



KNOWLEDGE MANAGEMENT PRACTICES AND PERFORMANCE OF CULTURAL HERITAGE INSTITUTIONS IN NAIROBI CITY COUNTY, KENYA

¹ Ondiek Rollex Opondo, ²Dr. Ombui Kepha (PhD)

¹Masters student, Jomo Kenyatta University of Agriculture and Technology, Kenya

²Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

ABSTRACT

This study sought to establish the relationship between knowledge management practice and performance among selected cultural heritage institutions in Kenya. More specifically, the study sought to establish the effect of knowledge creation on performance among selected cultural heritage institutions in Kenya and to determine the effect of knowledge acquisition on performance among selected cultural heritage institutions in Kenya. This study will employ the descriptive research design, targeting 60 Gazetted sites and monuments. The target was 180 management staff and census sampling were employed. The study used structured questionnaires to collect data. Both descriptive statistics and inferential statistics were then computed in data analysis. Findings showed that there is a strong significant relationship between knowledge creation and institution performance ($r=0.742$, $p=0.000$), a strong significant relationship between knowledge acquisition and institution performance ($r=0.749$, $p=0.000$). The study recommends that the cultural heritage management should seek professional experts help to enhance knowledge creation among the staff. Effective knowledge acquisition systems and mechanisms should be created to ensure that appropriate knowledge that will enhance institutions' performance is identified and acquired. The management should establish a culture that promotes sharing of knowledge and encourage teamwork among employees and should have a proper mechanism of storing its work procedures and have adequate servers for storing soft copies of work procedures.

Key Words: Knowledge management practice, Knowledge creation, Knowledge acquisition, Performance, Cultural heritage institutions

INTRODUCTION

The performance of cultural heritage institutions including libraries, archives, museums, national parks, game reserves, sites and monuments is of national importance, not only for the indigenous knowledge they harbor and its use in sustainable development, but also for a country's socio-economic progression from tourism and environmental protection, among others (Joffrion & Fernandez, 2018). Cultural heritage institutions serve as knowledge repositories, acquiring, managing, and safeguarding cultural heritage and indigenous knowledge as part of their collections. As such, knowledge of various cultural heritages, and its management is critical to these institutions, not only in their everyday operations, but also for the sustainability of cultures for generations to come (Littletree & Metoyer, 2019).

In Malaysia, even though the Ministry does not have a specific knowledge management strategy, knowledge is integrated in its procedures and policies, job manual procedures, desk files, workflow, and databases. There are also differences between new and old employees with newer employees believing that changing employees' behaviour is very difficult (Syed-Ikhsan & Rowland, 2018). Internet regarded as the most important knowledge management technology in Malaysia, with only few institutions buying specialized knowledge management software and systems. Several institutions also have call centres and use e-government as technologies that support knowledge management. In Nepal, the ultimate objective of knowledge management in the public sector is to maximize productivity and enhance public service delivery (Nirmala & Shrestha, 2018). Most public sector organizations in Nepal believe that knowledge management at government level aims to improve the internal processes and formulate sound policies and procedures for efficient public service delivery and increased productivity. In Iran, the most important factors for effective implementation of knowledge management among public sector organizations are culture followed by technology and training (Monavvarian & Kasaei, 2017).

In South Africa, the public sector has started implementing knowledge management, but it is at an infancy stage. The South African public sector has taken some giants steps in implementing knowledge management initiatives, although they are not implemented in all government departments (Mphahlele, 2019). Knowledge management implementation in South African government departments was kick-started in 2002 by an agreement between the Departments of Public Service Administration (DPSA) and communication, which was followed by road shows about 19 knowledge management all over the country spearheaded by DPSA. In 2003 the knowledge management Working Group was formed by the Government Information Technology Officers Council. Mphahlele (2019) claims that the increased number of advertised knowledge management positions in national and provincial government is a sign that the South African public sector is serious about the implementation of knowledge management.

In Kenya, knowledge in public sector institutions is largely managed through library services, documentation services, records management, and communication and public relations services (Mosoti & Masheka, 2018). Even though there are really no formal knowledge management programmes in the organizations, there is much collaboration between them and organizations in other countries (Koech, Boit & Maru, 2016). The main challenges are lack of standards for measuring the value of knowledge management, little top management support, and no sophisticated Information Technology (IT) support. They rely on the internet for transfer and exchange of knowledge. Another challenge is that bureaucracy is prevalent, and it hinders interaction and collaboration between knowledge workers (Mungai, 2018).

