



Nexus Between Emotional Intelligence, Green Transformational Leadership, Social Intelligence, And Knowledge Sharing Behavior Among Academic Staff in Kenyan Universities

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Abstract

The primary goal of the study was to ascertain the moderating mediation influence that social intelligence has on the relationship between emotional intelligence and knowledge-sharing behavior in Kenyan institutions. The relational models theory and the Theory of Planned Behavior served as the study's foundation and pillars. A sample size of 378 was chosen through random sampling from a total of 24,170 respondents. Structured questionnaires with items anchored on a five-point Likert scale were used to collect the data. Using ProcessMacro, the Hayes Model 5 was used to test the hypothesis. According to the findings (BootLLCI=.050 and BootULCI=.227, $\beta = 0.138$ p.05), social intelligence mediates the link between emotional intelligence and knowledge sharing behavior. Additionally, the connection between emotional intelligence and information sharing behavior is strongly moderated by green transformational leadership (R^2 change =.043, $\beta = 0.068$ p.05). The research came to the conclusion that social intelligence and emotional intelligence together increase employee knowledge exchange. Employees with social intelligence are able to identify important social networks, comprehend fundamental power dynamics, and apply this knowledge to enhance information exchange. Additionally, green transformational leadership emphasizes that through fostering a green company identity, environmental care, and environmental passion among employees, it can influence their green behavior. In terms of application, the study's conclusions can help Kenyan institutions' leaders develop plans for enhancing knowledge sharing through social intelligence and putting green transformational leadership into practice. Institutions of higher learning, university management, and scholars, particularly when it comes to utilizing information, have generally neglected the role of social intelligence and green transformational leadership as catalysts in Kenyan universities.

Keywords: Nexus emotional intelligence, Green transformational leadership, Social intelligence, Knowledge sharing behavior and universities

1. Introduction

In today's society, information sharing is the primary method for converting a person's expertise into organizational knowledge (Foss et al., 2016). Enacting the process of information sharing would not be possible if people had the desire to share what they know. Knowledge sharing is essential to institutional outcomes, claim Foss et al., in 2010. Van den Hooff and Hendrix (2014) provide a good illustration of how knowledge sharing may enable people to jointly produce fresh information that is distinct from what any one individual has to contribute. Furthermore, Nickerson and Zenger (2014) suggested that knowledge sharing could also lead to enormous improvements in problem-solving skills at the individual level, which are essential for problem-solving skills at the institutional level. According to Marshal and Sapsed (2017), organizations that want to implement knowledge management programs must motivate their staff to share their expertise more enthusiastically for the sake of institutional operations. Universities are recognized as knowledge-centered institutions in the context of higher education since they serve as models for the creation and exchange of knowledge. Knowledge exchange between academic staff members would be a good example, as it would increase the quantity and caliber of the research that institutions conduct. According to Goh and Sandhu (2013), it is a norm and way of life in an academic organization that senior academic staff members make their knowledge and skills available to junior academics in order to improve the symbiotic practices of learning and teaching, respectively. As a result, Knowledge Sharing (KS) is a type of activity that may be elaborated by looking at the effects that behavior has on it (Elogie, 2010). The Theory of Planned Behavior (TPB) by Ajzen (1991) was used as the foundation for this study in order to examine the knowledge sharing behavior (KSB) of academics inside Kenyan universities.

The premises and aspects of behavior, such as knowledge sharing, are still thought to be rather complex or otherwise intricate for one to gain a deep understanding of and to delve into to a significant extent, as revealed by a review of the literature that relates to this behavior of individuals (Holste & Hou, 2015). Therefore, it is important to have a clear understanding of what inspires people to share what they know, as well as what deters or discourages them from doing so. Employee propensity to participate in knowledge sharing is likely influenced by organizational aspects as well as individual factors including employee propensities, qualities, and motivations. One of the factors at the person level that is crucial in the creation of knowledge-sharing efforts is emotional intelligence. According to Darabi (2012), emotional

intelligence is one of the most essential human traits and includes the ability to adapt to one's environment. According to Chin (2013), emotional intelligence is a tool that employees use to identify all employee-related emotions, as well as for motivation, emotional self-management, and improving their social skills. Petrides (2009) identified 15 emotional intelligence-related components and organized them into four attributes: wellbeing, sociability, emotionality, and self-control. Interventional programs connected to emotional intelligence can instill a variety of dynamic abilities necessary for the same. As a result, emotional intelligence, in accordance with Anthony (2013), becomes a vital factor that must be taken into consideration in an institutional setting.

Employee emotional intelligence has been acknowledged as a key contributor in the development of their knowledge sharing motives, according to Chow et al., (2018). This is because social interactions that take place during knowledge sharing between staff members are affected by personal associations (Nahapiet et al., 2018). (2011) Chang et al., if the knowledge owners have high emotional intelligence, they will be in control of their own emotions in addition to taking other people's feelings into account. This will make it easier to change the knowledge owner's behavior and get them to share what they know (Gurbuz et al., 2012). Connelly, Zweig, Webster, and Trougakos (2012) nevertheless pointed out that knowledge sharing and knowledge hiding are not the polar opposites of one another but rather are distinct concepts with very different paradigms.

Therefore, a key factor in any institution's performance is the influence of leadership. According to Johnson (2017), green transformational leadership (TL) deals with the process of fostering dedication to the institution's aims in addition to delegating authority to followers in order to meet the predetermined goals. The relationship between emotional intelligence and transformational leadership has been investigated. Significant relationships between the emotional intelligence subscales and the aspects of transformational leadership (individual concern, idealized influence, and inspiring drive) were found in a study by Barling et al., (2013) and Palmer (2013). The findings of Gardner and Stough's (2012) analysis also showed a strong correlation between emotional intelligence and all aspects of transformational leadership, with emotional management and external emotion comprehension serving as the best indicators of this leadership style. In accordance with this claim, we therefore propose that, in addition to KSB, green transformational leadership is a crucial element of emotional intelligence. The relationship between KSB and green

transformative leadership has not been studied before. According to Liyanage et al., (2009), social intelligence will also aid in ensuring that the practice of sharing knowledge proceeds without interruption or other hindrances. As a result, knowledge sharing is currently being portrayed as a human behavior that encompasses actions like sharing direct or indirect encounters, including ideas and skills that enhance knowledge for creativity in the workplace (Taghvaei and Eynal, 2015). When cultivating relationships with others, it's critical for a person to develop a thorough awareness of the emotions of the others and to support as well as manage their own emotions.

