

**RETENTION STRATEGIES OF ORGANIZATIONAL KNOWLEDGE IN ACADEMIC
INSTITUTIONS IN KENYA: THE CASE OF VISION INSTITUTE OF PROFESSIONALS**

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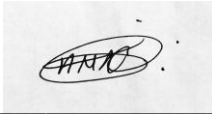
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DECLARATION

I confirm that this is my original creation and not a copy of someone's work submitted to any university. All borrowed ideas have been referenced using the APA 7th edition.

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DEDICATION

This research work is affectionately dedicated to my dear mum.

ACKNOWLEDMENT

I am humbled and thankful to God for blessing me with all what it has taken to complete my research work.

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May God bless you.

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ABSTRACT

The aim of this study was to examine the organizational knowledge retention mechanisms in Kenyan academic institutions, namely the Vision Institute of Professionals. Specifically, the researcher will find out understanding of Knowledge Retention concept by management, identify any form of knowledge retention approach at VIP, identify technologies applied in Knowledge Retention and propose a knowledge retention framework for VIP. A review of relevant literature based on the study's goals was conducted. The descriptive research design was used in the research, and both qualitative and quantitative approaches were employed. The study was conducted at the Vision Institute of professionals among the directors, head of departments, assistant head of departments, administration staff, and the academic staff. The study used a purposive sampling strategy to get a representative size of 30 participants from a population of 82 employees. For data gathering, the researcher used open-ended interviews and questionnaires. With ten participants, a pilot study for this topic was done at Nairobi Institute of Business Studies (NIBS). Quantitative data was analyzed using SPSS and displayed in tables and charts using descriptive statistical analysis of frequencies and percentages. The qualitative data was evaluated using a content data assessment approach and provided verbatim based on the identified themes from the goals. The study's results revealed that the majority of respondents had a modest degree of awareness of information retention techniques. It was further established that technologies such as websites, external hard drives and emails were used in knowledge retention. The study recommends that the institutions of higher learning should put in place enough and adaptable knowledge retention strategies for their employees.

LIST OF ABBREVIATIONS

CoP	Community of Practice
HRM	Human Resource Manager
ICT	Information Communication Technology
ISO	International Organization for Standardization
IT	Information Technology
KM	Knowledge Management
KNEC	Kenya National Examinations Council
KASNEB	Kenya Accountants and Secretaries National Examination Board
KR	Knowledge Retention
MMUST	Masinde Muliro University of Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NIBS	Nairobi Institute of Business Studies
SMEs	Small and Medium-sized Enterprises
SEM	Structural Equation Model
SPSS	Statistical Package for Social Science
VIP	Vision Institute of Professionals

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The study is based on an evaluation of elements of knowledge retention practices in higher learning institutions with specific references to Vision Institute of Professionals as the case study. The institution is dedicated to transmitting knowledge, skills and ethics to its students. It also strives to holistically shape the lives of the students by offering life skills units (VIP, 2018).

Organizational knowledge is collective information and abilities possessed by people who belong to an organization (Gold, Malhotra, & Segars, 2001). The continued use and understanding of information in an organization turns to organizational knowledge. Knowledge is a critical asset to an organization and it should therefore be preserved. The process of ensuring that organizational knowledge stays within the organization is achieved through a knowledge retention programme (Tsoukas & Vladimirou, 2001).

The study's conclusions will be useful to academic institutions' administration forming a platform on how to solve problems. Colleges and universities will have an additional strategic asset of 'retained knowledge' which is very critical to the continuity of the organizations. It will also form a knowledge base which will be used to compile manuals for retraining and training of new members of staff. The results are also likely to add to the current literature on information retention, laying the groundwork for future study.

1.2 Background of the study

Historically, the physical presence of an individual was key in the knowledge economy as opposed to the presence of the 'know how' concept, (Dube & Ngulube 2013). Therefore, it is the retained employees of an academic institution that play as critical resources to economic growth. If those who possess this powerful resource exit the institution, they erode the institutional knowledge that has been built over a period of years. This result to the suffering of knowledge attrition in an organization which is characterized by loss of skills, experience, institutional memory and mentally built strategy (Levallet & Chan, 2019). Given the importance of knowledge, academic institutions need to develop a mechanism to capture, create, store, manage and re-use knowledge before it is eroded.

Past research has provided in depth study on the appropriate mechanisms that would be used to improve an institution's performance. Essentially, techniques such as downsizing and resignation have been applied as one of the ways that would ensure continued productivity in schools. Nonetheless, very minimal study has been conducted on the effects felt by academic institutions due to failed initiatives of retaining critical skill, experience, competences, and knowledge (Schmitt, Borzillo, & Probst, 2012). This study therefore aims at proving that lack of knowledge retention techniques in academic institutions is a major contributor towards the deterioration of quality, efficiency, and productivity in service delivery. To survive the wave of competition, VIP requires to adapt efficient strategies that will promote proper retention of knowledge in the institution.

This issue persuaded the researcher to conduct an empirical study that examines some of the potential strategies that could be utilized in promoting knowledge retention at institutions.

1.2.1 Vision Institute of Professionals

Vision Institute of Professionals (VIP) opened its doors in 1998 to provide quality training, professional skills and consultancy in the field of accountancy. Since then the Institute has expanded its product range to include Information Communication Technology (ICT) based courses and business oriented programmes. Currently, the Institute is operating in two regions of Kenya; In Nairobi and in Coastal region (VIP, 2018).

Although the significance of information skills is highlighted in the institution's business plan, experience demonstrates that The administration has made minimal effort to implement procedures and regulations that will promote knowledge retention in general (VIP, 2018).

1.3 Knowledge Retention

The presence of a properly working knowledge retention program in an institution is to ensure that necessary expertise is passed from the leaving employees to the incoming ones. This way, an organisation has the ability to retain standard quality of work in a given post. Moreover, the system ensures that a person working in a given post possesses as much knowledge as possible about the required responsibilities (Bender & Fish, 2000). It is critical that the management found learning institutions adapt ways that assist with capturing and transforming the employees' expertise as its workable organizational knowledge. According to Levy (2011), the main benefit of having

knowledge retention mechanisms in a company is that it tends to become an organisation's best asset. However, it is crucial to highlight that specialists may not want their information to be collected; so, management may provide incentives to employees so that they are willing to contribute their expertise.

One of the successful ways of achieving knowledge retention is by documenting and integrating knowledge back into the institution. However, the college management further has a responsibility to provide special care to retaining the best practices in an institution (Treleaven & Sykes, 2005). A good example of the importance of retaining critical knowledge is by examining the ISO 9001:2015 standards. The set policies regard knowledge as a resource and stipulates the expectations of the control of the resource. Essentially, this global quality management system has offered legitimacy on the need to have a working knowledge management programme in an organisation. Moreover, it is an illustration that knowledge management plays a critical role in ensuring the quality delivery of services (Wilson & Campbell, 2016).

1.4 Statement of the Research Problem

Rashman, Withers and Hartley (2009), in a systematic review of literature identified that the type of learning found in organizations is a key factor to improving public services within institutions. Nonetheless, there is very minimal treatment on the mechanisms that can be used in retaining knowledge in organisations. In this case, it is possible to arrive at a conclusion that institutions have constantly been losing knowledge through methods like resignations, terminations, retirements, and deaths. As a result, college system has a slow rate of production and service delivery.

One of the major difficulties affecting information retention levels in higher education institutions has been recognized as key knowledge degradation. This has necessitated the need to have Knowledge Retention Strategies that ensure that expertise is properly nurtured and encouraged to remain in an institution so as to promote positive developmental states (Dewah & Mutula, 2014). Shafritz and Hyde (2004), asserts that a high turnover has been experienced in various academic institutions, which has been caused by various factors.

