EMOTIONAL INTELLIGENCE AS A DRIVING ENGINE FOR GREEN KNOWLEDGE-SHARING BEHAVIOUR AMONG ACADEMIC STAFF IN KENYAN UNIVERSITIES

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ABSTRACT

Purpose: The study aimed to determine the effect of emotional intelligence and green knowledge-sharing behavior in Kenyan universities.

Approach/Methodology/Design: The study was driven by the social SECI Model and an Explanatory research design was adopted with a positivism approach. The target population comprised 6423 and a sample of 376 academic staff drawn from fourteen universities in Nairobi County Kenya main campuses. The study used a stratified technique to select the university's academic staff into 14 strata representing each university in Nairobi County, Kenya. The staff was selected using simple random sampling. Both descriptive and inferential statistics were used for analysis while hypotheses were tested using hierarchical regression.

Findings: The regression results indicated that self-awareness ($\beta = 0.37$, $p<0.05$), Self-regulation ($\beta = 0.11$, $p<0.05$), Social skills ($\beta = 0.10$, $p<0.05$), Interpersonal skills ($\beta = 0.18$, $p<0.05$), and Humility ($\beta = 0.30$, $p<0.05$) has a positive and significant effect on green knowledge sharing behaviour. The results suggest that a high proportion of emotional intelligence results in improved employee green knowledge sharing behavior which is crucial for transforming universities in Kenya and for green knowledge sharing behavior to drive.

Practical implications: The current study provides insight to the managers on how to maintain their degree of emotional intelligence and knowledge to achieve competitive gains.

Originality and value: This study contributes to the existing literature on emotional intelligence and Green knowledge-sharing behavior in the Kenyan context. Moreover, despite the abundant literature, to the author's best knowledge, no studies have examined the linkages between emotional intelligence, transformational leadership, and green knowledge-sharing behavior in a single study.

INTRODUCTION

Environmental sustainability has become essential in society and organizations. The occurrence of natural disasters, climate change and the depletion of natural resources has become disturbing (Markey et al., 2019). The excessive cutting of trees, burning of fossil fuel, and release of carbon monoxide due to organizational and human activities are the reasons for

the dire situation of the environment today. To mitigate these effects, governments, most notably those of developing countries, have made pledges to global movements such as AGENDA 2030 and implemented policies to encourage organizations to pursue environmentally friendly practices. For instance, in Malaysia's 11th and 12th National Plans, environmental sustainability was one of the main objectives (Malaysia, 2015). In response to this, many organizations are inclined toward ensuring that their daily operations are less harmful to the environment through the implementation of environmental management systems (EMS) or green initiatives. These initiatives include reducing carbon emissions, such as reduced electricity and office materials usage; and consciously recycling materials appropriately. The environmental performance of employees and their disposition is paramount to the success of these green initiatives in organizations (Mazzi et al., 2016). To boost the environmental performance of an organization, it is prudent to focus on developing the environmental skills, attitude, and behavior of employees. Nevertheless, more studies have focused on green initiatives or EMS, which are organizational-based studies such as green knowledge sharing on green initiatives. Green knowledge sharing is recognized as a vital tool in the modern knowledge economy for companies to achieve sustainable long-term success (Martin-de-Castro, 2017) Information exchange can be considered one of the most critical knowledge information management mechanisms in organizations (Wang & Hou, 2015). As such, strategies to enable and empower individuals and groups to enhance information-sharing practices for green initiatives and actions in organizational environments should be put in place.   In the context of higher education, universities are considered knowledge-based organizations because of their position as the epitome of information creation and sharing. A clear example would be the sharing of knowledge among academic staff on green initiatives, which would enhance the capacity and quality of research undertaken by universities. It is a practice and a tradition in an academic institution that senior academic staff exchanges experience and skills with junior academics to improve symbiotic learning and teaching processes (Goh&Sandhu, 2013). Green knowledge sharing is thus one such phenomenon that can be clarified by looking at how it affects behavior (Elogie, 2010).

Nonetheless, a review of the literature on the actions of individuals sharing knowledge of green indicates that the motives and factors involved in behavior, such as green knowledge sharing, are still considered to be difficult to understand in-depth and analyze in detail (Holste & Hou, 2015). It is, therefore, important to understand what inspires individuals to share their knowledge and what prevents them from sharing it. Emotional intelligence can be one of the variables that can play an important role in influencing their green knowledge-sharing efforts. Emotional Intelligence (EI) has garnered a lot of research interest from practitioners and academics alike over the past two decades and has become one of the widely discussed academic research subjects in the fields of psychology, education, and management (Pradhan & Nath, 2012). Emotional intelligence is known to be one of the most expedient individual differences in organizational research (Brackett et al., 2013).

