

**EFFECT OF KNOWLEDGE SHARING ON THE PERFORMANCE OF TEACHERS  
SERVICE COMMISSION SECRETARIAT STAFF, NAIROBI KENYA**

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**A Research Project Submitted to the Graduate School in Partial Fulfillment of The  
Requirements for the award of the Degree of Masters of Human Resource Management of  
Egerton University.**

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## DECLARATION AND RECOMMENDATION

### Declaration

This research project is my original work and has not been submitted or presented for examination in any other institution/university, either in part or as a whole.

Signed..........Date..... 24.5.2013 .....

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### Recommendation

This research project report has been submitted for examination with my approval as university supervisor.

Signed..........Date..... 24/05/2013 .....

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## **DEDICATION**

This work is dedicated to my parents Nelson Kiarie and Lucy Njeri. I also dedicate the work to my daughter Purity Njeri who is the source of inspiration for all that I do.



## ACKNOWLEDGEMENT

First I thank God for all the provision and strength throughout the project. I also thank Egerton University for giving me the opportunity to actualize my ambition of acquiring a Master of Human Resources Management degree. I thank my colleagues for the moral support and encouragement. This research project has been possible with valuable contributions by my Supervisor Dr. Auka Daniel. I thank him for his guidance. I appreciate the contribution of all the respondents who participated in the research.

## ABSTRACT

Knowledge management is becoming increasingly an important aspect of strategic human resources management. People are the ultimate foundation of organizational performance and they represent an intellectual capital of shared knowledge that can be used to create value for the organization. Knowledge sharing is an integral part of knowledge management. What employees know and what they do with what they know eventually determines organizational performance. The purpose of this study was to investigate the effect of knowledge sharing on performance of a public organization, Teachers Service Commission. The study was carried out at the headquarters in Nairobi. The study employed descriptive survey research design on a sample of 323 employees, selected by proportional stratified sampling and simple random sampling to represent the different categories of employees in each department. Questionnaires were used to collect data. Descriptive statistics (percentages and means) and inferential statistics (step regression and Pearson correlation) were used to analyze the data. Regression analysis determined the effect of the independent variables which were explicit and implicit knowledge sharing on the dependent variable which was performance of TSC employees. The results of the study established that knowledge sharing had a positive but weak effect on performance of employees. Implicit knowledge had more effect on performance than explicit knowledge thus rejecting the hypothesis that there is no significant relationship between knowledge sharing and performance of TSC employees. The study recommends organizations to put in place practices that encourage knowledge sharing. It is hoped that the study will help public organizations encourage knowledge sharing practices amongst and between employees for better service delivery and improved performance.



# TABLE OF CONTENTS

	Page
<b>DECLARATION AND RECOMMENDATION.....</b>	<b>ii</b>
<b>COPYRIGHT.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF FIGURE.....</b>	<b>x</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS.....</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study.....	4
1.5 Hypotheses of the Study.....	4
1.6 Justification of the Study.....	5
1.7 Scope of the Study.....	5
1.8 Limitations of the Study.....	5
1.9 Definitions of Operational Terms.....	6
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>7</b>
2.1 Introduction .....	7
2.2 Knowledge in the Organization.....	7
2.3 Knowledge Management.....	8
2.4 Approaches to knowledge Management .....	9
2.5 Knowledge Sharing .....	11
2.6 Barriers to Knowledge Sharing.....	17
2.7 Organizational and Individual Learning.....	18
2.8 Knowledge Sharing and Performance.....	19
2.9 Conceptual Framework.....	22
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>24</b>
3.1 Introduction .....	24
3.2 The Research Design.....	24
3.3 Location of the study.....	24
3.4 Population of the Study.....	24
3.5 Sample and Sampling Procedure.....	25
3.6 Research Instruments.....	27
3.7 Data Collection.....	28
3.8 Data Analysis.....	28
<b>CHAPTER FOUR: RESULTS AND DISCUSSION. ....</b>	<b>29</b>
4.1 Introduction .....	29
4.2 Demographic Characteristics of the Respondents .....	29
4.2.1 Gender of Respondent.....	29
4.2.2 Work Experience.....	30
4.2.3 Education Level.....	30

4.2.4 Respondents Category.....	32
4.3 Effect of Explicit Knowledge Sharing on Performance.....	32
4.4 Effect of Implicit Knowledge Sharing on Performance.....	34
4.5 Effect of Explicit And Implicit Knowledge Sharing On Performance.....	36
4.6 Hypothesis testing.....	37
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>40</b>
5.1 Introduction.....	40
5.2 Summary.....	41
5.3 Conclusions.....	41
5.4 Recommendations.....	42
5.4.1 Recommendations for practitioners.....	42
5.4.2 Recommendation for Future Research.....	42
<b>REFERENCES.....</b>	<b>44</b>
<b>APPENDICES.....</b>	<b>48</b>
Appendix 1: Introductory Letter to Respondents.....	48
Appendix 2: Questionnaire.....	49
Appendix 3: TSC Departments.....	53

## LIST OF TABLES

Table 3.4.1. Distribution of TSC employees.....	25
Table 3.5.1. Proportional sample size of TSC employees.....	26
Table 4.2.1: Distribution of T.S.C employees by gender .....	29
Table 4.2.2: Work experience .....	30
Table 4.2.3: Education level.....	30
Table 4.2.4: Category of employees .....	32
Table 4.3.1: Perception of Explicit knowledge sharing .....	33
Table 4.3.2: Explicit knowledge sharing.....	34
Table 4.4.1: Perception of Implicit knowledge sharing.....	35
Table 4.4.2: Implicit knowledge sharing.....	36
Table 4.6.1: Correlation analysis implicit.....	37
Table 4.6.2; Correlation analysis explicit.....	37
Table 4.6.3: Regression Model 1.....	38
Table 4.6.4: Regression Model 2.....	38



## LIST OF FIGURES

Figure 1: Knowledge Conversion and Transfer .....	21
Figure 2: Conceptual Framework.....	22

## LIST OF ACRONYMS AND ABBREVIATIONS

<b>TSC</b>	Teachers service commission
<b>HQS</b>	Headquarters
<b>KM</b>	Knowledge management
<b>KS</b>	Knowledge sharing
<b>SPSS</b>	Statistical Package for Social Science
<b>I.T</b>	Information Technology
<b>HRM</b>	Human Resource Management

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of The Study

Knowledge Management is a popular issue in the private sector where knowledge is regarded as one of the critical assets in organizations. Knowledge management is defined as the capturing of the knowledge from past decision making for application to current decision making with the express purpose of improving organizational performance (Jennex and Zyngler, 2007).

Unlike in the private sector, however little research has been done on knowledge management in the public and nonprofit sector (Willem and Buelens, 2007). Public organizations arguably need more knowledge to effectively address such complex problems. In other words, many public organizations need to play roles as “knowledge intensive” organizations as further noted. One of the important elements in knowledge management is knowledge sharing, which can be defined as “the exchange of knowledge between and among individuals and within and among teams’ organizational units, and organizations. Yet there is little study of the relationship between knowledge sharing and government performance (King, 2006).

It is now becoming increasingly evident that people are the ultimate foundations of organizational performance as noted by Shermerhorn (2002). What they know, what they learn, and what they do with it eventually determines organizational performance. They represent an intellectual capital defined as the collective brain power or shared knowledge work force that can be used to create value. The ultimate elegance of the new workplace may well be its ability to combine the talents of many people, sometimes thousands of them to achieve unique and significant results. Training and development largely imparts to employees the explicit type of knowledge, that is the operational type of knowledge. This is the “Know what” type of knowledge that can be codified and stored for others to access. Derek et al (2008) however states that most knowledge is more complex than this, it is something which resides in a person’s head



and we are often unaware that we know until we come to use it. This is referred to as tacit knowledge or the 'know how' type of knowledge. This type of knowledge is made up of our accumulated experiences about how things are done, how problems can be solved, what works and what doesn't and in what contexts and under what conditions. Km aims at covering both types of knowledge where employees know what to do and how to do. Newly employed employees are trained on the 'know what' type of knowledge and can only learn the "know how" either through experience or getting the same from the more experienced employees. Explicit knowledge can however be written down and shared (Derek et al, 2008).

Robbins (2000) elaborates this by saying that regardless of skill level, all employees today face a world that provides less permanence and predictability than existed 10 or 20 years ago. Issues such as downsizing, re-engineering, outsourcing and dejobbing are major reasons why a vast majority of individuals no longer can expect to have career long employment with a single organization. So great has been the staff turn over in some sectors, that there are often few people left within the business who really know how things are done (Derek, 2000).

Teacher's service commission is a service organization and knowledge sharing, both implicit and explicit is essential. Some of the most valuable knowledge within a firm is essentially hidden or tacit knowledge residing not in documents or data bases but in the experience and skill of human beings. Although many of the early forays into knowledge management centered on the use of information technology to broaden access to documents and data bases, there is now widespread agreement that much of the highest – value knowledge within an organization is un codified (Horvath, 1999)

Gorry (2008) contends that knowledge sharing can help workers improve the quality of public services and successful knowledge sharing needs institutional support and encouragement. The study by Goltschalk (2007) suggests that increases in knowledge sharing will improve resource mobilization, decision making capability, strategic ability and the ability to link implementation elements and in, the Performance of employees continues to improve through knowledge sharing.

