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Knowledge Storage Capability and Competitiveness of Chartered Public Universities in Kenya

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Abstract

Purpose: This study examined the effect of knowledge storage capability on the competitiveness of chartered public universities in Kenya. The study sought to determine whether the ability of universities to systematically capture, preserve, and retrieve institutional knowledge contributes to improved institutional performance and competitiveness.

Methodology: The study adopted a descriptive survey research design. The target population comprised 31 chartered public universities in Kenya, with middle-level managers serving as the units of observation. A purposive sampling technique was used to select 155 respondents, including registrars, finance officers, ICT officers, librarians, and deans of faculty. Data were collected using structured questionnaires and secondary institutional data, and analyzed using descriptive statistics, Pearson correlation, and regression analysis with SPSS.

Findings: The findings revealed that universities have generally established systems supporting knowledge storage, including information backup policies, IT platforms for data warehousing, and library archiving systems. Competitiveness indicators showed improving research citations, moderate student enrolment recovery, and fluctuating patent registrations. Correlation analysis showed a positive and significant relationship between knowledge storage capability and competitiveness ($r = 0.344$, $p < 0.01$). Regression results further confirmed that knowledge storage capability significantly influences competitiveness ($\beta = 0.546$, $p < 0.05$), explaining 22.5% of the variation in competitiveness among the universities.

Unique Contribution to Theory, Policy and Practice: Knowledge storage capability can be improved by adopting secure, scalable, and user-friendly digital repositories. Proper documentation of research outputs, training materials, and policy documents will help preserve institutional knowledge and ensure long-term strategic advantage for universities.

Keywords: *Knowledge Storage Capability, University Competitiveness, Chartered Public Universities.*

JEL Codes: *I23, O32, D83, L26*

INTRODUCTION

Background of the study

In the contemporary knowledge-driven economy, universities are increasingly recognized not only as centers of teaching and research but also as key institutions for generating, preserving, and applying knowledge to address societal challenges. As knowledge continues to expand rapidly across disciplines, universities must develop effective mechanisms for managing and retaining intellectual resources. Knowledge management (KM) has therefore become an important strategic function in higher education institutions, enabling universities to capture, organize, and utilize knowledge in ways that enhance institutional learning, innovation, and performance (Iqbal et al., 2019). Within this broader framework, knowledge storage capability plays a particularly significant role because it ensures that valuable knowledge generated within institutions is systematically preserved and made accessible for future use.

Knowledge storage capability refers to the ability of an organization to capture, codify, and store knowledge in repositories that allow easy retrieval and reuse (Mahdi & Nassar, 2021; Deliwe & Khumalo, 2023). In the context of universities, knowledge storage may include digital research repositories, institutional databases, academic archives, and documentation systems that preserve teaching materials, research findings, and administrative knowledge. Effective storage of knowledge helps institutions maintain institutional memory and prevents the loss of critical knowledge when staff leave or when research outputs remain poorly documented. When knowledge is properly stored and organized, it becomes a shared institutional asset rather than remaining confined to individual academics or departments.

Studies in higher education have shown that knowledge management processes such as acquisition, storage, sharing, and application contribute significantly to institutional performance and competitiveness. Universities that develop strong systems for storing and retrieving knowledge are better able to support research continuity, improve teaching practices, and facilitate collaboration among scholars across disciplines (Mahdi et al., 2019). Knowledge storage also enables universities to build upon past research outputs, avoid duplication of effort, and generate new ideas based on previously accumulated knowledge. As a result, institutions that effectively manage their knowledge resources are more likely to enhance innovation, improve academic productivity, and strengthen their reputation in the global higher education landscape.

However, despite the recognized importance of knowledge management in universities, many institutions in developing regions still face challenges in implementing effective knowledge storage systems. Studies conducted in African universities indicate that limited technological infrastructure, fragmented information systems, and inadequate institutional frameworks often hinder the proper preservation and utilization of academic knowledge (Mugimu, 2021; Kwao et al., 2022). In some cases, research outputs remain scattered across departments, while valuable institutional knowledge exists only in the experiences of individual academics. Such situations

reduce the ability of universities to systematically build on existing knowledge and limit the potential benefits that effective knowledge management can provide.

