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INFLUENCE OF KNOWLEDGE SHARING TECHNIQUES ON KNOWLEDGE RETENTION AT KENYA REVENUE AUTHORITY, KENYA

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Abstract

The general objective of this study is to establish the influence of knowledge sharing techniques on knowledge retention at Kenya Revenue Authority, Kenya. Specifically, the study sought to establish the influence of communities of practice on knowledge retention at Kenya Revenue Authority, Kenya, to assess the influence of mentoring on knowledge retention at Kenya Revenue Authority, Kenya. This study used a descriptive research design. The unit of analysis was Kenya Revenue Authority while the unit of measure was various departments while the unit of observation was 1099 employees working in the Kenya Revenue Authority. Using this formula a representative sample was obtained. The study's total population is 1099. Simple random sampling was used to select 285 respondents from the total population. Primary data was collected through use of questionaires. Quantitative and qualitative data was generated from the closed-ended and open-ended questions, respectively. Qualitative data was analyzed on thematic basis and the findings provided in a narrative form. Inferential and descriptive statistics were employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. The study results were presented through use of tables and figures. The study concludes that communities of practice has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. In addition, the study concludes that mentorship has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. Based on the findings, this study recommends that the management of Kenya Revenue Authority should continue embracing communities of practice to enhance knowledge retention. In addition, the management of Kenya Revenue Authority should ensures effectiveness in mentoring junior employees to equip them with the needed information.

Keywords

Knowledge sharing techniques, knowledge retention, communities of practice, mentoring

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INTRODUCTION

In the growing global economy, managing knowledge effectively has become a source of competitive advantage (Audretsch et al., 2018). Organizations are adopting integrated approaches to identify, manage, share and capitalize on the know-how, experience and intellectual capital of employees. Knowledge sharing can never be ignored as frontiers in ensuring that organizations optimize and realize their mandate efficiently and effectively (Tidd & Bessant, 2018). Many organizations around the world are capitalizing in knowledge sharing both internally and across the working stations to ensure competitive advantage.

Knowledge sharing is the process of transferring knowledge to other members of the organization in a suitable format (Hsiao, 2018). Knowledge sharing benefits an organization by turning individual knowledge into corporate knowledge (Wang & Wang, 2017). The approach of knowledge management use has been in different industries like technology, education, business and social (Hussin & Mokhtar, 2018). In the knowledge economy, the current knowledge points out the significance of understanding the strategies for knowledge transfer that impact on firms (Lombardi, 2019).

Knowledge retention on the other hand is the capture of critical knowledge and expertise that is at risk of loss when employees leave an organization. It is the process that organizations can use to reduce the risk of knowledge loss through processes like mentoring and coaching (Bratianu, 2018).

There is little understanding of knowledge management at the policymaking level of government, knowledge sharing is often equated simply with computerization and hence there is a misapprehension that by adopting an ICT policy, knowledge sharing is automatically covered, limited emphasis is on research and development in the public and private sector, research and development is not linked to development work, knowledge sharing circles are 'islands', i.e., limited to academic or think tanks.

A lack of a coherent and coordinated approach to knowledge sharing has meant that organizations often duplicate efforts; initiatives become expensive and unsustainable and are mostly donor driven. It was this frustration that led to the creation of the Public Service Knowledge Management Secretariat in Tanzania. Kenya aims to become a knowledge-led economy in which the creation, adaptation and use of knowledge will be among the most important factor for rapid economic growth (GoK, 2017). In Kenya, many organizations have initiated fully fledged knowledge management departments, a fact which demonstrates their commitment to foster knowledge sharing activities. This study seeks to establish the influence of knowledge sharing techniques on knowledge retention at Kenya Revenue Authority, Kenya.