Teacher's Service Commission is a public service organization that is mandated to recruit and select teachers, deploy, remunerate, and discipline teachers in Kenya. The organization has enormous responsibilities dealing with two hundred and eighty thousand teachers in Kenya for public primary and secondary schools and technical institutions in the country. The enormous responsibility calls for a workforce that is dedicated and sharing knowledge is essential for achievement of organizational objectives. Performance of the commission is largely measured by the satisfaction its customers get from the services being offered by the employees. Teachers Service Commission is a public organization faced with challenges such as high staff turnover rates and low morale among employees. This may have a negative effect on performance especially if knowledge sharing does not take place. At the Teachers Service Commission, it is not clear if the various knowledge sharing practices affect performance more so when employees retire or leave the organization. TSC has not conducted any study to that effect despite the many problems facing public organizations.

## **1.2 Statement of the Problem**

As the explicit and tacit knowledge of employees in an organization often plays decisive roles in solving problems, knowledge sharing between and among those who directly deal with various problems may have a high probability of improving performance in an organization (Yanow, 2004). He further argues that knowledge sharing can help public employees improve the quality of public service. Wiig (2002) further elaborates that managing knowledge effectively can have a positive effect on the performance of public services. Ideally, capturing and sharing critical knowledge and expertise should be occurring continuously among employees. In many cases however, it is not and this need becomes pressing when a valued employee is preparing to retire or move elsewhere. Recognition of the importance of the effects of knowledge sharing accompanies the need for a study of the relationship between knowledge sharing and performance. Recognition of the need for such study stimulated the researcher to investigate possible relationship between knowledge sharing and performance at the Teachers Service Commission, which being a public organization is faced with challenges such as high staff turnover rates and low morale among employees. Of importance was to establish if there is a knowledge sharing culture and how effective it is in ensuring vital task information is shared amongst employees for the effective performance of tasks and in that to determine if knowledge sharing has an effect on performance.



### **1.3 Purpose of the Study**

The purpose of the study was to determine the effect of knowledge sharing on the performance of Teachers Service Commission secretariat staff in Nairobi

### **1.4 Objectives of the Study**

The broad objective of the study was to establish the effect of knowledge sharing on the performance of Teacher's Service Commission staff. The study further was guided by the following specific objectives;

- i) To determine the effect of explicit knowledge sharing practices on performance at TSC.
- ii) To determine the effect of implicit knowledge sharing practices on performance at TSC.
- iii) To determine the effect of explicit knowledge sharing and implicit knowledge sharing on performance at the TSC.

### **1.5 Hypothesis**

The study sought to test the following null hypothesis;\

Ho1: There is no significant relationship between explicit knowledge sharing and performance at TSC.

Ho2: There is no significant relationship between implicit knowledge sharing and performance at TSC.

Ho3: Explicit and Implicit knowledge sharing has no significant effect on ~~performance~~  
Performance at TSC.

## **1.6 Significance of the Study**

In carrying out this study, the researcher hoped that it would help in establishing the link between knowledge sharing and organizational performance in the public sector. As the explicit and tacit knowledge of employees often plays decisive roles in solving problems, knowledge sharing between and among those who directly deal with various problems may have a high probability of improving performance. Yet, there is little study on the relationship between knowledge sharing and performance in the public sector. This study sought to fill the gap by doing an investigation on knowledge sharing, a component of knowledge management in a government institution, Teachers Service Commission. This study could contribute to practice by providing practitioners insights into knowledge sharing practices that may improve public performance.

## **1.7 Scope of the Study**

To examine knowledge sharing in the context of a government institution, the study focused on the performance of employees of the Teachers Service Commission, looking at explicit and tacit knowledge sharing practices amongst employees and how these relates to performance. The focus was on knowledge sharing between individuals within a department.

## **1.8 Limitations of the study**

The study was conducted at TSC headquarters in Nairobi and targeted only TSC secretariat employees at the headquarters. It was anticipated that respondents may delay in submitting questionnaires and/or give dishonest responses which could affect the validity of the results.. Measurement of performance may be influenced by individual personal standards. To overcome the above challenges, the researcher clearly explained to the respondents the purpose of the study and ample time was given to fill in the questionnaire. Respondents were assured of confidentiality.

## 1.9 Operational Definition of Terms

The study adopted the following definitions:

**Knowledge:** This refers to having information in your mind as a result of experience or because you have learned, seen or been told it.

**Knowledge Management:** Refers to the process of acquiring, organizing and sharing knowledge by an organization to achieve competitive advantage Schermerhorn (2002). In this study, K.M. involves ensuring the acquired knowledge is shared by employees.

**Knowledge Sharing:** This refers to exchange of knowledge between individuals. (Jacobson 2006) in this study it refers to exchange of relevant task information between and among employees at the T.S.C.

**Explicit Knowledge:** Refers in this study as the employee perceptions of the degree of shared knowledge communicated through paper or electronic documents and the helpfulness of that knowledge.

**Tacit / Implicit Knowledge:** Refers in this study as the employee perceptions of the degree of shared knowledge communicated through formal or informal discussion and meetings or collaboration with co-workers and the helpfulness of such knowledge.

**Performance:** Refers to the achievement of departmental and organizational objectives

**Secretariat staff:** Refers to Teachers Service Commission staff mandated to handle teacher's issues working in Nairobi.



# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter reviews literature on knowledge, knowledge management, knowledge sharing and performance to more fully understand their relationship. Both explicit and tacit knowledge sharing are described in detail. Literature on the relationship between knowledge sharing and performance was looked at. The final chapter presented a conceptual framework for the study.

### 2.2 Knowledge in the Organization

Nonaka and Von Krogh (2009) define knowledge as the actuality of skillful action and the potentiality of defining a situation so as to permit skillful action. Davenport, DeLong and Beers, (1998) defines knowledge as a high value form of information that is ready to apply to decisions and actions. According to Prat (2006), different types of knowledge can exist depending on explicitness, reach, abstraction level and proportionality. Depending on the degree of explicitness, there exists explicit and tacit knowledge.

Nelissen (2002) elaborates that explicit knowledge refers to the knowledge that is expressed by formal techniques. It can be more readily and directly observed, captured, transferred or communicated to others (Cabrera and Cabrera, 2002). Explicit knowledge exists in the form of documents and visual materials. In contrast, tacit or implicit knowledge which is broadly called local knowledge is subjective; it refers to practical know – how or intelligence on experimental learning which often is not openly expressed Haynes (2005). Tacit knowledge is knowledge embedded in individuals and is invisible to the outside observer. Nonaka (2009) argues that tacit knowledge is a source of competitive advantage for organizations and can be distinguished from explicit knowledge. It is related to the senses, experiences, intuition, unarticulated mental models or implicit rules of thumb. It is not directly expressed or captured in formal ways (Pardo, et al 2006).

## 2.3 Knowledge Management

Schermerhorn (2002) defines knowledge management as the process through which organizations develop, organize and share knowledge to achieve competitive advantage. Knowledge management requires the creation of sharing, learning and knowledge creation are part of the norm. This requires a special form of leadership that recognizes that intellectual capital is an invaluable asset in this stage of transformation. He further states that it is evident that people are the ultimate foundations of organizational performance. What they know, what they learn, and what they do with it, eventually determines organizational an organizational culture in which information performance. They represent an intellectual capital defined as the collective brain power or shared knowledge of a workforce that can be used to create value (Pardo, et al 2006).

Armstrong (2006) expounds this saying that the ultimate elegance of the new work place may well be its ability to combine the talents of many people, sometimes thousands of them to achieve unique and significant results. Derek et al (2008) indicates that knowledge in itself is not enough as it has to be accepted, applied appropriately and used to enhance the organization ability to achieve its objectives. Thus for knowledge to be of value, it needs to be turned into action. He goes ahead to say that knowledge management involves organizations focusing on how to generate, how to share knowledge and how to re-use it. Robbins (2000) explains that knowledge management is concerned with storing, and sharing wisdom understanding and expertise accumulated in an organization about its processes, techniques, and operations. Knowledge is treated as a key resource. It is evident that people are the ultimate foundations of organizational performance, what they know, what they learn, and what they do with it eventually determine organizational performance.

Schermerhorn (2002) further says that they represent an intellectual capital defined as the collective brain power or shared knowledge of a work force that can be used to create value. He goes ahead to say that the ultimate elegance of the new work place may well be its ability to combine the talents of many people, sometimes thousands of them to achieve unique and significant results. Working in the new economy requires an organization to have knowledge workers, employees whose minds are a critical asset to employers and who add to the intellectual



capital of the organization. This is important considering that today's organizations are learning organizations since they are constantly changing. Today's organizations are also faced with the challenge of the new employee, Issues such as impermanence and self directed careers are forcing organizations to look into ways of managing their knowledge aspect. Robbins (2000) elaborates that regardless of skill level, all employees today face a world that provides less permanence and the predictability that existed 10 or 20 years ago. He goes ahead to say that downsizing, re-engineering, outsourcing and dejobbing are major reasons why a vast majority of individuals no longer can expect to have career long employment with a single organization. So great has been the staff turnover in some sectors that there are often few people left within the business who really know how things can be done. Becerra – Fernandez et al (2004) argue that knowledge management impacts employees in several ways: first knowledge management can facilitate their learning from each other as well as from external sources. It also causes employees to be more flexible and enhance their job satisfaction. This is largely because of their enhanced ability to learn solutions to business problems that worked in the past as well as those that did not work.

## **2.4 Approaches to Knowledge Management**

Armstrong (2006) identifies two approaches to knowledge management. He explains that the Codification Strategy is where knowledge is codified and stored in database where it can be accessed and used easily by anyone in the organization. Knowledge is explicit and is codified using a "people to document" approach making the approach document driven. Knowledge is extracted from the person who developed it, made independent of that person and re-used for various purposes. It is then stored in some form of electronic repository for people to use. This allows many people to search for and retrieve codified knowledge without having to contact the person who originally developed it. The strategy largely relies on information technology to manage databases and also the use of internet.