VIP as a case study in the research has on different times suffered from redundant exit of employees who have crucial knowledge about operations of the organization. The lack of

awareness on proper knowledge retention strategies has negatively affected quality rate of production and service delivery as the employees do not get an opportunity to share their expertise with the successors replacing their positions. This aspect has therefore triggered a re-invention and re-definition of operations. Currently, each new role replacement at VIP is structured afresh with as opposed to re-using previous knowledge. Cronin (2013) noted that “Turnover can result in a loss of knowledge that only the departing employees know, which may take replacement employees along time to acquire on their own”.

1.5 Aim of the study

The aim of this research was to look at organizational knowledge implementation mechanisms in academic institutions in Kenya: the example of Vision Institute of Professionals.

1.6 Research Objectives

- (i) Assess awareness of knowledge retention strategies concept at Vision Institute of Professionals.
- (ii) Examine forms of knowledge retention strategies used at Vision Institute of Professionals.
- (iii) Establish technologies applied in knowledge retention strategies at VIP
- (iv) Propose a Knowledge Retention Strategy framework for Vision Institute of Professionals.

1.7 Research questions

- (i) What is the level of awareness of knowledge retention strategies concept by management of Vision Institute of Professionals?
- (ii) Which method does Vision Institute of Professionals use to retain its organizational knowledge?
- (iii) Which are the technologies used in knowledge retention strategies?
- (iv) What is the most effective knowledge retention strategies framework for academic organizations?

1.8 Significance of the study

The study findings will be beneficial to all employees in academic institutions, forming a platform on how to solve problems. The management of academic institutions will have an additional strategic asset of ‘retained knowledge’ which is very critical to the continuity of the organization.

It will also form a knowledge base which will be used to compile manuals for retraining and training of new members of staff. The findings will also be expected to contribute to the existing literature in the area of skill retention, forming the basis for further research.

1.9 Assumptions of the study

Considering most of the participants would be academicians, working in an academic institution, the researcher assumed they would understand the concept of knowledge retention. The researcher assumed the participants will be honest in their responses when reporting how they retain knowledge. After the research is completed, the management of VIP is expected to adopt the proposed framework on knowledge retention. The researcher assumed participants have experienced some impact of either knowledge loss or retained knowledge.

1.10 Scope of the study

The research was conducted within an academic institution, specifically Vision Institute of Professionals. It covered knowledge retention practices within the departments of the college. The conclusion of the study was not be applicable to other academic institutions.

1.11 Limitations of the study

The employees of VIP are comprised of both permanent and part time employees mostly lecturers. It was a constrain the researcher to access the part time lecturers who come to lecturer and leave immediately after the lesson. The researcher was also be required to travel to the point of convenience for the part time lecturers. This costed the research financially and time as well.

1.12 Operational terms and concepts

Saint-Onge and Wallace (2012) describe communities of practice as "a group of persons who embrace an issue, a set of issues, or a love for a subject and who enhance their competence and knowledge of that area by interacting on a regular basis."

Knowledge Retention: Martins and Meyer (2012) define "information retention" as "keeping, rather than losing, information existing in people's thoughts and is considered crucial to the organization's functioning."**Knowledge Retention Strategy:** it is a plan that identifies existing knowledge that are at risk to erosion and must be retained.

Organizational Knowledge: is resources within an organization that can be realistically tapped by that organization (Frost, 2014). Organizational Knowledge is a company's asset to which no value can be fixed.

1.12 Chapter summary

The chapter gives an evaluation of the subject as well as its history. It also includes a description of the research topic, the aim and goals of the inquiry, as well as the importance and scope of the study. Finally, the chapter discusses the chapter's scope, constraints, operational language, and ideas.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses various types of literature and studies that have been written and conducted and is related to retention strategies of organizational knowledge in academic institutions.

2.2 Review of Related Literature

The review of the related literature as per the objectives is presented in the following subsections.

2.2.1 Awareness of Knowledge Retention Strategies Concept at the VIP

Bairi, Murali Manohar, and Kundu (2011) describe Knowledge Retention Strategy as the process of establishing organizational memory via knowledge acquisition, storage, and retrieval. Bratianu (2015) defines the notion as a complicated process by which an enterprise may decrease knowledge loss with personnel who leave the company. Organizations may acquire information that is vital to their development and survival through knowledge acquisition (Chen, Hwang, & Raghu, 2010). Once gained, information is preserved as a critical component of organizational memory.

2.2.2 Forms of organization Knowledge Retention Approaches used at the VIP

Dwivedi (2013) viewed that managers use community of practice as a means of coping with KR in an environment of reductions in force and spreading of knowledge across smaller team of employees. Members of a CoP are empowered as a result of their cooperation, which provides them with exposure to innovative information and skills, allowing them to learn and keep the new expertise. Knowledge retention strategies also include aspects such as knowledge retention models. Different KM authors have written on a wide range of models. Doan et al (2017) has proposed KR-SME model to be used within micro enterprises. The model is tailored and believed to kick start and work for SMEs as well as to serve as a template to assess and SME to reach its maturity. KR-SME model includes key elements that promotes and facilitates KR process within an

organization. KR procedure, managerial support, KR plan, training culture, KR activities, and ICT tools are among the factors.

Another KRS model is the "theoretical model of tacit knowledge retention," which was created after studying the expression of knowledge within an organization in the context of development loss and retention (Martins & Martins, 2011). The model depicts two aspects of KR. For starters, change forces occur in businesses' external environments and have an impact on their internal operations. Second, human input elements play a role in loss of knowledge inside the company.

2.2.3 Technology Application in Knowledge Retention Strategies at the VIP

Martins and Martins (2011) assert that as part of entire approach to KR, infrastructure of information technology cannot be ignored and it is necessary to implement certain IT tool(s) to assist in retaining knowledge. "Technology supplies the physical infrastructure, IT systems, and procedures required by other segments of the data management plan to fulfill specified strategic goals," writes Bencsik (2016).

Organizations use technology such as cloud technology, mobile computing, networking computing, search innovations, cyber security, and decision technologies to achieve a competitive edge via knowledge retention (Liebowitz, 2016).

The implementation and use of ICT to improve retention of knowledge in institutions of higher learning is a new problem that necessitates the use of ICT to meet new difficulties. This is supported by Omona et al (2010) who states that "ICT improves the quality, efficiency, and effectiveness in higher education processes. Use of ICT in Knowledge Retention has advanced with the development of social computing tools and models.

2.2.4 Knowledge Retention Strategy framework for Vision Institute of Professionals

Several scholars have conducted experiments involving knowledge retention. A study by Easterby-Smith (2011) reveals that knowledge retention is far from automatism as a naïve view of the learning curve would suggest. Even in the most formalized of knowledge retention is far from perfect and or automatic. Baguma, Ragsdell, and Murray (2014) performed a survey to investigate employee personal responsibility for knowledge retention. According to the findings of the research, workers' departures are often unanticipated, and so KR efforts should begin as soon as a person is hired by a firm.

