

The influence of Job Characteristics on Knowledge Sharing and Management Support as a Moderating variable in Chartered Universities in Kenya

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ABSTRACT

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In the rapidly evolving landscape of higher education, universities are increasingly recognized not just as centers of learning, and research, but as dynamic knowledge intensive organizations. Their core mission to create, disseminate and apply knowledge fundamentally relies on the continuous and effective exchange of information, insights and expertise among faculty, administrative staff and researchers. The objective of the study was to assess the influence of job characteristics on knowledge sharing with management support as a moderating variable in Chartered Universities

in Kenya. A cross-sectional research design was adopted and the target population of the study was 384. Data was collected through a self-designed questionnaire. To determine the ideal sample size, Slovinc's formula, was used to arrive at a sample size of 196 managers. Pilot test was done to test the validity of data instrument in six universities that were randomly sampled. The questionnaire was validated by use of Cronbach's Alpha for Content validity and panel of expert's reviews to ensure reliability and consistency of results when applied repeatedly under similar conditions. Inferential statistics results showed strong R² while the results of ANOVA for the regression model showed an F statistic that was within the predictable range. The data was tested for adherence to the assumptions of multiple linear regression and the results indicated that the study complied with the definitive tests of normality, autocorrelation and multicollinearity. The results showed a positive significance correlation between job characteristics on knowledge sharing in chartered universities in Kenya since (P < 0.05). The study recommends the university management to strategically formulate job characteristic policies that boost knowledge sharing as well as help employees understand how their roles and competencies help promote knowledge sharing. The study also recommends clear policies on designing jobs whose task significance, job autonomy and job feedback enhances Knowledge sharing among the university teaching and non-teaching staff. Human resource department should also provide precise guidelines and explicitly integrate knowledge sharing attributes into job description and job specification. The study has implications on theory, empirical and practical contributions to this body of knowledge.

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Introduction

The concept of Job characteristics refer to the specific attributes or features embedded within a given job that shape how individuals perceive and engage with their work. These characteristics play a fundamental role in influencing employee motivation, performance, satisfaction, and collaborative behaviors in organizations. The concept is most prominently captured in the Job Characteristics Model (JCM) developed by Hackman and Oldham (1976), which identifies five core dimensions: skill variety, task identity, task significance, autonomy, and feedback. These dimensions impact critical psychological states that determine how meaningfully employees engage with their work.

In knowledge-intensive environments such as universities, job characteristics are particularly relevant. When staff members perceive their roles as autonomous, impactful, and rich in skill diversity, they are more likely to experience intrinsic motivation, leading to greater engagement in behaviors that support organizational knowledge flows.

Research indicates that well-designed jobs can foster an environment that encourages knowledge sharing, as employees feel more empowered, valued, and connected to their institutional goals (Morgeson & Humphrey, 2006; Lin, 2007). Knowledge sharing involves the voluntary exchange of information, experiences, and expertise among individuals and is essential for innovation, problem-solving, and institutional learning. In university settings, this process supports academic collaboration, curriculum improvement, and administrative efficiency. Therefore, understanding the link between job characteristics and knowledge-sharing behavior provides valuable insights for designing roles that not only enhance individual performance but also promote collective knowledge development. Global, regional and local studies have linked job characteristics to knowledge sharing in both universities and other contexts. These reviews on job characteristics and knowledge sharing shows job characteristics promote knowledge sharing at individual and group levels within an organization (Pee & Chua 2019; Cabrera et al, 2006).

Globally, Memon (2020) conducted among academic staff in Malaysian universities, aiming to understand how job characteristics influence work engagement and knowledge sharing. The study found that job characteristics like task significance and

autonomy significantly enhance work engagement, which in turn promotes knowledge sharing. Engaged employees were more inclined to contribute knowledge to support organization goals.

Matošková, Bartok, and Tomancová, (2022), investigated the relation between job characteristics and knowledge sharing in Czech Republic. The study investigated how specific job characteristics influence employees' willingness to share knowledge within organizations. Using data collected from employees through a cross-sectional survey, the researchers found that task significance (feeling that one's work has meaningful impact) and job autonomy (having control over how one performs tasks) were positively linked to knowledge-sharing behavior. Importantly, the study identified self-efficacy an employee's belief in their own ability to perform tasks successfully as a key mediating factor in this relationship. In other words, employees who perceive their jobs as meaningful and autonomous are more likely to feel confident in their abilities, which in turn encourages them to share knowledge more freely.

Regionally Isang (2024), studied Job design and employees' knowledge sharing behaviour in federal universities in Nigeria. Findings indicated that when job roles are well-structured particularly when employees have clearly defined responsibilities, experience effective supervision, and operate within supportive task environments they are more likely to share knowledge. These job design elements directly contribute to enhancing knowledge-sharing behaviors among university staff.

Ramsey and Barkhuizen (2020), investigated Organizational Design Elements and Competencies for optimizing the expertise of knowledge workers in a shared services centre in South Africa. The researchers found that structural elements such as job clarity, decentralization (autonomy), and performance feedback systems play an important role in how well employees share and apply their expertise. A well-designed organizational structure encourages open communication, knowledge transfer, and collaborative problem-solving.

Sang (2024) carried out a study aimed at examining the influence of job design on employees' knowledge-sharing behavior within two federal universities in Nigeria: the University of Uyo and the University of Calabar. The research involved a sample of 364 academic and administrative staff members, and

data were gathered using structured questionnaires. The analysis was done through multiple regression techniques. The results indicated that job design has a significant and positive effect on how employees share knowledge. Specifically, staff members who experienced well-defined roles, appropriate supervision, and meaningful work tasks were more likely to engage in knowledge-sharing practices. The authors recommended that university administrators adopt proper job structuring and provide consistent training and oversight to promote a culture of knowledge sharing among employees.