Statement of the Problem

Knowledge loss is the reduction of organizational effectiveness and productivity due to the loss of a subject matter expert or knowledge workers. The loss of intellectual capital in organizations (Massingham, 2018). Public organizations in Kenya are struggling with achieving maximum organisational performance through Tacit Knowledge management and Retention. Kipkebut (2019) observed that work related challenges have led to the exodus of staff to other sectors in search of better opportunities, this poses a challenge to knowledge assets in public institutions. If this knowledge is lost it means the organisation is bound to lose more on productivity and efficiency. Wanga (2021) reported that a crisis looms in the Kenyan government as thousands were set to retire, 50,000 staff left the public service as at December 2020 and there was no succession management in place by employers.

Kenya Revenue Authority has over the last few years transformed itself into one of the most modern and more integrated revenue collection agencies in the region. It is the only body in

Kenya mandated to collect revenue on behalf of the government accounting for over 95% of the total government revenue, KRA (2021)**.**

However, despite an improvement in tax collection, KRA Annual Tax Performance Report (2021), indicates that at least 250 billion is lost annually to tax evasion. KRA Strategy Innovation and Risk Management Department Report (2022) states that inability to achieve knowledge sharing and knowledge retention in the Authority is considered a very high risk as 282 staff left the Authority in FY 2021/2022 this is within a span of one year alone. The impact of this risk is that there is reduced efficiency of the remaining officers due to loss of critical knowledge affecting productivity, business continuity and revenue collection efforts. Further, Mbego (2019) reported that KRA interdicted 75 staff for facilitating tax evasion. Githae (2020) also reported that swamped KRA staff in mass exit over unrealistic targets. The exit of these staff means that critical knowledge and experience acquired over the years working for the Authority is lost.

Whereas Lopez*, et al.,* (2016) indicates that knowledge sharing methods influence knowledge retention, various studies have been conducted on knowledge sharing and knowledge retention. For instance; Gururajan, and Fink, (2019) conducted a study on the influence of knowledge sharing method on organization performance. Jelimo (2020) conducted a study on the factors affecting knowledge retention in public organizations in Kenya. Nevertheless, none of these studies sought to establish the influence of knowledge sharing techniques on knowledge retention. Knowledge loss through employees exit impacts organizational efficiency, productivity and customer satisfaction. To fill the highlighted gap, the current study sought to establish the influence of knowledge sharing techniques (communities of practice, mentorship, knowledge base and storytelling) on knowledge retention at Kenya Revenue Authority, Kenya.

Objectives of the Study

1. To establish the influence of communities of practice on knowledge retention at Kenya Revenue Authority, Kenya.
2. To assess the influence of mentoring on knowledge retention at Kenya Revenue Authority, Kenya.

LITERATURE REVIEW

Theoretical Review

Resource-Based View Theory

The resource-based view (RBV) was developed by Wernerfelt, B in the 1980s. RBV as a basis for the competitive advantage of a firm lies primarily in the application of a bundle of intangible or intangible resources at the firm's disposal. To transform a short-run competitive advantage into a sustained competitive advantage requires that these resources are heterogeneous in nature and not perfectly mobile. Effectively, this translates into valuable resources that are neither perfectly imitable nor substitutable without great effort. If these conditions hold, the bundle of resources can sustain the firm's above average returns (Siborurema, Shukla &Mbera, 2016).

Resources are the inputs or the factors available to a company which helps to perform its operations or carry out its activities (Onyango, Bwisa&Orwa, 2017). Also, these authors state that resources, if considered as isolated s factors do not result in productivity; hence, coordination of resources is important. Most importantly, suppliers need to be segmented based on their abilities and their ability to marshal enough resources. The ways a firm can create a barrier to imitation are known as "isolating mechanisms", and are reflected in the aspects of corporate culture, managerial capabilities, information asymmetries and property rights (Singanda, 2016). Further, they mention that except for legislative restrictions created through property rights, the other three aspects are direct or indirect results of managerial practices.