2.3 Conceptual Framework

The conceptual framework expresses the researcher's point of view on the issue and guides the inquiry. The independent variable in this research is knowledge retention techniques, whereas the dependent variables are knowledge retention approaches, technological applications, human capital processes and regulations, and knowledge recovery activities. The quality of an institution's knowledge retention strategy determines the effectiveness of knowledge transfer approaches, knowledge recovery initiatives and technological applications. However, there are other intervening variables that can affect the relationship between knowledge retention strategy and knowledge recovery initiatives which include management commitment, employees' commitment, internal resources as shown in the figure below:

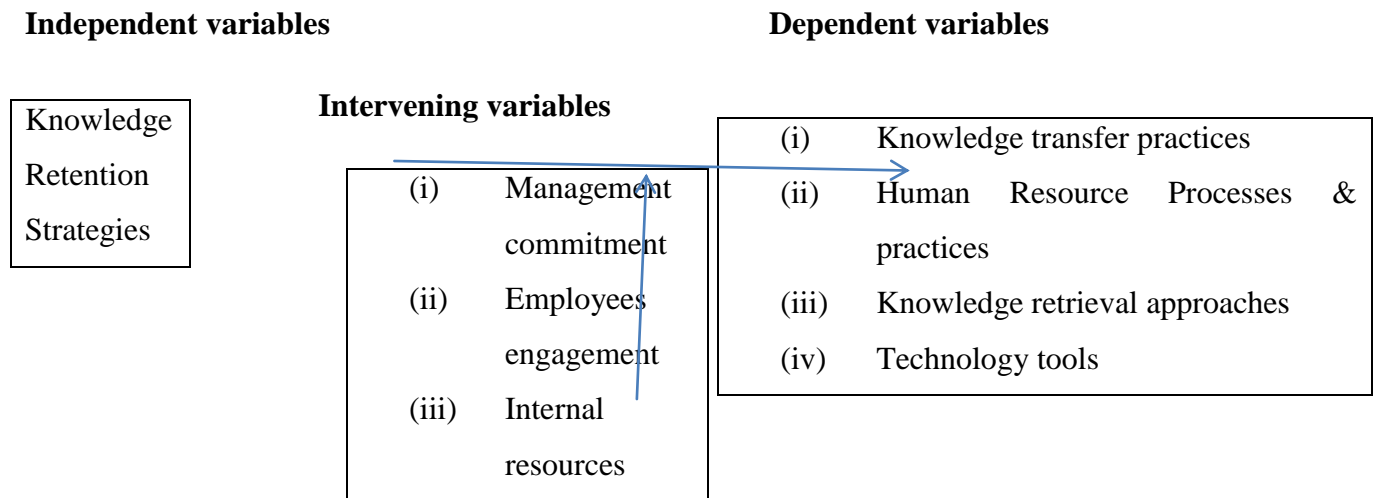


Figure 2.1 Conceptual frameworks – Knowledge retention framework

2.4 Chapter summary

This chapter evaluated the research on several ideas and aspects of K.R. techniques in higher education institutions. The primary review of the literature was based on the research objective. The chapter evaluated the concept of knowledge retention in general and its benefits, technologies applied in knowledge retention, different approaches in knowledge retention, challenges faced in knowledge retention, empirical studies and conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers the research methodology used to carry out the study. The study objectives are met in this part, which aims to analyze knowledge retention techniques in Kenyan educational institutions. It discusses key technique topics such as the study design used, targeted populations, sample population, and a description of the data analysis tests used. Furthermore, the researcher created the data gathering devices that were used in the study. Again, it emphasizes research limitations and ethical issues that were faced throughout the study. The assessment method employed in the procedure will be qualitative.

3.2 Research design

As per Akhar (2016), study design is a collection of study and hence the research proposal endeavor's strategy. The three most common research approaches are quantitative, qualitative, and hybrid methodologies. The research project on organizational knowledge retention mechanisms in Kenyan academic institutions used a descriptive research methodology and included both qualitative and quantitative methodologies. A descriptive design is used when a researcher is concerned with explaining the subject under investigation. It is a design process based on theory that collects both qualitative and quantitative data (Siedlecki, 2020). The paradigm enables a researcher to give insights into why and how research is conducted. The technique also helps others comprehend the importance of the study. The qualitative method collects non-numerical data in the form of views and interpretations on a phenomenon, with the goal of developing a knowledge of a nuanced approach and the significance of actions in a specific context (Queirós, Faria, & Almeida, 2017). The qualitative method was carried out via interviews with the administrators of the institution in order to investigate and comprehend the presence of any sort of K.R.S. approach at VIP. The quantitative technique, on the other hand, gathers numerical data and aims to get precise and trustworthy measurements that can be analyzed statistically (Queirós et al. 2017). A structured questionnaire was utilized to collect information on the degree of comprehension of the K.R.S. idea by VIP management quantitatively.

3.3 Area of study

The setting of this study was Vision Institute of Professionals situated within Nairobi County, Kenya. VIP, Nairobi campus was chosen as an ideal site since the researcher may not reach all the employees that are also spread in the Coastal region.

3.4 Population

Lim and Ting (2012) define a population as a group of people or things that have comparable qualities; they share a common binding attribute or trait. The directors, heads of departments, deputy heads of departments, administrative employees, and teaching staff at VIP were the study's target audience.

3.5 Sampling Strategies and Techniques

Sampling is the process of choosing a representative subset of a community to serve as a sample. The sampling procedure entailed utilizing a small number of VIPs to draw inferences about the whole community.

3.5.1 Sampling Strategies

There are two basic kinds of sample selection: probability and non-probability. This research will use a non-probability sampling technique to get a representative sample of the VIP population who will be participating in KRS data gathering. Non-probability selection draws the sample based on judgment and does not provide all persons in the sample equal odds of being chosen (Shuttleworth, 2008). Participants were evaluated based on their degree of management and length of service at VIP. This technique was suited for this research since it attempts to collect data from institution personnel who are directly engaged in the execution of organizational knowledge retention strategies.

3.5.2 Sampling Techniques

Because of the subjective nature of the knowledge retention techniques research, the researcher used a purposive sampling strategy, in which the researcher picked a representative sample size of the demographic and the study itself. The process of choosing samples entirely on the basis of the researcher's expertise and reliability is known as purposeful sampling. Using this method, researchers choose just the responders they consider are competent to participate in the study endeavor (Taherdoost, 2016).

The purposive sampling approach aided in the selection of participants by taking into account the profile of the respondents to be employed. Selected participants included: Directors, Head of Departments, Assistant Head of Departments, Administration Staff, and lecturers who had worked with Vision Institute of professional for not less than one year.

3.5.3 Sample Size

According to Kombo and Tromp (2006), the appropriate sample size to use with a descriptive research design should comprise of atleast 30 sample size to obtain favorable results. This aspect is based on the fact that effective outcomes are based on atleast 10 observations made on a given variable. Moreover, there should be atleast 3 parameters observed during in a correct analysis of a topic. Therefore, there should be a quality study should constitute of a minimum sample size of 30. Another approach used for computing an effective sample size is using the effect size approach. This mechanism is based on first calculating sample statistics and dividing by the standard error. However, in this case, the researcher ensured that the sample size would atleast comprise of 30 participants to gain quality outcomes.

Based on the above argument, the research had a sample size of 30 staff of VIP out of a total of 82 staff of the institution. The sample frame of 82 members of staff was obtained from the HRM handbook after presenting the research introduction letter to institution's recruiting department. The handbook indicates the position of every employee of VIP.

3.6 Data collection methods

The researcher employed open ended questionnaires and interviews as methods for data collection. According to Zull (2016), open ended questionnaire requests textual information as opposed to numerical information. They do not include a set of response options.

3.6.1 Questionnaire

The researcher used a structured questionnaire to probe into respondents' experiences, opinions, perceptions, feelings and knowledge. The questionnaires was administered to the head of departments, assistants head of departments, administration and academic staff at Vision Institute of Professionals. It was separated into two segments: the first focused on obtaining demographic responses from participants, while the second covered numerous subjects related to the study's aims. The survey was sent to a large sample size in a reasonably easy and cost-effective manner,

and the participants were then provided time to respond by the researcher. The study's use of questions were beneficial since they allowed for the use of systematic structured questionnaire, unstructured-open ended questions, and contingent questions.