In Kenya, chartered public universities play a central role in advancing research, innovation, and human capital development. These institutions operate in a dynamic and increasingly competitive environment shaped by funding constraints, rising student enrolment, technological advancements, and growing expectations for accountability and performance. Although many universities have adopted digital platforms and information systems, challenges related to knowledge storage and retrieval still persist. Research outputs are sometimes underutilized, institutional knowledge may be fragmented across different units, and structured knowledge management frameworks remain limited in many universities (Maende, 2021).

The need to strengthen knowledge storage capability has become even more important as Kenyan universities respond to policy reforms and national development priorities. Initiatives such as performance-based funding frameworks and development agendas emphasize the need for universities to demonstrate measurable outcomes in research, innovation, and societal impact. In this context, the ability to effectively store and utilize institutional knowledge becomes a critical factor in improving academic productivity, enhancing institutional learning, and supporting evidence-based decision-making.

Therefore, strengthening knowledge storage capability is increasingly viewed as an important pathway for enhancing the competitiveness of chartered public universities in Kenya. By developing systems that capture, organize, and preserve knowledge resources, universities can improve their ability to generate new knowledge, support academic collaboration, and respond effectively to emerging educational and societal demands. Understanding how knowledge storage capability contributes to the competitiveness of public universities is thus essential for informing strategies aimed at improving the performance and sustainability of Kenya's higher education sector

Statement of the Problem

Chartered public universities in Kenya play a critical role in advancing national development through research, innovation, and the training of skilled human capital. As of 2024, these institutions enrolled 469,688 students, representing approximately 74.7% of total university enrolment in the country (KIPPRA, 2024). Despite their dominant position in the higher education sector, the competitiveness of these universities remains relatively low compared to regional and global institutions. This is reflected in limited international visibility, low research impact, and concerns about the quality and relevance of graduates entering the labor market. Statistical evidence further highlights this competitiveness gap. In the 2024 Webometrics ranking, only five Kenyan universities appeared among the top 100 universities in Africa, with none ranked among the top global institutions. In addition, about 70% of employers have expressed dissatisfaction with the job preparedness of university graduates in Kenya (KNBS, 2024). These indicators suggest

that universities are not fully translating their knowledge resources into high-quality academic outputs, innovation, or industry-relevant skills.

One factor contributing to this challenge is the limited development of effective knowledge storage capability within many chartered public universities. Universities continuously generate knowledge through research publications, teaching materials, institutional policies, and administrative experiences. However, in many cases, this knowledge is not systematically captured, organized, or preserved for future use. The underutilization of digital repositories, institutional databases, and knowledge management systems weakens institutional memory and limits the ability of universities to reuse knowledge for research advancement, innovation, and informed decision-making (Gachanja et al., 2024).

The situation is further compounded by financial pressures in the higher education sector. Government funding for higher education has declined by about 20% despite rising student enrolment (KIPPRA, 2024), placing additional pressure on universities to improve efficiency and performance using existing resources. Without effective knowledge storage systems, universities risk losing valuable institutional knowledge and limiting opportunities for academic collaboration and innovation. Although previous studies have examined aspects of knowledge management in Kenyan universities, limited empirical attention has been given to how knowledge storage capability influences the competitiveness of chartered public universities in Kenya. This gap necessitates further investigation into the role of knowledge storage systems in enhancing institutional performance and competitiveness.

Study Hypothesis

H_{01}: Knowledge storage capability has no effect on competitiveness of chartered public universities in Kenya.

LITERATURE REVIEW

Theoretical Literature Review

Organizational Learning Theory

Organizational Learning Theory, developed by Argyris and Schön (1997), explains how organizations learn through continuous reflection and adaptation. According to the theory, learning occurs when there is a gap between expected and actual outcomes. When such discrepancies arise, individuals and groups within the organization engage in inquiry and problem-solving to understand the cause of the mismatch. Through this process, new knowledge is generated and shared across the organization, enabling institutions to adjust their practices and improve performance over time.

