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**THE EFFECT OF KNOWLEDGE CREATION ON THE PERFORMANCE OF
THE TEACHERS SERVICE COMMISSION IN NAIROBI COUNTY, KENYA**

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THE EFFECT OF KNOWLEDGE CREATION ON THE PERFORMANCE OF THE TEACHERS SERVICE COMMISSION IN NAIROBI COUNTY, KENYA

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Abstract:

Purpose of study: This study examined the effect of knowledge creation on the performance of the Teachers Service Commission (TSC) in Nairobi County, Kenya. Specifically, it assessed the extent of knowledge creation practices and determined whether knowledge creation significantly influences organizational performance, guided by the Knowledge-Based View, which emphasizes knowledge as a strategic organizational resource.

Methodology: The study adopted a descriptive research design and used a census of 120 TSC staff from five departments. Data were collected through structured questionnaires, interviews, and document review. A total of 108 usable questionnaires were returned, representing a

90.0% response rate. Data were analyzed using SPSS version 28.

Findings: The findings showed that knowledge creation practices were generally present at TSC, with an overall mean of 3.76, while organizational performance recorded an overall mean of 3.71. Knowledge creation had a moderate positive and statistically significant relationship with organizational performance ($r = 0.512$, $p < 0.001$). Regression analysis showed that knowledge creation explained 26.2% of the variance in organizational performance ($R^2 = 0.262$). The regression model was statistically significant ($F = 37.628$, $p < 0.001$). Knowledge creation also had a positive significant regression coefficient ($\beta = 0.512$, $p < 0.001$), indicating that increased knowledge creation was associated with improved organizational performance.

Conclusion: The study concludes that knowledge creation significantly contributes to organizational performance at TSC. Strengthening staff idea generation, innovation platforms, collaboration, and management support for experimentation can enhance institutional outcomes. However, knowledge creation explains only part of performance variation, indicating that other organizational and institutional factors also influence TSC performance.

Keywords: *knowledge creation, organizational performance, Knowledge-Based View, Teachers Service Commission*

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1.0 INTRODUCTION

1.1 Background of the Study

In the 21st century, organisations are operating in an increasingly dynamic environment in which technological advancement, changing stakeholder expectations, growing information demands, and evolving service requirements continuously influence institutional performance. Within this environment, organisations are increasingly required to generate and apply new knowledge to improve decision-making, develop innovative solutions, strengthen service delivery, and respond effectively to emerging operational challenges. Knowledge creation has therefore become an important organisational process through which new ideas, experiences, information, and solutions are developed and transformed into knowledge that can support organisational activities and performance. Recent empirical evidence has reported that knowledge-management processes influence organisational performance through knowledge utilisation, innovation, sustainability, and improved organisational capabilities (Mohaghegh *et al.*, 2024). Similarly, Liu *et al.* (2023), through a meta-analysis of 40 empirical studies, reported a positive relationship between knowledge-management technologies and organisational performance, demonstrating that effective organisational knowledge processes can contribute to both financial and non-financial performance outcomes.

1.1.1 Global Perspective

At the global level, organisations have increasingly incorporated knowledge creation into their efforts to improve innovation, employee performance, service delivery, and organisational outcomes. In Europe, Burgers *et al.* (2024) examined 2,137 public-sector organisations and reported that external knowledge search and user co-creation influenced service-innovation outcomes. The findings demonstrated that public organisations can strengthen service innovation when employees and external stakeholders participate in processes that generate and develop new knowledge. Similarly, Xanthopoulou *et al.* (2023), examining organisations in the Greek public sector, reported relationships among knowledge-management practices, high-performance organisational characteristics, and innovation. Their findings demonstrated that knowledge-management practices were relevant to public-sector innovation and organisational performance.

In Japan, Magnier-Watanabe (2024) examined 945 full-time workers and reported relationships between knowledge-management activities, telework, and job performance. The findings demonstrated that knowledge acquisition, sharing, and utilisation remained relevant to employee performance within increasingly digital work environments. At the broader organisational level, Mohaghegh *et al.* (2024) reported that knowledge-management processes



influenced organisational performance both directly and indirectly through knowledge utilisation and organisational sustainability. These global findings demonstrate that organisations operating in different institutional and economic environments have increasingly relied on knowledge processes to support innovation, adaptation, and performance.