Grace (2012) found that emotional intelligence and skills are important to performance. Chopra and Kanji (2010) also suggest that emotional intelligence can help manage relationships, perceive feelings, inspire and lead others. Luu (2013) notes that emotional intelligence can trigger behavior and function as a layer between cognition and actions. A high level of emotional intelligence can help not only to control our own emotions but also to handle the emotions of others. This argument is strongly supported if another person reacts with selfishness or ignorance to shared knowledge or if he or she has too little self-efficacy to learn from others (Van der Hoof et al., 2012). Darabi (2012) suggests that emotional intelligence is one of the most important human mechanisms of adaptation to the environment. Chin (2013) has described emotional intelligence as a method used by workers to identify all worker-related

emotions, as well as emotional self-management, motivation, and social skills. Petrides (2009) identified 15 components of emotional intelligence and categorized them into four factors: emotionality, self-control, sociability, and well-being. Emotional Intelligence appropriate intervention programs can inculcate a combination of dynamic skills required for the same reason. Emotional intelligence thus becomes a crucial factor to be considered in the company (Antony, 2013).

Universities are knowledge-intensive environments and are responsible for creating, managing, and disseminating green knowledge in society. They are knowledge centers established to generate and provide green knowledge, and to equip people with the best education to serve their societies. They grow and prosper from the knowledge of their academics, staff, and students (Singer & Hurley, 2005). Accordingly, to ensure success, achieve their goals (Sharma, 2010), and have constant performance improvements, universities should promote green knowledge sharing among their academics. In today's knowledge-based age, the importance of education is increasingly advancing due to science and technology, spreading information and knowledge, and promoting literacy. During the 19th and 20th centuries, the development of education was a critical driver for building societies (Mazzarol & Soutar, 2002). Meanwhile, in the twenty-first century, the role of education became critical for the development of green knowledge-based societies, where individuals are responsible for their own development (Sallis & Jones, 2002). Such development will only be accomplished with the sharing of individuals' green knowledge. However, research-based knowledge has not been very successful in guiding decision makers in universities to value their capital assets and to manage and utilize the green knowledge of these assets (Gera, 2012). Moreover, while there are broad research studies about knowledge management and its processes in different areas, research about green knowledge sharing in higher education is scarce (Fullwood et al., 2013). Mahmud and Bretag (2013) acknowledge the little existence of research focusing on academic integrity among academic staff and postgraduate students, hence the keen interest by the researcher to investigate the issue at hand by identifying various factors affecting academic green knowledge sharing and further suggest possible strategies to promote academic green knowledge sharing behavior.

Green knowledge-sharing processes are not integrated into the daily routines of faculty and staff, and there is a huge duplication of effort. The ranking by Cheng et al. (2014) shows a focus on meeting the individual knowledge content needs of end users by focusing on libraries, technology, research, and teaching excellence. In the light of the above, it's therefore, critical to focus on and understand emotional intelligence and green knowledge-sharing behavior among academic staff in Kenyan universities to unearth the problem.

Theoretical and conceptual models

The study was anchored on SECI Model for knowledge sharing. The SECI model is a well-known conceptual model that was first proposed by Nonaka (1991 and expanded by Nonaka and Takeuchi (1995). It describes how explicit and tacit knowledge is generated, transferred, and recreated in organizations. While it was first proposed within the context of business organizations, the model can easily be applied to education, as explored by Lin, and Huang (2008) and Yeh and Huang (2011).

The SECI model consists of four modes of knowledge conversion: socialization (tacit to tacit), externalization (tacit to explicit), combination (explicit to explicit), and internalization (explicit to tacit). Socialization is the process of sharing tacit knowledge through observation, imitation, practice, and participation in formal and informal communities (Yeh et al., 2011). The socialization process is usually preempted by the creation of a physical or virtual space where a

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given community can interact on a social level. Externalization is the process of articulating tacit knowledge into explicit concepts (Yeh et al., 2011). Since tacit knowledge is highly internalized, this process is the key to green knowledge sharing and creation. The combination is the process of integrating concepts into a knowledge system (Yeh et al., 2011). Internalization is the process of embodying explicit knowledge into tacit knowledge (Nonaka & Takeuchi, 1995). Nonaka et al., (2002) concluded that organizational knowledge creation is a never-ending process that upgrades itself continuously.