Locally, Achieng, Ochieng, and Owuor, (2020), investigated on the effect of job redesign on employee knowledge sharing in commercial banks in Kisumu. The study surveyed 297 randomly selected employees across commercial banks in Kisumu. Data was collected using questionnaires. Key Findings: Task identity, task variety, and task significance were found to significantly affect employee knowledge sharing in the banking sector. Task autonomy, however, showed no statistically significant impact on performance outcomes. The researchers concluded that job redesign especially enhancing the meaningfulness and variety of tasks improved employee knowledge sharing, and that the way jobs are structured can influence work-related behaviors. They recommended banks to enhance roles that offer greater task identity and significance.

Kiptoo *et al.* (2024), investigated the effect of job design on employee innovative work behaviour in public universities in Uasin Gishu County, Kenya. It was observed that when employees are given diverse and meaningful tasks (high task significance), sufficient decision-making freedom (autonomy), and performance-related feedback, they tend to engage more in innovative behaviors. While the study did not measure knowledge sharing directly, it suggested that such job characteristics foster a collaborative environment in which sharing knowledge is a natural outcome of innovation.

Statement of the Problem

Knowledge sharing in the universities is critical as it promotes academic excellence, research, innovation and institutional development. Proper job characteristics are essential in enhancing knowledge sharing in institutions of higher learning. Although knowledge sharing is essential for academic

excellence and innovation in universities, many universities especially in developing countries face persistent challenges in designing jobs that create a culture that supports consistent knowledge exchange among staff. Universities face challenges in regards to designing effective job characteristics that foster optimal knowledge exchange among faculty and the administrative staff (Isang, & Amamize 2024). Poorly defined or conflicting job characteristics reduce motivation and willingness to both seek and contribute knowledge. Similarly, structuring jobs especially those with vague or ill-defined roles, can significantly hinder the effective exchange of knowledge (Kwahk, & Park, 2016). Inadequately designed jobs lead to role conflict and role ambiguity at work place. In this regard Job Characteristics features such as autonomy, task significance, and feedback are critical for motivating employees and encouraging collaboration. In knowledge sharing.

In Kenya, a study by Muriithi and Makau (2022) found that while public universities have structures in place to facilitate academic collaboration, the lack of well-articulated job roles and poor feedback systems hinder meaningful knowledge sharing. Similarly, Gachanja, Deya, and Muturi (2024) reported that although knowledge sharing enhances institutional competitiveness, it is not effectively utilized due to poor job design. Similarly, Ouma and Okoth (2020) study reported that job characteristics such as feedback and task significance positively influence knowledge sharing, yet these aspects are often not embedded in academic job designs.

This study aimed to bridge this gap by examining the influence of job characteristics on knowledge-sharing with management support as a moderating variable in chartered universities in Kenya and provide actionable recommendations for improving job design and institutional policies to support job design characteristics to boost knowledge exchange.

Research Objectives

To assess the influence of job characteristics on knowledge sharing in Chartered universities in Kenya

To analyse the moderating effect of management support in knowledge sharing in Chartered universities in Kenya.

Research Hypothesis

The research hypothesis was stated in null con-

text as follows:

H_{O1} : There is no significant influence of job characteristics on knowledge sharing in Chartered universities in Kenya.

H_{O2} : There is no significant moderating effect of management support on the relationship between job characteristics and knowledge sharing in chartered universities in Kenya

Literature Review

Theoretical Review

Ability, Motivation, Opportunity Theory (AMO Theory)

The theory was proposed by Appelbaum, 2000; Purcell & Hutchinson, 2007. This theory guided this study. The theory has three dimensions; ability, motivation and opportunity the theory informs this study as it asserts that employees will perform better in knowledge sharing if they possess the essential abilities- (Knowledge, Skills and Abilities), are motivated and they are given opportunities that enables employees to perform well. The Ability– Motivation – Opportunity (AMO) theory posits that employee performance and knowledge-related behaviors are a function of their abilities, motivation, and opportunities to participate (Appelbaum et al., 2000).

In the context of universities, this theory guide this study on job characteristics and knowledge sharing by explaining how well-designed academic and administrative roles influence employees' willingness and capacity to exchange knowledge. Ability: Universities must ensure job characteristics, such as skill variety and task identity, provide employees with the competencies and expertise needed for effective knowledge sharing. Motivation: Features like task significance, autonomy, and feedback can increase intrinsic motivation, which in turn fosters a positive attitude towards sharing tacit and explicit knowledge. Job characteristics that promote interaction, collaboration, and open communication channels provide opportunities for staff to engage in knowledge sharing activities. By integrating the AMO framework, researchers can hypothesize that enriched job characteristics improve employees' abilities, motivation, and opportunities, thereby enhancing knowledge sharing within universities.

Empirical Review

Job Characteristics and Knowledge Sharing

Job characteristics is a well-researched area in

human resource management. job characteristic is grounded in the work of Hackman and Oldham model (1976) which is anchored on five core job characteristics; Skill variety, task identity, task significance, job autonomy and feedback. However, this study investigated task significance, job autonomy and job feedback only.

Lee and Han, (2024), examined the impact of knowledge sharing on organizational sustainability, emphasizing the intermediary roles of job engagement and meaningful work in South Korea The results revealed that knowledge sharing enhanced both employees' engagement in their jobs and their sense of work meaningfulness.. The research design was cross-sectional. Data was collected at a single point in time to explore the relationships between knowledge sharing, job engagement and meaningful work and sustainability. Data was collected via a questionnaire that were self-administered to the respondents to collect qualitative and quantitative data. The target population was employees from six South Korean companies across various industries. Sample size was 373. Engaging in knowledge sharing bolstered employees' psychological connection to their work, which in turn significantly supported the organization's sustainability outcomes Job engagement was found to be a key mediator in knowledge sharing enhancement.

Nguyen, Phuong and Mai (2024) researched on employee wellbeing and the relationship between job characteristics and job performance in banking industry in Vietnam. The study aimed at elucidating the interplay between job characteristics, employee well-being and job performance. Convenience sampling was adopted to select the participants of the study. A self-administered questionnaire was used to collect data. The respondents were 831 middle level managers. The findings revealed that enhancing job characteristics can boost employees' wellbeing which in turn improves job performance. The study provided recommendations for Vietnamese banks to enhance job performance by refining job characteristics and fostering employees' wellbeing.

