Knowledge Management Practices' Influence on Tacit Knowledge Retention in State Department for Immigration and Citizen Services, Nairobi City County Kenya

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ABSTRACT

Tacit knowledge retention practice is vital to organizational success globally, regionally and locally. It enhances institutional memory, improves problem solving, initiates innovation, collaboration leading to teamwork, and long-term adaptability. Since tacit knowledge is shared through mentorship, observation, storytelling, socialization and forums, then it should be strategically captured before employees exit with their expertise. Against this background, the study on knowledge management practices' influences on tacit knowledge retention in the Department of Immigration and Citizen Services, Nairobi City County was done. The study focused on knowledge capture and incentives and reward structures. It was anchored on the SECI model and employed a mixed-method approach using an explanatory research design. Both qualitative and quantitative data were collected from a target population of 504 staff across Human Resource, Library and Registry sections. Stratified, simple random, and purposive sampling techniques were applied, with a 30% sample yielding 152 respondents and six interviewees. Data collection tools included questionnaires and face-to-face interviews. The findings revealed that tacit knowledge capture (72.7%) and incentive and reward use (73%) were main activities practiced to retain tacit knowledge in the department of Immigration. The study concluded that strong knowledge capture systems, effective HR strategies, and well-designed incentive structures significantly promote tacit knowledge retention, though weaknesses in knowledge-sharing mechanisms remain. It recommended strengthening capture methods, adopting robust incentive programs and fostering a strong knowledge-sharing culture to improve tacit knowledge retention within the department of Immigration and Citizen Services Nairobi City County.

Key words: Tacit Knowledge Retention, Knowledge Management Practices, Knowledge Capture, Incentive and Reward Structures.

INTRODUCTION

Knowledge is widely recognized as a critical driver of organizational success, competitiveness, and value creation (Cho, 2020). As firms increasingly appreciate its strategic role, they are adopting systematic approaches to harness and manage knowledge to enhance innovation, decision-making, and long-term competitiveness (Robertson, 2020; Gupta et al.; Hua, 2022). Wahda (2017) underscores that an organization's knowledge base is a vital asset for competitive advantage and operational efficiency. Davenport and Prusak (1998) define knowledge as a blend of expert insights, contextual information, experiences, and values that guide interpretation and decision-making, emphasizing that it exists not only in documented sources but also within organizational routines, culture, and practices.

Organizational knowledge comprises explicit and tacit forms (Chaudhry, 2017; Carol, Tameka, & Amari, 2020). Explicit knowledge includes codified information such as manuals, reports, and databases, making it easy to document and transfer (Prabhakara, 2022). Tacit knowledge, however, resides in individuals' experiences, intuition, skills, and insights, making it harder to formalize and share (Oragui & Zhang, 2021). Tacit knowledge is primarily transmitted through interpersonal interactions, mentorship, storytelling, observation, and socialization (D'Abate & Alpert, 2017). Its loss through employee turnover or retirement poses significant risks, prompting organizations to adopt strategies such as mentoring, job shadowing,

knowledge-sharing platforms, and collaborative cultures to retain it.

Tacit and explicit knowledge play complementary roles: explicit knowledge supports standardized procedures and efficiency, whereas tacit knowledge fuels innovation, creativity, and adaptability (Gamble, 2020). Effective tacit knowledge retention requires intentional mechanisms for capture, organization, and transfer to prevent knowledge gaps that may hinder performance (Alwis & Hartman, 2018). As organizations shift toward knowledge-intensive operations, hiring "minds" rather than "hands" knowledge retention becomes indispensable (Gichuhi, 2014, citing Wong, 2005). Strategies such as brainstorming, meetings, and documentation of tacit insights help preserve organizational memory (Zhang, 2021; Lestyowati, 2021; Scarso, 2017).