On the other hand, Hayness (2005) states that The Personalization Strategy is where knowledge is closely tied to the person who has developed it and is shared mainly through direct person to person contacts. This is a person to person approach which involves sharing tacit knowledge. The exchange is achieved by creating networks and encouraging face to face communication between individuals and teams by means of informal conferences, workshops brainstorming and one to



one session. The personalization strategy calls for the organization to find developed people who are able to use a person to person knowledge sharing approach effectively (Armstrong 2006).

#### **2.4.1 Tacit and Explicit Knowledge in an organization**

Nonaka and Von Krogh (2009) explain that tacit knowledge as opposed to formal or explicit knowledge is knowledge that is difficult to transfer to another person by means of writing down or verbalizing it. It is the “know – how type of knowledge as opposed to the “know what, why or who”. It involves learning a skill but not in a way that can be written down. Nelissen (2002) elaborates that the tacit aspects of knowledge are those that cannot be codified, but can only be transmitted through training or gained through personal experience with tacit knowledge, people are not often aware of the knowledge they possess or how it can be valuable to others. Effective transfer of tacit knowledge generally requires extensive personal contact and trust. Tacit knowledge can be obtained through interviewing experts, learning by being told and learning by observation.

Nonaka (2009) argues that some of the most valuable knowledge within a firm is essentially hidden or tacit knowledge residing not in documents or data bases but in the experience and skill of human beings. Although many of the early forays into knowledge management centered on the use of information technology to broaden access to documents and data bases, there is now widespread agreement that much of the highest value knowledge within an organization is uncoded. He further explains that the practices that develop unnoticed over time in an organization also represent tacit knowledge. These may not reside in a single person's head but rather may be distributed across a group of people and we may say such knowledge is embodied in groups or teams.

Nelissen (2002) explain that tacit knowledge is strongly implicated in organizational innovation. People develop and use tacit knowledge before they are able to formalize or codify it. Thus the leading edge of the firm's learning and a source of its future innovations it is often to be found in the tacit of its people. Attention to tacit knowledge can enable firms to identify and transfer best practices more effectively. People develop tacit knowledge as they solve real problems in pursuit of real goals. This means that tacit knowledge when compared with explicit knowledge or information tends to reflect more closely the reality of how work actually gets done. Tacit knowledge can help an organization to resist imitation by competitors because it is embodied in



People and embedded in the things they create tacit knowledge tends to be “sticky” and resists transfer to new groups and settings (Nonaka, 2009).

## **2.5 Knowledge Sharing**

Knowledge sharing is often used to mean the same thing as knowledge transfer and knowledge management as explained by (Kang, et al 2008). Knowledge sharing is however a broader concept than simple transfer of knowledge, emphasizing the process of social interaction for knowledge exchange. Gupta and Govindarajan (2000) indicate that it is however a narrower concept than knowledge management which includes knowledge creation, transfer and sharing. Jacobson (2006) refers to knowledge sharing as an exchange of knowledge between individuals he further defines knowledge sharing as facilitating learning through sharing into usable ideas, products and processes.

Taylor and Wright (2004) examine the factors influencing knowledge sharing in the public sector and they report significant relationship between knowledge sharing and factors such as open leadership climate, information quality, satisfaction with change processes, learning from failure, a vision for change and performance orientation. They emphasize top down communication flow, familiarity with procedures or rules, non-monetary rewards and the perception of motivation and ability to accept current performance levels. By studying individual level factors affecting knowledge processes including knowledge sharing, Andrews and Delahaye, (2000) find that perceived trust worthiness is one of the important factors that affect knowledge sharing decision. Tsai (2002) looks at the relationship between formal hierarchical structure and informal lateral relations and knowledge sharing among organizational units. He finds that formal hierarchical structure has a statistically significant negative effect on knowledge sharing. But informal lateral relationships, measured by social interaction, have a significant positive impact on knowledge sharing though not among units that competes with each other for internal resources (Tsai, 2002). A study by Ho (2008) investigating the relationship between self directed learning, organizational learning, knowledge management capability and organizational performance found out that organizational performance is directly affected by organizational learning and knowledge management capability. Self directed learning also affects organizational learning and knowledge management capability. Kim and Lee, (2006) argue that

factors such as social networks, reward system, IT application usage and years of work significantly influence knowledge sharing capabilities in both public and private sectors.

According to Bartol and Srioastava (2002) knowledge sharing is defined as an action in which employees diffuse relevant information to others across the organization. Knowledge sharing is part of knowledge management. Schermerhon (2002) defines knowledge management as the process through which organizations develop competitive advantage. Bock and Kim (2002) assert that knowledge sharing is considered the cornerstone of knowledge management and continue to say that unless individual knowledge is shared throughout the organization, the knowledge will have a limited impact on organizations effect. According to Yang (2008) individual attitudes towards learning, sharing and storing have significant influence on organizational sharing. However, despite the fact that knowledge sharing is needed in all types of organizations, many contextual factors prevent nurturing Knowledge sharing practices. He suggests that organizational structure, characteristics, organizational culture and organizational interaction have strong motivational power for knowledge sharing. Likewise Yang (2007) proposes that leadership roles (i.e. facilitators, mentors and innovators) and collaborative culture are strongly correlated with knowledge sharing.

According to Garfield (2006), there are ten reasons that explain why people don't share their knowledge; they don't know why they should do it, they don't know how to do it, they don't know what they are supposed to do, they think the recommended way will work, they think their way is better, they think someone else is more important, there is no positive consequences to them for doing it, they think they are doing it, they are rewarded for not doing it, and they are punished for doing it. Hsu et al (2007) explains that trust, self efficiency and outcome expectations in communities of practice influence the willingness of employees to share their knowledge. The results indicate that self efficacy has both direct and indirect effects on knowledge sharing behavior. The personal outcome expectations have significant influence on knowledge sharing behavior.



### **2.5.1 Knowledge Sharing Practices and Learning Commitments**

Nurturing a knowledge sharing culture and establishing the right climate for knowledge sharing is a fundamental issue for successful organizational performance that maintains competitive advantage Hsu, (2008). He goes ahead to say that knowledge sharing practices are considered the facilitating factors for improving organizational performance through human capital and learning commitments. Thus knowledge sharing practices play a significant role in improving employees learning abilities, employees' adaptability and employees' job satisfaction.

Tsai et al (2007) revealed that family relationships and interpersonal relationships are the most important factors that influenced employees learning commitment in the job satisfaction construct. Thus when more attention is paid to employees interpersonal relationships with colleague and family relationships, they will share more knowledge and learn many new skills. These interpersonal relationships with family and colleagues are part of knowledge sharing activity that is called socialization.

Paulson, et al (2005) argued that when workers control their learning process the competence development is easily provoked. Work tasks are therefore executed smoothly and free of stress. However, the individual learning process is most likely voluntarily rather than compulsory. Thus the biggest challenge is fostering willingness to learn new knowledge and skills within all organizational levels to enhance competitiveness and innovativeness.

### **2.5.2 Extrinsic and Intrinsic Motivation and Knowledge Sharing**

Osterloh and Frey (2000) explain that extrinsic motivation constitutes of incentives for behaving in a certain way based on the use of a price system. Thus extrinsic motivation can be used to coordinate resources by linking employee's monetary motive to the goal of the organization Garfield (2006) further says that individuals are said to be intrinsically motivated when they undertake an activity because it satisfies their immediate needs. Intrinsically motivated people are ideally motivated by working with self defined goals and fulfilling tasks. This type of motivation holds advantages over extrinsic motivation in organizational activities which demand creativity and learning on the side of employees The willingness to take part in knowledge

sharing is influenced by various factors, these are; the degree of overlap in the transmitters and receivers knowledge bases, the degree of tacitness of the involved knowledge, the degree of complexity, failure sensitivity, perceived value by both the transmitter and the receiver and the strategic context e.g. exploration. Whether knowledge sharing takes place in an organization depends to a great extent on individual organizational members motivation to share or not to share the knowledge they possess (Osterloh and Weibel, 2004).

### **2.5.3 Creating a Knowledge Sharing Culture within the Organization**

Bartol and Srioastava (2002) argue that creating a Knowledge Sharing Culture is about making knowledge sharing the norm. Sharing knowledge is not just sharing information. The purpose of knowledge sharing is to help a whole organization reach its business goals. It is not sharing for only the benefit of one department. Sharing knowledge is as significant as learning to make knowledge productive. It calls for a change in culture he further argues that the company which wants to create a knowledge sharing culture needs to encourage its staff to work together more effectively, to collaborate and to share in order to make organizational knowledge more productive. However, Direct and indirect rewards must be put in place to encourage knowledge sharing. Knowledge workers might be financially or admirably rewarded for contributing to knowledge work. However, it might not be true in all cases because it is not possible to make people share their knowledge by only rewarding them. Some employees are motivated by more than just money such as more experiences and knowledge they can gain by themselves during doing knowledge work. Hence it needs to ensure that appropriate rewards are in place (Derek et al 2008).

Hsu (2008) explains that knowledge sharing behavior can be encouraged when the employees realize that knowledge-sharing is valuable for them. Sharing knowledge helps employee do their jobs more effectively. Moreover, it helps them keep their jobs; helps them in their personal development and career progression; rewards them for getting things done; understand what they know in the whole picture. Expertise learnt and applied in one part of the organization is not leveraged in another continuous innovation process will sustain the competitive advantage in most companies. Knowledge management has to address three key activities: motivating people to share information, developing a system for managing and storing information and motivating people to use the knowledge available to them (Hsu, 2008).



