EFFECTS OF KNOWLEDGE MANAGEMENT PRACTICES ON ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF SELECTED CAMPUSES OF KISII UNIVERSITY, KENYA

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A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements for the Conferment of the Degree of Master of Knowledge Management of Kisii University

KISII UNIVERSITY

NOVEMBER 2013
DECLARATION AND APPROVAL

DECLARATION
This is my original work and has not been presented for an award of a degree in any
other university known to me.

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Signature………………………………… Date……………………………………

APPROVAL
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DEDICATION

This work is dedicated to my loving mother Ann Aming’a for her relentless encouragement and support both emotionally and financially during the period of study.
ACKNOWLEDGEMENT

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ABSTRACT

Knowledge management and knowledge assets have gained much prominence in recent years and are said to improve organizational performance. However, the effects of knowledge management practices on organizational performance are not well known especially in the case of universities. The aim of this study was to investigate the effects of knowledge management practices on organizational performance at selected campuses of Kisii University. The following sets of knowledge management practices were identified: knowledge capture and acquisition, knowledge sharing, and knowledge management policies and strategies. This was a case study in which data were collected through questionnaires and interviews. The target population was 680 members of staff. The sample size for questionnaire was 250 respondents determined using Yamane’s simplified formula for sample size selection. Questionnaire respondents were selected through stratified random sampling while interview respondents were purposively selected and twelve interviews were conducted. Questionnaires were used to collect data from members of staff while interview schedules were administered to heads of various divisions, faculties, and departments. Quantitative data were analyzed using frequencies, percentages and multiple correlations. Results were presented using frequency distribution tables and graphs. Qualitative data were analyzed thematically using content analysis. The study established that knowledge management practices have a strong and positive effect on organizational performance. The university encountered challenges in relation to knowledge management practices. The major challenge was hoarding of knowledge by members of staff. The study therefore recommends that the management should develop a knowledge management policy and support knowledge management initiatives.
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<table>
<thead>
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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>APHIAplus-</td>
<td>AIDS, Population and Health Integrated Assistance plus</td>
</tr>
<tr>
<td>CADE-</td>
<td>Centre for Academic Development</td>
</tr>
<tr>
<td>GIT-</td>
<td>Gusii Institute of Technology</td>
</tr>
<tr>
<td>HE-</td>
<td>Higher Education</td>
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<td>HEIs-</td>
<td>Higher Education Institutions</td>
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<tr>
<td>HIV-</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>I.C.T –</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>ISO –</td>
<td>International Organization for Standardization</td>
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<tr>
<td>ISP-</td>
<td>Internet Service Provider</td>
</tr>
<tr>
<td>KARI-</td>
<td>Kenya Agricultural Research Institute</td>
</tr>
<tr>
<td>KEFRI-</td>
<td>Kenya Forestry Research Institute</td>
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<td>KENET-</td>
<td>Kenya Education Network</td>
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<tr>
<td>KM-</td>
<td>Knowledge Management</td>
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<td>KMPs-</td>
<td>Knowledge Management Practices</td>
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<tr>
<td>KMTC-</td>
<td>Kenya Medical Training College</td>
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<tr>
<td>KSU-</td>
<td>Kisii University</td>
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<tr>
<td>NASCOP-</td>
<td>National AIDS and STIs Control Programme</td>
</tr>
<tr>
<td>NCST-</td>
<td>National Council of Science and Technology</td>
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<tr>
<td>NGOs-</td>
<td>Non Governmental Organizations</td>
</tr>
<tr>
<td>SMS-</td>
<td>Short Message Services</td>
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<tr>
<td>SSP-</td>
<td>Self Sponsored Programme</td>
</tr>
<tr>
<td>UK-</td>
<td>United Kingdom</td>
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<td>VCT-</td>
<td>Voluntary Counselling and Testing</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study
In the present information and knowledge era, knowledge has become a key resource that enhances organizational performance. Faced with competition and increasing dynamic environments, organizations are beginning to realize that there is a vast and largely untapped asset diffused around the organization-knowledge Gupta, et al (2000). Nonaka (1994) defines knowledge as a justified belief that increases an entity’s capacity for effective action. Nonaka further divides knowledge into tacit and explicit knowledge. Tacit knowledge focuses on the knowledge of a person, which comes from experience that is shaped by the beliefs and values of the person. Explicit knowledge is a representation of tacit knowledge in the form of an “artefact”. An artefact can be a document, an image or a video. Knowledge management has gained much prominence in recent years. Knowledge assets give organizations a competitive edge in the market and thus ensure organizational effectiveness, efficiency and performance. Davenport and Prusak (1998) defined knowledge management as the processes which support knowledge collection, sharing and dissemination. The expectations for knowledge management were that it would be able to improve: growth and innovation, productivity and efficiency reflected in cost savings, customer relationships, decision making, innovation, corporate agility, rapid development of new product lines, employee learning, satisfaction and retention, and management decision making (Pollard, 2005) as cited in Cranfield (2011). This gives organizations a competitive advantage which results to organizational success.

Ever since their inception, higher education institutions have been occupied with the fundamental elements of what we now call “knowledge management”, for instance the creation, collection, preservation and dissemination of knowledge. Universities are no longer living in isolation. They have their place in society, and they have a responsibility to society, which expects something in return.
In Kenya, higher education has been largely public since independence, but due to liberalization of the education sector, there has been a rise in the number of higher education institutions in the country in the past decade. Currently, there are twenty-two public universities and nine constituent colleges, there are also fourteen chartered private universities and twelve private universities with letters of interim authority. This has offered increased competition that needs the institutions to prepare themselves better to meet the challenge. This scenario has made university management to think of ways to achieve success with the scarce resources. For the institutions to gain competitive advantage, attract and retain high quality scholars, be innovative and develop high standard programs; they need effective knowledge management initiatives and practices. Kidwell et al. (2000) explains that knowledge management promises to lead better decision making capabilities, improve academic services and reduce costs. Therefore, universities are mounting knowledge management practices that tackle organizational development, retrenchment, amalgamation, and internal reorganization. Little research has been done on the effects of knowledge management practices on organizational performance especially in higher education institutions in Kenya. This prompted the researcher to investigate the effects of knowledge management practices on organizational performance at Kisii University.

Kisii University was founded in 1965 as a primary teachers training college. In 1983, it was upgraded to a Secondary school Teacher’s College to offer Diploma Programmes. The Government of Kenya mandated Egerton University to take over the college as its campus in 1994. On 23rd August 2007, Kisii University College was established through a Government Legal Notice No. 163 of 2007 as a Constituent College of Egerton University (Kisii University College 2009). On 6th February 2013, Kisii University was awarded a charter to become the 13th public university in Kenya. Its vision is “to be a world class university in the advancement of social welfare, research and academic excellence” and its mission is “the university commits to train high level human resource that meets the development needs of the country and international labour markets, and to sustain production of high quality research and consultancy, and dissemination of skills and competencies for the advancement of humanity.” (Kisii University College 2009).
1.2 Statement of the Problem

Knowledge management has been said to be a key resource for organizations to gain a competitive advantage. However, how do knowledge management practices affect organizational performance at higher education institutions, specifically in the case of KSU? Reviewed literature reveals a number of knowledge management practices in higher education institutions. For instance Wamundila (2008), identified knowledge management practices at University of Zambia which included knowledge transfer practices, knowledge acquisition practices and knowledge retention practices. However, there is a dearth of literature on the effects of knowledge management practices on organizational performance at higher education institutions. The research problem was to investigate the effects of knowledge management practices on organizational performance at higher education institutions in Kenya. For the purpose of this study, the researcher conducted a case study of Kisii University.

1.3 Objectives of the Study

The main aim of the study was to investigate the effects of knowledge management practices on organizational performance at Kisii University.

The specific objectives of the study were:-

i. To establish the effect of knowledge capture and acquisition practices on organizational performance at Kisii University.

ii. To determine the effect of knowledge sharing practices on organizational performance at Kisii University.

iii. To determine the effect of knowledge management policies and strategies on organizational performance at Kisii University.

1.4 Research Questions

i. What are the effects of knowledge capture and acquisition practices on organizational performance at Kisii University?

ii. What are the effects of knowledge sharing practices on organizational performance at Kisii University?

iii. What are the effects of knowledge management policies and strategies on organizational performance at Kisii University?
1.5 Significance of the Study
The findings of this study would aid educational institutions, policy makers, and other organizations that apply knowledge management in managing their knowledge for improved organizational performance. It was hoped that this study would provide valuable insights to the management at Kisii University and other universities, government, development partners and other stakeholders on the effects of knowledge management practices on organizational performance and challenges in knowledge management.

To the management at Kisii University, the study could act as a self assessment tool on the level of implementation of knowledge management practices to improve organizational performance. The management could benefit from the study in that they are likely to acquire information to guide on the need to sharpen their skills in dealing with challenges in knowledge management.

The study would contribute through the development of fresh knowledge which the university management can use to deal with the emerging challenges in implementing knowledge management practices at their universities to enhance improved organizational performance. The study could also add to the body of knowledge of knowledge management besides filing gaps in research which could prompt other researchers to do similar studies in different universities or levels of education institutions.

1.6 Scope of the Study
The study was carried at the following campuses of Kisii University; Main Campus, Kisii Town Campus and Down Town Campus. It was confined to the following divisions at Kisii University, namely; Academic and Students affairs division, Administration and Finance division as well as Research, Planning and Development division. The study focused on heads of faculties, divisions and departments because they were presumed to be the main people charged with knowledge management in the organization. The study also focused on the other members of staff because they are the users of the knowledge in the organization.
1.7 Limitations of the Study
The study was limited to the following knowledge management practices at Kisii University: knowledge capture and acquisition, knowledge sharing and knowledge management policies and strategies. Logistical and operational constraints limited this study to Kisii University’s main campus, town campus and downtown campus.

1.8 Assumptions of the Study
In this study, the following assumptions were made:

i. In all the departments at Kisii University, there were ongoing knowledge management practices.

ii. The ongoing knowledge management practices had an effect on organizational performance at Kisii University.

1.9 Operational Definition of Terms
Major terms used in this study were defined in this section. The definitions were based on how these terms were used in the study.

**Higher Education Institutions** are institutions offering post secondary education such as technical colleges, polytechnics, colleges, university colleges and universities. In this study, the term *Higher Education Institutions* exclusively referred to universities and university colleges.

**Knowledge** is a justified belief that increases an entity’s capacity for effective action (Nonaka 1994). In this study the term *knowledge* referred to the knowhow of the members of staff at Kisii University either embedded in their minds or found in manuals or work procedures and gives a potential to act and make decisions.

**Knowledge management** are the processes which support knowledge collection, sharing and dissemination (Davenport and Prusak 1998). In this study, the term *knowledge management* was taken to refer to the processes that support knowledge collection, creation, transfer, sharing, storage and dissemination.

**Organizational performance** describes the degree to which the organization achieves its stated goals and objectives (Lee & Choi 2003). In this study, the term *organizational performance* was taken to refer to the ability for staff to achieve organizational objectives and meet their targets.
CHAPTER TWO
LITERATURE REVIEW

2.1 Knowledge Management

Newman (2000) states that knowledge management promotes an integrated approach to identifying, capturing, retrieving, sharing, and evaluating an enterprise's information asset. These information assets may include databases, documents, policies, procedures, as well as the uncaptured tacit expertise and experience stored in individuals’ heads. O’Dell and Grayson (1998) defines knowledge management as a conscious strategy of getting the right knowledge to the right people at the right time and helping people share and put information into action in ways that will strive to improve organizational performance. Knowledge management entails different processes such as knowledge capture, acquisition, creation, distribution, storage and utilization. The effective utilization of knowledge will not only create competitive advantage but maintain it as well, that would improve organizational performance.

2.2 Knowledge Management in Higher Education Institutions

Higher education institutions are seen as knowledge creators, distributors and generators. Cranfield (2011) has argued that higher education is undergoing transformations due to a range of external forces such as market competition, virtualization and internalization, giving rise to new ways of understanding the role and functions of a university. They are also facing competition and financial cuts hence need to adopt a knowledge management programme to improve organizational efficiency, productivity and thus gain competitive advantage.

Research by Cranfield on knowledge management and higher education institutions in the UK found out that higher education institutions were beginning to acknowledge that new managerial methods and tools need to be used to enhance their competitive advantage (Cranfield 2011). The research revealed that whereas there is significant knowledge management activity and awareness within the higher education institution context within the UK, the potential use and benefits on implementing knowledge management on an institution wide level, with leadership support has a long way to go. The study applied grounded theory in research using Stankosky’s four pillars of knowledge management model.
The government of Malaysia realized that, performance, efficiency and effectiveness in universities can be improved through the implementation of appropriate knowledge management practices. A study by the Centre of Academic Development (CADE) at Universiti Putra Malaysia in 2005 revealed that the level of knowledge management practices in Malaysian universities was merely moderate (Raja 2008). Many Malaysian universities were not utilizing knowledge to the fullest to improve their performance and this is because the data, information and knowledge available in the universities were not properly managed such that they could be efficiently shared and reused to generate new knowledge.

2.3 Importance of Knowledge Management

Dewe and Wright (2007) as cited in Wamundila (2008) suggest that managing knowledge in a university has the following benefits; More informed decision making, avoiding wasteful duplication of resources, avoiding loss of commercial opportunity and loss of knowledge when staff exits, increasing accessibility to the organizations recorded internal knowledge, improving information literacy of researchers, learners and administrators, increasing the discovery, transmission and use of recorded knowledge, and increasing the dissemination of new knowledge within the organization.