Ahmad (2018) carried out a study on job dimension and its impact on knowledge sharing among employees in Jordan hospital in Irbid District- an important aspect of designing a job is determining the level of job autonomy– (independence and discretion in deciding procedure and schedules). The study

adopted descriptive research design and the sample size of the study consisted of forty-four ((44) employees from Jordanian hospitals. The sample was randomly selected from the study population of one hundred (100) employees. The findings of the study were that there was statistically significant relationship between job autonomy and knowledge sharing. The study was done in a hospital setup but this study is on higher institutions of learning.

Omid, and Alborz.,(2018), studied the relationship between job design characteristics (task significant and task identify) on knowledge sharing in Iranian University. The study adopted descriptive design and the sample size was 144 employees working in logistics department of National Oil Company. The sample was randomly selected and the questionnaire was used as data collection tool. The data was analyzed using inferential statistic. The findings indicated that job characteristics have significant relationship with organizational knowledge sharing. The study recommended that jobs should be designed in a way that the employee can drive job satisfaction so as to work on the whole job. The study focused on only two job characteristics (task significant and task identify and left out other job characteristics. This study fills this gap by studying the other job characteristics namely; skill variety, autonomous and feedback

Eria (2022) applying Hackman and Oldham an Empirical review on Job characteristic model in the analysis of job satisfaction and knowledge sharing at Makerere University in Uganda. The study used a descriptive cross-sectional survey design and quantitative data was collected from 304 academic staff (Professors, Associate professors, lecturers and assistant lectures provided the data by use of a closed ended questionnaire. The academic staff that provided the data were selected from a sampling frame giving each academic staff in the population the opportunity to participate in the study.

Data was analyzed with use of descriptive statistics and multiple regression analysis technique. Study findings revealed that task autonomy was the most important variable that influences job satisfaction and knowledge sharing at Makerere University. While feedback had no significant influence. Task significance was found to significantly influence job satisfaction and knowledge sharing. The study also established that task variety and ask identify were

found to have insignificant effects on job satisfaction. Study recommended that the university human resource directorate should prioritize academic freedom to enhance job autonomy. Further recommendations were that relevant university authority should organize meetings and learned- conferences that are tailor- made towards empowering the academic staff towards enhancing task significance. Study further recommended that task variety, task identity and job feedback should not be overemphasized.

Onwuchekwa et al., (2020),studied job design and employees knowledge sharing of tertiary institutions of South East Nigeria. The study design was descriptive and the sample size was 9240 academic and non-academic staff. The findings were that there was a low significant relationship between task identity and employee empowerment. The recommendations were that there was need to create a task variety condition in which employees have opportunity to perform a variety of tasks from the beginning to the end with a visible outcome that will stimulate personal growth and development for purpose of employees empowerment. The findings align with that of Prisca and Friday (2014) on the effect of task identity on employee motivation; a survey of Eldoret Polytechnic, Kenya whose findings showed a correlation between task identify and employee motivation. The study looked at effect of task identity and employees empowerments and not knowledge sharing.

Locally, Viona., Maurice and Alice (2023), examined Knowledge sharing practices and performance of Public Research institutions in Kenya. Sample size was 135 respondents from 12 public funded research institutions in Kenya. Stratified random sampling was adopted. Qualitative and quantitative data was collected using a questionnaire. Data was analyzed using both descriptive and inferential statistics. Findings showed that knowledge sharing practices had a positive significant effect on performance of research institutions in Kenya.

Prisca, Choge, Fridah, Chepkuyeng, Kenneth and Chelimo., (2014), studied the effect of Task identity on employees' motivation to share knowledge. A survey of Eldoret Polytechnic in Kenya. Research design was descriptive; sample size was 110 employees. Stratified sampling design was adopted for the study. The data was collected using a self-ad-

ministered questionnaire. Data was analyzed using descriptive and inferential statistics. The results indicated that there is a link between task identify and employee motivation. The study recommended managers to take a proactive role in designing jobs that have a task identify in order for employees to source for required knowledge to pursue the job to completion. Study also recommended that managers should structure tasks to provide a sense of completeness and ownership, thereby enhancing task identity. This study aligns with previous related studies; in a study by *Omid et al.*, (2015) emphasized the importance for designing jobs that allow employees to experience results of their efforts thus reinforcing the motivational impact of task identity.

Management Support as a Moderating Variable on Knowledge Sharing

ManFung et al., (2020) researched on top management support and knowledge sharing; the role of affiliation and trust in academic environment in eight universities in Hong-Kong. The study adopted both qualitative and quantitative design approach. The study population was all the academic staff. Simple random sampling was used to sample size the respondents. Data was gathered from 109 professional senior academic staff. via a questionnaire and interviews. Descriptive statistics was used for data analysis. Findings indicated that top management has a positive impact on knowledge sharing in academic environment. The study was congruent to another study by *Yasin & Majid* (2017) and *Medddour* (2018) study on knowledge sharing in *Pakistan SMEs et al.*, 2019.

Meddour et al (2019) studied the effect of top management support on knowledge transfer and sharing; the mediating role of trust in a multimedia organization in Malaysia. The study adopted partial least square structural equation for data analysis. The study population were employees and managers of these organizations. The sample size was 132. The study found that top management support is crucial in knowledge sharing. The findings concurred with previous studies by *Levin & Cross* (2004); *Lin*, 2007). The findings also concurred with *Yasi & Majid* (2019) study on knowledge sharing in SMEs in Pakistan that revealed need for top management support in knowledge sharing. The study concluded that managers create policies and knowledge sharing can be

effected if there are policies and resources that support knowledge sharing. The study recommended that managers should take lead in promoting knowledge sharing at all costs.

Conceptual Framework

Conceptual framework is a detailed description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study (*Mugenda*, 2008). Job characteristics variable was the independent variable while knowledge sharing in chartered universities in Kenya was the dependent variable (**see Figure 1** below).