Levitt and March (1988) further explain that organizational learning involves acquiring, disseminating, and interpreting information in ways that influence behavior and organizational

outcomes. Similarly, Castaneda et al. (2018) emphasize that effective learning depends on an organization's ability to absorb and distribute knowledge efficiently. More recent perspectives highlight that learning also requires mechanisms for preserving knowledge so that it remains accessible for future use. Ahmad and Museera (2024) note that sustainable learning is not only about acquiring knowledge but also about embedding and retaining it within institutional systems.

This theory is relevant to knowledge storage capability because it highlights the importance of retaining organizational knowledge for future reference. Universities, as knowledge-intensive institutions, generate vast amounts of information through research, teaching, and administrative activities. For learning to be sustained, this knowledge must be captured and stored through institutional systems such as repositories, databases, and documented procedures (Nauman et al., 2025). Effective knowledge storage therefore strengthens institutional memory and supports long-term competitiveness in higher education.

Empirical Literature Review

Knowledge storage is a critical component of knowledge management that plays an important role in enhancing organizational performance and competitiveness. It involves the systematic collection, organization, and preservation of valuable knowledge, both explicit and tacit, within institutional repositories such as databases, digital archives, and information management systems. When knowledge is effectively stored and easily accessible, organizations are able to retain institutional memory and support continuous learning. This enables employees to build on past experiences, replicate successful strategies, and avoid repeating previous mistakes, ultimately improving efficiency and organizational performance (Trivedi & Srivastava, 2022). Research also shows that well-developed knowledge storage systems are particularly important in knowledge-intensive organizations where competitiveness depends on the effective use of internal knowledge resources. Ngah and Wong (2020) note that structured knowledge repositories allow organizations to quickly retrieve relevant information and respond effectively to emerging challenges or opportunities. Similarly, Mahdi and Nassar (2021) found that organizations with strong knowledge storage practices demonstrate greater resilience during periods of uncertainty because stored knowledge can be retrieved, adapted, and applied to new situations. Further evidence by Thumbi et al. (2025) highlights that knowledge storage also supports strategic functions such as human resource planning in public institutions. Access to documented institutional knowledge improves forecasting, training, and succession planning, which are essential for organizational effectiveness. Therefore, strengthening knowledge storage systems is a strategic investment that enhances operational continuity, decision-making, and long-term competitiveness, particularly for knowledge-based institutions such as universities.

Conceptual Framework

A conceptual framework provides a structured representation of the key variables in a study and illustrates the relationship between the independent and dependent variables. According to Varpio

et al. (2020), it consists of interrelated concepts that guide research by linking variables and supporting the development of research objectives and questions. Similarly, Takona (2024) explains that a conceptual framework acts as a blueprint for data collection, analysis, and interpretation by showing how the variables are theoretically connected. In this study, knowledge storage capability (independent variable) is expected to influence the competitiveness of chartered public universities in Kenya (dependent variable), as illustrated in Figure 1.