Exploratory studies on knowledge management outcomes in Malaysia indicate that the perceived benefits include better decision-making, better understanding of customers, improved skill base, better quality and efficiency, better outputs and innovation, sharing of best practices, and faster response to key institutional issues (Rumesh Kumar 2003). Kidwell et al (2000) contend that knowledge management can benefit educational institutions in at least five areas: Research, curriculum development, student and alumni services, administration, strategic planning, and traditional classroom enhancement. Knowledge management if effectively implemented serves as a coordinating mechanism for transforming all available resources into capabilities and thus allows a firm to gain greater value from its resources. Stankosky (2005) notes that knowledge management practices will enhance competitive advantage, improved efficiency, effectiveness and innovation. Little research has been done to determine the effects of knowledge management practices on higher education institutions especially in Kenya.
2.4 Knowledge Management Practices

There has been a lot of scholarly work conducted over the years on knowledge management (Chong and Choi 2005); knowledge management processes, intellectual capital, culture and strategy have been identified as key factors in knowledge management. Darroch (2003) has elicited that knowledge creation and acquisition, knowledge dissemination and responsiveness to knowledge as the main components of knowledge management practice. While Thomas et al (2001) have discussed four critical stages of knowledge management of a firm’s knowledge. These include knowledge creation and acquisition, knowledge transfer, interpretation of the knowledge to serve organizational goals and application of knowledge to achieve organizational goals. This study will focus on knowledge capture and acquisition, knowledge sharing and knowledge management policies and strategies.

2.4.1 Knowledge Capture and Acquisition Practices

Liou (1990) as cited in Wamundila (2008) defines knowledge acquisition as the process of extracting, structuring and organizing knowledge from human experts so that it can be captured and transferred into machine readable form. Lyles and Salk (2006) empirically established the existence of a positive relationship between knowledge acquisition and organizational performance. Whereas knowledge capture is organizational ability of ensuring that knowledge available in the organization is stored for future reference in either databases or manuals. At University of Zambia, knowledge acquisition occurs through recruitment, training and development and after action reviews Wamundila (2008). The following are some of the techniques in knowledge capture and acquisition.

i. Recruitment

Edwards and Rees (2006) as cited in Wamundila (2008) defines recruitment as the practice of determining what the company needs in the candidate and instigating the procedures to attract the most appropriate candidate. Organizations need to identify the knowledge gap and then determine the skills necessary to fill the gap. Then recruit employees who will come in with the knowledge that is required so that it can have a positive effect on organizational performance.
ii. **Training**

Employees need training in their specific areas of specialization. When employees are taken for training they acquire new knowledge. This empowers them to be able to make the right decisions and be innovative besides increasing the organizational memory. Chong and Choi (2005) after studying critical success factors recommended that employee training and involvement in decision making process is crucial as it gives them authority, a sense of security and motivates them.

iii. **Expert Systems**

These are systems where knowledge of the experts that has been converted from tacit knowledge to explicit knowledge is captured and stored. In the expert system, the knowledge is preserved for future use in performing specific work processes.

iv. **Brainstorming**

Liou (1990) as cited in Wamundila (2008) explains that brainstorming is a group method for developing ideas and exploring their meaning. This usually occurs in boardrooms, through such discussions new ideas are generated and they are usually captured in form of minutes.

v. **Mentoring**

This is a relationship that happens within a work environment where an advanced employee (Mentor) helps a less experienced employee (protégé) to develop certain areas that may be specified or unspecified. Mentoring programs within universities have benefits both to the mentor, protégé and the university. The protégé will get information and professional development from the mentor, while the mentor will develop professional relationships, enhance peer recognition and job satisfaction. To the university, mentoring enhances team performance, improves communication and encourages commitment to the organization by the mentor and protégé.

2.4.2 **Knowledge Sharing Practices**

Knowledge sharing is the exchange of knowledge among organizational employee (Ismail and Chua 2005). Davenport and Prusak (1998) explains that sharing must be initiated at human level and once it is working its application on technology will produce positive results. Hamid (2008) as cited in Wamundila (2008) asserts that
basic social interaction is done with management and employees identification of knowledge and employees are encouraged to not only increase their knowledge, but share it for the benefit of the organization and themselves as well. Without motivation, sense of security, healthy reward system, this cannot be achieved.

Various practices promote knowledge sharing within the organization, for instance incentives, rewards and communities of practice. Technologies such as the intranet, internet, and web 2.0 technologies encourage and promote interaction among employees leading to sharing and exchanging knowledge. Besides encouraging interaction, these technologies capture and store the exchanged ideas. According to Armbrecht et al. (2001), a company’s culture and structure will be the critical factors enabling knowledge flow which will in turn affect knowledge sharing. The outcome of knowledge sharing is the creation of new knowledge and innovation that will improve organizational performance (Hawamdeh 2005). At the University of Zambia, knowledge sharing occurs through departmental meetings, informal and formal workshops, knowledge exchange seminars, summary reports, brainstorming, mentoring, notice boards, emails and face to face interactions (Wamundila 2008).

i. Job Rotation

Wamundila (2008), job rotation is an organizational practice that facilitates knowledge transfer. There is a deliberate movement of employees from one position to another within an organization. This ensures that the employees are exposed to challenges and work activities in other positions within the organization.

ii. Creation of Knowledge Repository

Delong (2004) states that the issue of documenting knowledge has been cited as an approach that supports the transfer of knowledge amid changes in workforce demographics and knowledge attrition. Organizations must develop knowledge repositories where they store their knowledge. This is to prevent knowledge loss, and knowledge can be captured and documented in databases and groupware technologies. Besides storage, they enhance interaction hence promote sharing and transfer of knowledge.
iii. **Communities of Practice**

Wamundila (2008), communities of practice involve transfer of knowledge within formal or non-formal segments of employees in the organization. They are either formally established or evolve spontaneously. Communities of practice enhance the ability to connect professionals, encourage knowledge sharing and transfer on a large scale and thus enabling the survival of knowledge within the organization and speeding up learning for new members.

2.4.3 **Knowledge Management Policies and Strategies**

Dewe and Wright (2007) as cited in Wamundila (2008) explains that for ensuring a successful introduction of knowledge based initiatives in an organization, a knowledge based policy or strategy should be formulated. According to Ruschcliffe Borough council (2005) as cited in Wamundila (2008) a policy is a set of guiding principles or rules intended to influence decisions and actions that reflect on agreed practice. While a strategy is a high level approach to an issue that is designed to deliver change by implementing policy. New Jersey State University (1995) as cited in Wamundila (2008) states that the university strategic plan articulates a planning process where the commitments, goals, and strategies set forth in the plan to indicate the direction the university will take in order to maintain and enhance excellence in all its endeavours. Universities need to have knowledge management policies and strategies to underscore the need for the university to manage its knowledge to achieve competitive advantage. Knowledge management policies and strategies have been adopted by various universities for instance university of Edinburgh and Kings College London to enhance management of knowledge.

The University of Edinburgh has introduced KM in its management framework for operational benefit. In 2003, it appointed a Vice Principal for knowledge management and librarian to the University (University of Edinburgh 2007) as cited in Wamundila (2008). A strategic plan for knowledge management has been developed to enhance the fulfilment of the University’s mission. The knowledge management strategy for Edinburgh University is a comprehensive plan that deals with matters that affects the operations of the University. It deals with the management of both tacit and explicit knowledge.
In 2005, Kings College London, a University College, developed a five year information and knowledge strategy in order to support the creation, use, sharing, and preservation of information and knowledge in support of research, teaching, and administration (Kings College London 2005) as cited in Wamundila (2008). This strategy is an approach to addressing diverse functions in a university to enhance it to achieve its objectives. It recognizes the functions of research, teaching, administration, and management.

2.5 University Management

Top management commitment, and consistency of purpose are essential in developing the desired behaviours and value systems using motivation and reward. Managers need to provide the necessary resources and create a work setting and a supportive climate to allow staff to experiment, explore and try out new work processes and practices. In order for new knowledge generation to take place, managers must have high risk tolerance and be prepared to accept failures since every innovative change carries with it the possibility of failure. Management can signal the importance of KM practices by rewarding those who inculcate these in either monetary or non-monetary form as well as reformulate policies that obstruct KM (Zahidul et al 2007). Leadership support is a critical success factor in knowledge management implementation.

2.6 Challenges facing HEIs in Managing Knowledge

Peyman et al (2005) conducted a research to determine the factors that lead to failure of knowledge management systems. Peyman focused on the following factors; focusing KM efforts only within organizational boundaries, failure to understand and connect KM into individuals daily work activities, creation of repositories without addressing the need to manage content, resistance towards change, organizational culture, lack of familiarity of top management with dimensions of KM and its requirements and failure to align KM efforts with organizations strategic objectives. Ambrosio (2000) as cited in Peyman et al 2005 cites that the most common error in implementing knowledge management system is failing to coordinate efforts between information technology and human resources.
2.7 Review of Previous Studies

Zahidul et al (2007) conducted a study on selected Malaysian Multinational companies on the role of knowledge management practices on organizational context and effectiveness. The study focused on the role of cultural and structural characteristics on organizational effectiveness. Data were collected through questionnaires and analyzed using Statistical Package for Social Sciences (SPSS) version 11 to analyze the relationship of organizational context, KM, and organizational effectiveness. The results indicated that knowledge management practices mediate the relationship between organizational context and organizational effectiveness. This was in agreement with a study of 222 Spanish firms in biotechnology and telecommunications industries conducted by Marques and Simon (2006). They surveyed senior business managers about their respective firms’ KM practices and firm performance. They view KM practices as innovative organizational activities that bring important changes to business processes and to traditional management paradigms. Using a 7-point likert scale, they assessed KM practices in terms of six dimensions and measure firm performance via profitability, growth, efficiency, stakeholder satisfaction, and competitive position. Analysis of the survey data led to their conclusion that there is a strong and positive relationship between the implementation of KM practices and firm performance. These findings were similar to another study by Asli et al (2013) on the influence of knowledge management on organizational performance on small and medium enterprises using structural equation modelling. The study found out that knowledge management practices positively and significantly influenced organizational performance. Another study by Ngah and Razak (2010) on the effect of knowledge sharing practices on organizational performance on SMEs in Malaysia found that knowledge sharing has a positive and strong influence on organizational performance. The study utilized convenience sampling to collect data and structural equation modelling to analyze data.

A study by Waheed et al (2010), on the effect of knowledge management practices on organizational performance focused on the integrative effect of processes, intellectual capital, culture and strategy with cohesion of all stake holders on knowledge management which effects on organizational performance. It recommends that a sharing culture should be developed, to create knowledge sharing environment.
This study presents a conceptual framework model of process, intellectual capital, culture and strategy for successful implementation of knowledge management. Lee (2010) also conducted a study on the impact of knowledge management practices in improving students learning outcome in Singapore polytechnic, this study focused on knowledge management practices that influence student’s performance. While research done by Wamundila (2008) focused on the identification of knowledge management practices at University of Zambia with the main purpose of developing a knowledge retention framework. The research only studied knowledge retention, transfer and acquisition practices leaving out several other knowledge management practices.

However, some other studies contend that KM initiatives do not always positively impact business performance and often fail to result in improved task outcomes in organizations (Sabherwal and Becerra-Fernandez 2007). Another study by Mills and Smith (2011) studied the impact of knowledge management resources on organizational performance. The results show that some knowledge resources for instance structure and acquisition were directly related to organizational performance while other knowledge resources such as culture and technology were not related to organizational performance. These inconsistent observations indicate that KM’s effects on firm performance are not yet well understood and still open for investigation (Smith and McKeen 2005). None of these studies focused on the effect of knowledge management practices on organizational performance at higher education institutions. This study investigated the effects of knowledge management practices on organizational performance at Kisii University. This was a case study in which data were collected through interview schedules and questionnaire whereas the other studies were surveys on the effects of knowledge management practices on organizational performance.
2.8 Conceptual Framework

The concepts discussed above form the basis of a conceptual framework. This section presents such a framework, which was used in this study for analyzing the effects of knowledge management practices on organizational performance.

Independent Variables\ Intervening variable\ Dependent variable

(Knowledge Management Practices)

Knowledge capture and acquisition
  - Recruitment
  - Knowledge repository
  - Training
  - Expert systems
  - Brainstorming
  - Mentoring

Knowledge sharing practices
  - Communities of practice
  - Best practice database
  - Meetings
  - Emails
  - Seminars
  - Personal interaction
  - Notice boards
  - Job rotation

Knowledge management policies and strategies

Organizational Performance

University Management Policies

Figure 2.1: Conceptual Framework

Source: Researcher
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design

Research design is the outline, plan, or strategy used to arrive at findings for a research question (Johnson and Christensen 2004). This study employed a case study design. According to Rowley (2002), case study design is associated with the following virtues; It offers a richness and depth of information, it is highly versatile research method and employs any and all methods of data collection from testing to interviewing, it can extend experience or add strength to what is already known through previous research, and it puts emphasis on context which can help bridge the gap between abstract research and concrete practice by allowing researchers to compare their first hand observations with quantitative results obtained through other methods of research. For the purposes of this study, the case study was used. The selection of this design was mainly due to the aforementioned virtues associated with case study and the need to have a detailed investigation of the effects of knowledge management practices on organizational performance at Kisii University.

However, case study design is associated with the following shortcomings. They include biases of research findings mainly due to overexposure of studied cases and that the small number of studied cases is difficult to generalize, hence they need careful planning. The design was found appropriate for the study as it enabled the researcher to carry out an indepth investigation on the effects of knowledge management practices on organizational performance at Kisii University.

3.2 Study Area

The study was carried out at selected campuses of Kisii University; Main campus, Kisii Town Campus, and Down Town Campus. This was because majority of the members of staff were based in these campuses.
3.3 Target Population

The total population at Kisii University was six hundred and eighty members of staff.