Knowledge management (KM), defined as the systematic preservation, enhancement, and dissemination of organizational expertise (Groffs & Jones, 2003; Menkoff, 2015), supports this process. KM practices such as knowledge sharing (McFarlane, 2019), mentorship and peer learning (Kittel, Kunz, & Seufert, 2021), and incentives for knowledge exchange (Fisher, 2020) promote tacit knowledge transfer. Additional strategies, including training, job rotation, storytelling, after-action reviews, and identifying expertise; further strengthen retention (Gaghman, 2019; Gibson et al., 2018; Huie, Cassaberry, & Rivera, 2019). Communities of Practice (Wenger, 2018), mentoring programs (Liebowitz, 2019), and the SECI model (Nonaka & Takeuchi, 1995) also enhance tacit knowledge preservation and organizational learning.

The loss of tacit knowledge significantly undermines operational efficiency and created redundancies in organizational service delivery. Tacit knowledge, being personal and embedded in employees' experiences, is not owned by the organization and was often lost through workforce exits such as retirements, dismissals, transfers, or deaths. To mitigate this, organizations adopts knowledge management (KM) practices that capture, preserve, and retain critical expertise. Strategies such as documenting tacit knowledge, establishing knowledge-sharing platforms, fostering a learning culture, and implementing incentives for knowledge retention are essential.

The study examined the influence of Knowledge management practices on tacit knowledge retention at the Department of Immigration and Citizen Services in Kenya, focusing on reducing knowledge loss through employee turnover and converting tacit knowledge into explicit forms. Specifically, it assessed the relationship between knowledge capture practices and incentive structures, and how these factors collectively contributed to preserving tacit knowledge within Kenyan government ministries.

Objective of the Study

The objective of this study was to establish the influence of knowledge management practices on tacit knowledge retention at the Department of Immigration and Citizen Services in Kenya.

LITERATURE REVIEW

Knowledge capture practices and Tacit knowledge retention

Knowledge capture is a fundamental knowledge management function that enables organizations to systematically identify and preserve experience-based insights essential for performance and continuity (Wang et al., 2020). Tacit knowledge, being deeply embedded in individual experience, must be transformed into explicit formats that can be shared and institutionalized. The SECI model explains this transformation, with externalization converting individual insights into codified knowledge and internalization embedding documented information back into practice as new tacit understanding (Nonaka & Takeuchi, 1995). Knowledge capture therefore operates as a cyclical learning process rather than a static documentation activity.

Organizations rely on a blend of structured and informal mechanisms to support this process. Formal systems such as mentorship programs, training workshops, and systematically maintained repositories encourage deliberate knowledge transfer in ways that strengthen accountability and traceability (Alzoubi, 2020). Informal exchanges including; storytelling, brainstorming, and experiential dialogue enhance the socialization mode by

enabling individuals to share practical know-how through interaction and observation (Mohajan, 2016). Immersive approaches such as job-shadowing and guided practice further embed learning in daily work environments, allowing new employees to acquire skills experientially and internalize them more effectively (Abualwafa et al., 2023).

Technological tools also play a critical role by supporting the combination phase of the SECI model. Platforms such as internal databases, collaborative digital workspaces, and multimedia records integrate diverse knowledge sources into accessible formats that facilitate reuse and prevent loss of critical expertise (Ononye, 2019). When combined, social interaction, formal knowledge systems, and technology ensure that tacit knowledge is continuously captured, transformed, and re-embedded in organizational operations, thereby strengthening institutional memory and service quality.

Incentives, reward structure and Tacit knowledge retention

Retention of tacit knowledge depends significantly on employees' willingness to share personal expertise, making incentive and reward mechanisms key drivers of knowledge exchange. Monetary and non-monetary rewards including recognition, promotion opportunities, skills development, and autonomy encourage employees to participate in knowledge-sharing practices that contribute to organizational learning (McFarlane, 2019). By motivating individuals to contribute their know-how openly, incentives strengthen externalization, creating a conducive environment for articulating tacit knowledge into explicit, documentable formats.

Mentoring and coaching arrangements reinforce socialization by supporting the transfer of experiential knowledge through observation and guided practice, allowing newer employees to internalize insights and develop competence more rapidly (Dalkir, 2021). Organizational culture further influences knowledge retention, as environments built on openness and trust reduce defensive behaviors such as knowledge hoarding and promote ongoing participation in the SECI cycle (Choi et al., 2010). The presence of such a culture ensures that knowledge sharing becomes embedded not only in incentives but also in professional identity and workplace norms.