Statement of the Problem

Cultural and natural sites, monuments, and antiquities spread all over the country (Kibiro, 2018; Obebo, 2019). Not only do these serve as a pillar for national cohesion, but they also contribute to economic development mainly through tourism. It is thus of socio-economic importance that they

are conserved and safeguarded from erosion, for the benefit of both the present and generations to come (Obebo, 2019). To this end, cultural heritage institutions have been established and charged to conserve and manage the country's cultural heritage in line with Article 11 of the Constitution of Kenya which recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenyan people and the nation. Regardless of the governments' efforts to preserve culture through the cultural heritage institutions, these institutions have been recording poor performance.

Reports on the state of conservation however indicate dismal performance by the country's cultural heritage institutions. This is highlighted by cases of neglected monuments (Macharia, 2019), destruction and threats to archaeological heritage due to rapid development work (British Broadcasting Corporation (BBC), 2020), some museums and sites facing neglect and in a state of notable disrepair (Otieno, 2013) and declining cultural art industries including handicraft production in Machakos (Kibiro, 2018), mismanaged soapstone carving in Kisii (Obebo, 2019).

The gravity of the dismal performance by the country's cultural heritage institutions is further indicated by the significant drop in tourism revenue attributable to cultural heritage sites and monuments. According to the Government of Kenya (GoK) (2020) through the Ministry of Tourism and Wildlife, while revenue from tourism has been on a growth trajectory from Kshs85 billion in 2015 to Kshs164 billion in 2019 prior to the COVID-19 pandemic, the revenue share from tourist visits to cultural heritage sites and monuments significantly reduced over the same period from 86.4% to 75.1%. Similarly, overall international visitor arrivals in 2021 stood at 870,465. In 2021, which is a significant decline from 2.05 million in 2019. Further, a significant decline was reported in bed occupancy rates, recorded at 57% in 2021, compared to 64.1% in 2019 (Tourism Research Institute (TRI), 2022). The dismal performance among cultural heritage institutions in Kenya is further revealed by the performance evaluation results for state corporations for the financial year 2020/2021 (Republic of Kenya, 2021). In the report by the Public Service Performance Management and Monitoring Unit, key cultural heritage institutions recorded poor performance contracting scores, having achievement below the target (above 3.0). These include the National Museums of Kenya (3.5098), Bomas of Kenya Limited (3.5483), Kenya Wildlife Service (3.3564), Kenya Cultural Centre (3.8432) and Sports, Arts and Social Development Fund (5.0000).

According to UNESCO (2016), in order to safeguard intangible cultural wealth, there is need to document and identify them in such information formats as performance demonstrations, photographs, manuals, journals, scripts and video interviews. This points to the crucial role played by knowledge management in the successful custodianship of knowledge on cultures, traditions, skills and customs and their preservation for generations, by cultural heritage institutions. It however remains unexplored in the Kenyan body of knowledge, what knowledge management practices are adopted by cultural heritage institutions, and how they affect performance, creating a knowledge gap. Whereas the association between knowledge management and organizational performance has been explored in the country, extant studies have focused on organizations other than cultural heritage institutions. For instance, Chebii (2017) examined the effect of knowledge management on organizational performance with referenced to state-owned commercial enterprises in Kenya, while Wanyama (2018) studied the effect of knowledge management on organization performance in the public service sector in Kenya. Mungai (2018) on the other hand studied knowledge management practices and performance of Kenya Bureau of Standards. To bridge this knowledge gap, this study sought to establish the relationship between knowledge management practices and performance among selected cultural heritage institutions in Kenya.

Objectives of the Study

- i. To establish the effect of knowledge creation on performance of cultural heritage institutions in Nairobi City County, Kenya
- ii. To determine the effect of knowledge acquisition on performance of cultural heritage institutions in Nairobi City County, Kenya.

