



DO SELF-AWARENESS AND SELF-REGULATION AFFECT KNOWLEDGE SHARING BEHAVIOR? EVIDENCE FROM KENYAN UNIVERSITIES: INTELLIGENCE UNMASKED

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Abstract

Universities have been identified as an accelerated centers of Knowledge sharing and changing behaviors of scholars as a critical asset for universities and this study paper deepens the understanding that Self-Awareness and Self-Regulation affect Knowledge Sharing Behavior among academic staff at universities in Kenya as an intelligence drive for modern universities in Kenya in harnessing knowledge to explore intelligence-sharing behaviors. Both concepts are individual responses as they understand and know one another even in Universities to strive for improved knowledge sharing between individuals. The study aimed at examining whether Self-Awareness and Self-Regulation affects Knowledge Sharing Behaviors among academic staff at universities in Kenya. Explanatory study was used to target a population of 6,423 and a sample size of 376 academic staff academic staff at Kenyan universities in Nairobi County was selected using simple random sampling. Data was collected using a structured questionnaire. The findings of the research revealed that self-awareness ($\beta = 0.37, p < 0.05$), and self-regulation ($\beta = 0.11, p < 0.05$), had a positive and significant effect on knowledge sharing behavior. Also R was 81% and R² was 66%. Concluding that emotional self-awareness and self-regulation are crucial to transforming universities in Kenya in achieving knowledge sharing behavior. Self-awareness and self-regulation in universities in Kenya have relatively been downplayed by government, respective institutions and scholars especially in harnessing knowledge yet the study contributes immensely that for leadership of universities in Kenya to drive, staff who must be self-aware and self-regulated in their emotions for free exchange of ideas and knowledge sharing.

Keywords: Self-Regulation, Self-Awareness, Knowledge Sharing Behavior