

**KNOWLEDGE MANAGEMENT, ORGANIZATIONAL CULTURE AND
EMPLOYEE COMMITMENT OF TIER ONE BANKS IN THE
NORTH RIFT REGION, KENYA**

BY

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DECLARATION

Declaration by the Student

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DEDICATION

This thesis is dedicated to the Almighty God, the source of all knowledge, wisdom, and understanding; to my wife Grace, my children Faith, Favour, Joy and Emmanuel for their unwavering support and help during the study period; to my lovely mother Esther my siblings Rahab (RIP), Peter and Anthony for their unwavering love, patience, kindness and encouragement, which helped me throughout the entire process of this work.

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ABSTRACT

Employee commitment has been established as a determinant of knowledge management both in public and private sector. Although the exact nature of this symbiotic relationship between knowledge management and employee commitment has hardly been determined, it has always been assumed based on scant data. Therefore, the goal of this study was to investigate how organizational culture among tier one commercial banks moderates the relationship between knowledge management and employee commitment. The study's specific goals were to investigate how employee commitment is affected by knowledge creation, acquisition, sharing, and storage. The study was anchored on the theories of organizational epistemology, universalistic theory, and organizational culture theory. The study used an explanatory research design and post positivist philosophy as a guide. An empirical review was conducted that summarized and synthesized results from various empirical studies that identified patterns, validated theories and provided a grounded understanding of specific research question. (Johnson & Christensen, 2023). 264 employees of Tier 1 banks in the North Rift Region were selected as a sample size from a random digit numbers table using stratified, proportional, and simple random selection procedures. The study targeted 774 employees of these institutions. A structured questionnaire was used to gather study data. Descriptive statistics such as means, standard deviation, frequencies and percentages and inferential statistics such as ANOVA, correlation coefficient and regression analysis were used to analyze quantitative data. According to the study's findings, employee commitment is positively and significantly impacted by knowledge management techniques (knowledge creation, knowledge acquisition, knowledge sharing, and knowledge storage) ($\beta_1=.344$, $p<0.05$, $\beta_2=.143$, $p<0.05$, $\beta_3=.214$, $p<0.05$, and $\beta_4=.077$, $p<0.05$) respectively. The results also showed that employee commitment was positively and significantly associated with organizational culture ($\beta_5=.189$, $p<0.05$). Furthermore, the results showed that, with the exception of knowledge acquisition, which was not significant ($\beta_7=.006$, $p>0.05$), organizational culture had a positive and significant moderating effect on knowledge creation, knowledge sharing, and knowledge storage on employee commitment ($\beta_6=.029$, $p<0.05$), ($\beta_8=.033$, $p<0.05$), and ($\beta_9=.014$, $p<0.05$), respectively. Employee commitment is impacted by knowledge management strategies, according to the study's findings. Additionally, it is determined that employee commitment and knowledge management practices are moderated by organizational culture. The study concludes that knowledge creation, sharing, and storage significantly boost employee commitment in tier one banks in Kenya, with organizational culture enhancing their effects. However, knowledge acquisition when interacted with organizational culture did not significantly impact employee commitment. The findings emphasize the importance of integrating knowledge management with a strong organizational culture to improve employee loyalty and performance. Theoretically, the study creates a new insight about the moderating effect of organizational culture on knowledge management and employee commitment. Subsequent studies should include additional knowledge management variables as well as potential modifiers or intervening variables to better examine the spectrum of influences these techniques have on employee commitment. Additionally, future studies should be carried out on the same topic employing a triangulation approach to provide more depth and detail to their conclusions.

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ABBREVIATIONS AND ACRONYMS

AC	Affective Commitment
AFCFTA	African Continental Free Trade Area
BNP	Bank of Paris and the Netherlands
CBMs	Condition Based Maintenance
CFI	comparative fit index
CSFs	Critical Success Factors
GSMA	Global System for Mobile Communications Association
HR	Human resource
HRM	Human resource Management
HSBC	Hong Kong and Shanghai Banking Corporation
ICT	Knowledge and Communication Technology
KBT	Knowledge Based Theory
KIC	Knowledge Infrastructure Capabilities
KM	Knowledge Management
KMO	Kaiser-Meyer-Olkin
KMP	knowledge management practices
KPC	Knowledge Process Capabilities
KS	Knowledge Storage
NC	Normative Commitment
OC	Organizational culture

OC	Organizational Commitment
OE	Organizational Effectiveness
PKC	personal knowledge capital
PLS	Partial Least Squares
SECI	Socialization, Externalization, Combination, Internalization
SEM	Structural Equation Modeling
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for social scientists
TC	Temporal Commitment
VIF	Variance Inflation Factor

OPERATIONAL DEFINITION OF TERMS

Employee Commitment refers to the psychological attachment and loyalty an employee feels toward their organization, reflecting their engagement and willingness to contribute to the organization's goals. This concept emphasizes the emotional and cognitive investment employees have in their workplace, influencing their motivation and retention (Meyer & Allen, 2020).

Knowledge Acquisition involves the systematic process of obtaining and integrating new knowledge from various sources such as domain experts, documents, or large datasets. This process ensures that the knowledge is validated, verified, and effectively utilized within the organization to enhance decision-making and performance (Zhang, 2022).

Knowledge Creation is the process through which new ideas and insights are developed. This involves organizational activities, interactions among employees, and the use of organizational mechanisms to foster innovation and generate valuable new knowledge (Nonaka & Takeuchi, 2021).

Knowledge Management is a systematic approach to managing organizational knowledge, encompassing the processes of gaining, organizing, and transferring both explicit and tacit knowledge within the organization. This practice aims to improve organizational effectiveness and productivity by ensuring that valuable knowledge is effectively utilized and shared (Alavi & Leidner, 2023).

Knowledge Sharing is the process through which individuals exchange knowledge and expertise, leading to the creation of new knowledge and insights. This

collaborative activity fosters a culture of mutual learning and innovation within the organization (Grant, 2021).

Knowledge Storage involves the methods and systems used to capture, store, and retain organizational knowledge. This includes the creation of repositories or databases where explicit knowledge, such as documented procedures, best practices, and lessons learned, can be preserved and accessed by employees to facilitate ongoing learning and efficiency (Liu & Chen, 2022).

Organizational Culture refers to the collective set of values, beliefs, and assumptions that influence how employees perceive and respond to events within their organization. This shared cultural framework shapes organizational behavior and impacts employee interactions and decision-making (Schein, 2021).

Tier One Banks are large financial institutions with substantial assets that are considered too significant to fail. These top banks in Kenya play a critical role in the financial system, given their size and stability, which makes them less likely to experience financial collapse (Central Bank of Kenya, 2023).

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter covers the background of the study, the problem statement, the research objectives, the study hypotheses, the significance of the study and its scope.

1.2 Background of the Study

Employee commitment is critical for organizational success, influencing performance, productivity, and reducing absenteeism and turnover (Ebikeseye & Dickson, 2018). Employers must foster environments of trust, justice, and care to secure voluntary workforce participation (Mohamud, Hussein, & Mohamud, 2018). Commitment manifests in various forms, including affective commitment, where employees emotionally bond with the organization, aligning with its goals and choosing to stay voluntarily (Anwar & Abdullah, 2021). Continuance commitment, on the other hand, arises when employees perceive high costs—financial or social—associated with leaving the organization (Gardi et al., 2020). Normative commitment stems from a sense of moral obligation, where employees feel duty-bound to remain loyal due to gratitude, loyalty, or alignment with organizational values (Phungula et al., 2022).

Temporal commitment refers to employees' dedication to specific roles or projects within a defined timeframe, ensuring success within that period (Ofosuhene & Sammo, 2020). Task commitment, meanwhile, focuses on employees' dedication to specific tasks, often driving them to exceed expectations (Orgambidez & Benitez, 2021). Organizational commitment, encompassing these dimensions, reflects employees' mental attachment to the organization, influencing outcomes like turnover and job performance (Abdullah & Othman, 2019). Employers must prioritize strategies to

enhance commitment, as it is essential for achieving self-actualization and organizational goals (Ahmed et al., 2020).

Meyer and Allen's (1997) three-dimensional model of commitment—*affective*, *continuance*, and *normative*—remains foundational (Arsawan et al., 2022). *Affective* commitment involves emotional attachment, while *continuance* commitment is driven by perceived costs of leaving, and *normative* commitment by a sense of obligation (Najeeb et al., 2018). High levels of *affective* and *normative* commitment can enhance performance but may also stifle creativity if excessively emphasized (Bhatti et al., 2021). Thus, balancing these dimensions is crucial for fostering innovation and sustained employee engagement.

In the banking sector, employee commitment is pivotal for achieving competitive advantage and delivering quality services (Chaudhary et al., 2023). Employees are central to decision-making and customer service, making their commitment vital for organizational survival (Demir et al., 2023). Knowledge management (KM) practices further influence commitment by enhancing efficiency, innovation, and sustainability (Novitasari et al., 2021). KM involves creating, sharing, and applying knowledge, which fosters employee engagement and organizational performance (Ng, 2023). Effective KM practices, such as knowledge application and protection, are particularly impactful in boosting commitment and job satisfaction (Rehman et al., 2020).

Globally, KM adoption varies significantly. In the US, KM faces challenges in inter-agency knowledge sharing, while in China, cultural values heavily influence its implementation (Rubel et al., 2021; Than et al., 2023). In India, KM adoption is uneven, with only 12.5% of organizations fully integrating it into their processes (Singh, 2022). South African organizations struggle with leveraging knowledge as a strategic resource,

impacting growth and commitment (Saffar & Obeidat, 2020). In Ghana, KM has gained credibility as a management tool, driven by increased research and application (Lourens et al., 2022).

In Kenya, the banking sector faces unique challenges in KM adoption due to the complexity of service delivery (Ampofo et al., 2023). Despite limited and informal adoption, KM is recognized as critical for enhancing employee commitment (Muleke et al., 2023). A comprehensive framework is needed to guide KM initiatives, ensuring adaptability and competitiveness in a rapidly changing environment (Chesenge & Njuguna, 2022). The banking industry, being knowledge-intensive, relies heavily on KM to improve internal processes, customer service, and product quality (Nandi et al., 2021).

The banking industry's reliance on knowledge-intensive processes makes KM a key driver of competitiveness (Zayed et al., 2022). Employees in this sector are expected to manage vast amounts of knowledge, making KM essential for enhancing commitment and performance (Fayda-Kinik, 2022). Knowledge application, in particular, has been identified as a critical factor in fostering dedication and job satisfaction (Rehman et al., 2020). However, the sector's complexity and rapid technological advancements pose significant challenges to effective KM implementation (Ampofo et al., 2023).

Employee commitment in the banking sector is closely tied to KM practices, which facilitate knowledge sharing, innovation, and efficiency (Novitasari et al., 2021). Organizations must prioritize KM to ensure employees remain engaged and motivated, particularly in a competitive and dynamic environment (Demir et al., 2023). The interplay between KM and commitment underscores the need for strategic initiatives that align organizational goals with employee development (Ahmed et al., 2020).

Despite the recognized importance of KM, gaps remain in its implementation and impact on employee commitment. Variations in adoption across regions highlight the influence of cultural, technological, and organizational factors (Singh, 2022; Than et al., 2023). In Kenya, for instance, the banking sector's unique challenges necessitate tailored KM strategies to enhance commitment and performance (Chesenge & Njuguna, 2022). Addressing these gaps requires a holistic approach that integrates KM with organizational culture and employee development initiatives.

The relationship between KM and employee commitment is complex, influenced by factors such as organizational culture, leadership, and technological infrastructure (Ng, 2023). Effective KM practices can enhance commitment by fostering a culture of innovation and continuous learning (Rehman et al., 2020). However, the lack of standardized KM frameworks in many organizations constrains their ability to fully leverage knowledge as a strategic resource (Saffar & Obeidat, 2020). This is particularly evident in regions like Kenya, where informal KM adoption hinders its potential impact on employee commitment (Muleke et al., 2023).

In the banking sector, KM is critical for maintaining competitiveness and ensuring employee engagement (Zayed et al., 2022). However, the sector's reliance on knowledge-intensive processes necessitates robust KM strategies to address challenges such as knowledge overload and rapid technological change (Ampofo et al., 2023). Organizations must invest in KM infrastructure and training to enhance employee commitment and performance (Novitasari et al., 2021).

The interplay between KM and commitment highlights the need for a strategic approach that aligns organizational goals with employee development (Ahmed et al., 2020). By fostering a culture of knowledge sharing and innovation, organizations can enhance

commitment and drive sustainable growth (Rehman et al., 2020). Addressing the gaps in KM implementation requires a comprehensive framework that integrates cultural, technological, and organizational factors (Chesenge & Njuguna, 2022).

The banking sector's reliance on KM underscores its importance in enhancing employee commitment and organizational performance (Zayed et al., 2022). However, the sector's complexity and rapid technological advancements pose significant challenges to effective KM implementation (Ampofo et al., 2023). Organizations must prioritize KM to ensure employees remain engaged and motivated, particularly in a competitive and dynamic environment (Demir et al., 2023).

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1.2.1 Tier 1 Banks in Kenya

Tier one banks, also known as Global Systemically Important Banks (G-SIBs), are financial institutions whose failure would have a significant adverse impact on the global financial system and economy. The Basel Committee on Banking Supervision (BCBS) identifies G-SIBs based on criteria such as size, interconnectedness, substitutability, complexity, and cross-jurisdictional activity. These banks, including JPMorgan Chase, HSBC, and BNP Paribas, are required to hold additional capital buffers to absorb potential losses, undergo rigorous stress testing, and comply with enhanced regulatory standards to reduce systemic risks (BCBS, 2023). The global

financial landscape is continuously shaped by these banks through their influence on international trade, capital flows, and financial innovation. Recent trends show an increasing focus on digital transformation, sustainable finance, and adherence to environmental, social, and governance (ESG) criteria as critical factors in maintaining their global leadership and resilience (McKinsey & Company, 2023)

In Africa, tier one banks are pivotal in promoting economic development and financial stability across the continent. These banks, such as Standard Bank in South Africa, Zenith Bank in Nigeria, and Attijariwafa Bank in Morocco, dominate their domestic markets while expanding their reach regionally. They play a crucial role in enhancing financial inclusion by leveraging technology to provide banking services to underbanked populations. Mobile banking and digital payment solutions have been particularly transformative, with initiatives like Kenya's M-Pesa setting a global benchmark for financial innovation (GSMA, 2023). African tier one banks also contribute significantly to infrastructure development and intra-African trade through financing large-scale projects and supporting regional integration initiatives like the African Continental Free Trade Area (AfCFTA). However, these banks face challenges such as political instability, currency fluctuations, and regulatory fragmentation, which require robust risk management strategies to navigate effectively (IMF, 2023).

In Kenya, tier one banks are integral to the financial sector's stability and growth. These banks have a substantial asset base, extensive branch networks, and a large customer deposit base, which enable them to influence the country's economic trajectory significantly. They support various economic sectors, notably agriculture, SMEs, and real estate, by providing tailored financial products and credit facilities. Kenyan tier one banks are also leaders in digital banking innovations, with mobile banking platforms

such as M-Pesa revolutionizing financial inclusion and accessibility (Central Bank of Kenya, 2023). Moreover, these banks are involved in significant public-private partnerships and contribute to national development plans, including the Big Four Agenda. Despite their pivotal role, they face challenges such as non-performing loans, regulatory compliance, and competition from fintech startups. Addressing these issues is crucial for maintaining their growth and ensuring the resilience of Kenya's financial system (World Bank, 2023).

1.3 Statement of the Problem

Employee commitment is a cornerstone of organizational success, particularly for Tier one banks in the North Rift region of Kenya, which play a vital role in the financial sector and contribute significantly to economic growth and stability. Committed employees are more likely to exhibit higher levels of productivity, deliver exceptional customer service, and demonstrate strong organizational loyalty, all of which are essential for the sustained performance of these banks. Knowledge management practices and organizational culture are widely recognized as key determinants of employee commitment. Effective knowledge management enables organizations to store, share, and apply knowledge efficiently, empowering employees to utilize this knowledge in their daily tasks and decision-making processes (Wang & Chen, 2020). Similarly, a positive organizational culture characterized by trust, open communication, collaboration, and recognition of employee contributions fosters a sense of belonging and motivation, leading to higher levels of commitment (Choi & Lee, 2021). These factors, in turn, contribute to improved productivity, enhanced customer service, and overall organizational performance.

Despite the acknowledged importance of knowledge management practices and organizational culture in shaping employee commitment, there is limited understanding of how these factors specifically influence commitment within Tier one banks in the North Rift region of Kenya. While existing studies have explored the general relationship between knowledge management, organizational culture, and employee commitment (Rouabah & Boudreau-Trudel, 2020; Vos, Schoormans, & Kuijpers, 2020), there is a lack of focused research that examines this relationship in the unique context of Tier one banks in this region. The North Rift region presents a distinct economic and cultural environment, which may influence how employees perceive and respond to organizational practices. Furthermore, the specific challenges and dynamics of Tier one banks, which operate at the forefront of the financial sector, necessitate a tailored approach to understanding and enhancing employee commitment.

The absence of targeted research in this area limits the ability of Tier one banks in the North Rift region to develop evidence-based strategies for improving employee commitment and, by extension, organizational performance. Without a clear understanding of how knowledge management practices and organizational culture interact to influence employee commitment in this specific context, banks may struggle to implement effective interventions. This gap underscores the need for a study that quantitatively examines the impact of knowledge management practices, within the framework of organizational culture, on employee commitment in Tier one banks in the North Rift region of Kenya. By addressing this need, the study provided valuable insights to inform strategies that enhance employee commitment, foster a positive organizational culture, and ultimately contribute to the sustained success of these banks.

1.4 Research Objectives

Research objectives are clearly defined goals that guide the direction of a study, outlining what the researcher intends to achieve (Hancock, Algozzine & Lim, (2021). They provide a focused and structured approach to investigating specific issues or questions, ensuring that the study remains systematic and coherent (Hayashi, Abib & Hoppen, 2019). Well-formulated research objectives help in narrowing down the scope of the research and provide a benchmark against which the success of the study can be measured (Jackson, 2019). Under this study, research objectives were divided into both general and the specific ones as discussed herein under.

1.4.1 General Objective

This study's main goal was to investigate how organizational culture among tier one commercial banks moderates the relationship between knowledge management and employee commitment.

1.4.2 Specific Objectives

1. To evaluate the effect of knowledge creation on employees' commitment among tier one banks
2. To examine the effect of knowledge acquisition on employees' commitment among tier one banks
3. To assess the effect of knowledge sharing on employees' commitment among tier one banks
4. To analyze the effect of knowledge storage on employees' commitment among tier one banks
5. To determine the effect of organizational culture of employee commitment among tier one banks

- 5 a To determine the moderating effect of organizational culture on the relationship between knowledge creation on employees' commitment
- 5 b. To determine the moderating effect of organizational culture on the relationship between knowledge acquisition on employees' commitment
- 5 c. To determine the moderating effect of organizational culture on the relationship between knowledge sharing on employees' commitment
- 5 d. To determine the moderating effect of organizational culture on the relationship between knowledge storage on employees' commitment

1.5 Research Hypotheses

A research hypothesis is a specific, testable prediction about the expected outcome of a study, based on existing theories and knowledge. It serves as a tentative explanation for a phenomenon, providing direction for data collection and analysis (Mukherjee, 2019). By stating a hypothesis, researchers can make objective assessments of the relationships between variables, ultimately allowing for the confirmation or refutation of theoretical assumptions (Nkwake & Nkwake, 2020). The study was guided by the following hypotheses.

- H₀₁:** Knowledge creation has no significant effect on employees' commitment among tier one commercial banks.
- H₀₂:** Knowledge acquisition has no significant effect on employees' commitment among tier one commercial banks.
- H₀₃:** Knowledge sharing has no significant effect on employees' commitment among tier one commercial banks.
- H₀₄:** Knowledge storage has no significant effect on employees' commitment among tier one commercial banks.

H05: Organizational culture has no significant effect on employee commitment among tier one commercial banks.

H05a Organizational culture does not moderate the relationship between knowledge creation and employees' commitment among tier one commercial banks.

H05b Organizational culture does not moderate the relationship between Knowledge acquisition and employees' commitment among tier one commercial banks.

H05c Organizational culture does not moderate the relationship between knowledge sharing and employees' commitment among tier one commercial banks.

H05d Organizational culture does not moderate the relationship between knowledge storage and employees' commitment among tier one commercial banks.

