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Effect of Employee Training and Development on Knowledge Sharing in Chartered Universities in Kenya: The Moderating Role of Management Support

Muriithi Rosemary Ntibuka[1*], Prof. Guyo Huka, PhD[2], Dr. Agnes Mungania, PhD[3]
[1,2,3]School of Business and Economics, Meru University of Science and Technology, PO Box 627 - 60200, Meru, Kenya
Corresponding Author Email: muriikirosemary@gmail.com

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Abstract

Despite the substantial benefits associated with employee training and development being widely recognized, there remains a gap in clearly understanding the extent to which universities adopt this practice specifically to promote knowledge sharing. The research gap is attributed to a lack of adequate empirical studies that examine how employee training and development influence knowledge sharing in chartered universities. This study sought to fill this gap by assessing the influence of employees' training and development on knowledge sharing. This study was guided by knowledge-based theory. A Cross-Sectional research design was adopted, and the target population of the study was 384. Qualitative data were analyzed using content analysis, while quantitative data were processed by use of descriptive and inferential statistics with the help of SPSS version 26 software. The findings indicated a significant correlation between employees' training and development and knowledge sharing. Employee training and development is a key driver of knowledge sharing, and therefore, university policy makers should develop training policies that align with knowledge sharing endeavors. The study recommends longitudinal studies across diverse contexts so as to assess the generalizability of these findings.

Keywords: *Employee training and development, knowledge sharing, management support, knowledge management, Chartered universities*

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1. Introduction

Training is defined as a planned effort designed by the organization to assist the employees in the learning processes of job-related competencies, such as job skills or behaviors that are vital for the success of individual and organizational performance (Armstrong, 2006; Arora, 2021; Indah, 2017). The drastic changes in the 21st century call for continuous employee improvement action plans to be embedded in different sectors and especially in universities. Employees' training and development on knowledge sharing are fundamental traits in this endeavor, particularly in chartered universities in Kenya. It entails aligning employees' training and development needs with the university's direction (Mazorodze et al., 2022).

Training updates and enriches employees' current skills and knowledge by enabling them to acquire, apply, and create new knowledge and improve existing products (Huang, 2009; Minbaieva, 2013). The training and development initiatives are based on the business industry,

goals, resources, and capabilities. Training and development is recognized as one of the enablers of knowledge sharing (Chelegat et al., 2022). Sheba and Christopher (2020) affirmed that all tasks that are performed by people require skills and the latest knowledge and this knowledge can be acquired during training when the trainer exchanges knowledge with the trainees. According to this point of view, the ultimate goal of any training is to ensure that knowledge is converted to tangible results in the workplace**.** Training and development influence employees' knowledge, skills, and attitudes positively. Institutions of higher learning need to have policies and a budget that promote employee training to ensure that those with excessive know-how can transfer the same to those without to ensure no mismatch (Ackerman & Kauffeld, 2024). Indah (2017) pointed out that organizations need to offer internal as well as external training opportunities to develop and nurture the required knowledge and expertise. Literature reviews have associated employees' training, development, and knowledge sharing but there is a need for more research on the relationship between the two constructs, because of variations in findings and inconclusive findings (Ntini et al., 2023)

Knowledge sharing can effectively and efficiently be deployed through employees' training and development programmes. Through training programs, knowledge sharing can provide a link between employees where knowledge resides and the institutions where knowledge attains its competitive value. Nonaka and Tekeuchi (1995) stated that everyone has to some extent become a knowledge worker.

The embedding of tacit knowledge in human minds makes it difficult to share (Amayah, 2013). Given this holistic effort in acquiring deeply rooted knowledge assets in the cognitive minds of individuals for use by other individuals and organizations should be enhanced at all costs (Davenport & Prusak, 1998; Ghodsian et al., 2017).

1.1 Problem Statement

Universities are inherently knowledge-intensive organizations, with their core mandates revolving around the creation, dissemination, and preservation of knowledge through teaching, research, and community service (Oloko et al., 2025). In the rapidly evolving global knowledge economy, effective employee training and development among academic and administrative staff is paramount for fostering innovation, enhancing institutional competitiveness, improving service delivery, and ultimately achieving the strategic objectives of the universities (Sang et al., 2025). Effective knowledge sharing requires that employees are trained in how to codify, document, and share what they know. Training is crucial in converting tacit knowledge into explicit knowledge that others can use (Nonaka & Tekuchi,1995). According to Kianto et al. (2022) employee training initiatives often include collaborative activities such as team-based learning, mentorship, and peer coaching foster knowledge sharing among employees. Despite the acknowledged importance of employee training and development in facilitating knowledge sharing, empirical evidence indicates that Kenyan universities face significant challenges in fully leveraging this HR practice to optimize knowledge flows (Ackerman et al., 2024; Alayande, 2021; Kamau et al., 2024; Isang et al., 2025). Failure to effectively translate employees training and development efforts into enhancing knowledge sharing capabilities is Kenyan universities can result into significant negative consequences such as knowledge loss, knowledge silos and duplication of effort (Fullwood & Delbridge, 2017) Despite the acknowledgement by researchers and practitioners of the numerous benefits of knowledge sharing, knowledge sharing is by no means obvious (Connell et., al. 2012). Knowledge sharing helps employees capitalize on the best practices, thus strengthening the organizational knowledge base (Anaza et al., 2017). The acquisition and subsequent sharing of firm-specific knowledge is crucial, especially when firms are faced with uncertainty and competitive