In addition, Mayer, Salovey, and Caruso's Emotional Intelligence Ability Model was used to guide the study. This model suggests that information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide our decision-making. This model contributes that, Mayer, Salovey, and Caruso, skills descriptions are what define emotional intelligence. Based on the developments in emotional intelligence research, Mayer, Caruso, and Salovey updated the four-branch model and included more instances of problem-solving and claimed that the mental abilities involved in emotional intelligence do remain to be determined (Mayer et al., 2016). They further suggested that emotional intelligence is a broad, 'hot' intelligence. Mayer et al. (2018) included practical, social and emotional intelligence in their understanding of 'hot' intelligences. So called 'hot' intelligences are those in which people engage with subject matter about people (Mayer et al., 2016). Mayer et al., (2016) invite a comparison of emotional intelligence with the personal and social intelligences and they contend that emotional intelligence can be positioned among these other 'hot intelligences'. It was argued that the specific abilities that emotional intelligence consists of are specific forms of problem-solving (Mayer et al., 2016). also by 1980s, psychologists were focused on the importance of skills sets that may be needed to process information and promote success and leadership. These same skills sets are also important in terms of personal fulfillment and happiness in relationships and emotions that enhance emotional intelligence in leadership. Based on the above, the study intends to examine the linkage between independent variables (emotional intelligence) and dependent variables (green knowledge sharing behavior). In order to examine such a linkage, a conceptual framework is presented and later, the proposition of hypotheses, figure 1 below illustrates the conceptual framework of the study. As the figure shows, four aspects of emotional intelligence namely, self-awareness, self-regulation, social skills, interpersonal skills, and humility is identified Goleman (2010).
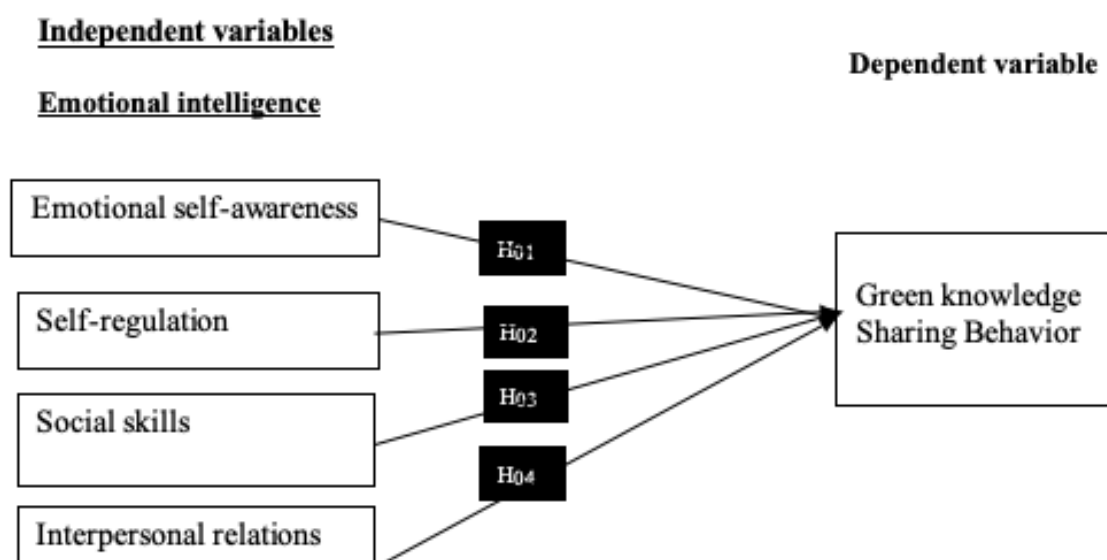

Figure 1. Conceptual Framework

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J o u r n a l   o f   A d v a n c e d   R e s e a r c h   i n   E c o n o m i c s   a n d   A d m i n i s t r a t i v e   S c i e n c e s

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REVIEW OF LITERATURE

Self-Awareness of one's emotions, what causes them, and how we handle them is important in emotional intelligence (Carmeli, 2003). Leaders who are aware of their emotions can manage them, (rather than react to them) and adequately respond to situations as they come up. A self-aware individual understands what drives their behavior, as well as the effects that it has on others. The most common trademarks are self-deprecating humor, realistic assessments of one's conduct, and a healthy dose of self-confidence. This means the ability to not take yourself too seriously, while at the same time understating your value. Instead of reacting to their emotions, they are able to engage their thinking capacity to come up with better decisions. Reacting to emotions can damage relationships among staff. Self-aware leaders have a high awareness of the emotions of those around them. They are therefore able to get to the cause of strong emotional reactions of others Goleman, (2010). Leaders should not only pick the words being spoken but also the emotions behind the words. People feel they are being heard when their emotions are acknowledged.

Every moment of the life of all humans is always within an experiential triangle of thoughts, emotions, and actions. No matter what is going on, one is always thinking, feeling, and doing and all these are happening simultaneously and spontaneously. Thoughts being powerful affect how a person feels and what a person does. But then emotions are equally powerful and so how a person feels affects his thoughts and actions. According to Lennick and Keil (2008), all emotions like fear, anger, optimism, etc., control our thoughts and lead us to action or inaction. These are noticed by colleagues in any workplace and they affect work relationships. It is self-awareness that enables one to analyze one's thoughts, attitudes, feelings, and actions, help to understand oneself better, and make one act and react appropriately to situations. This awareness, which is to understand oneself, one's goals, intentions, responses, behavior, or being intelligent in picking up what is going on inside oneself, is vital to reduce personal stress and assist in creating smoother relationships and a positive work climate in any workplace for green knowledge sharing Goleman (2010).