1.6 Significance of the Study

The significance of the study refers to the importance and potential impact of the research, highlighting its contribution to existing knowledge, theory, and practice. It explains why the study is worth conducting and how its findings can benefit stakeholders such as researchers, practitioners, policymakers, and the broader community (Tracy, 2019). Articulating the significance helps to justify the research, demonstrating its relevance and the value it adds to the field (Tracy, 2019). The conducted study has proven to be of significant value to a diverse range of stakeholders due to its implications for both theoretical and practical aspects of organizational management.

For commercial banks, the study provided critical insights into how various knowledge management practices influenced employee commitment. In the service industry, where the human factor is crucial to service delivery, understanding the relationship between knowledge management and employee commitment was essential. Banks were

able to use this knowledge to refine their knowledge management strategies, enhancing employee engagement, satisfaction, and productivity. By optimizing knowledge management practices, banks fostered a more committed and motivated workforce, which led to improved service quality and customer satisfaction.

The findings from the study were valuable to other organizations, including government institutions and non-governmental organizations (NGOs). These entities used the study's insights to enhance their knowledge management policies, particularly concerning the impact of these policies on employee commitment. The research highlighted best practices and effective strategies that were adopted across various sectors to improve organizational performance and employee retention. As a result, organizations created more supportive and productive work environments.

Policymakers benefited significantly from the study's findings. The research provided actionable data that was used to develop or refine policy frameworks aimed at protecting both employees and employers. By understanding how knowledge management practices influenced employee commitment, policymakers crafted policies that promoted fair practices, enhanced employee engagement, and addressed potential challenges in the workplace. This led to the development of more effective and inclusive policies that supported organizational growth and employee well-being.

The study contributed to the existing body of knowledge by exploring the moderating effects of organizational culture on the relationship between knowledge management practices and employee commitment within the context of tier one banks in Kenya's North Rift region. The findings offered a foundation for further research in this area, potentially leading to more nuanced understanding and new insights into how knowledge management can be leveraged to enhance employee commitment. Future

studies were encouraged to build on this research to explore additional dimensions, such as the impact of organizational culture on knowledge management practices and employee engagement.

In summary, the study was instrumental in providing actionable insights for banks and other organizations, informing policy development, and expanding the academic discourse on knowledge management and employee commitment. It set the stage for future research and practical applications that benefited a wide range of stakeholders.

1.7 Scope of the Study

The study focused on the influence of knowledge management practices and organizational culture on employee commitment within tier one banks. Contextually, the research explored how different aspects of knowledge management—such as knowledge creation, knowledge acquisition, knowledge sharing and knowledge storage—interact with organizational culture to affect employee commitment. The context encompassed the specific practices and cultural dynamics prevalent within the banking sector, addressing how these elements contribute to or detract from employee engagement and retention. The study highlighted the importance of understanding these dynamics in a sector where employee satisfaction and loyalty are critical for maintaining competitive advantage and delivering high-quality services.

Geographically, the study was situated within the North Rift region of Kenya. This region, characterized by its unique socio-economic environment and growing financial sector, provided a relevant backdrop for examining tier one banks. The North Rift region's distinct economic activities, regional development initiatives, and local market conditions offered a particular lens through which to study the interplay between knowledge management, organizational culture, and employee commitment. The focus

on this region allowed for an in-depth analysis of how localized factors influence the effectiveness of knowledge management practices and their impact on employee commitment within the context of Kenyan tier one banks.

The study employed an explanatory research design to examine the causal relationships between knowledge management practices, organizational culture, and employee commitment among tier one banks in the North Rift region of Kenya. By utilizing a quantitative approach, the study collected data exclusively through structured questionnaires distributed to bank employees. This method enabled the measurement of employee perceptions of knowledge management practices and their commitment levels, allowing for the application of statistical techniques to analyze correlations and causations. The design aimed to identify how variations in knowledge management practices directly affect employee commitment and how organizational culture might moderate these effects, providing a detailed understanding of the causal mechanisms involved.

The time scope of the study covered a specific period within the 2023 calendar year. Data collection was conducted from January to June 2023 and collected by use of questionnaire and analyzed using descriptive and inferential statistics.. The time frame was selected to ensure that the findings reflected current trends and challenges in the banking sector, providing timely insights relevant to both practitioners and researchers. The study's results offer a snapshot of the situation during this period, with implications for understanding how recent developments in knowledge management and organizational culture have influenced employee commitment in the North Rift region's tier one banks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature on knowledge management and employee commitment is reviewed in this chapter. It provided an overview of the data from earlier studies conducted in the same field. This chapter addressed the following specific topics: the conceptual framework, the empirical review, the literature review, and the evaluation of the gaps the study filled.

2.2 Concepts of the Study

The study explores several key concepts integral to understanding the dynamics within the banking sector.

2.2.1 Employee Commitment Concept

An individual's attachment to an organization as a whole is referred to as employee commitment (Agus & Selvaraj, 2020). The success of an organization has always depended on the dedication of its employees. In their meta-analysis spanning over ten nations, Jaramillo, Mulki and Marshall (2005) found a highly substantial correlation between employee organizational commitment and performance. In a similar vein, Boxall and Macky (2007) contend that staff members with high organizational commitment enhance both the performance of the individual and the organization as a whole.

Hamidi, Masoume and Katayoun, (2014) in a probe of employee commitment and its effects on employee efficiency, sought to determine an ideal interaction between the individual components of commitment and employee performance; in their experiment they sampled 250 employees of Qazvin Agricultural Organization. They concluded that

an increase in affective and normative commitment to a certain point result in an increase in employee commitment, however they also document a negative relationship between continuous commitment and employee performance; and further caution against exceedingly high levels of affective and normative commitment which may limit employee growth and cut off employee creativity and innovation.

According to Cohen, De Cremer and Moore, (2020).), employee commitment in the workplace is a concept that has attracted a great deal of attention from scholars in many disciplines, including industrial psychology, organizational behavior, management, business administration and public administration. The early organizational commitment literature produced various, and quite distinct, definitions of the concept concerning employee and organizational commitment. Abdullahi, Raman and Solarin, (2022) expressed that Employee commitment is a connection, affiliation or obligation of the representative with the establishment, a psychosomatic express that recognizes the singular relationship with the recommendation for the choice to carry on connection to the association

Employee commitment is significant in light of the fact that elevated degrees of commitment lead to a several favorable results. It mirrors the degree to which employees relate to and is resolved to its objectives. Dordevic (2001) stated that the commitment of employees is an important issue because it may be used to predict employee's performance, absenteeism and other behaviours. According to Tolentino (2014) Sustained productivity improvement depends on the enterprise's human capital (the skills, knowledge, competencies and attitudes that reside in the individual employee of the enterprise) and its social capital (trust and confidence, communication, cooperative working dynamics and interaction, partnership, shared values, teamwork,

etc. among these individuals. Based on Meyer and Allen Approach (1997) organizational commitment is divided into three dimensions: affective, continuance, and normative commitment.

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment to continue employment in the organization because they want to do so (Meyer and Allen, 1991). Affective commitment therefore is an emotional attachment to an organization. Employees of an organization with a strong sense of affective commitment to the employing organization will remain a member of that organization because they want to. It is characterized by the degree to which an individual identifies with, is involved in, and enjoys membership in an organization. Meyer and Allen (1991) suggest that affective commitment will mostly result from work experiences that satisfy employees' need to feel comfortable in the organization and contribute to their feelings of competence in the work role.

Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization and perceived lack of alternatives (i.e., individuals stay because they need to) (Meyer & Allen, 1997). Employees display continuance commitment by choosing to stay with the organization from the fear of perceived losses or risks associated with leaving (Balassiano & Salles, 2012). An employee opts to remain with the organization because he/she lacks alternative opportunities outside the organization or fears the loss of related benefits accrued overtime (Dixit & Bhatti, 2012). Employees are always aware of the social and economic costs implicit in leaving employment so they choose to stay and commit to the organization because they need to. Continuance commitment exemplifies an

employee's stay with the organization based on either costs or benefits the employee attaches on continued membership in the organization.

Normative commitment on the other hand, refers to a perceived obligation to remain with the organization (Meyer & Allen, 1997). The normative component of employee commitment therefore is related to internalized pressures to act in ways that comport with organizational goals and interests. This component suggests that employees feel a moral need to stay in the organization. Meyer and Allen (1991) proposed that employees' willingness to contribute to organizational goals would be influenced differentially by the nature of their commitment. Those wanting to belong (affective commitment) would be more likely to exert effort to perform than those needing to belong (continuance commitment). Consistent with this proposition, Meyer, Allen and Smith (1993) found that affective commitment more positively related to performance compared to continuance commitment.

This is commitment out of compulsion or moral duty felt by employees towards the organization when they feel the need to reciprocate after receiving some benefits from the organization (Gelaidan & Ahmad, 2013). Normative commitment reflects moral responsibility that surpasses AC, (Khan & Jan, 2015). Meyer et al. (2006) identify two facets to normative commitment; the obligation to meet expectations set by others and a moral imperative to meet valued outcomes. Normative Commitment echoes commitment founded on obligation towards the organization. According to Riveros and Tsai (2011) normative commitment is determined by the socialization process that prevails on and after entering an organization. Normative Commitment epitomizes a sense of obligation employees have for the organization. Employees high with this kind

of commitment justify remaining with an organization from a moral perspective that they hold.

Following the above definition of the three constructs of employee commitment, it follows that individuals who have higher levels of commitment are believed to have a sense of belonging and identification within the organization thereby increases their desire to pursue the organization's goals and activities, and their willingness to remain as part of the organization (Meyer & Allen, 1997). Employees' emotional bond to their organization (for instance, their affective commitment has been considered as an important determinant of commitment and loyalty (Muguella et al., 2013).

Temporal commitment refers to the level of dedication or investment of time and resources that individuals or organizations allocate to a particular activity, project, or goal over a specific period. It represents the extent to which individuals or organizations prioritize and devote their time to achieve desired outcomes within a given timeframe (Boada-Collado, Chopra & Smilowitz, 2022).

According to Berends, van Burg and Garud, (2021) temporal commitments can manifest in different contexts, such as personal commitments, professional commitments, or project-based commitments. According to Berends et al (2021), temporal commitment involves consciously allocating time to specific tasks, responsibilities, or goals. It requires individuals or organizations to prioritize and make choices regarding how they spend their time, ensuring that they dedicate sufficient time and effort to the activities that matter most. Further, temporal commitment is closely linked to goal setting and the desire to achieve desired outcomes. Individuals or organizations with a high level of temporal commitment are often driven by a sense of purpose, focus, and dedication to accomplish their objectives within a defined timeline.

Przepiorka, (2016) argues that effectively managing temporal commitment requires planning and organizing activities in a structured manner. This includes setting deadlines, creating schedules, and creating strategies to optimize time utilization. By having a clear plan and schedule, individuals or organizations can better allocate their time and ensure progress towards their goals. Temporal commitment should also account for flexibility and adaptability. Circumstances or priorities may change, requiring individuals or organizations to adjust their temporal commitments accordingly. Being able to adapt to unforeseen events or changing conditions while maintaining a strong commitment to goals is essential for success Przepiorka, (2016)

Under trade-offs and prioritization Berends, van Burg and Garud, (2021) argue that temporal commitment often involves trade-offs and prioritization. It requires individuals or organizations to make choices and sacrifices, as dedicating more time to one activity may mean allocating less time to others. Understanding priorities and making informed decisions about where to invest time and resources is crucial for managing temporal commitments effectively. It is also worth noting that in accordance to accountability and discipline, temporal commitment necessitates accountability and discipline to adhere to set timelines and meet commitments. It involves taking ownership of one's time management, staying focused, and avoiding distractions or procrastination (Boada-Collado, Chopra & Smilowitz, 2022).

Task commitment refers to an individual's dedication, persistence, and perseverance towards completing a specific task or activity. It involves a strong sense of responsibility and a willingness to invest time, effort, and resources to accomplish the task at hand. Task commitment plays a crucial role in goal attainment, productivity, and success in various domains, including personal, academic, and professional settings

(Renzulli & Reis, 2021). Task commitment, according to Renzulli (1978) is the motivational energy which pushes the individual to creatively use or originally apply his or her above average talents in any one or many of a multitude of performance areas, to bring forth products that can be shared with the rest of society.

Renzulli and Reis, (2021) argue that task commitment is closely linked to motivation. Individuals who are highly committed to a task are often intrinsically motivated, meaning they derive personal satisfaction, enjoyment, or fulfillment from the task itself. They have a strong desire to excel, achieve their goals, or produce high-quality results. Task commitment is also driven by goal orientation (Murray, Domina, Petts, Renzulli & Boylan, 2020). Individuals who are task-committed set specific, measurable, and achievable goals related to the task. They have a clear understanding of what needs to be accomplished and remain focused on their objectives throughout the task's duration. They argue point out that task commitment involves investing significant effort and persisting in the face of challenges or setbacks. Committed individuals are willing to put in the necessary work, overcome obstacles, and stay engaged even when the task becomes demanding or difficult.

Chowkase, (2022) opined that task commitment requires individuals to allocate sufficient time and resources to complete the task effectively. This includes managing time efficiently, organizing priorities, and acquiring or utilizing necessary tools, knowledge, or support. He argues that committed individuals demonstrate high levels of task engagement and concentration. They are fully present and absorbed in the task, minimizing distractions and maintaining focus on the task's requirements and objectives. In terms of accountability and responsibility, task commitment involves taking ownership and being accountable for the outcomes of the task (Chowkase, 2022).

Committed individuals hold themselves responsible for their performance, meet deadlines, and deliver the expected results. Task commitment often involves a commitment to producing high-quality work or achieving excellence. Committed individuals strive for excellence, paying attention to detail, seeking feedback, and continuously improving their performance (Reis & Renzulli, 2022).

According to Reis and Renzulli, (2022) task commitment also extends to task completion. The scholars point out that committed individuals have a strong drive to see the task through to its conclusion, ensuring that all necessary steps are completed and the desired outcomes are achieved. Task commitment is vital for productivity, accomplishment, and personal growth. It helps individuals overcome challenges, maintain focus, and achieve their goals. By exhibiting task commitment, individuals can enhance their performance, build a reputation for reliability, and develop a strong work ethic.

2.2.2 Knowledge Management

The idea of knowledge management has become important due to increased awareness of the importance of knowledge for the organization's prosperity and survival. Knowledge has two fundamental characteristics: Tacit knowledge and explicit knowledge. Tacit knowledge involves the process of comprehension which is hard to understand because it cannot easily be captured. It is embedded in the form of capabilities, skills and ideas which individuals carry in their minds. It can be transferred only by means of interactions with other people in the organization through experiences, practice, feelings, and attitudes. Whereas, explicit knowledge refers to knowledge that can be easily articulated or codified, transferred and shared to others in the form of manuals, fact sheets, pictures, charts and diagrams (Tseng & Lee, 2014).

Knowledge management involves knowledge acquisition, knowledge dissemination and the use or responsiveness to knowledge. Further, Liu & Deng, (2015) considered Knowledge management as efforts to explore the tacit and explicit knowledge of individuals, groups and organizations and to convert this treasure into organizational assets that are used by managers to make organizational decisions. From the above review, this study employed knowledge acquisition, knowledge sharing and responsiveness to knowledge as the constructs of Knowledge management.

Knowledge management is considered as the best strategy that businesses use to improve their competition level since knowledge is a strategic resource that allows them to obtain a higher level of competitiveness and innovation. Therefore, knowledge-based theory advocates that competitive advantage of firm comes from intangible assets such as firm-specific knowledge (explicit knowledge), the tacit knowledge of its people and the ability to apply knowledge resources. Further, Godarz Rezaee, Mozhgan and Amirianzadeh, (2017) argued that knowledge leads to performance improvement when it is well managed. KBT suggests that KM practices such as knowledge acquisition, knowledge creation, knowledge sharing, knowledge storage and knowledge implementation play a vital role in achieving superior performance. Thus, businesses that strive to remain competitive ought to put more effort on the management of their knowledge resources that are necessary to increase their profits, sales growth and market share.

Moreover, scholars like Kakabadse, Kouzmin & Kakabadse, (2001) reported that firms that use suitable Knowledge management practices enhance their capabilities, resulting into an improved business performance. Prior empirical studies have investigated the relationship between Knowledge management and employee commitment. For

instance, Al-Tit1, (2016) findings confirmed that knowledge management orientation played positive role in promoting organizational performance in China. The study of Cho & Korte, (2014) revealed that KM positively influenced the performance of manufacturing firms. Further, the study of Ghanbar, (2016) showed that among the four dimensions of KM, that is, knowledge acquisition, knowledge transfer, knowledge utilization and knowledge recording; only knowledge utilization has positive relationship with business performance.

2.2.2.1 Forms of knowledge

Knowledge can be categorized into different types, such as tacit, explicit and embedded knowledge (Ghanbar, 2016). Tacit knowledge is internal in nature and is relatively hard to code and extract. Not only does tacit knowledge need to be discovered, extracted, and captured; it has to be creatively disseminated so that this shared knowledge can be efficiently used to extend the KM base (Davis, 2002). Liu and Deng, (2015) defined tacit knowledge as “that work-related practical knowledge learned informally on the job”. This definition defines only one part of tacit knowledge, that is, the part that encompasses know-how. The other part of tacit knowledge is the cognitive dimension (Beamer and Varner, 2001) which consists of beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group. This cognitive dimension of tacit knowledge is a most important, yet most difficult, part of enabling knowledge creation and dissemination.

Within these two dimensions of tacit knowledge there are four categories: hard-to-pin-down skills; mental models; ways of approaching problems; and organizational routines (Lubit, 2001). Metalworkers frequently cannot explain how they know the right temperature and amount of pressure to apply to a metal deformation but, over time, they

learn such tacit skills that cannot be described by a process chart or in words. These skills are transferable to apprentices only as they work for several years with the master metalworker.

Explicit knowledge refers to the academic knowledge or know-what that is described in formal language, print or electronic media, often based on established work processes, use people-to-documents approach. Most explicit knowledge is technical or academic data or knowledge that is described in formal language, like manuals, mathematical expressions, copyright and patents. This “knows-what,” or systematic knowledge is readily communicated and shared through print, electronic methods and other formal means. Explicit knowledge is technical and requires a level of academic knowledge or understanding that is gained through formal education, or structured study. Explicit knowledge is carefully codified, stored in a hierarchy of databases and is accessed with high quality, reliable, fast knowledge retrieval systems. Once codified, explicit knowledge assets can be reused to solve many similar types of problems or connect people with valuable, reusable knowledge. Sharing processes often require major monetary investments in the infrastructure needed to support and fund knowledge technology (Hansen et al., 1999). Acts of gathering and using explicit knowledge assume a predictable, relatively stable environment. Marketplace competition, changing customer needs, among other factors, reduce stability.

Isaacs (1999) believes that explicit knowledge cannot be converted to tacit knowledge. Opposing views are that tacit knowledge, skills, unique talents and physical accomplishments can be converted to explicit knowledge and conversely through observation and verbal protocols. Despite lack of agreement, ways to codify and personalize knowledge depend on how the company serves its clients, the economics

of its business and its workforce (Hansen et al., 1999). Each of the following patterns exists within a spiral of knowledge. When patterns overlap, thought processes people use to acquire and use tacit knowledge alternate between two or more patterns.

Embedded knowledge is commonly referred to the knowledge that is locked in such elements as: Experience, Internalisation, Common practice, systemic routines, organizational culture, conventions, tradition, codes of conduct, common sense ethics, History, rules, laws, principles, Contextual issues related to ethical, legislative and policy-related considerations processes, products, artifacts, structures, rules, (Horvath 2000; Gamble & Blackwell 2001). This knowledge is embedded either formally, such as through a management initiative to formalize a certain beneficial routine, or informally as the organization uses and applies the other two knowledge types that is tacit and explicit knowledge. Such knowledge is dynamic, contextual and dispersed; it is also capable of supporting complex patterns of interaction in the absence of written rules. It is important to note, that while embedded knowledge can exist in explicit sources (i.e. a rule can be written in a manual), the knowledge itself is not explicit, i.e. it is not immediately apparent why doing something this way is beneficial to the organization.