pressures (Liu & Li, 2017). Parameters for this variable are: employees' feedback surveys after training, effectiveness of task performance, and quality of work after training. This study sought to find out how employee training and development can enhance knowledge sharing in Kenyan universities.

1.2 Research Objectives

(i) To find out the influence of employees' training and development on knowledge sharing in chartered universities in Kenya.

(ii) To assess the moderating effect of management support on the relationship between employees' training and development and knowledge sharing in chartered universities in Kenya

1.3 Research Hypotheses

The research hypothesis was stated in null context as follows:

H_{01}: There is no significant influence of employees' training and development on knowledge sharing in chartered universities in Kenya.

H_{02}: There is no significant moderating effect of management support on the relationship between employees' training and development and knowledge sharing in chartered universities in Kenya

2. Literature Review

2.1 Theoretical Review

The knowledge-based theory of the firm can be traced to the foundation work of Wernerfelt (1984. The theory views organizations as repositories of knowledge. Employee training and development help individuals to acquire job-related skills, expertise, and updated knowledge, which directly contributes to the organization's knowledge base. The theory recognizes that knowledge is a valuable resource that can be used to create value and drive organizational success. The theory emphasizes the importance of capturing and codifying both explicit and tacit knowledge to facilitate knowledge sharing and collaboration among individuals and teams. The knowledge resource-based view focuses upon knowledge as an important resource for firms (Cheng et al., 2020; Nonaka & Takeuchi, 1995).

2.2 Empirical Review

2.2.1 Employees Training, Development and Knowledge Sharing in Chartered Universities of Kenya

Globally, Buonomo, Piccinini, Benevene, and Blasutig (2022) conducted a case study within an Italian information technology firm to investigate the relationship between employees' satisfaction with job training and development and their engagement in knowledge-sharing practices. Using survey data from 179 employees, the researchers analysed how positive perceptions of training influenced knowledge exchange behaviors in the workplace. The study revealed that employees who reported higher satisfaction with their job training were significantly more likely to participate in knowledge-sharing activities.

Regionally, Alayande (2021) explored the impact of training and development on employees' knowledge sharing capability in a food processing organization in Nigeria. The study adopted a quantitative research design, a deductive research approach and a survey research strategy. The target population of the study was 2,300 employees. 341 employees were sampled for the study. Data was collected via online questionnaire and analysed using both descriptive and inferential statistics. The study found that in a Nigeria food processing company, the training of employees be mentorship significantly enhanced the sharing of organizational knowledge.

Further, the study revealed that teamwork training was a significant driver of knowledge sharing. Based on the findings, it was concluded that training and development significantly influence knowledge sharing among employees. In line with this conclusion, it was recommended that human resources managers and policymakers should prioritize mentoring and teamwork while formulating policies concerning employees training and development programmes, as this will enhance employees' capability to share knowledge. Findings concur with findings by Isang and Benjamin (2025).

Enane (2016) conducted research focused on how county government employees in Vihiga County, Kenya, apply knowledge gained from training programs in their daily work. The study employed a descriptive survey approach and gathered data through structured questionnaires distributed to county personnel. The study found that several factors significantly influenced the extent to which training knowledge was shared and utilized in the workplace. First, employees needed to fully grasp the training content to effectively apply and disseminate it. Second, the anticipation of rewards, whether tangible or in the form of recognition, encouraged knowledge sharing. Finally, the presence of a supportive organizational culture and clearly defined training goals enhanced knowledge transfer.

2.2.2 Management Support as a Moderating Variable on Knowledge Sharing

Sawsan et al. (2017) on study of the impact of top management support as an enabling factor for academic innovation through knowledge sharing in higher institutions in Iraq. A qualitative approach was used. Data was collected through a survey by use of a questionnaire that was administered to teaching staff in private higher education institutions in Iraq. The questionnaire questions were based on a Likert-type scale. The data was analysed using inferential statistics. The results showed that top management supported knowledge sharing, which in turn is positively related to innovation. The study further alluded that top management promoted a knowledge-sharing culture by building trust and respect and encouraging commitment, team spirit, and communication. According to the study, staff are willing to donate and collect knowledge, skills, experiences, and teaching materials, which in turn lead to new ideas for courses, curricula, research projects, and new technology, aiding product and process innovation. This was congruent to other studies by Renzi (2018) on a study on trust and management sharing; the mediating effect of fear and knowledge documentation. The study recommended the need for management support in knowledge sharing.