Omolo (2015) mentions that inter-firm causal ambiguity may result in a sustainable competitive advantage for some firms. Casual ambiguity is the continuum that describes the degree to which decision-makers understand the relationship between organizational inputs and outputs. Their argument is that inability of competitors to understand what causes the superior performance of another, helps to reach a sustainable competitive advantage for the one who is presently performing at a superior level. Holley & Greenly (2008) state that the social context of certain resource conditions acts as an element to create isolating mechanisms and quote edition does not exist. According to the characteristics of the RBV, rival firms may not perform at a level that should be identified as considerable competition for the incumbents of the market, since they do not process the required resources to perform at a level that creates a threat and competition. Through barriers to imitation, incumbents ensure that rival firms do not reach a level at which they may perform similarly to the former. In other words, the sustainability of the winning edge is determined by the strength of not letting other firms compete at the same level. The moment competition becomes active, the competitive advantage becomes ineffective, since two or more firms begin to perform at a superior level, evading the (Shigoli (2018).

RBV theory is of the view that Strategic Management Models can lead to sustained competitive advantage by enhancing competencies through development of unique strategic market orientation of the organization. This theory will be used to establish the influence of communities of practice on knowledge retention at Kenya Revenue Authority, Kenya.

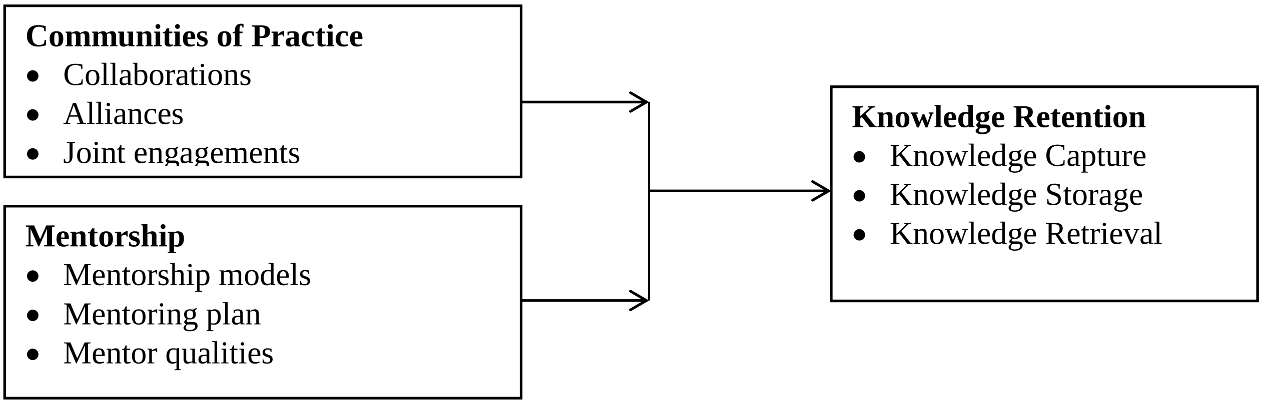
Human Capital Theory

The human capital theory was proposed by Schutz (1961) and developed extensively by Becker (1964) and the theory posits that the knowledge and skill a worker has generated a certain stock of productive capital. This approach also sees people, not as an expense item on their income statements, but rather as an asset capable of not only adding value to their organizations but also in some cases ensuring their very survival in the current competitive environment (Sunindijo, 2015).

Human capital comprises intellectual capital (which is the unique knowledge and skills that people possess), social capital (which is flexible networks among people that allow the organizations to link, embed and leverage its diverse knowledge) and the organizational capital (which is the institutionalized knowledge possessed by an organization that is stored in databases and manuals). Nziva (2018) also adds emotional capital which is the ability to convert the potential in intellectual capital into committed realized action. According to Tiluk, Nyatuka and MbotelaKhisa (2020) in Sutherland, a significant amount of an organization's value is possessed by its employees and when the key employees leave companies, they take this value with them. It is indeed the knowledge, skills, and abilities of individuals that create value, which is why the focus has to be on the means of attracting, retaining, developing and maintaining the human capital they represent (Awan, Ahmed &Zulqarnain, 2015).

Resource based view theory argues that organization employees are not an expense to the organization but are assets having the capability of adding value to the organization and also giving essential contribution to the organization hence ensuring its survival in a very competitive environment (Pope, 2016). This theory will be used to assess the effect of mentoring on knowledge retention at Kenya Revenue Authority, Kenya.