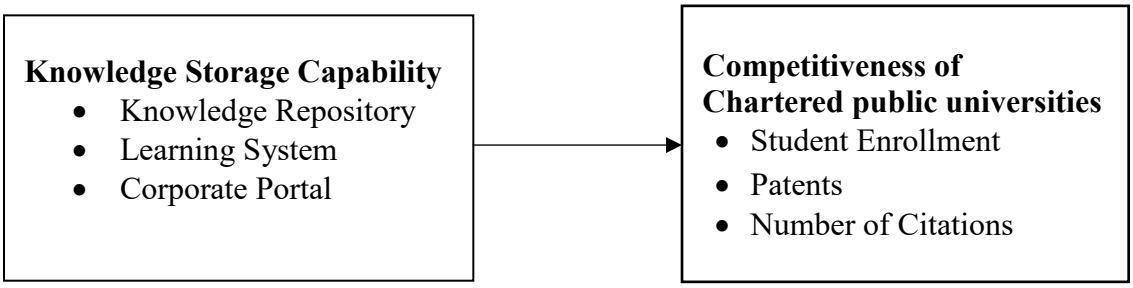

Figure 1: Conceptual Framework

MATERIALS AND METHODS

This study adopted a descriptive survey research design to examine the relationship between knowledge management capabilities and the competitiveness of chartered public universities in Kenya. A research design provides a structured plan for collecting, measuring, and analyzing data to address research questions effectively (Hair et al., 2019). The target population consisted of 31 chartered public universities in Kenya, with middle-level managers including registrars, finance officers, ICT officers, librarians, and deans of faculty, serving as the units of observation because of their involvement in knowledge-related processes and institutional decision-making (Iqbal et al., 2019). A census approach was used at the institutional level, while purposive sampling selected five managers from each university, resulting in a sample size of 155 respondents, which is considered adequate for quantitative studies involving regression analysis (Torwane et al., 2021). Primary data were collected using structured questionnaires with five-point Likert scale items, while secondary data were obtained from university reports, Commission for University Education publications, and institutional repositories. A pilot test involving 10% of the sample (15 respondents) was conducted to assess the validity and reliability of the research instrument (Gani et al., 2020). Data were analyzed using the Statistical Package for Social Sciences (SPSS), where descriptive statistics such as means, frequencies, and standard deviations were generated. In addition, multiple regression analysis was used to test the relationships between variables at a 5% level of significance, enabling the study to determine the influence of knowledge management capabilities on institutional competitiveness (Babin et al., 2020).

RESEARCH FINDINGS AND DISCUSSION

Response Rate

Out of the 155 questionnaires distributed to middle-level managers across the 31 chartered public universities in Kenya, 123 were completed and returned, resulting in a response rate of 79.35%, while 32 questionnaires (20.65%) were not returned. This response rate is considered very good and adequate for reliable statistical analysis and generalization of the study findings. According to Babbie (2020), survey response rates above 70% are regarded as excellent in social science research, indicating that the collected data is sufficient to support valid conclusions. The high response rate achieved in this study can be attributed to the effective data collection strategies employed, including obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), pre-notifying the targeted universities and respondents, using self-administered questionnaires, and conducting follow-up phone calls to encourage participation. This was summarized in Table 1.

Table 1: Response Rate

Category	Frequency	Percentage (%)
Filled and returned	123	79.35
Not returned	32	20.65
Total	**155**	**100**

Demographic Information

Table 2 presents the demographic characteristics of the respondents, including gender, professional role, and years of service. Out of the 123 middle-level managers who participated in the study, 82 (67%) were male while 41 (33%) were female, indicating that male respondents formed the majority. This distribution reflects the gender disparity that still exists in many leadership and managerial positions within higher education institutions. Similar patterns have been reported in studies on university governance, which highlight the continued underrepresentation of women in senior and middle-level academic management roles.

The age distribution of respondents indicates a workforce with substantial experience. The majority (46%) were aged between 41-50 years, suggesting a mature group likely to possess strong institutional knowledge and leadership capacity. Additionally, 30% were aged 31-40 years, while 20% were over 51 years, reflecting a significant presence of experienced professionals within the universities. Only 4% of respondents were aged between 21-30 years, representing a smaller but potentially innovative group. Overall, this age composition demonstrates a balance between experience and emerging talent, which is important for supporting effective knowledge management and sustaining the long-term competitiveness of public universities

In terms of professional roles, respondents were relatively well distributed across key management positions within the universities. Deans of Faculty and ICT Officers each accounted for 26 respondents (21%), while Registrars and Librarians each represented 25 respondents (20%). Finance Officers constituted 21 respondents (18%) of the sample. This balanced representation across different administrative and academic units enhanced the credibility of the study by ensuring that perspectives were drawn from multiple functional areas within the institutions. Previous studies have similarly emphasized that involving managers from diverse departments improves the comprehensiveness and reliability of organizational research (Iqbal et al., 2019).

Regarding years of service, most respondents had considerable experience within their respective institutions. Forty-six respondents (37.4%) had served between 5-10 years, 39 (32%) had served between 1-5 years, 23 (19%) had more than 10 years of service, and 15 (12%) had less than one year of experience. The predominance of experienced respondents suggests that the data collected reflects informed views about institutional practices and knowledge management processes. This finding aligns with research indicating that employees with longer tenure tend to possess deeper organizational knowledge and are better positioned to contribute to knowledge management practices (Qandah et al., 2021).