Digital platforms and knowledge communities complement reward structures by providing spaces where employees can record, share, and refine knowledge collectively. However, their success depends on the extent to which staff members feel motivated and supported to engage with them meaningfully (Hislop et al., 2018). Incentive systems therefore contribute to all four SECI processes enhancing participation in interpersonal knowledge exchange, encouraging conversion of tacit insights into explicit form, supporting integration of knowledge into organized systems, and promoting practical application that leads to new tacit understanding. When aligned with organizational values, reward systems ensure that knowledge retention becomes a sustained behavioral norm rather than a once-off organizational initiative.

THEORETICAL REVIEW

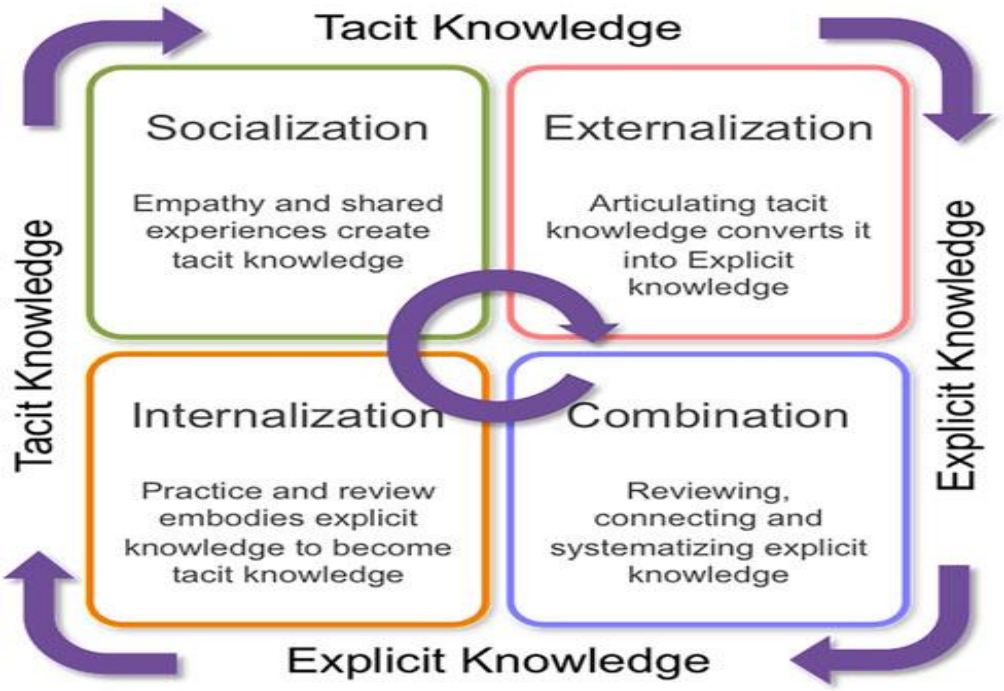
This study is anchored in the SECI knowledge creation model, which conceptualizes the dynamic interaction between tacit and explicit knowledge within organizations (Nonaka & Takeuchi, 1995). Socialization involves transferring tacit knowledge through shared experience, such as mentoring, collaborative work, and observational learning. This process depends on close interpersonal engagement and serves as the foundation for institutionalizing experiential insights in organizational settings.

Externalization follows by converting tacit knowledge into explicit, communicable formats such as documented procedures, written reports, conceptual models, or recorded demonstrations. This step is essential for ensuring that expertise remains available beyond the tenure of specific individuals. Combination reorganizes explicit knowledge by integrating information from multiple sources to produce structured and systematized knowledge resources that can be easily accessed and applied (Nejatian et al., 2013). Internalization completes the cycle when employees draw on documented knowledge in training or practice and transform it back into tacit understanding through experience and reflection.