LITERATURE REVIEW

Theoretical Review

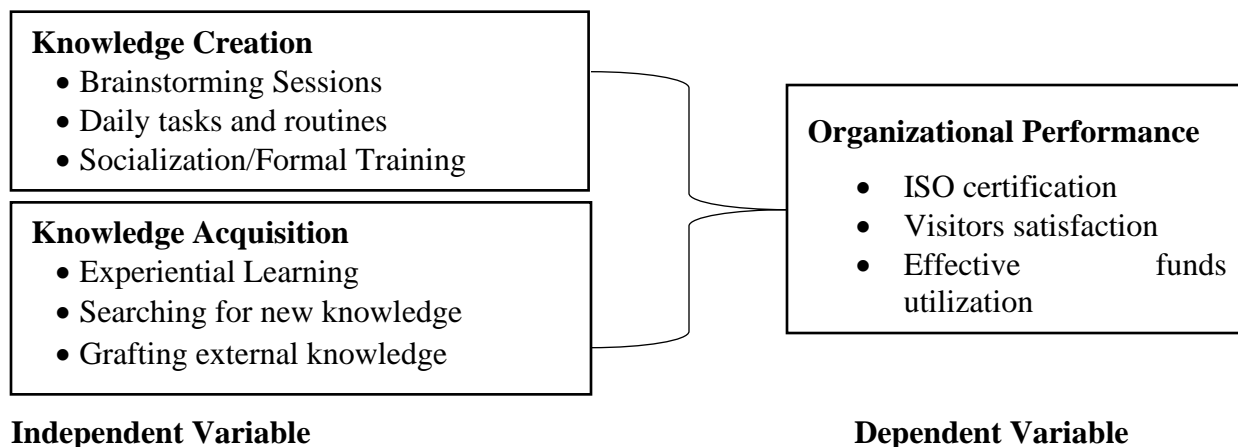
Knowledge Based View Theory

Proposed by Barney (1991), Knowledge Based View (KBV) is the theory upon which this study is anchored. KBV extends the arguments of the resource-based view of the firm that portends that the sustainability and competitiveness of firms is depends on harnessing the distinctive resources and capabilities (Penrose, 1959). Knowledge based theory arose from the focus on resources and highlights knowledge as the resource that provides the greatest added value to a business (Barney, 1991). KBV theory considers knowledge as “justified true belief” and the focus of theories is on the explicit nature of knowledge linked to the individual (Nonaka & Takeuchi, 1995), which is difficult and impossible to express. The dynamic mobility of employees implies that, organizational capability depends more on the integration mechanism than on the specialist knowledge that employees possess. This study employed KBV to demonstrate whether management of the cultural heritage institutions in Kenya nurture knowledge creation among the staff.

Resource Based View Theory

Developed by Penrose (1959), Resource Based View (RBV) theory rests on the premise that an organization is a broader set of resources, and the growth of an organization involves the utilization of existing resources and the innovation of new ones. The Resource Based View of the firm asserts that variations in performance happen when well profitable organizations possess significant assets that others do not have, allowing them to acquire a rent in its quasi-monopolist form (Wernerfelt, 1984). The Resource Based View of the firm aims specially on the inside of the firm, its assets, and capabilities, to justify the profit and cost of the organization (Penrose, 1980; Wernerfelt, 1984; Grant, 1991; Peteraf, 1993). In the present study, RBV was adopted to show how various cultural heritage institutions create, share, apply and guard knowledge as an intangible resource (human resources) to earn competitive advantage, and how the same influences organizational performance. Investment in staff training equips the staff with a rare and inimitable resources that the institution should strive to retain.

Conceptual Framework



Knowledge Creation

Chung et al. (2018) defines knowledge creation as the development of new concepts and notions, which takes place through interactions between explicit and tacit knowledge. Knowledge creation is also defined by Liebowitz and Frank (2016) as the progressive combination, conversion and transfer of various types of knowledge, which takes place as users learn, practice and interact. According to Berraies and Chaher (2018), the process of creating knowledge involves two main levels: an interaction between explicit and tacit knowledge and interaction between groups to individuals then to the organization. Becerra-Fernandez and Sabherwal (2019) further advance that knowledge is created through education, collaboration, practice and interaction, as the various types of knowledge are converted and shared. Beyond this, knowledge creation is also promoted by pertinent data and information which serve as building blocks in creating new knowledge and can improve decisions.