1.1.2 Regional Perspective

At the African regional level, empirical evidence has also reported the contribution of knowledge creation to organisational performance and service outcomes. In Ghana, Kankam-Kwarteng et al. (2022) examined 200 restaurants in the Kumasi Metropolis and reported a positive relationship between knowledge creation and service innovation. The study further reported that service innovation contributed to marketing performance, indicating that knowledge generated from organisational experience and new ideas could translate into measurable organisational outcomes.

Further evidence from Ghana was reported by Appiah and Obey (2023), who examined 113 construction firms and found that joint knowledge creation contributed to relationship performance. Their findings demonstrated that collaboration among organisational actors could facilitate the generation of shared knowledge and subsequently strengthen organisational relationships. In South Africa, Nenungwi and Garaba (2022) examined knowledge-management awareness in the KwaZulu-Natal Department of Public Works and reported that knowledge-management activities were relevant to government service delivery. However, the study also reported limitations in formal knowledge-management practices within the public-sector department. Dayal (2023) subsequently reported that knowledge management remained important for helping South African public institutions respond to changing operational requirements. These African findings demonstrate that knowledge creation and related knowledge processes have practical relevance to innovation, service delivery, organisational relationships, and performance.

1.1.3 Local Perspective: Kenya

In Kenya, knowledge creation has become increasingly relevant as public institutions adopt digital systems and pursue improved service delivery and organisational performance. The Government of Kenya identified digital government, digital skills, and innovation as important components of the country's digital transformation agenda (Ministry of ICT, Innovation and Youth Affairs, 2019). The expansion of digital government has consequently increased the need for public institutions to develop employees' capacity to generate, acquire, share, and apply knowledge in response to changing technologies, administrative processes, and stakeholder requirements.



The Teachers Service Commission (TSC) provides an important institutional context for examining the relationship between knowledge creation and organisational performance. TSC is an independent constitutional commission mandated to manage human resources within Kenya's education sector, including teacher registration, recruitment, deployment, promotion, professional development, and performance management (Teachers Service Commission Act, 2012). The Commission's responsibilities require employees to continually develop knowledge from professional experience, stakeholder interaction, technological developments, research, and organisational problem-solving. The Commission's headquarters in Nairobi therefore provides an appropriate setting for examining the contribution of knowledge creation to institutional performance.

Recent Kenyan evidence has directly reported a relationship between knowledge creation and TSC performance. Kavisi and Gatero (2025), in a study involving 2,475 TSC employees handling records at the Commission's headquarters in Nairobi City County, reported that knowledge creation had a positive effect on TSC performance. This finding provides direct local evidence of the relevance of knowledge creation to TSC performance. However, the continuing adoption of digital systems and changing administrative requirements make it necessary to further examine how knowledge creation contributes to the Commission's performance. The present study therefore focuses on the effect of knowledge creation on the performance of the Teachers Service Commission in Nairobi County, Kenya.

1.2 Statement of the Problem

Public institutions in Kenya are under sustained pressure to improve service delivery, decision-making speed, and administrative efficiency, and knowledge creation has been identified as one lever through which this improvement can be pursued. Studies conducted in other Kenyan public institutions and state-affiliated organizations report a positive relationship between knowledge creation practices and employee or organizational performance (Endende, Kwasira, & Makhamara, 2022; Rotich, 2023), while comparable evidence from Ghana's public sector and from manufacturing SMEs in Pakistan and China confirms that this relationship holds across markedly different institutional and economic contexts (Azamela *et al.*, 2022; Zaman *et al.*, 2024).

However, none of the available Kenyan studies examines knowledge creation within a national commission responsible for managing an education workforce at the scale of the Teachers Service Commission, and existing Kenyan evidence is drawn instead from technical training institutions, agricultural cooperatives, and state utility corporations whose operating mandates, staff composition, and knowledge requirements differ substantially from those of TSC. It therefore remains unclear whether, and to what extent, knowledge creation practices influence



performance within TSC's own administrative departments in Nairobi County. Without institution-specific empirical evidence, TSC management risks under-investing in the structures, such as collaborative platforms, idea-generation forums, and cross-departmental knowledge exchange, that could meaningfully strengthen its performance. This study addresses this gap by examining the effect of knowledge creation on the performance of the Teachers Service Commission in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the effect of knowledge creation on the performance of the Teachers Service Commission in Nairobi County, Kenya.