Rohman et al. (2020) studied individual and organizational factors that affect knowledge sharing behaviour, the findings revealed that management support plays a crucial role in supporting knowledge sharing. The study confirmed that top management provoked employees to donate knowledge as they were in a position to make employees act in accordance with the top management directives. The study also found that the top management provides intrinsic motivation for employees in enhancing knowledge sharing.

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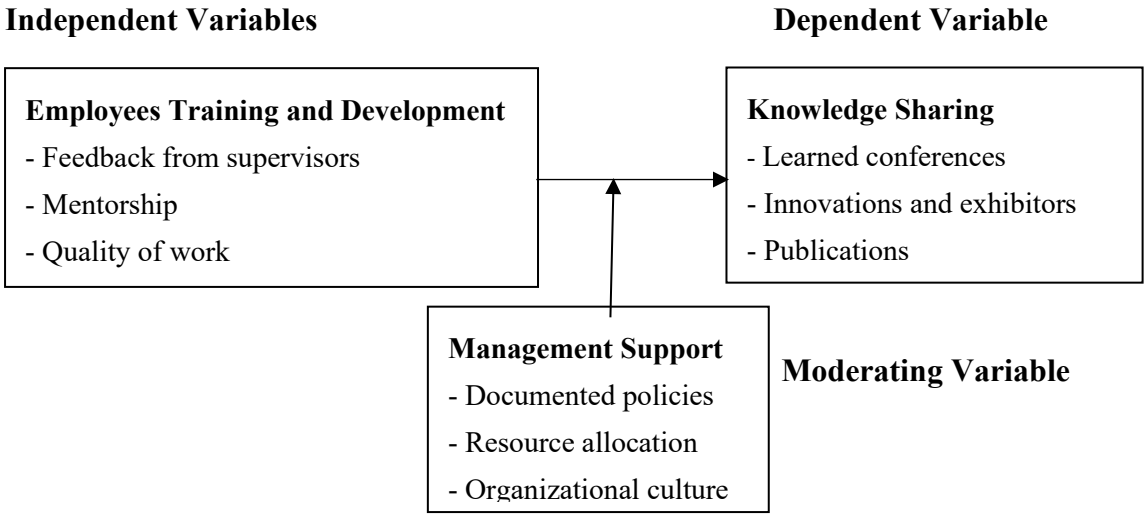

Figure 1: Conceptual Framework

3. Materials and Methods

The research philosophy was a positivist approach, which emphasized a systematic approach to achieve research objectives (Creswell &Poth, 2016). Study design was a cross-sectional survey; its ideal for both analytical and descriptive studies (Mugenda, 2003). The target population was 384 staff from all 69 chartered universities in Kenya. The sample size was 196 respondents computed by use of Slovin's formula from a sample of 384. The questionnaire consisted of closed-ended and likert scale questions so as to gather both qualitative and quantitative data (Kothari, 2003). Those who participated in the study were; Academic Registrars, Research Directors, ICT Heads, Librarians Heads, Human Resources Heads, and Registrars Administration. A stratified random sampling technique was used since the population was heterogeneous. A pilot study was done to test the data collection instrument in six universities that were randomly selected and were not considered in the main study. To establish the validity and reliability of the research instrument, a pilot test was conducted with 20 respondents (10%) of the sample size. Validity of the research instrument was determined through content and construct validity measures. Reliability of the research instrument was tested by use of Cronbach's Alpha which had a threshold of 0.7, indicating acceptable reliability (Shrikant, 2019; Sekaran, 2010). A statistical output was generated using SPSS version 26 to deduce the descriptive statistics as well as the inferential statistics results.

4. Results and Discussion

4.1 Response Rate

The response rate of the study was 75% (147) out of 196 questionnaires issued to the respondents, while the unreturned questionnaires accounted for 25% (49) as depicted in Table 1.

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Table 1: Response Rate

Response Rate	Sample Size	Percent
Filled and returned questionnaires	147	75
Unreturned questionnaires and nonresponse	49	25
Total	**196**	**100**

4.2 Descriptive Analysis (Employees Training and Development)

The study sought the opinion of the respondents on the various aspects of employee training and development in relation to knowledge sharing in chartered universities in Kenya. The respondents were required to rate each statement that matched the application of employees' training and development in chartered universities in Kenya using a 5-point Likert scale, where a rate of 5 represented Strongly Agree and 1 represented Strongly Disagree (see Table 2).

