

Moderating effect of Knowledge Sharing on the Relationship between Electronic Training and Performance of Employees

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Abstract: The county governments' success dependent on the performance of employees for better service delivery to the public. However, performance of employee in Nyanza region has been declining despite high investment in electronic training programs. Hence, there is need to examine whether knowledge sharing plays a moderating role on relationship between electronic training and employee performance. The study was grounded in skill acquisition theory. A correlation research design was adopted in the study. A sample of 199 respondents from a target population of 389 employees. Stratified sampling method was used to select the sample from the target population. A semi-structured questionnaires was used to collect primary data. The face, content and criterion validity of the data collection instrument was established by discussing it with experts and supervisors. An overall Cronbach Alpha coefficient of 0.784 was obtained which was above 0.7 threshold for reliability. Descriptive and inferential statistics were used in analysis of data. Hierarchical multiple linear regression was used to test moderating effect of knowledge sharing on the relationship between electronic training and employee performance of county governments. The findings revealed that electronic training was practiced in County Government through sponsoring employees by offering paid study leave and provided career enriching course, however, there were limited sabbatical leaves. Electronic training had no significant effect on the employee performance; however, knowledge sharing had moderating effect on the relationship between electronic training and employee performance. The study concluded that knowledge sharing moderated the relationship between electronic training and employee performance. The study recommended enhancing training programs for employee development, optimizing professional development, develop comprehensive employee orientation and strengthen personal development through investing on knowledge sharing resources.

Key Terms: Training, Employee Performance, Correlational Design, County Governments, Nyanza Region, Kenya.

1. Introduction

The 21st century presents numerous challenges that can impact employee performance. Rapid technological advancements and changing job requirements has led to skill gaps and decreased productivity. Organization needs to develop competitive training programs to enhance employees' skills and competencies (Sudan, 2021). Moreover, fostering a culture of knowledge sharing encourages collaboration, innovation, and continuous learning, allowing employees to access and leverage the collective knowledge and expertise within the organization (Ahmed, Shahzad, Aslam, Bajwa, & Bahoo, 2016). This, in turn, improves problem-solving abilities, decision-making processes, and overall performance, enabling employees to adapt to evolving challenges and contribute to the success of the organization.

Electronic training also known as online training is training technique generated through adoption of electronic technology and internet. As complexity increase in management, new innovative methods are developed to improve performance. According to Asamoad & Avenorgbo (2021) e-training was adopted during COVID-19 in order to bridge the gap of social distance. However, there was challenges of shortage of e-learning material, computer illiteracy and poor connectivity resulting to low acceptance rate has resulted to poor adoption of e-training.

Electronic training is considered as 21st century tool of training according to Al-Ghezawi and Megdadi (2021) which is adopted as e-learning. Consequently, e-learning has not only been used in e-training, but also in e-workshop, e-seminars and e-work. This has given rise to e-training systems that favour high effect on job performance (Farouk, 2022). E-training has been found by Kamal, Aghbari and Atteia (2016) to increase performance of employee while Areiqat and Al-Doori (2018) found that it benefits participant as compared to the traditional training. Hence, there is need to explore further the new training technique.

Knowledge sharing process comprises of knowledge creation, knowledge acquisition and transfer in work performance (Alyoubi, Hoque, Alharbi, Alyoubi, & Almazmomi, 2018). Farooq (2018) asserts that knowledge sharing is associated with sharing of intellectual capital that affect the business performance. This enhances creativity, learning and team work in the organization as alluded by Ahmad & Karim (2019). Knowledge sharing is a crucial concept of knowledge management which allow organization to make

knowledge available to employees within the organization (Nghah & Ibrahim, 2010). Knowledge sharing technique enables learning organization to gain competitive advantage. Hence, knowledge sharing is associated with context sharing activity for learning organization (Chau, 2018).

Informal and formal knowledge sharing had significant effect on performance of the organization. According to Hasmin, Ansar, & Umi, (2020) performance of public servant was done through quantity and quality which was examined on knowledge sharing, training and quality of work life. In the study training affected knowledge sharing but quality of work life moderates its relation to public servant performance. The performance in Nyanza region has been declining from Info Track report (2021), the performance has reduced from 55.4% to 47.20% from 2015 to 2020. Therefore, there is need to examine the moderating effect of Knowledge sharing on the relationship between training practices and employee performance.