1.4 Research Hypothesis

H0₁: Knowledge creation does not significantly influence the performance of the Teachers Service Commission in Nairobi County, Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical Review: The Knowledge-Based View

This study is anchored on the Knowledge-Based View (KBV), formulated by Grant (1996) as an extension of the resource-based view of the firm. Grant argued that knowledge is the most strategically significant resource an organization holds, because effective coordination and application of specialized knowledge across individuals allows an organization to achieve outcomes no single member could achieve alone. Because knowledge is heterogeneous, often tacit, and difficult for competitors or peer institutions to replicate, the KBV positions an organization's capacity to create, integrate, and apply knowledge as a primary determinant of its performance.

Nonaka, Toyama, and Konno (2000) extended this reasoning into a dynamic model of organizational knowledge creation, describing how tacit knowledge held by individuals, drawn from their experience and skill, is converted into explicit, shareable knowledge through structured interaction, dialogue, and collaborative practice, and is then re-internalized as new individual and organizational capability. Applied to this study, the Knowledge-Based View suggests that the Teachers Service Commission's performance is shaped not solely by its financial or physical resources, but by the extent to which it deliberately fosters collaboration, idea generation, and the conversion of staff experience into documented, shareable institutional knowledge across its departments. The theory's central strength is that it explains institutional performance through a resource that public institutions can cultivate internally, through



leadership practice and organizational culture, even where financial resources are constrained. Its main limitation is that it gives comparatively little attention to structural and bureaucratic constraints, such as rigid public-service hierarchies, that may slow the translation of newly created knowledge into changed practice (Grant, 1996). This limitation is directly relevant to a constitutional commission such as TSC, and is addressed empirically in this study's discussion of findings.

2.2 Empirical Review: Knowledge Creation and Organizational Performance

Zaman, Yushi, Khan, Jamil, and Zaman (2024), writing in the Journal of the Knowledge Economy, examined knowledge creation among small and medium manufacturing enterprises in Karachi, Pakistan, and Shanghai, China, using survey data from 218 respondents. The study found that big data capability, cyber-physical systems, and self-organization significantly and positively influenced both targeted and joint knowledge creation in both countries, though the strength of these effects varied by region. The study was conducted in the manufacturing SME sector in two large Asian economies, differing substantially in sector and institutional context from a Kenyan public education commission, leaving a sectoral and contextual gap for the present study.

Azamela, Tang, Owusu, Egala, and Bruce (2022), publishing in Sustainability, investigated the impact of institutional creativity and innovation capability on innovation performance among fifty public sector organizations in Ghana, using survey responses from 195 respondents analyzed through partial least squares structural equation modelling. The study found that organizational creativity had a positive and significant effect on innovation performance, while inter-agency collaboration and institutional leadership positively supported both creativity and innovation capacity. The study was conducted across a broad cross-section of Ghanaian public agencies rather than within a single national commission, and measured innovation performance rather than knowledge creation's direct effect on overall organizational performance, leaving a conceptual and institutional gap for a study centered specifically on TSC.

Rotich (2023), publishing in the Strategic Journal of Business and Change Management, examined knowledge management practices, including knowledge sharing, knowledge culture, knowledge IT tools, and knowledge creation, in relation to employee performance at Sireet Outgrowers Empowerment and Producer Company Limited in Nandi County, Kenya. The study found that all four practices positively influenced employee performance, with knowledge creation ranking as the second most influential practice after knowledge IT tools. The study was conducted within an agricultural cooperative enterprise rather than a public administrative commission, and treated knowledge creation as one of several knowledge management



practices rather than isolating it as a standalone predictor, leaving a sectoral and conceptual gap that the present study addresses by examining knowledge creation alone within TSC.

Endende, Kwasira, and Makhamara (2022), publishing in the *European Journal of Human Resource Management Studies*, examined knowledge creation practices and employee performance in selected public Technical and Vocational Education and Training (TVET) institutions in Kenya. The study, anchored on the Unified Model of Dynamic Knowledge Creation, found a statistically significant positive correlation between knowledge creation and employee performance ($r = 0.749$, $p < 0.05$), with knowledge creation practices accounting for 56.1 percent of the variance in employee performance observed. This is the closest available Kenyan evidence to the present study's context, since TVET institutions and TSC both operate within Kenya's public education administration; however, the study was conducted among frontline training-institution staff rather than within a national commission responsible for teacher management across all 47 counties, leaving a geographic and institutional-scale gap for the present study.