Conceptual framework



Communities of Practice

A community of practice is a group of people who "share a concern or a passion for something they do and learn how to do it better as they interact regularly". Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope (Venkatraman & Ramanathan, 2018)

A community of practice can evolve naturally because of the members' common interest in a particular domain or area, or it can be created deliberately with the goal of gaining knowledge related to a specific field. It is through the process of sharing information and experiences with the group that members learn from each other, and have an opportunity to develop personally and professionally. Communities of practice can exist in physical settings, for example, a lunchroom at work, a field setting, a factory floor, or elsewhere in the environment, but members of CoPs do not have to be co-located. They form a "virtual community of practice" when they collaborate online, such as within discussion boards, newsgroups, or the various chats on social media (Zboralski & Gemuenden, 2015).

Mentoring

Mentoring is one form of support rendered to the mentee. Individuals may be supported by colleagues, line managers, counselors, teachers' friends or parents etc. It is essential to recognize that an individual may have a variety of support, for a variety of reasons, including more than one mentor; at any one time and that this mix of support may vary over a period of time. The traditional form of mentoring is one on one mentoring but there are other models of mentoring such as co-mentoring or peer mentoring and group mentoring. Mentoring can also be mentee initiated and can happen informally when an individual seeks advice and support from another individual. Often people do not recognize that they have a mentor or have been mentoring. This kind of mentoring may occur within or outside an organization (Fleig-Palmer, 2019).

The terms 'Mentor' and 'Mentoring' are becoming more common, even though they mean different things to different people. Mentoring is just one way of helping someone else but it can be a very powerful and rewarding way, particularly in terms of learning. Conversely, employee retention is the ability of an organization to retain its employees. In an organizational setting, the goal of employers is usually to decrease employee turnover, thereby decreasing training costs, recruitment costs and loss of talents and organizational knowledge. Employers can improve retention rates and decrease the associated costs of high turnover. Nevertheless, Employers can seek positive turnover whereby they aim to maintain only those employees whom they consider to be high performers (Omale *et al*, 2018).

However, knowledge transfer is a practical problem of transferring knowledge from one part of the organization to another that seeks to organize, create, capture or distribute knowledge and ensure its availability for future users. Knowledge resides in organizational members, and can be transferred through mentoring process. Kinguru (2018) describe knowledge transfer as "the process through which one unit (e.g., group, department, or division) is affected by the experience of another". They further point out the transfer of organizational knowledge (i.e., routine or best practices) can be observed through changes in the knowledge or performance of recipient units (Thwala & Aigbavboa, 2017).

Empirical Review

Venkatraman and Ramanathan (2018) conducted a study on communities of Practice Approach for Knowledge Management Systems. The trend is to foster collaboration and knowledge sharing to cope with these problems. With the advancement of technologies and social engineering that can connect people in the virtual world across time and distance, several organisations are embarking on knowledge management (KM) systems, implementing a community of practice (CoP) approach. However, virtual communities are relatively new paradigms, and there are several challenges to their successful implementation from an organisation's point of interest. There is lack of CoP implementation framework that can cater to today's dynamic business and sustainability requirements. To fill the gap in literature, this paper develops a practical framework for a CoP implementation with a view to align KM strategy with business strategy of an organization. It explores the different steps of building, sharing, and using tacit and explicit knowledge in CoPs by applying the Wiig KM cycle. It proposes a practical CoP implementation framework that adopts the Benefits, Tools, Organisation, People and Process (BTOPP) model in addressing the key questions surrounding each of the BTOPP elements with a structured approach.