2.2.3 The Concept of Organizational Culture

Organizational culture can be defined as joint behavior of persons that are part of an organization (Nyandeje, 2014). It's formed by the organizations' values, visions, standards, working language, frameworks, images, beliefs and habits. Organizational cultures affect the approach people and groups move with each other, with customers, and with partners. Organizational cultures can either be a wellspring of quality or a shortcoming; it is quality since it facilitates correspondence and encourages hierarchical

basic leadership which creates more elevated amounts of participation and sense of duty regarding the association which is vital for technique usage. Nonetheless, it was a shortcoming when important shared convictions and qualities meddle with the need for business strategy and also the individuals working on a company's behalf. This is frequently a shortcoming on account of it's difficult to change the substance of culture (Koskei, 2017).

Organizational cultures may accord an organization the ability and advantage of flexibility while some cultures may accord the organization the limitations of rigidity in their approach (Letangule & Letting, 2012). Types of cultures include the clan culture or clannism which is anchored on collaborative behaviors, adhocracy culture is associated with highly energized and innovative teams. This culture requires teams to be thinkers and fast moving. The hierarchy culture adopts a highly formal approach and is applied in a highly structured and controlled way. In the market culture leaders demand for high performance with emphasis on growth of the market share and the organizations bottom line (Limmanont, 2010).

In the synergistic Model of the usage procedure, associations have solid societies and normal traditions. The trial of powerful methodology execution comes to fruition due to the nonappearance of improvement of lively social regards that are fundamental in meeting the reliably changing definitive needs (Letangule & Letting, 2012). Associations that execute the way of life that oppress a lower-level delegate through tedious responsibility in strategy enumerating and utilization, there's non-agreement of researchers and specialists. It looks after to execute procedures through the implantation of association culture all through the affiliation.

The social model limits and challenges the basic objectives from the money related perspective of a firm (Kruger & Mama, 2012). A clan like affiliation is predicted to triumph wherever an exceptional culture ends up in authorities arranging their individual targets and practices with those of their diverse organizations. Regardless, an anomalous condition of various leveled slack is required to give and keep up a social model. This model has various zones that grip its assumption of shrewd individuals, gliding and loss of focus by relationship with this model, the high cost of advancement in culture, extended homogeneity that may realize lost nice assortment, and creative energy controls (Kruger & Mama, 2012).

According to Kandiri, and Muganda, (2013), various aspects of culture exist at different levels or layers among organizations. Shared assumptions and philosophies from the deepest layer, the next layer is organizations cultural values collective beliefs, assumptions, and perceptions concerning what things are sensible, normal, rational and valuable. The following level is portrayed by shared practices that grip the benchmarks; they're a lot of unmistakable and less requesting to move than regards. The most elevated layer has the social images that are the words, signals, pictures and distinctive physical items that convey the significance with a culture; they're the most evident and for the most part shallow. Human and Naudé (2013) conjectures that the lifestyle that exists in an affiliation can't be segregated from the lead and plans of the pioneers of the affiliation.

The style in which they lead can clearly influence on the affiliation's lifestyle and joint effort. Individuals relate to and imitate the lead they find in pioneers; this has the effect of organization on culture imperative. A decent and tough culture is a vital fixing in making the ascent of base outcomes for any association. Organizational culture decides

the means that people take when settling on choices, translate policies and oversee associations, utilize data and how they carry on, accordingly this makes a connection amongst culture and organizational performance. Comprehension and examination of the affiliation's lifestyle may draw out the capability among advance and disillusionment in the business atmosphere. The test for an affiliation and its pioneers, therefore, is to have the ability to choose, make, and keep up the lifestyle that is causative to recognize needed results.

The implementation of a new strategy starts with perspective of conclusive culture and finishes up with an adjustment in this culture to engage and keep up the technique (Letangule & Letting, 2012). A positive conclusive culture should allow an accommodative lead for structure execution (Mehta and Krishnan, 2004). The social investigation grants associations to detect the subgroup progression. Through this present, it's possible to perceive the strategy fundamental portions that ought to be suggested for a compelling framework execution. Hitesh (2012) places that a method can't be adequately maintained without understanding the lifestyle of the relationship since the lifestyle of the affiliation consolidates the limitation to utilization. With a few slight dismissals, the various leveled adjustment could mean social change (Human & Naudé. 2013).

Strong cultures support proficient strategy implementation. However, powerless cultures are a snag to successful strategy implementation (Hitesh 2012). Letangule and Letting, (2012) state that solid culture support shared trust in measures; sharpens a particular balance among the associations that urges and strengthen everybody to grasp their business to cutting edge strategy utilization. Workers have almost no or less pride

possessing work. It's messy, and there are just a couple of qualities enticing people to make political groups among the association.

Moreover Hall (2011) states that a champion among the most striking characteristics of predominant associations is the rank of concordance between trade methodology and authoritative culture to such a degree, to the point that they make sense of how to recognize and oversee after some time. Some segment of social course of action and strategy execution joins process utilization. Methods in this situation get a handle on crafted by advancement to energize target accomplishment and moreover the results an affiliation is searching for when working with customers to satisfy their needs. Albeit as a general rule the troublesome issues and wishes of an association are met, culture is expelled.

Lee and Yu (2014) stipulated that objectives can come into arrangement once the authoritative culture endeavors to ensure the affiliation's basic missions are achieved. Consolata, Ndung'u, Vincent and Murerwa (2014) places that such can pass on a result inside the affiliation that guarantees all work performed by people inside the affiliation and work groups centers around execution and the key significance of the affiliation. This licenses culture to concur with system use at the principal level. For this level of unification to complete, target setting ought to modify and be fortified by existing frameworks, approach, procedures, and systems among the connection, similarly serving to achieve technique execution and continuing with the affiliation's social respectability (Consolata et al., 2014).

2.3 Theoretical Review

The study was anchored on the universalistic theory by Brian Harney (2016) as the main theory which was complemented by organizational epistemology theory by von

Krogh and Roos (1995) and organizational culture by Burrell and Morgan (1979) theory. Universalistic theory addressed the three variables under study, knowledge management, employee commitment and organizational culture. The other theories addressed knowledge management and organizational culture variables.

2.3.1 Theory of Organizational Epistemology

The Theory of Organizational Epistemology guided the study, as developed by von Krogh and Roos (1995). This theory offers a comprehensive framework for understanding how knowledge functions within organizations. It posits that knowledge exists on two levels: at the individual level, within the minds of organizational members, and at the social level, within the relationships and interactions between individuals (von Krogh & Roos, 1995). This duality is crucial for knowledge management as it acknowledges that both individual expertise and social interactions contribute to the overall knowledge pool of an organization. von Krogh and Roos (1995) were among the first to explicitly differentiate between individual knowledge (which is personal and tacit) and social knowledge (which is shared and relational). This distinction allows for a more nuanced understanding of how knowledge flows within organizations and how it is utilized for decision-making and innovation (von Krogh, 2000).

According to the Theory of Organizational Epistemology, knowledge is considered "embodied," meaning that everything known is known by someone (von Krogh & Roos, 1995). This stands in contrast to the traditional cognitive perspective, where knowledge is viewed as an abstract, detached entity (Nonaka & Takeuchi, 1995). In the von Krogh and Roos model, knowledge is inextricably linked to the knower, emphasizing the idea that there cannot be knowledge without a knower (von Krogh,

2000). This concept is particularly relevant in understanding tacit knowledge—the kind of knowledge that is difficult to articulate and transfer because it is embedded in individuals' experiences, skills, and personal insights (Polanyi, 1966). This highlights the importance of maintaining strong links between knowledge objects (e.g., procedures, guidelines, and data) and the individuals who possess deep knowledge of them, including authors, subject matter experts, and experienced users. These links are essential for effective knowledge transfer and application, particularly in environments where tacit knowledge plays a significant role (Nonaka & Takeuchi, 1995).

The Theory of Organizational Epistemology is particularly relevant to the study of knowledge management in tier one banks because it provides insights into the processes through which knowledge is generated, shared, and applied within organizations (von Krogh & Roos, 1995). In the context of these banks, the theory helps explain how knowledge is not just an isolated asset held by individuals but is part of a dynamic, interactive process between individuals and groups. This interaction shapes the culture of the organization and influences the ways in which knowledge is disseminated and utilized across different levels of the organization (Argote, 1999).

One of the key contributions of this theory is its ability to illuminate the cultural dimensions of knowledge management. By examining how organizational values, norms, and beliefs influence employees' willingness to contribute, share, and apply knowledge, the theory offers a valuable lens for exploring the cultural aspects of knowledge sharing (Alavi & Leidner, 2001). For instance, a bank's organizational culture may foster or hinder knowledge sharing depending on whether it values collaboration, openness, and continuous learning (Schein, 2004). The theory thus

allows for a deeper exploration of how these cultural factors impact knowledge management practices and, by extension, employee commitment.

Furthermore, the Theory of Organizational Epistemology is instrumental in understanding the relationship between knowledge management and employee commitment (von Krogh & Roos, 1995). It suggests that the availability, accessibility, and use of knowledge within the organization directly affect employees' engagement and commitment. When knowledge is effectively managed and employees feel that they have access to the knowledge and expertise they need, their commitment to the organization is likely to increase (Nonaka, 1994). Conversely, a lack of knowledge sharing or ineffective knowledge management practices can lead to disengagement and a decline in employee morale (Davenport & Prusak, 1998). By applying this theory, the study can investigate how knowledge management practices influence employee commitment and engagement in tier one banks, offering practical insights into how banks can foster a knowledge-driven culture that supports both organizational success and employee satisfaction.

Ultimately, the Theory of Organizational Epistemology is an essential framework for understanding the complexities of knowledge management in tier one banks. It not only helps explain the flow and utilization of knowledge within the organization but also provides insights into the cultural and relational dynamics that shape knowledge sharing (von Krogh, 2000). This makes it an invaluable tool for exploring how knowledge management practices impact organizational culture and employee commitment, which are critical factors for the long-term success and sustainability of the banking sector (Argote, 1999; Alavi & Leidner, 2001).

2.3.2 Universalistic Theory

The study is guided by Universalistic Theory, proposes ‘best practices’ that when adopted and implemented would contribute positively to performance regardless of the strategic goals of the organization (Huselid, 1995). It is based on the assumption that there is a set of best HRM practices, and that adopting them will inevitably lead to superior organizational performance (Luthans & Summer, 2005). The notion of best practice was identified initially in the early US models of HRM, many of which mooted the idea that the adoption of certain ‘best’ human resource practices would result in enhanced organizational performance, manifested in improved employee attitudes and behaviors, lower levels of absenteeism and turnover, higher levels of skills and therefore higher productivity, enhanced quality and efficiency and of course increased profitability (Marchington & Wilkinson, 2008). Here, it is argued that all organizations will benefit and see improvements in organizational performance if they can identify, gain commitment to and implement a set of best HRM practices.

Thus, universalistic perspective maintains that firms will see performance gains by identifying and implementing best practice irrespective of the product market situation, industry or location of the firm (Pfeffer, 2001). However, the notion of a single set of best HRM practices has been overstated. There are examples in every industry of firms that have very distinctive knowledge management practices which shape the core competences that determine how firms compete. What works well in one organization will not necessary work well in another because it may not fit its strategy, technology or working practices.

According to Becker et al. (2001), organizational high performance work systems are highly idiosyncratic and must be tailored carefully to each firm’s individual situation

and specific context in order to provide maximum performance. These high-performance work practices will only have a strategic impact therefore, if they are aligned and integrated with each other and if the total HRM system supports key business priorities. This approach therefore ignores potentially significant differences between organizations, industries, sectors and countries.

With regard to this study, knowledge management is a valuable way of identifying areas of innovation and development that are practiced to good effect elsewhere by leading companies. But it is up to the firm to decide what may be relevant in general terms and what lessons can be learnt that can be adopted to fit its particular strategic and operational requirements, which is determined by the employees' productivity levels. Thus, the use of this theory helped the researcher in interpreting the links between knowledge management and how it is instrumental in influencing organization culture and by extension of employee commitment. However, the respondents' responses on knowledge management, organization culture and employee commitment issues were interrogated and interpreted.

The Universalistic Theory was relevant to the study since it helped to identify and explore generalizable principles that may contribute to effective knowledge management and positive employee outcomes across tier one banks in the North Rift Region. This theory also helped in emphasizing the identification and application of best practices that have been proven effective in achieving desired outcomes. The application of the theory also helped in assessing whether there is a fit between the elements under the study and thus help explore how their alignment or misalignment affects employee commitment and organizational effectiveness.

2.3.3 Organizational Culture Theory

The study used Organizational Culture Theory, which was developed by Burrell and Morgan (1979) and was later adopted by Schein (1988). This theory believes that different concepts of culture stem from two distinct disciplines, anthropology and sociology. These theories have been useful to organizational studies since the early 1980's (Schein, 1988). Anthropology views culture as a simile for organizations which defines organizations as being cultures. In contrast, sociology describes culture as something an organization owns. Despite the diverse definitions of organizational culture there seems to be a general agreement.

The commonly used organizational culture framework is that of Schein (1988) which adopts the functionalist perception and describes culture as patterns of basic behaviours which are invented or established by a given group as it learns to deal with its problems of external and internal integration. This culture therefore is to be imparted to newcomers in the organization as the acceptable way of perceiving, thinking, and feeling when such problems occur. In Schein's (1988) framework, culture is on three levels: Artefacts—organizational structure and processes; Values—strategies, goals, philosophies and fundamental Assumptions—beliefs, perceptions, opinions and view.

The theory also demonstrates that there is no single type of organizational culture, it varies widely from one organization to the other and there are theories developed to describe different cultures. Hofstede (2011) demonstrated that there are general cultural groupings that affect behaviour of organizations. While O'Reilly, Cardick and Newton cited in (Danie, 2015), based their belief on the premise that cultures can be distinguished by values that are reinforced with organizations. Donaldson and Preston cited in (Garcia- Castro & Ariño, 2008), argue that culture is the major factor leading

to success or failure of organizations. They identified heroes, rites, rituals and culture networks as four key dimensions of culture.

The current study is based on this theory because the cultural analysis allows us to identify the sub-culture changing aspects and by doing this, the study can identify the critical elements that need to be dealt with in order to allow successful and effective Knowledge management strategies. A strategy cannot be fully executed without considering the culture of the organization, since it constitutes the main opposition to implementation. Thus, the use of this theory will help the researcher in interpreting the links between organizational culture and how it is instrumental in influencing employee commitment. However, the respondents' responses on this study will be interrogated and results interpreted based on organizational culture theory.

In understanding the influence of organizational culture this theory was helpful in focusing on the shared beliefs, values, norms, and assumptions that shape the behavior and attitudes of individuals within the banking sector and thus promoting understanding on their level of commitment. The theory also provided a framework to examine different cultural dimensions and subcultures within organizations by giving the researcher the ability to explore the existence of subcultures within the banks and how they influence knowledge management practices and employee commitment. This theory ultimately recognizes that organizational cultures evolve and can be intentionally shaped. In the study, the researcher will thus use it to investigate how the banks' organizational culture has evolved over time, and how it has adapted to support knowledge management initiatives and foster employee commitment.

2.4 Empirical Review

An empirical review refers to a detailed examination of studies that are based on actual observations, experiments, or data collection, focusing on the analysis of data derived from real-world evidence (Cochrane & Bateman, 2022). This type of review emphasizes the assessment of findings from research that relies on systematic methodologies to collect and analyze data, rather than theoretical or conceptual arguments (Booth et al., 2021). An empirical review aims to summarize and synthesize results from various empirical studies to identify patterns, validate theories, and provide a grounded understanding of a specific research question (Johnson & Christensen, 2023). In this study, empirical review followed the study independent variables in relation to the dependent variable.

2.4.1 Knowledge Creation and Employee Commitment

Knowledge creation according to Nayak et al. (2022) is the method through which new ideas are generated, incorporating activities, interactions and other organizational mechanisms. Knowledge is created in work practices. Experiencing and then reflecting on the experiences are the key processes in knowledge creation. The creation of new organizational knowledge is increasingly becoming a managerial priority (Nayak et al., 2022). Generally, organizations strive to create new knowledge to remain competitive. Firms need to develop and renew their knowledge continually to prevent knowledge from becoming obsolete. Knowledge creation is the process of producing new knowledge by assimilating and integrating the existing knowledge (Kaffashan Kakhki et al., 2022).

As indicated by Nayak et al. (2022) knowledge creation relates to knowledge addition and correction of existing knowledge. Two types of knowledge, tacit and explicit co-

exist in an organization. Asbari et al. (2019) assert that tacit knowledge is non-verbalized, intuitive, more unarticulated and resides within individuals. They suggest that explicit knowledge is more structured and available in codified form in the organization. The two types of knowledge are contemporary and they are crucial for knowledge creation. Nonaka and Takeuchi (1995) developed a spiral process model called Socialization-Externalization-Combination-Internalization (SECI) for knowledge creation where tacit and explicit knowledge are converted from one form to another by involving the four processes.

Iddy and Alon, (2019) looked at knowledge creation and management in franchising and how franchisors can convert the tacit knowledge held by the franchises to create new explicit knowledge. Their study was anchored on the assumptions of the knowledge management, theories of organizational learning and organizational knowledge creation theory. The study confirmed that the conversion of franchisees' tacit knowledge to new explicit knowledge is one of the key knowledge management practices required for successful business format franchising. The study further established that the concept of knowledge creation has much to offer in considering knowledge management in a business format franchise system. However, this study has revealed a number of gaps and shortcoming. The study focused on knowledge creation and management which is a deviation from the current study. The study was conducted in a developed country context.

Similarly, Marco-Lajara et al. (2019) asserted that selecting individuals with the right mix of specific knowledge and capabilities is the key to managing knowledge creation. A cross functional team, including participants with the right mix of specific knowledge catalyzes the process. This helps employees to open up dialogues and promotes

interaction. Al-Omoush, Simón-Moya, and Sendra-García, (2020) conducted a study on how organizational conditions, technology adoption, supplier relationship management and customer relationship management affect knowledge creation in supply chain in Taiwan through socialization, externalization, combination, internalization (SECI) modes and various bases. Their study found that great cultural understanding of relational partners will increase communication and interactions and lead to rapid assimilation of tacit knowledge. An organization with a high technology adoption capability will enhance the knowledge creation process. Their study was however not conducted in the North Rift region of Kenya and hence left a gap that this study came in to fill.

Chin, Wang and Rowley, (2021) explored knowledge creation in cross-border business models: a sea-like heuristic metaphor. The paper was conceptual in nature. It critically reviewed the literature characterizing the flourishing of knowledge and communication technology (ICT)-driven Condition Based Maintenance (CBMs) and clarifies a research gap. The authors drew a dynamic conceptual framework describing how knowledge is created poly-chronically within CBMs, while also articulating and justifying the occurrence of knowledge icebergs as a manifestation of critical cognitive variances and biases in such contexts. The findings of the study revealed that Building upon existential phenomenology, the authors regard the sea as a parable of the CBM ecosystem and propose the new notion of personal knowledge capital (PKC) as a dynamic time-space synthesis and its associated sea-like heuristic metaphor. These elucidate how the intricate interconnectivity of a focal firm with its diverse strategic partners kindles a discursive, multi-path knowledge creation process in ICT-driven CBMs under multiple jurisdictions with manifold cultures. This study however looked

at centralized firms whereas the current study concentrated on decentralized firms with various departments that run almost autonomously.

Singh and Gupta (2023) demonstrate that organizations that actively engage in knowledge creation processes experience higher levels of employee commitment. Their study reveals that when employees are involved in generating new knowledge, they tend to develop a stronger psychological attachment to their organization. This increased commitment is attributed to the sense of ownership and contribution employees feel when they are integral to the knowledge creation process. Singh and Gupta's findings underscore the importance of involving employees in innovation and knowledge creation activities to foster a deeper commitment (Singh & Gupta, 2023). This study did not however cover tier one banks and hence the current study filled in the lacuna.

Similarly, Mendez and Ordonez (2022) explore how knowledge creation practices contribute to employee commitment by enhancing job satisfaction and organizational trust. Their research indicates that when employees perceive that their organization values and supports their contributions to knowledge creation, they are more likely to be committed. The authors found that knowledge creation activities, such as collaborative projects and brainstorming sessions, lead to greater job satisfaction, which in turn boosts employee commitment. The study suggests that creating an environment that promotes knowledge sharing and collaboration can significantly enhance employee engagement and loyalty (Mendez & Ordonez, 2022). This study wasn't conducted in Kenya besides not being in the banking sector. Hence, the current study was to fill in the gaps out of the study.