3.6.2 Interviews

Interviews were also used by the researcher as a data gathering strategy. An interview in descriptive study, as per Adhabi and Anozie (2017), is a kind of discussion in which the researcher seeks to learn more about a subject as articulated by the subject being interviewed. Surveys are used in research to learn about people's opinions, emotions, attitudes, and motives on a certain issues. According to Jamshed (2014), interviewing is appropriate in qualitative research technique since it discovers new fields of study or ascertains and theorizes major topics by bringing forth in-depth and comprehensive comprehension of concerns via their textual interpretation.

An interview schedule was prepared in two sections to maintain uniformity while gathering data. The first section included a greeting to the interviewee as well as an introduction to the study subject and aims. The second section focused on employers' comprehension of the knowledge retention idea, knowledge retention procedures at VIP, and lastly, technology used in knowledge retention at VIP.

The interview was conducted among all the five directors, who are also the founders of the institution. They were interviewed face to face in their respective offices. The interviews was recorded on audio tape to enable the researcher to assess and categorize the reactions. Based on the number of questions as well as the simplicity required in the responses, the interviews lasted for a duration of atleast 15 minutes. This aspect was based on the fact that the interviewees had the option of skipping the questions they do intend to provide responses. Again, the duration provided ample time for preparation and effective interaction with the interviewees.

3.7 Pilot Study

A pilot study is an early report for a research study that evaluates a particular research instrument, such as a questionnaire and interview plan (Kinchin, 2018). The Nairobi Institute of Business Studies performed the pilot study for this topic (NIBS). NIBS was selected as the pilot case study because it has comparable goals, possibilities, and problems as VIP, which is the actual case study. The minimum number for a pilot study is ten (Saunders et al. 2007). Also Johanson and Brook (2010) state that a pilot study participation of ten subjects is a reasonable number. Ten individuals

were identified and issued with the questionnaires for the pre-test at NIBS. The pre-test was conducted to evaluate the questionnaire's trustworthiness. It calculated how long it would take to finish the questionnaire and found inaccuracies, which were corrected as needed.

3.8 Data Collection Procedures

Within the first 2 weeks of September 2021, the researcher sent questionnaires to the appropriate sample size. After explaining the topic to the participants, the researcher visited several departments and handed questionnaires. The researcher also scheduled and conducted interviews within the first two weeks of September 2021.

3.9 Data Analysis

The major purpose of data design is to reduce enormous data sets to their fundamental parts or to enrich little pieces of data with expensive understanding (Flick, 2013). The key data gathering devices for this research were interviews and questionnaires on KRS at VIP. After collecting completed surveys, data cleaning was performed to guarantee fullness, ease of understanding, internal reliability, relevancy, and validity. The accuracy of data analysis is dependent on the quality of the data (Roy et al. 2013).

A quantitative strategy was employed to gather data for the KRS approach at VIP and to investigate the technology used in KRS. The coded data was analyzed and displayed in figures and graphs using descriptive statistics and inferential statistics and percentages. To synchronize data on management issues in KRS, a qualitative method was utilized. Qualitative data was gathered via interviews with the directors and analyzed using a content data analysis approach based on themes drawn from the goals and provided verbatim.

3.10 Ethical Considerations

Ethics are behavioral norms or principles that discriminate between what is good and wrong. A research must observe appropriate values at all stages while undertaking data collection, so as not to result into research misconduct (Akaranga and Maku, 2016). The research adhered to research ethics which covered informed consent, beneficence (be of benefit, do not harm), privacy and confidentiality, plagiarism, proper interpretation and presentation of data.

To conform with the beneficence concept, the researcher carefully assessed whether the study may create any possible damage to anybody engaged. The researcher was given research approval by the National Council of Science, Technology, and Innovation (NACOSTI). Prior to executing the study project, the researcher obtains informed permission from all participating participants. She also supplied detailed information on how the study would be utilized. Finally, to prevent plagiarism, the researcher recognized references mentioned in the paper and paraphrased other people's remarks.

3.11 Chapter Summary

The chapter provides a full evaluation of the study's research techniques. The research plan, area of study, sample population, sample and sampling technique, data collection methods, pilot test, data collection processes, data processing, and ethical issues are all covered in this chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter offers the outcomes of a research on organizational knowledge retention techniques in Kenyan academic institutions: the example of Vision Institute of Professionals. The demographic results are presented first, followed by descriptive and analytical results of data analysis in line with the following research objective:

- (i) Assess awareness of knowledge retention strategies concept at Vision Institute of Professionals.
- (ii) Examine forms of knowledge retention strategies used at Vision Institute of Professionals.
- (iii) Establish technologies applied in knowledge retention strategies at VIP
- (iv) Propose a Knowledge Retention Strategy framework for Vision Institute of Professionals.

4.2 Demographic Characteristics

The research questionnaire was completed by 30 people, indicating a perfect response rate of 100%. Gender, function in the institution, and job experience were among the demographic factors. The demographic results are reported in the following subsections.

4.2.1 Distribution of Students by Gender

Distribution of respondents by gender is presented in figure 4.1.

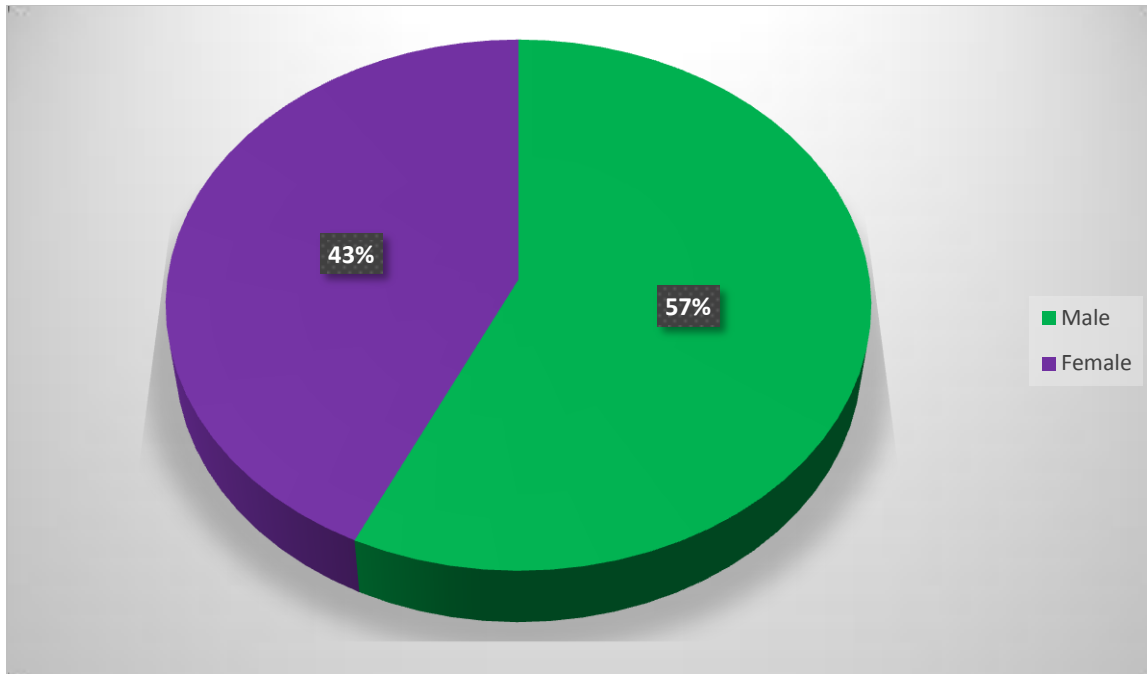


Figure 4.1 Participants Gender

From figure 4.1, 57% of the participants were males, while 43% were females.