Schermerhorn (2002) indicates that team working is a key factor to not only create knowledge, but also to share knowledge. Team work helps in the creation of knowledge with mutual understanding of deep tacit knowledge based on shared experience together for a long time. Teams are important since they are the microcosms of the organization and the place where different views and perspectives come together and share experiences. Prat (2006) explains that coaching involves more experienced employees in the organization guiding new or less experienced employees through discussions and positive feedback. Managers refer to practical job experiences to develop the critical skills and competencies that the employee needs, and they provide job related opportunities for practice. The managers identify potential role models to employees and explain how high achievers perform so well. Garfield (2006) says that mentoring involves having employee trained on the job and the senior and more experienced employees mentor the newly recruited employees or those earmarked for promotion. Job mentoring is a potent strategy for enabling smooth succession in the office as the older workers gradually leaves the organization. Mentorship is about passing down the wealth of experience by the veteran worker to the younger staff. Mentorship is said to jump start career by enabling the budding staff members to succeed their seniors with great ease and confidence. The beneficiary is not only the young worker, but also the company through unfelt transition (Garfield, 2006)

Knowledge management has been defined as the process through which organizations develop, organize and share knowledge to achieve competitive advantage. After any staff turnover, the expenses associated with replacing people who have left are high. This ranges from the cost of placing a recruitment advertisement, through the time spent administering and conducting the selection process to expenses required in inducting and training new employees (Armstrong 2006). Training and development largely imparts to employees the explicit type of knowledge, that is the operational type of knowledge. This is the know what type of knowledge that can be codified and stored for others to access. Derek et al, (2008) however says that most knowledge is more complex than this, it is something which resides in a persons head and we are often unaware that we know until we come to use it. This is referred to as tacit knowledge or the 'know how' type of knowledge. This type of knowledge is made up of our accumulated experiences about how things are done, how problems can be solved, what works and what doesn't and in what contexts and under what conditions. Km aims at covering both types of knowledge where employees know what to do and how to do. Newly employed employees are



trained on the 'know what' type of knowledge and can only learn the "know how" either through experience or getting the same from the more experienced employees. Explicit knowledge can however be written down and shared (Derek et al, 2008).

#### **2.5.4 Informal and Formal Organizational Communication Structure and Knowledge Sharing**

Schrmerhorn (2010) observes that behind every formal organizational structure, typically lies an informal structure. This is a shadow organization made up of the unofficial but often critical working relationship between organizational members. He goes ahead to say that if the organizational informal structure could be drawn, it would show who talks to who and interacts regularly with whom, regardless of their formal titles and relationships. The lines of the informal structure would cut across levels and move from side to side. They would show people meeting for coffee, in exercise groups, and in friendship cliques. Tsai et al (2007) explains that a tool known as social network analysis is one way of identifying informal structures and their embedded social relationships. Such an analysis typically asks people to identify others, whom they turn to for help most often, and with whom they communicate regularly and who energize and de-energize them. Social networks are then drawn with lines running from person to person according to frequency and type of relationship maintained. The result is an organizational map that shows how a lot of work really gets done in organizations, in contrast to the formal arrangements depicted in organization charts.

Kim and Lee (2006) describes communication as an interpersonal process of sending and receiving symbols with messages attached to them. The communication process can be viewed as a series of questions. "Who? (Sender) "Says what? (Message) "In which way?" (Channel) "to whom" (receiver) " with what results? (Interpreted meaning). He goes ahead to say that communication is not only about sharing information or being "heard", it often includes the intent of one party to influence or motivate the other in a desired way.

Another important factor that affects communication is office space design. Schermerhorn, (2010) says that an important but sometimes neglected part of communication involves proxemics, or the use of space. The distance between people conveys varying intentions in terms of intimacy, openness and status in interpersonal communications. According to Garfield

(2006), the physical layout of non-verbal communication. Architects and consultants specializing in organizational ecology are helping executives build offices conducive to the intense communication needed in today's more horizontal organizational designs. Cook & Funsaker (2001) elaborates that the pattern and direction of communication flows have important consequences for both tasks accomplishment and personal satisfaction. Robbins (2007) specifies the various types of communication networks in an organization. He says that in the chain network, communication flows according to the formal chain of command, both downward and upward. The wheel network represents communication flowing between a clearly identifiable and strong leader and others in a work group of team. The leader serves as a hub through whom all communication flows. Finally in the all channel network, communication flows freely among all members of a work team (Robbins, 2007).

## **2.6 Barriers to Sharing Knowledge**

According to Holbeche (2000) there are a number of important barriers to organizational learning which prevent organizations from making the most of their intellectual capital. These are the rate of change and the increasingly flexible nature of the workforce. Capturing the knowledge of a flexible workforce, which includes consultants, contractors and others whose affiliation to the company may be temporary, is even more difficult. It is also noted that old hierarchical structures and related career progression routes can be a barrier to organizational learning (Kang et al, 2008). To some extent conventional career development has been based on individuals becoming knowledgeable about issues, technical and professional bodies of knowledge about how the organization works and being able to use that knowledge to get things done. Flatter structures too can reinforce the desire to hoard information. People who were once colleagues are now competitors for scarce promotion opportunities. This has increased political battles in the organization. Another barrier to the sharing of organizational learning is that people often focus rather narrowly on their jobs, rather than the purpose of the whole organization. The dominant thought processes can be a barrier to organizational learning the west for example with its culture of rationalism, tends to value explicit knowledge .the Japanese, with their emphasis on the holistic nature of the mind and body, value tacit knowledge, which is both elusive and abstract (Nonaka,2009).



## 2.7 Organizational and Individual Learning

Robbins (2007) explains that organizational learning, is based on individual learning, and the significance of knowledge management and the techniques available to support it can be learnt in formal training sessions or monitoring programs designed and facilitated by the human resource function. hr can play an important part in knowledge management by setting up and facilitating workshops, conferences, seminars and forums in which members exchange information and ideas, discuss what they have learnt and agree on what use can be made of the knowledge they have acquired. Apart from their value in disseminating knowledge, such gatherings can help to develop an environment in which knowledge sharing is accepted as a natural and continuing activity, Armstrong (2006). Working With information technology, he further acknowledges that knowledge is neither a preserve of the I.T function nor that of HR. the two functions need to work together. IT ensures that knowledge is recorded and made acceptable through means such as the intranet. HR collaborates by providing means for tacit knowledge to be collected and where feasible, codified. He further notes that HR can make a major contribution not only in the specific activities referred to above, but also in generally promoting the cause of knowledge management, emphasizing to senior management at every opportunity the importance of developing a culture in which the significance of knowledge management is recognized.

## 2.8 Knowledge Sharing and Performance

Schnelder (2009) argues that knowledge exists in many forms and that coproduction through collaboration produces useful new ways of approaching problems, which in turn can help improve performance. In addition, Grant (1996) argues that knowledge sharing can strengthen organizational effectiveness by maximizing the utilization of shared knowledge by members in organizations. Gorry (2008) contends that knowledge sharing can help workers improve the quality of public services and successful knowledge sharing needs institutional support and encouragement. A public organization with specific public purposes or goals can achieve varying degree of performance or outcomes (Rat Cliffe, et al 2007). According to Kim (2005) strong positive relationships between organizational performance and individual factors such as job satisfaction, organizational commitment, public service motivation and organizational culture exist. Performance is an important subject to study in the public sector. The use of knowledge is regarded as an important way to accomplish better organizational performance and effectiveness



in modern society. However, little work has been done on the importance of knowledge sharing for organizational performance and its effectiveness in the public sector (Taylor and Wright, 2004). Public organizations have not focused much on the development of knowledge management including knowledge sharing which has a direct effect on performance. It has been noted that Performance is the degree to which an organization achieves its intended objectives. A public organization with specific public purposes or goals can achieve varying degree of performance or outcomes (Rat Cliffe, et al 2007). According to Kim (2005), strong positive relationships between organizational performance and individual factors such as job satisfaction, organizational commitment, public service motivation and organizational culture exist.

Armstrong (2006) agrees that the promotion and development of performance management processes by HR can make an important contribution to knowledge management, by providing for behavioral expectations which are related to knowledge sharing to be defined, and ensuring that actual behaviors are reviewed and, where appropriate, rewarded by financial and non financial means. Derek et al (2008) further says that performance management reviews can help identify weaknesses and development needs in this aspect and initiate personal development plans which are designed to meet these needs. He goes ahead to say that one starting point for the process could be the cascading of corporate core values for knowledge sharing individuals, so that they understand what they are expected to do in order to support those core values. Knowledge sharing can be included as an element of a competency framework, and the desired behavior would be spelt out and reviewed (Armstrong 2006).

The study by Goltschalk (2007) suggests that increases in knowledge sharing will improve resource mobilization, decision making capability, strategic ability and the ability to link implementation elements. According to Lesser et al, (2010) the ongoing activities of communities of practice affect organizational performance positively by decreasing the learning curves of new employees responding more rapidly to customer needs and inquires reducing "reinvention of the wheel" and spawning new ideas for products and services.

Nonaka (2009) notes that organizational learning takes place when people learn collaboratively. It involves accumulating, analyzing and utilizing knowledge resources which contribute to the achievement of business objectives. He further says that performance management reviews can help identify weaknesses and development needs in this aspect and initiate personal development

plans which are designed to meet these needs. He goes ahead to say that one starting point for the process could be the cascading of corporate core values for knowledge sharing individuals, so that they understand what they are expected to do in order to support those core values. Knowledge sharing can be included as an element of a competency framework, and the desired behavior would be spelt out and reviewed (Armstrong 2006).