Zboralski and Gemuenden (2015) conducted a study on the impact of communities of practice on knowledge retention. The concept of communities of practice (CoPs) has gained considerable attention as one of the central means of implementing knowledge management. For more than a decade, the term community of practice (CoP) has been the subject of various discussions in theory and practice alike. The origin of CoPs lay in Lave and Wenger's (1991) seminal research toward a social theory of learning. By investigating learning in groups, the researchers called a community of practice an active system about which members share their understanding of what they do and which are united in action and in the meaning this action has. The increasing popularity of the concept in the scientific discourse and managerial practice brought about various interpretations of the term. Therefore, no universal definition of the term exists. The same applies for the name of this organizational phenomena. Nevertheless, while different organizations use different names, they share the underlying idea. Existing CoP definitions commonly stress the activities of these learning communities: to work together; exchange information, knowledge, and experiences, and thereby, learn and generate new knowledge and common practices

Fleig-Palmer (2019) conducted a study on the impact of mentoring on retention through knowledge transfer, affective commitment, and trust. This study proposed that mentoring relationships can assist organizations in addressing this dilemma. Results of research conducted in a healthcare facility indicated that protégés reported higher levels of knowledge transfer and affective commitment. On average, protégés who reported higher levels of knowledge transfer were more likely to report higher turnover intentions. Supplemental analyses suggest that the affective commitment fostered in a mentoring relationship may attenuate the negative effect of knowledge transfer on retention. In addition, trust was demonstrated to be an important component of mentoring relationships. Using the Mayer, Davis, and Schoorman (1995) model of trust, significant relationships were demonstrated between receipt of mentoring, evaluations of a mentor's trustworthiness, and a protégé's willingness to be vulnerable to a mentor. We can conclude that the fostering of mentoring relationships may assist organizations in simultaneously promoting effective knowledge transfer and the affective commitment that assists in the retention of key knowledge workers.

Omale *et al* (2018) conducted a study on the impact of mentoring on staff retention through knowledge transfer: an empirical evaluation of four private universities in the North Central Zone of Nigeria. The material used for this investigation was sourced from both primary and secondary data such as text books, management journals and internet. A well-structured open ended questionnaire was the main tool for data gathering. The questionnaire was designed for all the selected employees of private universities in the North central zone of Nigeria. The data through which responses were given in the questionnaire was analyzed and interpreted with the use of students't' distribution test in the analysis of data. The findings indicate that mentoring improves staff retention in private universities in Nigeria and transfer of knowledge enhances staff mentoring and retention in Nigerian universities. The review of literature suggests that knowledge transfer and conceptualization of mentoring is required for staff retention in organizations.

RESEARCH METHODOLOGY

This study used a descriptive research design. The study was conducted for 1099 employees from 11 departments in Kenya Revenue Authority Headquarters Times Tower, Nairobi (8th Corporate Plan FY2021/2022). The unit of analysis was Kenya Revenue Authority, unit of measure was various departments while the unit of observation was employees working in the Kenya Revenue Authority. The primary data was obtained by means of a self-administered questionnaire by the respondent. The study's sample size was reached at using Krejcie and Morgan sample size determination formula to arrive at a sample 285 respondents. Primary data was used in this study. A questionnaire which is a form of quantitative data collection tool was used to collect primary data. The study's primary data was obtained using semi-structured questionnaires. Inferential and descriptive statistics were employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis.

DATA ANALYSIS AND FINDINGS

Descriptive statistics

Communities of Practice and Knowledge Retention

The first objective of the study was to establish the influence of communities of practice on knowledge retention at Kenya Revenue Authority, Kenya. The respondents were requested to indicate their level of agreement on various statements relating to communities of practice and knowledge retention at Kenya Revenue Authority, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 1.
From the results, the respondents agreed that communities of practice play a significant role on knowledge retention. This is supported by a mean of 3.868 (std. dv 0.905). In addition, as shown by a mean of 3.859 (std. dv = 0.885), the respondents agreed that at Kenya Revenue Authority, communities of practice has been adopted as a technique of knowledge sharing. Further, the respondents agreed that collaborations influence knowledge retention. This is shown by a mean of 3.800 (std. dv = 0.605). As shown by a mean of 3.785 (std. dv = 0.981), the respondents agreed that alliances play a significant role on knowledge retention. The respondents also agreed that joint engagement has a significant influence on knowledge retention. This is shown by a mean of 3.675 (std. dv = 0.786).