Empirical applications of the SECI model demonstrate its relevance across diverse sectors by showing how organizations can systematically transform individual expertise into collective capability. Studies indicate that environments grounded in trust, communication, and participatory learning provide the social conditions necessary for effective knowledge conversion, particularly in settings where tacit knowledge is prevalent and difficult to codify. In the public sector, structured mentorship and apprenticeship arrangements operationalize socialization by allowing junior employees to learn directly from experienced officers, while documentation and reporting procedures support externalization by translating experiential knowledge into accessible formats.

Centralized digital repositories and shared databases strengthen combination, integrating organizational knowledge into coherent and retrievable systems that improve decision-making and accountability. Finally, routine use of manuals, guidelines, and standard operating procedures enables internalization, ensuring employees apply codified knowledge in their daily work. Through these mechanisms, the SECI model provides a robust framework for retaining institutional memory, improving service delivery, and sustaining long-term operational efficiency within public institutions.

Figure 1.1 – SECI Model

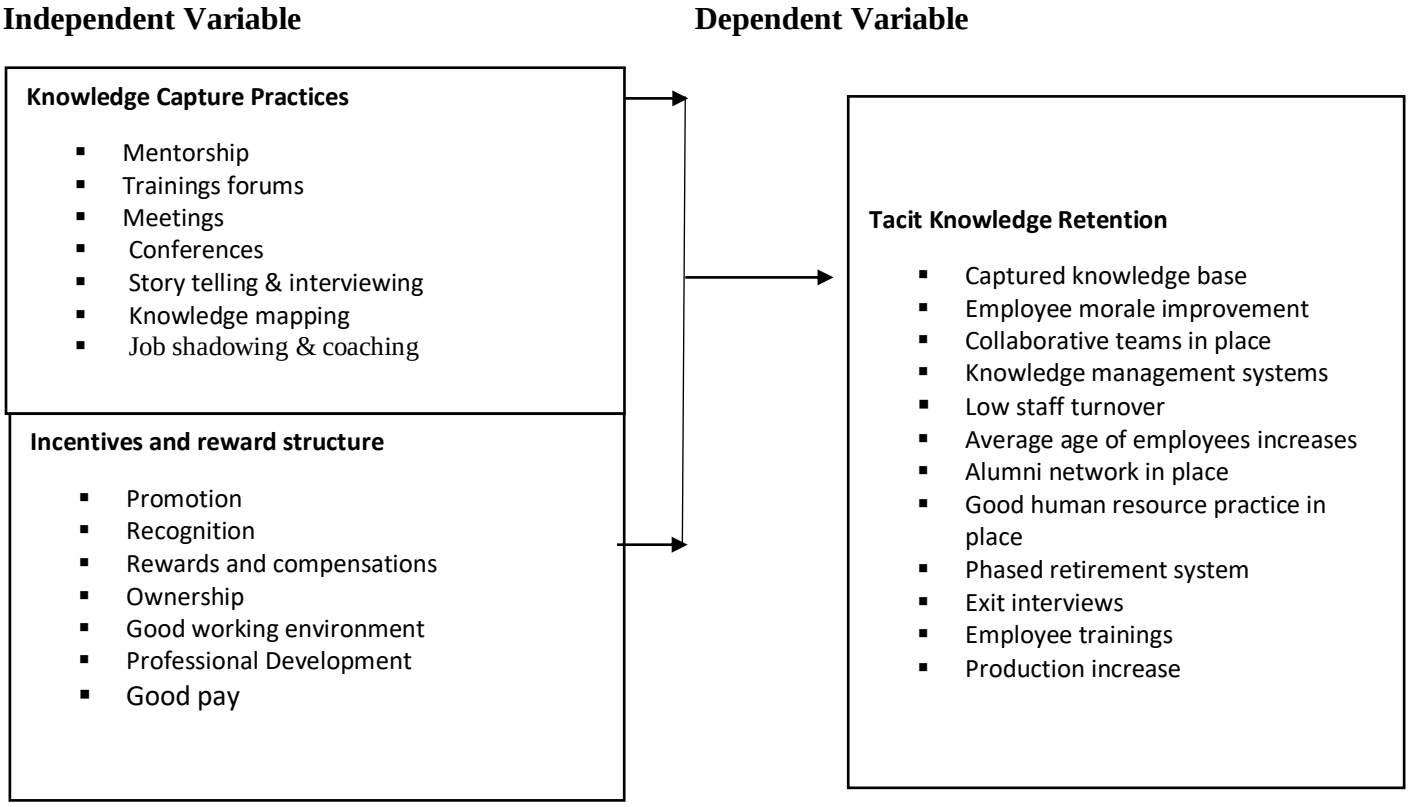


Source: (Nonaka and Takeuchi, 1995)

Conceptual Framework

The conceptual framework depicts how two key knowledge management practices; knowledge capture initiatives and incentives and reward structures affect tacit knowledge retention at the Department of Immigration and Citizen Services. Each independent variable comprises specific strategies that collectively support the preservation of employees' experiential and intuitive knowledge. Tacit knowledge retention is assessed through indicators such as employee morale, reduced turnover, and maintenance of a robust organizational knowledge base. The framework highlights that the effective application of these practices creates a supportive environment that safeguards and leverages critical tacit knowledge within public institutions, as illustrated in Figure 1.2 below.

Figure 1.2: Conceptual Framework



Source: (Author, 2025)

METHODOLOGY

Research design and Population