Table 2: Statements on Employee Training and Development

n=147	Mean	SD
There is a policy on staff training and development in the university	3.90	1.016
There are feedback surveys from employees after training has been done to establish its effectiveness	3.74	1.028
Employees are monitored to ensure that the knowledge acquired during training is shared and transferred to their jobs	3.62	1.143
Experienced employees can mentor less experienced trainees, and by working together, tacit knowledge is passed on	4.00	1.098
Knowledge acquired during makes tasks easier to perform	4.14	0.868
The university provides intensive orientation training to new staff that emphasizes the need to share knowledge	3.62	1.184
Leadership promotes a culture of knowledge sharing after the training	3.60	1.163
There are generational differences, and this may affect knowledge sharing after training	3.23	1.261
There is a need to consider knowledge sharing barriers before designing a training programme	3.78	1.109
Training needs assessment is sometimes ignored	3.54	1.223
Average Score	**3.72**	**1.109**

According to the results of the study, the majority of the respondents supported the statement that there is a policy on staff training and development in the university, with a mean of 3.90 and a standard deviation of 1.016. To add on that, the opinion that there are feedback surveys from employees after training has been done to establish its effectiveness majority of the respondents agreed with a mean of 3.74 and a standard deviation of 1.028. Further, on the statement that employees are monitored to ensure that knowledge acquired during training is shared and transferred to their jobs, a moderate number of respondents agreed with a mean of 3.62 and a standard deviation of 1.143. Majority of the respondents agreed on the assertion that experienced employees can mentor less experienced trainees, and by working together, tacit

knowledge is passed on and which accounted for a mean of 4.00 and a standard deviation of 1.098. Equally, the majority of the respondents agreed on the opinion that knowledge acquired during training makes tasks easier to perform, and this translated to a mean of 4.14 with a standard deviation of 0.868. To add on that, a moderate number of respondents affirmed that the university provides intensive orientation training to new staff that emphasizes the need to share knowledge, and this registered a mean of 3.62 with a standard deviation of 1.184. On the statement that leadership promotes a culture of knowledge sharing after the training majority of the respondents had moderate support, with a mean of 3.60 and a standard deviation of 1.163. On the opinion that there are generational differences and this may affect knowledge sharing after training majority of the respondents agreed with a mean of 3.23 and a standard deviation of 1.261. The study's findings also showed that the majority of the respondents supported the opinion that there is a need to consider knowledge sharing barriers before designing a training programme, and this accounted to a mean of 3.78 with a standard deviation of 1.109. Lastly, a moderate number of the respondents indicated that training needs assessment is sometimes ignored and this stated resulted to a mean of 3.54 and a standard deviation of 1.223.

What Need to be Done to Ensure Employees' Knowledge Acquired from the Training is Shared

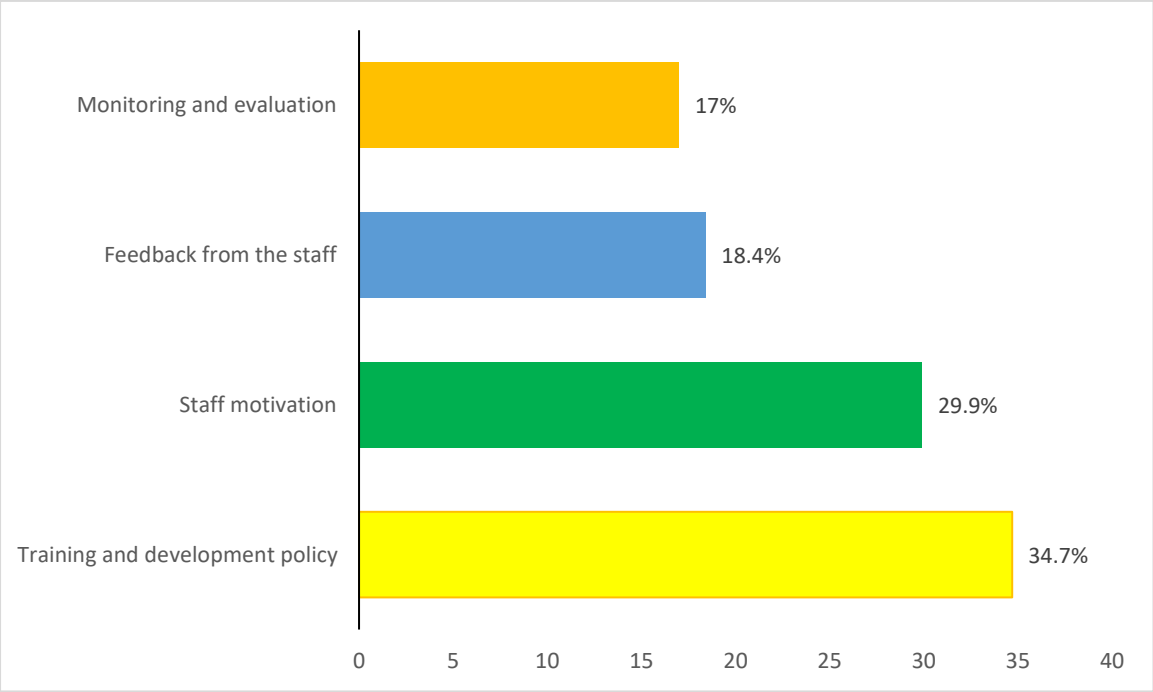

Figure 2: What Needs to be Done to Ensure Employees' Knowledge Acquired from the Training is Shared