Organization that trains and promote knowledge sharing are associated with high creativity, innovation and employee motivation. These factors have been seen as factors that create job satisfaction which is necessary for higher performance of employees. The county government provide budget for training and knowledge management infrastructure. The county facilitates short course training offered at Kenya School of Governance, seminars conducted in different parts of the Country as well as abroad, orientation done in expensive hotels, bench making in developed countries all for improvement of service delivery. However, according to Info Track report (2021) the overall performance of Nyanza counties has declined from 55.4% to 47.20% since 2015 to 2020 respectively. Kisii, Migori, Siaya, Homabay and Nyamira had a decline in their performance by 12.3%, 8.1%, 13.2%, 21.4% and 12.1% respectively. However, Kisumu was the only county that had an increase by 8.8%. Despite, the county governments spending in training employees and providing study leaves, it does not translate to the county governments' improved performance. Therefore, there is a challenge of sharing existing knowledge from training programs to employee; which implies that there is need to examine moderating effect of knowledge sharing on training practices and employee performance. Empirical research in training and employee performance does not examine knowledge sharing aspect which plays an important role in knowledge management in the organization. Therefore, this study aimed at examining the moderating effect of knowledge sharing on the relationship between electronic training and employee performance in selected county governments in Nyanza, Kenya.

2. Literature Review

Theoretical Review

Skill acquisition theory majority of the knowledge from Anderson's Adaptive Control of Thoughts (ACT) model from 2007 is anchored by Chapelle's theory, which was proposed in 2009. Dekeyser & Criado (2013) claim that skill acquisition theory is a more scientifically based psychological theory with roots in connectionism, cognitivism, and behaviorism ideas. According to Ellis and Shintani (2013), the theory makes use of Anderson's Adaptive Control of Thought (ACT) model, which is a theory of cognitive stimulus-response. According to Parziale and Fischer (2009), the combination of behavioristic and cognitive elements in neo-Piagetian theory has an impact on skill acquisition theory.

Electronic training aims to increase the knowledge and skills that develop employees' effectiveness and efficiency. These extensive trainings encourage the addition of fresh knowledge, creativity, and technological advancement. According to this idea, employee growth includes declarative knowledge followed by procedural knowledge, which in turn leads to organizational technical and automation processes (Vanpatten & Benati, 2010). Hence, electric training as well as knowledge sharing was supported by skill acquisition theory.

E-Training and Employee Performance

E-training and employee performance were examined by Kamal, Aghbari, and Atteia (2016) in Bahrain. In the Kingdom of Bahrain's ministry of education, the study looks at how e-training affects staff members' performance. In order to determine the effect of e-training on employees' performance, the research takes an analytical-descriptive approach. The 194 Ministry of Education personnel who make up the chosen sample. The study finds a significant and positive correlation between e-training and employee performance, with a correlation coefficient of 0.358 and a simple regression coefficient showing a 25.3% influence of e-training effectiveness on job performance. The findings also show that there are statistical disparities in demographic factors like education and work experience. The current study adopted correlational and cross-sectional research design rather than analytical-descriptive approach.

In a study on the use of e-training in improving employee performance, Areiqat and Al-Doori (2018) conducted their research. Using technology tools like the internet, CDs, satellites, and computerized websites, this study tries to show how widely Jordanian banks have adopted e-training. Moreover, a phone poll with 40 workers from seven banks was conducted to determine the function of e-training in the growth of staff members in these institutions. Due to the fact that online training delivers current information, the findings indicated that

it is more likely to improve the knowledge and abilities of employees. Additionally, every respondent concurred that e-training offers greater personal benefits for participants than conventional training while also being more affordable for banks. The current study adopted online questionnaire that was administered using E-mail to the respondents. This covered the concept of e-training in terms of micro and macro-learning perspective.

Farouk (2022) evaluated the electronic training system and job performance of employee at the conference in Cairo. The aim of this study was to examine how employee work performance is impacted by the E-Training System's dimensions of effectiveness, methodologies, and environment. A quantitative approach was adopted in the study that employed an electronic questionnaire to gather information from 103 employees of private sector businesses operating in the Egyptian market. The major conclusions showed that the perceived characteristics of e-training have a favorable effect on employee job performance. Additionally, it has been shown that the electronic training environment is the second-most significant predictor of employee work performance, behind perceived e-training efficiency. Employee impressions did not, however, differ significantly based on gender, educational attainment, or age categories. This study did focus on e-training systems dimension that is effectiveness, methods and environment, however, the current study focused on micro and macro learning based training for self-development purpose.