Materials and Methods

The study was guided by a positivist research philosophy, which promotes a structured and objective process for achieving research objectives (*Creswell & Poth*, 2016). A cross-sectional survey design was employed, as it is considered appropriate for both analytical and descriptive investigations (*Mugenda*, 2003). The target population was 384 staff members drawn from all 69 chartered universities in Kenya. Slovin's formula was applied to determine the sample size of 196 respondents. The sampling frame included; Academic Registrars, Research Directors, ICT Heads, Librarian Heads, Human Resource Heads, and Registrars of Administration. Stratified random sampling was applied to ensure proportional representation across the different strata since the population was heterogeneous. The population was divided into subgroups (strata) and this prevented bias that could occur if small and important groups were left out *Brown* (2010). Before data collection for the main study a pilot study was undertaken to test research instrument for reliability and validity in six randomly selected universities, which were excluded from the main survey. The pilot study involved 20 respondents (10% of the sample size so as to assess the research instrument's validity and reliability. Before data collection, content and construct validity were established through expert evaluation, while internal consistency reliability was determined using Cronbach's alpha coefficient, with a value of 0.7 or higher considered acceptable (*Sekaran*, 2010; *Shrikant*, 2019). Data was collected through a structured questionnaire that contained both close-ended and open-ended Likert-scale items, to collect quantitative and qualitative data (*Kothari*, 2003).

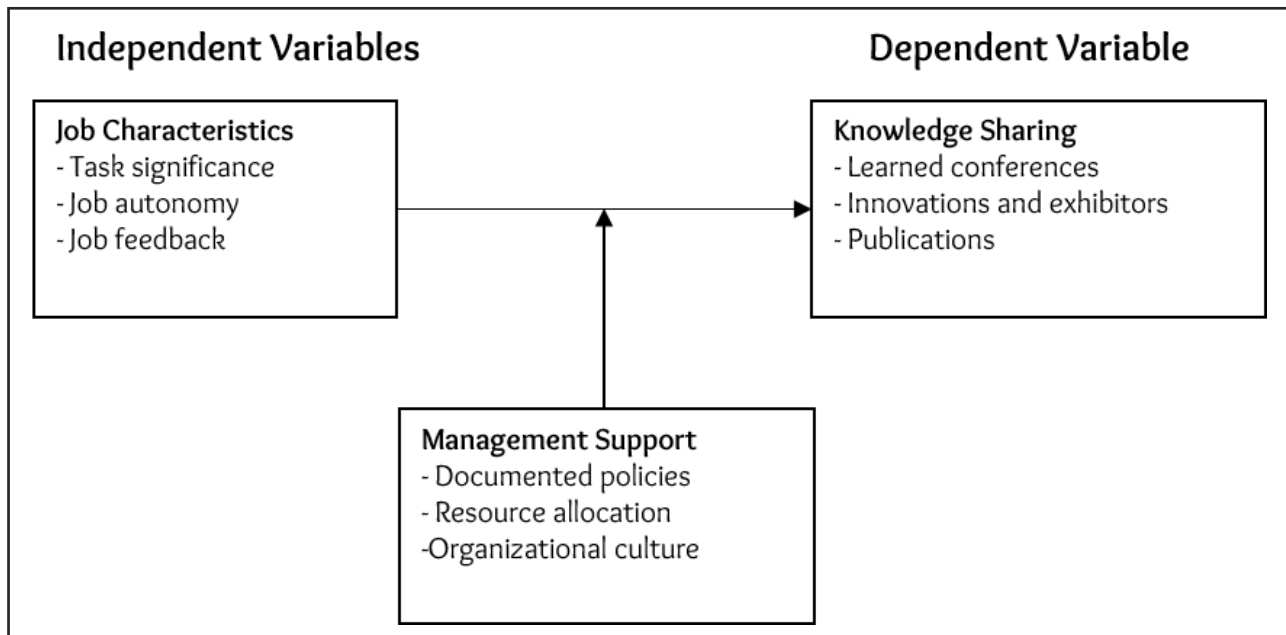


Figure 1: Conceptual Framework

Validity metrics assessed whether the instrument measured what it was intended to measure (accuracy). In this regard, content validity, construct validity and criterion validity was checked. Reliability and validity were used to evaluate the quality of measurement instrument. Qualitative data was analysed using content analysis while quantitative data was processed by use of descriptive and inferential statistics with help of SPSS version 26 software. This statistical package was ideal for this study as it support wide range of data analysis;- descriptive, inferential and advanced techniques such as Cronbach's and factor analysis. Diagnostic tests were carried out to ensure the robustness and accuracy of the results. (Hernandez, 2021). The regression model with the moderating variable took the following form;

$$Y = \beta_0 + \beta_1 X_1 + \beta$$

Where; Y=Knowledge Sharing on Chartered Universities in Kenya

β_0 = constant

β_i is the coefficient for X_i ($i=1$)

X_1 = Employees Training and Development

ϵ = error term

Results and Discussions

The results indicated that job characteristics and knowledge sharing had an r (coefficient value) of 0.645 and p-value of 0.000 at 95% confidence levels. The results implied that, a unit change in job charac-

teristics would lead to change in knowledge sharing by 0.645 units. The coefficient of determination (r^2) was 0.416 and this denoted that job characteristics accounted to 41.6% of variations on knowledge sharing in chartered public and private universities in Kenya. The study concludes that job characteristics strongly influences knowledge sharing in chartered universities in Kenya. Further, the study recommends personal traits and task interdependence among the university staff to be integral traits on knowledge sharing discourse.

A total of 147 questionnaires were filled out of the expected 196 questionnaires, translating to 75% while the unreturned questionnaires were 49 that amounted to 25% (see Table 4 below). According to the study's findings the response rate was statistically within the acceptable threshold. This is in reference to Mugenda (2008) assertion that a response rate of 50% is adequate for analysis, a rate of 60% is good and a response rate that is over 70% is excellent. Thus, the response rate of this study was considered excellent for making conclusions and recommendations of the study results and can be adopted for policy and managerial considerations in chartered universities in Kenya.