4.2.2 Distribution of Respondents by Role Played

Participants' role played in the institution is presented in table 4.1.

Table 4.1 Participants Role

Participants Role	Frequency	Percent
Head of Department	7	23.3
Assistant head of department	5	16.7
Administration staff	8	26.7
Academic staff	10	33.3
Total	30	100.0

From table 4.1, 33.3% of the participants were academic staff, 26.7% were administrative staff, 23.3% were heads of department, while 16.7% were assistant head of departments.

4.2.3 Participants Work Experience

Distribution of the respondents by work experience is presented on table 4.2

Table 4.2 Participants Work Experience

Work Experience	Frequency	Percent
0-2 years	8	26.7
3-5 years	12	40.0
6-10 years	6	20.0
More than 10 years	4	13.3
Total	30	100.0

According to table 4.2, 40 percent of participants had worked at the organization for 3 to 5 years, 26.7 percent had worked for 0 to 2 years, 20 percent had worked for 6 to 10 years, and 13.3 percent had worked for over 10 years.

4.3 Findings on the Study Objectives

The results of the research goals are reported in subsections 4.3.1 to 4.3.4.

4.3.1 Awareness of Knowledge Retention Strategies Concept at Vision Institute of Professionals

The first objective sought to find out whether the participants had awareness of knowledge retention strategy concept as Vision institute of professionals. The participants were required to rate statements on knowledge retention strategies on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The summary of findings is presented on table 4.3.

Table 4.3 Awareness of Knowledge Retention Strategies

Awareness of Knowledge Retention Strategies	SD		D		Neutral		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I fully understand the concept of organizational knowledge retention strategies	8	26.7	8	6.7	12	40.0	7	23.3	1	3.3
My institution has various knowledge retention strategies	6	20.0	6	20.0	17	56.7	1	3.3	0	0.0
I have personally been part of a team implementing the knowledge retention strategies in our institution	13	43.3	8	26.7	9	30.0	0	0.0	0	0.0
Knowledge retention strategy is a must in our institution	5	16.7	4	13.3	2	6.7	2	6.7	17	56.7
This institution has a policy of training new employees on organizational knowledge retention strategies during their orientation	21	70.0	4	13.3	5	16.7	0	0.0	0	0.0
I do not understand the knowledge retention strategy concept	8	26.7	4	13.3	2	6.7	6	20.0	10	33.3
We have not utilized the knowledge retention strategy before in this organization	2	6.7	0	0.0	5	16.7	8	26.7	15	50.0
I do not think that a knowledge retention strategy is of any importance in our institution	16	53.3	0	0.0	6	20.0	2	6.7	6	20.0

From table 4.3, 70% of the participants strongly disagreed that the institution had a policy on training new employees on knowledge retention strategies, 56.7% strongly agreed that knowledge retention was a must in the institution, while 43.3% of the participants strongly disagreed that they had been part of the team implementing knowledge retention strategies.

To further answer the objective, the researcher sought to establish the participants level of awareness of knowledge retention in the institution. To achieve this, the scale was further

collapsed into scores. Because there were eight assertions, the theoretical maximum value was 40 (8x5) and the potential lowest value was 8. (8x1). The scores obtained for all statements were added to determine a person's overall score. The scores were then divided into three categories, with 8 to 19 indicating a low awareness of information retention techniques, 20 to 28 indicating a moderate degree of mindfulness, and 29 to 40 suggesting a high form of awareness. Negatively worded items were reverse coded. The findings are summarized in Table 4.4.

Table 4.4 Participants’ Level of Awareness of Knowledge Retention Strategies

Level of Awareness	Frequency	Percent
Low amount of mindfulness	12	40.0
Moderate level of mindfulness	17	56.7
High level of mindfulness	1	3.3
Total	30	100.0

From table 4.4, majority of the participants (56.7%) had a moderate level of awareness of knowledge retention strategies, 40% had a low level of awareness, while only 3.3% had a high level of knowledge retention strategies in the institution.

Structured interviews were further conducted with the institution directors to complement the quantitative data findings on awareness of knowledge retention strategies. The discussions assert that the administration had put strategies to create awareness on knowledge retention despite the challenges.

These are excerpts from some of their responses;

“We have departmental manuals where policies and procedures are documented.”

“We take a lot of time training new staff, but at times there is staff turnover, which may cause a challenge in work performance.”

“We have had to consult some staff who have left the organization as well as referring to documented materials as a knowledge retention strategy.”

4.3.2 Forms of Knowledge Retention Strategies used at Vision Institute of Professionals

Objective two sought to establish the forms of knowledge retention strategies employed at Vision institute of professionals. On a 5-point Likert scale, respondents were asked to indicate how much they agreed with the types of information retention tactics used at the institution based on the literature study and document analysis from the institution (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). Table 4.5 shows an overview of the results.

Table 4.5 Organizational Knowledge Retention Strategies

Organizational Retention Strategies	Knowledge		SD		D		Neutral		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
In this institution, we use Electronic (computers and other gadgets) to retain knowledge among employees	0	0.0	0	0.0	0	0.0	13	43.3	17	56.7		
This institution offers workplace training, seminars, and workshops	13	43.3	15	50.0	2	6.7	0	0.0	0	0.0		
We also encourage working in team projects as a way of gaining and retaining knowledge	11	36.7	10	33.3	7	23.3	2	6.7	0	0.0		
The organization ensures that our employees are always engaged in the practice	14	46.7	16	53.3	0	0.0	0	0.0	0	0.0		
This institution offers study leaves and scholarships for employees to advance in knowledge	30	100.0	0	0.0	0	0.0	0	0.0	0	0.0		
There is a reward system in this organization that awards those who share more information	16	53.3	14	46.7	0	0.0	0	0.0	0	0.0		
This organization has a mentoring program for more experienced to new employees	7	23.3	23	76.7	0	0.0	0	0.0	0	0.0		
Our institution has availed computers and internet which ensure employees access information all through	2	6.7	0	0.0	2	6.7	0	0.0	26	86.7		
The institution has a website for sharing information and it is accessible by all employees	2	6.7	0	0.0	0	0.0	18	60.0	10	33.3		
We also have an after-action review program	24	80.0	6	20.0	0	0.0	0	0.0	0	0.0		

From table 4.5, 86.7% of the participants strongly agreed that the institution availed computers and internet to ensure employees accessed information, 60% further agreed that the institution provided a website accessible for all employees for sharing information, while 56.7% of the employees further strongly agreed that the institution provided electronics such as computers for helping in retaining of knowledge.

Structured interviews were further conducted with the institution directors to complement the quantitative data findings on organizational knowledge retention strategies. The discussions affirmed that resources had been invested in helping in knowledge retention.

These are excerpts from some of their responses;

“Employees are allowed access to departmental reports and documents.”

“Each department has an external hard disk for backups.”

“Employees that exist the organization are required to fill an exit interview form.”

4.3.3 Technologies applied in Knowledge Retention Strategies at Vision Institute of Professional

The third goal was to learn about the technology used in information skills at the Vision Institute of Specialists. On a 5-point Likert scale, participants were asked to indicate how much they agreed with the sorts of technologies used at the institution based on a literature research and documentary analysis from the institution (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). Table 4.6 provides an overview of the results.