4.3 Management Support as a Moderator Variable on Knowledge Sharing in Chartered Universities

The study aimed to gather respondents' views on how management support influences knowledge sharing. Participants were asked to rate various statements reflecting the implementation of management support in chartered universities in Kenya, using a 5-point Likert scale, where 5 indicated Strongly Agree and 1 indicated Strongly Disagree (refer to Table 3).

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Table 3: Statements on Management Support

n=147	Mean	SD
There is a clear, documented policy that informs employees about the importance of tacit knowledge and how it aligns with the organization's goals and values	3.85	1.252
Management has established a culture of trust within the university that influences employees' willingness and behavior in knowledge-sharing activities	3.62	1.112
Management has established knowledge management positions within the university that are dedicated to facilitating knowledge exchange among employees	3.48	1.224
Management implements knowledge-sharing processes, thus preventing knowledge loss from employees who leave employment at some point	3.37	1.250
Management allocates resources, time, and infrastructure for knowledge-sharing initiatives	3.48	1.305
Management ensures that a need-driven curriculum informs training interventions	3.43	1.188
Top management provides intrinsic and extrinsic motivation to employees to enhance knowledge sharing	3.16	1.253
Managers lead by example in knowledge sharing activities by sharing their expertise	3.39	1.214
Managers identify and eliminate obstacles to knowledge sharing	3.21	1.245
Knowledge-sharing initiatives are regularly assessed for continuous improvement	3.20	1.301
Average Score	**3.42**	**1.234**

The study findings revealed that most respondents agreed there is a documented policy that informs employees about the value of tacit knowledge and its alignment with the organization's goals and values, reflected by a mean score of 3.85 and a standard deviation of 1.252. Additionally, a majority agreed that university management has fostered a culture of trust, which positively influences employees' willingness and behaviour in knowledge-sharing practices, yielding a mean of 3.62 and a standard deviation of 1.112. Moreover, a moderate number of respondents acknowledged that management has established specific knowledge management roles aimed at promoting knowledge exchange among staff, with this aspect recording a mean of 3.48 and a standard deviation of 1.224. Similarly, a moderate proportion of participants indicated that management has implemented knowledge-sharing processes to prevent knowledge loss when employees exit the institution, resulting in a mean of 3.37 and a standard deviation of 1.250. Further, most respondents agreed that management allocates adequate resources, time, and infrastructure to support knowledge-sharing initiatives, reflected in a mean of 3.48 and a standard deviation of 1.305. A moderate number also supported the view that training interventions are guided by a needs-based curriculum, which had a mean of 3.43 and a standard deviation of 1.188. In addition, a moderate portion of the respondents felt that top management provides both intrinsic and extrinsic motivation to encourage knowledge sharing, which received a mean of 3.16 and a standard deviation of 1.253. According to the findings, most respondents also believed that managers lead by example in knowledge-sharing activities through the sharing of their expertise, earning a mean of 3.39 and a standard deviation of 1.214. A moderate number of respondents affirmed that managers identify and address barriers to knowledge sharing, with this item scoring a mean of 3.21 and a standard deviation

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of 1.245. Lastly, the statement that knowledge-sharing initiatives are regularly evaluated for continuous improvement was supported by the majority, yielding a mean of 3.20 and a standard deviation of 1.301.

Contribution of the University Management to Support of Knowledge Sharing among Staff