HO1: There is no significant effect of emotional self-awareness on green knowledge sharing behavior in Kenyan universities

Zimmerman (2005) defines self-regulation as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal and institutional and organizational goals". He notes that self-regulation is a key human capability that provides us with an adaptive edge and enabled us to survive. He posits that our self-regulatory skill or lack of thereof is the source of our perception of personal agency. He views self-regulation as a triadic process of interaction of personal, behavioral and environmental factors. He points out that self-regulation is not a singular trait, ability, or stage of competence.

Self-regulation consists of an ability to think before acting, and also to suspend emotional judgment on occurrences. In addition to this, it involves having control over mood swings and impulses, and thus not allowing them to disrupt one's quality of life. Its trademarks include openness to change, integrity, reliability, and ease in accepting ambiguity.

Zeidner et al (2012), self-regulation "involves cognitive, affective, motivational and behavioral components that provide the individual with the capacity to adjust his or her actions and goals to achieve desired results in light of changing environmental conditions". Schraw et al., (2016)

modeled self-regulation in science education and partitioned it into three components, namely cognition, metacognition, and motivation.

Carroll and Bahr (2013) viewed self-regulation in both learners and staff individuals as having the capacity to "actively set goals, decide on appropriate strategies, plan their time, organize and prioritize materials and information, shift approaches flexibly, monitor their teaching and learning by seeking feedback on their performance and make appropriate adjustments for future learning activities". Some recent studies specifically promote the uptake of self-regulation in various contexts at the university level of education. Seraphin et al., (2012) found evidence that metacognitive reflection is a significant driver of change in the scientific thought patterns of students, resulting in better critical thinking and scientific skills.

As determined by Chih-Jou Chen and Shiu-Wan Hung (2010), green knowledge sharing and self-regulation is one's confidence in an ability to provide knowledge that is valuable to others. In their study, Green knowledge sharing self-regulation is the member's self-evaluation and confidence in his or her skills and capabilities to respond to questions posted by other members, and to provide knowledge that is valuable and useful to others. Through sharing useful knowledge, people feel more confident in what they can do. Bock and Kim (2012) propose that self-efficacy could be treated as a major factor of self-motivational source for green knowledge sharing. Their discoveries disclose that the individual's judgment of his/her contribution to organization performance has a positive influence on green knowledge sharing.

HO2: There is no significant effect of self-regulation on green knowledge-sharing behavior in Kenyan universities

Davenport & Prusak (2000) argues that employees interact and communicate daily. Their conversations, constitute nothing else than means of sharing knowledge to complete their tasks, to solve problems and learn. Improved relationships between employees, better communication ways and an increased level of trust are factors that enhance green knowledge sharing. Furthermore, social skills are one of the core characteristics of human beings, organizing their life around their relations with other people. The more they get to know each other the more they acknowledge each other's feelings, emotions and behaviors, and the more they will be able to communicate effectively. Each individual comes with his/her unique set of ideas, perspectives and work style.

Possessing empathic traits does not necessarily involve feeling compassion for others, but rather understanding their emotional makeup and treating them according to subsequent reactions. Trademarks consist of customer service skills, the ability to recruit talent, and sensitivity to sociocultural factors such as gender, ethnicity, or sexual orientation. Foss, et al (2010) agreed upon the fact that green knowledge sharing through social skills among staff is highly beneficial to the organizations, providing for improved innovation capacity, greater problem-solving capacity, new knowledge, and capabilities, all of these sustaining the competitive advantage of the organization.

Davenport & Prusak (2000) came up with a very simple suggestion, hire smart people and let them talk to one another. In their opinion, the transfer of knowledge is taking place within the organization as a natural routine either when the members of the organization communicate with each other or work together Kalling & Styhre (2003). Everyday socialization is a means of green knowledge sharing and distribution within the organization. Therefore, the process of green knowledge sharing should not be regarded as an additional organizational phenomenon, but as inherited in the daily activities performed by the members of the organization Huysman & Wit, 2002).

Kalling & Styhre, (2003) argues that conversations between individuals facilitate imitations and inventions. They drive social skills as conversations are strong means of invention and proliferation of ideas, feelings, and modes of action. Consequently, face-to-face interaction and spoken communication are the successful application and sharing of knowledge and skills acquired throughout organizational experiences. As a result, green knowledge sharing within the organization should not be considered a difficult, time-consuming and out-of-the-ordinary process, but more as a routine, costless, and instantaneous process. Bock et al., (2005) says that the sharing of knowledge between individuals, and between them and the organization relies significantly more on staff green knowledge sharing behaviors than on institutional context. If the institution is not built around a knowledge-friendly culture from the beginning, then no social skills or technology-wise or alike system will foster the share of knowledge (Huysman & Wit, 2002).