Chen, Zhang and Li (2023) investigated the long-term effects of knowledge creation on employee commitment in technology firms. Their study highlights that sustained involvement in knowledge creation leads to increased employee commitment over time. Employees who regularly engage in knowledge creation activities develop a stronger sense of belonging and alignment with organizational goals. This alignment is critical for enhancing long-term commitment, as employees see their personal growth and achievements as closely linked to organizational success (Chen, Zhang & Li, 2023). The study was a longitudinal study and therefore the current study was to check on a cross-sectional effect of knowledge creation on employee commitment.

Another study by Lee and Kim (2023) examines how knowledge creation impacts employee commitment across different industries. Their research reveals that the positive effects of knowledge creation on employee commitment are consistent across various sectors, though the intensity of the impact may vary. The study emphasizes that while knowledge creation generally enhances employee commitment, the specific mechanisms through which this occurs can differ depending on the industry and organizational context. For instance, in knowledge-intensive industries, the impact of knowledge creation on employee commitment is more pronounced due to the high value placed on employee expertise and innovation (Lee & Kim, 2023). This study looked at impact of knowledge creation while the current study was set to look at the effect, hence the gap that needed to be filled.

Zhao and Wang (2022) identify several mediating factors that influence the relationship between knowledge creation and employee commitment. Their research highlights that organizational support, recognition, and career development opportunities mediate this relationship. When organizations provide supportive environments and recognize

employees' contributions to knowledge creation, the positive effects on employee commitment are amplified. Zhao and Wang's findings suggest that effective management practices and supportive organizational culture are crucial for maximizing the benefits of knowledge creation on employee commitment (Zhao & Wang, 2022). The study identified mediating factors that influence the relationship between knowledge creation and employee commitment. This was quite different from the current study that covered the moderating effect of organizational culture on the relationship between knowledge management and employee commitment.

2.4.2 Knowledge Acquisition and Employee Commitment

The acquisition component of the entire knowledge management process is fundamental as it proceeds other activities in the entire knowledge management spectrum. Borahet al. (2023) argued that knowledge seeking firms are operational string to the extent that they sufficiently share through structural flexibility and infrastructure that facilitate sharing. These positions suggest the premium ascribed to firms ability to acquire knowledge for all purposes. Aduba et al. (2023) relying on the knowledge-based view had noted that competencies are seen as the basis for a company's ability to acquire competitive advantage. They had further observed that employees improved work action in relation to assigned responsibilities is not a function of tangible or extrinsic incentives or the conducive work environment rather, today's worker characteristically acquire knowledge which constitute the asset that reengineer all work processes towards goals.

Mohajan, (2019) considered knowledge spread among employees as being a significant practice especially within tacit classification of knowledge, since knowledge is in built within the individuals, it will require germane organizational platform created to help

in its acquisition. To achieve this Mohajan, (2019) believed that a continuous interaction platform that will help in knowledge sharing and transfer is important for knowledge acquisition and sharing. This is in addition to the authors thinking that the sources from which the individual acquire knowledge and share it is also imperative for quality knowledge that meets the goals of building intellectual capital that is sustainable for competitiveness. The study did not fully zero in on knowledge acquisition as the current study did. Hence, there was a gap that was filled through the current study.

Abualoush, Bataineh and Alrowwad, (2018) on their study noted that to generate employee support for organizational success, knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work. The willingness to acquire and strengthen what is eventually shared as shown in literature had seemingly shown the link between knowledge acquisition and several work outcomes. While these links are empirically biased, they have been contextualized within the functions and levels of work structure especially when viewed in the light of responsibility, variance may result from different levels of the organization. This study was however not carried out in the banking sector but in the food industry nor was it done in North Rift region of Kenya but in Jordan. Therefore, the current study filled in the lacuna.

Some literature recognizes the relationship between organizational improvement activities and knowledge acquisition. This includes the exploration of learning in factories, the analysis of benchmarking as a learning tool, knowledge within a humanistic lean approach, the knowledge creating abilities of value management teams, the creation of knowledge through process changes and the process of knowledge creation during product development and innovation. This is significant since the

acquisition of knowledge has been discussed as a necessary core competence for modern organizations that seek to obtain and maintain competitive advantage (Konno & Schillaci, 2021).

Domínguez et al. (2014) examined Knowledge management: an analysis from the organizational characteristics on knowledge management. Key among the findings were; there were a total of 161 organizational newcomers undertook surveys at months one and three of tenure, with data used to test a model within which four psychological contract dimensions mediate the relationship between knowledge acquisition and employee outcomes. At month one, organizational and employee promise strength mediated the relationship between knowledge and outcomes. At month three, organizational and employee promise fulfilment mediated this relationship. Additionally, it emerged that the role of the psychological contract in the socialization process suggested that effective integration requires extensive knowledge provision and active employee knowledge acquisition. This study was centered on the board characteristics and therefore created a gap that the current study filled up regarding knowledge acquisition on the banking sector.

Jurgita, (2019) explored the impact of knowledge-oriented leadership on knowledge management processes in the middle of Eastern Audit and Consulting Companies in Malaysia. The structural equation modelling (SEM) was used to test the study hypotheses and research model. Data was collected from audit and consulting companies. From the findings, it was revealed that leadership has a positive impact on knowledge acquisition, storage and application) have a positive influence on organizational performance. These studies revealed a number of setbacks and shortcomings. Focusing on knowledge leadership and knowledge processes alone is a

deviation from the present study. The study used structural equation modelling while the present study intends to use hierarchy regression analysis. This study was carried out on knowledge situated authority on knowledge the board processes in Eastern Review and Counseling Organizations in Malaysia as opposed to the North Rift region of Kenya as was covered by the current study.

Zhang, Zhang and Yu (2023) examined the impact of systematic knowledge acquisition strategies on organizational performance and found that firms with well-established processes for acquiring and integrating knowledge exhibit significantly higher levels of efficiency and innovation. Their study emphasized that organizations that prioritize and streamline their knowledge acquisition efforts are better positioned to adapt to market changes and achieve competitive advantages. Ahmed, Hussain and Javed (2022) explored how emerging technologies, such as artificial intelligence and machine learning, enhance the effectiveness of knowledge acquisition and dissemination. Their findings suggest that technology not only facilitates faster and more accurate knowledge retrieval but also supports the development of more sophisticated knowledge management systems that can significantly impact organizational performance (Ahmed, Hussain & Javed, 2022). This highlights the critical role of technological advancements in optimizing knowledge acquisition processes. This study looked at knowledge acquisition on organizational culture while the current study covered knowledge acquisition on employee commitment thus a clear gap that needed such a study.

According to Chen and Zhang (2022), effective knowledge acquisition practices contribute to higher levels of employee engagement and commitment by providing employees with the tools and knowledge they need to perform their roles effectively.

Their study found that organizations that actively support knowledge acquisition and make relevant knowledge readily accessible tend to have more committed and motivated employees. This suggests that enhancing knowledge acquisition processes can lead to improved employee satisfaction and organizational loyalty. This study was conducted in China and therefore could not be fully generalized in the Kenyan context. Hence, the Current study filled in the gap.

Liu, Wang and Yang (2023) conducted a study examining how different organizational cultures affect the acquisition and utilization of knowledge. Their research indicated that organizations with a culture that promotes open communication and collaboration are more successful in acquiring and applying knowledge effectively. They found that a supportive culture encourages employees to share knowledge and engage in continuous learning, thereby enhancing overall organizational performance (Liu, Wang & Yang, 2023). Kumar and Singh (2022) investigated knowledge acquisition in multinational corporations and found that the ability to effectively acquire and integrate knowledge across different cultural and geographical contexts is crucial for global business success. Their study highlighted that organizations that successfully manage knowledge acquisition in diverse settings are better able to leverage global insights and drive innovation (Kumar & Singh, 2022). This study looked at how different organizational cultures affect the acquisition and utilization of knowledge whereas the current study delved into the moderation effect of organizational culture in the relationship between knowledge acquisition and employee commitment. Hence, there was a valid contextual and empirical gap that the current study filled.

2.4.3 Knowledge Sharing and Employee Commitment

Knowledge sharing is a process between the individuals which cannot be seen nor observed (Ryu, Hee & Han, 2003). Van den Hooff, Elving and Dumoulin (2003) defined knowledge sharing as a process where individuals exchange knowledge and together create new knowledge. Many researchers admitted that there are many concepts that support the relationship between knowledge sharing, data consistencies, employee learning and company performance. Previous studies showed that knowledge sharing as the central process of knowledge management (Brown and Eisenhardt, 1995; Verona et al., 2006) is positively associated with the organization performance (Arthur and Huntley, 2005; Collins and Smith, 2006; Cummings, 2004; Hansen, 2002; Mesmer-Magnus and DeChurch, 2009). Improving organizational performance requires improving employee performance. In fact, employees create competitive advantage for the organization by knowledge sharing and improve their performance as well as the organization's performance.

There is an array of studies done on knowledge sharing and employee commitment. For instance, Chiu and Chen (2016) examined knowledge management capability and organizational effectiveness (OE) in Taiwanese public utility. Using structural equation modeling (SEM) to test the hypotheses with 302 returned questionnaires, the study explored the model which affirmed that there is a significant relationship between knowledge process capability (KPC) and organization effectiveness. Conversely, knowledge infrastructural capabilities and organizational effectiveness are insignificant. Besides, the study utilized mediation of organizational commitment (OC). It was therefore inferred that only OC has significant mediating effects between KPC and OE. Apparently, this is not the case for KIC and OE. This study examined knowledge management capability and organizational effectiveness (OE) in Taiwanese

public utility thus, one, it was not conducted in Kenyan context and two the dependent variable was organizational effectiveness as opposed to employee commitment. Thus, the current study filled in such gaps.

Wang and Noe (2010) in his research also mentioned that Lee, Kim, and Kim (2006) have failed to determine a significant relationship between a learning orientation and knowledge sharing. A learning orientation is a climate which encourages the learning and trying of new approaches and procedures. Kim and Anand (2018) made assumption that inter-unit interactions have a significant influence on knowledge sharing. It was further revealed that trust among employees and departments have a positive influence on knowledge sharing. Employees are willing to share their knowledge with others only when they have accepted the common objectives and they have been clearly identified within the organization.

Trivellas et al. (2015) settled on accounting firms in Greece in examining the impact of knowledge sharing culture on job satisfaction. A usable sample size consisted of 84 employees confirmed that general competencies exerted a mediating effect on the relationship between knowledge sharing culture and job satisfaction. The main implication of the findings for accounting managers was that employees in a knowledge sharing working environment are more likely to achieve higher job satisfaction and; subsequently, effectiveness as a result of strengthened general competencies. Thus, specific directions for managerial action have been derived. This study however, presents a number of shortfalls. It is notable however, that the study was conducted in Greece which is a developed country. Additionally, the study focused on accounting firms. There is therefore need to replicate the study in a developing country context like Kenya and banking sector.

Similarly, Ikechukwu and Callystus (2018) examined the relationship between knowledge management and organizational commitment of deposit money banks in Abia State, Nigeria. The quasi-experimental research design was adopted with a target population of 125 staffs using simple random sampling technique from ten 10 deposit money banks. A usable sample of 95 was determined using Taro Yamane (1967) formula. Data was collected using a questionnaire and data where Pearson Product Moment Correlation Coefficient (r_s) statistical tool was utilized. Sequel to the findings, it emerged that knowledge management has a positive correlation with organizational commitment. Some of the gaps that were emerging from this study were that; the study utilized quasi-experimental research design which does not explain the causal effect of knowledge management and organizational commitment. The sample size does not form a representation of generalizability. The current study thus expanded the sample size to bring out better generalizability. The current study was also conducted in the North Rift region of Kenya hence gave a different topography from the western part of Africa as in the study reviewed.

Alyoubi et al. (2018) assessed the impact of knowledge management on employee work performance. A theoretical model based on KM processes and approaches was proposed which was empirically tested with structural equation modeling (SEM) and partial least squares (PLS) of survey data collected from employees of the King Fahd National Library in Jeddah, Saudi Arabia. The findings revealed that there was a positive correlation between KM processes approaches to job satisfaction and work performance. Knowledge sharing, knowledge retention, codification and personalization approaches have significant impacts on job satisfaction, and knowledge acquisition, knowledge creation and a social network approach have no significant impacts on job satisfaction. This study surveyed the effect of knowledge on the board

on representative work execution while the current study filled in the gap of knowledge sharing on employee commitment.

Pangil and Nasurdin (2019) assessed the relationship between organizational commitment and knowledge sharing behaviour in Malaysia. Regression analysis on data gathered from a sample of 114 respondents was indicative that affective commitment and normative commitment were significant predictors of tacit knowledge sharing. Additionally, explicit knowledge sharing was significantly and positively predicted by affective commitment. Implications, limitations, and suggestions for future research are highlighted. It is notable however, that the study was conducted in Malaysia which is a developed country. There is therefore a need to replicate the study in a developing country context like Kenya and banking sector. Besides, the study only had a sample population of 114 and therefore, there was a need to expand the sample population to a scope more generalizable, which the current study covered.

Lee, Kim and Kim (2022) investigated the impact of knowledge sharing on organizational innovation and performance in South Korean manufacturing firms. Using structural equation modeling (SEM), the study found that effective knowledge sharing positively influenced both innovation and organizational performance. The authors highlighted that the quality of knowledge shared, rather than the quantity, significantly impacts organizational outcomes. This underscores the importance of fostering an environment that encourages meaningful knowledge exchanges to drive performance improvements. This study was conducted in the developed world and therefore, there was a great need to conduct one in Kenya's North Rift region- an underdeveloped region.

Sharma and Rani (2023) examined how knowledge sharing practices affect employee commitment in the Indian IT sector. Their study employed a mixed-methods approach, combining surveys with qualitative interviews, and found that regular and transparent knowledge sharing significantly enhances employees' emotional commitment to the organization. The study also noted that employee trust and organizational support play crucial roles in facilitating effective knowledge sharing and, consequently, in boosting commitment. The study examined how knowledge sharing practices affect employee commitment in the Indian IT sector. The current study, one filled the gap in the banking sector and also was conducted in a developing country- Kenya.

According to a study by Smith, Johnson, and McMillan (2022), knowledge sharing practices are positively associated with job satisfaction in the healthcare industry. The researchers used survey data and regression analysis to show that employees who engage in regular knowledge sharing report higher levels of job satisfaction. The study highlighted that job satisfaction is mediated by the perception of being valued and included in the knowledge-sharing processes, which in turn fosters a more committed workforce. This study focused on job satisfaction as opposed to the current study that focused on employee commitment hence filled the empirical gaps.

A recent study by Martínez, López and García (2023) explored this relationship in Latin American SMEs. Using a quantitative approach, the researchers found that knowledge sharing positively influences organizational commitment, particularly when supported by leadership and structured knowledge management practices. The study emphasized that in emerging markets, the effectiveness of knowledge sharing is closely tied to the organization's ability to leverage local knowledge and adapt global practices to local contexts. The study was covered in the Latin America and focused mainly on leadership

while the current study was focused on the moderating effect of organizational culture. Hence a big lacuna.

Kaur and Kumar (2022) conducted a study on the impact of knowledge management practices on employee performance in the banking sector. Their findings indicated that knowledge sharing, along with other knowledge management processes such as knowledge creation and storage, significantly enhances employee performance. The study also pointed out that the integration of these practices leads to increased employee commitment by creating a supportive work environment where employees feel valued and empowered. Much as the study was on the banking sector, it delved on the impact of knowledge management practices and did not look at how organizational culture moderates the relationship between knowledge management and employee commitment.

2.4.4 Knowledge storage and Employee Commitment

Knowledge management is a crucial aspect of modern business organizations. Knowledge storage, as one of the components of knowledge management, plays a significant role in shaping employee commitment in the workplace. Tier one banks, as organizations that operate in a knowledge-intensive environment, are particularly sensitive to the effects of knowledge storage on employee commitment. In this answer, the researcher discussed the effect of knowledge storage on employees' commitment among tier one banks and provided relevant citations to support my analysis (Du, Li and Wang, 2020).

One way in which knowledge storage affects employee commitment is by providing employees with the necessary resources to perform their duties effectively. According to a study by Alavi, Karami and Afzali (2020), knowledge storage positively affects

employee performance, which in turn has a positive impact on employee commitment. The study found that employees who had access to knowledge storage systems were more likely to perform well and therefore had higher levels of commitment to their organizations. The current study set forth to fill in the gap by looking at employee commitment as opposed to employee performance and more especially in the Kenyan context.

Another way in which knowledge storage affects employee commitment is by providing employees with a sense of autonomy and control over their work. When employees have access to knowledge storage systems, they are better able to manage their tasks and responsibilities independently. This sense of autonomy and control can lead to higher levels of job satisfaction, which in turn can increase employee commitment (Yazdani, Tahmasebi & Khalilzadeh, 2020). Moreover, knowledge storage can facilitate collaboration and knowledge sharing among employees. When employees are able to share knowledge and learn from one another, they are more likely to feel connected to their colleagues and to the organization as a whole. This, in turn, can lead to higher levels of employee commitment (Sa'ari, Chong & Al Mamun, 2020).

A study by Alshammari, Al-Muhanna and Hussain (2021) examined the impact of knowledge management on employee performance in the banking sector. They found a positive relationship between knowledge storage and employee performance. When employees had access to stored knowledge, they were more likely to perform well, leading to higher levels of commitment to their organizations. Research by Shou and Lee (2021) explored the role of knowledge sharing and knowledge storage in promoting employee autonomy. They found that knowledge storage systems played a crucial role in empowering employees to access and utilize relevant knowledge, enabling them to

have more control over their work. This increased autonomy was positively associated with higher levels of employee commitment. The study looked at impact of knowledge management on employee performance in the banking sector and did not zero in employee commitment and hence the current study filled in the lacuna.

A study by Kamil and Abdul Rashid (2021) investigated the impact of knowledge management practices, including knowledge storage, on collaboration among bank employees. They found that knowledge storage systems facilitated knowledge sharing and collaboration, which, in turn, enhanced employee commitment to the organization. Employees who had access to stored knowledge were more likely to engage in collaborative activities and build strong relationships, leading to higher commitment levels. The study looked at knowledge management on collaboration and thus left a void that was filled by the current study in regards to employee commitment.

Research conducted by Oghazi, Schief and Millar (2021) examined the relationship between knowledge management practices and employee retention in the banking industry. They found that effective knowledge storage, along with other knowledge management initiatives, contributed significantly to employee retention. Employees who perceived their organization's commitment to knowledge storage were more likely to stay with the organization, thus indicating a positive effect on employee commitment.

Zhang and Zhao (2023) investigated the role of knowledge storage systems in enhancing organizational performance and employee commitment within multinational corporations. Their study found that well-structured knowledge storage systems significantly improved organizational effectiveness by facilitating better access to knowledge and resources, which in turn increased employee commitment. The research

underscores that efficient knowledge storage systems not only support individual performance but also contribute to broader organizational success. This study was conducted in the developed region of the world- China and hence there was a gap in terms of the underdeveloped region of Kenya.

The relationship between knowledge storage and employee autonomy has been a focus of recent research, highlighting its influence on job satisfaction and commitment. Liu and Xie (2023) explored how access to comprehensive knowledge storage systems empowers employees to manage their responsibilities more independently. Their findings indicate that when employees have greater control over their tasks through effective knowledge storage, their job satisfaction and commitment levels increase. This research emphasizes the importance of providing employees with the tools and resources necessary to foster autonomy and enhance their engagement with the organization (Liu & Xie, 2023). The study focused on the relationship between knowledge storage and employee autonomy leaving a gap that the current study filled by looking at the effect of knowledge storage on employee commitment.

Knowledge storage systems also play a crucial role in facilitating employee collaboration. According to Patel and Saini (2023), knowledge storage systems that support collaborative practices significantly enhance employee commitment by fostering a cooperative work environment. Their study demonstrated that employees who could easily access and share stored knowledge were more likely to engage in collaborative activities, which strengthened their connections to the organization and increased their commitment. The research highlights how effective knowledge storage can enhance team dynamics and contribute to a more cohesive and committed workforce (Patel & Saini, 2023). The study focused on Knowledge storage systems in

facilitating employee collaboration. The current study however looked at the effect of knowledge storage on employee commitment and also when the moderating variable of organizational culture was brought to play.

The effect of knowledge storage on employee retention has also been explored in recent studies. Chen, Lee and Yang (2023) examined the role of knowledge management practices, including knowledge storage, in retaining employees within the financial sector. Their study found that effective knowledge storage systems positively influenced employee retention by demonstrating the organization's commitment to supporting its employees through valuable resources. Employees who perceived their organization as supportive of their knowledge needs were more likely to stay, indicating a positive relationship between knowledge storage and employee commitment (Chen, Lee & Yang, 2023).