Table 4.6 Technologies applied in Knowledge Retention

Knowledge Technologies	Retention	SD		D		Neutral		A		SA	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Computers are highly used in this institution for knowledge retention		0	0.0	0	0.0	0	0.0	4	13.3	26	86.7
We also use projectors during seminars and workshops		6	20.0	17	56.7	1	3.3	0	0.0	0	0.0
The availability and use of the internet has helped us a lot in knowledge retention		0	0.0	0	0.0	0	0.0	5	16.7	19	63.3
Mobile phone applications have also helped us as a team in sharing and passing information around		0	0.0	0	0.0	10	33.3	2	6.7	12	40.0
We have also been using E-mails largely for official communication and it ensures that information is not lost		0	0.0	0	0.0	0	0.0	1	3.3	23	76.7
We also have different machines required for execution for practical by our students		6	20.0	12	40.0	0	0.0	4	13.3	2	6.7
We also utilize cameras to cover events in our institution for future reference		9	30.0	12	40.0	1	3.3	2	6.7	0	0.0
There great use of mobile phone communication and sharing of information in this institution		0	0.0	6	20.0	9	30.0	0	0.0	9	30.0

As shown in table 4.6, majority of the participants (86.7%) strongly agreed that computers were being used in the institution for knowledge retention, 76.7% further strongly agreed that they had been using e-mails for official communication in the institution, with 63.3% also strongly agreeing

that availability and use of internet helped a lot in knowledge retention. On the other hand, 56.7% disagreed that they used projectors during seminars and workshops.

Structured interviews were further conducted with the institution directors to complement the quantitative data findings on technologies applied in knowledge retention at the institution. The discussions outlined the management role in availing technologies for knowledge retention.

These are excerpts from some of their responses;

“The institution has provided emails for the employees, harddisks and a website with explicit knowledge.”

“The ICT department ensures that all computers and emails are operational, as well as backing up data in the server.”

4.3.4 Knowledge Retention Strategy framework for Vision Institute of Professionals

The fourth objective sought to propose knowledge retention strategy at Vision institute of professionals. The participants were required to indicate the extent to which they agreed with a variety of frameworks based on the literature review on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The summary of findings is presented on table 4.7.

Table 4.7 Knowledge Retention Strategy Frameworks

Knowledge Frameworks	Retention		SD		D		Neutral		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I propose that our institution should offer us study leaves and scholarships to advance in knowledge	6	20.0	10	33.3	14	46.7	0	0.0	0	0.0	0	0.0
I suggest in-service training for retention of knowledge	0	0.0	0	0.0	0	0.0	9	30.0	21	70.0		
I propose of this institution consider regular seminars and workshops	0	0.0	0	0.0	0	0.0	0	0.0	30	100.0		
I would appreciate it if our employer can take us for benchmarking in other institutions that offer the same services as us	0	0.0	0	0.0	0	0.0	12	40.0	18	60.0		
I urge our employer to ensure that every employee has a computer and access to the internet	0	0.0	0	0.0	0	0.0	1	3.3	29	96.7		
I recommend after-action review programs to encourage both quality and quantity	0	0.0	0	0.0	0	0.0	0	0.0	30	100.0		
I propose that VIP should focus more on practical training than theory	0	0.0	4	13.3	14	46.7	8	26.7	4	13.3		
The institute should provide all equipment and machinery required for quality work especially by the academic staff	0	0.0	0	0.0	0	0.0	7	23.3	23	76.7		

As shown in table 4.7, 100% of the participants strongly agreed that the institution should consider regular seminars and workshops, all the sampled employees further agreed that after action review programs should be put in place to encourage both quality and quantity of work. A further 76.7% strongly agreed that the institution should provide all equipment and machinery required for quality work, especially by the academic staff and 60% consequently agreed with the framework of the institution taking the employees for benchmarking in other institutions that offer similar services.

Structured interviews were further conducted with the institution directors to complement the quantitative data findings on knowledge retention frameworks at the institution.

These are excerpts from some of their responses;

“The management will work on job relation practices and trainings on knowledge sharing.”

“We will be reviewing exit interview forms and making it compulsory for everyone leaving, in order to implement the recommendations.”

“We will ensure consistency in data backup and having an ICT expert to advice on new technologies for knowledge storage.”

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the study's results, findings, and suggestions on knowledge management retention techniques in Kenyan academic institutions: the case of Vision Institute of Practitioners.

5.2 Discussion of the Findings

In this part, the researcher analyzes the study's findings in relation to the four research study objectives;

- i. Assess awareness of knowledge retention strategies concept at Vision Institute of Professionals.
- ii. Examine forms of knowledge retention strategies used at Vision Institute of Professionals.
- iii. Establish technologies applied in knowledge retention strategies at VIP.
- iv. Propose a Knowledge Retention Strategy framework for Vision Institute of Professionals.

5.2.1 Awareness of knowledge retention strategies concept at Vision Institute of Professionals

The first objective sought to find out whether the participants had awareness of the knowledge retention strategy concept as Vision institute of professionals. Under this objective, the researchers examine assessed two aspects; first the awareness of Knowledge Retention Strategies. The findings under this aspect showed that 70% of the participants strongly disagreed that the institution had a policy on training new employees on knowledge retention strategies, 56.7% strongly agreed that knowledge retention was a must in the institution, while 43.3% of the participants strongly disagreed that they had been part of the team implementing knowledge retention strategies.

Secondly, under this objective, the researcher sought to establish the participants' level of awareness of knowledge retention in the institution. The findings revealed that the majority of the participants (56.7%) had a moderate level of awareness of knowledge retention strategies, 40% had a low level of awareness, while only 3.3% had a high level of knowledge retention strategies in the institution.

Results from structured interviews with institution directors asserted that the administration had put strategies to create awareness on knowledge retention despite the challenges. According to the above findings, it is noted that the institution has knowledge strategies in place, however, the majority of employees are not aware of these strategies. The above is the reason why the awareness level is moderate. According to the interviews with the directors, a lot still needs to be done to create awareness among employees on knowledge retention strategies available.

These findings agree with past researchers who have found that there is a low level of employee understanding of knowledge retention strategies. In their study, Agarwal and Islam (2015) revealed that librarians in a certain university indicated that knowledge retention and the transfer was poor among employees. Few libraries, according to them, had a structured knowledge management (KM) approach. According to Stephen (2016), most workers did not comprehend knowledge retention since there was a shortage of knowledge resources, networks of expertise, knowledge management policies, information recovery programs, and human resources processes and regulations for knowledge retention.

5.2.2 Forms of knowledge retention strategies used at Vision Institute of Professionals

Objective two sought to establish the forms of knowledge retention strategies employed at Vision Institute of professionals. The findings indicated that 86.7% of the participants strongly agreed that the institution availed computers and the internet to ensure employees accessed information. 60% further agreed that the institution provided a website accessible for all employees for sharing information. While 56.7% of the employees further strongly agreed that the institution provided electronics such as computers for helping in retaining knowledge. Further, the findings from structured interviews affirmed that resources had been invested in helping in knowledge retention.

The results represent the contemporary scenario in many firms, where technology is the primary means of obtaining, producing, and keeping knowledge. The results under this aim are consistent with previous study findings. In their research, Daghfous, Belkhodja, and Angell (2013) proposed that institutions should preserve and pass on architectural knowledge, build on existing areas of

expertise through different alternative communication strategies and more efficient connections, and reshape these functionality into appropriate organisational routines to ameliorate knowledge loss and increase knowledge retention. Furthermore, Alsarayreh (2021) said that social media and the internet were the primary enablers of e-learning, virtual classrooms, and information retention among university students.