Table 2 Respondents Demographic Information

Gender of Respondents		**Frequency**	**Percentage**
	Male	82	67%
	Female	41	33%
Age of Respondents			
	21 - 30	5	4%
	31-40 years	37	30%
	41-50 years	57	46%
	Over 51 years	24	20%
Role of the Respondent			
	Deans of Faculty	26	21%
	ICT Officers	26	21%
	Librarians	25	20%
	Registrars	25	20%
	Finance Officers	21	18%
Years Served by the Respondent			
	Under 1 year	15	12%
	1-5 years	39	32%
	5-10 years	46	37.40%
	over 10 years	23	19%

Descriptive Statistics

Knowledge Sharing Capability

The study explored the respondents' extent of agreement with six statements regarding knowledge storage that were rated on a scale ranging from strongly disagree (1) to strongly agree (5). Table 3 shows the responses received for knowledge storage.

The findings indicate that universities have generally established systems and infrastructure to support knowledge storage. The overall mean score of 3.95 (SD = 0.74) suggests that respondents agreed that their institutions have implemented practices aimed at preserving institutional knowledge. Strong agreement was observed on the existence of information and system backup policies and the role of university libraries in archiving important documents, indicating that formal and technological mechanisms for knowledge preservation are largely in place. Respondents also acknowledged the presence of IT platforms for data warehousing and adequate physical and electronic infrastructure supporting knowledge storage.

However, comparatively lower ratings were reported for succession planning and institutional memory programs, suggesting that universities may not be fully capturing the knowledge and experience of departing staff. Overall, the results show that while technological and archival aspects of knowledge storage are relatively well developed, greater attention is needed to strengthen mechanisms for retaining tacit knowledge and institutional experience. These findings align with Trivedi and Srivastava (2022), who argue that strong knowledge storage systems enhance institutional memory, support decision-making, and contribute to long-term organizational competitiveness.

Table 3: Descriptive Statistics for Knowledge Storage Capability

Knowledge Storage Capability	SD	D	N	A	SA	Mean	SD
The university has a policy on the information backups as well as system backups	1.6%	2.4%	13.8%	38.2%	44.0%	4.203	0.89
The university has invested in an IT platform that support data warehousing	0.8%	7.3%	10.6%	43.1%	38.2%	4.106	0.92
The university has a succession plan which provides for capture of knowledge of exiting staff	6.5%	11.4%	27.6%	30.9%	23.6%	3.537	1.16
The university has a program to preserve institutional memory for future use	4.9%	11.4%	17.1%	39.8%	26.8%	3.724	1.13
The university has adequate physical and electronic infrastructure for knowledge storage	0.8%	5.7%	26.0%	39.0%	28.5%	3.886	0.92
The university has a library function that deals with archiving documents, manuals, pamphlets, reports and other published information	1.6%	0.8%	17.1%	33.3%	47.2%	4.236	0.88
Knowledge Storage Capability						**3.9485**	**0.74**

KEY: *n= 123, SA=Strongly Agree, A= Agree, N= Neutral, D=Disagree, SD= Strongly Disagree, SD= Standard Deviation*

Competitiveness of Chartered Public Universities

The competitiveness of public universities was measured using New Student Enrolment, Patents, and Number of Citations by top ten most cited researchers as recorded for 5 years from 2018 to 2022. The trends in these indicators were used to assess institutional competitiveness for the sampled chartered universities. The trends are as indicated in Figure 2.

Student enrolment showed a moderate recovery trend, declining from 2,426.73 in 2018 to 2,072.54 in 2019, but gradually increasing to 2,716.81 in 2022, suggesting improved institutional attractiveness. Patent registrations, which indicate innovation output, increased from 1.08 in 2018 to 2.65 in 2020, before declining and slightly recovering to 1.38 in 2022, reflecting inconsistent research commercialization. In contrast, citation counts steadily increased from 1,468.08 in 2018

to 3,293.58 in 2022, indicating growing research visibility and academic impact. Overall, the results show improving research output, moderate enrolment recovery, and fluctuating innovation performance, highlighting the need to strengthen research and innovation support systems in universities.