Recent research has also addressed how knowledge storage contributes to employee development and commitment. Wang and Liu (2023) investigated how knowledge storage systems support employee development by providing access to learning materials and best practices. Their findings suggest that employees who engage with well-maintained knowledge storage systems experience increased opportunities for professional growth, which enhances their commitment to the organization. This study emphasizes the role of knowledge storage in supporting continuous learning and development, which in turn fosters greater employee loyalty (Wang & Liu, 2023).

The relationship between knowledge storage and organizational culture has been a focus of recent studies. Huang and Xu (2023) explored how knowledge storage systems influence organizational culture and employee commitment. Their research revealed that effective knowledge storage contributes to a positive organizational culture by

promoting transparency and knowledge sharing. This, in turn, leads to higher levels of employee commitment as employees feel more integrated into the organizational culture and valued for their contributions (Huang & Xu, 2023). Yet again, the study looked at relationship between knowledge storage and organizational culture as opposed to the current study that looked at the dependent variable- employee commitment.

2.4.5 Effect of Organizational Culture on Employee Commitment

Pietruszka-Ortyl, (2019) defines organizational culture as a collective behavior of people who are part of an organization and it is formed by the organization values, visions, norms, working language, systems, symbols, beliefs and habits. Organizational culture is postulated to be one of the greatest theoretical levers required for understanding organizations (Rizki, Parashakti and Saragih, 2019). Verifying and using those theories minimally requires comparisons between the cultures of different firms, which in turn imply the identification of common dimensions for assessing organizational culture.

Faliza, (2023). Conducted research aimed at observing the influence of organizational culture and organizational commitment on presentation in Aceh Sharia banking and the mediating impact of organizational commitment among organizational culture and performance using two methods, namely VAF and Bootstrapping. The concept model for this research was constructed from the reflective indicator model and the evaluation of the measurement model carried out by external load and evaluation of the internal model (structural model). The research was performed on permanent employees of Aceh Sharia banking. The results showed that organizational culture had a positive and

important influence on Commitment and organizational activity that would affect Aceh's Sharia banking activity.

Laila, Irawanto and Susilowati, (2022) in their concentrate on the impact of hierarchical culture and groundbreaking administration style on authoritative responsibility with knowledge the board rehearsed as intervening factors gathered knowledge utilizing polls and broke down utilizing PLS-SEM. The outcome showed that hierarchical culture significantly affects authoritative responsibility, in any case, groundbreaking administration style was found to meaningfully affect it. Both hierarchical culture and groundbreaking dream styles were found to emphatically affect authoritative responsibility through the intervention of knowledge the executives practice. Notwithstanding, this study's respondents were office organization divisions in one of the tobacco items enterprises in Indonesia creating a gap in Kenya's setting consequently to be filled by conducting this study.

Wioleta, (2017) analyzed company culture, knowledge sharing and organizational performance. The data collected during the study has been analyzed using the equal structural modeling method. The findings of the study confirmed that knowledge sharing as a necessary prerequisite for knowledge creation and diffusion leads to organizational performance. Conversely, the claim is based on the assumption that the dominance of ambition, challenge, and insolence in the masculinity culture instead of caring and promotion, typical for the femininity culture, negatively influenced knowledge sharing, did not find its confirmation in regard to the analyzed sample.

Han, Yoon, Suh, Li and Chae, (2019) explored cultural (learning organization culture), psychological (organizational commitment), and behavioural (organizational citizenship behaviour) antecedents of knowledge-sharing intention of employees. The

methodology employed was the structural equation model using data collected from 452 Korean workers. From the findings, it was emergent that learning organization culture was significantly associated with organizational commitment, organizational citizenship behaviour, and knowledge-sharing intention. Further, it was evident that organizational citizenship behaviour turned out to fully mediate the relationship between organizational commitment and knowledge-sharing intention.

Similar studies were echoed by Panagiotis et al. (2015) who examined the impact of knowledge sharing culture on job satisfaction in accounting firms, the mediating effect of general competencies. The empirical findings from a survey of 84 employees in accounting offices in Central Greece confirmed that general competencies exert a mediating effect on the relationship between knowledge sharing culture and job satisfaction. The main implication of the findings for accounting managers is that employees in a knowledge sharing working environment are more likely to achieve higher job satisfaction and subsequently effectiveness, as a result of strengthened general competencies. Thus, specific directions for managerial action have been derived.

2.4.6 Effect of control variables on Employee Commitment

Age has been widely studied as a control variable in understanding its effect on employee commitment. Research by Kooij et al. (2023) found that age significantly influences organizational commitment, with older employees typically showing higher levels of commitment compared to younger employees. This difference is often attributed to the fact that older employees have more stable career trajectories and greater organizational loyalty. Additionally, a study by Wang and Shi (2023) highlighted that age can impact the types of commitments (affective, continuance, and

normative) employees exhibit, with older employees showing stronger affective and normative commitment due to their longer tenure and deeper connections within the organization.

Additionally, a study by Wang and Shi (2023) highlighted that age can impact the types of commitments (affective, continuance, and normative) employees exhibit, with older employees showing stronger affective and normative commitment due to their longer tenure and deeper connections within the organization. Moreover, a study by Chen et al. (2023) revealed that younger employees are more likely to exhibit lower levels of commitment due to their desire for career advancement and higher job mobility, which makes them more likely to leave the organization for better opportunities.

Experience, often linked with age but distinct in its focus on the length of service and expertise, also plays a critical role in employee commitment. According to Gupta and Bhatt (2023), employees with more years of experience within an organization tend to exhibit higher commitment levels due to their familiarity with organizational processes and cultures. This increased commitment is attributed to a greater sense of belonging and reduced uncertainty about job roles and expectations. Furthermore, experienced employees often take on mentoring roles, which can enhance their sense of responsibility and commitment to the organization's success. Additionally, research by Turner and Lingard (2023) found that employees with extensive experience are more likely to have developed strong professional networks within the organization, further enhancing their commitment and reducing turnover intentions.

Gender differences in employee commitment have been explored extensively in recent literature. A study by Kim and Park (2023) found that women generally exhibit higher levels of affective commitment compared to men, which can be attributed to their

tendency to value interpersonal relationships and social support within the workplace. Conversely, men were found to have higher continuance commitment, possibly due to their perception of employment as a primary means of providing for their families. However, these differences can vary significantly depending on organizational culture and the industry context. For instance, in traditionally male-dominated sectors, women might exhibit lower commitment levels due to perceived gender biases and lack of support (Lee, 2023). Further, a study by Nkomo et al. (2023) revealed that gender-inclusive policies and practices in organizations can significantly reduce the gender gap in organizational commitment, highlighting the importance of supportive work environments for enhancing female employees' commitment.

Education level is another critical factor influencing employee commitment. Higher educational attainment often correlates with higher levels of job satisfaction and organizational commitment. A study by Zhang et al. (2023) indicated that employees with advanced degrees are more likely to exhibit higher levels of commitment due to their greater investment in their professional development and career aspirations. Additionally, educated employees are often more aware of organizational goals and strategies, which aligns their personal goals with that of the organization, thus enhancing their commitment. Conversely, lower levels of education might be associated with lower commitment due to limited career advancement opportunities and job satisfaction. Moreover, research by Olaleye and Olanrewaju (2023) showed that continuous professional development opportunities provided by employers can enhance the commitment levels of employees across different education levels by fostering a learning culture and career growth prospects.

2.5 Conceptual Framework

Effective employee commitment requires organizations to have proper knowledge management practices. These connections can likewise be affected by different variables inside the association. Figure 2.1 shows the connection between the development of free factors and the reliant variable of the review, with a potential directing job of hierarchical culture. As displayed in the figure, the four builds containing knowledge creation, knowledge procurement, knowledge sharing and knowledge storage were the free factors in this review. In spite of the fact that there are many elements that might portray the free factors. In this review there was a need to lay out the connection between knowledge creation, knowledge securing, knowledge sharing and knowledge storage, with representative responsibility. The effects of these variables on the employee commitment were also influenced by organizational culture; the degree of this influence formed the basis of this study.

Conceptual framework

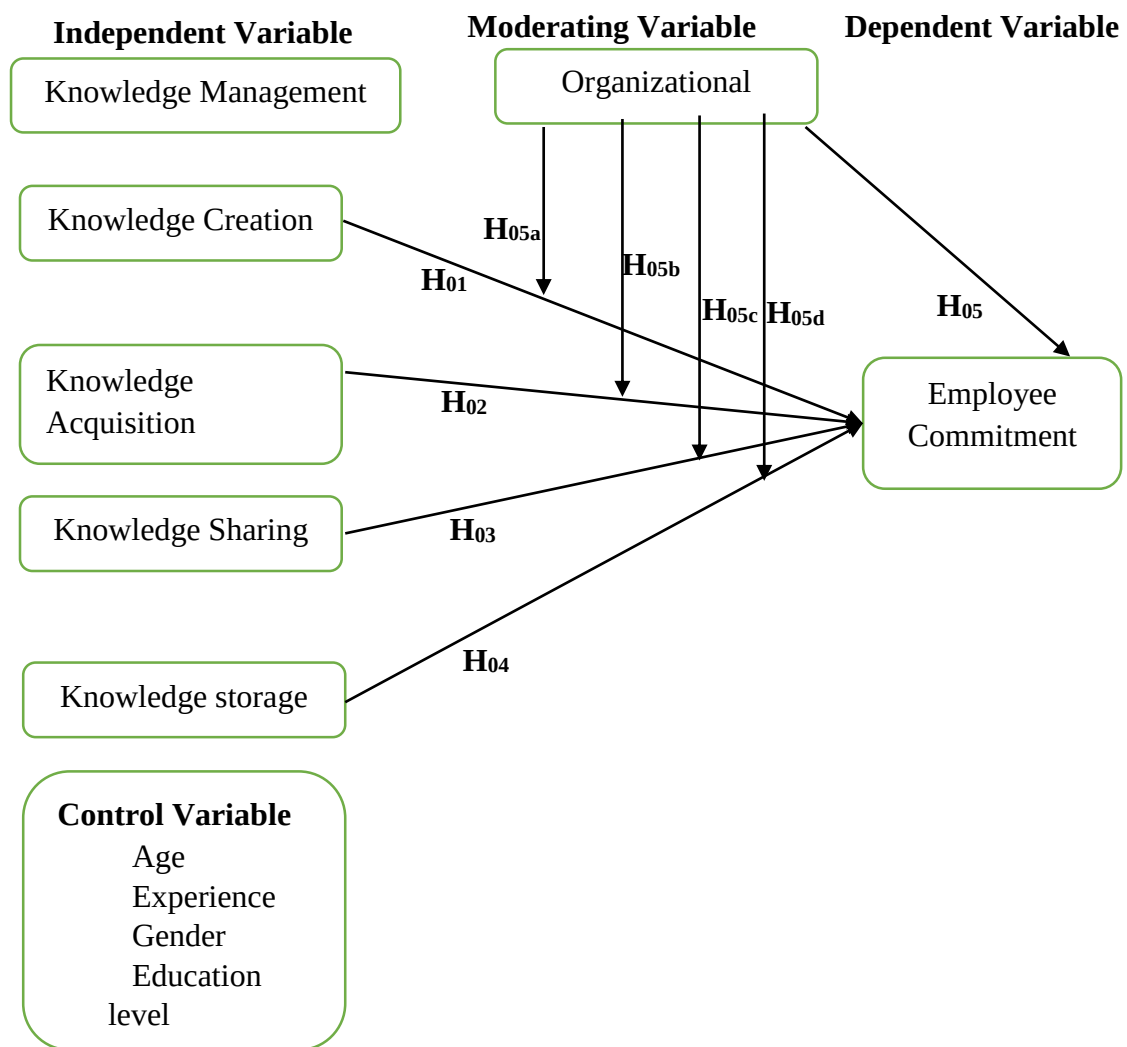


Figure 2. 1: Conceptual Framework

Source: Researcher, 2024

2.6 Chapter Summary and Research Gaps

This chapter has reviewed related literature on knowledge management, organizational culture and employee commitment. However, several research gaps have been identified from the empirical review and they are illustrated in Table 2.1 below

Table 2. 1: Summaries and Research Gaps

Researchers	Focus of the study	Findings	Knowledge Gap	Filling of Gaps
Konno, N., & Schillaci, C. E. (2021).	Knowledge creation and management in franchising and how franchisors can convert the tacit knowledge held by the franchises to create new explicit knowledge.	It was revealed that tacit knowledge to new explicit knowledge is one of the key knowledge management practices required for successful business format franchising.	No evidence from developing nations. Study fails to account for the impact of knowledge creation and employee commitment	Focus on knowledge creation and employee commitment Considering the moderating potential of organization culture
Chin, T., Wang, S., & Rowley, C. (2021).	Knowledge creation processes in small innovative hi- tech firms operating in the software industry.	Interaction processes permitting the creation of knowledge in small hi- tech firms could take place via: formal meetings; informal communities; project teams; external interaction; and knowledge technology- tools.	Findings generalizable in Canadian context only. Knowledge creation rather narrow	Focus on knowledge creation and employee commitment
Abualoush, S., Bataineh, K., & Alrowwad, A. A. (2018).	Knowledge management: an analysis from the organizational characteristics on knowledge management	Organizational and employee promise strength mediated the relationship between knowledge and outcomes	No disclosure on employee commitment	Considering employee commitment as a specific performance element. Replicating the study in the banking sector
Jurgita, (2019) Malaysia	Knowledge-oriented leadership on knowledge management processes in the middle of Eastern Audit and Consulting Companies	There is positive correlation between leadership and knowledge acquisition, storage and application and positively influences on organizational performance	Findings are tenable from the Malaysian context. No disclosure of employee commitment	Focus on knowledge acquisition and employee commitment

Rizki, M., Parashakti, R. D., & Saragih, L. (2019).	Knowledge management capability and organizational effectiveness	There is a significant relationship between knowledge programme capability and organizational effectiveness. Knowledge infrastructure capabilities and organizational effectiveness were insignificant	Findings are tenable from the Taiwanese context. Findings are only generalizable in the public utility.	Focus on knowledge acquisition and employee commitment
Pietruszka-Ortyl, A. (2019).	Impact of knowledge sharing culture on job satisfaction in accounting firms.	Employees in a knowledge sharing working environment are more likely to achieve higher job satisfaction. They will be effectiveness as a result of strengthened general competencies	No evidence from a developing country. Accounting scope was limited in usability in a developed country's context.	Focus on knowledge sharing and employee commitment Widen the scope to banking sector
Ikechukwu and Callystus (2018) Nigeria.	Relationship between knowledge management and organizational commitment of deposit money banks	Knowledge management has a positive correlation with organizational commitment.	Use of quasi-experimental research design which does not explain the causal effect of knowledge management and organizational commitment.	Use of explanatory research design to address the cause and effect
Alyoubi et al., (2018) Nigeria	Impact of knowledge management on employee work performance.	There was a positive correlation between KM processes approaches to job satisfaction and work performance	Focuses on knowledge management and employee work performance	Focus on knowledge sharing and employee commitment.

Djaali et al., (2017)	Audit techniques, and task commitment toward the performance of customs and excise auditors.	That integrity, work culture, knowledge of audit techniques and task commitment had a positive correlation with performance of customs and excise auditors. Integrity, work culture and knowledge of audit techniques had a positive direct effect toward the task commitment.	No evidence from a developing country context. No evidence of the role of organizational culture on employees' innovation potential	Replicating the study in Kenya. Conceptualizing organization culture as a moderator
Swanson, E., Kim, S., Lee, S. M., Yang, J. J., & Lee, Y. K. (2020).	Framework for the analyzing value creation processes in auditing service	There were interactions and interdependencies of audit service which creates value for clients, employees, external stakeholders and the firm itself, as well as the community in the context of the audit environment.	Concentrated on creation processes on auditing service. No consideration of employees' commitment and organizational culture	Focus will be on knowledge storage and employee commitment.
Wioleta, (2017)	Company culture, knowledge sharing and organizational performance.	That knowledge sharing as a necessary prerequisite for knowledge creation and diffusion leads to organizational performance.	Focus only on facets of knowledge management i.e. knowledge sharing	Conduct a comprehensive study that buffers the dimensions of knowledge management
Umar, M., Sial, M. H., Ali, S. A., Bari, M. W., & Ahmad, M. (2021)	Cultural (learning organization culture), psychological (organizational commitment), and behavioral (organizational citizenship behaviour)	Emergred that learning organization culture was significantly associated with organizational commitment, organizational citizenship behaviour, and knowledge-sharing intention.	Failed to address knowledge management and employee commitment Findings are applicable to Korea only	Focusing on the Kenyan context Focus on knowledge management, organization culture and employee commitment.

Source: Researcher, 2024

2.7 Control Variables

A control variable in research is an element that is kept constant to prevent its influence on the outcome of an experiment or study. These variables are critical to ensuring that the results are due to the relationship between the independent and dependent variables, and no other factors (Bhandari, 2023; Curry, 2019). By controlling for age, experience, gender, and education level, the study accurately assessed the impact of knowledge management and organizational culture on employee commitment. Understanding these control variables allowed for more nuanced insights and targeted interventions to enhance employee commitment across different demographic groups within Tier One Banks in the North Rift Region, Kenya.

2.7.1 Age

Age is a crucial factor influencing employee attitudes and behaviors in the workplace. Older employees generally have higher levels of work engagement and commitment due to their extensive job experience, emotional resilience, and stability developed over time. Conversely, younger employees might exhibit lower commitment due to a higher propensity for job mobility and career exploration (Douglas & Roberts, 2020; Lee & Kim, 2023). Controlling for age therefore helped isolate the effects of the main variables of interest without the confounding effects of age-related differences (Hill et al., 2020).

2.7.2 Experience

Experience refers to the duration of time an employee has spent in their profession or with their current employer. Greater work experience often correlates with higher organizational commitment as employees develop a deeper understanding of their roles, build strong relationships with colleagues, and align more closely with

organizational values. Lee and Kim (2023) found that cultural and physical experiences significantly impact organizational commitment, with experienced employees showing higher levels of commitment due to better job satisfaction and psychological well-being. By controlling for experience, the researcher more accurately assessed the impact of organizational culture and knowledge management practices on employee commitment (Hansen et al., 2022).

2.7.3 Gender

Gender as a control variable can influence organizational dynamics and employee commitment in various ways. Differences in communication styles, leadership perceptions, and work-life balance challenges can affect how male and female employees experience and commit to their organizations. Burmeister et al. (2018) emphasized the importance of gender-inclusive human resource practices in fostering knowledge transfer among diverse employees dyads, highlighting gender as a key factor in these dynamics. Controlling for gender ensured that these differences did not confound the relationship between the primary variables studied (DiMaggio & Powell, 2023).

2.7.4 Education Level

The education level of employees significantly impacts their commitment to the organization, engagement with knowledge management practices, and overall performance. Higher educational attainment is often linked to better problem-solving skills, greater job satisfaction, and higher career aspirations, all contributing to stronger organizational commitment. Educated employees tend to adapt more readily to changes and are more willing to engage in continuous learning, which is essential for effective knowledge management (Douglas & Roberts, 2020; Lee & Kim, 2023). By controlling for education level, the findings ensured that the effects

observed were due to the variables of interest rather than differences in educational background (Fisher et al., 2020).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter serves as a guide for the approach that was applied in order to address the study goals. It addresses the following topics: research philosophy, research design, study area, target population, sample size, sampling method, data collection procedure, measurement and scaling technique, validity and reliability, data screening, data analysis methods and ethical considerations.

3.2 Research Philosophy

Research philosophy is the underlying belief system that guides the way researchers perceive the world and approach their investigations. It influences the research design, methods, and interpretations of data. Understanding research philosophy is crucial as it shapes the entire research process and helps in aligning the study's objectives with appropriate methodologies. There are several major research philosophies, including positivism, interpretivism, pragmatism, and critical realism, each offering unique perspectives and approaches.

Positivism is a research philosophy that emphasizes the use of scientific methods and empirical evidence to generate knowledge. It is based on the premise that reality is objective and can be observed and measured without bias. Positivists believe that the social world can be studied in the same way as the natural sciences, through hypothesis testing, quantifiable data, and statistical analysis. According to Saunders, Lewis, and Thornhill (2023), positivism seeks to produce generalizable results that can be replicated across different contexts. This philosophy is commonly used in quantitative research where the focus is on testing theories and uncovering causal relationships.