5.2.3 Technologies applied in knowledge retention strategies at VIP

The third objective sought to find out the technologies applied in knowledge retention at Vision Institute of professionals. The findings indicated that the majority of the participants, 86.7% strongly agreed that computers were being used in the institution for knowledge retention. 76.7% further strongly agreed that they had been using e-mails for official communication in the institution. Also, 63.3% strongly agreed that availability and use of the internet helped a lot in knowledge retention. On the other hand, 56.7% disagreed that they used projectors during seminars and workshops. Moreover, findings from the structured interviews conducted among the institution directors indicated that email, hard disks, websites, the general use of computers, and data back systems were the main technologies utilized in the institute.

These findings reveal that the use of computers to retain knowledge in the VIP. The findings also show that emails are largely used as a mode of communication and knowledge retention in the institution. The situation at the VIP reflects the situation in many institutions of higher learning in the country and other work environments. These findings concur with past researchers who have also found out that technology is largely used in knowledge retention. Dewah (2014) documented that to improve on the use of ICTs for knowledge capture and retention, the organizations should avail several technologies, computerize all offices, proper internet connectivity, and workers accessibility to the internet, encouragement of knowledge sharing, and collaborative activities with other organizations. Raudelinien, Davidaviiien, and Petruseviius (2018) added that institutions use computer-based learning, computerisation, digital alternatives for saving knowledge, expertise database design, understanding saving with computer technology, equipment reliability assessment, intranet portals, and metadata for knowledge retention.

5.2.4 Propose a Knowledge Retention Strategy framework for Vision Institute of Professionals

The fourth objective sought to propose knowledge retention strategies at Vision Institute of professionals. As per the findings, 100% of the participants strongly agreed that the institution should consider regular seminars and workshops. Additionally, all the sampled employees further agreed that after-action review programs should be put in place to encourage both quality and quantity of work. A further 76.7% strongly agreed that the institution should provide all equipment and machinery required for quality work, especially by the academic staff. Consequently, 60% of the participants agreed with the framework of the institution taking the employees for benchmarking in other institutions that offer similar services. Structured interviews with the institution directors further revealed that the management is focusing on training, having exit interviews, consistency in data backup, and having an ICT expert to advise on new technologies for knowledge storage as the main ways of knowledge retention.

These statistics suggest that VIP, like other institutions, is striving hard to obtain the highest level of information retention. These results are consistent with previous research that has documented several comparable methods that different companies have utilized to retain information. According to Dewah and Mutula, organizations have widely used institutional repositories, emails, global networks databases, portals, auditing and financial networks, human capital platforms, expertise route-maps information networks, and discussion boards to store information (2016). In his study, Dewah (2012) suggested appointing knowledge management officers, encouraging knowledge sharing among employees, benchmarking with similar institutions and creating mentorships, and obtaining current information systems that enable knowledge management.

5.3 CONCLUSION

The study was done to examine the retention strategies of organizational knowledge in academic institutions in Kenya: the case of vision institute of professionals. The conclusions presented are drawn from the study objectives.

According to the findings of the study, the researcher notes that the vision institute of professionals has knowledge retention strategies in place. However, the majority of employees in the institutions are not aware of these strategies. The above is the reason why the awareness level was found to moderate. According to the interviews with the directors, a lot still needs to be done to create awareness among employees on knowledge retention strategies available in the institution.

The findings revealed that computers, the internet, and an institution's website have been the most used forms of knowledge retention among the employees of vision institute of professionals. Further, the findings confirmed that the institution administration was doing its best to install retention strategies in the institution.

Moreover, showed that technology is largely used in knowledge retention in the institution. Emails, hard disks, websites, the general use of computers, and data back systems were the main technologies utilized in the institute. The above-stated reveal that the use of computers to retain knowledge among institutions is high. The findings also show that emails are largely used as a mode of communication and knowledge retention in large organizations.

Employees in the vision institute of professionals suggested more regular seminars and workshops. Additionally, they wanted an after-action review, more equipment, and machinery for quality and quantity work. Benchmarking in other institutions that offer similar services was also suggested by a majority of employees. The institution directors revealed that the management is focusing on training, having exit interviews, consistency in data backup, and having an ICT expert to advise on new technologies for knowledge storage as the main ways of knowledge retention.

This study concludes that technology; computers and the internet that enable the use of other applications and websites are the major used knowledge retention strategies in the vision institute of professionals.

5.4 RECOMMENDATIONS

5.4.1 For the institutions of high learning

1. As per the study findings, the research recommends that the institutions of higher learning should put in place enough and adaptable knowledge retention strategies for their employees. This is an important aspect of the process of the knowledge retention approach.
2. The findings revealed that the majority of employees in the VIP were not aware of the existing knowledge strategies, this study, therefore, recommends that the institutions of higher learning should create awareness among employees on the available knowledge retention strategies.
3. Some of the ways that came out strongly suggested for knowledge strategies were; training, seminars, and benchmarking strategies, this study, therefore, recommends that employers

should invest more in training their employees, having regular seminars and benchmarking among institutions that are doing better than them.

4. The findings of the study indicated that technology is highly used in teaching institutions, this study, therefore, recommends that institutions of higher learning should invest more in technology because it is a greater method of knowledge acquisition, development, and retention.

5.4.2 For further research

5. Researchers should conduct this same research in other institutions of higher learning.
6. Perception of employees on the knowledge retention strategies and their influence on the adoption of these strategies.

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APPENDICES AND ANNEXES

APPENDIX I: INTRODUCTION LETTER

Alice Nyokabi Njuiri

Department of Library and Information Science

University of Nairobi

P.O. Box 30197-00100

Nairobi.

Dear Respondent,

RE: INTRODUCTION LETTER

I am a Master of Library and information Science student in the Department of Library and Information Science, University of Nairobi. At present, I am conducting a research titled; *Retention of organizational knowledge in academic institutions*. The aim of this study is to collect data and information from administration staff of Vision Institute of Professionals.

The objectives of the study include: To find out understanding of Knowledge Retention concept by employees, to identify any form of knowledge retention approach in academic institutions, to identify technologies applied in Knowledge Retention and to propose a Knowledge Management retention framework for academic institutions.

You have been selected to participate in this study. The information and opinions you provide are purely for academic purposes of the study and shall remain strictly confidential.

Thank you in advance for your cooperation.

Yours faithfully,

Alice Nyokabi Njuiri

C54/84496/2016

APPENDIX II: QUESTIONNAIRE FOR VIP STAFF

You are kindly requested to complete the questionnaire honestly and possibly give as much detail as possible.

This questionnaire intends to gather information on the retention strategies of organizational knowledge in academic institutions with reference to Vision Institute of Professionals.

Kindly tick (✓) appropriately to indicate your honest opinion.

SECTION A: BACKGROUND INFORMATION

1. Gender

a) Male ()

b) Female ()

2. What role do you play in this institution?

a) a head of departments ()

b) an assistant head of departments ()

c) an administration staff ()

d) an academic staff ()

3. For how long have you worked with this institute?

a) 0-2 years ()

b) 3-5 years ()

c) 6-10 years ()

d) more than 10 years

4. Do you understand the concept of organizational knowledge retention?

a) Yes ()

b) No ()

5. Do you engage any knowledge retention strategies in this institution?

a) Yes ()

b) No ()

6. If the answer above is yes, are there enough knowledge retention strategies in your organization?

a) Yes

b) No

7. Do you think knowledge retention strategies are of any importance to organizations?

a) Yes

b) No

SECTION B: Awareness of organizational knowledge retention strategies concept at vision institute of professionals.

To what extent do you agree with the following statements on the awareness of organizational knowledge retention strategies concept at vision institute of professionals?