Burges (2005) also argues that there is the tendency of institutions to focus mainly on tools, like implementing different collaborative software for green knowledge sharing, or on tasks, such as organizational routines and norms and pay less attention to the interactions between people and their characteristics and motivations as green knowledge sharing facilitators. Consequently, one of the major reasons why green knowledge sharing is still a challenge, the exception rather than the rule Bock, et al., (2005), is that knowledge is embodied in individuals and therefore, they are the ones making choices about sharing their knowledge. Cabrera & Cabrera (2005) posits that if individuals consider their knowledge to be useful to others, they will be more likely to make the effort to share it. Thus, the level of sharing increases when individuals believe that their contribution makes a difference and their level of self-efficacy is high, in an environment where employees socialize and interact frequently, with little regard to their organizational status, they become knowledgeable about the resources they can find in their colleagues.

Connelly & Kelloway, 2003), argues that this, in turn, inspires them to share their knowledge, help each other, with the result of increasing the importance of information redundancy when achieving optimal results. Redundant information provides also new perspectives when it comes to problem-solving. Social skills refer to a wide range of skills related to behavior, manner, communication, proper dress, etc. in the presence of other people.

HO3: There is no significant effect of social skills on green knowledge-sharing behavior in Kenyan universities

Grieve et al., (2013) defined the interpersonal relationship as a kind of relationship between a few groups of people; it includes ideas, expectations, awareness, and reaction of an individual to others. Schutz (2002) proposed an interpersonal relationship as a need between people; it contains three different levels of needs, namely affection, inclusion, and control. Affection refers to the desire of expressing emotions and gaining affection from others; inclusion refers to the hope of an individual of being accepted and recognized; control refers to the desire of an individual to influence people, things, and objectives in certain aspects. Interpersonal relationships in real life emphasize real interaction and shared activities among friends, peers, parents, and teachers (Chang et al., 2011). Individuals are driven to develop and continue positive social relationships to experience a sense of belongingness.

When one possesses strong interpersonal skills, the effortless form of relationships with peers, as well others in managing good and correct relationships established and natured as a trademark characteristic which consist of team leadership capacities, managerial aptitudes, and persuasiveness. Chen (2011) proposed that green knowledge sharing is a voluntary activity in which knowledge is transmitted and distributed from one individual to others. There are

numerous variants of such definitions stressing the importance of knowledge transfer through interpersonal relations from one employee to another.

Similarly, Yang and Lai (2011) emphasize the potential usefulness of knowledge transferred to others. Thus understood, green knowledge sharing as a process by which an individual imparts his or her expertise, insight, or understanding to another individual so that the recipient may potentially acquire and use the knowledge to perform his or her task(s) better. The ways in which knowledge may be transferred to other employees include, for example, e-mail, conferences, chats, internet sites, seminar presentations, mentoring, and meetings (Peyman et al., 2013).

Realizing and recognizing the importance of intrapersonal communication to the productivity and profit of an organization, there has been a paradigm shift from the sole importance bestowed on intelligence quotient alone for a job. The importance of emotional intelligence and communication skills to improve the work environment and efficiency of people and business is now being openly acknowledged in the business circle. In the present work culture, EQ is given as much importance as IQ. Most worthwhile jobs have a 'people component' as the most lucrative positions often involve a large amount of time spent interacting with employees, media and colleagues. An individual can rarely remain isolated in his/her office and still excel in his/her job. Most organizations are therefore looking for individuals with a particular tactical skill set: the ability to work well in a team and to influence and motivate people to get things done. (Peyman et al., 2013).

HO4: There is no significant effect of interpersonal relations on green knowledge-sharing behavior in Kenyan universities.

METHODOLOGY AND PROCEDURES

This study emphasized positivism while investigating the hypothesized causal explanation because the study is based on objectivity (Elshafie, 2013) where objects exist independently (Scotland 2012). Since it seeks to test hypotheses as there is no absolute truth or advanced relationship between variables (Philip & Burbules, 2000). This study employed an explanatory research design built around the testing of the stated hypothesis (Hair et al., 2013).

Sampling

The target population comprised 6423 academic staff from 14 chattered universities in Nairobi County main campuses only and not satellite campuses and constituent's university colleges (Commission of University, 2018). From the target population of 6423, Taro Yammane (1973) sample size formula was used to select a sample size of 376 academic staff. The respondents were selected using simple random sampling.

Data Collection Instruments

For purposes of this study, the instrument for collecting data was a questionnaire. The questionnaires were used as data collection instruments to enable the researcher to achieve the stated objectives of collecting primary data based on the five-point Likert-type scales by answering specific research questions. Likert scale data was treated as intervals by using a summated scale and analyzed using average scores for all items in each variable Boone & Boone (2012). Creswell (2008) suggests that for Likert data to be treated as an interval it must be developed into categories within the scale, to establish average scores between each value on the scale and the normality of the data.

Measurements of Variables

In this research, Emotional intelligence which is the independent variable (IV) was measured using the Wong and Law Emotional Intelligence Scale which comprises 16 items (WLEIS; Law et al., 2004). While Green knowledge sharing behavior which is the dependent variable (DV) was measured by the green knowledge sharing scale (Kankanhalli et al., 2005) which comprises eight items that are adopted.