Interpretivism, also known as constructivism, is a research philosophy that emphasizes understanding the subjective meanings and experiences of individuals. Unlike positivism, interpretivism posits that reality is socially constructed and cannot be understood through objective measurement alone. Researchers adopting this philosophy aim to explore the complexity of human behavior and social phenomena by delving into participants' perspectives and interpretations. Creswell and Poth (2023) highlight that interpretivism is often associated with qualitative research methods such as interviews, focus groups, and ethnography. This approach allows researchers to gain in-depth insights into the context-specific and nuanced aspects of social reality.

Pragmatism is a research philosophy that focuses on practical solutions to research problems, emphasizing the use of methods that are most suitable for addressing the research questions. Pragmatists believe that the value of research lies in its practical applicability and relevance to real-world issues. This philosophy advocates for a pluralistic approach, combining both qualitative and quantitative methods to gain a comprehensive understanding of the research problem. Morgan (2023) argues that pragmatism is particularly useful in applied research where the goal is to produce actionable knowledge and inform decision-making processes. Pragmatism encourages flexibility and methodological diversity, allowing researchers to adapt their approaches based on the research context and objectives.

Critical realism is a research philosophy that combines elements of positivism and interpretivism, recognizing both the objective reality and the subjective experiences of individuals. It posits that while there is a reality independent of human perception, our understanding of it is inevitably influenced by social, cultural, and historical contexts. Critical realists aim to uncover the underlying structures and mechanisms that shape

observable phenomena, acknowledging that these structures may not always be directly accessible through empirical observation. According to Bhaskar (2023), critical realism supports the use of mixed methods to explore both the observable events and the deeper causal mechanisms. This philosophy is valuable in studies that seek to address complex social issues and uncover the root causes of observed patterns.

Understanding different research philosophies is essential for researchers to align their studies with the appropriate theoretical and methodological frameworks. Each philosophy offers unique insights and approaches, allowing researchers to choose the one that best fits their research objectives and questions. By comprehensively understanding and applying these philosophies, researchers can enhance the rigor, relevance, and impact of their studies.

This study adopted the post-positivism paradigm. Post-positivism assesses causes that influence outcomes through the manipulation of study variables (Creswell & Poth, 2018). The use of this paradigm made sense because the current study was focused on cause and effect. As such, this paradigm shifts the emphasis from the dogmatic positivist concept of knowledge as absolute and certain to the building of knowledge as a result of the manipulation of variables in an explicit environment (Creswell, 2014).

It is stated that adopting the post-positivism paradigm is a scientific decision because it permits the testing of hypotheses to verify knowledge. Furthermore, this study added to knowledge by measuring objective data with questionnaires serving as the primary research tool (Bryman, 2016). Given that the observed data were in numerical form, the investigation was quantitative in character (Saunders et al., 2019). Empirical research, another name for quantitative research, enables the testing of theories in the pursuit of an objective reality (Neuman, 2014).

In this study, variables were measured using an instrument, and numerical data was subjected to statistical analysis. Formulating a problem, creating hypotheses, testing them, and coming to a conclusion were all steps in the scientific method. Essentially, the method was deductive in nature. Using this method, the researcher developed hypotheses that would subsequently be empirically tested by drawing on ideas and knowledge already in existence regarding the variables under investigation (Kock, 2007; Muijs, 2010). For confirming the causal relationship between the proposed variables, the quantitative study design was perfect. The hypothesis behind this study was that there were connections between knowledge management, organizational culture, and employee commitment. The scholar focused on understanding the ontological assumptions underlying post-positivist research and its implications for knowledge production.

3.3 Research Design

For this study, the explanatory research design was chosen. This approach was used because it made it possible to identify the causal relationships between variables that were thought to address the study topic without requiring those variables to be manipulated (Saldana, 2011). Typically quantitative in nature, the explanatory design makes it easier to verify hypotheses established about the correlations between different variables (Zohrabi, 2013). The quantitative nature of the study, which focused on organizational culture and its potential to modify the relationship between knowledge management and employees' levels of commitment, guided the choice of the explanatory research methodology. Additionally, the study's non-experimental nature, lack of variable manipulation, and use of data obtained only once at a single point in time made the design suitable.

Explanatory research designs, according to Creswell and Plano-Clark (2011), aim to develop, expand, elaborate, or test a specific hypothesis in addition to providing an explanation for why occurrences happen. Since this design ascertains the degree and kind of cause-and-effect interactions, some academics also refer to it as causal research (Hitchcock & Newman, 2013). Any causal relationships between the variables or factors relevant to the research issue were found using the design. This architecture made it possible to gather quantitative data, which was then quantitatively analyzed using inferential and descriptive statistics. The knowledge gathered was utilized to propose potential explanations for specific correlations between variables (Creswell, 2013).

The benefit of employing this research design is that it plays a vital role in determining the causes of a variety of processes and evaluating the impact of current processes. The methodical selection of respondents is linked to higher levels of internal validity in the design. Finally, it provides benefits for replication in case it becomes necessary (Zikmund, et al., 2012). As a result, the design was ideally positioned to provide an explanation of the relationship between knowledge management and employee commitment. Additionally, the design accommodated the application of statistical analytic techniques intended to demonstrate the nature of employee commitment variance resulting from organizational culture variation. The indirect causal relationship between employees' knowledge management techniques and their degrees of commitment was moderated by organizational culture.

3.4 Study Area

The study was conducted in tier one commercial banks drawn from North Rift Counties which covers Turkana, TransNzoia, West Pokot, Uasin Gishu, Elgeyo Marakwet and Nandi Counties in Kenya (Appendix XI). Tier one commercial banks in North rift counties have a number of banks including, Kenya Commercial Bank, Equity Bank, Absa

Bank, Standard Chartered Bank, Cooperative Bank, I and M, Diamond Trust bank, NCBA, and Stanbic bank.

The region was chosen for such a study because it is the first of its kind in this region. In addition, the region has a larger scope as it has six counties and has a higher number of branches of tier one banks with all tier one banks represented in this region. The large scope gives the researcher room for external validation for instance generalizability of the findings to related industries or organizations. Thus, the results from the study were generalized to other regions in the country. North rift is an emerging economic hub in Kenya with several industries like Agriculture, real estate and tourism playing a significant role in the local economy. As commercial banks expands their presence to cater to growing businesses and communities in the region there is need to understand how these institutions manage knowledge in relation to employee commitment in a region that is often distinct from more urbanized areas in the country.

3.5 Target Population

Blumberg, Cooper and Schindler (2014), defines population as all the fundamentals that rally the basis for inclusion in a study. The target population of the study was all the employees of Tier one banks in the North Rift Region ranked by Kenya Bankers Association (KBA), (2023). Employees in these banks were targeted for the study because their employment arrangements comprise knowledge creation, acquisition, sharing and storage hence fit as a unit of analysis. This is presented in Table 3.1.

Table 3. 1: Study Population

Banks	Tier One Banks Employees within the Counties						Total
	Transnzoia	Uasin Gishu	West Pokot	Turkana	Elgeyo Marakwet	Nandi	
Kenya Commercial Bank	40	54	31	25	28	26	204
Equity	30	42	27	26	24	22	171
Absa	32	43	27	0	0	15	117
Standard Chartered	24	33	0	0	0	0	57
Cooperative I&M	24	30	0	18	0	23	95
NCBA	16	25	0	0	0	0	41
Stanbic	17	24	0	0	0	0	41
DTB	0	15	0	0	0	0	15
Totals	198	284	85	69	52	86	774

Source: Researcher, 2024

3.6 Sample Size and Sampling Procedure

Yamane's formulae (1967) was used to determine a sample size of 264 employees from the 774 employees in the targeted demographic. This was seen as adequate for an explanatory study design since a sample size of 200–500 is thought to be sufficient for explanatory designs, according to Comfrey and Lee; Zikmund et al., (2013). Several sampling approaches were used in the study at various points during the sample(s) selection process from the study population. First, the stratified sampling approach was applied to categorize the main branch of Tier one banks within the counties in North Rift region. After stratification, proportionate sampling was used to determine the respondents in each category/stratum. Simple random sampling was used to determine who among the respondents in each group was actually taking part in the survey. This method is considered appropriate since it enables the impartial selection of a sample from every stratum (Zikmund et al. 2013). To pick specific respondents included in the study, the random digit table was used.

The study utilized Yamane's 1967 formulae which is as follows:

$$n = \frac{N}{1+N(e)^2}; \text{ At 95\% confidence level, } e = 0.05$$

Where;

n=the sample size,

N = the population size, (774)

e = the level of precision (0.05).

$$n = \frac{774}{1 + 774(0.05)^2}$$

$$= 264$$

Table 3. 2: Sample Size and Sampling Frame

Banks	Tier One Banks Employees within the Counties						Total
	TransNzoia	Uasin Gishu	West Pokot	Turkana	Elgeyo Marakwet	Nandi	
Kenya Commercial	13	18	11	9	11	9	71
Equity	10	14	9	9	8	7	57
Absa	11	15	9	0	0	5	40
Standard Chartered	8	11	0	0	0	0	19
Cooperative	8	10	0	6	0	8	32
I&M	6	9	0	0	0	0	15
NCBA	6	8	0	0	0	0	14
Stanbic	0	5	0	0	0	0	5
DTB	5	6	0	0	0	0	11
Totals	67	96	29	24	19	29	264

Source: Researcher, 2024

3.7 Data Collection Instruments

3.7.1 Data Sources

The data for the study was derived from secondary and primary sources. Books, journals, magazines, newspapers, and corporate documents were used as secondary sources, while

questionnaires were used as part of a survey approach to gather primary materials. The questionnaire's bits of knowledge are listed in Appendix II and pertain to each group of personnel.

3.7.2 Questionnaire

Primary data was collected using structured questionnaires. Questionnaires were well-suited for the assignment because they are simple and can be conveniently administered to the study sample. The questions were designed in 5- Point Likert scale form requiring respondents to answer a series of statements by indicating the degree to which they agree or disagree to the statements (Appendix I). Likert scale is more preferable in quantitative research since it is straightforward to comprehend (Allen et al., 2011).

After data was collected, there was need of converting Likert scale data from nominal and ordinal to interval or ratio scales enhances the applicability of statistical techniques such as correlation and regression analysis by allowing for more precise and meaningful results. Likert scales, typically ordinal, are assigned numerical values (e.g., 1 = Strongly Disagree, 5 = Strongly Agree) to approximate equal intervals between response categories. This conversion allows researchers to treat the data as interval or ratio, which supports linear relationships required for correlation analysis and the estimation of relationships between variables in regression models (Lindner & Lindner, 2024). By doing so, the analysis became more robust, providing clearer insights into how factors like organizational culture, knowledge management, or employee engagement impact outcomes like commitment or performance. However, this conversion assumes that the intervals between Likert scale points are equal. Despite this, the conversion increases statistical power, allowing for more nuanced conclusions while improving the ability to meet assumptions required for more sophisticated analyses.

The researcher then converted the Likert scale data to interval or ratio scales before running parametric tests like correlation or regression, since the data met the necessary assumptions. This conversion was based on the assumption that the intervals between scale points were equal and that the data approximated a normal distribution. Had the data not met these assumptions, non-parametric alternatives should have been used. This approach allowed the researcher to leverage the power of parametric tests while maintaining the integrity of the analysis.

3.8 Data Collection Procedures

Permissions and necessary documents were obtained prior to data collection. After the University approved the research, a research permission was received from the National Commission for Science, Technology, and Innovation (NACOSTI). The appropriate permission was sought from the relevant managers and authorities from the tier one banks to allow the researcher undertake data collection in their institutions meant for study. Prospective participants were made aware of the goal of the study and asked for their informed consent to take part. After consulting with the possible subjects, the researcher selected the times and locations for distributing the questionnaires. After guiding the respondents through the filling process, the researcher distributed the questionnaires on time with the assistance of research assistants.

The "drop-and-pick-later" approach to administering the questionnaire was employed. According to Mathooko and Ogutu (2015), the approach lowers bias mistakes and improves accessibility for respondents who are spread out geographically. The time allotted to respondents allowed them to thoroughly answer each question on the questionnaire. After the allotted time had passed, the completed questionnaires were

gathered and stored in a secure location until analysis. The process of gathering data took two weeks.

The physical questionnaires were then administered through a drop and pick later method while the google questionnaire forms were administered through the contacts' WhatsApp platforms. This technique is deemed effective as it reduces potential non-response thus increasing response rate. On the other hand, the targeted respondents were notified through phone calls requesting them to take part in the study. This was then followed up with letters that indicated the researcher's intention to conduct research in the organization.

3.9 Measurement Scales

Measurement is the assignment of a number to an object which reflects the degree of possession of a characteristic by that object (Panneerselvam, 2006). Scaling is a description of procedures of assigning numbers to degree of opinions, attitudes and other concepts (Kothari, 2011). This study had one dependent variable, four components of the independent variable, one moderator variable and four control variables. Each variable was measured based on a number of items. Knowledge management is the independent variable and was grouped into four practices: Knowledge creation, Knowledge acquisition, knowledge sharing and knowledge storage. Knowledge management was operationalized based on at least 20 items. The dependent variable is employee commitment operationalized based on Meyer and Allen Approach (1997) questionnaire with at least 9 items as indicated on the questionnaire (Appendix II). Lastly the moderating variable organizational culture was measured using a set of 8 close-ended items in section G of the employees' questionnaire. In both cases, the respondents were required to indicate on a five point Likert scale important considerations. The continuum

of measurement is 1=strongly disagree, 2=disagree, 3=Neutral, 4=agree and 5=strongly agree.

3.10 Validity and Reliability of instruments

3.10.1 Pilot study

The pilot study for the research was a crucial preparatory step aimed at refining the research methodology and ensuring the effectiveness of the research instrument before the main study commenced. This pilot study was essential for evaluating the adequacy of the data collection methods and assessing the overall feasibility of the research procedures.

The pilot study was conducted by administering a preliminary version of the questionnaire to a sample of 26 employees, which represented approximately 10% of the target population of 264 employees from commercial banks in the Kenyan province of Nyanza. This sample size aligns with general guidelines suggesting that pilot tests should include at least 10% of the main study's sample size (Kothari, 2019). The primary goal was to evaluate the questionnaire's functionality in a real-world setting and gather initial feedback on its effectiveness.

To ensure the questionnaire accurately captured the intended constructs related to knowledge management practices, organizational culture, and employee commitment, the research instrument was reviewed by study supervisors. These experts assessed whether the questions effectively represented the concepts under study and provided constructive feedback. The feedback was instrumental in refining the questionnaire, ensuring that it was clear, relevant, and comprehensive (Saunders et al., 2019).

The pilot study was significant since it allowed for the practical evaluation of the research instrument, providing an opportunity to identify and address any issues related to question

clarity, structure, and content before the full-scale data collection. This step was vital in enhancing the overall reliability and validity of the data to be collected in the main study (Babbie, 2021). The pilot study also tested the feasibility of the data collection process, including the time required for respondents to complete the questionnaire and any logistical challenges that could arise. This assessment was crucial in ensuring that the research procedures were practical, efficient, and conducive to a smooth execution of the main study (Polit & Beck, 2021). Additionally, the pilot study provided an opportunity to test the data analysis procedures and make any necessary adjustments. By doing so, the researcher ensured that the data collected during the main study would be of high quality and suitable for robust statistical analysis. This preliminary testing helped in refining the overall research design, thereby contributing to the credibility and generalizability of the study findings (Creswell & Creswell, 2018)..

Overall, the pilot study played a vital role in preparing for the main research by providing insights into the effectiveness of the data collection instrument and the feasibility of the study procedures. This preliminary phase helped enhance the overall quality of the main study and contributed to the successful achievement of the research objectives.

3.10.2 Validity

Validity is a critical aspect of research instrument evaluation, ensuring that the instrument accurately measures what it is intended to measure. As defined by Heale and Twycross (2015), validity is the extent to which an instrument measures what it is intended to evaluate. For the study several forms of validity were assessed to ensure the robustness of the research findings.

Face validity was assessed by examining the factors under investigation to ensure they adequately represented the expected outcomes. This involved a review of the study

themes based on previous research on employee commitment and knowledge management practices. The items in the questionnaire were evaluated to determine whether they appeared to measure the constructs of interest at face value. Professionals from Moi University's School of Business and Economics provided their opinions, adding expert insights into the evaluation process. According to Taherdoost (2022), face validity involves the subjective judgment of experts or stakeholders to ensure that the instrument appears to measure what it is supposed to measure.

Content validity was established by ensuring that the questionnaire covered all relevant aspects of the constructs being measured. This process involved selecting themes based on previous research and existing literature on employee commitment and knowledge management. Feedback from experts and supervisors was incorporated into the final draft of the questionnaire to ensure comprehensive coverage of the constructs. According to Yusoff (2019), content validity involves a systematic evaluation by subject matter experts to ensure that the instrument comprehensively covers the construct domain.

Criterion validity was evaluated to ensure that the study findings could be generalized to the population of tier one bank employees in Kenya. This form of validity assesses how well one measure predicts an outcome based on another measure. The correlation coefficient was used to establish the relationship between the instrument scores and the empirical data collected. Recent studies highlight that criterion validity is essential for ensuring that research findings are applicable to real-world settings (Creswell & Creswell, 2021).

Construct validity was determined by evaluating the extent to which the constructs related to each other as hypothesized. This involved an extensive investigation of the underlying hypotheses and theories relevant to the study constructs. Convergent and discriminant

validity were established as part of construct validity. Convergent validity was confirmed through high correlations between measures that should theoretically be related, while discriminant validity was demonstrated by low correlations between measures that should not be related. According to Hair et al. (2021), construct validity ensures that the instrument accurately measures the theoretical constructs it is intended to measure.

Nomological validity was established by examining the pattern of relationships between the measures of the constructs and other related measures. This involved comparing the correlation patterns to theoretical expectations, ensuring that the instrument measures the constructs in a manner consistent with established theories. As per Schumacker and Lomax (2020), nomological validity is confirmed when the relationships between constructs align with theoretical predictions.

External validity, or the generalizability of the study findings, was ensured by considering the applicability of the results across different contexts and populations. This was achieved by extrapolating the study population's results to broader settings among Kenyan employees of tier one banks. According to Creswell and Creswell (2021), external validity is critical for ensuring that research findings are applicable to other contexts beyond the study sample.

In the context of this study therefore, face validity was conducted through consultations with experts from Moi University who reviewed the questionnaire items to ensure they appeared appropriate and relevant for measuring the intended constructs. Content validity involved a thorough review of existing literature and feedback from subject matter experts to ensure the questionnaire comprehensively covered all relevant aspects of the construct. Criterion validity was assessed using correlation coefficients to establish the predictive relationship between the questionnaire scores and empirical data, ensuring the

findings could be generalized to the population. Construct validity was evaluated using convergent and discriminant validity measures, with high correlations between related constructs and low correlations between unrelated constructs confirming the validity of the instrument. Nomological validity was established by comparing the pattern of relationships between measures with theoretical expectations, ensuring the instrument measured constructs consistent with established theories. Finally, external validity was ensured by extrapolating the study findings to a broader context, confirming the generalizability of the results to other settings and populations.

3.10.3 Reliability of the Scale

Reliability is a fundamental aspect of evaluating research instruments, ensuring that they consistently measure what they are intended to measure across different administrations and conditions. According to Saunders, Lewis, and Thornhill (2019), reliability refers to the consistency and stability of a measurement instrument. An instrument with high reliability will produce similar results under consistent conditions and with comparable subjects.

For assessing the reliability of the questionnaire used in this study, Cronbach's Alpha was employed. Cronbach's Alpha is a widely accepted measure of internal consistency, which quantifies how closely related a set of items are as a group. A high Cronbach's Alpha indicates that the items measure the same underlying construct reliably. As a general rule, a Cronbach's Alpha value of 0.7 or higher is deemed acceptable, though higher values (closer to 0.8 or 0.9) are preferable for ensuring greater reliability (Taber, 2018).

During the pilot study, the questionnaire was administered to a sample of 26 employees, constituting 10% of the total study population. The responses were analyzed to calculate Cronbach's Alpha for each scale used in the questionnaire. This analysis helped determine

the internal consistency of the scales related to knowledge management practices, organizational culture, and employee commitment. A threshold of 0.7 was set for Cronbach's Alpha, following the guidelines from recent literature which emphasize that this value is a minimum acceptable standard for research in the social sciences (DeVellis, 2021).