According to (Saxena and Jain, 2013), achieving success in life without social intelligence is all but impossible. Even though a great deal of scientific research has been done, not much is known about the connection between social intelligence and the habit of sharing knowledge. If one cannot develop social intelligence in order to live a prosperous life, social intelligence is complex. Additionally, social intelligence helps people build strong relationships with others in the community. Additionally, socially intelligent people typically exhibit positive behavior in both professional and social contexts. Social intelligence has also been shown to be crucial in dealing with social concerns in the context of daily life and in fulfilling certain social responsibilities. Therefore, according to Nagra (2014), social intelligence is essential for advancing academic insights.

Experts have previously argued that possessing the highest levels of social intelligence is essential for one to be successful in life, according to Meijis et al., (2010). Since eminence leads to greater contentment when it is in line with academic achievements, those who have high levels of social intelligence are typically more eminent than the others (Taghvaei Yazdi and Eynal, 2015). According to Mohan, Muthaly, and Annakis (2015), a person's social intelligence increases as they become older and get more life experience. Although extensive research has been done on knowledge sharing behavior, not enough scientific evidence has been found to show how social intelligence, knowledge sharing behavior, and emotional intelligence are related to one another (Genc and Genc, 2018).

Emotional competence has an impact on how employees share knowledge, according to Abzari et al., (2014). A convincing and significant effect of emotional intelligence competency on knowledge sharing behavior has also been identified. People who have been shown to have high levels of emotional intelligence are likely to reason and behave more socially, especially when it involves the sharing of

knowledge. Emotional intelligence bridges the gap between the cerebral and behavioral layers. According to Kessel et al., (2012), emotional intelligence at its most fundamental level suggests a psychological safety net that encourages knowledge exchange. An important formula modulating between information sharing and emotional intelligence has been developed by Arakelian et al., (2013).

Their research shows a strong, convincing connection between the two industries. Additionally, it has highlighted the beneficial connections between the three components of emotional intelligence knowledge sharing, self-awareness, including social awareness, and relationship management. Gupta (2008) conducted research on postgraduate students in relation to emotional stability and information sharing behavior and found evidence that those with more emotional stability are more likely to engage in such activities. In contrast, he has evaluated both the contributor and recipient sides of information sharing and has determined that receiving knowledge must be done voluntarily, free from compulsion, and with the consent of both parties involved. It also confirms that communication is crucial for information exchange. Among other things, knowledge management is a component of organizational intelligence. These components, according to Yeniçeri and Demirel (2007), include adaption expertise and information processing, which are connected to several publications and are also connected to emotional intelligence.

According to Kalkan's (2004) paradigm for the organizational learning process, the process of producing organizational knowledge depends on organizational learning, which is firmly founded in organizational intelligence. Knowledge acquisition, distribution, the breakdown of knowledge, as well as storing, all fall under the category of organizational learning, which has a variety of components. It is important to note that emotional intelligence advances a section of organizational intelligence. Organizational knowledge production process, which includes information sharing, is referred to as category number. Therefore, the Kalkan model shows that both knowledge sharing and emotional intelligence play important roles in the process of organizational learning and has strong connections between them.

Additional proof that knowledge sharing depends on emotional intelligence has been supplied by Dogan's (2003) model, which illustrates the cycle of knowledge formulation and sharing. A model developed by Othman and Abdullah (2009) describes the connections between information sharing and emotional intelligence. It reveals how emotional intelligence and its components have an impact on teammates' organizational citizenship behavior and how crucial they are for promoting knowledge sharing. In order

to share their expertise, workers' behavior and dispositions must change, according to Karkoulian et al., (2010).

They make the claim that emotional intelligence can play a crucial role in this procedure. Emotional intelligence can be defined in this way as a source of human energy, understanding, connection, and influence that is useful in changing attitudes. Institutions identify the essential components of information exchange. It is stated that encouraging and committing people depends on both human qualities and character. The idea that emotional intelligence has a positive impact on knowledge sharing has evidence to back it up. Employees who report high emotional intelligence levels are more likely to put aside their personal concerns in favor of the success of the team, and they are also more likely to share their knowledge and expertise readily (Karkoulian et al., 2010).

Additionally, evidence was presented by Zler et al. (2012) that supports a relationship between emotional intelligence and knowledge sharing aspects. The likelihood of employees sharing knowledge is influenced by both individual and institutional factors. As indicated, alterations to employees' dispositions and actions are essential for successfully motivating them to participate in knowledge sharing, and feelings influence such behavior. Emotional intelligence is important in the propensity of information sharing, claim Cote and Miners (2006). People could consider sharing knowledge to be expensive and unpleasant, thus it's important to cultivate in them a perspective of knowledge sharing as a socially acceptable and advantageous concept to the organization.

Simply said, a worker is more likely to share knowledge if they have high emotional intelligence (Karkoulian et al., 2010). As a result, information sharing can benefit greatly from having high emotional intelligence. After thoroughly analyzing both relationships, Lindebaum (2009) made the following discoveries. According to the self-awareness component, a worker who is deeply aware of their emotions and mood swings will be more likely to consider the underlying circumstances when deciding whether to share knowledge. In terms of self-management, a worker has the ability to decide objectively based on the situation. In order to convey empathy, social awareness and relationship management are essential in encouraging knowledge sharing behavior. Wang and Hou (2015) claim that the promotion of knowledge sharing can depend on one's emotional intelligence: the more one's internal drive, the more likely one is to engage in knowledge sharing because altruism depends on natural drive.