Data Analysis Analytical model

Descriptive analysis was used to describe the demographic profile of the target respondents in the form of frequencies, percentages, tables, central tendencies e.g. mean and standard deviation. The demographic profiles consisted of the level of experience, education attained, gender, and age of the respondents. Correlation analysis for this study was done to establish an association between the independent variables (self-awareness, self-regulation, social skills, interpersonal skills) and the dependent variable (green knowledge sharing behavior) was examined using Pearson Product Moment correlation analysis. The multiple regression technique was used to show the number of variations explained by the independent variables on the dependent variable through the coefficient of determination (R2). Hypothesis testing was done using a moderated multiple and hierarchical moderated analysis

RESULTS AND DISCUSSION

The study was intended to collect data from 376 respondents, but data was successfully collected from 337 respondents. This represents a response rate of 89.62 percent of the entire sample, of which 39 were further discarded for either lack of response or being improperly filled. This response falls within the confines of a large sample size Anderson et al., (2003) as presented in table 4.1. Further, Babbie (2007) asserts that a response rate of 60 percent is good, 70 percent is very good and above sample characteristics

The researcher sought to establish the demographic information of the respondents paying close attention to their age, gender, length of job tenure, Level of education, Job scale in the university, and finally Leadership responsibility at the university. The analysis of the background information of the respondents is critical in assessing confounders that might have a significant impact on the direction of the phenomenon under investigation. The profile of the respondents in the findings were presented in Table 4.3. The study considered the age bracket of the respondents. In terms of the age of the employees19.9% are below 30yrs, (31.2%) are between 31 to 40 years, 29.4% are in the 41 to 50 age bracket, 16.3% are between 51 to 60 years while 3.4% of the employees are over 60 years of age. From the results, 50.1% of the respondents were male, and 49.9% of them were female. The results indicate that there is an almost equal representation of both male and female employees though male employees comprise the majority. Since both male and female individuals are given a chance to share their knowledge, the outcome for the organization is likely to be greater. Furthermore, 20.5% of the respondent's job tenure was 5 years or less, 33.5% was between 6-10 years, 32.3% was between 11-15 years, 9.5% was between 16-20 years and 4.2% was more than 20 years. The employees possess the requisite skills to perform their duties effectively. As such, the employees' job experience is part of the organization's human capital. The study revealed that the majority of the respondents (8%) had an undergraduate degree, followed by a Master's Degree (34.1%). Doctorate degrees were 47.8% while those with a post-doctoral degree were 10.1%. The employees possess the requisite skills to perform their duties effectively. As such, the employees' educational attainment is part of the organization's human capital. For the job scale in the University 16.6% of the employees were graduate employees, 20.8% were tutorial fellows, 27% were lecturers and 24.6% were senior lecturers, 6.5% were professors, and 4.5% were associate professors, the implication is

that the employees possess the required skills to give reliable information about the study problem.

Finally, 25.9% had no leadership responsibility at the University, 27.9% of the employees were coordinators, 23.1% were heads of department, 9.2% were deans and 4.5% were directors, 3.6% were principals, 1.8% were deputy principals, 2.7% were deputy vice-chancellors and 1.5% were vice-chancellors.

Table 1. Demographic Profile of Respondents

Variables		Frequency	Percent
Age bracket	Below 30yrs	67	19.9
	31-40yrs	105	31.2
	41-50yrs	99	29.4
	51-60yrs	55	16.3
	Above 60yrs	11	3.4
	Total	337	100
Gender	Male	169	50.1
	Female	168	49.9
	Total	337	100
Job tenure	5yrs or less	69	20.5
	6-10yrs	113	33.5
	11-15yrs	109	32.3
	16-20yrs	32	9.5
	More than 20yrs	14	4.2
	Total	337	100
Level of education	Undergraduate degree	27	8
	Master's degree	115	34.1
	Doctorate degree	161	47.8
	Post-doctoral degree	34	10.1
	Total	337	100
Job scale in the university	Graduate assistant	56	16.6
	Tutorial fellow	70	20.8
	Lecturer	91	27
	Senior lecturer	83	24.6
	Associate professor	22	6.5
	Professor	15	4.5
	Total	337	100
Leadership responsibility at the university	None	87	25.
	Coordinator	94	27.9
	Head of the department	78	23.1
	Dean	31	9.2
	Director	15	4.5
	Principal	12	3.6
	Deputy principal	6	1.8
	Deputy vice chancellor	9	2.7
	Vice chancellor	5	1.5
	Total	337	100

Source: Research Data (2019)

Descriptive and correlation Analysis

For clear determination of the responses made to the research items, the mean, standard deviation and significance were as discussed below: findings showed that university employees are willing to engage in green knowledge-sharing behavior (M=4.197, SD=0.640). The results indicate that university employees have the characteristics of self-awareness

(M=3.809, SD=0.689), self-regulation (M=3.674, SD=0.751), social skills traits (M=3.726, SD=0.782) and Interpersonal skills (M=3.831, SD=0.757). The correlation results showed that self-awareness has a positive and significant relationship with green knowledge-sharing behavior (r =.666, ρ<0.01). Self-regulation positively and statistically significantly correlates with green knowledge-sharing behavior (r =.533, ρ<0.01). Moreover, results indicate that social skills are positively and significantly related to green knowledge-sharing behavior (r =.546, ρ<0.01). From the results, interpersonal skills are positively and significantly correlated with green knowledge-sharing behavior (r =.579, ρ<0.01).