Table 3.1: Number of Members of Staff at Kisii University

<table>
<thead>
<tr>
<th>Campus</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>388</td>
<td>242</td>
<td>630</td>
</tr>
<tr>
<td>Town Campus</td>
<td>21</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>Down Town Campus</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>415</strong></td>
<td><strong>265</strong></td>
<td><strong>680</strong></td>
</tr>
</tbody>
</table>

*Source: Kisii University Central Registry*

3.4 Sample Size and Sampling Procedure

As a mechanism of addressing the validity of a research undertaking, this study had two sample frames. The first sample frame constituted interview participants and the second sample frame constituted questionnaire respondents.

3.4.1 Purposive Sampling

Sampling for interview participants was done through non-probability sampling technique called purposive sampling. Creswell (2003) notes that purposive sampling is the rationale for undertaking case study research. The researcher identified potential respondents who were presumed to be in possession of characteristics deemed suitable for the ability to provide required information and were presumed to be in charge of knowledge at KSU. In the interview, participants were drawn from heads of divisions, faculties and departments. Table 3.2 indicates the respondents for the interview.

Table 3.2: Interview Participants

<table>
<thead>
<tr>
<th>No:</th>
<th>Title of Interviewee and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Registrar Administration</td>
</tr>
<tr>
<td>2.</td>
<td>Registrar Academic</td>
</tr>
<tr>
<td>3.</td>
<td>Dean, Faculty of Information Science and Technology</td>
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<tr>
<td>4.</td>
<td>Dean, Faculty Agriculture and Natural Resource Management</td>
</tr>
<tr>
<td>5.</td>
<td>Planning Officer</td>
</tr>
</tbody>
</table>
6. University Librarian
7. Director: Research and Extension
8. Medical Officer
9. Halls Officer
10. I.C.T: Incharge
11. Coordinator: Town Campus
12. Coordinator: Kisii Down Town Campus

*Source: Research Data*

The above list comprised of individuals with diverse roles that were deemed adequate and representative of the university operations. Interviewing the above participants was crucial for this study as they brought a different dimension with regard to the data collected. For instance, some of the data required could only be collected from individuals involved in management and as such, it was necessary to purposively select these individuals.

### 3.4.2 Stratified Random Sampling

Participants for the questionnaire were selected through stratified random sampling because the population at KSU was not homogenous. The universe that is Kisii University staff was divided into various strata in relation to the different departments at KSU. Since each stratum was more homogenous than the total population, the researcher was able to get more precise estimates for each stratum and by estimating more accurately each of the component parts gave a better estimate of the whole (Kothari 1990). The sample size for questionnaire respondents was determined using Yamane’s simplified formula (Israel 2012), which is as follows:

\[
  n = \frac{N}{1 + Ne^2}
\]

\[
  e^2 = 0.05^2
\]

Where

- \( n \) is the desired sample size
- \( e^2 \) is the confidence level
- \( N \) is the total population under study
For this study, the total population of study at Kisii University was 680 less 12 who were interviewed bringing the total to 669. When the formula was applied to the 668 potential respondents, it yielded a sample size of 250. The sample size of the members of staff was distributed among the various departments using proportionate sampling. Stratified Simple random sampling was used to select items from each stratum using the list of members of staff that was provided by the central registry department.

Table 3.3: Sampling Matrix

<table>
<thead>
<tr>
<th>Description</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main campus</td>
<td>629</td>
<td>235</td>
</tr>
<tr>
<td>Town campus</td>
<td>39</td>
<td>11</td>
</tr>
<tr>
<td>Down town campus</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>680</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

3.5 Instrumentation

The main tools of data collection for this study were questionnaires and interview schedules.

3.5.1 Interview Schedule

The researcher designed an interview schedule to guide in the interview process. The document had two parts. Part one contained the salutation of the interviewee and introduction of the research topic and objectives. Part two had three sections addressing knowledge capture and acquisition, knowledge sharing, and policies and strategies. The interview guide had predetermined questions to which follow up questions were made by way of probing and prompting.

3.5.2 Questionnaire

The questionnaire design was based on the objectives of the study. The questionnaire had two broad parts. That is the introduction, in which the researcher introduced himself, the research topic and objectives, as well as instructions for answering the questions in the questionnaire. The second part contained the research questions and had six sections: Personal details, knowledge capture and acquisition, knowledge sharing, and policies and strategies. A definition for knowledge capture
and acquisition, knowledge sharing, and policies and strategies, was provided at the beginning of each section to guide respondents to understand what was required of them. This was to increase the chances of completion of the questionnaire by the respondents.

Closed and open ended questions were used and the content of the questionnaire were determined from the literature review. With reference to closed questions, multiple choice and likert scale questions were provided in which respondents were to tick the appropriate choice. Spaces for open ended questions were provided for questions where explanations and details were required.

3.6 Piloting

Anderson and Arsenault (1998) note that pretesting of data collection tools has been described as one of the major tasks that should be employed before the actual data collection takes place. Johnson and Christensen (2004) point out that the number of individuals that can be used for pretesting can range from two to ten, and that the pretested individuals should reflect the actual population of respondents that would be involved in the actual study. Pretesting of data collection instruments was done at The Faculty of Health Sciences at Nyakongo Towers, which is one of the Faculties of Kisii University. Five respondents were used to pretest the questionnaire while the interview schedule was pretested by interviewing the Dean, Faculty of Health Sciences and one member of the teaching staff.

3.6.1 Validity

Validity refers to the degree of accuracy and meaningfulness of inference based on research results. A pre-test was carried out on a sample population similar to the target population in order to assess the validity of the instrument. Items that were not appropriate for measuring the variables were modified or discarded to improve the quality of the research instrument thus increasing its validity. A small group of the population were given questionnaires to fill and were asked whether they experienced any difficulties. This assisted in knowing whether the instrument was clear, precise and comprehensive enough. After pretesting corrections were made on the questions. The research instruments were also reviewed by the researcher’s supervisors; this was to ensure content validity of the instruments according to Frankfort-Nachmias & Nachmias, (2006).
3.6.2 Reliability
The data collected from the pilot study was used to compute the reliability of the instruments. Cronbach’s coefficient alpha was computed using SPSS student version 14.0 to determine internal consistency of the items. Items were considered reliable if they yielded a reliability coefficient of 0.70 and above. This figure is considered desirable for consistency levels(Fraenkel & Wallen, 2000). In this study, the reliability coefficient of the items in the questionnaire was 0.73 and above. This reliability test was considered desirable for consistency levels.

3.7 Data Collection Procedure
A research permit was obtained from the dean Faculty of Information Science and Technology after approval to conduct research by the graduate committee. The researcher collected primary data for the purposes of finding answers to the research questions. Data were collected through questionnaires, and interview schedules.

3.7.1 Interview Schedule
The appointments for the interviews were secured by the researcher before the interview to enable interviewees prepare adequately for the interview and to provide well thought responses. The interview sessions lasted twenty minutes and the deliberations of the interview sessions were recorded by way of taking notes and audio recording to ensure that everything discussed was captured.

3.7.2 Questionnaire
The questionnaires were delivered by the researcher to the respondents and picked at an agreed time. After collection of the filled questionnaires and some follow-up, a total of 172 questionnaires were collected. The response rate was 68.8% and was deemed adequate for the researcher to proceed with data analysis.

3.8 Data Analysis and Presentation
Data analysis refers to the process of generating value from the raw data (Johnson and Christensen 2004). Since this study employed a mixed approach to data collection, questionnaire, and interview, data were analyzed using appropriate data analysis techniques. There are a number of data analysis techniques that can be used to analyze qualitative and quantitative data.
3.8.1 Questionnaire Data Analysis and Presentation

Quantitative data collected through the questionnaire were organized and then coded. This was done to ensure similar patterns from the answers given were identified. The collected data were checked for errors and to identify unanswered questions before the data were entered into Statistical Packages for Social Sciences (SPSS 14.0) software. Open ended questions involved qualitative data analysis at some level as the open ended questions provided responses from which themes were developed. Each theme developed was assigned a numerical code, which was entered into Statistical Packages for Social Sciences (SPSS 14.0) for windows integrated student version. Data analysis was carried out after data entry for both closed and open ended questions. Descriptive and inferential statistics were employed to analyze quantitative data. The statistics used include frequency percentages and multiple correlation analysis. The results of data analysis were presented using frequency distribution tables and bar graphs.

3.8.2 Interview Data Analysis and Presentation

Data collected through interview was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information. Qualitative data analysis is the range of processes and procedures whereby we move from qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating Lewis and Gibbs (2005). Taylor-Powel and Renner (2003) notes that qualitative data analysis involves the following steps; Get to know your data, focus the analysis, categorize information, identify patterns and connections within and between categories, and interpretation. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings.

The researcher took notes and audio recorder to collect data during interview sessions. The researcher used content analysis to identify the major themes. Microsoft Word processing program was used to group similar themes together by copying and pasting related themes after which the researcher analyzed the data. In this study, excerpts were used to give representative information required. Table 3.4 presents the data analysis procedures used.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Statistical Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the effects of knowledge capture and acquisition practices on organizational performance?</td>
<td>Recruitment, Training, Brainstorming, Knowledge Repository, Expert systems, Mentoring</td>
<td>Organizational performance</td>
<td>Frequencies, Percentages, Multiple Correlation</td>
</tr>
<tr>
<td>What are the effects of knowledge sharing practices on organizational performance?</td>
<td>Job rotation, Communities of practice, Meetings, Personal interaction, Emails, Knowledge repository, Seminars, Notice boards</td>
<td>Organizational performance</td>
<td>Frequencies, Percentages, Multiple Correlation</td>
</tr>
<tr>
<td>What are the effects of knowledge management policies and strategies on organizational performance?</td>
<td>Policies and strategies</td>
<td>Organizational performance</td>
<td>Frequencies, Percentages, Multiple Correlation</td>
</tr>
</tbody>
</table>

*Source: Researcher*
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Findings from Interviews
This section presents findings from the interviewed heads of divisions, faculties, and departments. The findings are provided in narrative form and excerpts.

4.1.1 Demographic Characteristics of the Participants
Twelve interviews were conducted, figure 4.1 presents the gender of the interview participants.

In terms of gender, figure 4.1 indicates that eighty three percent (83.33%) were males and seventeen percent (16.67%) were female.

Figure 4.1 Gender of Interview Participants

*Source: Research Data*
4.1.2 Characteristics of the Participants

Table 4.1: Characteristics of Interview Participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Title of Interviewee and Department</th>
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<tbody>
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<tr>
<td>11.</td>
<td>Coordinator: Town Campus</td>
</tr>
<tr>
<td>12.</td>
<td>Coordinator: Kisii Down Town Campus</td>
</tr>
</tbody>
</table>

Source: Research Data

4.1.3 Knowledge Capture and Acquisition

The knowledge capture and acquisition component of the interview aimed at establishing how departments captured and acquired knowledge relevant for the staff’s daily duties. Particular attention was paid to the effects of the knowledge capture and acquisition practices on organizational performance. Further, the research investigated on the challenges the university encounters in knowledge capture and acquisition and the mitigation strategies in place.

a. Knowledge Capture and Acquisition Practices

The researcher sought to determine the knowledge capture and acquisition practices at Kisii University. All interviewees agreed that they had knowledge capture and acquisition practices. Sentiments expressed on knowledge capture and acquisition practices include the following;
“...The campus acquires and captures knowledge necessary for staff to carry out their duties through recruitment, consultancy, training, manuals, phones, groupware technologies such as internet and subject matter experts...”(Respondent xii).

“...We undertake research activities. The university also acquires new knowledge mostly from internet. The university also acquires new knowledge through training, workshops, and recruitment of trained and experienced manpower. We also undertake consultancy to acquire new skills. Knowledge here is captured in manuals, minutes and research papers...”(Respondent vii).

The identified knowledge capture and acquisition practices are; training, recruitment, consultancy, manuals, mobile phones, groupware technologies, flow charts, seminars, notices, meetings, induction, workshops, multimedia, benchmarking with other institutions, field trips, job description, schemes of service, work procedures, work plan, partnerships, staff exchange programmes, minutes and research papers.

All interviewees indicated that their units used training and recruitment to acquire knowledge. Two of the participants indicated that they used benchmarking and partnerships in acquiring knowledge. All interviewees indicated that they used minutes to capture knowledge while only two participants indicated that they used researcher papers to capture new knowledge. All interviewees indicated that their staff undergo various training for purposes of ensuring that operational knowledge relevant to the respective departments was acquired through workshops, seminars, and long academic courses. This was in agreement with research done by Wamundila (2008) at University of Zambia.

b. Effects of Knowledge Acquisition and Capture Practices

This section sought to determine the effects of knowledge capture and acquisition practices identified on organizational performance. All participants indicated that knowledge capture and acquisition practices had a positive effect on organizational performance. The following are some of the sentiments expressed by various heads of divisions, faculties and departments;
“...Knowledge capture and acquisition leads to improved organizational performance, increased production, and improved confidence in service delivery by members of staff...” (Respondent viii).

“...When knowledge is captured and acquired then well utilized it will help the university to improve its organizational performance, improve efficiency and effectiveness as the schedule of duties helps members to know what is expected of them, improve university productivity, there is also standardization in performance which leads to improved competitive advantage. Acquisition of new skills leads to better performance whereas training leads to increased productivity. Partnerships’ and exchange programs improve the image of the university hence a competitive edge is gained...” (Respondent ii).

As evidenced, there are many positive effects of knowledge capture and acquisition practices in an organization and in particular Kisii University. All interviewees agreed that knowledge capture and acquisition practices improved productivity, performance, efficiency and effectiveness. Four of the participants noted that knowledge capture and acquisition practices led to improved competitive advantage. While five of the participants said that knowledge capture and acquisition practices led to generation of new skills and ideas which lead to improved organizational performance.