According to Weiss and Su (2005) and Weiss et al (2006), believe that social and emotional intelligence share similar intellectual foundations. There are just three analyses that focus on performance assessments to explore the relationship between social intelligence and emotional intelligence in evidence-based research that has been done (Berchard, 2003; Davis et al; 1998; Weiss and Su, 2007). In their study, Davis et al. (1998) found a correlation between social intelligence and emotional intelligence that is favorable. According to Bachard (2003), who described social intelligence as a subset of emotional intelligence but found no evidence of a connection between the two. According to Boiatz et al., (2009), social intelligence competency shows the ability to promote collaboration and facilitate efficient communication with other individuals. According to Boiatz and Raty (2009), social intelligence competency is defined as the capacity to recognize and understand the sentiments of others.

Social intelligence is quickly becoming a requirement for entry into international institutions and a crucial component of their success. According to Sternberg (2007), the process of becoming a more socially intelligent person necessitates a close examination of the factors that motivate, steer, and encourage participation in information sharing. Administrators with poor social skills and low social intelligence may behave differently while sharing knowledge. They lack the skills necessary to successfully lead others while also inspiring and motivating them. They also lack the skills necessary to connect with people in a real way. On the other hand, socially adept managers put people first and support maximum levels of knowledge sharing. Such managers encourage their employees to collaborate with other members of their team to their optimum potential.

Additionally, they are able to convey through portrayal or other means the attitudes and cultures they want their employees to adopt or develop. Directors can successfully create a culture of knowledge sharing that is comprehensive, supported, and diversified at the same time thanks to this aspect of social intelligence. A socially intelligent organization is ideally equipped to develop a deeper understanding of what motivates people and the most effective methods for utilizing the variety of a cross-generational labor force. In addition to emphasizing self-management and interpersonal skills, social intelligence also plays a crucial role in the development of an individual's sense of self. More importantly, though, it concentrates on thinking and resultant behavior within social contexts. Thus, the study hypothesized that;

H₀₁: Emotional intelligence has significant and positive effect knowledge sharing behavior via social intelligence.

Instead of rank or title, knowledge, skills, and competencies determine leadership. The essential leadership abilities may be learned, and learning new ones is a continuous process. According to Pirola Merlo et al. (2002), leadership is described as a process of social interaction in which the ability of the leader to influence the followers' behavior to engage in knowledge sharing. Leadership is a naturally emotional process in which those in charge are sensitive to the emotions of those who follow them. High emotional intelligence, according to Mayer et al. (2000), enables a leader to be well-positioned to follow through on the emotional dispositions of work team members and respond accordingly. Lack of emotional mastery has been found to be associated with ineffective leadership (Goleman, 1998b), and those in leadership positions need to demonstrate and spread positive emotions (Prati et al., 2003). A crucial component of effective leadership is emotional intelligence, especially as leaders manage teams and members of other workgroups. Teams benefit from emotional intelligent leaders in two different ways. To accomplish team goals, leaders urge their subordinates to collaborate. In this regard, leaders urge their teams' members to work to improve their performance and productivity, develop trust among team members, and encourage members to carry out the assigned task (Goleman et al., 2002).

According to Brown et al., (2006), upholding moral and professional standards of conduct is one of the most important characteristics of both transformational leadership and emotional intelligence. The claim that emotional intelligence is associated with green transformational leadership, such as individual concern, idealized influence, and inspirational motivation, was made by Barling et al., 2000. According to Gardner and Stough (2002), an emotionally intelligent leader may more effectively understand the requirements of his followers because they have the ability to handle or cope with their feelings in relationships. Successful green transformational leaders, according to leadership experts, require emotional intelligence. These qualities are regarded as being necessary for one to effectively develop strong associations and inspire followers. Studies that contrast emotional intelligence and transformational leadership occasionally find links between the two ideas.

An evaluation of the relationship between information sharing and leadership behaviors in professional service sectors in Taiwan and the United States of America was conducted by Chen et al., in 2004. The results showed that contingent incentive leadership behaviors are strongly and unmistakably associated with both external and internal knowledge sharing, and that transformational leadership behaviors are a

consequential predictor of knowledge sharing within the business. Additionally, Constant et al. (1994) said that staff members with expertise realized the importance of participating in knowledge sharing activities that were developed through training activities as well as through their actual work. According to Li et al. (2014), transformational leadership had a definite impact on how leaders and members interacted, which in turn increased sharing of knowledge.

According to the research of Lee et al., (2014), many other experts also came to the conclusion that transformational leadership enabled the sharing of information through increasing followers' faith in their leader. As a result, across the leadership continuum, transformational leadership encourages high levels of emotional intelligence as well as knowledge sharing. In light of this, we may claim that intelligence is positively associated to green transformational leadership, which significantly encourages information sharing.

Additionally, new research has demonstrated a connection between emotional intelligence and transformational leadership. There is, however, a great deal of skepticism regarding the relationship between emotional intelligence and the outcomes of green transformational leadership, and numerous studies have been unable to identify any significant connections, particularly between emotional intelligence, knowledge sharing behavior, and green transformational leadership. The association between emotional intelligence, knowledge sharing behavior, and green transformational leadership has not yet been established, despite the fact that various studies on Emotional Intelligence (EI) and green transformational leadership have been undertaken. Therefore, by putting the following assumptions to the test, this study aims to close these gaps and address this problem. As a result, this study proposed that;

H₀₂: Green transformational leadership has no significant moderating effect on the indirect effect on the relationship between emotional intelligence and knowledge sharing behavior through social intelligence.