Table 2. Pearson correlation coefficient of study variables

	Mean	Std. Deviation	GKSB	SA	SR	SS	IR
Green knowledge sharing Behavior (GKSB)	4.197	0.64	1				
Self-awareness (SA)	3.809	0.689	.666**	1			
Self-regulation (SR)	3.674	0.751	.533**	.502**	1		
Social skill (SS)	3.726	0.782	.546**	.391**	.504**	1	
Interpersonal skills (IS)	3.831	0.757	.579**	.387**	.345**	.434**	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2019)

Multiple Regression (hypothesis)

Ten hypotheses were proposed to examine the direct and moderated effects of emotional intelligence, transformational leadership and green knowledge-sharing behavior test to ascertain the effects of the relationship between variables. For the direct effects hypothesis HO1: - HO5: Multiple regression model was used to ascertain and establish the direct relationship between the variables.

A multiple linear regression analysis was performed to calculate the coefficients of independent variables with green knowledge-sharing behavior. The combined prediction of all the variables accounted for approximately 66% of the total variation in green knowledge-sharing behavior (R= .81, R2 = .66). The regression model showed that the joint prediction of all the independent variables as depicted in Table 4.29 below was statistically significant (F = 127.88, ρ=.000). Thus, the model was fit to predict green knowledge sharing behavior using self-awareness, self-regulation, social skill, interpersonal skills, and humility.

The first hypothesis (HO1 :) stated that there was no significant effect of self-awareness on green knowledge-sharing behavior among academic staff in Kenyan universities. However, the findings in Table 4.29 showed that self-awareness has a positive and significant effect on green knowledge sharing behavior (β = .37, p<.05). This implies that there is a probability of .347 that green knowledge sharing behavior would increase with an increase in the self-awareness. Thus, the hypothesis was rejected. More findings in Table 4.29 revealed the effect on green knowledge sharing behavior is attributed to self-awareness by over 9 times (t=9.37) more compared to the effect attributed to the standard error associated with it. Goleman, (2010) supported this indicating that employees who are aware of their emotions can manage them, (rather than react to them) and adequately respond to situations as they come up. Instead of reacting to their emotions, they can engage their thinking capacity to come up with better decisions. Reacting to emotions can damage relationships among staff. Self-aware employees have a high awareness of the emotions of those around them. They are therefore able to get to the cause of strong emotional reactions of others. Employees should not only

pick words being spoken but also emotions behind the words. People feel they are being heard when their emotions are acknowledged.

The second hypothesis (H02 :) stated that there was no significant effect of self-regulation on green knowledge-sharing behavior among academic staff in Kenyan universities. However, the findings in Table 4.29 showed that self-regulation has a positive and significant effect on green knowledge-sharing behavior (β = 0.11, p<0.05). This implies that there is a probability of 0.11 that green knowledge-sharing behavior would increase with an increase in self-regulation. Thus, the hypothesis was rejected. More findings in Table 4.29 revealed the effect on green knowledge sharing behavior is attributed to self-regulation by over 2 times (t=2.558) more compared to the effect attributed to the standard error associated with it. This is supported by Chih-Jou Chen and Shiu-Wan Hung (2010), as they determined that green knowledge sharing and self-regulation is one's confidence in an ability to provide knowledge that is valuable to others. In their study, Green knowledge sharing self-regulation is the member's self-evaluation and confidence in his or her skills and capabilities to respond to questions posted by other members, and to provide knowledge that is valuable and useful to others. Through sharing useful knowledge, people feel more confident in what they can do.

The third hypothesis (H03 :) stated that there is no significant effect of social skills on green knowledge-sharing behavior among academic staff in Kenyan universities. However, the findings in Table 4.29 showed that social skills have a positive and significant effect on green knowledge-sharing behavior (β = 0.10, p<0.05). This implies that there is a probability of 0.10 that green knowledge-sharing behavior would increase with an increase in social skills. Thus, the hypothesis was rejected. More findings in Table 4.29 revealed the effect on the green knowledge sharing behavior is attributed to social skills by over 2 times (t=2.48) more compared to the effect attributed to the standard error associated with it. Foss, et al (2010) agreed upon the fact that green knowledge sharing through social skills among staff is highly beneficial to the organizations, providing for improved innovation capacity, greater problem-solving capacity, new knowledge, and capabilities, all of these sustaining the competitive advantage of the organization.