Table 1: Communities of Practice and Knowledge Retention

	Mean	Std. Deviation
communities of practice play a significant role on knowledge retention	3.868	0.905
at Kenya Revenue Authority, communities of practice has been adopted as a technique of knowledge sharing	3.859	0.885
Collaborations influence knowledge retention	3.800	0.605
Alliances play a significant role on knowledge retention	3.785	0.981
Joint engagement has a significant influence on knowledge retention	3.675	0.786
Aggregate	**3.824**	**0.832**

Mentoring and Knowledge Retention

The second specific objective of the study was to assess the influence of mentoring on knowledge retention at Kenya Revenue Authority, Kenya. The respondents were requested to indicate their level of agreement on various statements relating to mentoring and knowledge retention at Kenya Revenue Authority, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 2.

From the results, the respondents agreed that mentorship play a significant role on knowledge retention. This is supported by a mean of 3.944 (std. dv = 0.989). In addition, as shown by a mean of 3.917 (std. dv = 0.805), the respondents agreed that at Kenya Revenue Authority, mentorship has been adopted as a technique of knowledge sharing. Further, the respondents agreed that mentorship models influence knowledge retention. This is shown by a mean of 3.855 (std. dv = 0.981). The respondents also agreed that Kenya revenue authority has adopted effective mentoring plan. This is shown by a mean of 3.849 (std. dv = 0.923). From the results, the respondents agreed with a mean of 3.803 (std. dv = 0.874) that mentor qualities has a significant influence on knowledge retention.

Table 2: Mentoring and Knowledge Retention

	Mean	Std. Deviation
Mentorship play a significant role on knowledge retention	3.944	0.989
at Kenya Revenue Authority, mentorship has been adopted as a technique of knowledge sharing	3.917	0.805
Mentorship models influence knowledge retention	3.855	0.981
Kenya revenue authority has adopted effective mentoring plan	3.849	0.923
Mentor qualities has a significant influence on knowledge retention	3.803	0.874
Aggregate	**3.858**	**0.914**

Knowledge Retention at Kenya Revenue Authority, Kenya

The respondents were requested to indicate their level of agreement on various statements relating to knowledge retention at Kenya Revenue Authority, Kenya. A 5 point Likert scale was used where 1 symbolized strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 symbolized agree and 5 symbolized strongly agree. The results were as presented in Table 3.

From the results, the respondents agreed that Kenya revenue authority has adopted effective knowledge retention strategies. This is supported by a mean of 3.891 (std. dv = 0.865). In addition, as shown by a mean of 3.818 (std. dv = 0.945), the respondents agreed that Kenya revenue authority has adopted effective knowledge capture methods. Further, the respondents agreed that Kenya revenue authority has adopted effective knowledge storage methods. This is shown by a mean of 3.808 (std. dv = 0.611). The respondents also agreed that Kenya revenue authority has adopted effective knowledge retrieval strategies. This is shown by a mean of 3.721 (std. dv = 0.908). As shown by a mean of 3.661 (std. dv = 0.776), the respondents agreed that they are satisfied with the effectiveness of the knowledge retention strategies.

Table 3: Knowledge Retention at Kenya Revenue Authority, Kenya

	Mean	**Std. Deviation**
Kenya revenue authority has adopted effective knowledge retention strategies	3.891	0.865
Kenya revenue authority has adopted effective knowledge capture methods	3.818	0.945
Kenya revenue authority has adopted effective knowledge storage methods	3.808	0.611
Kenya revenue authority has adopted effective knowledge retrieval strategies	3.721	0.908
Am satisfied with the effectiveness of the knowledge retention strategies	3.661	0.776
Aggregate	**3.745**	**0.758**

Inferential Statistics

Correlation Analysis

Table 4: Correlation Coefficients

		Knowledge Retention	**Communities of Practice**	**Mentorship**
Knowledge Retention	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	278		
Communities Of Practice	Pearson Correlation	.845**	1	
	Sig. (2-tailed)	.000		
	N	278	278	
Mentorship	Pearson Correlation	.813**	.289	1
	Sig. (2-tailed)	.003	.061	
	N	278	278	278

From the results, there was a very strong relationship between communities of practice and knowledge retention at Kenya Revenue Authority, Kenya ($r = 0.845$, p value $=0.000$). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). The findings are in line with the findings of Venkatraman and Ramanathan (2018) who indicated that there is a very strong relationship between communities of practice and knowledge retention.