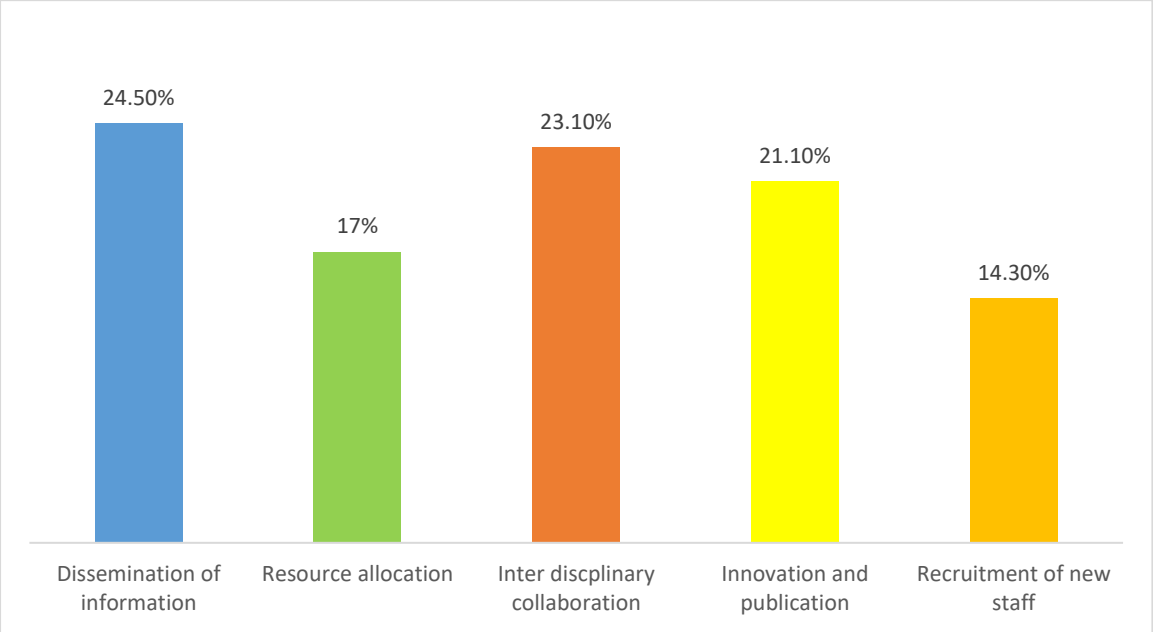

Figure 3: Contribution of the University Management to the Support of Knowledge Sharing among Staff

The study findings revealed that the majority (24.5%) of respondents believed that the dissemination of information significantly enhances the role of university management in supporting knowledge sharing among staff. Additionally, 23.1% indicated that inter-disciplinary collaboration strengthens management's contribution to knowledge sharing. Meanwhile, 21.1% suggested that innovation and publication efforts increase the university management's support in this area. Furthermore, 17% of respondents stated that resource allocation plays a key role in boosting management's contribution to knowledge-sharing initiatives. Lastly, 14.3% affirmed that the recruitment of new staff contributes to enhancing university management's support for knowledge sharing among employees.

4.4 Knowledge Sharing

The study aimed to gather respondents' views on knowledge sharing. Participants were asked to rate various statements reflecting the practice of knowledge sharing in chartered public and private universities in Kenya, using a 5-point Likert scale, where 5 indicated Strongly Agree and 1 indicated Strongly Disagree (refer to Table 4).

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Table 4: Statements on Knowledge Sharing

n=147	Mean	SD
Academic fraternity is motivated to publish research in various academic journals as a way of sharing knowledge	4.02	0.968
Through publications, employees are rewarded	3.24	1.149
There are learned annual conferences for knowledge sharing	3.73	1.095
There are funded university-industry collaborations for research and innovation	3.72	1.175
There is fairness in obtaining research grants from my university	3.13	1.189
The university commercializes scientific findings and inventions	3.19	1.155
I attend and contribute to different knowledge sharing activities such as conferences, seminars, colloquium, and different experts learned comments help me to publish in journals	3.69	1.210
The university holds innovation conferences where innovators share knowledge on their inventions	3.97	1.036
Universities are knowledge-driven institutions, and knowledge workers are an important asset in knowledge sharing	4.00	1.007
Through publications, researchers can expand their social networks and also provide them with opportunities to build trust with scientists worldwide	4.16	0.993
Average Score	**3.69**	**1.098**

The study findings revealed that most respondents agreed the academic community is motivated to publish in various scholarly journals as a means of sharing knowledge, with this view recording a mean of 4.02 and a standard deviation of 0.968. Additionally, a moderate number of respondents indicated that employees receive rewards for their publications, which resulted in a mean of 3.24 and a standard deviation of 1.149. The study also showed that a majority of respondents confirmed the existence of annual academic conferences dedicated to knowledge sharing, reflected by a mean of 3.73 and a standard deviation of 1.098. Similarly, many respondents affirmed that there are funded university-industry collaborations focused on research and innovation, with a mean of 3.72 and a standard deviation of 1.175. Regarding fairness in access to research grants, a moderate number of respondents supported this statement, which had a mean of 3.13 and a standard deviation of 1.189. A comparable proportion agreed that universities are involved in commercializing scientific findings and inventions, reflected in a mean of 3.19 and a standard deviation of 1.155. Furthermore, most respondents supported the idea that they actively participate in various knowledge-sharing activities such as conferences, seminars, and colloquia, and that expert feedback received in these settings assists in publishing journal articles. This view was associated with a mean of 3.69 and a standard deviation of 1.210. A significant number of respondents also agreed that universities host innovation conferences where inventors share knowledge on their creations, resulting in a mean of 3.97 and a standard deviation of 1.036. Similarly, most respondents

agreed that universities are knowledge-centric institutions, where knowledge workers are considered valuable assets in promoting knowledge sharing was reflected in a mean of 4.00 and a standard deviation of 1.007. Lastly, the majority affirmed that through publishing, researchers are able to broaden their professional networks and build trust with scientists globally. This statement received the highest agreement, with a mean of 4.16 and a standard deviation of 0.993.