Descriptive Analysis (Job Characteristics)

The study sought the opinion of the respondents on the various aspects of job characteristics in relation to knowledge sharing in chartered universities

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

Table 1: Response Rate

n=147	Mean	SD
The task significant motivates one to seek assistance from colleagues when faced with challenges	4.39	0.790
My task is perceived as highly significant hence others can build upon the insights already shared	4.02	0.925
There are specific instances where the importance of my task to the organization goals and objectives is made clear to me	4.06	0.995
Job autonomy gives me freedom to make decisions about how, when and with whom to share my knowledge and expertise with	4.03	1.079
There are instances where I was given independent initiative to schedule work as I wish	3.63	1.212
There are challenges faced when trying to make work decisions as I wish	4.15	0.939
There are feedback channels such as meetings, and training workshops that provide regular job feedback which enhance knowledge sharing	4.24	0.990
My university has implemented strategies to leverage job feedback mechanism that fosters a culture of continuous knowledge sharing	3.73	1.055
Constructive job feedback influences me to share knowledge and best practices with my co-workers	3.98	1.030
Work timelines encourages employees to share work knowledge to meet the deadlines	3.99	1.135
Average Score	4.02	1.015

Table 2: Statements on Job Characteristics

in Kenya. The respondents were required to rate each statement that match the application of job characteristics in chartered universities in Kenya using a 5 points Likert scale, where a rate of 5 represented Strongly Agree and 1 represented Strongly Disagree (see Table 2 above).

Majority of the respondents agreed on the statement that, the task significant motivates one to seek assistance from colleagues when faced with challenges with a mean of 4.39 and a standard deviation of 0.790. Further, majority of the respondents strongly agreed that their task is perceived as highly significant hence others can build upon the insights already shared with a mean of 4.02 and a standard deviation of 0.925. On the statement that there are specific instances where the importance of staff task to the organization goals and objectives is made clear to the staff majority of the respondents supported the proposition with a mean of 4.06 and a standard deviation of 0.995. On the opinion that job autonomy gives the staff freedom to make decisions about how, when and with whom to share knowledge and expertise with majority of the respondents

affirmed, with a mean of 4.03 and a standard deviation of 1.079. A moderate number of respondents posited that there are instances where the staff provide independent initiative to schedule work as they wish and this accounted to a mean of 3.63 and a standard deviation of 1.212. To add on that, majority of the respondents indicated that there are challenges faced by staff when trying to make work decisions as they wish and amounted to a mean of 4.15 and a standard deviation of 0.939. On the same breadth, majority of the respondents alluded that there are feedback channels such as meetings and training workshops that provide regular job feedback which enhance knowledge sharing and this accounted to a mean of 4.24 and a standard deviation of 0.990. Additionally, a moderate number of respondents postulated that their respective universities have implemented strategies to leverage job feedback mechanism that fosters a culture of continuous knowledge sharing and this accounted to a mean of 3.73 and a standard deviation of 1.055. Further, majority of the respondents agreed with the statement that constructive job feedback influences the staff

to share knowledge and best practices with their co-workers with a mean of 3.98 and a standard deviation of 1.030. Lastly, majority of the respondents agreed that work timelines encourages employees to share work knowledge to meet the deadlines with a mean of 3.99 and a standard deviation of 1.135.

The results on the influence of job characteristics on knowledge sharing align with existing studies done by Han et al. (2019); Nguyen et al. (2022); Ahmed (2023) whose studies found that job autonomy, task variety, task significance and job feedback directly encourage employees to engage in both tacit and explicit knowledge sharing. The study alluded that employees with high task significance often engage in behaviors beyond their formal roles- knowledge sharing. Achieng, Ochieng, and Owuor study of (2014) found that task identity, task variety, and task significance significantly enhanced employee performance in commercial banks in Kisumu, whereas task autonomy did not have a significant effect. Other studies show that task significance may not always lead to increased knowledge sharing and in some cases it may deter knowledge sharing- for instance in a study on knowledge sharing practices and performance in public research institutions in Kenya- the study posited that task significance alone may not suffice to encourage knowledge sharing and there was need for management to promote knowledge sharing culture (Viona M., Maurice S., Alice., Simiyu., 2023). A study by Wu et al. (2023) on the effects of attitudes towards knowledge sharing, perceived social norms and job autonomy on employees knowledge-sharing intentions, revealed that job autonomy positively affects and employees intentions to share knowledge. The study also averred that when individuals have the freedom to make decisions about their tasks they tend to be more inclined to share knowledge with colleagues. While this study was conducted in china technology companies the findings have practical implications for higher education institutions- locally, regionally and globally. Higher institutions of learning could therefore, consider enhancing job autonomy among faculty members and administrative staff to facilitate knowledge sharing.

However, the following studies results contrasted with prior studies on job autonomy and knowledge sharing. For instance a study by Yangzi Wu, Xiaoli Hu, and Dora Marinova (2021); on the effect of attitudes towards knowledge sharing, perceived social

norms and job autonomy on employees knowledge sharing intentions in China technology companies operating in China's Yangtze River Delta region. The study results indicated that job autonomy weakens the relationship between subjective norms (general perceived social pressure) and knowledge-sharing intentions. So, under high autonomy, the effect of being pressured -"I feel I ought to share" becomes weaker on their intention to actually share knowledge.

Pekkanen, J., Kianto, A., & Vanhala, M. (2023). Autonomy and knowledge processes: A systematic literary review Some of the Reviews showed that too much autonomy without coordination can fragment work and reduce opportunities or incentives to share knowledge and that Autonomy combined with poor supervisory support or weak organizational climate may reduce knowledge sharing (people focus on individual goals), hence hoard knowledge or duplicate efforts).

Buch, R., Dysvik, A., & Kuvaas, B., (2015) investigated job autonomy, training intensity, in Norway. Specifically, the respondents were 129 employees from three Norwegian service industries. The results showed that while job autonomy can empower employees to share knowledge especially during challenging or intense training it works best when paired with strong supervisor support. The presence of autonomous decision-making without supportive leadership might backfire, leading to less knowledge-sharing intentions.