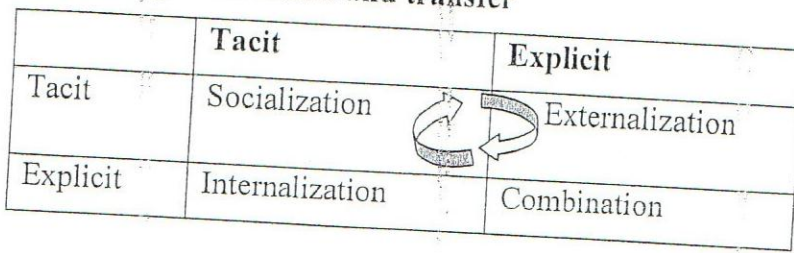
Knowledge management objectives can make a major contribution to the enhancement of learning in an organization. Practices associated with creating the right environment for sharing knowledge will in particular promote organizational learning by creating a landscape of learning and development opportunities. Learning organizations transfer knowledge quickly and efficiently throughout the organization by means of formal training programs linked to implementation.

## **2.8 Theoretical Framework**

The knowledge conversion theory is perceived to be applicable for this study where Nonaka,(1994) models knowledge transfer as a spiral process. The relevance of knowledge conversion theory in this research work is the manner in which task information is transferred from one employee to the other and how explicit knowledge is converted to tacit for actualization of tasks and eventually what is seen to be working can now be made explicit. The process repeats itself as more knowledge is created and acquired. Nonaka (1994) argues that there are different patterns of conversion between tacit and explicit knowledge. Tacit knowledge can be converted to explicit knowledge and explicit knowledge can be converted to tacit knowledge. The process and reasons for conversion of tacit knowledge and explicit knowledge are different. Nonaka& Takeuchi (1995) calls conversion of tacit knowledge into explicit knowledge, externalization and conversion of explicit knowledge into tacit knowledge learning or internalization, Nonaka (1999). They further model knowledge conversion and transfer as a spiral process, in which each type of knowledge, tacit or explicit can be converted and the process can be viewed as a continuous learning process.



## Knowledge conversion and transfer



**Fig. 1 Knowledge conversion and the spiral of knowledge (Adapted from Nonaka & Takeuchi, 1995).**

From the above figure, Socialization is the process that transfers tacit knowledge in one person to tacit knowledge in another person. It involves capturing knowledge by walking around and through direct interaction with stakeholders outside the organization and people inside the organization. Externalization is the process of making tacit knowledge explicit. An example is articulation of one's own tacit knowledge, ideas or images in words, metaphors, analogies or eliciting and translating the tacit knowledge of others into a readily understandable form. During such face to face communication, people share beliefs and learn how to better articulate their thinking through instantaneous feedback and simultaneous exchange of ideas. Externalization is a process among individuals in a group (Nonaka and Takeuchi 1995).

Combination is where once knowledge is explicit, it can be transferred as explicit knowledge through a process Nonaka (1995) calls combination. This is the area where information technology is most helpful because explicit knowledge can be conveyed in documents and data bases as well as through meetings and briefings. Combination allows knowledge transfer among groups across organizations (Nonaka & Takeuchi 1995). Internalization is the process of understanding and absorbing explicit knowledge into tacit knowledge held by the individual. Knowledge in the tacit form is actionable by the owner. Internalization is largely experimental in order to actualize concepts and methods either through the actual doing or through simulation. The internalization process transfers organization and group explicit knowledge to the individual (Nonaka & Takeuchi 1995).

## 2.9 Conceptual Framework

### Independent variables

#### Explicit Knowledge sharing

- Electronic documents
- Meetings discussions
- Training

#### Implicit / Tacit Knowledge Sharing

- Mentorship
- Couching
- Personal interactions

### Dependent Variables

#### Performance

- No of teacher issues handled effectively in each department
- Achievement of set Individual targets.
- Reduction in No. of Teachers physically visiting HQ
- Correspondence time to Teachers.

- Individual motivation
- Policies and rules
- Work experience

### Moderator Variables

Fig.2: Relationship between knowledge sharing and performance

Source; Own Conceptualization, 2012

The model illustrates how the dependent, independent and moderator variables relate together in the conceptual framework. The independent variables are two, explicit and implicit knowledge sharing. Explicit knowledge sharing is indicated by electronic documents, meetings and training while implicit knowledge is indicated by mentorship, coaching and personal interaction. This can have a direct effect on performance which is measured by the number of teachers issues handled effectively and the achievement of set individual targets. The reduction in the number of teachers visiting the headquarters is also a measure of performance. For example, mentorship is a tacit knowledge sharing practice, an independent variable that can influence performance which is the dependent variable. The extent of influence is however moderated by individual and organizational factors. Influence of Mentorship on performance for example can be moderated by the work experience of an employee. The three core components (independent, moderator and dependent) relate together in knowledge sharing. The first direct relationship is where the independent variable directly affects performance which can be a positive or negative effect, and then the independent variables effect on performance can be moderated by the moderator variables



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter discusses the methodological procedures used in data collection and analysis. Discussed in details is the research design, location of the study, sampling procedure and sample size, instrumentation, data collection and data analysis.

#### 3.2 Research Design.

The study employed a descriptive survey design this method was selected because it uses data collected from research questions or hypotheses to answer questions concerning current status of a phenomenon (Mugenda and Mugenda,2003). When dealing with people, situations and conditions about which we wish to know more, then descriptive survey method is best (Mertla and Charles 2005).

#### 3.3 Location of the Study

The study was conducted at the Teachers Service Commission headquarters in Nairobi covering all the departments in the commission.

#### 3.4 Population of the Study

The study targeted 2000 TSC secretariat employees at the commission headquarters in Nairobi. This comprised three categories of employees; top management, middle level management and support staff. Table 1 shows the employees in the various departments.

**Table 3.4.1. T.S.C Employees per Department**

CADRE	JOB G	STAFFIN G	HRM &D	ADMIN SERVICE S	INTERNA L AUDIT	FINANC E	ACCOUN T	I.C.T	TOTAL
Top Level Mngt	N - T	40	30	30	20	30	30	20	200
Middle Level Mngt	J - M	120	120	80	40	40	50	50	500
Support Staff	D - H	400	400	200	100	90	60	50	1300
TOTAL		560	550	310	160	160	140	120	2000

Source: Human Resource management and development Department: Teachers Service Commission

### 3.5 Sampling Procedure and Sample Size

Based on the formula by Kothari and Pals (1993) to determine sample size for a finite population at 95% as confidence level, a sample size of 323 was determined at a precision level of 0.5 using the following formula;

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2000}{1 + 2000(0.5)^2}$$

n=sample size

N= Population Size

e= Level of Precision

For the purpose of representation, the sample size by strata(cadre) was proportionately determined to sample 323 respondents using the formula;

$$\frac{Ps}{\sum Ns} * n = ns$$

Where Ps= Population in the stratum (cadre)



$\sum N_s$  = Total Population of employees

n = required sample

ns = Sample size

The method was again used to select a sample within each department in the strata using the formula;

$$\frac{P_s}{\sum N_s} * n = ns$$

Where  $P_s$  = Population in the stratum (department)

$\sum N_s$  = Total Population of same cadre employees

n = required sample in the strata

ns = Sample size

Proportionate stratified random sampling provides greater precision, can guard against an "unrepresentative" sample and is less costly, (Kathuri & Pals, 1993; Kothari, 2003). Table 2 shows the sample in each strata and within each department

**Table 3.5.1: Proportional Sample Size of TSC Employees**

Cadre	Job G	Staffing	Hrm & D	Admin Services	Internal Audit	Finance	Account	I.C.T	Total
Top Level Mngt	N - T	6	5	5	3	5	5	3	32
Middle Level Mngt	J - M	19	19	13	6	6	8	8	79
Support Staff	D - H	65	65	33	16	15	10	8	212
<b>TOTAL</b>		90	89	51	25	26	23	19	323

### **3.6 Instrumentation**

The research instrument consisted of open and close ended questions. The questionnaire was administered to the top level management, middle level management and support staff. Section (A) of the questionnaire sought to establish the general information by the respondents. Section (B) sought to establish the experience and perception of the employees on knowledge sharing, the perception of individual motivation in the organization, and perception of red tape in the organization. The questionnaire also inquired of the employee perception of implicit knowledge sharing .section (C) sought to determine the employee experience concerning individual and departmental performance.

#### **3.6.1 Validity**

Questionnaire items were carefully scrutinized to find out whether they adequately address the objectives of the study in order to establish validity of the instruments. Additionally, the researcher sought expert opinion concerning the research instruments from the supervisors in the department of business. In this study, ensuring validity of the data collection involved going through the questionnaire in relation to the set objectives and making sure that they contain all information that enabled answer the objectives.

#### **3.6.2 Reliability**

A pilot study was conducted in three TSC district units in Nakuru County (Njoro, Molo And Municipality) before the actual data collection was done so as to establish their reliability and make the necessary adjustments to the instruments. Reliability was tested using cronbach coefficient alpha to determine the internal consistency of the questionnaire items. This test was chosen because it would determine how items in the instruments correlated among themselves. its application results in a more conservative estimate of reliability and avoids erroneous conclusions. The results of the piloting indicated a reliability coefficient of 0.8139 which is above the 0.70 threshold and in agreement with the recommendations of (seltiz, Wrightsman and Cook, 1976)



### 3.7 Data Collection

Permit to carry out an educational research was obtained from Egerton University and the Director (HRM) TSC. Permission to collect data was obtained and the researcher then administered the questionnaire to the selected respondents. The researcher clarified any issue concerning the questionnaire in order to uphold objectivity. The respondents were given a period of one week within which to respond to the questionnaires after which the researcher collected the filled questionnaires.