University-Industry Linkage Forums

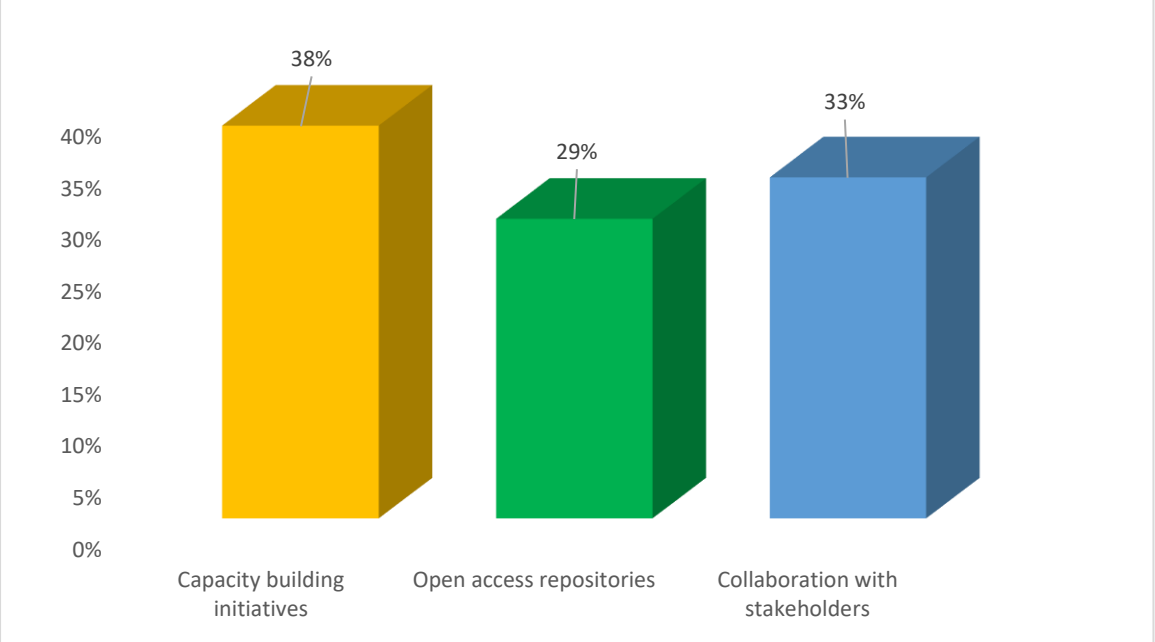

Figure 4: University- Linkage Forums

The researcher aimed to identify the primary forums for university-industry linkages. The majority of respondents (37.4%) identified capacity-building initiatives as the most significant forum for such linkages. Additionally, 33.3% pointed to collaboration with stakeholders as a notable platform for university-industry interaction. Lastly, 29.3% of the respondents viewed open access repositories as a means of fostering university-industry linkages.

4.5 Correlation Analysis (Employees Training and Development)

According to Sekaran (2010), correlation analysis measures the extent to which study variables are related. It is based on the Pearson Product Moment Correlation Coefficient (r), which requires data at least at the interval level. The general guideline for interpreting correlation strength is as follows: an absolute value of *r* between 0.1 and 0.29 indicates a weak correlation, between 0.30 and 0.49 indicates a moderate correlation, and between 0.5 and 1.0 indicates a strong correlation. In this study, the Pearson correlation was used to calculate the bivariate correlation coefficients between each independent variable and the dependent variable.

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Table 5: Pearson Product Moment Correlation of Employees Training and Development on Knowledge Sharing

Variable		Employees Training and Development	Knowledge Sharing
Employees Training and Development	Pearson Correlation	1	**0.646****
	Sig. (2-tailed)		0.000
	N	147	147
Knowledge Sharing	Pearson Correlation	**0.646****	1
	Sig. (2-tailed)	0.000	
	N	147	147

**. Correlation is significant at the 0.01 level (2-tailed).

The results indicated a correlation coefficient (*r*) of 0.646 between employee training and development and knowledge sharing, with a *p*-value of 0.000 at a 95% confidence level. Since the coefficient falls within the range of 0.5 to 1.0, this signifies a strong positive relationship between the two variables, indicating they are significantly associated (see Table 5).

4.6 Regression Analysis

Barbara and Linda (2007) define regression analysis as a collection of statistical techniques used to estimate the relationship between a dependent variable and one or more independent variables. In this research, regression analysis was employed to draw inferences about the causal link between the independent and dependent variables.