Problem Formulation

Knowledge sharing companies will inevitably face obstacles and issues (Riege, 2015). Despite the fact that their tertiary-level education institutions create value by using their intellectual assets and that sharing knowledge is part of their daily obligations and work duties, there are skilled knowledge-intensive employees participating in teaching, writing, and research. They create, administrate, and exchange

knowledge with other experts and students. Understanding the value of knowledge sharing for academics in advancing their learning and creativity, therefore, would inspire them to put it into practice. However, inadequate and extremely scarce evidence-based research has been conducted on the knowledge sharing behavior of academic staff at tertiary-level education, particularly in Kenya (Cheng et al., 2014).

Therefore, it's crucial to concentrate on and comprehend emotional intelligence, green transformational leadership, and information sharing behavior among academic staff in Kenyan institutions in light of the aforementioned. Since emotional intelligence mediates between the cognitive and behavioral layers and people with high emotional intelligence think and act more socially, particularly in the case of knowledge sharing, this study aims to close these gaps and address this issue. The moderating effect of green transformational leadership on the relationship between emotional intelligence and knowledge sharing behavior has not yet been studied, despite the fact that it fosters a favorable environment for knowledge sharing by management that treats knowledge and learning as part of daily operations. The mediating role of social intelligence in the relationship between emotional intelligence and knowledge sharing is also unknown, despite the fact that it is an antecedent of this behavior. Thus, the study's objective was to determine the moderating effect of green transformational on the indirect effect on the connection between emotional intelligence and the sharing of knowledge through social intelligence.

2. Empirical Literature Review

Several theories have examined the relationship between information sharing behavior, social intelligence, green transformational leadership, and emotional intelligence. Ajzen's Theory of Planned Behavior, for instance, provided a model to examine the scholars' knowledge-sharing behavior in 2002. The Theory of Planned Behavior, which is based on Lin & Lee (2004), has emerged as one of the most significant and well-known conceptual frameworks for examining people's behavioral intentions as well as their actual behaviors. According to Ajzen (2002), behavior is the degree to which an individual admits to making the decision to engage in a certain action or refrain from engaging in it, and it depends on the individual's motivation to do so or not. Robertson (2002) asserts in his writing that sharing knowledge is a natural human action.

As a result, information sharing behavior itself is an unacknowledged, voluntary personal action that successfully supports both the performance and day-to-day operations of businesses (Bordia et al., 2006).

Ajzen (2002) claims that intention is a person's propensity to engage in a specific conduct and that it is also the most important predictor and crucial factor that influences behavior. Accordingly, in accordance with the Theory of Planned conduct, a scholar's knowledge sharing conduct refers to how much that scholar admits to sharing the knowledge that he or she possesses with the others. According to the Theory of Planned Behavior, the desire and propensity of an individual to engage in knowledge sharing behavior constitutes their intention to share knowledge.

As a result, in accordance with Alajmi (2011), a person's actual behavior to share knowledge is highly influenced by his or her intention to do so. Several factors, including emotional intelligence, social intelligence, and green leadership, among others, are driving this intensification. Relational models theory (RMT), which emphasizes sociability as one of the key characteristics of humans, also explains this connection between emotional intelligence and social intelligence. According to RMT, people have a propensity to structure their social lives according to their associations with others in the community. Furthermore, in line with the RMT, people typically try to join associations, stay committed to them, as well as sustain, make decisions, and change them (Fiske, 1992). Cox (2011) asserts that social interactions among coworkers, such as working together and sharing knowledge, cause emotions that in turn direct their behavior and are seen as personal qualities.

Emotional intelligence (EI) is designed to make it easier for employees to recognize, comprehend, and apply their own and their coworkers' feelings (Salovey & Mayer, 1990). In order to be socially successful and to better understand and manage their relationships in the workplace, individuals' emotional intelligence is crucial (Cox, 2011). This relates to the staff's capacity for effective intercommunication and consideration of various points of view. In practice, strong attachments between them are produced as a result of acknowledging one another's sentiments, which is the emotional intelligence characteristic of workers (Barczak, et al., 2010). This increases trust and improves information exchange.

As a result, the emotional makeup of individuals who collaborate is a crucial factor in the transfer of knowledge. This translates into developing a profound understanding of one another, communicating clearly, exhibiting awareness of one another's feelings, as well as welcoming a wide range of opinions. Since an individual's assertiveness stimulates their capacity to share novel notions and opinions with others in a way that is free and unconstrained, Cox (2011) claims that emotional self-awareness is also deliberated to

conclusively effect the process involved in knowledge sharing. Market pricing, authority ranking, equality matching, and community sharing are the four basic types of connections that exist. Associations of the communal sharing (CS) kind are based on conformity, solidarity, and belonging.

All affiliates are treated equally, seeking the group's meaning while freely and organically receiving what they require (Fiske, 1992). The transformational leadership hypothesis of Burns (1978), which defines transformational leadership as a process in which leaders and followers enable each other to acquire higher levels of motivation and morale, is the final explanation for the hypothesized moderating influence of green transformation. Although there are many different leadership philosophies, transformational leadership improves the amount of knowledge sharing, speeds up the sharing process, and institutionalizes knowledge sharing in any business (Noruzi et al., 2013).

We established links between independent variables (emotional intelligence) and dependent variables (knowledge sharing behavior) based on the aforementioned theoretical framework and literature review. The study also made the assumption that social intelligence, as mentioned by Zwingmann et al., (2014), would act as the mediator in the relationship between emotional intelligence and knowledge sharing behavior in order to evaluate this connection. It also clarifies how the research problem creates verifiable hypotheses.