If any items did not meet the reliability criteria, they were reviewed and potentially revised or removed to enhance the overall consistency of the instrument. This process ensured that each scale within the questionnaire accurately and reliably measured its intended construct. The iterative refinement based on Cronbach's Alpha values ensured the robustness and reliability of the data to be collected in the main study (Field, 2018).

Conducting this reliability analysis during the pilot study was crucial for identifying and addressing any issues with the research instrument. By ensuring high reliability, the study could confidently rely on the data gathered to draw valid and consistent conclusions about the relationships between knowledge management practices, organizational culture, and employee commitment in the context of Tier One Banks in the North Rift Region, Kenya.

3.11 Data Screening

Data screening was a crucial step in the research process, ensuring that the data was clean, accurate, and ready for further statistical analyses. This process involved several key procedures to validate the usability, reliability, and validity of the dataset. Initially, descriptive statistics, including means and standard deviations, were calculated to check for data accuracy and consistency. These statistics provided a preliminary overview of the data distribution and helped identify any apparent errors or anomalies (Field, 2018).

The accuracy of data entry was verified by cross-referencing the original data with the data input into the analysis software. This verification was essential to minimize the risk

of errors that could compromise the results and integrity of the analysis (Bryman, 2016). Additionally, correlational analyses were performed to detect elements with very high or low correlations, helping to identify and address any unusual or problematic patterns in the data (Tabachnick & Fidell, 2019).

To further refine the dataset, the Mahalanobis D^2 metric was employed to detect multivariate outliers. This metric assessed the distance of each data point from the multivariate mean, flagging those with unusually high distances as potential outliers. The use of the Mahalanobis D^2 metric complemented the identification of univariate outliers, providing a comprehensive screening process (Tabachnick & Fidell, 2019). Addressing these outliers was crucial, as they can significantly impact statistical analyses and lead to biased results (Osborne & Overbay, 2021).

Handling missing values was another important aspect of data screening. The extent and pattern of missing data were assessed, and appropriate methods for addressing it, such as imputation or deletion, were applied to ensure the validity and reliability of the analysis (Graham, 2018). Furthermore, the assumptions underlying the statistical techniques were tested. This involved checking for normality, linearity, homoscedasticity, and multicollinearity. Tools such as scatter plots, normal probability plots, and variance inflation factors (VIF) were used to assess these assumptions and confirm their validity (Field, 2018; Hair et al., 2021). Ensuring that these assumptions were met was crucial for the accuracy of the statistical inferences.

3.12 Linear Regression

The process of data analysis began with data cleaning done to check for missing values, none responses and nonconformities. The resulting cleaned questionnaires were then coded and fed into the SPSS software for screening and analysis. Quantitative data was

analyzed using descriptive statistical techniques; frequencies and percentages, means, standard deviations whereas inferential statistics Correlation and multiple regression analysis were used in determining the relationship between the dependent and independent variables.

3.12.1 Factor Analysis

With the use of factor analysis, a large number of variables or questions can be reduced to a smaller number of "super variables," "latent variables," or factor variables (Field, 2005). A multivariate method called factor analysis can be used to determine whether the correlations found in a collection of variables are due to a relationship between the variables and one or more latent variables in the data, each of which is represented by a linear model (Field, 2014).

On matters factor analysis, it is also important to note that discriminant validity ensures that a construct is distinct and not merely reflecting another construct, which is critical in maintaining the uniqueness of the theoretical framework. The study by Henseler et al. (2023) has emphasized the significance of the Heterotrait-Monotrait (HTMT) ratio of correlations as a superior method for assessing discriminant validity compared to the traditional Fornell-Larcker criterion and cross-loadings approach. The HTMT ratio provides a more stringent and reliable assessment by comparing the correlations of indicators across constructs. When the HTMT value is below the threshold of 0.90, it suggests that constructs are distinct, reinforcing the robustness of the theoretical model. This is particularly important in ensuring that constructs do not exhibit significant overlap, which could compromise the clarity and precision of the research findings. The emphasis on discriminant validity helps prevent Type I and Type II errors, enhancing the overall reliability of the construct measurement.

Additionally, convergent validity refers to the degree to which multiple indicators of a construct converge or share a high proportion of variance. Hair et al. (2023) have highlighted the Average Variance Extracted (AVE) as a pivotal measure for evaluating convergent validity. An AVE value of 0.50 or higher suggests that more than half of the variance of the indicators is captured by the construct. This indicates that the indicators are indeed representative of the construct they intend to measure. Furthermore, Composite Reliability (CR) is another metric that complements AVE, where a CR value of 0.70 or higher is indicative of good reliability. Ensuring high convergent validity means that the construct is well-represented by its indicators, thereby solidifying the construct's validity within the factor analysis. This validation is essential for theoretical constructs to have empirical support, ensuring that they are not only theoretically sound but also practically reliable.

Nomological validity on the other hand involved establishing that the relationships between constructs fit within a theoretical framework, confirming the predictions made by the theory. Sarstedt et al. (2023) emphasized the importance of integrating nomological networks in consumer behavior research to validate theoretical models. They argued that for constructs to be valid, they must not only be distinct (discriminant validity) and cohesive (convergent validity) but also logically related to other constructs in a way that is consistent with theoretical predictions. This involves testing hypothesized relationships and demonstrating that these relationships hold true in empirical data. For instance, in a model examining customer satisfaction and loyalty, nomological validity would be established if satisfaction is shown to predict loyalty as theorized. This step is crucial as it situates the constructs within a broader theoretical context, enhancing the overall credibility and applicability of the research model. By confirming these

theoretical linkages, researchers can assert that their constructs are not only valid in isolation but also meaningful within a larger framework.

In order to compile data regarding underlying latent variables, the researcher looked at the link between the observed variables. To determine how much the instrument's items connected to the latent components, the researcher used confirmatory factor analysis (Field, 2017). The Kaiser-Mayer-Olkin measure of sample adequacy and the Bartlett's test of sphericity were used to assess the suitability of factor analysis. According to Widaman and Helm, (2023) a value of 0.50 or higher for the Kaiser-Mayer-Olkin indicates that the data used are sufficient. Confirmatory Factor Analysis was helpful in determining the number of sub-constructs, with an Eigen value of more than 1.0 and a factor loading of 0.6 for factor inclusion. In order to assess the latent variable, the mean scores of each factor for multiple factored variables were computed and used as indicator variables (Hwang, et al., 2005). Therefore, the relationship between knowledge management, organizational culture and employees' commitment was analyzed using factor analysis.

Under this study, factor analysis provided several benefits, including identifying underlying latent variables or dimensions within a dataset, reducing data complexity by summarizing a large number of variables into a smaller set of factors, validating the relationships between observed variables and theoretical constructs besides enabling the researcher to explore complex phenomena with fewer variables. This made it quite useful in this study where multifaceted concepts needed to be measured and understood.

3.12.2 Correlation Analysis

Correlation analysis is a statistical method used to determine the strength and direction of the relationship between two or more variables. In the context of this study correlation

analysis played a pivotal role in understanding how these variables interacted with each other. By examining the correlations, the researcher identified whether improvements in knowledge management practices or organizational culture were associated with higher levels of employee commitment.

For starters, knowledge management involves the processes of creating, sharing, using, and managing the knowledge and knowledge of an organization. Effective knowledge management practices can lead to better decision-making, innovation, and a more engaged workforce. Correlation analysis in this study thus aimed at quantifying the relationship between knowledge management and employee commitment. Thus, a positive correlation suggested that as knowledge management practices improved, employee commitment levels also increased. This could be due to employees feeling more valued and supported when they have access to the knowledge and resources they need to perform their jobs effectively.

Organizational culture encompassed the values, beliefs, and behaviors that characterize an organization. It shapes the work environment and significantly impacts employee satisfaction and commitment. In this study, correlation analysis was used to examine how different aspects of organizational culture—such as trust, innovation, knowledge sharing, fresh ideas, cooperative and open working environment, recognition programs or team-building activities among others —relate to employee commitment. A strong positive correlation would indicate that a positive organizational culture fosters higher employee commitment. This relationship was crucial because a supportive and inclusive culture enhances employees' sense of belonging and motivation, leading to greater loyalty and reduced turnover rates.

Furthermore, correlation analysis revealed the interrelationships between knowledge management, organizational culture, and employee commitment. It uncovered that knowledge management practices are more effective in fostering employee commitment when supported by a positive organizational culture. In this way, the analysis highlighted the synergistic effects of these variables. Understanding these dynamics therefore helped managers in Tier One banks design more integrated and holistic strategies that simultaneously enhanced knowledge management, cultivated a positive organizational culture, and boosted employee commitment.

The findings from correlation analysis provided actionable insights for bank managers and policymakers. The analysis showing strong positive correlations between these variables suggested that investments in knowledge management systems and initiatives to improve organizational culture yielded substantial benefits in terms of employee commitment. This, in turn, lead to better overall organizational performance, as committed employees are more likely to be productive, innovative, and aligned with the organization's goals. Additionally, understanding these correlations helped in pinpointing specific areas that needed attention, enabling more targeted interventions. In this study, correlation analysis was conducted using Pearson product moment correlation coefficients.

3.12.3 Data Transformation

In this study the data transformation procedure was a critical step to ensuring the accuracy and reliability of the data analysis. This process involved several stages, each designed to preparing the raw data collected through questionnaires for statistical analysis. The first step in the data transformation procedure was data cleaning. This involved reviewing the collected data to identify and correct errors or inconsistencies. Common issues

included missing values, duplicate responses, and outliers. In this study, missing values were addressed using techniques such as mean imputation, where the missing value was replaced with the average response for that item. Duplicate responses, which occurred when respondents submitted multiple questionnaires, were identified and removed to prevent skewing the results. Outliers, which are extreme values that deviated significantly from other observations, were examined to determine if they are genuine responses or errors. If deemed necessary, outliers were adjusted or excluded from the analysis through Mahalanobis distance criteria.

Once the data was cleaned, the next step was data coding. This involved converting categorical responses into numerical values that can be easily analyzed. For example, responses to a Likert scale question were coded as "Strongly Disagree" = 1, "Disagree" = 2, "Neutral" = 3, "Agree" = 4, and "Strongly Agree" = 5. This coding process ensured that the data would be processed using statistical software, facilitating quantitative analysis. In addition to coding responses, it was essential to document the coding scheme to maintain consistency and enable reproducibility. Normalization was another important step in the data transformation procedure. This process involved adjusting the scale of the data to ensure comparability across different variables. For instance, if knowledge management practices were measured on a scale of 1 to 10, and organizational culture is measured on a scale of 1 to 5, normalization can transform these variables to a common scale, such as z-scores. Z-scores represented the number of standard deviations a data point was from the mean, allowing for a standardized comparison across variables.

Factor analysis was also employed to validate the constructs measured by the questionnaire and to reduce the dimensionality of the data. This statistical technique helped in identifying underlying relationships between observed variables, grouping

them into factors that represented the constructs of interest—knowledge management, organizational culture, and employee commitment. In this study, exploratory factor analysis (EFA) was conducted first to uncover the factor structure without imposing a predetermined model. This was followed by confirmatory factor analysis (CFA) to test the hypothesized factor structure. The factor loadings from CFA indicated the strength of the relationship between each item and its corresponding factor, ensuring that the items adequately represent the constructs.

After factor analysis, the reliability and validity of the constructs were tested. Reliability testing involved assessing the internal consistency of the questionnaire items using Cronbach's alpha. A Cronbach's alpha value of 0.70 or higher was generally considered acceptable, indicating that the items consistently measured the same construct. Validity testing, Confirmatory Factor Analysis was helpful in determining the number of sub-constructs, with an Eigen value of more than 1.0 and a factor loading of 0.6 for factor inclusion. In order to assess the latent variable, the mean scores of each factor for multiple factored variables were computed and used as indicator variables (Hwang, et al., 2005). Therefore, the relationship between knowledge management, organizational culture and employees' commitment was analyzed using factor analysis.

Finally, the transformed data was prepared for hypothesis testing. This involved creating composite scores for each construct by averaging the responses to the relevant items. These composite scores were then used in correlation analysis and other statistical tests to examine the relationships between knowledge management, organizational culture, and employee commitment. Ensuring that the data was accurately transformed and validated at each stage was crucial for drawing reliable and meaningful conclusions from the analysis.

3.12.4 Multiple Regression

Multiple Regression Analysis was used to determine the effect of knowledge management on employee commitment. The regression model was in the form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y represents employees' commitment and;

X_1 = Knowledge creation

X_2 = Knowledge acquisition

X_3 = Knowledge sharing

X_4 = Knowledge storage

$\beta_1 - \beta_4$ = factor coefficients

β_0 = the intercept

ε = error term

3.12.5 Moderation Analysis

Hierarchical multiple regression was employed in the study to examine the effects of moderation. To reduce the impact of multicollinearity, the independent variables were mean centred prior to calculating the interaction terms (Jose, 2013; Liu, West, Levy & Aiken, L. S. 2017). The model involved two regressions: first, control variables were regressed against the direct impacts of firm employee commitment; second, control variables and knowledge management, that is, knowledge creation, acquisition, sharing, and storage, were regressed against employee commitment. Thirdly, a moderating variable was added and all the other factors were regressed along with it. Consequently, as shown in the hierarchical regression models below, the interaction term between the

moderating and predictor factors was obtained by multiplying the two variables that resulted in an interaction effect carried out at different levels for each unique interaction:

Here is the model specification:

Here was the model specification:

$$Y = \beta_0 + C + \varepsilon \dots \dots \dots \text{Model 1}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots \dots \dots \text{Model 2}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \varepsilon \dots \dots \dots \text{Model 3}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \varepsilon \dots \dots \dots \text{Model 4}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \varepsilon \dots \dots \dots \text{Model 5}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \beta_8 X_3 * M + \varepsilon \dots \dots \dots \text{Model 6}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \beta_8 X_3 * M + \beta_9 X_4 * M + \varepsilon \dots \dots \dots \text{Model 7}$$

Where;

Y = Employee Commitment

β_0 = Constant

C = Control variables (Age, Gender, Education and Experience)

X_1 = Knowledge creation

X_2	=	Knowledge acquisition
X_3	=	Knowledge sharing
X_4	=	Knowledge storage
M	=	Organizational Culture
$\beta_1 - \beta_9$	=	Coefficients of regression
ε	=	Error term

3.12.6 Regression Model Assumptions

In the study several critical assumptions were rigorously tested to ensure the validity and reliability of the regression analysis. These assumptions include linearity, normality, homoscedasticity, multicollinearity, and the independence of errors.

The assumption of linearity was tested to ensure that the relationship between the dependent variable and each independent variable was linear. This assumption was evaluated using scatter diagrams, which plotted the dependent variable against each independent variable. The purpose of these diagrams was to visualize the direction, strength, and nature of the relationship. According to Hair et al. (2019), a linear relationship is indicated if the data points in the scatter diagrams form a pattern that closely approximates a straight line. Significant deviations from this pattern suggested potential issues with linearity, which could necessitate transformations or alternative modeling approaches. Scatter diagrams were essential in confirming that the model appropriately represented the relationships between variables.

Normality of residuals was assessed to ensure that the residuals (errors) from the regression analysis followed a normal distribution with a mean of zero. This assumption was tested using multiple methods. Normal probability plots were examined, where residuals plotted against a theoretical normal distribution should align closely with a straight line if normality was met (Field, 2018). Histograms of residuals were also

analyzed to verify that they exhibited a bell-shaped curve, indicating a normal distribution. Additionally, skewness and kurtosis statistics were calculated. Skewness measures the asymmetry of the residuals' distribution, and values close to zero suggest a normal distribution; values beyond ± 2 indicate significant skew (George & Mallery, 2019). Kurtosis measures the peakedness of the residuals' distribution, with values close to zero indicating a normal distribution; values beyond ± 2 suggest deviations from normality (George & Mallery, 2019). The Kolmogorov-Smirnov test and the Shapiro-Wilk test were also employed to assess normality. The Kolmogorov-Smirnov test compares the sample distribution with a normal distribution, and a p-value greater than 0.05 suggests that the residuals do not significantly deviate from normality. The Shapiro-Wilk test provides a more sensitive measure for smaller sample sizes, with a p-value greater than 0.05 indicating that the residuals are normally distributed (Shapiro & Wilk, 1965).

Multicollinearity was tested to determine whether independent variables were highly correlated with one another, which could lead to unreliable coefficient estimates and inflated standard errors. This assumption was evaluated using the Variance Inflation Factor (VIF) and Tolerance values. A VIF value greater than 10 and a Tolerance value below 0.10 indicated significant multicollinearity among the independent variables (Kutner, Nachtsheim, & Neter, 2022). High multicollinearity can distort the regression results, making it challenging to determine the individual effect of each independent variable on the dependent variable. By testing for multicollinearity, the study aimed to ensure that the regression model provided accurate and interpretable coefficients.

The assumption of homoscedasticity was tested to confirm that the variance of residuals remained constant across all levels of the independent variables. This was assessed using scatter plots of standardized residuals against the regression standardized predicted

values. According to Osborne and Waters (2020), the residuals should display a random, patternless distribution around zero if homoscedasticity is met. A random, patternless distribution of residuals suggested that the variance was constant, meeting the homoscedasticity assumption. If systematic patterns or trends were observed, it would indicate heteroscedasticity, where the variance of residuals changes with the level of the independent variables, potentially leading to biased regression results.

The independence of errors assumption was tested to ensure that the residuals from the regression analysis were not correlated with one another. This assumption was evaluated using the Durbin-Watson statistic, which ranges from 0 to 4. Values close to 2 suggested that the residuals were independent, while values significantly below 1.5 or above 2.5 indicated positive or negative autocorrelation, respectively (Gujarati & Porter, 2021). The Durbin-Watson statistic was used to confirm that residuals were independent and that no autocorrelation affected the regression results. A p-value less than 0.05 was used to determine the statistical significance of this statistic.

In conclusion, each assumption—linearity, normality, multicollinearity, homoscedasticity, and independence of errors—was meticulously tested to ensure the validity and reliability of the regression analysis in the study. Adhering to these assumptions was crucial for accurately interpreting the effects of knowledge management practices and organizational culture on employee commitment within the tier one banks in Kenya's North Rift region.

3.13 Ethical Considerations

In conducting the study, several ethical considerations were meticulously addressed to ensure the integrity of the research process and the protection of participants' rights. These considerations included obtaining appropriate research authorization, securing informed

consent, maintaining confidentiality and anonymity, demonstrating respect and consideration for participants, and upholding objectivity.

To ensure compliance with legal and regulatory requirements, the researcher obtained a research authorization from the National Commission for Science, Technology, and Innovation (NACOSTI) prior to the commencement of data collection. This authorization confirmed that the study was conducted in accordance with national guidelines for research involving human subjects. By securing this approval, the researcher adhered to ethical standards governing the conduct of research and ensured that the study was legally sanctioned.

The researcher took deliberate steps to obtain informed consent from all participants. This process involved clearly outlining the goals and objectives of the study, as well as providing a detailed explanation of how the data would be used. Participants were assured that their contributions would be used solely for academic purposes and not for any commercial or unauthorized use. By obtaining informed consent, the researcher respected the autonomy of the participants and ensured that they were fully aware of their involvement in the study.

Confidentiality and anonymity were paramount throughout the study. The researcher implemented measures to protect participants' identities and sensitive knowledge. Data was anonymized, and personal identifiers were removed or obscured to prevent any potential breaches of privacy. Confidentiality was strictly maintained by securely storing data and limiting access to authorized personnel only. These practices ensured that participants' privacy was safeguarded and that their personal knowledge was not disclosed without their consent.

The researcher demonstrated respect and consideration for participants by ensuring that the research process was conducted in a manner that upheld their dignity and well-being. Participants were treated with courtesy, and their comfort and trust in the research procedure were prioritized. By fostering a respectful and considerate environment, the researcher was able to encourage participation and facilitate a positive experience for respondents.

Throughout the data collection, analysis, and reporting phases, the researcher-maintained objectivity and adhered to ethical standards. This included presenting findings in an unbiased manner and ensuring that participants' decisions to decline participation were respected without any coercion or pressure. By upholding objectivity and honoring participants' autonomy, the researcher ensured the integrity of the research process and the ethical treatment of all individuals involved.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This area presents the research findings arrived at through the methodology discussed in chapter three. It gives a detailed report on the findings of knowledge management, organizational culture and employee commitment among tier one banks in the north rift region, Kenya. The chapter gives results for the descriptive statistics, diagnostic tests, and inferential statistics. Under the study, figures and tables were used to present the results of the study of the research hypotheses. These included: Knowledge creation has no significant effect on employees' commitment among tier one commercial banks, knowledge acquisition has no significant effect on employees' commitment among tier one commercial banks, knowledge sharing has no significant effect on employees' commitment among tier one commercial banks, knowledge storage has no significant effect on employees' commitment among tier one commercial banks, Organizational culture has no significant effect on employee commitment among tier one commercial banks, organizational culture does not moderate the relationship between knowledge creation and employees' commitment among tier one commercial banks, organizational culture does not moderate the relationship between knowledge acquisition and employees' commitment among tier one commercial banks, organizational culture does not moderate the relationship between knowledge sharing and employees' commitment among tier one commercial banks and organizational culture does not moderate the relationship between knowledge storage and employees' commitment among tier one commercial banks.