### 3.8 Data Analysis

Data was collected, processed, coded and analyzed to facilitate answering the research hypothesis and addressing the objectives. This was done using both descriptive and inferential statistics. Descriptive statistics in form of percentages, frequencies and means presented in tables, charts and cross tabulations were used to summarize and organize data and to describe the characteristics of the sampled population. Inferential statistics (Pearson Correlation and Regression analysis) were used in making deductions and generalizations about the whole population and to test hypothesis one (Ho1) and hypothesis (Ho2). Correlation analysis was used to establish the relationship between the independent variables and the dependent variables. The regression analysis was used to test hypothesis Ho3. The inferential statistics were tested at  $\alpha = 0.05$  significance level.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

The study examined the effect of knowledge sharing on performance of Teachers Service Commission Secretariat staff among 323 respondents. The results of data analysis are presented and discussed as follows;

#### 4.2 Demographic Characteristics of the Respondents

This section briefly describes the demographic characteristics of the sampled respondents involved in this study. Such a description is important in providing a clear understanding of the respondents included in the study. The demographic characteristics included, gender, level of education, category of employee and work experience in the organization.

##### 4.2.1 Gender of the Respondents

The gender of the respondents was looked at as a characteristic that could affect knowledge sharing and performance. Table 4.2.1 illustrates the distribution of the sampled employees in accordance to their gender.

**Table 4.2.1: Distribution of TSC employees by gender**

		Percent	Valid Percent	Cumulative Percent	
Male	166	51.4	51.4	51.4	
Female	157	48.6	48.6	100	
Total	323	100	100		

Source: Research data (2012)



Majority of the sampled employees were males but the disparity between the males and the females was minimal. Males comprised 51.4 % and females comprised 48.6%. The disparity however depicts the general low levels of employment of females compared to males in professional jobs

#### 4.2.2 Respondents Work Experience

The work experience was looked at as a characteristic that could affect knowledge sharing and performance in an organization. Employees were asked to indicate how long they had worked for the organization. This captured their work experience Table 4.2.2 shows the distribution.

**Table 4.2.2: Work Experience**

Gender		Below 5 years	6- 10 years	Above 10 years	Total
Male	Count	46	57	63	166
		28%	34%	33%	100%
Female	Count	54	52	51	157
		34.40%	33.10%	32.50%	100.00%
Total	Count	100	109	114	323
		31.00%	33.70%	35.30%	100.00%

**Source: Research Data (2012)**

The table indicates 35.3% of employees have been working with the commission for more than 10 years; those who have worked between 6-10 years were 33.7% with only 31% having worked for below 5 years. This suggests a wide range of work experience. Such a wide range of work experience was critical in enhancing knowledge sharing practices. These findings were in consistent with Wiig (2002) who observed that the newer employees are still fresh from colleges and other organizations and are very receptive to new ideas while the older employees have the necessary hands on experience to understand the dynamics involved in the performance of tasks.

#### 4.2.3 Respondents Education Level

The education level of the employees was also looked at as possible characteristics that could influence knowledge sharing and performance in the organization. Education level captured the employee's professionalism as a factor that could affect knowledge sharing and performance.

**Table 4.2.3: Education Level**

Gender		High School Certificate or Equivalent	College Certificate	Diploma	Degree	Masters	Others	Total
Male	Count	33	40	52	28	13	0	166
		19.90%	24.10%	31.30%	16.90%	7.80%	0.00%	100.00%
Female	Count	29	31	56	21	18	2	157
		18.50%	19.70%	35.70%	13.40%	11.50%	1.30%	100.00%
Total	Count	62	71	108	49	31	2	323
		19.20%	22.00%	33.40%	15.20%	9.60%	0.60%	100.00%

**Source: Research Data (2012)**

Table 4.2.3 indicates that 33.4% of the employees had a diploma in their respective areas. This was followed by those with a college certificate at 22 %, high school certificate or equivalent at 19.2% , those with degree were 15.2% and masters 9.6 %. This suggests that the sampled employees had sufficient qualifications to undertake their responsibilities and meet the objectives of the organization. Efficiency and effectiveness in the performance of their duties required professionalism. Armstrong (2006) notes that education level of employees plays an important role in organizational performance. More qualifications coupled with experience and knowledge sharing ensures vital task information is shared for the achievement of objectives of the organization.



#### 4.2.4 Respondents Category

The other demographic characteristic looked at was the category of the employees as seen in table 4.2.

**Table 4.2.4; Category of Employees**

Gender		Senior Level Management	Middle Level Management	Support Staff	Total
Male	Count	15	42	109	166
	%	9.00%	25.30%	65.70%	100.00%
Female	Count	17	36	104	157
	%	10.80%	22.90%	66.20%	100.00%
Total	Count	32	78	213	323
	%	9.90%	24.10%	65.90%	100.00%

**Source: Research Data (2012)**

Table 4.2.4 indicates that 65.9% of the employees were support staff, 24.1% were in the middle level management and 9.9% were in senior level management. This suggests that majority of the employees are in the support staff category and so a lot of knowledge sharing could be taking place. These findings were in line with Kim (2005) who observed that the nature of the work handled by the support staff in an organization requires interaction between and among themselves and those in the middle and a senior level management continually.

#### 4.3 Effect of Explicit Knowledge Sharing on Performance

The first objective sought to determine the effect of explicit knowledge sharing on performance at TSC. The objective was based on the fact that sharing explicit knowledge would be expected to result in positive performance by the employees. Several question tapped explicit knowledge sharing. The items tapped the time devoted to, degree of usefulness and access to explicit knowledge by the employees. The survey questions about the degree of usefulness and access of explicit knowledge used a 5 point likert scale; 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly agree

**Table 4.3.1; Perception of explicit knowledge sharing**

Statement	Response %					Mean
	SA	A	U	D	SD	
I find and share know-how information and knowledge through paper or electron document	38.4	46.7	9.0	3.4	2.5	4.15
Knowledge and information know-how in paper or electronic documents helps me Handle my work	40.9	47.1	6.5	4.3	1.2	4.22
I can easily access paper or electronic document information and knowledge that other in my department have	31.3	44.3	11.1	9.6	3.7	3.90

**Source: Research Data (2012)**

The study findings (Table 4.3.1) indicate that 38.4% of the respondents strongly agreed that they find and share explicit knowledge. 46.75% agree on the same, 9% were undecided, 3.4% disagreed with 2.5% strongly disagreeing. Also 40.9% strongly agreed that explicit knowledge helped them handle their work. 47.1% agreed on the same. 6.5% were undecided on the helpfulness of explicit knowledge to them. 4.3% disagreed with 1.2% strongly disagreeing. Finally, the study findings reveal that 31.3% strongly agree that they can access explicit knowledge that others in the department have. 44.3% agree on the same with 11.1% being undecided on the accessibility. 9.6% disagreed that they can easily access explicit knowledge with 3.9% totally disagreeing. On the basis of the statistical means obtained employees agree that they can access and find explicit knowledge useful in their work. Table 4.3.2 represents results of explicit knowledge sharing when time spent on explicit knowledge sharing is looked at.



**Table 4.3.2: Explicit Knowledge Sharing**

	Mean	Standard deviation	Mode
Time devoted to explicit knowledge sharing	1.82	.899	1
Usefulness of explicit knowledge sharing	4.21	.873	4
Access of explicit knowledge sharing	4.02	.983	4

**Source: Research Data (2012)**

The study finding includes the time spent on explicit knowledge sharing, usefulness and access to explicit knowledge sharing (the order was reversed in the analysis to present the responses more clearly). The question about the time spent on explicit knowledge sharing used a 4 point likert scale; Rarely if ever, once or twice a day, 3-5 times a day and 6 times or more (the order was not reversed). From Table 4.3.2 the employees reported sharing explicit knowledge rarely. They agreed however that sharing explicit knowledge was useful in dealing their work. The staff agreed that they can easily access explicit knowledge though they use and share rarely. The employees rarely spent time on explicit knowledge sharing.

#### **4.4 Effect of Implicit Knowledge Sharing on Performance**

The second objective sought to determine the effect of implicit knowledge sharing on performance of TSC employees. This objective was based on the fact that sharing implicit knowledge would be expected to influence performance positively. Several questions tapped implicit knowledge sharing. The items tapped the times devoted to degree of usefulness and access to implicit knowledge sharing by the employees. This used a 5 point likert scale; 1 = strongly agree 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree (the order was reversed to present the responses more clearly). The question about the time spent on implicit knowledge sharing used a 4 point likert scale; less than once a week, once or twice a week, 4-5 times a week (almost once every day) more than times a week (more than once every day). (The order was not reversed). Table 4.4.1 represents the analysis.

**Table 4.4.1: Perception of Implicit Knowledge**

Statement	Response %					Mean
	SA	A	U	D	SD	
It is helpful to share task information with Co-workers	35.0	52.9	7.1	3.4	1.2	4.17
I have ample time (chance) to share knowledge With colleagues	22.9	49.5	12.1	12.4	3.1	3.77
I can easily keep in touch with others to Communicate about their experience knowledge and stories about work	25.1	48.3	14.9	9.3	2.5	3.84
I only share my knowledge when I think its Important	21.7	46.1	13.6	14.6	3.7	3.68
I like to work with others to develop my skills and knowledge	35.3	46.4	11.5	5.9	0.9	4.09
I learn from my colleagues in the department	36.2	44.0	10.5	8.4	0.9	4.06
My colleagues learn a lot from me within our department	30.0	48.9	13.3	7.1	0.6	4.01

**Source: Research Data (2012)**

The analysis shows that 35% of the employees strongly agree that sharing implicit knowledge was helpful to their performance of tasks. To be able to understand the helpfulness accessibility and time spent on implicit knowledge sharing better, the means of the statements were taken and the results are presented in Table 4.4.2.