Al-Ghezawi and Megdadi (2021) conducted research on commercial banks in Jordan. The study's goal was to determine how e-learning affected the performance of employees in Jordanian commercial banks. An analytical-descriptive research design was employed. The population of the study included a total of 411 respondents working at 13 Jordanian commercial banks. The questionnaire was a method the researcher used to get first-hand information. The study's findings indicate that e-learning, including e-training, e-presentations, e-seminars, e-workshops and e-work applications, has a positive statistically significant effect on improving employee performance in terms of work capabilities, work competencies, work skills, and work knowledge at Jordanian commercial banks. This study suggests that the administration of Jordanian commercial banks be mandated to establish a periodic schedule for human capital training and development program as part of its investment policies. This ensures employees continuous learning through the adoption of the E-learning techniques which utilized different digital methods and to give the employees the opportunities to actively participate to gain new ideas, skills, and knowledge to meet financial work requirements and challenges. The e-learning process in the study had component of e-training, e-workshop, e-seminars and e-work, however, the current study focused on e-training as component of training.

In response to the COVID-19 pandemic, Asamoah and Avenorgbo (2021) looked at e-training and employee performance among SMEs. This study aims to evaluate the impact of e-training on workers' performance in SMEs during COVID-19. In terms of data gathering, the study performed a survey to gather information from the staff of the various SMEs. The quantitative analysis was used where descriptive and inferential statistics were adopted. The results showed various difficulties workers had with the online training. These include low acceptance rates, bandwidth and connectivity restrictions, computer illiteracy, a shortage of high-quality e-learning materials, and the need for significant expenditure not only during the creation and implementation phases but also during ongoing maintenance. The current study focused on macro and micro learning programs used in e-training.

Knowledge sharing and employee performance

Farooq (2018) developed the notion of knowledge sharing. The study objective was to establish a conceptual model of information sharing and its relationship to company performance. The study suggests fundamental elements of information sharing that the previous literature appears to have inadequately articulated. The studies were extracted from indexed knowledge sharing and business performance-focused journals.

To eliminate interpretation bias, publications were examined during the review process based on keyword searches for "knowledge sharing," "business performance," and "industry type." The association between knowledge sharing and business performance is moderated by industry type. Knowledge sharing is a key predictor of business performance. In both industrial and service firms, the relationship between knowledge sharing and business performance is crucial. The proposed knowledge sharing elements are fundamental and require additional refinement and improvement. The current study focused on primary data rather than secondary data.

Ahmad & Karim (2019) provided a review and direction for future research on the influence of knowledge sharing. Knowledge sharing adds to an organization's success in numerous ways. The purpose of this study is to outline the findings of prior research on the effects of knowledge sharing in organizations and to identify possible avenues for future research. A systematic literature review was conducted, which consisted of three primary phases: designing a review procedure, executing the review, and reporting the review. On the basis of the theme analysis of 61 pieces of research, a framework for comprehending the effects of information

sharing was constructed. Previous research has explored the outcomes of knowledge sharing at three levels: the individual, the team, and the organization; the unique effects at each level are presented below. Creativity, learning, and performance are the most commonly researched aspects impacted by information sharing. It is also discovered that knowledge sharing has some non-traditional work-related effects, such as those on team climate and employee life satisfaction. The study discovered only one qualitative study on the outcomes of information sharing; quantitative studies predominate.

The results established that knowledge sharing significantly affected employee satisfaction beside increasing creativity, learning and performance. It was recommended that more study must be done in knowledge sharing methodology and its effect on performance of employee. The current study used primary data to examine knowledge sharing as a moderator.

Ngah& Ibrahim (2010) examined the influence of knowledge sharing on organizational performance. The study used convenience sampling method to choose targeted SMEs. Structured equation model was utilized in data analysis. The findings revealed that knowledge sharing affected significantly the performance of SMEs. Innovation platform was recommended through investing in knowledge sharing activities in order to improve organizational performance.

Kuzu and Ozilhan (2014) assessed the impact of information sharing and employee relationships on the performance of service industry personnel. The purpose of this study is to evaluate the performance of hotel service staff. Consequently, this research was done in a five-star hotel. A survey was administered in order to obtain data. This hotel's staff participated in the survey. The results indicated that knowledge sharing had positive effect on performance of employee in enterprises. The current study examined knowledge sharing as moderator in the relationship between training and employee performance.

Organizational performance was investigated by Chau (2018) on knowledge sharing. Knowledge sharing which is part of knowledge management plays an important role in organizational learning. A learning organization are able to enhance capability and ensure high performance of the organization. This would increase organization competitiveness through knowledge sharing activities. Organization with shared context are able to use interpersonal knowledge sharing for learning organization.