Moreover, the results revealed that there is a very strong relationship between mentoring and knowledge retention at Kenya Revenue Authority, Kenya ($r = 0.813$, p value $=0.003$). The relationship was significant since the p value 0.003 was less than 0.05 (significant level). The findings conform to the findings of Fleig-Palmer (2019) that there is a very strong relationship between mentoring and knowledge retention.

Regression Analysis

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931	.867	.868	.10428

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The r-squared for the relationship between the independent variables and the dependent variable was 0.867. This implied that 86.7% of the variation in the dependent variable (knowledge retention at Kenya Revenue Authority, Kenya) could be explained by independent variables (communities of practice, mentoring,).

Table 6: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	41.081	4	10.270	386.09	.000[b]
1	Residual	7.254	273	.0266		
	Total	48.335	277			

The ANOVA was used to determine whether the model was a good fit for the data. F calculated was 386.09 while the F critical was 2.405. The p value was 0.000. Since the F-calculated was greater than the F-critical and the p value 0.000 was less than 0.05, the model was considered as a good fit for the data. Therefore, the model can be used to predict the influence of communities of practice, mentoring, on knowledge retention at Kenya Revenue Authority, Kenya.

Table 7: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.226	0.058		3.897	0.001
	Communities of Practice	0.377	0.105	0.379	3.590	0.000
	Mentoring	0.462	0.108	0.463	4.277	0.001

a Dependent Variable: Knowledge retention at KRA

The regression model was as follows:

$Y = 0.226 +0.377X_1 + 0.462X_2 +\varepsilon$

According to the results, communities of practice has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya, β_1=0.377, p value= 0.000). The relationship was considered significant since the p value 0.000 was less than the significant level of 0.05. The findings are in line with the findings of Venkatraman and Ramanathan (2018) who indicated that there is a very strong relationship between communities of practice and knowledge retention.

The results also revealed that mentoring has significant effect on knowledge retention at Kenya Revenue Authority, Kenya, β1=0.462, p value= 0.001). The relationship was considered significant since the p value 0.001 was less than the significant level of 0.05. The findings conform to the findings of Fleig-Palmer (2019) that there is a very strong relationship between mentoring and knowledge retention.

Conclusions

The study concludes that communities of practice has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. The study findings revealed that collaborations, alliances and joint engagements influence knowledge retention at Kenya Revenue Authority, Kenya

In addition, the study concludes that mentorship has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. The study findings revealed that mentorship models, mentoring plan and mentor qualities influence knowledge retention at Kenya Revenue Authority, Kenya.

Recommendations

The study found that that communities of practice has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. This study therefore recommends that the management of Kenya Revenue Authority should continue embracing communities of practice to enhance knowledge retention.

In addition, the study found that that mentorship has a significant effect on knowledge retention at Kenya Revenue Authority, Kenya. This study therefore recommends that the management of Kenya Revenue Authority should ensures effectiveness in mentoring junior employees to equip them with the needed information.

Suggestions for Further Studies

This study was limited to knowledge retention at Kenya Revenue Authority, Kenya, hence the study findings cannot be generalized to private firms in Kenya. The study therefore suggests further studies on the influence of knowledge sharing techniques on knowledge retention at private firms in Kenya.

Further, the study found that the independent variables (communities of practice, mentoring, knowledge bases and storytelling) could only explain 86.7% of knowledge retention at Kenya Revenue Authority, Kenya. This study therefore suggests further research on other factors affecting knowledge retention at Kenya Revenue Authority, Kenya.

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