**Table 4.4.2: Implicit Knowledge Sharing**

	Mean	Standard Deviation	Mode
Time devolved to implicit knowledge sharing	1.72	.657	2
Usefulness of implicit knowledge sharing	4.08	.874	4
Access to implicit knowledge sharing	3.87	.984	4

**Source: Research Data (2012)**

The results shows that on average the employees reported sharing implicit knowledge once or twice a week and they agreed that they had ample time to share implicit knowledge (the order was not reversed). The employees agreed that they share know-how information and knowledge through implicit means. They agreed that sharing implicit knowledge was useful in dealing with their work. The employees agreed that they can easily access implicit knowledge. This was consistent with previous studies by Hsu (2008) and Jacobson (2006) which indicated that organizations with a knowledge sharing culture that encourages both formal and informal communication structures encourage employees to share knowledge that enables them to perform their work better.

#### **4.5 Effect of Explicit and Implicit Knowledge Sharing on Performance**

The third objective sought to establish the effect of both explicit and implicit knowledge sharing. This was based on the fact that knowledge is both implicit and explicit and cannot be separated on a clear line. Several questions tapped explicit and implicit knowledge sharing with the items tapping the time devoted to, degree of usefulness of explicit and implicit knowledge sharing as well as reported access to explicit and implicit knowledge sharing. The survey questions about the degree of usefulness and access to explicit and implicit knowledge sharing used a 5 point likert scale; 1 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree. (The order of responses was reversed in order to clearly represent the results). The question about the time spent in explicit knowledge sharing used a 4 point likert scale; rarely if ever, once or twice a day, 3 – 5 times a day and 6 times or more. The question about the time spent on

implicit knowledge sharing used a 4 point likert, less than once a week, once or twice a week, 4-5 times a week and more than 6 times a week. The results from Tables 4.3.2 and 4.4.2 show that employees share implicit knowledge more than explicit knowledge and they also find explicit knowledge more helpful than implicit knowledge. Accessibility to implicit knowledge sharing was also more than explicit knowledge sharing.

#### 4.6 Hypothesis Testing on the Effect of Explicit and Implicit Knowledge Sharing on Performance.

In order to determine the effect of explicit knowledge sharing and implicit knowledge sharing on performance of Teacher’s Service Commission secretariat staff, the overall index score of various aspects of knowledge sharing were correlated with performance index. The results of correlation analysis are shown in table 4.6.1 and were used to test the hypothesis.

**Table 4.6.1 Correlation Analysis (implicit and explicit knowledge sharing)**

		Performance index	Perception of implicit knowledge index
Performance index	Pearson Correlation	1	.192(**)
	Sig. (2-tailed)	.	.001
	N	323	321
Perception of implicit knowledge index	Pearson Correlation	.192(**)	1
	Sig. (2-tailed)	.001	.
	N	321	321
Performance index	Pearson correlation	1	.141*
	Sig. (2-tailed)	.	.011
	N	323	323
Perception Of Explicit knowledge index	Pearson correlation	.141*	1
	Sig. (2-tailed)	.011	.
	N	323	323

**\*\* Correlation is significant at the 0.001 level (2-tailed).**

**\*.correlation is significant at the 0.05 level (2-tailed)**

Hypothesis one (Ho1) stated that there is no significant relationship between explicit knowledge sharing and performance at TSC. The result showed that explicit knowledge sharing had a



positive but weak significant effect on performance ( $r= 0.141, p<0.001$ ) as indicated in Table 4.6.2 above. It can therefore be concluded that explicit knowledge sharing has a positive but weak effect on performance thus, the hypothesis that there is no significant relationship between explicit knowledge sharing and performance was therefore not accepted. Hypothesis two (Ho2) stated there is no significant relationship between implicit knowledge sharing and performance at TSC. The study findings indicate that implicit knowledge sharing had a positive effect on performance at ( $r= 0.192, p<0.001$ ) as shown on Table 4.6.1. There is a positive but weak relationship between implicit knowledge sharing and performance. The hypothesis that there is no significant relationship between implicit knowledge sharing and performance was therefore not supported. Hypothesis three (Ho3) states that there is no significant relationship between Explicit and implicit knowledge sharing and performance at TSC. The results are consistent with other studies which show a positive correlation between knowledge sharing and performance. In order to determine the influence of the independent variables on the dependent variables, regression analysis was done. To achieve this, the two independent variables namely explicit and implicit knowledge sharing were regressed on the overall organizational performance regression analysis was done to determine the effect of knowledge sharing on performance. The results of the regression analysis are presented below.

**Table 4.6.3: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.192(a)	.037	.034	.50516

a Predictors: (Constant), Perception of implicit and explicit knowledge index

Regression analysis result in model indicates an r value of 0.037. These means the predictor attributes 3.7% variability in the domain. Knowledge sharing has appositve but weak effect on performance as seen in the regression model Table 4.6.3. The hypothesis that there is no significant relationship between Explicit and implicit knowledge sharing and performance at TSC is rejected. Knowledge sharing could be having an indirect effect on performance which is largely affected by other factors within and outside the organization. The remaining larger proportion could be explained by other factors such as remuneration of employees, motivation, empowerment, resources, communication structure and leadership among others which directly

affect performance. Performance is a variable that is affected by many factors within and outside the organization as observed by Armstrong (2002).

**Table 4.6.5: Coefficients (a) regression model**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.254	.110		20.401	.000
	Perception of implicit knowledge sharing index	.186	.042	.242	4.462	.000
2	(Constant)	1.536	.240		6.390	.000
	Perception of explicit knowledge index	.179	.041	.233	4.349	.000

a Dependent Variable: performance index

On the basis of the significant values (Table 4.6.5) explicit knowledge sharing at ( $p=0.000$ ), and implicit knowledge sharing at ( $p=0.000$ ) were found to have a positive significant affect on organizational performance. The result of this study indicate that Beta test for explicit knowledge sharing value was ( $\beta=0.242$ ) and ( $\beta=0.233$ ) for implicit knowledge sharing. The influence of knowledge sharing on performance was significant Regression analysis shows implicit knowledge sharing contributed more to performance ( $\beta=0.242$ ) followed by explicit knowledge sharing at ( $\beta=0.233$ ).



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of the findings

On demographic characteristics of the study respondents, the findings revealed that out of the total 323 study respondents, 51.4% were males and 48.6 % were females. 35.3% of the employees had worked for the organization for more than 10 years. 33.4% of the study respondents had a diploma at education level and 65.9% were support staff in the organization.

The study findings on explicit knowledge sharing found that Majority of the sampled employees agreed that sharing explicit knowledge was useful in handling tasks and could access explicit knowledge easily. They however shared explicit knowledge rarely. The correlation analysis result showed that explicit knowledge sharing had a positive but weak effect on performance ( $r=0.141$ ) as indicated in Table 4.6.2. It can therefore be concluded that explicit knowledge sharing has a significant effect on performance. The hypothesis that there is no significant relationship between explicit knowledge sharing and performance was therefore not accepted. Explicit knowledge sharing contribution to performance was ( $\beta=0.233$ ) which was less than the contribution of implicit knowledge sharing.

In relation to implicit knowledge sharing the study established that Majority of the employees agreed they shared implicit knowledge and had ample time to do so. They agreed that sharing implicit knowledge was useful in dealing with their work. The study findings indicated that implicit knowledge sharing had a positive effect on performance ( $r=0.192$ ) as shown on Table 4.6.1. There is a positive but weak relationship between implicit knowledge sharing and performance. The hypothesis that there is no significant relationship between implicit knowledge sharing and performance is therefore not supported. Implicit knowledge sharing contribution to performance was ( $\beta=0.242$ ). This was higher than the contribution of explicit knowledge sharing.

On the combined effect of explicit and implicit knowledge sharing, the respondents agreed that Knowledge (explicit and implicit) sharing was useful in handling their work. They reported sharing both explicit and implicit knowledge regularly. The results from Regression and Pearson correlation analysis indicate implicit knowledge sharing had a larger effect on performance than

explicit knowledge sharing. Regression analysis showed that knowledge sharing contributed 3.7% to performance when regressed on its own. Implicit knowledge sharing contribution to performance was ( $\beta=0.242$ ). This was higher than the contribution of explicit knowledge sharing which contributed ( $\beta=0.233$ ) in summary there was a positive but weak relationship between knowledge sharing and performance. Thus the hypothesis that there is no significant relationship between Explicit and implicit knowledge sharing and performance at TSC was rejected.

## 5.2 Conclusions

On the basis of the descriptive findings it can be concluded that the TSC employees share both explicit and implicit knowledge and which was useful in handling their work. Based on the overall effect on performance, implicit knowledge sharing was rated higher when compared to explicit knowledge sharing. This implies that implicit knowledge sharing had a more effect on performance than explicit knowledge sharing.

Based on the study hypothesis, the study concluded as follows; hypothesis 1 which stated there is no significant relationship between explicit knowledge sharing and performance at TSC. The correlation between explicit knowledge sharing and performance was positive but weak. The study thus concluded that explicit knowledge sharing had a positive effect on performance.

Hypothesis 2 stated that there is no significant relationship between implicit knowledge sharing and performance at TSC. The correlation between implicit knowledge sharing and performance was positive but weak. The study thus concluded that implicit knowledge sharing had a positive effect on performance.