Meher and Mishra (2020) investigated the importance of knowledge sharing in employee performance, with organizational learning serving as a mediator. The objective of this study is to determine the influence of information sharing on employee performance. This study also presents a model for monitoring employee performance. This study utilizes both primary and secondary data sources. This study gathered 354 samples from various information technology companies in India. Path analysis was performed to investigate the independent and mediated effects on the dependent variable. The data from this investigation confirms the conceptual model. Organizational intelligence, organizational learning and knowledge exchange, and organizational culture are the primary factors. The employee's performance is mostly determined by organizational learning. Organizational learning is most likely to happen when there is organizational intelligence, information sharing, and a strong organizational culture. The study used path analysis while the current study deployed multiple linear regression analysis.

Saeed (2016) analysed job satisfaction and knowledge sharing in relation to employee performance. This study's objective was to examine the relationship between job happiness and information sharing and employee performance. A quantitative study methodology was employed to collect data and analyse the extent to which information sharing and job satisfaction impact employee productivity in the oil and gas business. A closed ended questionnaires were administered to employees in the oil industry. The response rate for the survey was 63%.

It was determined that job satisfaction in the oil and gas business has a strong positive relationship with managerial support and technology utilization. Nevertheless, it has the weakest correlation with autonomy and rewards. When employees shared what they knew with others, they were less likely to get more chances to move up in the company. The current study not only used correlation but multiple linear regression in analysis of data.

Attar, Kang, & Sohaib (2019) investigated knowledge sharing practices, intellectual capital and organization performance. The study examined the type, approaches and process in which knowledge sharing practices and its relationship with intellectual capital and organizational operational performance. Cross-sectional survey design was used in 72 non-profits, semi-public, public and private organization in Saudi Arabia. The results indicated knowledge types and process affected intellectual capital of organization performance. Intellectual capital had positive relationship with operational performance of the organization. However, knowledge sharing which was measured using personalization and codification had no significant relationship with intellectual capital.

Lin, Huang, & Huang (2019) analysed the effects of a leader's knowledge-sharing responsibilities on the performance of employees on the job. The purpose of the study was to examine benefits of responsible

leadership and information sharing on job performance via the mediation of work engagement. It also determined the employment tenure was evaluated as a moderator on the effect of knowledge sharing on job performance. Social learning theory was used in the study to explain the need for knowledge sharing and its impact on job performance. Using structural equation modelling (SEM) and moderated regression analysis, this study empirically tested its hypotheses.

This study surveyed 512 knowledge workers who utilized a significant amount of tacit knowledge or highly specialized tacit knowledge to perform their duties. This study demonstrated that work engagement and assisting activities mitigated the indirect benefits of responsible leadership and information sharing on job performance. The empirical findings demonstrated that job duration impacted the association between responsible leadership and work engagement as well as it affected the responsible leadership and assisting activities. The association between sharing information and being engaged at work and between sharing knowledge and helping activities were not affected by how long a person had been working. The current study examined used mediated multiple regression model since knowledge sharing is a moderator in the relationship between training and performance.

Sunarta, Rohman, & Kawedar (2020) investigated the relationship of knowledge and performance of organization with innovation type as mediator in Indonesia star hotels. Marketing innovation, organizational innovation, process innovation and product innovation were examined if it moderates the relationship between knowledge sharing and organization. Knowledge based view theory was adopted. A sample of 105-star hotels were given questionnaires. According to the result knowledge sharing had positive and significant relationship with performance of organization. Similarly, the type of innovation in the hotel affects its performance. The types of innovations had positive and significant mediating effect on the relationship between knowledge management and performance of the organization. Despite, the study focusing on knowledge sharing as independent variable, the current study examined it has moderation effect to training and county government performance.

Dwivedi and Chaturvedi (2020) investigated not only the effect of transformational leadership on employee productivity but also the role of knowledge sharing as a moderator. This study investigated the effect of transformative leadership on staff productivity. In addition, this study investigates the role of information sharing as a mediator between transformative leadership and employee productivity. The report is based on a survey of 200 employees from logistics companies. Evaluation methods include Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). According to the study, transformational leadership has a favourable and significant effect on workforce productivity. The research also reveals that when information sharing was implemented, transformational leadership had no effect on staff productivity. The study shows that employees are more likely to be highly productive and efficient if their leaders share their knowledge and experience with them. In this case explorative factor analysis and confirmatory factor analysis were adopted while in the current study moderated multiple linear regression was adopted.