Independent Variable Mediating Variable Dependent Variable Moderating Variable

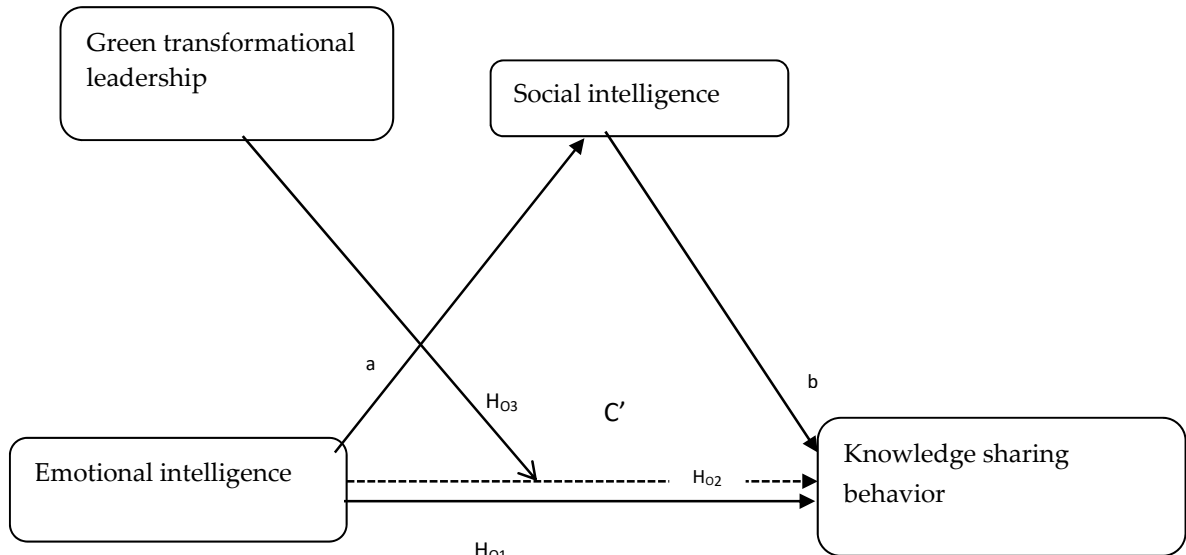


Figure 1. Conceptual Framework (Author, 2019)

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Indirect effect

Mediation $H_{05} = (a_1 * b_1)$

Moderated Mediation $H_{08} = (a_1 + a_3) (b_1 + b_3w)$

3. Research Methodology

3.1. Sample

The positivist philosophy was used in this study because it was quantitative and would therefore produce facts and accounts that matched the ideas from a sample of 378 academic staff members out of 6316 academics from only the main campuses of the 13 Nairobi County universities, not satellite campuses or affiliated colleges (Commission of University, 2018). The sample size was determined at a 0.05 confidence level using Taro Yammane's (1973) sample size calculation and stratified random approach.

3.2. Measurement of Variables

A questionnaire was used to collect primary information. When appropriate, modifications were made to the research variables to meet the study's uniqueness by making them context-specific. Research variables were operationalized and measured using pre-established study items from previous literature. A five point Likert scale was used to measure each variable. Likert scales with five points or more were preferable

to those with fewer points because they supplied more variance, were more sensitive, and had a better level of measurement and information, according to Zikmund et al., (2013). The 16-item Wong and Law Emotional Intelligence Scale (WLEIS; Law et al., 2004) Was used in this study to assess emotional intelligence, the independent variable (IV). The information sharing scale developed by Kankanhalli et al., (2005), which consists of eight questions, will be used to measure knowledge sharing behavior, which is the Dependent variable (DV). A five-item scale developed by Chen and Chang (2014) was used to gauge green transformational leadership.

3.3. Data Analysis and Model Specification

The demographic profile of the target respondents was described using descriptive analysis, which included frequencies, percentages, tables, and central tendencies like mean and standard deviation. The respondents' age, gender, level of experience, and educational background made up the demographic profiles. The Bartlets test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy were used to determine the factorability of the data. The Bartlets test of sphericity should be statistically significant at $p < 0.05$, and the KMO index should range from 0 to 1. Principal component analysis (PCA) was used for factor extraction, and factors with Eigen values greater than 1 were selected.

In this study, Pearson Product Moment correlation analysis was used to analyze the relationship between the independent variables, mediator, and moderator, and the dependent variable (knowledge sharing behavior). Study the moderating impact of transformational leadership on the connection between emotional intelligence among academic staff in Kenyan universities using the multiple and moderated regression model.

According to Hayes (2013), the PROCESS macro model 5 was used to test the Bootstrapping method for the mediation effect of employee commitment. A model called PROCESS macro was developed to accommodate simple to complex statistics using cutting-edge techniques. In addition to giving confidence ranges for the impact magnitude estimations, macro provides numerous estimates of the impact magnitude of implicit effects for mediation models (Hayes, 2012). Hayes proposes a powerful methodology that can assess the applicability of implicit impacts and prevent Type II errors in mediation analyses that are likely to occur when using Baron and Kenny's (1986) method (Preacher and Hayes, 2004).

4. Results

The results of data analysis for univariate and multivariate analysis are presented in this chapter, along with their interpretations. 337 of the study's anticipated 378 respondents provided information, however only 337 did so successfully. This translates to an overall response rate of 89.2%, of which 41 were further eliminated due to either a lack of response or incorrectly completed forms. According to Anderson et al. (2003), this reaction is within the parameters of a sizable sample size. Babbie (2007) claims that a response rate of 60% is good and a response rate of 70% is very good for a study. The next step was to perform a preliminary descriptive statistic to determine if any data were missing.

The outcome of the descriptive statistics reveals that no deletions were made because there were no missing values. Mahalanobis D2 metric was employed in this study to detect and handle multivariate outliers. Univariate outliers would be handled by handling multivariate outliers. Multivariate outliers may or may not be resolved by treating univariate outliers (Hair et al., 2010). Thus, the chi-square value was computed in SPSS after computing Mahalanobis D2 using linear regression techniques. Given that there were 5 items used, the chi-square table with $p=0.001$ shows that 4 represent the degree of freedom. Tabachnick and Fidell (2013). As a result, any instance with a probability Mahalanobis D2 value of less than 0.001 should be disregarded as a multivariate outlier. Cases having values of less than 0.001 were therefore not included in the analysis.