Golompo, Rintari, and Kanyaru (2025), publishing in the *Human Resource and Leadership Journal*, examined the influence of knowledge management on employee performance at the Kenya Power and Lighting Company, surveying 1,200 employees across nine operational clusters in the Mount Kenya region. The study found a statistically significant positive relationship between knowledge management and employee performance ($r = 0.468$), with knowledge management explaining 21.9 percent of the variance in performance. The study is a useful recent Kenyan data point from a large state corporation, but examined knowledge management broadly rather than isolating knowledge creation, and was conducted within a commercial public utility rather than an administrative commission, leaving a conceptual and sectoral gap that the present study addresses by focusing specifically on knowledge creation within TSC.

Taken together, the reviewed studies consistently report a positive relationship between knowledge creation, or the broader knowledge management practices that include it, and organizational or employee performance across markedly different contexts, from Asian manufacturing SMEs to Ghanaian public agencies and Kenyan cooperative, utility, and training institutions. This convergence supports the theoretical expectation drawn from the Knowledge-Based View. However, none of the reviewed studies examines a national commission of TSC's scale and constitutional mandate, and the strength of the reported relationships varies considerably, from $r = 0.468$ at KPLC to $r = 0.749$ among Kenyan TVET institutions, suggesting that institutional context meaningfully moderates the strength, if not the direction, of the relationship. This variation is precisely what the present study investigates within TSC's own administrative context in Nairobi County.

2.3 Conceptual Framework

The conceptual framework for this study proposes that knowledge creation is the independent variable influencing the performance of the Teachers Service Commission, the dependent variable. Knowledge creation is conceptualized through staff idea generation, institutional platforms for brainstorming and innovation, the embedding of knowledge creation in daily operations and decision-making, and management support for experimentation and continuous improvement. Organizational performance is conceptualized through service delivery efficiency, the timeliness and data-orientation of decision-making, employee productivity and job satisfaction, and the overall quality of educational management services. The framework holds that where TSC deliberately fosters staff idea generation and structured collaboration, the resulting new knowledge is expected to translate into more efficient, better-informed, and higher-quality institutional performance.