3. Research Methodology

The study adopted positivist research philosophy which incorporated correlation research designs. Correlation research design was applicable in test the direct relationship of training and performance as well as moderating effect of knowledge sharing on training and performance. The study focused on Nyanza region which are counties that border and next to the Nyanza region which includes Kisumu, Kisii, Migori, Siaya, Homabay and Nyamira. The study examined CECs, COs, Directors and assistant Directors who mainly participate in trainings as well as responsible for knowledge sharing in the County Government. Therefore, a target population of 389 employees comprising of CECs, COs, Directors and assistant Directors from departments from Kisii, Migori, Siaya, Homabay and Nyamira Counties. A sample size was 199 respondents choose using stratified random sampling technique was adopted in selecting sample from the five county governments. Data was collected using structured questionnaires. The study used descriptive and inferential statistics based on structure questions in the questionnaire. Descriptive statistics were utilized using frequency, percentage, mean and standard deviation, while charts were also present descriptive statistics which include bar and pie chart. The study used inferential statistics to test the significant which consisted of correlation analysis and hierarchical multiple linear regression analysis. Correlation analysis was also used to test the interrelationship between training variable that is electronic training with Knowledge sharing as well as employee performance. Hierarchical multiple regression analysis analyzed both direct relationship between online training and performance of the County governments as well as moderating effect of knowledge sharing on the relationship between training and performance of the county governments.

4. Results and Discussions

Electronic training

The mean and frequencies of electronic training questions were presented in Table 1. This assists in understanding the level of electronic training done among the selected county government in Nyanza region.

Table 1: Electronic Training

Electronic Training	SA=5	A=4	N=3	D=2	SD=1	Mean
Our county government has sponsored its employees for online short course.	0 0.0%	87 47.0%	33 17.8%	0 0.0%	57 30.8%	2.81
We are provided with paid study leave for short courses by the county government.	20 23.8%	72 38.9%	35 18.9%	14 7.6%	44 23.8%	3.05
We are provided with paid course that enrich our career.	37 20.0%	49 26.5%	47 25.4%	32 17.3%	20 10.8%	3.28
Our county government allows online distance learning education course.	34 18.4%	43 23.2%	62 33.5%	41 22.2%	5 2.7%	3.32
The county government allows sabbatical leave for those pursuing higher education.	29 15.7%	41 22.2%	26 14.1%	76 41.1%	13 7.0%	2.98
The county has relevant education policies that enable employees to work.	13 7.0%	103 55.7%	35 18.9%	20 10.8%	14 7.6%	3.44
Online short courses certifications are accepted in the county for promotions.	18 9.7%	87 47.0%	45 24.3%	6 3.2%	29 15.7%	3.32
Other training models are accepted by the county for employee development.	33 17.8%	87 47.0%	36 19.5%	17 9.2%	12 6.5%	3.60

According to the results as presented in Table 1, the county government has sponsored its employees for online short course in 87(47.0%) while 57(30.8%) of the respondents were not. The mean of 2.81 revealed that sponsorship programs in the county government is practiced by few counties. In response to whether the county government provided paid study leave for short courses by the county government, those who agreed were 92(62.7%) as compared to a total of 49(26.5%) who disagreed. This had a mean of 3.05 which implies that there were slightly more counties that provided study paid study leave for short courses.

A response of 86(46.5%) agreed and 52(28.1%) disagreed that the county had provided with paid course that enrich their career. It is evident that most counties provided paid course that are crucial for the employee in the county as indicated by a mean of 3.28. There were 77(41.6%) of the respondent pointed that the county government allowed online distance learning education courses while 46(24.9%) respondents who disagreed. A mean of 3.32, further revealed that slightly more counties paid for their employee to participate in course that enhance their career.

The findings revealed that there were 89(55.2%) of the respondents disagreed that the county government allowed sabbatical leave for those pursuing higher education. On the contrary only 70(37.9%) agreed that county government did gave sabbatical leaves. A mean of 2.98 showed that most of the counties did not provide provision their employees to participate in pursuing higher education. 143(62.7%) of the respondents agreed and 34(18.4%) that the county had relevant education policies that enable employees to work. A mean of 3.44 implied that there were more county government that pursue policies that encourage education and development of employees.

In response to online short courses certifications were accepted in the county for promotions, 105(56.7%) respondents agreed and 35(27.5%) disagreed. A mean of 3.32 implied that most of the online short course's certifications assisted in profession development in the County Government. The results showed that 120(64.8%) of the respondents agreed that other training models were also accepted by the county for employee development as oppose to 29(15.7%) disagreed. A mean of 3.60 implied that all training models were application in the County government for career development.