4.1. Sample Characteristics

According to the results, 50.1% of the respondents were men and 49.9% were women. The findings show that although men make up the majority of employment, there is practically an equal representation of both genders. The outcome for the organization is probably better because both male and female people are given the chance to offer their knowledge. In addition, 20.5% of the respondent's employment was for less than five years, 33.5% spanned between six and ten years, 32.3% covered eleven to fifteen years, 9.5% covered sixteen to twenty years, and 4.2% spanned more than twenty years. It is clear that the staff have the necessary skills to carry out their tasks well. Therefore, the work history of the employees is a component of the human capital of the company.

It is clear that the staff have the necessary skills to carry out their tasks well. Therefore, the level of education held by the workforce is a component of the human capital of the company. According to the university's work scale, 16.6% of employees were graduates, 20.8% were tutorial fellows, 27% were lecturers, 24.6% were senior lecturers, and 6.5% were professors. The inference is that the staff members have what is needed to provide accurate information regarding the research problem. Last but not least, 25.8% of employees at the university had no leadership responsibilities, followed by 27.9% coordinators, 23.1% head of departments, 9.2% deans, 4.5% directors, 3.6% principals, 1.8% deputy principals, 1.5% deputy vice chancellors, and 2.7% vice chancellors.

4.2. Preliminary Analysis

Factor analysis, according to Bartholomew et al. (2011) and Williams et al. (2010), is the idea that measurable and visible study variables can be condensed into fewer existent variables with a common variance and are undetectable. Therefore, component analysis was used in the current study to condense and simplify data group items into manageable features without losing the original knowledge (Fricker et al., 2012). As a result, PCA was carried out for the four constructs included in the study. Due to the large number of items included and the amount of factors the researcher wanted to keep, the study used a factor extraction approach to extract components (Laerd Statistics, 2015; Velayutham et al., 2012).

The variables correlation matrix is adequate for structure identification with the significance value less than .05 for the models, according to the Bartlett's test for sphericity. For additional data analysis, only factors with factor loadings greater than 0.5 were kept. Additionally, the cumulative variance explained for all variables was greater than 50%, meaning that they all account for more than 50% of the variance in the initial variables. It was acceptable because the Kaiser-Meyer-Olkin Measure value (0.85) was higher than 0.5. Additionally, the Bartlett's Test was significant with a p value less than 0.000, suggesting the factorization of the factor and the usefulness of the data for factor analysis and subsequent analysis.

Based on the generated results, each variable's Cronbach alpha was higher than 0.70 for each inter-item correlation average. Evidently, the findings of this investigation show that all variables had Cronbach alphas greater than .70. The outcomes thus met the prerequisite for additional investigation. Following factor analysis, any items that failed to match the criteria for loading were eliminated, and the data was converted from a categorical scale to an interval scale by averaging the scores for all items in each variable.

The outcomes of data transformation are displayed in Table 1. According to the results, green transformational leadership (3.911) and knowledge sharing behavioral (4.170) had the greatest mean values, while emotional intelligence (3,754) had the lowest.

The implication is that academic personnel in Kenyan universities have demonstrated a superior element in knowledge sharing behavior. All of the variables had standard deviations that were smaller than 1, which indicates that the responses varied less. Finally, as indicated in Table 1 below, the dependent variable and the independent variables were all regularly distributed.

Table 1. Preliminary Analysis

| | Mean | Std. Deviation | Cronbach's Alpha | KMO | Cumulative % | Bartlett's Test of Sphericity Approx. Chi-Square |
|-----|-------|----------------|------------------|-------|--------------|--|
| KSB | 4.197 | 0.640 | 0.865 | 0.832 | 76.613 | 1945.876* |
| EI | 3.754 | 0.661 | 0.831 | 0.730 | 60.832 | 780.569* |
| SI | 3.611 | 0.346 | 0.704 | 0.665 | 71.939 | 833.67* |
| GTL | 3.911 | 0.773 | 0.726 | 0.684 | 79.010 | 836.861* |

Note: *p<0.05,

KSB=knowledge sharing behavior, EI=emotional intelligence, SI=social intelligence, GTL=green transformational leadership

4.3. Tests for Regression Assumptions

The data's compliance with the normality, heteroscedasticity, multicollinearity, and autocorrelation assumptions was determined by testing statistical hypotheses. These findings served as the foundation for the association and prediction testing. the Shapiro-Wilk and Kolmogorov-Smirnov tests, which are two widely used procedures, were utilized to conduct normality testing (Ghasemi & Zahediasi, 2012).Because the K-S and S-W tests were non-significant in this study's case (Tabachnick & Fidel, 2013), the data distribution was trustworthy for multivariate analysis. Data with several collinearities. Utilizing the VIF (Variance Inflation Factor), multicollinearity was examined. The results showed that all of the independent variables had VIF values below 10 and tolerance levels over 0.1. This indicates that there was no multicollinearity for any of the independent variables.

The residuals from a statistical regression study are tested for autocorrelation using the Durbin Watson (DW) statistic. The outcomes showed a favorable autocorrelation. In light of these findings, it may be concluded that information sharing behavior and all independent variables are significantly autocorrelated. This suggested that the autocorrelation presumptions were not violated. The Levene's test was used to measure homoscedasticity. The results showed that, according to the Levene statistic, homoscedasticity is not an issue for any of the variables, with a p-value more than .05. This basically indicates that a linear relationship exists and that a non-linear data transformation or a quadratic term does not need to be fixed. Therefore, the study's assumptions on the homoscedasticity of variance were confirmed.

4.4. Univariate Analysis

Pearson the associations between the variables were evaluated using the correlation coefficient. According to Table 2's findings, emotional intelligence and information sharing behavior have a substantial and positive link ($r = .793, 0.01$). Knowledge sharing behavior and social intelligence positively and statistically significantly correlate ($r = .666, 0.01$). Results also show a good and substantial relationship between information sharing behavior and green transformational leadership ($r = .615, p 0.01$).