The study adopted an explanatory research design using a mixed-methods approach, combining quantitative and qualitative data collection. Questionnaires were employed to gather quantitative data, while interviews captured qualitative insights, allowing participants to provide detailed perspectives on the study topics (Sileyew, 2020). This design was appropriate as it facilitated an in-depth understanding of relationships between variables and enabled exploration of underlying reasons for observed patterns. It also allowed data collection in respondents' natural work environments, ensuring that findings reflected real-world conditions. The target population consisted of 504 employees from the Department of Immigration and Citizen Services who were involved in knowledge management processes. Specifically, the study focused on staff from the Human Resource, Library, and Registry departments as shown in table 1.1 below.

Table 1.1 – Target population

Sno.	Sections	Male	Female	Total population
1	HR section	60	63	123
2	Library	97	97	194
3	Registry	94	93	187
	Total	**251**	**253**	**504**

Source: (HR records, department of Immigration and Citizen Services, 2025)

Sample size and data

Sampling involved selecting a subset of the population to ensure generalizable findings (Oso & Onen, 2020).

The study used stratified, simple random, and purposive sampling. Employees were first categorized into strata based on HR, registry, and library sections, with simple random sampling applied within each stratum for equal representation. Purposive sampling targeted section heads due to their expertise and leadership roles. A 30% sample was drawn from each section using Mugenda & Mugenda's (2019) guidelines, resulting in 152 respondents as shown in table 1.2 as shown below. Section heads were included for interviews to provide qualitative insights, ensuring a representative and reliable dataset for analysis.

Table 1.2 – Sample size

Sno.	Sections	Male	Female	Target population (N)	Sample ratio	Sample (s)
1	HR section	60	63	123	0.3	37
2	Library	97	97	194	0.3	59
3	Registry	94	93	187	0.3	56
	Total	**251**	**253**	**504**		**152**

Data Collection Techniques

Quantitative data was collected using self-administered questionnaires distributed to employees, allowing three days for completion to ensure accurate and thoughtful responses. Qualitative data was gathered through face-to-face interviews with selected respondents at convenient times and locations. This approach enabled direct engagement, clarification, and in-depth probing into key issues, capturing insights beyond the questionnaire. Together, these methods provided a comprehensive dataset for analysis.

Data Analysis

Quantitative data was analyzed using SPSS 21.0 with descriptive statistics (frequencies, mean, standard deviation) and inferential techniques, including correlation test. Qualitative interview data was analyzed narratively, with responses transcribed and interpreted to identify patterns, themes, and key insights. This combination ensured a thorough understanding of knowledge management practices and their influence on tacit knowledge retention.

