the values, beliefs and assumptions, norms that people have and use every day to guide their work, further majority disagreed that culture influences behavior central to knowledge acquisition, transfer and utilization. The study revealed that an ideal knowledge transfer culture should be characterized by trust, openness, teamwork, collaboration, risk taking, tolerance for mistakes, common language, courage and time for learning with majority agreeing also respondents agreed that cultural challenge is responsible for failures to transfer knowledge in the archive or organization.

The study indicated that culture of an organization either simply dictates or influences whether or not knowledge can or will be shared with majority in agreement with the statement also organizational culture impacts the flow of knowledge through the organization as well as the willingness of the members to share and re-use knowledge. The fourth objective was to examine institutional policy framework for tacit knowledge, transfer at the Kenya National Archives and Documentation Services. The results showed that majority disagreed that there is an effective institutional policy framework for tacit knowledge transfer within cultural

heritage institutions like KNADS, Further the study revealed that the existing policies and practices at KNADS does 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 majority disagreeing that the institutional policy framework for tacit knowledge transfer aligns with KNADS's broader goals and mission of preserving Kenya's cultural heritage. However, majority of the respondents agreed that there are potential benefits, both short-term and long-term, of implementing a comprehensive policy framework for tacit knowledge transfer at KNADS.

5.2 Conclusions

From the research findings Kenya National Archives and Documentation Services serve as a vital repository of knowledge resources that contribute to the preservation of Kenya's cultural heritage and support research endeavors. This study has highlighted key aspects of KNADS, including its historical development, archival management practices, types of knowledge resources, accessibility, technological advancements, collaborations, challenges, and future directions. These facets have been crucial for mapping out knowledge resources at KNADS and furthering research, cultural preservation, and national development initiatives. The research findings underscore the significance of group learning and teamwork as core strategies for successfully transferring and reusing tacit knowledge within archives. The study highlights the pivotal role of group dynamics in fostering efficient, stable, and continuous tacit knowledge sharing among archive employees. Moreover, effective communication skills, including listening and sender skills, are emphasized as essential elements for successful knowledge transfer.

The research also emphasizes the critical role of Information Communication Technology (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. Social networking and online discussion forums are identified as valuable tools for sharing, critiquing, and validating collective empirical knowledge. In essence, the research findings suggest that a combination of group-based learning, teamwork, effective communication, and the strategic use of ICT can significantly accelerate the speed and effectiveness of knowledge transfer processes within organizations, including archives. These insights have important implications for enhancing efficiency and fostering a culture of knowledge sharing within the Kenya National Archives and Documentation Services.

The study concluded that tacit knowledge transfer is a critical aspect of preserving cultural heritage and ensuring organizational continuity at the Kenya National Archives and Documentation Services. To enhance its effectiveness and sustainability, KNADS should consider developing and implementing a robust institutional policy framework for tacit knowledge transfer.

5.3 Recommendations

The researcher came up with the following recommendations: Strengthen Archival Management Practices: KNADS should invest in further enhancing its archival management practices. This includes continuous training and professional development for its staff to ensure the effective acquisition, appraisal, arrangement, description, and preservation of knowledge resources. Digital Preservation and Access: Given the importance of technological advancements and digitization, KNADS should continue and expand its efforts in digitizing knowledge resources. This will improve accessibility, especially for researchers and the public, while also ensuring long-term preservation. Collaboration and Partnerships: KNADS should

actively seek and foster collaborations and partnerships with national and international institutions and organizations. These collaborations can lead to knowledge exchange, capacity building, and joint projects that enhance the management and accessibility of resources.

Foster a Culture of Collaboration and Group Learning: Encourage and support group-based learning activities within KNADS. Facilitate opportunities for employees to collaborate, share ideas, and collectively build tacit knowledge. **Strengthen Teamwork:** Promote teamwork and a sense of unity among staff members to minimize internal competition that may hinder knowledge sharing. **Create a collaborative work environment** that fosters trust and care among employees. **Enhance Communication Skills:** Provide training and workshops to improve communication skills, including active listening and effective information sharing. **Foster open and transparent communication channels** to facilitate knowledge exchange. **Leverage Information Communication Technology (ICT):** Invest in ICT infrastructure and tools that enable efficient knowledge sharing and collaboration among employees. **Explore the use of social networking platforms and online discussion forums** to facilitate knowledge dissemination and validation. **Policy Development:** KNADS should initiate the development of a comprehensive policy framework specifically dedicated to tacit knowledge transfer. This policy should encompass guidelines, strategies, and best practices for the efficient sharing and retention of tacit knowledge among its staff. **Policy Inclusivity:** Ensure that the policy framework is inclusive, involving input from a wide range of stakeholders within KNADS, including archivists, curators, administrators, and other relevant staff members. **Collaboration in policy development** promotes ownership and commitment.

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