Six of the respondents agreed that knowledge capture and acquisition practices led to customer satisfaction. Three of the respondents said that knowledge capture and acquisition practices led to standardized performance. In addition, two of the participants said that knowledge capture and acquisition practices leads to improved communication. Four of the participants said that knowledge capture and acquisition leads to improved service delivery.

c. **Challenges in Knowledge Capture and Acquisition**

This section sought to establish the challenges the university encounters in knowledge capture and acquisition. Sentiments expressed include;

“...Most of the teaching staff are part timers and sometimes they disappear before implementing the whole course or with students materials such as exam papers.
Financial constraints limit recruitment and acquisition of necessary technologies. Lecturers are not paid on time leading to a challenge in acquiring their knowledge for service delivery…” (Respondent xii).

“...We rely on ISP for internet and at times the internet is down, financial constraints as seminars and workshops require finance which is not always supported by management. Continuing education- not all staff are supported for training as those who are on contract have to pay their fees. When staff undertaking studies they tend to neglect their duties…” (Respondent x).

All the participants agreed that the university encounters various challenges in knowledge capture and acquisition. Nine of the participants contend that the university encounters financial challenges in knowledge capture and acquisition, this affects recruitment, training, seminars and acquisition of technology for knowledge capture and acquisition.

Two of the participants said that it was tricky releasing members of staff for training because once a member is released there was difficulty in having some one undertake their duties considering Kisii University is a small and growing university that does not have adequate staff. This, on most occasions affects performance. Two of the respondents argued that most members of staff opt to study areas that are not related to their work, hence a waste of time and resources. One respondent said that it is sometimes difficult to select members of staff to attend seminars and trainings. Two of the participants said that members of staff neglected their duties when undertaking long term academic training this was because they concentrated on their studies to ensure they pass exams rather than focusing on their job performance. Another challenge that was related to training is that not all members of staff are supported for training, where its only permanent staff who are supported while contract staff are ignored. This affects knowledge acquisition and the morale of contract staff hence affecting performance of the university.

Two of the respondents noted that part timers disappearing before implementing the whole course was another challenge they encountered. This was due to non-payment of part time lectures on time. Five of the participants said that internet breakdown and
continuous power fluctuations are other challenges they encounter in knowledge capture and acquisition, which limits the use of computers and internet in knowledge capture and acquisition.

One participant said that most of the knowledge required does not exist in Kenya hence it is difficult to acquire such knowledge and there is a challenge to adapt such new knowledge in Kenya particularly the agricultural innovations. Two of the participants contend that removal of notices from notice boards was preventing members of staff from acquiring knowledge disseminated through notices.

One participant said there was a challenge of knowledge loss per se staff retention. This affected knowledge acquisition as experienced staff left the institution to other institutions. One participant said that systems in the department were not computerized hence difficult to trace the knowledge that has been acquired and captured which makes it difficult to utilize that knowledge.

d. Mitigation Measures

This section sought to determine the mitigation measures the university has enacted or intend to employ to curb the challenges encountered in knowledge capture and acquisition. The sentiments expressed include;

“..... Money collected from SSP should be channelled to infrastructure to ensure there are adequate facilities and there is hope for more funding once the university is chartered to employ permanent lecturers to curb the problem of part time lecturers disappearing before they complete the syllabus.....” (Respondent xii).

“.....On financial challenges, we will request management to support seminars/workshops due to their importance on organizational performance and nobody should be allowed to attend classes during working hours to reduce chances of negligence of duties.....” (Respondent x).

On financial challenges that affected the university’s capability in supporting recruitment, seminars, workshops, training and acquisition of materials, five participants said that they would request for more funding from the university
management. While one participant said that they would recommend for funding from the government and another participant said that they expect for more funding once the university is chartered. Another participant said that they are including the cost element in proposals to see if they can generate more funds. Also five participants said that members of staff were encouraged to fund their own studies and seek reimbursements later.

On negligence of duties by members of staff who are on training, it was suggested that no member of staff should attend classes during working hours. Also members will be selected in advance to attend workshops based on need. Members of staff will be requested to take up duties of members of staff attending workshops and when there are adequate funds more employees would be recruited to cater for those who attend workshops and seminars. On the same note, on the challenge of seminars and workshops eating into teaching time, it was recommended that lecturers to make alternative arrangements when to attend workshops and seminars to avoid disrupting teaching time.

On removal of notices, it was suggested that the university should acquire glass notice boards where the notices are protected. The management should also computerize systems where they are not computerized. On knowledge loss and staff retention, participants said that the university was trying to better terms and conditions for members of staff. Four participants recommended that members of staff to be allowed to attend workshops, seminars and trainings after ascertaining that the trainings or workshops are relevant to their work and are meant to fill existing knowledge gap in the university.

On internet break down, five participants noted that they would be providing the members of staff with modems to use when the internet is low. On the same note, on power fluctuations, the interview participant recommended the provision of laptops that are chargeable and can be used when there is no power. On the technical challenges where knowledge didn’t exist in Kenya and difficulty in adapting new knowledge, it was suggested that the university will create more linkages with international and local institutions to help acquire and adapt knowledge locally. On
difficulty in interpreting flow charts, the interview participant recommended the use of quarterly meetings to discuss and resolve any outstanding issues.

4.1.4 Knowledge Sharing

The knowledge sharing component of the interview aimed at establishing how departments shared knowledge relevant for the staff’s daily duties. Particular attention was paid to the effects of the knowledge sharing practices on organizational performance. Further, the research investigated the challenges the university encounters in knowledge sharing and the mitigation strategies available or in place.

a. Knowledge Sharing Practices

This section sought to determine how knowledge was shared in the university. The identified practices on knowledge sharing include: Meetings, face to face interactions, mentoring, seminars, training, reports, notice boards, emails, after action review, memos, phones through calls and SMS, consultations, brainstorming sessions, best practice database, knowledge exchange sessions, and distribution of own research papers. Sentiments expressed by participants include:

“…..We share knowledge through emails, regular meetings, mentoring, face to face interactions, brainstorming, induction, stories, and best practice database…..” (Respondent xi).

“…..We share knowledge through training, face to face interactions, workshops, meetings, and attachés are given a mentor…. ” (Respondent x).

As evidenced there are many ways through which knowledge is shared among members of staff at Kisii University. All the participants said they used meetings to share knowledge among staff in their department, they either use departmental meetings, quarterly meetings, section meetings, committee meetings and faculty meetings. Eleven participants noted that they used face to face interactions in sharing knowledge among staff in their departments. Five participants revealed that knowledge was also shared through end of semester summary reports in their department.

Six of the participants said they used mentoring sessions in their departments to share knowledge. Five participants said that they used seminars and workshops to share
knowledge among members of staff. While three of the respondents indicated that they used training to share knowledge among staff. On induction, five participants indicated that their departments had induction programs that enhanced sharing of knowledge among experienced and inexperienced staff. Eight of the participants indicated that the use of notices was an eminent knowledge sharing tool in their department. Three of the respondents noted that their departments used best practice databases to share best practices among members of staff. Four participants said that they used memos to share knowledge among members of staff.

Six of the respondents indicated the use of email in knowledge sharing. While nine participants confirmed the use of mobile phone services that is through calling and SMS to communicate among members of staff. Two participants indicated the usage of consultations to share knowledge within their departments. Another four participants indicated that their departments shared knowledge through brainstorming. One participant said that after action reviews and stories were used in knowledge sharing.

**b. Effects of knowledge Sharing Practices**

This section sought to establish the effects of knowledge sharing practices identified on organizational performance. All participants said that knowledge sharing practices had a positive effect on organizational performance. These are some of the sentiments that were expressed by the interview participants;

“…..The effects of knowledge sharing practices are positive and include increased productivity, improved performance, improved employee morale hence generation of new ideas, and improved employ skills and experiences that lead to increased efficiency and effectiveness…..”(Respondent x).

“…..There are positive effects of knowledge sharing practices and they include improved performance, improved efficiency and effectiveness, motivated members of staff hence improved productivity, improved communication, change of behaviour for the better and generation of new ideas…”(Respondent ix).

Five of the respondents said that knowledge sharing practices led to increased productivity. Another nine participants indicated that knowledge sharing practices led
to increased efficiency and effectiveness. Ten participants noted that knowledge sharing practices led to improved organizational performance. Six participants noted that knowledge sharing practices led to improved competitive advantage. Five participants indicated that knowledge sharing practices led to improved communication in the institution. Seven participants indicated that knowledge sharing practices led to generation of new knowledge.

Six participants said that knowledge sharing practices led to improved employee morale, which could be due to increased employee skills in which one participant confirmed that knowledge sharing practices leads to improved employee skills. On the same note, two of the respondents noted that knowledge sharing practices led to customer satisfaction. Another two participants indicated that knowledge sharing practices enhance quicker problem solving. Each of these effects were indicated by one participant; enhances time saving, enhances knowledge retention, enhanced continuity, improved knowledge base and change of behaviour for the better.

c. Challenges in Knowledge Sharing

This section sought to determine the challenges the university encounters in knowledge sharing. Eleven participants confirmed the existence of challenges in knowledge sharing, the sentiments expressed include;

“.....Yes, Challenge getting everybody to sit down and brainstorm.....” (Respondent i).

Five of the respondents said that hoarding of knowledge by members of staff was one of the major challenges they face in knowledge sharing. Four participants confirmed that financial constraints affected the sharing of knowledge within the university. Two of the participants said that they had trouble in selecting members to attend workshops and resistance of mentoring as a way of personal development.

Each of the following challenges were indicated by one participant; rebellion to knowledge sharing, inadequate seminars, know it all attitude, difficulty communicating knowledge to students and staff in different campuses, difficulty calling people to meetings due to part timing, tearing of notices, non-reading of notices, partners not acting as agreed, staff unaware of mentoring policy, inadequate
time to interact, mentoring policy under dean of students hence does not influence staff, inadequate resources to organize meetings, inability to get knowledgeable people, over involvement of staff in other issues, difficulty to get everybody to brainstorm, unqualified workshop facilitators, and difficulty identifying mentors.

d. Mitigation Measures

This section sought to establish mitigation measures the university has enacted or intend to employ to curb the challenges encountered in knowledge sharing. Some of the sentiments expressed include;

“…..We are engaging in guidance and counselling to encourage knowledge sharing and hope to get reasonable funding once chartered to solve our financial challenges…..”(Respondent xii).

“…..We are trying to cut costs to reduce our financial challenges, we are also recommending for an investment in technology such as teleconferencing to enhance communication across all campuses of Kisii University…..”(Respondent iii).

Three of the respondents noted that members of staff are being encouraged to freely share their knowledge, this is meant to solve the challenges of hoarding knowledge and rebellion to knowledge sharing. Another two participants revealed that they are offering guidance and counselling to members of staff in order to promote knowledge sharing. Two of the participants said that they are recommending for the creation of platforms that promote knowledge sharing and one participant said that the university management should develop a reward system to promote knowledge sharing. Another participant said that they were holding frequent meetings to promote knowledge sharing and particularly one meeting before semester begins and before semester ends.

On financial constraints, two participants said they hoped the university will get more funding once chartered, another two participants noted that their departments and the university were trying to cut costs in order to create more funds for knowledge sharing. One participant indicated that they were recommending for departments to make reasonable budgets and to supplement their budgets. Three of the respondents
noted that they would be requesting for more funding. On non-reading of notices and tearing of notices, one participant confirmed that staff were being encouraged to read notices.

On the challenge of communicating knowledge to staff and students in other campuses and challenge calling people for meetings due to part timing one participant noted that they were recommending for investment in technology such as a teleconferencing technology to enhance communication within and among campuses. On difficulty to get everybody to brainstorm, one of the respondents indicated that the university has departmental meetings whose minutes are forwarded to the registrar administration once a month so that the ideas generated can be implemented. On unqualified workshop facilitators, one participant said that, before they contract anybody they conduct background checks on all facilitators to ensure they contract only the best.

On the challenge of the mentoring policy not having an influence on staff, one participant recommended that the mentoring policy should be separated to have one for students and the other for members of staff. At the same time, the management should create awareness of the availability of the policy to enhance its uptake. On resistance to mentoring, two of the participants recommended that the management should emphasize the need for members of staff to learn from each other, change their attitude towards mentoring and encourage them to work as a team. Also on the challenge of the inability to find mentors, one participant said that the university was encouraging senior members of staff to volunteer to be mentors. Lastly, on the challenge where partners do not act as agreed, one participant said that they should improve their relationship with their partners and search for more partners.

### 4.1.5 Knowledge Management Policies and Strategies

This section sought to determine whether there are knowledge management policies and strategies, and the effects of the policies and strategies on organizational performance.

i. **Availability of Knowledge Management Policies**
On the availability of knowledge management policies, all the participants confirmed the university and their departments had policies but the policies were not known as knowledge management policies. Sentiments expressed include;

“…..There is a university recruitment policy and has schedule of duties and scheme of service, and training policy…..”(Respondent v).

“…..There are different policies such as recruitment policy, mentoring policy, and service charter but not directly a knowledge management policy…..”(Respondent ii).

Nine of the respondents noted that the university had a recruitment policy that governed how the university recruited new members of staff. Other policies that were mentioned include; standard operating procedures and record keeping policy, medical ethics and training policy, I.C.T policy, mentoring policy, service charter, policy statement on how to emphasize on research, seminars, conferences and field courses. Each department has a policy related to its activities. However, all participants concurred that they did not have a knowledge management policy but had policies that had activities that entailed knowledge management practices.

ii. Availability of Strategic Partnerships

On the availability of strategic partnerships, all the interview participants agreed that their departments and the university had strategic partnerships and alliances with other institutions and organizations. Sentiments expressed include;

“…..The University has different partnerships that include Minnesota, Metropolia and Helsinki University where we have staff and student exchange programs and Egerton University on matters relating to senate…..”(Respondent iii).