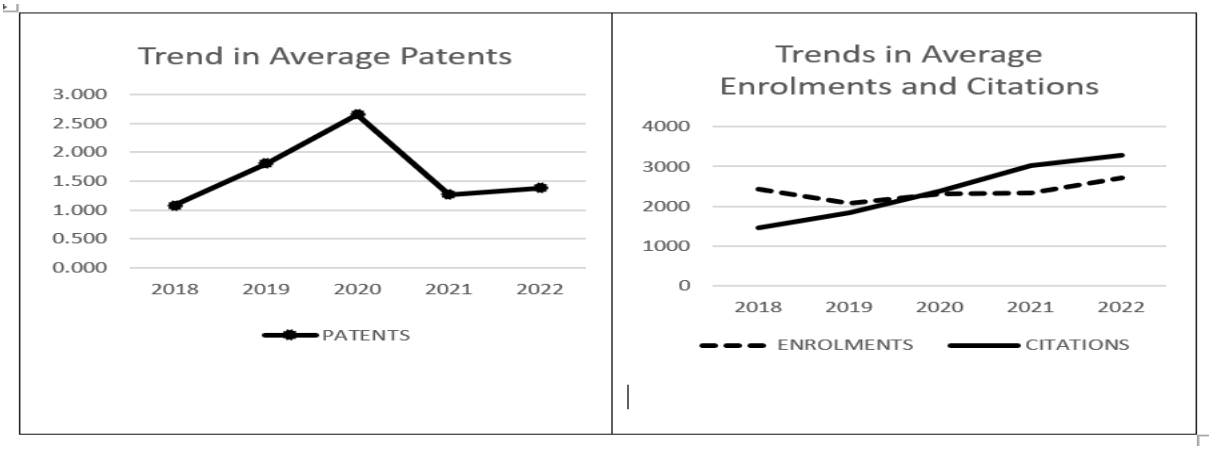

Figure 2: Trends of Patents, Student Enrolment and Citations

Table 4 presents descriptive statistics for three key indicators of university competitiveness; student enrolment, patent registrations, and research citations across 26 chartered public universities in Kenya between 2018 and 2022. The results show mixed trends across the indicators, reflecting varying levels of institutional performance.

Student enrolment exhibited initial decline followed by gradual recovery and growth. The mean enrolment decreased from 2,426.7 in 2018 to 2,072.5 in 2019, but steadily improved thereafter, reaching 2,716.8 in 2022, the highest level during the study period. This trend suggests improving institutional attractiveness and recovery after possible policy or economic disruptions. However, relatively high standard deviations indicate substantial variation in enrolment across universities, implying unequal competitiveness among institutions.

Patent registrations, used as an indicator of innovation output, showed fluctuating performance. The mean number of patents increased from 1.1 in 2018 to 2.7 in 2020, suggesting rising engagement in research commercialization activities. However, patent output declined in 2021 (1.3) before slightly improving in 2022 (1.4). The consistently high standard deviations reveal significant disparities in innovation performance, indicating that while some universities actively produce patents, others show limited innovation activity.

In contrast, research citations demonstrated a strong and consistent upward trend, rising from 1,468.1 in 2018 to 3,293.6 in 2022. This steady growth suggests increasing research visibility and academic impact of Kenyan public universities. Nevertheless, large standard deviations indicate uneven research influence among institutions. Overall, the results suggest that research impact is improving, enrolment is recovering moderately, while innovation output remains inconsistent.

These patterns highlight the need for stronger knowledge management practices and research support systems to enhance the overall competitiveness of public universities.

Table 4: Descriptive Statistics for Patents, Student Enrolment and Citations

Year	N	Enrolment Mean	Enrolment SD	Patents Mean	Patents SD	Citations Mean	Citations SD
2018	26	2426.7	2161.3	1.1	2.5	1468.1	2366.2
2019	26	2072.5	2004.7	1.8	4.9	1837.6	3331
2020	26	2312.4	2085.2	2.7	5.4	2385.5	4706.8
2021	26	2346.1	1586.4	1.3	5.5	3034.2	6085.4
2022	26	2716.8	1912.8	1.4	6.5	3293.6	6620.1

Correlation Analysis

The Pearson correlation coefficient is the most common way to measure linearity in an equation. It lays between -1 and 1 and measures the strength and direction of the relationship between two variables. The statistic is taken to be strongly correlated if above 0.5. A value below 0.5 is considered a weak correlation. Its positivity or negativity determines the direction of the relationship. A significant value less than 0.05 shows the presence of correlation (Kwak, 2023) Table 5 presents the correlation statistics for this study.