The study's model is expressed algebraically as follows:

$Y=\beta_0+\beta_1X_1+\varepsilon$

Where:

$\beta 0$=Constant

Y=Knowledge Sharing (Dependent Variable)

X_1=Employees Training and Development

Table 6: Model Summary on Employees Training and Development on Knowledge Sharing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.646[a]	0.417	0.413	5.780

a. Predictors: (Constant), Employees Training and Development

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The findings of the study revealed a coefficient of determination (r^2) of 0. 417.The coefficient of determination showed that employee training and development, as the predictor variable, accounted for 41.7% of the variation in knowledge sharing in chartered universities in Kenya. In line with this model summary, 58.3% of variations on knowledge sharing is determined by other factors not included in the model.

Table 7: Analysis of Variance on Employees Training and Development on Knowledge Sharing

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3464.040	1	3464.040	103.693	0.000[b]
	Residual	4843.960	145	33.407		
	Total	8308.000	146			

a. Dependent Variable: Knowledge Sharing

b. Predictors: (Constant), Employees' Training and Development

The study's results indicated that the ANOVA yielded an F-statistic of 103.693 at a 5% level of significance, with a p-value of 0.000, which is less than 0.05. This result led to the rejection of the null hypothesis regarding the impact of employee training and development on knowledge sharing. Consequently, the researcher concluded that the model was statistically significant at the 5% significance level.

Table 8: Regression Analysis on Employee Training on Knowledge Sharing

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.604	3.779		0.160	0.873
	Employees Training and Development	0.221	0.100	0.646	10.183	0.000

a. Dependent Variable: Knowledge Sharing

The model summary results of the regression equation $Y=\alpha+\beta_1X_1+\varepsilon$ translated to $Y=0.604+0.221X_1+\varepsilon$. This signified that holding all the factors constant, employees' training and development had a constant of 0.604 and the independent variable resulted to 0.221. This implied that 1% change in employees' training and development accounts to 22.1% change in knowledge sharing in chartered public and private universities in Kenya.

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4.7 Test for Moderating Effect of Management Support on Knowledge Sharing

Saunders et al. (2012) suggest that a moderating variable influences the strength and direction of the relationship between independent and dependent variables in a study. The nature and extent of this relationship are determined by the significance of the moderator. In this study, the purpose of introducing the moderating variable was to assess the effect of management support on the relationship between the predictor and the outcome, knowledge sharing, in chartered universities in Kenya. This moderating effect of management support was incorporated into the regression model as shown below:

$Y=\beta 0+\beta 1X1+\beta iXiZi+\varepsilon$

Where:

$\beta 0$=Constant

Y=Knowledge Sharing (Dependent Variable)

X_1=Employees Training and Development (Independent Variable)

M=Management Support (Moderating Variable)

Table 9: Summary of the Regression Output

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	0.604	3.779		0.160	0.873
Employees Training and Development	0.221	0.100	0.646	10.183	0.000
Employees Training and Developments*M	(0.708)	(0.114)	(0.447)	(6.216)	(0.000)

a. Dependent variable: Knowledge Sharing

R^2 before moderation (0.417)	R^2 after moderation **(0.498)**
Adjusted R^2 before moderation (0.413)	Adjusted R^2 after moderation **(0.491)**
F ratio before moderation (103.693)	F ratio after moderation **(71.556)**

(0.000)

The results in Table 9 generate a regression equation model after moderation as follows:
$Y=0.604+0.221X_1+0.708X_{iZi}$

The study findings indicate that management support had a moderating effect on the relationship between employee training and development and knowledge sharing in chartered universities in Kenya. The model's goodness of fit, represented by an R-squared value of 0.498, suggests that 49.8% of the variation in knowledge sharing resulting from employee training and development was influenced by management support. This means that, when all other factors are held constant, a one-unit increase in the interaction between management support

and the predictor variable results in a 49.8% increase in knowledge sharing. Additionally, the adjusted R-squared value of 0.491 indicates that 49.1% of the variation in this relationship is explained when accounting for the number of predictors in the model. The model's overall significance, shown by an F-statistic of 71.556 and a p-value of 0.000 (which is less than 0.05), confirms that the model is statistically significant at the 5% level.

5. Conclusion

The study concluded that employees' training and development had a strong influence on knowledge sharing at a 95% confidence level. The moderating role of management support had a positive influence on the relationship between human resource management practices and knowledge sharing. The study, therefore, concludes that documentation of the university policies, resource allocation, and organizational culture should be enhanced to promote knowledge sharing.

6. Recommendations

Management to allocate resources, time, and create policies, as well as sustain a university culture that enhances knowledge-sharing initiatives. Management to ensure that a need-driven curriculum informs training interventions. The study recommends learned conferences, innovations, and exhibitions, as well as publications in chartered universities in Kenya, to foster knowledge sharing.

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