The strategic alliances and partnerships can be grouped into educational institutions, government parastatols, government ministries, and NGOs. On alliances and partnerships with educational institutions, eleven participants indicated that their department and the university at large had strategic alliances with various educational institutions. For instance, Minnesota, Eastern Mississippi, Metropolia and Helsinki universities that engages in staff and student exchange programmes. There are also
neighbouring secondary schools where students go for teaching practice. Egerton University, which collaborates with Kisii University in matters relating to the senate and security. There is also Gusii Institute of Technology which has a partnership with Kisii University for sharing resources. In addition, Kisii University partners with KMTC this is to enable the medical students from Kisii University to be attached at KMTC to gain first hand experience.

On government ministries, one participant confirmed that Kisii University collaborates with the ministry of health. This partnership enhances training of medical personnel and medical supplies. The university also collaborates with NGOs; four of the respondents noted that their departments and the university had partnerships with local and international NGOs. Among the NGOs are NASCOP, which supplies kits for HIV testing, APHIAplus, which helps in conducting malaria tests, and Population Service International, which supplies mosquito nets. Chinese Embassy seconds staff to the university for instance teaching personnel.

Three of the respondents indicated that the university had alliances and partnerships with parastatals. The parastatals are; KENET which helped the university to get a Google grant for internet connection for educational institutions. KARI and KEFRI, which supports the university in agricultural research.

iii. Effects of Knowledge management policies and strategies

On the effects of knowledge management policies and strategies on organizational performance, all the participants said that knowledge management policies and strategies have a positive effect on organizational performance. These are some of the sentiments;

“…..Policies and strategies motivate people to do their best hoping to produce the best. In addition, there is a standard output for all members of staff hence standardization of operations that lead to effectiveness. Policies also led to improved quality of service delivered, it also leads to improved productivity and improved competitive advantage due to improved standards…..” (Respondent iii).
Eight of the respondents noted that knowledge management policies and strategies led to improved competitive advantage of the university in the region. Six of the participants said that knowledge management policies and strategies led to increased efficiency and effectiveness. Five of the respondents indicated that knowledge management policies and strategies led to improved organizational performance and three participants confirmed that they led improved quality of services and increased productivity of members of staff.

Three of the respondents noted that knowledge management policies and strategies led to acquisition of new knowledge by members of staff and the university and acquisition of resources and finances by the university. One of the participants indicated that knowledge management policies and strategies led to generation of new knowledge, faster problem solving, increased faculty reference books, and improved security in student’s hostels.

iv. Challenges in developing Knowledge Management Policies and Strategies

On challenges the university encounters in developing knowledge management strategies and policies, all the participants were in agreement that the university encountered various challenges. Sentiments expressed include;

“…..Yes, financial resources are in adequate. A challenge with material obligations and finding institution with common interest in research to form partnership is difficulty……”(Respondent iv).

Four of the respondents noted that developing a policy was time consuming and that there were financial constraints when developing policies. Two participants said that the training policy was poor and needs to be reviewed and it was difficult to get partnerships. Each of the following challenges were mentioned by one participant; resistance to policy development, difficulty getting an institution with common interest to partner with, its expensive to get partnerships since some of the institutions charge a lot thinking the university has money, policies are not well articulated hence not understood by all members of staff, difficulty filling into a collaboration program, difficulty getting proper partners, inadequate partners and it takes long to acquire resources.
v. Mitigation Measures

The interview participants recommended various mitigation measures on the challenge in policy development and implementation. The following are some of the sentiments that were expressed:

“.....The University is widening its financial base through SSP programs to increase its funds, we are also marketing the university programs to increase student enrolment so as to strengthen our finances and we are requesting the management and government to increase funds.....” (Respondent ii).

“.....We intend to request the university management to ensure that policies are well understood by all members of staff. When requesting for linkages or partnership, there is need to explain your mission to the partners to ensure you are well understood so that you can share the cost and the benefits.....”(Respondent xi).

On a poor training policy one of the respondents recommended that the management should come up with a better training policy. On financial constraints, two of the participants indicated that their departments are requesting for more funds. While three of the participants recommended that, the university and the departments should seek for more partners and alliances to support with resources. One participant said that the university should widen its financial base through SSP programmes and market its courses to have increased student enrolment to raise funds for its activities.

On resistance to policy development, one of the respondents noted that they kept encouraging the development of policies based on evidence rather than speculation. On inadequate partners, difficulty in getting institution with common interest and difficulty getting proper partners two of the participants recommended the use of the internet to search for institutions with common interest and the university should enhance joint research projects with specialist institutions such as KARI. On expensive to get partnerships where the university is charged a lot of money, one of the respondents noted that when seeking partnerships or strategic alliances, it is good to explain that the alliance is to benefit both parties.
On policies that are not well articulated, one of the respondents noted that the management should ensure that all policies are well understood by all members of staff. On the time taken to develop and review policy, two participants recommended that the management should shorten the process of development and reviewing policy. While on the length of time to acquire resources, one participant said that the procurement process should be shortened.

4.2 Findings from Questionnaire

This section presents findings from the questionnaires that were distributed among members of staff. The questionnaire addressed all the objectives of the study.

4.2.1 Demographic Characteristics of the Respondents

The study sought demographic data of the respondents including gender, level of education, and work experience.

i. Gender of the Respondents

In terms of gender, figure 4.2 indicates males at 54.07% and females at 45.93%. The percentage of males is higher than that of females at Kisii University.

![Figure 4.2: Gender of Respondents](Source: Research data)
ii. Level of Education

The study sought to find out the levels of education of the respondents at Kisii University. Figure 4.3 shows the respondents’ level of education. The findings indicate that diploma holders at 43.60% form the highest workforce at Kisii University, followed by degree holders at 26.20%, certificate holders at 18.60%, masters at 9.30% and doctorates at 2.30%. Based on these results, it can be concluded that majority of the respondents had their level of education at diploma level and above, so they had enough knowledge and skills to give useful insights into the effects of knowledge management practices on organizational performance at Kisii University.

![Level of Education Chart]

Figure 4.3: Level of Education of Respondents

Source: Research Data

iii. Work Experience

The respondents were also asked to indicate their work experience. Figure 4.4 indicates that most of the employees at Kisii University fall into the group of 1 – 5 years working experience that is 48.26%%, 6 – 10 years had 30.23%, and 11 – 15 years had 9.88%% and those with 16 years and above at 11.63%. Based on these results, it can be concluded that majority of the respondents had worked for a long
time, so they had enough experience to do their jobs accordingly, and were in a position to give useful insights into the effects of knowledge management practices on organizational performance at Kisii University.

![Figure 4.4: Work Experience of Respondents](image)

Source: Research Data

### 4.2.2 Knowledge Capture and Acquisition

This section aimed at establishing the effects of knowledge capture and acquisition practices on organizational performance at KSU. Questions on how knowledge was captured and acquired, knowledge capture and acquisition practices, effects of knowledge capture and acquisition practices, challenges and mitigation measures in knowledge capture and acquisition were asked.

#### i. Knowledge Capture and Acquisition Practices

The researcher sought to find out the practices used in knowledge capture and acquisition at Kisii University. Table 4.2 summarizes the knowledge capture and acquisition practices at Kisii University.
Table 4.2: Knowledge Capture and Acquisition Practices

<table>
<thead>
<tr>
<th>Knowledge capture and acquisition practices</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>154 (89.50%)</td>
</tr>
<tr>
<td>Mentoring</td>
<td>68 (39.50%)</td>
</tr>
<tr>
<td>Knowledge Repository</td>
<td>24 (14.00%)</td>
</tr>
<tr>
<td>Expert systems</td>
<td>22 (12.80%)</td>
</tr>
<tr>
<td>Recruitment</td>
<td>138 (80.20%)</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>80 (46.50%)</td>
</tr>
</tbody>
</table>

Source: Research Data

On training, 89.50% of the respondents revealed the availability of training as a means of acquiring and capturing knowledge at Kisii University. Mentoring, 39.50% of the respondents indicated the availability mentoring as a tool for knowledge capture and acquisition at Kisii University. On knowledge repository, 14.00% revealed the availability of databases as tools for knowledge capture and acquisition at Kisii University. Expert systems, 12.80% revealed the availability of expert systems as tools for knowledge capture and acquisition at Kisii University. On recruitment, 80.20% of the respondents indicated the availability of recruitment as a tool for knowledge capture and acquisition at Kisii University. Brainstorming, 46.50% of the respondents revealed the availability of brainstorming as a tool for knowledge capture and acquisition at Kisii University. Based on the analysis training, recruitment and brainstorming are the major practices for knowledge capture and acquisition at Kisii University. These findings were similar to the finding by Wamundila (2008) at the University of Zambia.

ii. Statements on Knowledge Acquisition and Capture Practices

The researcher sought to determine the opinions of the respondents in relation to statements on knowledge capture and acquisition practices. Table 4.3 presents the opinions of the respondents. SAdenotes strongly agree, Adenotes Agree, NO denotes No opinion, D denotes disagree, SD denotes strongly disagree, and WA, denotes weighted average.
Table 4.3 Statements on Knowledge Capture and Acquisition Practices

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NO</th>
<th>D</th>
<th>SD</th>
<th>WA</th>
<th>WA %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minutes are taken to capture ideas during meetings</td>
<td>138.00</td>
<td>30.00</td>
<td>2.00</td>
<td>.00</td>
<td>2.00</td>
<td>116.00</td>
<td>67.44</td>
</tr>
<tr>
<td>2</td>
<td>I consult my colleagues when undertaking my duties</td>
<td>114.00</td>
<td>40.00</td>
<td>2.00</td>
<td>4.00</td>
<td>112.00</td>
<td>85.81</td>
<td>49.89</td>
</tr>
<tr>
<td>3</td>
<td>Work manuals and procedures are prepared for workers</td>
<td>38.00</td>
<td>36.00</td>
<td>20.00</td>
<td>24.00</td>
<td>54.00</td>
<td>38.56</td>
<td>22.42</td>
</tr>
<tr>
<td>4</td>
<td>Regular trainings related to work activities are organized</td>
<td>48.00</td>
<td>46.00</td>
<td>28.00</td>
<td>28.00</td>
<td>22.00</td>
<td>37.63</td>
<td>21.88</td>
</tr>
<tr>
<td>5</td>
<td>Databases of good practices are regularly updated</td>
<td>36.00</td>
<td>26.00</td>
<td>20.00</td>
<td>26.00</td>
<td>64.00</td>
<td>41.53</td>
<td>24.15</td>
</tr>
</tbody>
</table>

Source: Research Data

67.44 percent of the respondents agreed that minutes are taken to capture ideas during meetings at Kisii University. 49.89 percent of the respondents agreed that they consult colleagues when undertaking their job duties at Kisii University. 22.42 percent of the respondents agreed that work manuals are prepared and provided to members of staff at Kisii University. 21.88 percent of the respondents agreed that regular trainings are organized for members of staff at Kisii University. 24.15 percent of the respondents agreed that databases of best practice are regularly updated at Kisii University.

Based on the analysis of the results, minutes are used to capture knowledge at Kisii University while there is absence of databases for knowledge capture and acquisition at Kisii University.

iii. Effects of Knowledge Capture and Acquisition Practices
To investigate the effects of knowledge capture and acquisition practices on organizational performance, multiple correlation analysis was used to analyze the results. A model was used. These were the assumptions of the model:

I. Organisational performance is measured by the average likert measurements for the variables considered under each section. Coded in a scale of 1 to 5

II. Dummy variables have been used in analyzing the relationship of the variable on organizational performance.

III. The model has been developed using the ordinary least square method.

Estimation model is represented as:

\[ Y_i = \alpha + \beta_1 D_1 + \beta_2 D_2 + \beta_3 D_3 + \beta_4 D_4 + \beta_5 D_5 + u_i \] ........................................ (1)

Where;

\( Y_i \) denotes the average organizational performance measured on a likert scale of Strongly agree (5) Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1).

\( D_1 \) denotes Mentoring variable,
\( D_2 \) denotes Knowledge Repository variable,
\( D_3 \) denotes Expert system variable,
\( D_4 \) denotes Recruitment variable,
\( D_5 \) denotes Brainstorming variable,
\( U_i \) denotes the error term

\( \alpha \) denotes the intercept coefficient this represents the average value of the benchmark category. It shows the average influence of training on organizational performance.

\( \beta i \) denotes the differential intercept coefficients; they show how much the value that receives a Yes differs from the intercept coefficient. Training has been treated as the benchmark category for this analysis.

Table 4.4: Correlation Matrix: Knowledge Capture and Acquisition
The results of the correlation matrix in table 4.4 show that the relationship between D1, D2, D3, D4 and D5 and Y to be a strong positive relationship since the values of the correlation coefficient are positive and above 0.50 (0.78, 0.80, 0.79, 0.69, and 0.85 respectively). The results show that mentoring, knowledge repository, expert systems, recruitment and brainstorming have a strong and positive effect on organizational performance at Kisii University.

The results in table 4.5 show that knowledge capture and acquisition practices (mentoring, knowledge repository, expert systems, recruitment, and brainstorming) explained 74% ($R^2=0.74$) of the variance in organizational performance. While 26% is due to circumstances beyond the researcher’s control. The results also show a strong positive relationship between knowledge capture and acquisition practices and organizational performance ($R=0.86$).