Similarly, Cabrera & Cabrera (2005) posits that if individuals consider their knowledge to be useful to others, they will be more likely to make the effort to share it. Thus, the level of sharing increases when individuals believe that their contribution makes a difference and their level of self-efficacy is high, in an environment where employees socialize and interact frequently, with little regard to their organizational status, they become knowledgeable about the resources they can find in their colleagues. Abzari et al. (2014) have identified that social and emotional competence has an impact on employees' green knowledge-sharing behavior. Also, the effect of emotional intelligence competency has been proved to be positive and significant on green knowledge-sharing behavior.

The fourth hypothesis (H04 :) stated that there is no significant effect of interpersonal skills on green knowledge-sharing behavior among academic staff in Kenyan universities. However, the findings in Table 4.29 showed that interpersonal skills have a positive and significant effect on green knowledge-sharing behavior (β = 0.18, p<0.05). This implies that there is a probability of 0.18 that green knowledge-sharing behavior would increase with an increase in interpersonal skills. Thus, the hypothesis was rejected. More findings in Table 4.29 revealed the effect on the green knowledge sharing behavior is attributed to interpersonal skills by over 4 times (t=4.53) more compared to the effect attributed to the standard error associated with it. This was supported by Chen (2011) who proposed that green knowledge sharing is a voluntary activity in which knowledge is transmitted and distributed from one individual to others.

There are numerous variants of such definitions stressing the importance of knowledge transfer through interpersonal relations from one employee to another. Similarly, Yang and Lai (2011) emphasize the potential usefulness of knowledge transferred to others. Thus understood, green knowledge sharing as a process by which an individual imparts his or her expertise, insight, or understanding to another individual so that the recipient may potentially acquire and use the knowledge to perform his or her task(s) better.

Arakelian et al., (2013) have conducted a structural equation modeling between emotional intelligence and green knowledge sharing. Their research pinpoints a meaningful positive relationship between the two areas. Moreover, it has found positive relationships among three dimensions of emotional intelligence: self-awareness, social awareness and relation management, and green knowledge sharing.

Table 3. Regression Coefficient of Study Variables

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	0.37	0.16		2.39	0.02
Self-awareness	0.36	0.04	0.37	9.37	0.00
self-regulation	0.10	0.04	0.11	2.58	0.01
social skill	0.07	0.04	0.10	2.48	0.01
Interpersonal skills	0.19	0.04	0.18	4.53	0.00
Summary Statistics					
R	*0.81*				
R Square	*0.66*				
Adjusted R Square	*0.65*				
Std. Error of the Estimate	*0.43*				
Change Statistics					
F Change	*127.88*				
df1	*5.00*				
df2	*331.00*				
Sig. F Change	*0.00*				
Durbin-Watson	1.84				
a Dependent Variable: GKSB					

Source: Research Data (2019)

CONCLUSION AND SUGGESTION

The results of the study indicate that self-awareness, self-regulation, social skills, and interpersonal skills all have positive effects on green knowledge-sharing behavior. The findings suggest that academic staff who are self-aware, have relevant expertise, are realistic in whatever choices they make, improve green knowledge-sharing behavior. The study further showed that persons who possess self-regulation skills are in control of their emotions and ensure these emotions are effectively managed for a healthy work environment. In addition, social skills enabled employees to detect crucial social networks and understand key power relationships to improve green knowledge-sharing behavior. It is also noted that interpersonal skills build up leaders who can examine their subordinates to implement and share in the same vision for purposes of a sense of belonging thus green knowledge sharing. Finally, from the results of this study, transformational leadership has a positive relationship with the organizational performance of universities in Kenya.

From the findings of this study, it is observed that the emotional intelligence of the academic staff has a significant association with green knowledge-sharing behavior. Most of the researches reveal that emotional intelligence predicts success in all works of life. Hence, the

executives working in organizations need emotional intelligence skills to work more effectively to impart knowledge to their subordinates as well as to maintain a cordial relationship with others in the organization.

From the findings, it is suggested that emotional intelligence and leadership training programs be organized for executives at all levels. Moreover, emotional intelligence should be considered an important criterion in the selection of executives. Also, Universities and Management will derive insights into the key competencies by serving as a benchmark for universities that have not effectively addressed strategic green knowledge-sharing behavior. Where Scholars and Professionals will contribute to the literature on the importance of emotional intelligence and green knowledge-sharing behavior and enhance and provide avenues for further research in the future by adding to the body of knowledge.

The study only focused on a case of chartered Kenyan Universities which is inadequate to make inferences about the effect of emotional intelligence and transformational leadership on green knowledge-sharing behavior. Hence further research needs to be carried out on the effect of emotional intelligence on green knowledge sharing behavior and transformational leadership on comparative analysis by even using other moderators to compare different universities' results.

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