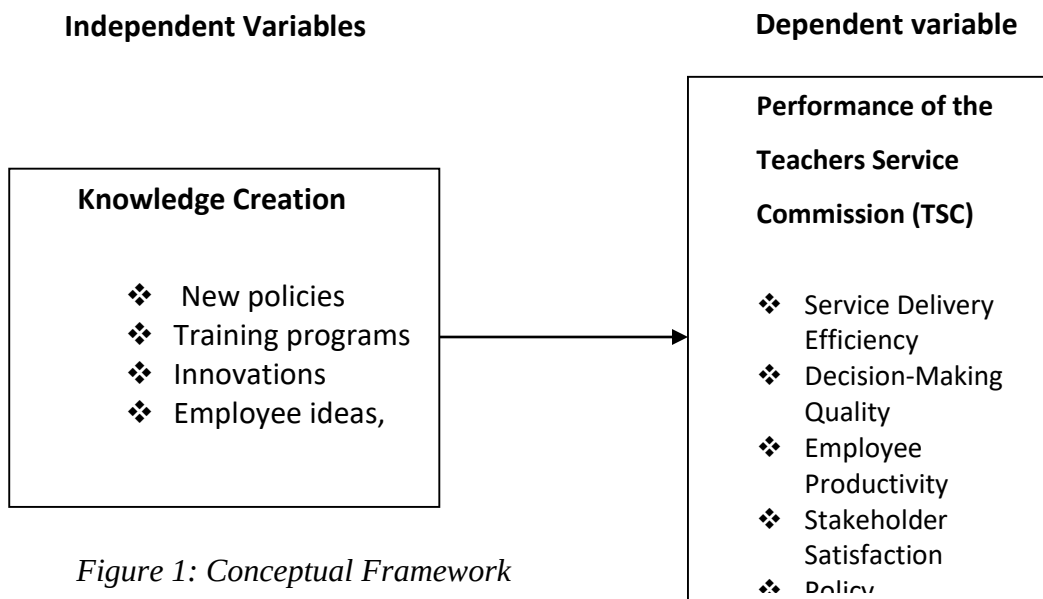


Figure 1: Conceptual Framework

3.0 RESEARCH METHODOLOGY

The study adopted a descriptive research design to examine the effect of knowledge creation on the performance of the Teachers Service Commission (TSC) in Nairobi County, Kenya. The target population comprised 120 TSC staff from the Human Resource Management, Teacher Registration, Finance, ICT, and Quality Assurance departments, including senior managers, departmental heads, supervisors, and operational staff. A census sampling technique was used to include all 120 staff members, thereby capturing comprehensive views on knowledge creation and organizational performance. Primary data were collected using structured

questionnaires containing five-point Likert-scale items measuring knowledge creation and TSC performance. Semi-structured interviews with senior managers and departmental heads provided complementary qualitative information, while relevant TSC documents were reviewed to strengthen data triangulation. A pilot study involving 10 percent of the target population from neighbouring counties assessed the clarity, validity, and reliability of the research instrument. A Cronbach's alpha coefficient of 0.70 or above was considered acceptable for establishing internal consistency. The collected quantitative data were coded and analyzed using SPSS version 28. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the findings. Correlation and regression analyses were conducted to determine the relationship between knowledge creation and TSC performance. Ethical considerations included informed consent, confidentiality, anonymity, voluntary participation, and secure handling of research data.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Response Rate

The study targeted a census population of 120 TSC staff drawn from the Human Resource Management, Teacher Registration, Finance, ICT, and Quality Assurance departments. The response rate is presented in Table 1.

Table 1

<i>Response Rate</i>		
Category	Frequency	Percentage (%)
Questionnaires administered	120	100.0
Questionnaires returned and usable	108	90.0
Questionnaires not returned / unusable	12	10.0
Total	120	100.0

Of the 120 questionnaires administered to staff across the five target departments, 108 were returned complete and usable, while 12 were either not returned or were incomplete and therefore excluded from analysis. This gave a response rate of 90.0 percent, which is considered excellent for institutional survey research and provides a strong basis for the descriptive and inferential analysis that follows.

4.2 Descriptive Statistics

The first objective of the study was to determine the extent of knowledge creation practices at TSC. The findings are presented in Table 2.

Table 2
Knowledge Creation Practices at TSC

Statement	Mean	Std. Dev.
TSC encourages staff to develop new ideas for improving service delivery.	3.84	0.71
The Commission provides platforms for brainstorming and innovation.	3.62	0.79
Knowledge creation is embedded in TSC's daily operations and decision-making.	3.58	0.83
Management supports experimentation and continuous improvement.	3.71	0.68
The creation of new knowledge has enhanced efficiency and performance.	4.05	0.64
Overall Mean	3.76	0.73

The results in Table 2 show that respondents generally agreed that knowledge creation practices are present at TSC, with an overall mean of 3.76 on a five-point scale. Respondents most strongly agreed that the creation of new knowledge had enhanced efficiency and performance (mean = 4.05), suggesting staff already associate knowledge creation with tangible institutional gains. The comparatively lower mean for knowledge creation being embedded in daily operations and decision-making (mean = 3.58, the highest variability at SD = 0.83) suggests that while individual staff readily generate ideas, the institutionalization of those ideas into routine decision-making is less consistent across departments.

The second objective assessed the level of organizational performance at TSC. The findings are presented in Table 3.

Table 3
Organizational Performance at TSC

Statement	Mean	Std. Dev.
TSC has improved service delivery efficiency over the past few years.	3.66	0.74
Decision-making processes within TSC are timely and data-driven.	3.52	0.80
Employee productivity and job satisfaction have improved due to better knowledge management.	3.69	0.71
The quality of educational management services has enhanced through effective information use.	3.78	0.68
Overall organizational performance has improved due to effective knowledge management practices.	3.90	0.63
Overall Mean	3.71	0.71

Table 3 shows an overall mean performance score of 3.71, indicating that respondents generally perceive TSC's organizational performance positively. The lowest-rated item concerned the timeliness and data-orientation of decision-making (mean = 3.52, SD = 0.80), the highest variability among the performance items, suggesting that decision-making speed and the consistent use of data remain areas respondents view as less developed than other aspects of performance, such as service delivery efficiency and the overall improvement attributed to knowledge management (mean = 3.90).