FINDINGS

Knowledge Capture practices

Knowledge capture refers to the process of identifying, collecting, and documenting tacit and explicit knowledge to support institutional learning and continuity. Findings from the study indicate that most respondents reported the existence of structured knowledge capture processes within the Department of Immigration and Citizen Services. Specifically, 72.7% (n=109) confirmed that formal systems exist, while 27.3% (n=41) indicated otherwise, suggesting uneven implementation across units.

Table 1.3 - Capturing of Tacit Knowledge

Response	Frequency	Percentage
Yes	109	72.7
No	41	27.3
Total	**150**	**100**

Source: Field Data (2025)

These results suggest that while most divisions utilize structured mechanisms including mentorship, formal onboarding, and documentation procedures nearly one-third of employees do not experience systematic knowledge capture. This gap creates vulnerability to knowledge loss in instances of retirement, promotion, or

transfer. Globally, similar challenges have been reported in public institutions in South Africa, Singapore, Canada, and the UK, where formal systems often exist but vary in consistency across departments (Ambulkar & Frazier, 2021; Singh & Walt, 2022). International studies also show that government agencies with standardized documentation programs experience higher institutional memory retention and reduced training redundancy (Hislop, Bosua & Helms, 2018).

Descriptive results further show strong agreement that the department uses several key methods to transfer tacit knowledge, including mentorship (Mean = 4.83), staff development forums (Mean = 4.83), structured skill transfer (Mean = 4.83), and team-based collaboration (Mean = 4.99). These mechanisms align with the socialization and externalization phases of the SECI model, supporting learning through observation, dialogue, and shared experience. However, results also pointed to limitations such as restricted documentation of speeches and inadequate promotion of informal social interactions, both of which limit the socialization needed for tacit-to-tacit knowledge conversion.

Table 4.1 - Knowledge Capture Techniques

Statement	**Mean**	**Std. Dev**	**N**
Mentorship is used to support tacit knowledge capture	4.8	0.4	150
Social interaction is limited as a means of knowledge capture	5.0	0.2	150
Training forums are used to share experience	4.8	0.4	150
Structured skill transfer is practiced	4.8	0.4	150
Team collaboration is used for knowledge codification	5.0	0.1	150
Documentation of speeches is restricted	4.8	0.4	150

Source: Field Data (2025)

The positive ratings mirror findings from studies in Malaysia, the UAE, and Finland, where mentorship and cross-functional collaboration have been found to significantly enhance knowledge retention in public institutions (Ahmed & Al-Mohannadi, 2020; Jääskeläinen, 2021). The results also echo challenges noted in developing economies, where informal knowledge remains under-documented, leading to dependency on individuals instead of institutional systems. Thus, adoption of digital knowledge repositories, after-action reviews, and routine recording of expert discourse would move the department further toward full SECI-cycle maturity.

Incentives and Reward structure

Incentives are essential in promoting employees' willingness to share personal expertise, especially when tacit knowledge is time-based, experience-heavy, and difficult to codify. Findings show that 73.3% (n=110) of respondents agreed that the department provides some form of incentive for knowledge sharing, while 26.7% (n=40) reported none.

Table 1.5 - Incentives Supporting Tacit Knowledge Sharing

Response	**Frequency**	**Percentage**
Yes	110	73.3
No	40	26.7
Total	**150**	**100**

Source: Field Data (2025)

This suggests that although incentive mechanisms exist, they are not universally applied. Descriptive results show strong agreement that experienced staff receive competitive compensation (Mean = 4.98), confirming the

department's focus on retaining expert talent. However, respondents also noted limited recognition for providing internal training (Mean = 4.96) and insufficient allowances for specialized expertise (Mean = 4.97). These findings indicate that while retention is supported financially, knowledge-sharing activities themselves are not sufficiently incentivized, which may dampen employee motivation to share tacit knowledge.