Kindly use a scale of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	5	4	3	2	1
I fully understand the concept of organizational knowledge					

retention strategies					
My institution has various knowledge retention strategies					
I have personally been part of a team implementing the knowledge retention strategies in our institution					
Knowledge retention strategy is a must in our institution					
This institution has a policy of training new employees on organizational knowledge retention strategies during their orientation					
I do not understand the knowledge retention strategy concept					
We have not utilized the knowledge retention strategy before in this organization					
I do not think that a knowledge retention strategy is of any importance in our institution					

SECTION C: Examine any form of organizational knowledge retention strategies approach at Vision Institute of Professionals.

To what extent do you agree with the following statements on the forms of knowledge retention strategies approach at Vision Institute of Professionals?

Kindly use a scale of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	5	4	3	2	1
In this institution, we use Electronic (computers and other					

gadgets) to retain knowledge among employees					
This institution offers workplace training, seminars, and workshops					
We also encourage working in team projects as a way of gaining and retaining knowledge					
The organization ensures that our employees are always engaged in the practice					
This institution offers study leaves and scholarships for employees to advance in knowledge					
This organization has a mentoring program for more experienced to new employees					
There is a reward system in this organization that awards those who share more information					
Our institution has availed computers and internet which ensure employees access information all through					
The institution has a website for sharing information and it is accessible by all employees					
We also have an after-action review program					

SECTION D: Establish technologies applied in knowledge retention strategies at VIP

To what extent do you agree with the following statements on the technologies applied in knowledge retention strategies at Vision Institute of Professionals?

Kindly use a scale of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	5	4	3	2	1
Computers are highly used in this institution for knowledge retention					
We also use projectors during seminars and workshops					
The availability and use of the internet has helped us a lot in knowledge retention					
Mobile phone applications have also helped us as a team in sharing and passing information around					
We have also been using E-mails largely for official communication and it ensures that information is not lost					
We also have different machines required for execution for practical by our students					
We also utilize cameras to cover events in our institution for future reference					
There great use of mobile phone communication and sharing of information in this institution					

SECTION E: Propose a Knowledge Retention Strategy framework for Vision Institute of Professionals.

To what extent do you agree with the following statements on the Knowledge Retention Strategy framework for Vision Institute of Professionals?

Kindly use a scale of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	5	4	3	2	1

I propose that our institution should offer us study leaves and scholarships to advance in knowledge					
I suggest in-service training for retention of knowledge					
I propose of this institution consider regular seminars and workshops					
I would appreciate it if our employer can take us for benchmarking in other institutions that offer the same services as us					
I urge our employer to ensure that every employee has a computer and access to the internet					
I recommend after-action review programs to encourage both quality and quantity					
I propose that VIP should focus more on practical training than theory					
The institute should provide all equipment and machinery required for quality work especially by the academic staff					

THANK YOU

APPENDIX III: INTERVIEW GUIDE WITH DIRECTORS

Introduction

My name is Alice Nyokabi Njuiiri and I am carrying out a research for my degree of Master of Library and Information Science at the University of Nairobi. My topic is “Retention strategies of organizational knowledge in academic institutions in Kenya: The case of Vision Institute of Professionals”.

The objectives of the study are:

- (i) Establish some of the knowledge retention strategies that can be applied by the VIP management in capturing and retaining knowledge.
- (ii) Examine any knowledge retention approach of Vision Institute of Professionals.
- (iii) Establish technologies applied in Knowledge Retention at VIP
- (iv) Propose a Knowledge Management retention framework for Vision Institute of Professionals.

There will be an interview that will take between 10 - 15 minutes consisting of questions relating to the above chosen topic and you have been selected to take part in this research. I therefore look forward to your support and cooperation in this noble cause.

Please note that participation in this research is strictly voluntary and your views shall not in any way be used for any other purpose rather than academic purpose.

If you require any further clarification please feel free to ask.

Yours sincerely,

Alice Nyokabi Njuiiri

C54/84496/2016

APPENDIX IV: INTERVIEW QUESTIONS

TOPIC: RETENTION STRATEGIES OF ORGANIZATIONAL KNOWLEDGE IN ACADEMIC INSTITUTIONS IN KENYA: THE CASE OF VISION INSTITUTE OF PROFESSIONALS”.

Department of interviewee.....

Rank of interviewee.....

Aim of the research

To investigate retention of organizational knowledge in academic institutions with reference to Vision Institute of Professionals.

Research objectives

- (i) To determine the Knowledge Retention concept by employees of Vision Institute of Professionals.
- (ii) To assess any knowledge retention approach of Vision Institute of Professionals.
- (iii) To identify technologies applied in Knowledge Retention at VIP
- (iv) To propose a Knowledge Management retention framework for Vision Institute of Professionals

KNOWLEDGE RETENTION CONCEPT

- 1. What do you understand the concept of knowledge retention in organisations?

- 2. What policies does your institution have in place concerning knowledge retention?

- 3. How has loss of institutional knowledge, through staff turnover, affected your institution?

- 4. How do you face the challenges that come as a result of organizational knowledge loss?

KNOWLEDGE RETENTION APPROACHES

- 5. When an employee exits in your institution, how do you ensure they have shared the acquired organizational knowledge?_____
- 6. What activities does your organization get involved with to ensure sharing of organizational knowledge among staff?_____
- 7. Do you have knowledge repositories for storing shared organizational knowledge? Please explain_____

KNOWLEDGE RETENTION TECHNOLOGIES

- 8. What role does ICT play in knowledge retention in your organization?

- 9. Which ICTs are used to share knowledge by employees among institutional branches?

- 10. Does VIP has a website? If so, what type of knowledge is contained on the website?

KNOWLEDGE RETENTION RECOMMENDATIONS

- 11. What do you propose should be done to improve the following in your institution:
 - (a) Knowledge sharing_____
 - (b) Knowledge recovery from exiting staff_____
 - (c) Knowledge storage_____

APPENDIX V: SAMPLING FRAMES

Population and sample for the study

Category	Target population	Sample size
Directors	5	5
Head of Departments	7	7
Assistant Head of Departments	7	3
Administration staff	28	6
Lecturers	35	9
Total	82	30

Sample Frame from VIP, 2017

Interview participants

No.	Title of the interviewee
1.	Director of Business Development and Marketing
2.	Director of Students Affairs
3.	Director of Finance
4.	Director of Academic Affairs
5.	Director of Staff Affairs

APPENDIX VI: TIME PLAN

SCHEDULE OF ACTIVITIES FOR YEAR 2021

ACTIVITY	TIME IN WEEKS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Proposal writing Chapter one	■														
Literature Review		■	■	■											
Research and Tools Development					■										
Proposal Presentation and Defense						■	■								
Questionnaire Amendment								■							
Data Collection									■	■	■				
Data Collection and Analysis												■	■		
Report Writing														■	■

APPENDIX VII: BUDGET PLAN

ITEM	Specifications	QUANTITY	Unit cost (Kshs)	TOTAL (Kshs)
Printing papers	A4	5 reams	500	2,500
Stationery	A4	10 Pads	100	1,000
<ul style="list-style-type: none"> • Writing pads • Pens • Toner 		10 pens	50	500
		2 cartridges	8,000	16,000
Subsistence				
<ul style="list-style-type: none"> • Food and drinks • Transport 				15,000
				18,000
Equipment				
<ul style="list-style-type: none"> • Modem • Internet bundles • Phone & airtime 		1	5,000	5,000
			6,000	12,000
			10,000	10,000
Research Assistants				
<ul style="list-style-type: none"> • Transcribing interviews • Analyzing questionnaires 		2	10,000	20,000
		2	6,000	12,000
Binding	Spiral binding	7	400	2,800
	Case binding	5	600	3,000
Contingencies				15,000
Total				132,800