Knowledge Acquisition

Khodakarami and Chan (2018) define knowledge acquisition as the process of extraction, organizing and structuring knowledge from one or multiple sources. This is consistent with Maravilhas and Martins (2018) who define the concept of knowledge acquisition as the course of soaking in and storing information that is new in memory, the achievement of which is normally measured by how effectively one can remember the information later. Donate and Pablo (2019) on their part define knowledge acquisition as the process by which problem-solving expertise is obtained from some knowledge source. The extent to which the acquired knowledge can be effectively applied depends heavily on the organization, structuring and representation of the information (Chung et al. 2018).

Empirical Review

Knowledge Creation and Organizational Performance

Bihanta, Nowzari, Egtebasi, Subramaniam, Salimi and Salehi (2018) carried out a study on the impact of knowledge creation mechanism on organizational performance, focusing on Malaysian automotive industry. In this study, the profound roles of knowledge creation in terms of socialization, externalization, combination, and internalization as a model on quality process were examined. Adopting the cross-sectional survey design, the study found a positive relationship between knowledge management and organizational performance. The study concluded that the process of continuous improvement is one of the significant and predominant programs in most of the manufacturers all over the world. The study was however conducted in Malaysia, which is a different socio-economic and geographical context, findings of which may therefore not be applicable in the current study context. The study also focused on the automotive industry, which is a different industrial context from the cultural heritage context, findings of which may also not be applicable in the current study context.

Chung, Liang, Peng and Chen (2018) investigated the role of organizational agility as a link between knowledge creation processes and organizational performance. The study targeted 217 electronic businesses in Macau, China and adopted structured questionnaires. The study found that organizational agility has a significant effect on the link between the influence of knowledge creation on organizational creativity which in effect had an impact on the performance of the organization. The study was however conducted in China, which is a different socio-economic and geographical context, findings of which may therefore not be applicable in the current study context. Further, the study focused on electronic businesses, which is a different industrial context

from the cultural heritage context, findings of which may also not be applicable in the current study context.

Berraies and Chaher (2016) investigated the influence of knowledge creation process on the organization's innovation performance and its link to the role of organizational learning. Targeting 191 Tunisian Micro, Small and Medium Enterprises (MSMEs) in the ICT sector, the results indicate that the linkage between knowledge creation process on innovation performance and organizational learning is partial. Importance of activities such as socialization, internalization and externalization that brings about innovation performance for the Tunisian ICT companies were noted as key influencers. The study was however conducted in Tunisia, which is a different geographical context, findings of which may therefore not be applicable in the current study context. Further, the study focused on ICT sector MSMEs, which is a different industrial context from the cultural heritage context, findings of which may also not be applicable in the current study context.

Iyer, Sharp and Brush (2017) reviewed the role of organizational systems such as knowledge creation in innovation performance. Adopting a desktop review design, the findings of the study indicate that knowledge creation significantly influences innovation performance; and organizational systems mediate the relationship between knowledge creation and innovation performance, this supports the idea of the organization as the main facilitator for knowledge creation. Internal knowledge sources are seen to have a greater contribution to knowledge transfer within a firm compared to knowledge sources that are external to the organization. The study was however desktop in design, which lacks focus on both geographical and industrial contexts. The study findings may therefore not be applicable in the current study context, which is the cultural heritage context in Kenya.

Cheruiyot, Jagongo, and Owino (2017) investigated the institutionalization of knowledge management in selected manufacturing enterprises in Kenya. A sample of 60 senior managers in the three selected manufacturing enterprises revealed that two critical factors influence institutionalization of knowledge management which are organizational practices and technological infrastructure. The study concludes that the organizational practices that include knowledge creation, and distribution have the highest influence in creating value for the organization and therefore when a comprehensive view is taken in instituting knowledge management practices, organizational practices must be considered first and technological infrastructure second. Whereas the study was conducted in the Kenyan context, the industrial context was the manufacturing sector which is operationally different from the cultural heritage context. Findings of the study may therefore not be generalizable to the current study context.

Knowledge Acquisition and Organizational Performance

Ruchi, Salma, and Roma, (2016) examined the impact of knowledge management on the performance of Indian Software companies. The findings revealed that there was a significant relationship between knowledge acquisition and organizational performance. The results of the study particularly showed that structure of systems, strategy, knowledge conversion and acquisition positively affected the performance of organization. The authors proposed that the findings and implications of the study can be beneficial to managers in the execution of knowledge management programs in their organizations. The study was however conducted in India, which is a different socio-economic and geographical context, findings of which may therefore not be applicable in the current study context. Further, the study focused on software companies, which

is a different industrial context from the cultural heritage context, findings of which may also not be applicable in the current study context.