4.5.5. Knowledge sharing

Knowledge sharing is crucial part of knowledge management that was examined in Table 2. The questionnaire results from the counties were analyzed in terms of frequency distribution and mean to ascertain the extent to which knowledge sharing was associated with training practices as well as employee performance.

Table 2: Knowledge Sharing

Knowledge Sharing	SA=5	A=4	N=3	D=2	SD=1	Mean
County stores messages in written form through saving documents used in training so that all employee access (explicit knowledge).	16 8.6%	34 18.4%	83 44.9%	32 17.3%	20 10.8%	2.97
Trained employee is encouraged to share the knowledge through modeling others (tacit knowledge).	15 8.1%	57 30.8%	39 21.1%	49 26.5%	25 13.5%	2.94
The county has internet and other tools for knowledge sharing purposes (codification).	23 12.4%	77 41.6%	43 23.2%	22 11.9%	20 10.8%	3.33
The county has sufficient ICT equipment used by trainees to pass knowledge to other employees (codification tools).	17 9.2%	58 31.4%	55 29.7%	30 16.2%	25 13.5%	3.06
Knowledge in the county is communicated by individual who attended training to other employees (personalization).	0 0.0%	75 40.5%	53 28.6%	40 21.6%	17 9.2%	2.96
Individuals are allowed to use their intellection capital to explain retained knowledge to others (knowledge donating).	9 4.9%	29 15.7%	71 38.4%	36 19.5%	40 21.6%	2.63
The county has sharing culture; employees are encouraged to share with other employee (knowledge collecting).	13 7.0%	66 35.7%	19 10.3%	59 31.9%	28 15.1%	2.88
There is internal mechanism that ensures knowledge is collected and shared in the organization.	18 9.7%	48 25.9%	45 24.3%	37 20.0%	37 20.0%	2.85

Table 2 findings demonstrated that 50 individuals (27.0%) agreed, while 52 (28.1%) disagreed with the notion that the County Government preserved messages in written form by saving documents used in training for universal employee access. The mean of 2.97 suggested that only a limited number of counties stored explicit knowledge in written messages post-employee training.

The results also unveiled that 74 respondents (40.0%) disagreed, and 72 (38.9%) agreed that trained employees were motivated to share knowledge through modeling others. With a mean tacit knowledge score of 2.94, it indicated that encouragement for employees to share tacit knowledge with their peers was low in County Governments.

Regarding the availability of internet and tools for knowledge sharing, 100 respondents (54.0%) agreed, and 42 (35.1%) disagreed that the county possessed such resources. The mean results supported the adoption of internet and ICT tools for knowledge sharing, ensuring codification for easy sharing among employees. Additionally, 75 respondents (40.6%) agreed, and 55 (29.7%) disagreed that the county had sufficient ICT equipment for trainees to pass on knowledge, with a mean of 3.06 suggesting slightly more counties had adequate ICT equipment for codification purposes.

The findings suggested that 75 respondents (40.5%) agreed, while 57 (30.8%) disagreed that knowledge in the county was communicated by individuals who attended training to other employees. The mean of 2.96 indicated that the personalization of training was suboptimal, as fewer employees were able to communicate knowledge with others in County Governments.

In terms of using intellectual capital to explain retained knowledge, the results showed that 76 respondents (41.1%) disagreed, while 38 (20.6%) agreed. The mean score of 2.63 implied poor knowledge donation in the county, as a low number of employees used their intellectual capital to explain retained knowledge to others.

Furthermore, the findings indicated that 87 respondents (47.0%) disagreed, while 79 (42.7%) were in agreement regarding the existence of a sharing culture in the county. The mean of 2.88 suggested a low knowledge collection and sharing culture among employees of the County Government.

Finally, results on knowledge sharing revealed that 74 respondents (40.0%) disagreed, and 66 (35.6%) agreed that there was an internal mechanism ensuring knowledge collection and sharing within the organization. The mean of 2.85 indicated that most County Governments did not effectively ensure knowledge was collected and shared internally.

4.5.6. Employee performance

The employee performance's findings from County Government were extracted to determine how it affect training practices and knowledge sharing. The mean and frequency distribution were adopted to explain the employee performance as indicated in Table 3.