4.3 Inferential Statistics

4.3.1 Correlation Analysis

Correlation analysis was conducted to determine the strength and direction of the relationship between knowledge creation and organizational performance, prior to estimating the regression model. Correlation analysis was used because it indicates both whether a statistically significant relationship exists between variables and the probable direction of that relationship. The value of the correlation coefficient lies between -1 and +1, with values closer to +1 indicating a strong positive relationship, values closer to -1 indicating a strong negative relationship, and values close to zero indicating a weak relationship. The results are presented in Table 4.

Table 4

Pearson Correlation between Knowledge Creation and Organizational Performance

Variable	Organizational Performance (r)	Sig. (2-tailed)
Knowledge Creation	0.512	0.000

As shown in Table 4, knowledge creation had a moderate, positive, and statistically significant correlation with organizational performance at TSC ($r = 0.512$, $p = 0.000$), significant at the 0.01 level. This indicates that as staff perceptions of knowledge creation activity at TSC increase, perceptions of organizational performance tend to increase correspondingly, supporting the expectation drawn from the Knowledge-Based View that an organization's capacity to generate new knowledge is meaningfully linked to how well it performs.

4.3.2 Regression Analysis

A simple linear regression analysis was conducted to determine the extent to which knowledge creation predicts organizational performance at TSC. Table 5 presents the model summary.

Table 5
Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.512	0.262	0.256	0.421

Predictor: Knowledge Creation;

Dependent Variable: Organizational Performance

The findings in Table 5 indicate an R value of 0.512, confirming a moderate positive relationship between knowledge creation and organizational performance at TSC. The coefficient of determination (R^2) was 0.262, indicating that knowledge creation explains 26.2 percent of the variation in organizational performance. This demonstrates that deliberate practices such as staff idea generation, brainstorming platforms, and management support for experimentation contribute meaningfully to improved organizational outcomes at TSC. The adjusted R^2 of 0.256 confirms the model remains reliable once adjusted for sample size, and the standard error of the estimate of 0.421 indicates an acceptable level of prediction accuracy. The findings also suggest that while knowledge creation is an important determinant of performance, other factors not included in this study, such as staffing levels, funding, and regulatory constraints, likely account for the remaining variation in TSC's performance.

Table 6 presents the Analysis of Variance (ANOVA) results used to test whether the regression model significantly predicts organizational performance.

Table 6
ANOVA of the Regression Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.201	1	5.201	37.628	0.000
Residual	14.649	106	0.138		
Total	19.850	107			

The ANOVA findings show that the regression model was statistically significant, with an F value of 37.628 and a significance level of $p = 0.000$, which is below the 0.05 threshold. This implies that knowledge creation significantly predicts organizational performance at TSC, and the study rejects the null hypothesis (H_0) that knowledge creation does not significantly

influence the performance of the Teachers Service Commission in Nairobi County, Kenya. Table 7 presents the regression coefficients.

Table 7
Regression Coefficients

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.452	0.321		4.523	0.000
Knowledge Creation	0.611	0.0996	0.512	6.134	0.000

Dependent Variable: *Organizational Performance*

The regression coefficients in Table 7 reveal that knowledge creation has a positive and statistically significant effect on organizational performance at TSC (Beta = 0.512, t = 6.134, p < 0.001). This means that a one-unit improvement in knowledge creation is associated with a 0.611-unit increase in organizational performance, holding other factors constant. The t-value of 6.134 and significance level below 0.001 provide strong evidence that this relationship is not due to chance. The constant term of 1.452 indicates that some baseline level of organizational performance would persist even at minimal knowledge creation activity, though this baseline is considerably lower than TSC's observed performance level, underscoring the practical contribution knowledge creation makes.

The regression equation for the study is expressed as:

$$\text{Organizational Performance} = 1.452 + 0.611 (\text{Knowledge Creation})$$

These findings imply that knowledge creation is a significant predictor of organizational performance at TSC. Structured avenues for staff idea generation, institutional brainstorming platforms, and visible management support for experimentation contribute positively to how efficiently and effectively the Commission delivers on its mandate. This finding is consistent with the Knowledge-Based View's central proposition that an organization's capacity to create and apply knowledge is a meaningful driver of its performance (Grant, 1996), and aligns directionally with prior Kenyan evidence from TVET institutions (Endende et al., 2022) and Kenya Power and Lighting Company (Golompo et al., 2025), while the comparatively lower R² obtained here than in the TVET study suggests that, within a large national commission such as TSC, knowledge creation operates alongside other structural and bureaucratic factors that jointly shape performance.