Table 2. Pearson Correlation Coefficient of Study Variable

| | knowledge sharing behavior (KSB) | Emotional intelligence (EI) | Social intelligence (SI) | Green Transformational Leadership GTL |
|-----|-------------------------------------|--------------------------------|-----------------------------|---|
| KSB | 1 | | | |
| EI | .793** | 1 | | |
| SI | .666** | .724** | 1 | |
| GTL | .615** | .588** | .523** | 1 |

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

Source: Research Data (2019)

4.5. Test of Hypothesis

To determine the effects of relationships between variables, ten hypotheses were put out to investigate the direct and moderated effects of emotional intelligence, transformational leadership, and information sharing behavior test. The direct moderation and mediation effects were examined in the current study

using the Hayes model 5. As a result of the fact that it demonstrates precisely what happens to the regression model as new predictor variables are added. As a result, the researcher was able to methodically acknowledge each independent variable's role in illuminating the mode's capacity for prediction.

H₀₁: Emotional intelligence has significant and positive effect knowledge sharing behavior via social intelligence.

Table 3 findings demonstrated that emotional intelligence positively and significantly influences social intelligence, producing the outcomes for path a ($a=.950$, $p.05$). Social IQ considerably and favorably influences information sharing behavior, yielding the outcomes for path B ($b=.145$, $p.05$). According to Hayes (2013), mediation has taken place when path a times path b results in a meaningful indirect estimate (path c) without a zero between BootLLCI and BootULCI. In this situation. We can accept the hypothesis (H1) and claim that social intelligence mediates the association between emotional intelligence and knowledge sharing behavior since $950*145 = .138$ has no zeros between $BootLLCI=.050$ and $BootULCI=.227$.

We contend that social intelligence partially mediates the association between emotional intelligence and information sharing behavior because social intelligence has a considerable impact on knowledge sharing behavior (route C').

H₀₂: Green transformational leadership has no significant moderating effect on the indirect effect on the relationship between emotional intelligence and knowledge sharing behavior through social intelligence.

According to Hypothesis H02 of the current study, social intelligence (Model 2) was expected to mitigate the indirect relationship between emotional intelligence and knowledge-sharing behavior. Table 3 provided a summary of the two models' technical details. In Model 2, the primary effect of EI on KSB was substantial ($=.917$, $p .01$), and the effect was tempered by GTL ($=0.068$, $p >.05$). The R2 change of .043 shows a 4.8% increase in the correlation between emotional intelligence and information sharing behavior. Given that one type of moderated mediation model, green transformational leadership, moderated the initial stage of the mediation process. As a result, Hypothesis 2 was confirmed. As a result, we contend that emotional intelligence has a significant positive impact on information sharing behavior at higher levels of social and transformational leadership for the green economy.

Table 3. Hayes Model 5 Results for Moderation Mediation Effect

| | Model 1 (SI) | | | Model 2 (KSB) | | |
|--------------------------------------|----------------|--------|----------|-----------------|------|------|
| | B | se | P | β | se | p |
| Constant | .205 | .186 | .271 | -.411 | .375 | .273 |
| EI | <i>a</i> =.950 | .049 | .000 | <i>C'</i> =.917 | .166 | .000 |
| SI | | | | <i>b</i> =.145 | .045 | .001 |
| GTL | | | | .419 | .127 | .001 |
| EI*GTL | | | | .068 | .033 | 0.43 |
| R | .724 | | | .823 | | |
| R-sq | .525 | | | .677 | | |
| R-sq change | | | | .004 | | |
| p | | | | .043 | | |
| F | 369.658 | | | 173.787 | | |
| df1 | 1 | | | 4 | | |
| df2 | 335 | | | 323 | | |
| F prob | .000 | | | .000 | | |
| Indirect effect(s) of X on Y: | | | | | | |
| | Effect | BootSE | BootLLCI | BootULCI | | |
| Mediation (a×b) SI | .138 | .045 | .050 | .227 | | |

Note: Sign.*p<.05, **p<.01, , EPS=Employee political skills, EC= Employee commitment, EP= Employee Performance

Source: (Field data, 2019)

Knowledge-sharing behaviors, emotional intelligence, and transformational leadership According to Aiken & West (1991), who argued that it is insufficient to establish that there is interaction without investigating the nature of that interaction at various levels of the moderator, the moderated findings are shown on a moderation graph. At low, medium, and high levels of the dimensions, the significance of the regression coefficient of transformational leadership was evaluated. The graphical technique was used to assess the moderating impacts of green transformational leadership on the link between emotional intelligence components and information sharing behavior.

The investigation showed that at higher levels of green transformational leadership than at lower levels of the same, the impact of emotional intelligence on information sharing behavior is more significant. It also shows that the high GTL has a more moderating influence on the relationship than the low level does at low construct levels. As compared to when it is associated with medium and low degrees of

transformational leadership, as shown in figure.1, the slopes in the figures show significant levels of association and substantial significance between emotional intelligence dimensions and information sharing behavior.