Table 3: Employee Performance

Employee Performance	SA=5	A=4	N=3	D=2	SD=1	Mean
Citizens are satisfied with the infrastructural development done by the county employees.	0 0.0%	97 52.4%	28 15.1%	48 25.9%	12 6.5%	3.14
The county employees have focused in providing service that recommended by the citizen.	41 22.2%	57 30.8%	62 33.5%	20 10.8%	5 2.7%	3.59
The county government employees offered quality service delivery to their citizen	26 14.1%	89 48.1%	35 18.9%	24 13.0%	11 5.9%	3.51
The county government employees have done all projects promised by the leaders.	18 9.7%	45 24.3%	52 28.1%	47 25.4%	23 12.4%	2.94
Services are done within the recommended time, scope and quality.	19 10.3%	60 32.4%	48 25.9%	43 23.2%	15 8.1%	3.14
Employees are punctual and effective in-service delivery.	26 14.1%	43 23.2%	77 41.6%	34 18.4%	5 2.7%	3.28
There is efficient service delivery provided be the employees.	12 6.5%	88 47.6%	41 22.2%	37 20.0%	7 3.8%	3.33
Employees are concerned with the need of the citizen and ensure that they are achieved.	11 5.9%	76 41.1%	68 36.8%	23 12.4%	7 3.8%	3.30

Table 3 findings indicated that 95 respondents (52.4%) agreed, while 60 (32.4%) disagreed about citizens' satisfaction with the infrastructural development undertaken by County Government employees. The mean score of 3.14 suggested that a slightly greater number of County Governments successfully satisfied citizens in terms of infrastructural development. Additionally, 98 respondents (53.0%) agreed, and 25 (13.5%) disagreed that county employees focused on providing services recommended by citizens. With an average mean score of 3.59, it implied that most county employees delivered services that meet the needs of their citizens.

The results revealed that 115 respondents (62.2%) agreed, while 59 (31.9%) disagreed about County Government employees providing quality service delivery to citizens. The mean score of 3.51 suggested that the majority of County Government employees excelled in offering above-average quality service.

Regarding the completion of promised projects by leaders, 70 respondents (37.8%) disagreed, and 53 (34.0%) agreed. The mean of 2.94 indicated that County Government employees had not sufficiently completed all promised projects. For projects done within the recommended time, scope, and quality, 79 respondents (43.7%) agreed, while 58 (31.3%) disagreed. The mean score of 3.14 implied that only a few projects met the recommended criteria set by the County Governments.

Respondents' opinions on employees' punctuality and effectiveness in service delivery showed that 69 (37.3%) agreed, and 39 (21.1%) disagreed. The mean score of 3.28 revealed that slightly more employees were punctual and effective in service delivery compared to those who were not.

In terms of efficient service delivery to employees, 100 respondents (56.1%) agreed, while 44 (23.8%) disagreed. The mean score of 3.33 suggested that a higher number of County Governments were successful in providing efficient service delivery to their employees.

Lastly, concerning the fulfillment of citizen needs, 87 respondents (47.0%) agreed, while 30 (16.2%) disagreed. The mean score of 3.30 implied that a majority of County Government employees were attentive to citizen needs and made efforts to ensure their fulfillment.

Test of Hypothesis

The study tested the hypothesis using hierarchical multiple linear regression models. These were utilized to explain the moderating effect of knowledge sharing on the relationship between electronic training and employee performance of County Governments in Kenya.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.825 ^b	.681	.672	.39980	.072	40.319	1	179	.000

a. Predictors: (Constant), Mentorship Training, Knowledge Based Training, Electronic Training, ET_KS

According to the results in Table 4, the first model 1 showed that training had high relationship with employee performance ($R=0.781$). Therefore, 60.9% of variation of employee performance was associated with training while another factor contributed 39.1% ($R\text{ Square}=0.609$). The change in employee performance as results of introducing training was significant ($P=0.000<0.05$).

The study found that knowledge sharing had a significant moderating effect in model 1 and electronic training and employee performance ($P=0.000<0.05$). This implied that knowledge sharing interaction with electronic training contributed a change in variation 7.2% ($R\text{ Square Change}=0.072$) which significantly improve performance of employee.

Table 5: Coefficients Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.060	.136		15.098	.000
	Electronic Training	.133	.067	.169	1.983	.049
	Knowledge Based Training	.165	.056	.267	2.936	.004
	Orientation Training	.286	.058	.467	4.953	.000
	Mentorship Training	.121	.044	.201	2.745	.007
	ET_KS	.087	.014	.593	6.350	.000

a. Dependent Variable: Performance of Employees

H₀1: There is no significant moderating effect of knowledge sharing on the relationship between electronic training and performance of employees of selected county governments in Nyanza, Kenya.