Yosuff and Daudi (2018) investigated the effect of knowledge management on firm performance among SMEs, and the mediating role of social capital in Saudi Arabia. Using a 7-point Likert scale, correlation analysis and regression analysis, the study concluded that knowledge acquisition positively influences performance. However, the conclusion of the study cannot be generalized because of the low response rate of thirty eight percent. The study was further conducted in *Saudi Arabia*, which is a different socio-economic and geographical context, findings of which may therefore not be applicable in the current study context.

Zaim, Muhammed, and Tarim (2018) conducted a study in Turkey to assess the relationship between knowledge acquisition and its effect on knowledge management performance on service-based organizations. The study adopted a quantitative approach with the study target population consisting of employees of the service-based firms. The study employed a split-sample technique for sampling and a total of 1068 respondents were drawn from the population. The study employed SPSS for analysis of the data collected and findings of the study revealed that knowledge acquisition played a mediating role between all of the knowledge management practices. The findings of the study further revealed that formulation of new policies, improving of existing programs and evaluating alternatives as measures of utilization has a positive influence on performance of service-based companies in that knowledge utilization increases performance. The study was however conducted in Turkey, which is a different socio-economic and geographical context, findings of which may therefore not be applicable in the current study context.

Karani (2015) carried out a study in Kenya to examine the role played by knowledge utilization in enhancing the performance of Kenyan telephone firms. The study adopted a census sampling technique were adopted and questionnaires were administered to the 21 telephone-making companies that made up the population of the study. Descriptive statistics and regression analysis were employed for the study to find answers to the research questions. Findings of the study revealed that knowledge acquisition increases performance of organization in that, employees raising an issue of concern, changes in employee's way of thinking and mobilizing support on projects have a significant impact on performance of the telephone companies. The study concluded that knowledge acquisition boosts organizational performance. Whereas the study was conducted in the Kenyan context, the industrial context was in the telecommunication sector, which is operationally different from the cultural heritage context. Findings of the study may therefore not be generalizable to the current study context.

RESEARCH METHODOLOGY

This study employed a descriptive research design to establish the relationships in the following knowledge management practices: knowledge creation, knowledge acquisition, knowledge sharing, and knowledge retention. According to (Kothari, 2014) descriptive research includes surveys and fact-finding inquiries of different kinds and the major purpose of descriptive research is a description of the situation, as it exists at present. The study targeted a total of 60 Gazetted sites and monuments in Nairobi City County. The unit of analysis included the sites and monuments while units of observation included management staff from each site and monument. The study used primary data that was gathered by use of structured questionnaires and captured through a 5-point Likert scale type and interview schedule. The Likert scale with closed and open question guide was distributed to the respondents after approval to collect data. The purpose of the

study was explained and consent to participate in the study was sought. Dates and venues for administering the questionnaires in consultation with the potential subjects were set. Drop-and-pick-later method of questionnaire administering was implored with explanations of how to fill them. Data was then coded and classified in terms of similarities then tabulated. Descriptive statistics such as percentages, means and standard deviations were used to analyze quantitative data. SPSS version 28 program was also used to analyze quantitative data and results presented in form of charts, graphs and frequency tables for easier interpretation.

RESEARCH FINDINGS AND DISCUSSIONS

Response rate

The study sampled 162 human resources managers and 125 returned answered questionnaires hence 77.2% response rate. The high response rate was a result of close follow up of the data collection procedure and constant contact with the sampled respondents. The respondents were adequately oriented on the purpose of the study to ensure that they understood the purpose of the study.