With regard to hypothesis 3 which stated that there is no significant relationship between Explicit and implicit knowledge sharing and performance at TSC. It was established that implicit and explicit knowledge influenced performance at 3.7% percent when regressed on their own. However addition of another variable to that relationship increased the ability to explain to 9.1%. the minimal contribution of knowledge sharing to performance can be attributed to the fact that knowledge sharing is just one of the components of knowledge management the other being



creating, developing, organizing and sharing knowledge as indicated by Schermerhorn (2002) thus for shared knowledge to be useful the other processes must also be well managed. As observed by Armstrong,(2006). Performance is a variable that has multiple effects with many factors contributing each of which may make small contributions. There are other factors such as remuneration of employees, motivation, empowerment, resources, communication structure and leadership among others which may have a rather direct effect performance. Knowledge sharing may be contributing an indirect effect rather than a more direct effect. It does however contribute to a better performance by the employees. The contribution of knowledge sharing cannot be overlooked since it has a positive effect on performance and can enable organizations to collectively and systematically apply knowledge to better achieve their objectives.

### **5.3. Recommendations for practitioners**

As seen from the descriptive findings, employees indicated sharing both explicit and implicit knowledge. They however find and share implicit knowledge more than explicit and found it to be more useful in handling their tasks. The organization should therefore strive to effectively create a knowledge sharing culture and an enabling environment for employees to share knowledge. Employees should also be motivated to share relevant knowledge. More emphasis should also be placed on explicit knowledge.

It was evident from hypothesis testing that that implicit knowledge sharing had a greater effect on performance than explicit knowledge sharing. There is need for the organization to develop more mechanisms that encourage employees to share knowledge such as through identifying knowledge workers in the organization and high performers who can be motivated and encouraged to share knowledge.

### **5.4 Recommendations for Future Research**

The study suggests the inclusion of diverse individual and organizational factors that can influence the relationship between knowledge sharing and performance and the role of an organizations communication structure on knowledge sharing and performance. It is possible to study the relationship between knowledge sharing and performance in other public organizations. Knowledge sharing can also be studied at different levels of analysis.

Explicit and implicit knowledge can be shared among diverse actors, for example knowledge sharing between internal organizational actors and actors outside the organization. Finally the influence of knowledge sharing can be looked at, at different levels such as individual level, organizational level and network level actors, and within and between departments in an organization.



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## **APPENDICES**

### **APPENDIX 1 – INTRODUCTION LETTER**

Dear Respondent,

I am a postgraduate student at Egerton University pursuing a Masters Degree in Human Resource Management. I am carrying out a research study entitled “Effects of Knowledge Sharing on Performance of Teachers Service Commission Secretariat Staff in Nairobi”.

I kindly request you to assist me fill the questionnaire attached to the best of your knowledge. The information provided will be treated with strict confidentiality and will only be used for the intended purpose of this study. You are therefore requested not to write your name or employee number.

Yours sincerely

Esther Gathoni Kiarie

**Section A: Background Information**

*(Please indicate response by ticking (✓) in the appropriate box).*

1. Gender

Male [ ]

Female [ ]

2. What is your highest educational level?

- a) High School Certificate or Equivalent [ ] b) College Certificate [ ] c) Diploma [ ]  
d) Degree [ ] e) Masters [ ] f) PhD. [ ] g) Others (please specify)

3. You are in which category of employees?

- a) Senior Level Management [ ] b) Middle Level Management [ ] c) Support Staff [ ]

4. Indicate your department: .....

5. How long have you worked for the Organization?

- a) Below 5 years [ ] b) 6- 10 years [ ] c) Above 10 years [ ]

6. Specify your area of operation:

.....

**Section b: Explicit Knowledge Sharing**

*(Tick the option that best fits your experience)*

7. In a typical day, how many times do you look for guidance on paper or electronic documents?

- a) Rarely if ever [ ] b) Once or twice a day [ ] c) 3 – 5 times a day [ ] d) 6 times or more [ ]

8. In a typical week, how many times do you have discussions or meetings for your work?

- a) Less than once a week [ ] b) Once or twice a week [ ] c) 4 – 5 times a week [ ]  
d) More than six times a week [ ]

9. How many times have you attended training related to your area?

- a) 0-5 times [ ] b) 6-10 times [ ] c) 11-15 times [ ] d) 16-20 times [ ] e) more than 20 times [ ]



10. Please tick the rating on the scale that corresponds to your true opinion on the perception of **Explicit Knowledge** sharing aspects shown in the table.

Aspects of explicit knowledge sharing	Level of agreement				
	Strongly agree	Agree	undecided	Disagree	Strongly disagree
	1	2	3	4	5
i) I find and share know-how, information and knowledge through paper or electronic documents.					
ii) Knowledge and information know – how in paper or electronic documents helps me to handle my work					
iii) I can easily access paper or electronic documents, information and knowledge that others in my department have					
iv) I find and show know-how, information and knowledge through discussions, meetings or collaboration.					
v) The knowledge I get from discussions, meetings or working with colleagues is helpful.					

11. Please tick the rating on the scale that corresponds to your true opinion on the perception of **Individual motivation** aspects shown in the table.

Aspects of individual motivation	Level of agreement				
	Strongly agree	Agree	undecided	Disagree	Strongly disagree
	1	2	3	4	5
i) The work I do as a T.S.C member is very important for me.					
ii) I understand exactly what I am supposed to do as a T.S.C employee					
iii) The goals I set for my work are challenging.					
iv) I have specific and clear goals to aim for.					

12 Please tick the rating on the scale that corresponds to your true opinion on the aspects of perception of red tape in the organization shown in the table.

Aspects of red tape in the organization	Level of agreement				
	Strongly agree	Agree	undecided	Disagree	Strongly disagree
	1	2	3	4	5
i) Communication with my employer is too restricted by policies and procedures.					
ii) Too many documents and procedures are involved in finalizing a task.					
iii) Rules and procedures make it difficult to use new ideas to handle tasks.					

13 Please tick the rating on the scale that corresponds to your true opinion on the perception of Implicit Knowledge sharing aspects shown in the table.

Aspects of Tacit / Implicit knowledge sharing	Level of agreement				
	Strongly agree	Agree	undecided	Disagree	Strongly disagree
	1	2	3	4	5
i) I usually work independently					
ii) it is helpful to share task information with co-workers					
iii) I have ample time (chance) to share knowledge with colleagues					
iv) I can easily keep in touch with others to communicate about their experience, knowledge and stories about work.					
v) I only share my knowledge with a person whom I can trust.					
vi) I only share my knowledge if I think my knowledge is important.					
vii) I like to work with others to develop my skills and knowledge.					
viii) I learn a lot from my colleagues in the department					



ix) I am reluctant to share knowledge which is not common to others					
x) I feel it's too hard to share knowledge with these who are more senior / experienced than me.					
xi) Junior / new employees learn more on their own rather than being directly guided.					
xii) My colleagues learn a lot from me within our department.					

**Section (c) Please tick the option that best fits your experience concerning performance of your work.**

15. On average how long does it take to respond and correspond to a teacher's problem/ issue

- a) 5 days [ ] b) One week [ ] c) 2 weeks [ ] d) One month [ ] e) It depends [ ]

16. How were you appraised on the achievement of individual talents in the 2010 /2011 financial year?

- a) Targets fully met and exceeded expectations [ ] b) Targets fully met [ ] d) met most target [ ]  
e) most targets not met [ ]

17. How would you rate achievements of departmental targets and objectives?

- a) Targets fully met and exceeded expectations [ ] b) Targets fully met [ ] d) met most target [ ]  
e) most targets not met [ ]

18. On average, how many of the cases you handle are referred back for correction in a month?

- a) None [ ] b) 2-3 cases [ ] c) 4-5 cases [ ] d) 6 and above [ ]

19. How many teachers do you handle face to face in a week in the digit you work on?

- a) 1-5 [ ] b) 6-10 [ ] c) 11-20 [ ] d) 21 and above [ ]

20. What strategies would you suggest to be put in place to encourage knowledge sharing in your organization? .....

.....

**END OF QUESTIONNAIRE**

Thank you very much for taking your time to fill this questionnaire

## Appendix iii

### T.S.C DEPARTMENTS

#### 1. Staffing

- Teachers Registration and Maintenance of Teachers Standards
- Discipline
- Primary Teachers Management
- Post Primary Teachers Management
- Teachers Career Guidance and Counseling

#### 2. Human Resource Management and Development (HRM & D)

- Human Resource Management (Secretariat and Field)
- Human Resource Pensions
- Human Resources Development
- Salaries

#### 3. Administrative services

- General administration
- Office administration services
- Records management
- Legal services

#### 4. Internal Audit

- Teachers Management, Administration & General Services
- Finance and Human Resources.

#### 5. Finance department

- Finance
- Budget

#### 6. Accounts

- Management
- Accounting
- Financial management

#### 7. I.C.T.

- ICT Support Services
- ICT Training and systems networking
- Administration



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9<sup>th</sup> March, 2012

**TO WHOM IT MAY CONCERN**

**RE: RESEARCH UNDERTAKING – ESTHER GATHONI KIARIE – CH11/0121/09**

This is to certify that the above named person is a bona fide student of Egerton University undertaking Masters in Human Resource programme offered at Nakuru Town Campus College. She has passed all the coursework examinations and the research proposal for the partial fulfilment of the requirement of the degree. The title of her research is “*Effect of Knowledge Sharing on the Performance of Teachers Service Commission Secretarial Staff, Nairobi*”.

The purpose of this letter is to request you to allow her to collect data from your organization.

This information and data thus given will only be for research purposes and will be treated with utmost confidentiality.

Any assistance accorded to her will be highly appreciated.

  
**Mr. PAC Kapsoot**  
**DEAN, FACULTY OF COMMERCE**



PAC/man