Xu, J., Chen, J., Lan, Q., & Zhao, M. (2025). A study on to share or hide under performance pressure: The role of supervisor support in shaping subordinate knowledge management behaviors in China. Results indicated that low supervisor support, high performance pressure leads to increased knowledge hiding and conversely, when supervisor support is high, performance pressure can actually motivate knowledge sharing.

The researcher sought to establish ways that human resource departments undertake to promote knowledge sharing among university faculty staff. Majority (27.2%) of the respondents affirmed that they use on-line forums. This was followed closely by training that registered 25.2% of the respondents who participated in the research study. Further, the results of the study showed that 24.5% of the respondents posited that team project participation is normally used to promote knowledge sharing among

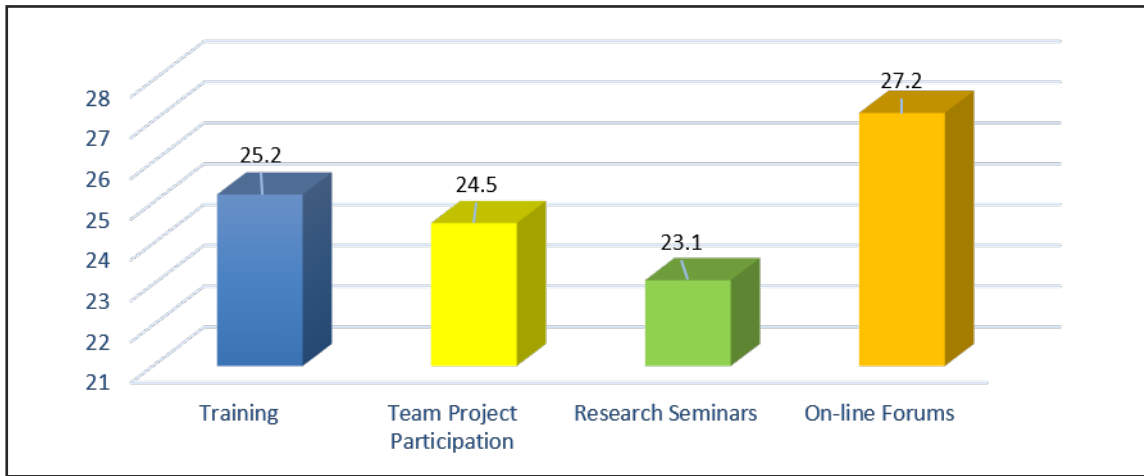


Figure 1: Ways that Human Resource Department Undertake to Promote Knowledge Sharing among University Faculty Staff

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 is dedicated to facilitating knowledge exchange among employees	3.48	1.224
Management implement knowledge sharing processes thus preventing knowledge loss from employees who leave employment at some point	3.37	1.250
Management allocate resources, time and infrastructure for knowledge sharing initiatives	3.48	1.305
Management ensures that training interventions are informed by a need driven curriculum	3.43	1.188
Top management provides intrinsic and extrinsic motivation to employees to enhance knowledge sharing	3.16	1.253
Managers lead by examples in knowledge sharing activities by sharing their own expertise	3.39	1.214
Managers do 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

Table 3: Statements on Management Support

university faculty staff. Lastly, 23.1% of the respondents indicated that the universities use research seminars to promote knowledge sharing among university faculty staff.

The results of the study showed that majority of the respondents supported the opinion that 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 and this accounted to a mean of 3.85 with a standard deviation of 1.252. To add on that majority of the re-

spondents agreed that university management have established a culture of trust within the university that influences employees' willingness and behavior in knowledge sharing activities and this translated to a mean of 3.62 with a standard deviation of 1.112. Equally, a moderate number of respondents affirmed that management has established knowledge management positions within the university that is dedicated to facilitating knowledge exchange among employees and this resulted to a mean of 3.48 with a standard deviation of 1.224. Further, a moderate

number of the respondents indicated that management implement knowledge sharing processes thus preventing knowledge loss from employees who leave employment at some point and this opinion translated to a mean of 3.37 with a standard deviation of 1.250. To add on that majority of the respondents affirmed that management allocate resources, time and infrastructure for knowledge sharing initiatives and this accounted to a mean of 3.48 with a standard deviation of 1.305. The results of the study also showed that a moderate number of the respondents supported the assertion that management ensures that training interventions are informed by a need driven curriculum and this statement translated to a mean of 3.43 with a standard deviation of 1.188. On the same breadth, a moderate number of the respondents indicated that top management provides intrinsic and extrinsic motivation to employees to enhance knowledge sharing a statement that registered a mean of 3.16 with a standard deviation of 1.253.

According to the study's findings majority of the respondents alluded that managers lead by examples in knowledge sharing activities by sharing their own expertise an opinion that translated to a mean of 3.39 with a standard deviation of 1.214. A moderate number of the respondents affirmed that managers do identify and eliminate obstacles to knowledge sharing and this accounted to a mean of 3.21 with a standard deviation of 1.245. Lastly, on the statement that knowledge sharing initiatives are regularly assessed for continuous improvement was supported by majority of the respondents with a mean of 3.20 and a standard deviation of 1.301. The findings concurred with previous studies by Levin & Cross (2004); Lin, 2007). The findings also concurred with Yasi & Majid (2019) study on knowledge sharing in SMEs in Pakistan that revealed need for top management support in knowledge sharing. the role of management support was recommended by Meddour (2019) on a study paper on the effect of top management Support on Knowledge Sharing. The Mediating Role of Trust, Humanities & Social Sciences Reviews in Proceedings of the 2nd International Conference on Industrial Engineering and Operations Management. Lee & Lei (2017) also had a similar view in their studies.