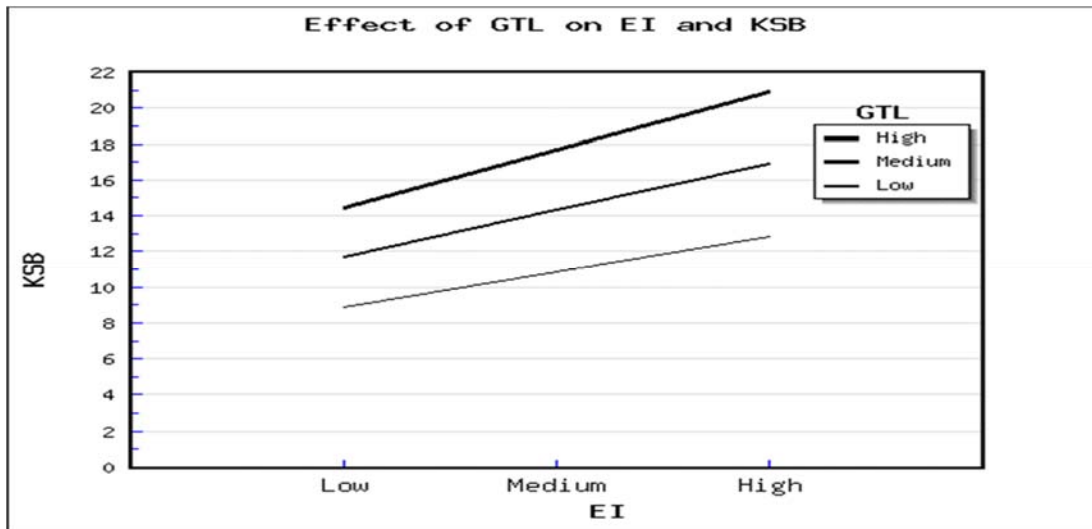


Figure 2. Modgraph for Moderating of Green Transformational Leadership on The Relationship Between Emotional Intelligence and Knowledge Sharing Behavior

5. Discussions

The results demonstrated that social intelligence mediates the association between emotional intelligence and its presence. This demonstrates how social intelligence aids in the development of a sense of identity among university staff members as well as an emphasis on self-management and interpersonal skills that facilitate information sharing. Sternberg, 2007 supports the findings. Being socially intelligent requires one to carefully consider what motivates, directs, and pushes people to participate in information sharing. Administrators with poor social skills and low social intelligence may behave differently while sharing knowledge. They lack the skills necessary to successfully lead others while also inspiring and motivating them. They also lack the skills necessary to connect with people in a real way. On the other hand, socially adept managers put people first and support maximum levels of knowledge sharing.

According to the study, information sharing behavior and emotional intelligence are positively moderated by green transformational leadership. Overall, the findings are in line with those of Barling et al. (2000),

who found that green transformational leadership and emotional intelligence are related. This improvement in capacity to handle or deal with feelings within relationships makes it feasible to share knowledge. Leaders that are transformational possess qualities that are necessary to inspire and motivate followers and effectively promote knowledge exchange. The findings are also supported by Chen, et al.'s (2004) findings that contingent reward leadership behaviors are strongly and unambiguously linked with both external and internal knowledge sharing, and transformational leadership behaviors serve as a consequential predictor of knowledge sharing within the organization. Similar to this, Li et al. (2014) found that transformational leadership had a definite impact on how leaders interacted with followers, which in turn led to better information sharing.

6. Conclusion and Implication of the Study

The research came to the conclusion that social intelligence and emotional intelligence together increase employee knowledge exchange. Workers with good interpersonal skills are urged to share their expertise. According to the study, people with social skills are in charge of their emotions and make sure they are successfully handled to prevent them from negatively affecting their work and the people they interact with on a daily basis. This results in improved production and a positive work environment. The study came to the conclusion that it was obvious that enhancing employee social skills would enhance employee performance, information exchange, and overall organizational performance.

As previously said, social skills gave workers the ability to identify a variety of emotional cues, allowing them to detect the felt, unsaid emotions of coworkers or groups and intervene before they erupted and negatively affected communication and productivity. Employees with strong social skills were able to recognize important social networks, comprehend fundamental power dynamics, and know how to use this information to enhance knowledge exchange. Employees were also able to get along with people of various backgrounds and capacities thanks to their social skills. Social skills put professionals in a better position to comprehend client or customer demands and work to meet those needs by ongoing interaction with these beneficiaries, which ultimately leads to the achievement of both individual and organizational goals.

Finally, based on the findings of this study, we draw the conclusion that green transformational leadership and knowledge sharing across institutions in Kenya are positively correlated. The study demonstrated

support for both theory and research, which is actually supported by the green transformational leadership theory, which emphasizes that creating employees' green behavior through a green organizational identity (Mittal and a concern for the environment and a passion for the environment). Transformational leadership must dominate at all organizational levels in the current context, which is characterized by climate change.

The current study calls for the application of social intelligence because as employees' knowledge social skills grow, such a surplus asset will foster knowledge sharing to achieve organizational goals in addition to increasing organizational productivity. The current study offers managers advice on how to maintain their level of emotional intelligence and expertise in order to attain competitive advantages. Because they must understand and express emotions, cultivate and maintain intimate ties with both other leaders and their staff, green transformative relationships are crucial because they provide an atmosphere for social interactions. In terms of application, the study's findings can help Kenyan university leaders create plans for enhancing knowledge sharing through social intelligence and putting green transformational leadership into practice.

Therefore, the study suggests that if some concentrated time was spent learning about transformational leadership, the top leadership of universities in Kenya and their institutions may experience greater knowledge sharing behavior. It is well established that leadership development improves organizational effectiveness and performance. The success of these institutions will require leadership skills and competencies in transformational leadership through well-developed leadership training programs, given the dynamic environment in which Kenyan universities operate and the challenges facing the top leadership.

The study suggests that the human resource department incorporate this recommendation into the recruitment process and as a desired trait in the company's ideal leaders because interpersonal management skills develop leaders who are able to examine what they ask their subordinates to implement and ensure that these very people they lead share in the same vision for purposes of a sense of belonging thus knowledge sharing and performance improvement. The ability of workers or leaders to develop people's abilities and demonstrate a sincere interest in those under their leadership by supporting and understanding their goals is what boosts knowledge sharing behavior and performance, so university management must make sure that the company's vision and missions are understood by all with every

worker in the business, right down to the last one. The ability of employees to support and model change processes toward acceptable and beneficial results whenever necessary and required makes knowledge sharing improvement possible. Therefore, it is advised that Kenyan universities prepare their staff members to manage change and see it from a transformative perspective.

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