The results show a positive correlation coefficient of $r = 0.344$, which indicates a moderate positive relationship between knowledge storage capability and competitiveness. This means that as universities improve their knowledge storage practices such as maintaining repositories, databases, and institutional records their competitiveness tends to increase. The double asterisks (**) indicate that the correlation is statistically significant, typically at the 0.01 level ($p < 0.01$). Therefore, the relationship between the two variables is unlikely to have occurred by chance. Overall, the findings suggest that knowledge storage capability is positively associated with the competitiveness of chartered public universities, implying that institutions with stronger systems for storing and preserving knowledge are more likely to enhance their performance and competitive position.

Table 5: Correlation Analysis

Variables	Knowledge Storage Capability	Competitiveness
Knowledge Storage Capability	1	
Competitiveness	.344**	1

Regression Analysis

The null hypothesis stated in Chapter one of this study was thus tested using regression analysis. Table 6 presents the regression results examining the effect of knowledge storage capability on the competitiveness of chartered public universities in Kenya. The model produced an R^2 value of 0.225, indicating that 22.5% of the variation in competitiveness is explained by knowledge storage capability. The ANOVA results further show that the model is statistically significant ($F(1,122) = 35.064$, $p < 0.001$), confirming that knowledge storage capability significantly predicts university competitiveness.

The regression coefficient for knowledge storage capability was $\beta = 0.546$ ($p = 0.000$), indicating a positive and statistically significant relationship between the variables. The resulting regression model was:

Competitiveness = 1.867 + 0.546 (Knowledge Storage Capability) + ε

This implies that a one-unit increase in knowledge storage capability leads to an approximate 0.546-unit increase in competitiveness, holding other factors constant.

The study tested the null hypothesis H_{02}: Knowledge storage capability has no significant effect on the competitiveness of chartered public universities in Kenya. Based on the regression results ($p < 0.05$), the null hypothesis was rejected, leading to the conclusion that knowledge storage capability has a significant positive effect on the competitiveness of chartered public universities in Kenya.

Table 6: Regression Model Results on Knowledge Storage Capability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.474a	0.225	0.218	0.88751		
a Predictors: (Constant), Knowledge storage capability						
b Dependent Variable: Competitiveness						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	27.619	1	27.619	35.064	.000b
	Residual	95.308	121	0.788		
	Total	122.927	122			
a Dependent Variable: Competitiveness						
b Predictors: (Constant), Knowledge storage capability						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.867	0.365		5.116	.000
	Knowledge storage capability	0.546	0.092	0.474	5.921	.000
a Dependent Variable: Competitiveness						

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Findings

The findings indicate that knowledge storage capability is moderately developed in Kenyan public universities, with institutions having systems such as information backup policies, IT platforms, and library archives to preserve institutional knowledge, although weaknesses remain in succession planning and institutional memory programs. Competitiveness indicators showed mixed trends, with student enrolment gradually recovering after an initial decline, patent registrations fluctuating, and research citations steadily increasing, reflecting improving research visibility. Correlation analysis revealed a positive and significant relationship between knowledge storage capability and competitiveness ($r = 0.344$, $p < 0.01$), while regression results confirmed that knowledge storage capability significantly influences competitiveness ($\beta = 0.546$, $p < 0.05$), explaining 22.5% of the variation in competitiveness among chartered public universities in Kenya.

Conclusion

The study concludes that knowledge storage capability has a significant positive effect on the competitiveness of chartered public universities in Kenya. Universities that have established

systems for storing and preserving institutional knowledge such as digital repositories, data warehousing platforms, and archival mechanisms are more likely to enhance their research performance, decision-making, and institutional effectiveness. The findings further show that while technological aspects of knowledge storage are relatively well developed, greater emphasis is needed on capturing tacit knowledge through succession planning and institutional memory programs. Overall, strengthening knowledge storage practices can improve research visibility, support innovation, and enhance the overall competitiveness of public universities in Kenya.

Recommendation

Knowledge storage capability can be improved by adopting secure, scalable, and user-friendly digital repositories. Proper documentation of research, training materials, and policy documents ensures long-term strategic advantage.

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