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

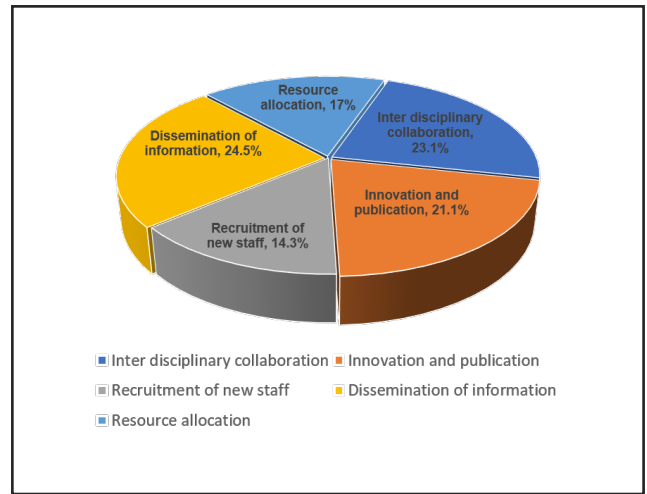


Figure 2: Contribution of the University Management on Support of Knowledge Sharing among Staff

The study's findings, showed that majority (24.5%) of the respondents indicated that dissemination of information enhances contribution of the university management on support of knowledge sharing among staff. Additionally, 23.1% of the respondents alluded that inter-disciplinary collaboration increases contribution of the university management on support of knowledge sharing among staff while 21.1% of the respondents postulated that innovation and publication raises contribution of the university management on support of knowledge sharing among staff. Further, 17% of the respondents alluded that resource allocation boosts contribution of the university management on support of knowledge sharing among staff. Lastly, 14.3% of the respondents affirmed that recruitment of new staff increases contribution of the university management on support of knowledge sharing among staff.

According to the results of the study, majority of the respondents indicated that academic fraternity are motivated to publish research journals in various academic journals as a way of sharing knowledge and this opinion accounted to a mean of 4.02 with a standard deviation of 0.968. To add on that a moderate number of the respondents postulated that through publications employees are rewarded and this registered a mean of 3.24 with a standard deviation of 1.149. The study also showed that majority of the respondents confirmed that there are learned annual conferences for knowledge sharing with a mean of 3.73 and a standard deviation of 1.098. On the same breadth, majority of the respondents affirmed that there are funded university-industry collabora-

n=147	Mean	SD
Academic fraternity are motivated to publish research journals 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 commercialize 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 hold innovation conferences where innovators share knowledge on their inventions	3.97	1.036
Universities are knowledge-driven institutions and knowledge workers are important asset in knowledge sharing	4.00	1.007
Through publications researchers are able to 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

Table 4: Statements on Knowledge Sharing

tions for research and innovation and this statement accounted to a mean of 3.72 with a standard deviation of 1.175. On the statement that there is fairness in obtaining research grants from my university a moderate number of the respondents supported the opinion with a mean of 3.13 and a standard deviation of 1.189. Additionally, on the statement that the university commercialize scientific findings, and inventions a moderate number of the respondents supported the assertion with a mean of 3.19 and a standard deviation of 1.155.

Further, majority of the respondents supported the statement that they attend and contribute to different knowledge sharing activities such as conferences, seminars, colloquium and different experts learned comments help one to publish in journals and this opinion registered a mean of 3.69 and a standard deviation of 1.210. Majority of the respondents agreed on the statement that the university hold innovation conferences where innovators share knowledge on their inventions and this opinion accounted to a mean of 3.97 and a standard deviation of 1.036. Additionally, majority of the respondents agreed on the statement that the universities are knowledge-driven institutions and knowledge workers are important asset in knowledge sharing where by a mean was 4.00 and a standard deviation of 1.007. Lastly, majority of the respondents affirmed that through publications researchers are able to expand their social networks and also provide them

with opportunities to build trust with scientists worldwide a statement that resulted to a mean of 4.16 and a standard deviation of 0.993.

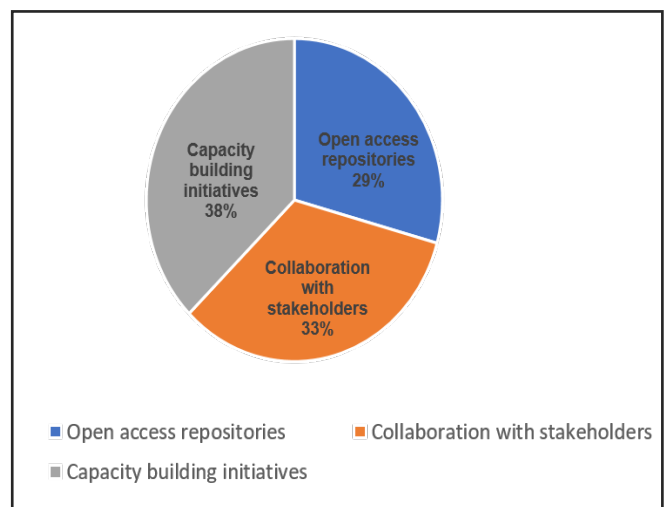


Figure 3: University-Linkage Forums

The researcher sought to establish the main university-industry linkage forums. Majority (37.4%) of the respondents confirmed that capacity building initiatives are key university-industry linkage forum while 33.3% of the respondents indicated that collaboration with stakeholders is a considerable university-industry linkage forum. Lastly, 29.3% of the respondents argued that open access repositories are ways for university-industry linkage forums.

Correlation Analysis (Job Characteristics)

According to Sekaran (2010) correlation analysis is a measure of the degree of relatedness of the

Variable		Job Characteristics	Knowledge Sharing
Job Characteristics	Pearson		
	Correlation	1	0.645**
	Sig. (2-tailed)		0.000
	N	147	147
Knowledge Sharing	Pearson		
	Correlation	0.645**	1
	Sig. (2-tailed)	0.000	
	N	147	147

Table 5: Pearson Product Moment Correlation of Job Characteristics on Knowledge Sharing

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

study variables. Correlation analysis is premised on Pearson product moment correlation coefficient (r) which requires at least interval level of measurement for the data. The rule of the thumb in line with correlation analysis denotes that the size of the absolute value gives information on the strength of the relationship where; ($r=0.1$ to 0.29 weak correlation; $r=0.30$ to 0.49 moderate correlation; $r=0.5$ to 1.0 strong correlation). In this study, Pearson product moment correlation was applied to compute bivariate correlation values of all the independent variables against the dependent variable.