Descriptive Analysis of the Variables of the Study

Knowledge Creation and Firm Performance

Table 1 indicate the results on the statements regarding the effect of knowledge creation on performance among selected cultural heritage institutions in Kenya. Findings show that majority of the respondents strongly agreed that; their institution organizational culture encourages creation of new knowledge (m=4.37), brain storming is encouraged in their institution for knowledge creation(m=4.30), and employees are recruited to bring in new knowledge (m=4.26). Respondents agreed that; the institution encourages staffs to innovate, creating new knowledge (m=4.09), and the institution, employees build on lessons learned from similar earlier tasks/projects prior to embarking on new tasks/projects (m=3.38). Respondents however had contrary opinion regarding mechanisms to manage new knowledge for future use (m=2.58), organizational structure that encourages creation of new knowledge (m=2.27), creation of new knowledge in daily work activities and experiences (m=2.24), and new knowledge creation through staff training employees (m=4.19). This is an indication that the institutions have a culture that encourages knowledge creation through brainstorming and hiring new staff. These may include newly graduated students who have new skills from the learning institutions. The institutions however lack mechanisms to maintain the knowledge created through staff training to gain more skills that may enable employees to perform their duties effectively. The structure does not encourage knowledge creation which could be as a result closed offices which limit staff interaction with each other. Findings are in agreement with Iyer, Sharp and Brush (2017) that internal knowledge sources such as recruitment of new staff have a great contribution to knowledge transfer within a firm.

Table 1: Knowledge Creation and Firm Performance

Key; SD (Strongly disagree), D (Disagree), UD(Undecided), A(Agree), SA(Strongly agree), M(Mean)

Statements	SD		D		UD		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
New knowledge is created in the institution by training employees	32	25.6	71	56.8	8	6.4	11	8.8	3	2.4	2.19
Employees are hired to bring in new knowledge	4	3.2	3	2.4	10	8.0	47	37.6	61	48.8	4.26
Brain storming is encouraged in our institution for knowledge creation	6	4.8	6	4.8	5	4.0	36	28.8	72	57.6	4.30
We create new knowledge in our daily work activities and experiences	63	50.4	41	32.8	12	9.6	6	4.8	3	2.4	2.24
The institution has instituted mechanisms to manage new knowledge for future use	20	16.0	80	64.0	16	12.8	5	4.0	4	3.2	2.58
Our organizational structure encourages creation of new knowledge	37	29.6	71	56.8	2	1.6	10	8.0	5	4.0	2.27
Our organizational culture encourages creation of new knowledge	8	6.4	4	3.2	15	12.0	20	16.0	78	62.4	4.37
Our institution encourages staffs to innovate, creating new knowledge	4	3.2	20	16.0	2	1.6	34	27.2	65	52.0	4.09
In our institution, employees build on lessons learned from similar earlier tasks/projects prior to embarking on new tasks/projects	6	4.8	8	6.4	19	15.2	29	23.2	63	50.4	3.38

Knowledge Acquisition and Firm Performance

The statements concerning effect of knowledge acquisition on performance among selected cultural heritage institutions in Kenya. are presented in Table 2. Findings show that majority of the management staff strongly agreed that; the institution, employees work in groups to share knowledge (m=4.51) and new knowledge is disseminated through internal memos (m=4.48). The managers also agreed that the staff employees meet informally and learn from one another (m=4.16), sharing knowledge is part of the organizational culture (m=4.21), the institution collaborates with other facilities to share knowledge (m=4.02), staff learn on the job through sharing of duties hence information (m=3.78), and there are regular briefings held to disseminate new knowledge among employees (m=3.74). The managers however disagreed that the institution has mentorship programmes to disseminate knowledge within (m=2.21) and there are regular internal training sessions so as to share knowledge (m=2.11). Findings imply that the staff make efforts to acquire new knowledge amongst themselves. This is achieved through working in groups, sharing roles, and meeting informally to learn from each other. Management support on knowledge acquisition is however low since they have failed to establish mentorship programs to share knowledge within the institutions and also sponsor employee trainings. Training enables staff to acquire new skills that are applicable in the current technology business world that helps to save on operations and labor costs. The staff mostly acquire knowledge from the management through memos shared among various departments. Findings are in agreement with Karani (2015)

that knowledge acquisition helps employees to change their way of thinking and learn from others, hence increasing their productivity.

Table 2: Knowledge Acquisition and Firm Performance

Key; SD (Strongly disagree), D (Disagree), UD(Undecided), A(Agree), SA(Strongly agree), M(Mean)