The second hierarchical model was adopted in testing the first hypothesis which was summarized as follows;

$$Y = 2.060 + 0.133X_1 + 0.165X_2 + 0.286X_3 + 0.121X_4 + 0.087X_1M$$

Where Y is employee performance, X_2 is knowledge-based training, X_3 is orientation training, X_4 is mentorship training and M is knowledge sharing. The second hierarchical model which introduced the interaction between knowledge sharing and electronic training indicate that knowledge sharing had positive moderating effect on the relationship between electronic training and employee performance ($\beta_5=0.087$, $P=0.000<0.05$). Hence, null hypothesis was rejected and alternative accepted. Since, electronic training was not significant on employee performance, it implies that knowledge sharing in electronic training had a positive significant impact on employee performance.

Extent literature reveals the existence of significant relation between e-training and employee performance which contradict the current findings. For instant, Kamal, Aghbari, and Atteia's (2016) study in Bahrain identified a positive correlation between e-training and employee performance, emphasizing its significant influence. The moderating role of knowledge sharing, however, was not explicitly addressed in their research. The current study reveals that there is no significant direct relationship between e-training and employee performance, however, there exist a moderating effect of knowledge sharing on the relationship between e-training and performance.

Areiqat and Al-Doori (2018) focused on the adoption of e-training in Jordanian banks, highlighting its potential to improve employee knowledge and skills. The current study was able to build upon this research's future studies could investigate how knowledge sharing practices within banks contribute to the success of e-training initiatives. Analyzing the role of collaborative learning and information exchange among employees could provide valuable insights. Similarly, Farouk's (2022) evaluation of the electronic training system in Cairo emphasized the positive impact of e-training characteristics on employee job performance. However, the study did not delve into the moderating effect of knowledge sharing explicitly. Al-Ghezawi and Megdadi's (2021) study on commercial banks in Jordan revealed that e-learning, including e-training, has a positive effect on improving employee performance.

In response to the COVID-19 pandemic, Asamoah and Avenorgbo's (2021) study explored e-training and employee performance in SMEs. The challenges identified in the study highlight the importance of effective knowledge sharing strategies to overcome obstacles associated with online training. Future research could investigate how knowledge sharing practices within SMEs facilitate the successful implementation of e-training programs during challenging circumstances, such as a global pandemic.

Therefore, the current study provided a different view that from Kamal, Aghbari, and Atteia's (2016), Areiqat and Al-Doori (2018), Al-Ghezawi and Megdadi's (2021) as well as Asamoah and Avenorgbo's (2021) who found that electronic training had positive significant relationship with employee performance. However, the current study shows that electronic training has no significant relationship with employee performance rather knowledge sharing plays an important moderating role that relationship.

5. Conclusions and Recommendations

Summary

The study explored the impact of knowledge sharing on the connection between online training and employee performance within county governments. A considerable portion of county employees benefited from sponsored online short courses, showcasing a substantial investment in skill enhancement. The practice of sponsorship programs appeared limited across counties, as indicated by mean values. However, positive trends were evident, such as the provision of paid study leave for short courses and the acknowledgment of online distance learning courses as career enriching. While sabbatical leave for higher education pursuits seemed less prevalent, a commitment to employee development was reflected in relevant education policies. The acceptance of online short courses for promotions and their positive impact on professional development was notable, as was the acceptance of diverse training models. The study found a significant moderating effect of knowledge sharing on the relationship between electronic training and employee performance, rejecting the null hypothesis and highlighting the positive influence of knowledge sharing in electronic training on enhancing employee performance.

Conclusions

The study concluded in the first hypothesis that knowledge sharing had a significant moderating effect on the relationship between electronic training and employee performance in the County Governments. A notable number of employees have been sponsored for online short courses, signaling a substantial investment in skill enhancement, albeit practiced by a limited number of counties. Some of County Government had provision of paid study leave for short courses is evident, paid courses enrich careers, and the acceptance of online distance learning courses.

Recommendations

The results of the first objective highlight a commendable investment by County Governments in training programs, especially online short courses. To further strengthen employee skills and performance, it is recommended that counties expand and diversify their sponsorship programs. This could involve identifying emerging areas of expertise and providing targeted training opportunities. Additionally, considering the positive impact of paid study leave and career-enriching courses, counties should continue and possibly increase support for such initiatives. To address the limited availability of sabbatical leave, counties may explore flexible arrangements to encourage employees to pursue higher education without hindering service delivery. The positive correlation between relevant education policies and employee development suggests that counties should continue to refine and implement policies that foster a culture of learning and growth.

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