**Table 4.5: Model Output: Knowledge capture and acquisition**

<table>
<thead>
<tr>
<th>Model Output</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple R</td>
<td>0.86</td>
</tr>
<tr>
<td>R Square</td>
<td>0.74</td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>0.72</td>
</tr>
<tr>
<td>Standard Error</td>
<td>2.10</td>
</tr>
</tbody>
</table>

The findings were similar with the interview findings and findings of a previous studies conducted by Lyles and Salk (2006) and Mills and Smith (2011) that knowledge acquisition practices had a positive effect on organizational performance.
iv. Challenges in Knowledge Capture and Acquisition

Table 4.6: Challenges in Knowledge Capture and Acquisition

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate facilities</td>
<td>44(25.58%)</td>
</tr>
<tr>
<td>Inadequate trained manpower</td>
<td>44(25.58%)</td>
</tr>
<tr>
<td>Inadequate knowledge resources</td>
<td>16(9.30%)</td>
</tr>
<tr>
<td>Lack of cooperation among members of staff</td>
<td>18(10.47%)</td>
</tr>
<tr>
<td>Some members don’t want to acquire new knowledge</td>
<td>18(10.47%)</td>
</tr>
<tr>
<td>Inadequate funds</td>
<td>18(10.47%)</td>
</tr>
</tbody>
</table>

Source: Research Data

On challenges in knowledge capture and acquisition, 25.58% of the respondents indicated the lack of adequate facilities and lack of trained manpower. 9.30% of the respondents indicated the lack of adequate knowledge resources, 10.47% of the respondents revealed uncooperativeness among members of staff, some members of staff don’t like sharing knowledge and lack of adequate funds.

Based on the results of the data analysis, the major challenges in knowledge capture and acquisition are inadequate facilities and inadequate trained manpower. Other challenges include inadequate funds, lack of cooperation among members of staff, inadequate knowledge resources, and some members of staff do not want to acquire new knowledge.

v. Mitigation Measures

Table 4.7: Mitigation Measures

<table>
<thead>
<tr>
<th>Mitigation measure</th>
<th>Percentage</th>
</tr>
</thead>
</table>
Ensuring knowledge acquired is availed to all members of staff 18(10.47%)
Procurement of required facilities 57(33.14%)
Recruitment of experienced staff 27 (15.70%)
Request for an increase in budget allocation 48(27.91%)
Organize regular seminars and workshops 61(35.47%)
Encourage members of staff to be cooperative and acquire new knowledge 35(20.35%)
Promote research activities among members of staff 31(18.02%)
Increase collaboration with other institutions 10(5.81%)

Source: Research Data

On inadequate facilities, 33.14% of the respondents suggested that the university should procure the required facilities. On inadequate trained manpower, 15.70% of the respondents said the university should recruit trained and experienced manpower. On inadequate knowledge resources and transmission of knowledge to other members of staff takes too long, 10.47% of the respondents said that the university should ensure knowledge acquired is availed to all members of staff and 35.47% of the respondents said that the university should organize regular seminars and workshops. While another 18.02% of the respondents said that the university should promote research activities among members of staff.

On lack of cooperation among members of staff and some members don’t like acquiring new knowledge, 20.35% of the respondents said that members of staff should be encouraged to be cooperative and acquire new knowledge. On inadequate funds, 27.91% of the respondents said that departments should request for allocation of more funds to support their programs and 5.81% said that the university should increase collaboration with other institutions.

Based on the results, respondents recommended a number of mitigation measures to the challenges encountered in knowledge capture and acquisition practices. The mitigation measures include:

i. Regular seminars and workshops

ii. Procurement of required facilities
iii. Request for an increase in budget allocation
iv. Encourage members of staff to be cooperative and acquire new knowledge
v. Promote research activities among members of staff
vi. Recruitment of experienced staff

4.2.3 Knowledge Sharing

This section aimed at establishing the effects of knowledge sharing practices on organizational performance at KSU. Questions on how knowledge is shared at KSU, knowledge sharing practices, effects of knowledge sharing practices, challenges and mitigation measures in knowledge sharing were asked.

i. Knowledge Sharing Practices

The researcher sought to determine how knowledge is shared within and among departments at KSU. Table 4.8 summarizes the knowledge sharing practices at Kisii University.

Table 4.8: Knowledge Sharing Practices

<table>
<thead>
<tr>
<th>Knowledge Sharing Practices</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best practice database</td>
<td>25 (14.53%)</td>
</tr>
<tr>
<td>Emails</td>
<td>79 (45.93%)</td>
</tr>
<tr>
<td>Meetings</td>
<td>126 (73.26%)</td>
</tr>
<tr>
<td>Seminars/workshops</td>
<td>114 (66.28%)</td>
</tr>
<tr>
<td>Job rotation</td>
<td>54 (31.40%)</td>
</tr>
<tr>
<td>Personal interaction</td>
<td>154 (89.53%)</td>
</tr>
<tr>
<td>Notice boards</td>
<td>154 (89.53%)</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>47 (27.33%)</td>
</tr>
</tbody>
</table>

*Source: Research Data*

On best practice database, 14.53% indicated that they use best practice database to share knowledge at Kisii University. On notice boards, 89.53% of the respondents revealed that the university uses notice boards to share knowledge among employees.

On emails, 45.93% indicated that the use of emails in knowledge sharing at Kisii University. On meetings, 73.26% of the respondents, revealed the use of formal and informal meetings in knowledge sharing at Kisii University. On brainstorming,
27.33% of the respondents revealed the use of brainstorming sessions in knowledge sharing at Kisii University. On seminars/workshops, 66.28% of the respondents indicated the use of seminars and workshops for knowledge sharing at Kisii University. On personal interaction, 89.53% of the respondents revealed that knowledge is shared through personal interaction at Kisii University. On job rotation, 31.40% of the respondents indicated the use of job rotation for knowledge at Kisii University.

Based on the results, knowledge is shared through the following ways at Kisii University: notice boards, personal interaction, meetings, seminars/workshops, emails, job rotation, brainstorming, and best practice database. These findings were similar to the interview findings.

### ii. Statements on Knowledge Sharing

The researcher was interested in determining the opinions of respondents on certain facts on knowledge sharing. Table 4.8 summarizes the opinions on knowledge sharing. SA denotes strongly agree, A denotes Agree, NO denotes No opinion, D denotes disagree, SD denotes strongly disagree, and WA, denotes weighted average.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NO</th>
<th>D</th>
<th>SD</th>
<th>WA</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.9: Statements on Knowledge Sharing

Source: Research Data

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>Q1</th>
<th>Q3</th>
<th>Max</th>
<th>Min</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I regularly share my experiences with my colleagues</td>
<td>132.00</td>
<td>39.00</td>
<td>.00</td>
<td>1.00</td>
<td>.00</td>
<td>110.15</td>
<td>64.04</td>
<td></td>
</tr>
<tr>
<td>2. Staff meetings are normally held</td>
<td>105.00</td>
<td>57.00</td>
<td>2.00</td>
<td>7.00</td>
<td>1.00</td>
<td>83.30</td>
<td>48.43</td>
<td></td>
</tr>
<tr>
<td>3. New employees are normally taken through an orientation program</td>
<td>37.00</td>
<td>32.00</td>
<td>26.00</td>
<td>21.00</td>
<td>56.00</td>
<td>38.64</td>
<td>22.46</td>
<td></td>
</tr>
<tr>
<td>4. Seminars and workshops are normally held for employees</td>
<td>66.00</td>
<td>54.00</td>
<td>21.00</td>
<td>17.00</td>
<td>14.00</td>
<td>47.66</td>
<td>27.71</td>
<td></td>
</tr>
<tr>
<td>5. Members of staff are usually rotated in various functions</td>
<td>45.00</td>
<td>51.00</td>
<td>27.00</td>
<td>13.00</td>
<td>36.00</td>
<td>39.65</td>
<td>23.05</td>
<td></td>
</tr>
</tbody>
</table>

64.04 percent of the respondents agreed that they shared their experiences with their colleagues. 48.43 percent of the respondents agreed that staff meetings are normally held at Kisii University. 22.46 percent of the respondents agreed that new employees are normally taken through an orientation program. 27.71 percent of the respondents said that seminars and workshops are normally held at Kisii University. 23.05 percent of the respondents agreed that members of staff are normally rotated in various functions. Based on the results, members of staff share experiences with colleagues at Kisii University, staff meetings are normally held, seminars and workshops are normally held for employees, and there is job rotation at Kisii University. While formal orientation of new members of staff at Kisii University is minimal.

iii. Effects of knowledge sharing practices

To investigate the effects of knowledge sharing practices on organizational performance, multiple regression analysis was used to analyze the results. A model was used. These were the assumptions of the model:

I. Organizational performance is measured by the average likert measurements for the variables considered under each section. Coded in a scale of 1 to 5
II. Dummy variables have been used in analyzing the relationship of the variable on organizational performance.

III. The model has been developed using the ordinary least square method.

Estimation model

\[ Y_i = \alpha + \beta_1 D_1 + \beta_2 D_2 + \beta_3 D_3 + \beta_4 D_4 + \beta_5 D_5 + \beta_6 D_6 + \beta_7 D_7 + u_i \] .................. (2)

Where,

\( Y_i \) denotes the average organizational performance measured on a likert scale of Strongly agree (5) Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1)

\( D_1 \) denotes best practice variable,

\( D_2 \) denotes emails variable,

\( D_3 \) denotes meetings variable,

\( D_4 \) denotes seminars and workshops variable,

\( D_5 \) denotes job rotation variable,

\( D_6 \) denotes Personal interaction variable,

\( D_7 \) denotes Notice Boards variable,

\( U_i \) denotes the error term

\( \alpha \) denotes the intercept coefficient this represents the average value of the benchmark/base variable. It shows the average influence of employee groups on organizational performance.

\( \beta_i \) denotes the differential intercept coefficients; they show how much the value that receives a 1 or Yes differs from the intercept coefficient (\( \alpha \)). Effect of employee groups have been treated as the benchmark category for this analysis.

**Table 4.10: Correlation Matrix: Knowledge Sharing**

\[ \begin{array}{ccc}
Y \\
\end{array} \]
The results of the correlation matrix in table 4.10 show that the relationship between D1, D2, D3, D4, and D7 and Y is a strong positive relationship since the value of correlation coefficient are positive and above 0.50 (0.64, 0.59, 0.71, 0.59 and 0.69 respectively) while the relationship between D5 and D6 and Y is a moderate strong positive relationship. The results shows that best practice database, emails, meetings, seminars and workshops, and notice boards have a strong and positive effect on organizational performance at Kisii University. While job rotation and personal interaction have a moderate strong positive effect on organizational performance.

The results in table 4.11 show that knowledge sharing practices (best practice database, emails, meetings, seminars/workshops, job rotation, personal interaction, and notice boards) explained 86% \((R^2=0.86)\) of the variance in organizational performance. While 14% is due to circumstances beyond the researcher’s control. The results also show a strong positive relationship between knowledge sharing practices and organizational performance \((R=0.93)\).

### Table 4.11: Model Output: Knowledge Sharing Practices

<table>
<thead>
<tr>
<th>Model Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
</tr>
<tr>
<td>D1</td>
</tr>
<tr>
<td>D2</td>
</tr>
<tr>
<td>D3</td>
</tr>
<tr>
<td>D4</td>
</tr>
<tr>
<td>D5</td>
</tr>
<tr>
<td>D6</td>
</tr>
<tr>
<td>D7</td>
</tr>
</tbody>
</table>

Source: Research Data
Multiple R 0.93  
R Square 0.86  
Adjusted R Square 0.85  
Standard Error 1.53  

Source: Research Data

The findings were in agreement with the interview findings that knowledge sharing practices had a positive effect on organizational performance at Kisii University. These findings were also similar to a previous study done by Ngah and Razak (2010) on the effects of knowledge sharing on organizational performance that found out that knowledge sharing had a positive effect on organizational performance.

iv. Challenges in Knowledge Sharing

The researcher also sought to determine the challenges the university encounters in knowledge sharing.

Table 4.12: Challenges in Knowledge Sharing

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial constraints</td>
<td>52(30.23%)</td>
</tr>
<tr>
<td>Uncooperativeness among members of staff</td>
<td>73(42.44%)</td>
</tr>
<tr>
<td>Some employees don’t like sharing knowledge</td>
<td>97(56.40%)</td>
</tr>
<tr>
<td>Inadequate training</td>
<td>23(13.37%)</td>
</tr>
<tr>
<td>Loss of knowledge when members of staff leave the organization</td>
<td>18(10.47%)</td>
</tr>
<tr>
<td>Inadequate meetings</td>
<td>29(16.86%)</td>
</tr>
<tr>
<td>Seniors want to hold status quo, hence don’t share knowledge</td>
<td>27(15.70%)</td>
</tr>
</tbody>
</table>

Source: Research Data

On financial constraints, 33.23% revealed that the university has financial challenges in relation to knowledge sharing. 42.44% revealed that there was uncooperativeness among members of staff. On trainings, 13.37% of the respondents indicated that inadequate training was a major challenge in knowledge sharing while 16.86% revealed that inadequate meetings was a challenge in knowledge sharing. On loss of knowledge, 10.47% of the respondents revealed that loss of knowledge when
members of staff leave the organization was a challenge in knowledge sharing while 15.70% of the respondents confirmed that seniors don’t want to share knowledge with juniors because they want to maintain the status quo for fear of competition. Another 56.40% revealed that some members of staff don’t like sharing knowledge.

Based on the results, the challenges encountered in knowledge sharing include; financial constraints, hoarding of knowledge by members of staff, members of staff being uncooperative, inadequate meetings and training, some seniors want to hold status quo hence don’t share knowledge and loss of knowledge when members of staff leave the institution.

v. Mitigation Measures

The researcher also sought the opinion of the respondents on the mitigation measures that can be implemented to overcome the challenges encountered in knowledge sharing.