Statements	SD		D		UD		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
Our institution has mentorship programmes to disseminate knowledge within	26	20.8	68	54.4	9	7.2	11	8.8	11	8.8	2.21
Our institution collaborates with other facilities to share knowledge	6	4.8	13	10.4	8	6.4	58	46.4	39	31.2	4.02
Sharing knowledge is part of our organizational culture	3	2.4	12	9.6	7	5.6	30	24.0	73	58.4	4.21
Regular briefings are held to disseminate new knowledge among employees	16	12.8	9	7.2	2	1.6	63	50.4	35	28.0	3.74
In our institution, new knowledge is disseminated through internal memos	6	4.8	5	4.0	5	4.0	19	15.2	89	71.2	4.48
In our institution, employees work in groups to share knowledge	2	1.6	3	2.4	16	12.8	32	25.6	72	57.6	4.51
We have regular internal training sessions so as to share knowledge	66	52.8	36	28.8	3	2.4	11	8.8	9	7.2	2.11
Staff learn on the job through sharing of duties hence information	4	3.2	28	22.4	4	3.2	19	15.2	70	56.0	3.78
Employees meet informally and learn from one another	18	14.4	15	12.0	5	4.0	18	14.4	69	55.2	4.16

Inferential Analysis

Correlation Analysis

The results in Table 3 show that there is a strong significant relationship between knowledge creation and institution performance ($r=0.742$, $p=0.000$), a strong significant relationship between knowledge acquisition and institution performance ($r=0.749$, $p=0.000$), a strong significant relationship between knowledge sharing and institution performance ($r=0.836$, $p=0.000$), and a strong significant relationship between knowledge retention and institution performance ($r=0.841$, $p=0.036$). This implies that knowledge retention had the strongest effect on firm performance followed by knowledge sharing, acquisition, and creation. Findings agree with; Chung, Liang, Peng and Chen (2018) that knowledge creation have a significant impact on the performance of the organization. Yosuff and Daudi (2018) concluded that knowledge acquisition positively influences performance, Choi and Lee (2019) indicated that knowledge sharing had a positive impact on knowledge application, and Oztekin, Delen, Zaim, Turkyilmaz, and Zaim (2017) found that knowledge storage practices had a positive significant impact on both financial and non-financial performance of service-based firms.

Table 3: Summary of Pearson's Correlations

	Variables	Performance	Creation	Acquisition
Performance	Pearson Correlation Sig. (2-tailed)	1		
Creation	Pearson Correlation Sig. (2-tailed)	.742** .000	1	
Acquisition	Pearson Correlation Sig. (2-tailed)	.749** .000	.832 .000	1

Regression Analysis

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.867	0.752	0.744	0.670

Table 5 Analysis of Variance

	Sum of Squares	d.f	Mean Square	F	Sig.
Regression	163.334	4	40.834	90.886	.000 ^b
Residual	53.914	120	.449		
Total	217.248	124			

Table 6 Regression of Beta Coefficient and Significance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant/Y Intercept	.260	.241		1.080	.283
Creation	.152	.151	.140	1.006	.316
Acquisition	.251	.125	.300	2.010	.047

The value of R^2 is 0.752. This shows that 75.2% of changes in institution performance may be explained by knowledge creation, acquisition, sharing, and retention. This means that other knowledge management practices that this study did not focus on contribute to 24.8% of cultural heritage institutions performance. F value of 90.886 is significant at the 0.05 significance level. In general, the regression model with the four independent variables of knowledge creation, acquisition, sharing, and retention was suitable in explaining the changes in institution performance.

The t statistics show that knowledge acquisition (2.010) had the greatest effect on institution performance and knowledge creation had the least effect of institution performance (1.006). The changes on cultural heritage institution performance as a result of changes in knowledge acquisition is significant ($p < 0.05$) but change on performance due to changes in knowledge creation is insignificant ($p > 0.05$).

Conclusion

Based on the study findings, the researcher concludes that; the cultural heritage institutions create knowledge through recruiting new staff, but they are not able to maintain the knowledge. The institutions culture encourages knowledge acquisition but the structure limits knowledge acquisition. The staff make efforts to acquire new knowledge from their peers in the same department. There is lack of regular training of staff, and they are also not mentored adequately to

acquire new knowledge. This may limit institution effectiveness particularly in the digital era where innovations are required to improve performance.

Recommendations of the Study

This study recommends that the cultural heritage management should seek professional experts help to enhance knowledge creation among the staff. To maintain the knowledge created, the institutions should enhance capacity staff building through training them. Effective knowledge retention systems should be created to ensure that knowledge is created and retained to enhance institutions' performance. In order to improve knowledge acquisition, the management should facilitate group learning and brainstorming within the department. The institutions should invest in information communication structure to enhance knowledge sharing among the staff. This will enable them staff to consult with each other without necessarily moving from their offices

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