The results show that the correlation between job characteristics and knowledge sharing had an r of 0.645 and p -value of 0.000 at 95% confidence levels. Therefore, the coefficient value was between 0.5 to 1.0 and this showed a strong correlation between the underlined variables hence the variables are associated (see Table 5 above).

Regression Analysis

According to Barbara and Linda (2007) regression analysis is a set of statistical processes for estimating the relationships between a dependent variable and independent variables. In this study regression analysis was used to infer causal relationship between the independent and dependent variables. The model of the study is presented algebraically as follows:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \quad 3.1$$

Where:

β_0 = Constant

Y = Knowledge Sharing (Dependent Variable)

X_1 = Job Characteristics

The coefficient of determination (r^2) value was 0.416 suggesting that approximately 41.6% of the

variance on knowledge sharing in chartered universities in Kenya can be explained by job characteristics. In line with this model summary, 58.4% of variations on knowledge sharing is determined by other factors not included in the model.

The regression results of the ANOVA showed an F-statistic of 103.253 which was significant at 5% significance level (p -value $0.000 < 0.05$). This implied that the null hypothesis in relation to job characteristics on knowledge sharing was rejected and concluded that the model was significant at 5% significance level. Therefore, the model used was significant and of a good fit for the variable being tested.

The model summary results showed that regression equation $Y = \alpha + \beta_1 X_1 + \epsilon$ translated to $Y = 12.033 + 0.656 X_1 + \epsilon$. This implied that holding all the factors constant, job characteristics had a constant of 12.033 and the independent variable accounted to 0.656 . This implies that 1% change in job characteristics results to 65.6% change in knowledge sharing in chartered universities in Kenya.

Test for Moderating Effect of Management Support on Knowledge Sharing

Saunders et al. (2012) postulates that moderator variable affects the relationship between the independent variables and the dependent variable of the study. The route and the level of the relationship between predictor variables and dependent variable depend on the significance of the moderator. The basis of the moderating variable in this study was to establish the moderating effect of management support on knowledge sharing in chartered public and private universities in Kenya. The moderating effect of management support was represented in regression equation below:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.645 ^a	0.416	0.412	5.785
Predictors: (Constant), Job Characteristics				

Table 6: Model Summary on Job Characteristic and Knowledge Sharing

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	3455.460	1	3455.460	103.253	0.000 ^b	
Residual	4852.540	145	33.466			
Total	8308.000	146				
Dependent Variable: Knowledge Sharing						
Predictor: (Constant), Job Characteristics						

Table 7: Analysis of Variance on Job Characteristics and Knowledge Sharing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.033	2.558		4.704	0.000
	Job Characteristics	0.656	0.065	0.645	10.161	0.000
Dependent Variable: Knowledge Sharing						

Table 8: Regression Coefficients

$$Y = \beta_0 + \beta_1 X_1 + \beta_i X_i Z_i + \epsilon \quad 3.2$$

Where:

β_0 = Constant

Y = Knowledge Sharing (Dependent Variable)

X_1 = Job Characteristics

M = Management Support (Moderating Variable)

The results in Table 9 below generates a regression equation model after moderation as follows:

$$Y = 4.274 + 0.656X_1 + 0.481X_{iZ_i}$$

The results of the study show the moderating effect of management support on the relationship between job characteristics and knowledge sharing in chartered universities in Kenya. The goodness of fit of the model given by the r square (0.546) denoted that 54.6% of the relationship between the job characteristics and knowledge sharing was moderated by the management support. Therefore, holding all the factors constant, a unit increase in interac-

tion term of management support on the predictor variable leads to increase of knowledge sharing by 54.6%. Further, the goodness of fit of the model given by adjusted r square (0.540) implies that 54% of the relationship between the job characteristics and knowledge sharing was moderated by the management support. The overall significance of the model given by the F-statistic (86.741) showed that the model was significant with (p-value $0.000 < 0.05$) at 5% significance level.

Conclusion and Recommendations

The study concluded that the influence of job characteristics on knowledge sharing and management support as a moderating variable in chartered universities in Kenya was statistically significant. The results showed a p-value of 0.000 which is less than the significance level of 0.05. However, prior studies results on job autonomy and knowledge sharing showed conflicting results. These align with the work of Buch et al. (2015) and Wu et al. (2023), who posited that job autonomy may not necessarily foster knowl-

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.274	2.563		1.668	0.098
Job Characteristics	0.656	0.065	0.645	10.161	0.000
Job Characteristics*M	(0.481)	(0.063)	(0.473)	(7.613)	(0.000)
Dependent variable: Knowledge Sharing					
R² before moderation 0.416			R² after moderation (0.546)		
Adjusted R² before moderation 0.412			Adjusted R² after moderation (0.540)		
F ratio before moderation 103.253			F ratio after moderation (86.741)		
(0.000)					

Table 9: Summary of the Regression Output

edge sharing. Overall, the research underscores the critical role of well-designed job characteristics in strengthening knowledge sharing practices in higher education.

On the moderating effect of management support on knowledge sharing in chartered universities. The study recommends universities management to explicitly support HR practices that support knowledge sharing initiatives.

The study makes several recommendations; the university management to strategically formulate job characteristic policies that boast knowledge sharing as well as help employees understand how their roles and competencies help promote knowledge sharing. The strategic approach to job design offers a powerful, sustainable, and human-centric pathway to unlocking the full intellectual potential of universities and directly contributing to the mission of education, research and societal impact. The study also recommends clear policies on designing jobs whose task significance, job autonomy and job feedback enhances knowledge sharing among the university teaching and non-teaching staff. Human resource managers should also provide precise guidelines and explicitly integrate knowledge sharing attributes into job description and job specification. The study has implications on theory, empirical and practical contributions to this body of knowledge. Future researchers could also explore other human resources management practices that align to knowledge sharing in other contexts.

Conflict of Interest

The authors declare that there are not financial, professional or personal conflict of interest that could have inappropriately influence the conduct or reporting of this research. Data was collected and analyzed impartially and measures such as anonymity of respondents, triangulation of data and independent review of findings were used to ensure objectivity and minimize potential bias. The authors confirms that the above disclosure is complete and accurate to the best of their ability

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