Table 4.13: Mitigation Measures for Challenges in Knowledge Sharing

<table>
<thead>
<tr>
<th>Mitigation Measures</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold regular meetings</td>
<td>59(34.30%)</td>
</tr>
<tr>
<td>Facilitate knowledge sharing</td>
<td>82(47.67%)</td>
</tr>
<tr>
<td>Promote trust among employees</td>
<td>21(12.21%)</td>
</tr>
<tr>
<td>Promote job rotation</td>
<td>22(12.79%)</td>
</tr>
<tr>
<td>Advice members of staff on the importance of sharing knowledge</td>
<td>99(57.56%)</td>
</tr>
<tr>
<td>Source partners to support knowledge sharing programmes</td>
<td>36(20.93%)</td>
</tr>
<tr>
<td>Management to support knowledge sharing initiatives</td>
<td>40(23.26%)</td>
</tr>
</tbody>
</table>

*Source: Research Data*

On inadequate meetings, 34.30% of the respondents indicated that there should be regular meetings to enhance knowledge sharing while 47.67% revealed that the management should facilitate knowledge sharing among members of staff. On uncooperativeness among members of staff and seniors not willing to share knowledge, 57.56% of the respondents indicated that the management should advice employees on the importance of sharing knowledge, and another 12.21% revealed that
the management should promote trust among employees to enhance knowledge sharing.

On financial constraints and inadequate training, 20.93% of the respondents indicated that the management should source for partners to support for knowledge management programs and 23.26% of the respondents indicated that the management should support knowledge management initiatives. According to 12.79% of the respondents, indicated job rotation should be encouraged to enhance knowledge sharing. Based on the results, various measures were suggested by the respondents on how to overcome the challenges encountered in knowledge sharing. The measures include:

i. Advising members of staff on the importance of sharing knowledge
ii. Facilitate knowledge sharing
iii. Holding regular staff meetings
iv. Management to support knowledge sharing initiatives
v. Management to source for partners to support knowledge sharing programmes
vi. Promote job rotation and trust among employees

4.2.4 Policies and Strategies

This section aimed at establishing the effects of knowledge management policies on organizational performance at KSU. Questions on whether there are knowledge management policies at KSU, effects of the policies on organizational performance, challenges in developing and implementing policies, mitigation measures for the challenges and the motivation for the establishment of policies at KSU were asked.

i. Availability of Knowledge Management policy/strategy

With regard to availability of knowledge management policies and strategies at KSU, figure 4.5 indicates that 88.37% of the respondents said that there was a knowledge management policy or strategy at KSU while 11.63% said that there was no knowledge management policy or strategy at KSU. The members of staff respondent in relations to policies that are related to knowledge management at KSU since there is no policy specifically on knowledge management.
ii. Policy on Knowledge Management Practices

The researcher also sought to determine the knowledge management practices that were formally recognized by way of policy, procedure or regulation. On job rotation, 43.02% indicated that their university/department had formal policies, procedures or regulations on job rotation. On employee training, 68.02% indicated that their university/department had formal policies, procedures or regulations on employee training.

On mentoring, 31.40% revealed that their university/departments had formal policies, procedures and regulation on mentoring. On workshops/seminars, 66.3% indicated that their university/departments had formal policies, procedures, or regulations on workshops. On communities of practice, 9.9% revealed that their university had formal policies, procedures, or regulations on communities of practice. On meetings, 86.05% indicated that their university/department had formal policies, procedures, or regulations on meetings. On others such as memos, 2.9% indicated that their university had formal policies, procedures, or regulations on memos.
Table 4.1: Formalized Knowledge Management Practices

<table>
<thead>
<tr>
<th>Knowledge Management policy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job rotation</td>
<td>74(43.02%)</td>
</tr>
<tr>
<td>Employee training</td>
<td>117(68.02%)</td>
</tr>
<tr>
<td>Mentoring</td>
<td>54(31.40%)</td>
</tr>
<tr>
<td>Workshops/seminars</td>
<td>114(66.28%)</td>
</tr>
<tr>
<td>Communities of practice</td>
<td>17(9.88%)</td>
</tr>
<tr>
<td>Meetings</td>
<td>148(86.05%)</td>
</tr>
<tr>
<td>Other</td>
<td>5(2.91%)</td>
</tr>
</tbody>
</table>

*Source: Research Data*

Based on the results, the following were the knowledge management practices that were recognized by way of policy, procedure, or regulation at Kisii University; meetings, employee training, and workshops. While job rotation, mentoring and communities of practice received a low positive response of less than 50%.

iii. Location and Accessibility of policies

The researcher sought to determine whether policies/procedures/work manuals were located in a central place and was easily accessible to members of staff.

![Figure 4.6: Location of a KM Policy or Strategy](source: Research Data)
As evidenced on figure 4.6, 45.93% indicated that operational policies/procedures and work manuals were located in a central place that was accessible to all members of staff, while 54.01% declined that the university’s’ operational manuals, procedures and work manuals were centrally located and easily accessible to members of staff. Based on the results, it is evident that most members of staff were not aware of the location of the institutions policies, procedures and work manuals. This may affect their overall job performance.

iv. Effects of Knowledge management policies and strategies

To investigate the effects of knowledge management policies and strategies on organizational performance, multiple correlation analysis was used to analyze the results. A model was used. These were the assumptions of the model:

I. Organizational performance is measured by the average likert measurements for the variables considered under each section. Coded in a scale of 1 to 5

II. Dummy variables have been used in analyzing the relationship of the variable on organizational performance.

III. The model has been developed using the ordinary least square method.

Estimation model
\[ Y_i = \alpha + \beta_1 D_1 + \beta_2 D_2 + \beta_3 D_3 + \beta_4 D_4 + \beta_5 D_5 + u_i \] (3)

Where;
\( Y_i \) denotes the average organizational performance measured on a likert scale of Strongly agree (5) Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1)

\( D_1 \) denotes employee training variable,
\( D_2 \) denotes mentoring variable,
\( D_3 \) denotes workshop variable,
\( D_4 \) denotes Employee groups variable,
\( D_5 \) denotes meetings variable,
\( U_i \) denotes the error term
\( \alpha \) denotes the intercept coefficient this represents the average value of the benchmark/base variable job rotation. It shows the average influence of job rotation on organizational performance.

\( \beta_i \) denotes the differential intercept coefficients; they show how much the value that receives a 1 or Yes differs from the intercept coefficient \( (\alpha) \). Effect of job rotation have been treated as the benchmark category for this analysis.

**Table 4.15: Correlation Matrix. Knowledge Management Policies and Strategies**

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>Y</th>
<th>D1</th>
<th>0.79</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>D2</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D3</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D4</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D5</td>
<td>0.76</td>
</tr>
</tbody>
</table>

*Source: Research Data*

The results of the correlation matrix in table 4.15 show that the relationship between D1, D2, D3, D4, and D5 and Y is a strong positive relationship since the value of correlation coefficient are positive and above 0.50 (0.79, 0.83, 0.72, 0.82 and 0.76 respectively). The results shows that employee training, mentoring, workshops, employee groups and meetings have a strong and positive effect on organizational performance at Kisii University.

The results in table 4.16 show that knowledge management policies and strategies explained 81\% (\( R^2=0.81 \)) of the variance in organizational performance. While 19\% is due to circumstances beyond the researcher’s control. The results also show a strong positive relationship between knowledge management policies and strategies and organizational performance(\( R=0.90 \)).
Table 4.16: Model Output: Knowledge Management Policies and Strategies

<table>
<thead>
<tr>
<th>Model Output</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple R</td>
<td>0.90</td>
</tr>
<tr>
<td>R Square</td>
<td>0.81</td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>0.80</td>
</tr>
<tr>
<td>Standard Error</td>
<td>1.80</td>
</tr>
</tbody>
</table>

*Source: Research Data*

The findings were similar with the interview findings that knowledge management policies and strategies had a positive effect on organizational performance at Kisii University.

v. Challenges in developing Knowledge Management Policies and Strategies

The researcher sought to determine the challenges that the university encounters in developing and implementing knowledge management policies and strategies. Table 4.17 summarizes the challenges in developing and implementing knowledge management policies and strategies.

Table 4.17: Challenges in Knowledge Management Policies and Strategies

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies are complicated, take long to develop and difficulty to understand</td>
<td>57 (33.13%)</td>
</tr>
<tr>
<td>Lack of involvement of all stakeholders</td>
<td>35 (20.35%)</td>
</tr>
<tr>
<td>Lack of training or awareness of policies available</td>
<td>22 (12.79%)</td>
</tr>
<tr>
<td>Some policies favour certain level of employees</td>
<td>27 (15.70%)</td>
</tr>
</tbody>
</table>

*Source: Research Data*

According to 33.13% of the respondents, policies are complicated, take long to develop and difficulty to understand, 20.35% of the respondents revealed that there is lack of involvement of all stakeholders when developing and implementing policies. Another 12.79% of the respondents said that lack of training or awareness of policies available at the university affects the implementation of the policies while 15.70% of the respondents confirmed that some policies favour certain level of employees.
Based on the results, the following are the challenges to knowledge management policies and strategies; Policies are complicated, take long to develop, lack of involvement of all stakeholders, some policies favour certain level of employees and lack of training or awareness of policies available at Kisii University.

vi. Mitigation Measures

The researcher sought to determine the mitigation measures for the challenges encountered in developing and implementing knowledge management policies and strategies. Table 4.18 summarizes the mitigation measures for challenges in developing and implementing knowledge management policies and strategies.

**Table 4.18: Mitigation Measures for Challenges in Knowledge Management Policies and Strategies**

<table>
<thead>
<tr>
<th>Mitigation measures</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize seminars and workshops on available policies and strategies</td>
<td>58 (33.72%)</td>
</tr>
<tr>
<td>Improve terms of service for all employees</td>
<td>16 (9.30%)</td>
</tr>
<tr>
<td>Develop policies that favour employees at all levels</td>
<td>50 (29.07%)</td>
</tr>
<tr>
<td>Shorten time to develop policies</td>
<td>47 (27.33%)</td>
</tr>
<tr>
<td>Source for financial partners to support knowledge</td>
<td>15 (8.72%)</td>
</tr>
<tr>
<td>management programmes</td>
<td></td>
</tr>
<tr>
<td>Develop policies that are easy to understand</td>
<td>52 (30.23%)</td>
</tr>
<tr>
<td>Train employees on policies at work place</td>
<td>32 (18.60%)</td>
</tr>
</tbody>
</table>

*Source: Research Data*

The mitigation measures proposed by the respondents include: According to 23.72% of the respondents, the university should organize workshops on available policies to increase awareness while 9.30% of the respondents said that the university needs to improve terms of service for employees. 29.07% of the respondents also said that the university should develop policies that favour employees at all levels. According to another 8.72% of the respondents, the university should seek for financial partners to support knowledge management programmes while 30.23% of the respondents said that the university should develop policies that are easy to understand and 18.60% of the respondents said that training of employees on policies at work place was very important.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary
The study was to investigate the effects of knowledge management practices on organizational performance at Kisii University. In chapter one, the researcher envisaged that organizations especially higher education institutions need knowledge management to enhance organizational performance. Faced with competition and increasing dynamic environments, organizations are beginning to realize that there is a largely untapped asset diffused around the organization—knowledge. Gupta et al. (2000) internationally and in Africa, the findings were clear that universities were engaged in the management of their operational knowledge (Dewe 2005, Wamundila 2008). Kidwel et al. (2001) explains that knowledge management promises to lead better decision making capabilities, improve academic services and reduce costs. In addition Dewe and Wright (2007) suggest that managing knowledge in a university has the following benefits; more informed decision making, avoiding wasteful duplication of resources, avoiding loss of commercial opportunity and loss of knowledge when staff exits, increased accessibility to the organizations recorded internal knowledge, improving information literacy of researchers, learners and administrators, increasing discovery, transmission and use of recorded knowledge, and increasing the dissemination of new knowledge within the organization. While Stankosky (2005) notes that knowledge management practices will enhance competitive advantage, improved efficiency, effectiveness and innovation. As for KSU, the knowledge management practices were grouped under knowledge capture and acquisition, knowledge sharing and knowledge management policies and strategies were investigated to ascertain their effects on organizational performance. The results and discussion were presented in chapter four. These results show a number of effects of knowledge management practices on organizational performance at KSU.

Objective (i) was stated as follows; To establish the effect of knowledge capture and acquisition practices on organizational performance. With regard to knowledge capture and acquisition practices, the following practices were available at Kisii University; training, meetings, seminars and workshops, and recruitment. This finding
was in agreement with Wamundila (2008) finding that meetings were used as knowledge acquisition practices at University of Zambia. On the effects of knowledge capture and acquisition practices on organizational performance, there was a positive effect of knowledge capture and acquisition practices on organizational performance. From quantitative data analysis, \( R = 0.86 \) and \( R^2 = 0.74 \) implying a strong positive relationship between knowledge capture and acquisition practices and organizational performance. Hence, knowledge capture and acquisition practices had a strong positive effect on organizational performance. From the interview data, the following effects were found; improved organizational performance, improved efficiency and effectiveness, improved competitive advantage, acquisition of new knowledge and improved quality of services delivered. On the challenges encountered in knowledge capture and acquisition, these were the challenges; inadequate facilities, financial constraints to support knowledge acquisition practices, and lack of cooperation among members of staff. With a view to combat the challenges in knowledge capture and acquisition, respondents recommended the following measures; procurement of required facilities, encouraging members of staff to be cooperative and acquire knowledge, request an increase in budget allocation and organize seminars and workshops for members of staff.