Table 1.6 - Incentives For Tacit Knowledge Retention

Statement	Mean	Std. Dev	Total
Skilled employees are well compensated to remain in the institution	4.7	0.2	150
No additional reward is given for conducting in-house trainings	4.6	0.1	150
Specialized experts are not awarded extra allowances	5.0	0.1	150
Incentives exist for mentorship and training contributions	4.9	0.2	150
Employee recognition encourages sharing of experience	4.8	0.5	150

Source: Field Data (2025)

The interview responses provide valuable insights into skilled employees' perceptions regarding compensation and incentives for knowledge sharing within the department. Participant 2 highlighted that highly skilled employees receive competitive compensation, with the government, through the Public Service Commission (PSC), prioritizing talent retention through adequate remuneration. This strategy ensures workforce stability and continuity, reinforcing the department's commitment to maintaining a skilled and experienced workforce.

"…….. highly skilled employees are adequately compensated to remain at the department. The government through PSC values and retains its top talent through competitive compensation, which is crucial for maintaining a skilled workforce and ensuring continuity and stability within the department……." Participant 2

However, Participant 3 pointed out a critical gap in the incentive structure, stating that skilled employees are not rewarded for facilitating in-house training, symposiums, seminars, and workshops. The absence of recognition for such contributions may lead to dissatisfaction and reduced engagement, discouraging employees from actively sharing their expertise.

"…… in many cases, skilled employees are not rewarded when they facilitate in-house trainings, symposiums, seminars, and workshops, and thus, their efforts are not sufficiently recognized or incentivized, potentially leading to dissatisfaction and reduced engagement……." Participant 3

Similarly, Participant 1 noted that employees with specialized expertise feel undervalued, as they do not receive additional allowances beyond their regular salary. This lack of financial incentives could negatively impact their willingness to share their knowledge and skills, further limiting the effectiveness of knowledge transfer initiatives.

"…….employees with specialized expertise feel that they are not paid any additional allowance on top of their normal salary; this lack of financial recognition could impacts their motivation to share their knowledge and skills……..." Participant 1

Additionally, Participant 4 acknowledged that while employees do receive some incentives for mentorship, training, and inaugural lecture programs, these incentives are perceived as insufficient. This suggests that although the department has taken steps to encourage knowledge-sharing practices, the existing reward mechanisms may not be substantial enough to fully motivate employees to participate actively in these initiatives.

"…….. employees are given incentives when they share their expertise through mentorship, training, and inaugural lecture programs. However, these incentives are insufficient……..." Participant 4

Narrative interview findings reinforced these results. While competitive salaries help maintain talent, staff reported dissatisfaction where additional effort such as workshops, symposiums, and mentorship did not translate into additional rewards. This pattern is consistent with public-sector studies in Australia, India, China, and Canada, where competitive salaries improve retention, but lack of structured rewards for internal knowledge-sharing reduces employee engagement (Chan & Lee, 2020; Chen, 2022). International literature stresses that knowledge sharing requires both retention incentives and performance-linked recognition to activate the internalization and externalization stages of the SECI model. The department would therefore benefit from strengthening non-financial incentives such as professional development credits, recognition programs, and accelerated promotion pathways.

Correlation results

The correlation matrix shows positive and statistically significant relationships among the study variables. Knowledge capture practices demonstrated a moderate positive correlation with tacit knowledge retention ($r = 0.353$, $p = 0.002$), indicating that structured processes such as mentorship, documentation, and collaborative work significantly improve knowledge preservation. Incentive and reward systems showed an even stronger correlation ($r = 0.747$, $p = 0.010$), suggesting that motivated employees are markedly more likely to share, record, and apply experiential knowledge.