5.0 SUMMARY OF THE STUDY

This study examined the effect of knowledge creation on the performance of the Teachers Service Commission in Nairobi County, Kenya, guided by the Knowledge-Based View. A



descriptive research design was used, targeting a census of 120 staff across five TSC departments, with a final usable response rate of 90.0 percent. Descriptive analysis showed that staff generally perceive knowledge creation practices to be present at TSC (overall mean = 3.76), particularly the belief that new knowledge has enhanced efficiency and performance, though the embedding of knowledge creation into routine decision-making scored comparatively lower and showed greater variability across respondents. Organizational performance was similarly rated positively overall (mean = 3.71), with decision-making timeliness and data orientation identified as a relatively weaker area. Inferential analysis established a statistically significant, moderate positive relationship between knowledge creation and organizational performance ($r = 0.512$, $p < 0.001$), with knowledge creation explaining 26.2 percent of the variance in performance and each one-unit improvement in knowledge creation associated with a 0.611-unit improvement in performance.

6.0 CONCLUSION

The study concludes that knowledge creation is a significant and meaningful driver of organizational performance within the Teachers Service Commission. Where staff are encouraged to generate new ideas, where structured platforms for brainstorming and innovation exist, and where management visibly supports experimentation and continuous improvement, TSC's departments tend to report stronger service delivery, more productive staff, and higher-quality educational management services. At the same time, the moderate size of the explained variance (26.2 percent) indicates that knowledge creation operates alongside other institutional factors, such as staffing adequacy, funding, and the rigidity of public-service decision-making structures, that jointly determine TSC's overall performance. Deliberately strengthening knowledge creation practices therefore represents a meaningful, though partial, lever for performance improvement within TSC.

7.0 RECOMMENDATIONS

Based on the findings, TSC management should formalize structured platforms, such as regular departmental innovation forums and staff suggestion schemes, through which employees can systematically propose and test new ideas for improving service delivery. Because knowledge creation scored lowest on its embedding into daily operations and decision-making, management should also work to translate staff-generated ideas into documented operating procedures and decision-making practice, rather than allowing good ideas to remain informal or department-bound. Given that decision-making timeliness and data orientation were the weakest-rated performance items, TSC should invest in strengthening the data infrastructure and analytic capacity that allow newly created knowledge to inform faster, better-evidenced decisions. Finally, TSC should consider formal recognition or incentive mechanisms for staff



and departments that visibly contribute new ideas or process improvements, reinforcing the culture of experimentation the Knowledge-Based View identifies as central to sustained institutional performance.

8.0 LIMITATIONS OF THE STUDY

The study was limited to five departments within TSC's Nairobi County operations and therefore may not fully represent knowledge creation dynamics in the Commission's county-level and school-level operations across Kenya's other 46 counties. The cross-sectional design captures staff perceptions of knowledge creation and performance at a single point in time and cannot establish the direction of causality with certainty, nor can it capture how the relationship between knowledge creation and performance may evolve as TSC's digitization initiatives mature. Finally, because both variables were measured through self-reported perceptions rather than independently verified institutional performance records, the findings are subject to the common limitations of perception-based survey data, including the possibility of social desirability bias.

9.0 AREAS FOR FURTHER RESEARCH

Future research should consider replicating this study across TSC's county offices outside Nairobi to establish whether the relationship between knowledge creation and performance observed here holds at the sub-national level. Researchers could also examine additional independent variables, such as knowledge sharing, knowledge storage, and digital knowledge infrastructure, that this study did not isolate, to establish which specific knowledge management practices contribute most to TSC's performance. Longitudinal studies tracking knowledge creation and performance over several years would provide stronger evidence on causality and on how the relationship evolves as TSC's ongoing digitization initiatives mature. Comparative studies examining knowledge creation across other Kenyan constitutional commissions would further clarify whether the moderate relationship strength found here is specific to TSC or characteristic of Kenyan national commissions more broadly.

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