Objective (ii) was stated as follows: To determine the effect of knowledge sharing practices on organizational performance. The participation of staff in various meetings, workshops, seminars and the use of notice boards and mobile phones were noted as major ways through which knowledge was shared at Kisii University. Based on questionnaire data, there was a positive effect of knowledge sharing practices on organizational performance at Kisii University since \( R = 0.93 \) and \( R^2 = 0.86 \), implying a strong positive relationship between knowledge sharing practices and organizational performance. Hence, knowledge sharing practices had a strong positive effect on organizational performance. This was in agreement with interview data where all the respondents envisaged that knowledge sharing practices had a positive effect on organizational performance. The following are the effects of knowledge sharing practices on organizational performance; improved organizational performance, improved efficiency and effectiveness, improved employee morale and customer services, and improved innovation. This finding was also in agreement with a study by Ngah and Razak (2010) that found out that knowledge sharing practices
have a positive effect on organizational performance. A number of challenges were identified in knowledge sharing at KSU, they are: financial constraints, hoarding of knowledge, inadequate training and lack of cooperation among members of staff. Established mitigation measures to the challenges include; holding regular meetings, encouraging members of staff to share knowledge, facilitate knowledge sharing, management to support knowledge sharing initiatives including reward systems and to seek partners to support knowledge sharing programmes.

Objective (iii) was stated as follows: To determine the effect of knowledge management policies and strategies on organizational performance at Kisii University. Policies and strategies identified at KSU include; a recruitment policy, training policy, ICT policy, and a mentoring policy. It should be noted that there is no knowledge management policy, but all these policies are related to knowledge management. With regard to the effects of knowledge management policies and strategies on organizational performance, there was a positive effect of knowledge management policies and strategies on organizational performance based on quantitative data analysis, $R$ is 0.90 and $R^2$ is 0.81 implying a strong positive relationship between knowledge management policies and strategies and organizational performance. From interview data, the following effects were identified; improved productivity, improved organizational performance, increased efficiency and effectiveness, improved competitive advantage, improved decision making and problem solving and improved adherence to authority. The following challenges were encountered in developing knowledge management policies and strategies; policies are complicated and difficulty to understand, lack of involvement of all stakeholders when developing policies and lack of awareness and training on policies available. Major measures to mitigate the challenges include; organization of meetings and workshops, improve terms and service for employees, shorten time to develop policies and strategies, and train employees on policies available at work place.

5.2 Conclusions

The effects that were established are in line with the research problem stated in chapter one. Thus, the research results have established that there was an overall positive effect of knowledge management practices on organizational performance at
Kisii University. The following effects of knowledge management practices on organizational performance were identified at KSU;

i. Improved organizational performance
ii. Increased efficiency and effectiveness
iii. Improved competitive advantage
iv. Improved productivity
v. Improved innovation and generation of new knowledge
vi. Improved quality of services delivered
vii. Improved employee morale and
viii. Improved decision making and problem solving.

These findings were similar with Zaied et al (2012) findings in a study that was conducted in Egyptian firms. The study found out that there was a significant relationship between KM elements and improved organizational performance. This study also concurred with Marques and Simmon (2006), who surveyed Spanish firms and found out that there was a positive relationship between KM practices and firm performance. The findings were also similar with a study conducted by Asli, et al(2013) on the influence of knowledge management on organizational performance that found out that knowledge management practices positively and significantly influenced organizational performance.

Considering that KM practices had a positive effect on organizational performance. It was however noted that the university lacks a formal knowledge management policy or strategy and a department in charge of knowledge management practices should be established. This should ensure formalization of all knowledge management practices, implement all the mitigation measures to overcome the challenges in knowledge management at KSU. The researcher therefore, purposes that KSU should consider the formulation of a well coordinated and integrated approach for managing operational relevant knowledge.
5.3 Recommendations

Based on the analysis of the study, the researcher wishes to make the following recommendations;

i. KSU should ensure it has formalized by way of policy the following knowledge capture and acquisition practices; brainstorming, subject matter experts, expert systems/ knowledge bases and after action reviews. This is to ensure sufficiency in operational knowledge at KSU.

ii. KSU should also implement the following knowledge sharing practices; succession planning, communities of practice, story telling, mentorship, phased retirement, coaching and orientation. This is to ensure identification of relevant operational knowledge in the institution, and facilitate the sharing of available knowledge in the institution.

iii. KSU should develop a knowledge management policy, this should enhance effective management of knowledge in KSU with the aim of improving the performance at KSU.

iv. The university should ensure its policies are located in a central place and are accessible to all members of staff.

v. The government should increase funds to KSU to enable it support knowledge management initiatives with the aim of improving organizational performance.

5.4 Areas for Further Research

The researcher suggests that;

i. A study should be conducted on the effects of knowledge management practices on organizational performance in a different university.

ii. A comparative study on the effects of knowledge management practices on organizational performance should be conducted in different universities.

iii. As study on the challenges in knowledge management in higher education institutions in Kenya should be conducted.
REFERENCES


APPENDIX I

RESEARCH PERMIT

KISII UNIVERSITY COLLEGE
OFFICE OF THE DEAN, FACULTY OF INFORMATION SCIENCE & TECHNOLOGY

Phone: 0722-377467
Facsimile: 058 – 31140

P.O. BOX 408 – 40200
KISII, KENYA

11th December 2012

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: AMING’A NEMWEL NYAKENYANYA REG. NO. MIN12/20001/11

This is to confirm that the above named is a student of Kisii University College (a constituent college of Egerton University) Nairobi Campus registered in the Faculty of Information Science & Technology (FIST), pursuing a Masters’ Degree in Knowledge Management.

He has completed his course work and is now ready to collect data for his research project. In this regard therefore, I am writing to request you to assist him by offering him any relevant information requested for from you. His Research Topic is ‘Effects of Knowledge Management Practices on Organizational Performance: A case study of Kisii University College.’

Please note that the information collected will be treated as very confidential and will strictly be used for academic purposes only.

Thank you in advance for your cooperation and positive response.

Yours sincerely,

Dr. Raymond W. Onguso,
Ag. DEAN, FIST
APPENDIX II
QUESTIONNAIRE

INTRODUCTION

Dear Respondent,

My name is Nemwel Aming’a. I am carrying out a research for my masters theses at Kisii University. My title for the research is “Effects of Knowledge Management Practices on Organizational Performance: A Case Study of Selected Campuses of Kisii University”

I am hereby requesting you to assist me in completing this questionnaire in order to achieve the research objective. The information provided will be purely for academic purpose and will be treated with strict confidentiality. This questionnaire consists of two (2) parts, Part A and B.

PART A: BACKGROUND INFORMATION OF THE RESPONDENTS

Please select the correct answer by ticking (√) appropriately in the provided brackets.

1. Department ______________________________
2. Designation ______________________________
3. Gender (Tick one only)
   Male ( ) Female ( )
4. Level of Education (Tick only the highest level achieved)
   Certificate ( )
   Diploma ( )
   Degree ( )
   Masters ( )
   Doctorate and higher ( )
5. Work experience (Tick one only)
   1-5 yrs ( )
   6-10 yrs ( )
   11-15 yrs ( )
   16 yrs and above ( )
PART B:

1) **Knowledge Capture and Acquisition Practices**

(Knowledge capture and acquisition practices are the processes of acquiring and organizing knowledge from different sources so that it can be stored).

1. How does your department acquire and capture new knowledge (Tick multiple answers if possible).

<table>
<thead>
<tr>
<th>Training</th>
<th>Knowledge Repository</th>
<th>Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>Expert Systems</td>
<td>Brainstorming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please indicate with a tick (✓) the extent to which you agree or disagree with the statements on knowledge acquisition and capture in the following table using the scales provided.

Instructions:
Strongly agree = 5; Agree = 4; No Opinion = 3; Disagree = 2; Strongly disagree = 1

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minutes are taken to capture ideas during meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I consult my colleagues when undertaking my duties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Work manuals and procedures are prepared for workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Regular trainings related to work activities are organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Databases of good practices are regularly updated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Employees are recruited to bring in new knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Does knowledge capture and acquisition practices impact on organizational performance? (Please indicate with a tick (✓))

Strongly agree = 5; Agree = 4; No Opinion = 3; Disagree = 2; Strongly disagree = 1

<table>
<thead>
<tr>
<th>Effects of knowledge capture and acquisition practices</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved competitive advantage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved quality of services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of organizational goals</td>
<td></td>
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<td></td>
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<tr>
<td>Increased productivity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Increased efficiency and effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Are there challenges in knowledge capture and acquisition in your department?
   Yes □    No □
   If yes, please specify………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

5. If you answered YES in question 5 above, how are you overcoming the challenges?
   i. 
   ii. 

2) **Knowledge Sharing Practices**

(These are practices that enhance exchange and flow of knowledge among staff in the organization).

1. In your department/organization knowledge is shared through (Tick multiple answers if possible)

<table>
<thead>
<tr>
<th>Employee groupings</th>
<th>Formal/ informal meetings</th>
<th>Seminars/ Workshops</th>
<th>Others, Please Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best practice database</th>
<th>Brainstorming</th>
<th>Job rotation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emails</th>
<th>Personal interaction</th>
<th>Notice boards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please indicate with a tick (√) the extent to which you agree or disagree with the statements on knowledge sharing in the following table using the scales provided. Instructions

Strongly agree = 5; Agree = 4; No Opinion = 3; Disagree = 2; strongly disagree = 1

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I regularly share my experiences with my colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Staff meetings are normally held</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>New employees are normally taken through an orientation program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Seminars are normally held for employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Members of staff are usually rotated in various functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Do knowledge sharing practices impact on organizational performance?

(Please indicate with a tick (✓))

Strongly agree = 5; Agree = 4; No Opinion = 3; Disagree = 2; strongly disagree = 1

<table>
<thead>
<tr>
<th>Effects of knowledge sharing practices</th>
<th>5</th>
<th>4</th>
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<th>2</th>
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<td>Increased efficiency and effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Are there challenges in knowledge sharing in your department?

Yes [ ] No [ ]

If yes, please specify

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

How are you overcoming the challenges?

i. 

ii. 

3) Policies and Strategies

(They are the strategies that are laid down to manage knowledge in the organization)

1. Does your university/department have a knowledge management policy or strategy?

Yes [ ] No [ ]

2. Which of the following practices have been formally recognized by way of having a policy, regulation or procedure?

<table>
<thead>
<tr>
<th>Job rotation</th>
<th>Mentoring</th>
<th>Communities of practice</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employee training</th>
<th>Workshops</th>
<th>Meetings</th>
</tr>
</thead>
</table>

Any other, please specify
3. All operational policies/procedures/work manuals are located in a central place and are easily accessible

   YES ☐   NO ☐

4. Do knowledge management policies and strategies impact on organizational performance? (Please indicate with a tick (√))

   Strongly agree = 5; Agree = 4; No Opinion = 3; Disagree = 2; Strongly disagree = 1

<table>
<thead>
<tr>
<th>Effects of knowledge sharing practices</th>
<th>5</th>
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<td></td>
</tr>
</tbody>
</table>

5. Is the university/department facing challenges in developing knowledge management policies and strategies?

   Yes ☐   No ☐

   If yes, what is the university/department doing to mitigate the challenges.
   a. 
   b. 

Please, complete and return questionnaire within 5 days of receipt

Your response is very much appreciated

Thank you for your time and participating!!!
APPENDIX III
INTERVIEW SCHEDULE

INTRODUCTION
Good morning/afternoon/evening Dear Interviewee ……….. 

My name is Nemwel Aming’a. I am carrying out research for my masters theses at Kisii University. My title for the research is “Effects of Knowledge Management Practices on Organizational Performance: A Case Study of Selected Campuses of Kisii university”.
You have been selected to participate in this interview through purposive sampling. The information provided is purely for academic purpose and will be treated with strict confidentiality.

This interview session will be based on three sections. Section one has questions on knowledge capture and acquisition, section two has questions on knowledge sharing, and section three has questions on policies and strategies. Please feel free to ask questions where they may not be clear. I look forward to your support and cooperation.
Thank you
Date of interview ____________________
Place of interview ___________________
Rank of interviewee _________________
Gender of interviewee _______________

Section 1: Knowledge Capture and Acquisition Practices
(Knowledge capture and acquisition practices are the process of extracting and organizing knowledge from different sources so that it can be stored).
1. How does your department acquire and capture knowledge necessary for staff to carry out their tasks? (Probe on the following knowledge capture and acquisition practices; recruitment, training, consultancy, after action reviews, availability of expert systems, subject matter experts groupware technologies, manuals etc.
2. What are the effects of the mentioned practices on organizational performance? (Probe on the effects of each individual knowledge capture and acquisition practice identified)
3. Do you face challenges in capturing and acquiring knowledge? If so, what are the challenges? How do you intend to mitigate the challenges?
Section 2: Knowledge Sharing Practices
(These are practices that enhance the exchange of knowledge among staff in the organization).

1. How do you share knowledge between people in your department? (Probe on the use of the following practices Informal workshops, Knowledge exchange seminars, Departmental meetings, Reports, mentoring, Brainstorming, Face to face interactions, stories, induction, communities of practice networks, best practices database, etc).

2. What are the effects of knowledge sharing practices on organizational performance? (Probe on the effects of the identified knowledge sharing practices on organizational performance).

3. Does the university/department face challenges in implementing knowledge sharing practices? If so, what are the challenges? What are you doing to mitigate the challenges?

Section 3: Policies and Strategies
(They are the strategies that are laid down to manage knowledge in the organization)

1. Does your university/department have a written knowledge management policy or strategy? Give explanation.

2. Your university/department uses partnerships or strategic alliances to acquire knowledge? Give examples of partnerships and strategic alliances.

3. What are the effects of knowledge management policies and strategies on organizational performance?

4. Does the university/department face challenges in developing knowledge management policies and strategies? If so what are the challenges and what is the university/department doing to mitigate the challenges?

Note
This is just a guide; certain questions may not be asked depending on responses from the interviewee. Thank you for your support and cooperation.