Table 1.7 – Correlation matrix

Correlation matrix		Knowledge capture practices	Incentive & Reward structure	Tacit knowledge retention
Knowledge capture practices	Pearson Correlation	0.302	1	
	Sig. (2-tailed)	0.000		
Incentive & Reward structure	Pearson Correlation	0.303	0.82	
	Sig. (2-tailed)	0.034	0.007	
Tacit knowledge retention	Pearson Correlation	0.353	0.747	1
	Sig. (2-tailed)	0.002	0.010	
	N	150	150	150

Source: Field Data (2025)

CONCLUSION

The study concluded that knowledge capture practices and incentive and reward structures significantly influenced tacit knowledge retention at the Department of Immigration and Citizen Services. Quantitative findings revealed that 72.7% of respondents confirmed the existence of formal mechanisms such as mentorship, training forums, skill transfer, and team collaboration, which facilitated the preservation of experiential knowledge. Incentives, both financial and non-financial, motivated staff to share and document their expertise, although gaps were noted in rewarding training facilitation and recognizing specialized contributions. Correlation analysis showed a moderate positive relationship between knowledge capture practices and tacit knowledge retention ($r = 0.353$, $p = 0.002$) and a strong positive correlation between incentives and retention ($r = 0.747$, $p = 0.010$), suggesting that these practices complement each other. Overall, structured mechanisms and supportive incentives were essential in promoting knowledge continuity and reducing the risk of expertise loss.

RECOMMENDATIONS

Based on the findings, the study recommends that the Department of Immigration and Citizen Services strengthen both formal and informal knowledge-sharing practices. Informal mechanisms, such as peer-to-peer engagement, casual discussions, and team collaboration, should be encouraged to facilitate tacit knowledge

transfer. The department should also implement a structured reward system that recognizes and incentivizes contributions to knowledge-sharing initiatives, including training facilitation, mentorship, and expertise transfer, through financial, career, and non-monetary incentives. Encouraging the documentation of key discussions, speeches, and institutional practices using digital platforms can preserve strategic knowledge for long-term access. Additionally, periodic review of knowledge capture processes should be conducted to identify gaps and continuously enhance tacit knowledge retention. These measures will improve organizational learning, maintain service quality, and ensure continuity of critical skills within the department.

Theoretical Implication

This study, anchored on the SECI model by Nonaka and Takeuchi (1995), offers empirical evidence affirming the model's applicability within public-sector knowledge management environments. The results demonstrate that knowledge capture practices within the Department of Immigration and Citizen Services closely align with the externalization dimension of SECI, whereby tacit knowledge held by experienced employees is systematically translated into explicit forms through structured mentorship, training forums, on-boarding processes, and collaborative team activities. These mechanisms not only support knowledge documentation but also ensure that valuable institutional memory is preserved beyond individual tenure.

Incentive and reward structures were found to reinforce the internalization stage by motivating employees to actively engage in knowledge-sharing behaviors and integrate newly acquired knowledge into routine work processes. Financial recognition, professional development opportunities, and acknowledgment of contributions play a critical role in shaping employees' willingness to participate in knowledge transfer activities, illustrating SECI's assertion that learning and knowledge adoption are socially influenced and behaviorally reinforced.

The significant correlations observed between knowledge capture, reward systems, and tacit knowledge retention further validate the SECI model's proposition that knowledge creation and preservation emerge from ongoing conversion between tacit and explicit forms. Additionally, the findings underscore the importance of blending formal KM systems such as documentation procedures and digital repositories with informal socialization avenues, including interactions, collaboration, and peer learning. This fusion supports SECI's emphasis on socialization as the foundation for meaningful knowledge exchange, especially where tacit insights cannot be easily codified.

Practical Implications

From a practical standpoint, the study highlights the need for public institutions to institutionalize knowledge management frameworks that operationalize the SECI model at multiple levels. Departments should:

- Invest in structured mentorship and peer learning programs to enhance experience-based knowledge transfer.
- Strengthen digital repositories and knowledge documentation systems, ensuring accessibility and institutional continuity.
- Develop comprehensive incentive packages, combining financial and non-financial rewards to reinforce active participation in knowledge-sharing initiatives.
- Encourage collaborative work cultures that foster trust, dialogue, and professional interaction conditions essential for socialization and tacit knowledge flow.

By integrating these measures, government agencies can improve operational effectiveness, reduce knowledge loss from staff turnover, support consistent service delivery, and sustain long-term institutional capacity. Overall, the study not only reinforces the theoretical strength of the SECI model but also provides a practical roadmap for enhancing knowledge retention in public-sector organizations.

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