4.2 Data Preparation and Screening

Data was screened and cleaned prior to conducting analysis. It is argued that initial data screening at the onset of analysis is a sure way of ascertaining that data for subsequent analyses were accurate (DeSimone & Harms, 2018). In this regard, data screening focused on checking and cleaning missing data and, for multivariate outliers. The purpose of screening the data was in essence to check for latent errors in the data, and to clean the data prior to conducting analyses (DeSimone, Harms & DeSimone, 2015). Data processing therefore involved classification and summarization of data in order to make them manageable to analysis. It also involved determining the availability of suitable data, deciding on which methods were appropriate for answering the questions of interest, applying the methods, evaluating, summarizing, and communicating the results.

4.2.1 Data Processing

Processing of data included coding the responses, cleaning, screening the data and selecting the appropriate data analysis strategy for testing the hypothesis. Coding involved assigning a numeric symbol to enable quick data entry and to minimize errors during the analysis. Each item in the questionnaire was assigned a code that upon completion was entered into a statistical analysis software package IBM SPSS version 26. Cleaning and screening the data involved checking for inconsistencies, missing responses, and other errors to ensure accuracy and completeness.

4.3 Response Rate

The study targeted the employees of Tier one banks in the North Rift Region ranked by Kenya Bankers Association. The researcher prepared and administered 264 questionnaires to the respondents. Out of these, all the 253 questionnaires were filled and returned to the researcher. However, on further scrutiny, 6 questionnaires were not correctly filled and thus were put aside making the duly filled questionnaires to be 247.

This represents a response rate of 93.56%. Hendra and Hill, (2019) argue that the higher the response rate the better. They suggest that 60% response rate would be marginal, 70% reasonable, 80% would be good while 90% would be excellent. The reason that lower response rates are problematic is of course that people who don't respond may well be different from those who do. Clark and Watson, (2016) argue that anything below 40% is not reasonably acceptable and would generate validity issues. This response rate therefore of 93.56% was excellent for the study.

The researcher achieved this high response rate through proper correction of the research instrument from the pilot study conducted. These corrections were aligned to the difficulties experienced by the various respondents piloted on making the instrument easier to understand. The researcher adopted the drop and pick method on the physical questionnaires that realized more than half of the total respondents. Alongside these, the researcher also used google forms which most respondents found easy to deal with as compared to the physical questionnaires. These were sent through WhatsApp platform. According to Ahmed, Pokhrel, Roy & Samuel, (2019) online survey is easily accessible, less expensive, and time saving. Google Form automatically analyzes data. A summary of the response rate on the research instrument is given in Table 4.1.

Table 4. 1: Response Rate

Response Rate	Number	Percentage
Unreturned questionnaires	11	4.17
Invalid Questionnaires	6	2.27
Valid Questionnaires	247	93.56
Administered Questionnaires	264	100.00

Source: Research Data, 2024

4.4 Missing Data

According to Mirzaei, Carter, Patanwala, and Schneider (2022), missing data in surveys occurs when a respondent's response value is unavailable for further analysis. Various factors contribute to missing data, including respondents skipping questions, data encoding errors resulting in null or missing values, technical interruptions during electronic data collection, missing pages in printed surveys, or responses being deemed invalid (Mirzaei et al., 2022). Before determining how to address missing data, it is essential to classify its type through both subjective and objective analyses. As outlined by Dong and Peng (2013), missing data is categorized based on the degree of randomness into three types: Missing Completely at Random (MCAR), also known as ignorable missingness; Missing at Random (MAR); and Missing Not at Random (MNAR), also referred to as non-ignorable missingness.

To mitigate missing data, the researcher carefully considered strategies from the initial survey design, sampling approach, and data analysis plan. The expected proportion of missing data was inferred from literature and pilot studies, leading to the establishment of a 10% non-response rate threshold. The actual missing data rate observed in this study was 6.44%, which remained well within the anticipated non-response rate, thereby affirming the robustness of the data collection process.

To ensure that missing data did not compromise the validity and generalizability of the findings, the researcher explored appropriate data handling techniques. Since the proportion of missing data was minimal, its impact on the overall analysis was unlikely to be significant. However, to further safeguard the integrity of the results, established data replacement strategies such as mean substitution and regression imputation were considered. Given that the missing data were not systematic and fell within acceptable

thresholds, no substantial biases were introduced into the dataset. Therefore, the findings remain reliable and representative of the study population.

4.5 Analysis of Demographic Characteristics

Demographic knowledge is very important since it provides knowledge of attributes among participants. Pandey and Pandey (2021) assert that aside from showing the representativeness of the study samples that can facilitate generalizations, demographic knowledge also provides vital knowledge for controlling extraneous influences that are introduced by such variables to the posited relationships. This section therefore discussed the demographic characteristics of the sampled respondents. The knowledge was used to provide a base for further analysis of the specific research objectives and their findings using descriptive statistics, frequency tables and percentages. The knowledge was vital because it shed light on the nature and caliber of the respondents from which interpretation would be justifiably made. An examination of the questionnaire responses for each of the 247 respondents pertains to Gender, Age, Experience and Level of education. The results were shown in Table 4.2.

Table 4. 2: Demographic Characteristics

Demographic Factor		Frequency	Percent
Gender:	Male	132	53.4
	Female	115	46.6
	Total	247	100.0
Age:	20 - 25 years	23	9.3
	26 - 30 years	46	18.6
	31 - 35 years	75	30.4
	36 - 40 years	58	23.5
	41 - 45 years	35	14.2
	Above 45 years	10	4.0
	Total	247	100.0
Experience:	Less than 1 year	26	10.5
	Between 2 - 3 years	30	12.1
	Between 4 - 5 years	42	17.0
	Between 6 - 7 years	46	18.6
	Between 8 - 9 years	45	18.2
	Above 10 years	58	23.5
	Total	247	100.0
Level of Education	Certificate	3	1.2
	Diploma	21	8.5
	Undergraduate degree	161	65.2
	Postgraduate degree	62	25.1
	Total	247	100.0

Source: Research data, (2024)

4.5.1 Respondents' Gender

From Table 4.2, the findings indicate that 53.4 % (132) of the respondents were male while 46.6 % (115) of the respondents were female. These findings show an almost equal number of either gender in the banking sector meaning an almost gender equality in terms of employment.

4.5.2 Respondents' Age

The results in Table 4.2 show that the respondents in the age bracket of 20 – 25 years were 9.3% (23). The results also indicated that those in the age bracket of 26 – 30 years were 18.6% (46). Yet again, the results of the study indicated that the respondents in the age bracket of between 31 - 35 years were 30.4% (75). The results further showed that the respondents in the age group of between 36 – 40 years were 23.5% (58). The results

additionally indicated that the respondents in the age group of between 41 – 45 years were 14.2% (35). Lastly, the results showed that in the age group above 45 years were 4% (10). These results imply that a majority of the respondents were in the age group of between 31 - 35 years making it the most vibrant age group, energetic, enthusiastic, young and vibrant, mature and able to make their own decisions without being supervised (Researcher, 2024).

4.5.3 Experience of the Respondents

From the results in Table 4.2, it is indicated that 10.5% (26) respondents had served their banks for a period of less than 1 year. The results also showed that 12.1% (30) of the respondents had worked in the tier one banks for a period of between 2 – 3 years whereas 17% (42) respondents had served their banks for a period of between 4 – 5 years. The results in Table 4.2 further indicate that the respondents who had worked in the banks for a period of between 6 – 7 years were 18.6% (46) as compared to 18.2% (45) who registered to have performed their duties in the tier one banks for a period of between 8 – 9 years. Ultimately, the results showed that 23.5% (58) respondents had been with the banks for a period of over 10 years. These results therefore portray the tier 1 banks as active employers since there are respondents ranging from less than one year in employment all the way to over 10 years. The results can also portray the tier 1 banks as a good employer since they are able to retain their management level employees (the respondents) for over 10 years in employment (Researcher, 2024).

4.5.4 Level of Education of the Respondents

The results in Table 4.2 shows that 1.2% (3) respondents held certificate level of education as compared to 8.5% (21) who held diplomas. The results further show that 65.2 (161) apparently a large majority of the respondents held undergraduate degrees while 25.1 (62) respondents were postgraduate degree holders. From these results

therefore, it is evident that most of the respondents from the tier 1 banks were well educated since over 90% of them held at least an undergraduate degree and above. It means therefore that the respondents were quite qualified to answer the questionnaire in matters of knowledge management (Researcher, 2024).

4.6 Cross-Tabulation of Demographic Knowledge against Study Variables

This study explored the existing association between respondents' demographics and the variables under the study. The demographic characteristics were cross-tabulated with all the independent variables, the dependent variable and moderating variable. To ascertain existence of significant differences in demographic characteristics, One Way Analysis of Variance (ANOVA) was employed. Rustgi, Goswami & Rustagi, 2022 assert that ANOVA is suitable in examining significant differences across the various levels when a categorical independent variable has more than two levels, related to a single numerical dependent variable. Such was the case in this study. The F-statistic was used in ANOVA under the assumption that each observation was independent of the other and therefore could not be re-used. In the ANOVA case. This was to determine which of the demographic variables or rather research objectives varied most significantly when compared to the study variables (Sinha & Bagarukayo, 2019).

This study hence applied one-way analysis of variance (ANOVA) F-statistic to determine whether there were any statistically significant differences between the means of demographic characteristics (gender, age, Experience and education) and the study variables knowledge creation, knowledge acquisition, knowledge sharing, knowledge storage, organizational culture and employee commitment. The p-value is the probability that the variation between variables may have occurred by chance. According to Mertler, Vannatta and LaVenita, (2021) therefore, demographic or research objective comparison

analysis with employee commitment with smaller p-values vary more significantly. For findings to be statistically significant, the p-value should be equal to or smaller than 0.05 at 95% level of confidence.

4.6.1 Gender and Study Variables

Gender of the respondents was cross tabulated with all the study variables and the findings illustrated in table 4.3.

Table 4. 3: One way ANOVA for gender and variable

Variable		N	Mean	Std Dev	F	Sig
Gender						
Knowledge Creation	Male	132	3.9763	1.03645	.065	.800
	Female	115	4.0076	.87551		
	Total	247	3.9909	.96307		
Knowledge Acquisition	Male	132	3.8883	1.17882	3.623	.058
	Female	115	4.1457	.90456		
	Total	247	4.0081	1.06571		
Knowledge Sharing	Male	132	3.9602	1.15356	3.806	.052
	Female	115	4.2239	.94002		
	Total	247	4.0830	1.06559		
Knowledge Storage	Male	132	3.8996	1.16336	8.880	.003
	Female	115	4.3076	.95947		
	Total	247	4.0896	1.09037		
Organizational Culture	Male	132	4.0398	1.13143	.918	.339
	Female	115	4.1674	.93452		
	Total	247	4.0992	1.04426		
Employee Commitment	Male	132	3.6540	1.26941	2.662	.104
	Female	115	3.9067	1.14656		
	Total	247	3.7717	1.21789		

Source: Researcher, 2024.

The results indicated that females had the highest mean ($M = 4.00$; Std Dev = 1.036) in knowledge creation as compared to males who had ($M = 3.98$; Std Dev = .876). On the determination of the significance level between the respondents' gender and knowledge creation, an F test analysis indicated a lack of statistically significant difference with ($F = 0.065$, $\rho = .800$). The researcher hence concluded that the respondent's gender was

independent of knowledge creation. The results of cross tabulation of gender with knowledge acquisition also indicated that females yet again had the highest mean ($M = 4.15$; Std Dev = 1.178) in knowledge acquisition as compared to males who had ($M = 3.89$; Std Dev = .905). On the determination of the significance level between the respondents' gender and knowledge acquisition, an F test analysis indicated a lack of statistically significant difference with ($F = 3.623$, $\rho = .058$). The researcher hence concluded that the respondent's gender was independent of knowledge acquisition.

From Table 4.3 yet again, the results of cross tabulation of gender with knowledge sharing indicated that females yet again had the highest mean ($M = 4.22$; Std Dev = .940) in knowledge sharing as compared to males who had ($M = 3.96$; Std Dev = 1.154). On the determination of the significance level between the respondents' gender and knowledge sharing, an F test analysis indicated a lack of statistically significant difference with ($F = 3.806$, $\rho = .052$). The researcher hence concluded that the respondent's gender was independent of knowledge sharing. The researcher also carried out a cross tabulation between gender of the respondents and knowledge storage as a variable and the results displayed in Table 4.3 indicated that females had the highest mean ($M = 4.31$; Std Dev = .959) in knowledge storage as compared to males who had ($M = 3.89$; Std Dev = 1.163). On the determination of the significance level between the respondents' gender and knowledge storage, an F test analysis indicated a statistically significant difference with ($F = 8.880$, $\rho = .003$). The researcher hence concluded that the respondent's gender was not independent of knowledge storage (Researcher, 2024).

In the case of the cross tabulation between gender of the respondent and organizational culture, the results of the study showed that females had the highest mean ($M = 4.17$; Std Dev = .935) in organizational culture as compared to males who had ($M = 4.04$; Std Dev = 1.131). On the determination of the significance level between the respondents' gender

and organizational culture, an F test analysis indicated a lack of statistically significant difference with ($F = 0.918$, $\rho = .339$). The researcher hence concluded that the respondent's gender was independent of organizational culture. Lastly, the researcher performed a cross tabulation between gender of the respondent and employee commitment. The results of the study showed that females had the highest mean ($M = 3.91$; Std Dev = 1.269) in employee commitment as compared to males who had ($M = 3.65$; Std Dev = 1.269). On the determination of the significance level between the gender of the respondents and employee commitment, an F test analysis indicated a lack of statistically significant difference with ($F = 2.662$, $\rho = .104$). The researcher hence concluded that the respondent's gender was independent of employee commitment (Researcher, 2024)..

4.6.2 Age and Study Variables

The researcher carried out a cross tabulation of age of the respondents on all the study variables. The findings were shown in Table 4.4.

Table 4. 4: Cross tabulation of age and variable

Variables	Age	N	Mean	Std. Deviation	F	Sig.
Knowledge Creation	20 - 25 years	23	3.9511	1.06316	1.166	.326
	26 - 30 years	46	3.7174	1.06505		
	31 - 35 years	75	4.0750	.91349		
	36 - 40 years	58	3.9914	.98421		
	41 - 45 years	35	4.1107	.77695		
	Above 45 years	10	4.2875	1.02071		
	Total	247	3.9909	.96307		
Knowledge Acquisition	20 - 25 years	23	4.0761	1.12357	1.586	.165
	26 - 30 years	46	3.7609	1.25051		
	31 - 35 years	75	4.0433	1.04026		
	36 - 40 years	58	3.8772	1.12207		
	41 - 45 years	35	4.3179	.65540		
	Above 45 years	10	4.4000	.80966		
	Total	247	4.0081	1.06571		
Knowledge Sharing	20 - 25 years	23	4.1413	.98735	1.998	.080
	26 - 30 years	46	3.8696	1.27393		
	31 - 35 years	75	4.1133	1.04485		
	36 - 40 years	58	3.8944	1.17815		
	41 - 45 years	35	4.4214	.58558		
	Above 45 years	10	4.6125	.49107		
	Total	247	4.0830	1.06559		
Knowledge Storage	20 - 25 years	23	4.2772	1.04035	.901	.481
	26 - 30 years	46	4.0462	1.29565		
	31 - 35 years	75	4.0317	1.16213		
	36 - 40 years	58	3.9375	1.06434		
	41 - 45 years	35	4.3714	.55612		
	Above 45 years	10	4.1875	1.18914		
	Total	247	4.0896	1.09037		
Organizational Culture	20 - 25 years	23	3.9348	1.14432	.424	.832
	26 - 30 years	46	4.0462	1.16021		
	31 - 35 years	75	4.1450	1.08371		
	36 - 40 years	58	4.0302	1.06641		
	41 - 45 years	35	4.2214	.71040		
	Above 45 years	10	4.3500	.92195		
	Total	247	4.0992	1.04426		
Employee Commitment	20 - 25 years	23	3.7623	1.30590	.792	.556
	26 - 30 years	46	3.9000	1.23422		
	31 - 35 years	75	3.7387	1.31335		
	36 - 40 years	58	3.5747	1.27833		
	41 - 45 years	35	3.8629	.88914		
	Above 45 years	10	4.2733	.76365		
	Total	247	3.7717	1.21789		

Source: Research data, 2024

From Table 4.4 respondents' age with a cross tabulation on all the variables indicate that there was no significant difference between the age of the respondents in relation to knowledge creation, knowledge acquisition, knowledge sharing and knowledge storage as independent variables alongside organizational culture (MV) and employee commitment (DV). This is shown by the F statistics and the set of p values in Table 4.4. Thus, knowledge creation has ($M = 3.99$; Std Dev = .963) with ($F = 1.166$; $\rho = .326$). Knowledge acquisition has a total mean ($M = 4.01$; Std Dev = 1.066) with ($F = 1.586$; $\rho = .165$). Similarly, the results from cross tabulation of respondents age with knowledge sharing indicates a total mean of ($M = 4.08$; Std Dev = 1.066) with ($F = 1.998$; $\rho = .080$). The table 4.4 also shows the findings for cross tabulation between age and knowledge storage to be a total mean of ($M = 4.09$; Std Dev = 1.090) with ($F = .901$; $\rho = .481$). At the same time, on the cross tabulation on age and the moderating variable organizational culture depicted a total mean ($M = 4.10$; Std Dev = 1.044) with ($F = .424$; $\rho = .832$). Finally, the cross-tabulation results in Table 4.4 between age and the dependent variable employee commitment showed a total mean ($M = 3.77$; Std Dev = 1.218) with ($F = .792$; $\rho = .556$). These results indicated lack of statistically significant difference between age of the respondents and all the variables under study. Therefore, the researcher concluded that the respondent's age was independent of all the variable under the study.

4.6.3 Experience and Study Variables

The researcher carried out a cross tabulation between Experience of the respondents against all the study variables. The findings were shown in Table 4.5.

Table 4. 5: One Way ANOVA for Experience and variable

Variables	Experience	N	Mean	Std. Dev	F	Sig.
Knowledge Creation	Less than 1 year	26	3.6683	1.30812	2.408	.037
	Between 2 - 3 years	30	3.7042	.99052		
	Between 4 - 5 years	42	3.8661	.97507		
	Between 6 - 7 years	46	4.0217	.96404		
	Between 8 - 9 years	45	4.2917	.60713		
	Above 10 years	58	4.1164	.92772		
	Total	247	3.9909	.96307		
Knowledge Acquisition	Less than 1 year	26	3.5865	1.32937	1.816	.110
	Between 2 - 3 years	30	3.7417	1.15917		
	Between 4 - 5 years	42	3.9494	1.10847		
	Between 6 - 7 years	46	4.1141	1.05173		
	Between 8 - 9 years	45	4.2000	.82933		
	Above 10 years	58	4.1444	.98836		
	Total	247	4.0081	1.06571		
Knowledge Sharing	Less than 1 year	26	3.6779	1.30966	1.527	.182
	Between 2 - 3 years	30	3.8792	1.22540		
	Between 4 - 5 years	42	4.0208	1.04725		
	Between 6 - 7 years	46	4.1712	1.09334		
	Between 8 - 9 years	45	4.1694	.88435		
	Above 10 years	58	4.2780	.94737		
	Total	247	4.0830	1.06559		
Knowledge Storage	Less than 1 year	26	3.9567	1.38291	.602	.699
	Between 2 - 3 years	30	3.9417	1.32440		
	Between 4 - 5 years	42	3.9940	1.13762		
	Between 6 - 7 years	46	4.2880	1.12973		
	Between 8 - 9 years	45	4.0639	.79175		
	Above 10 years	58	4.1573	.95616		
	Total	247	4.0896	1.09037		
Organizational Culture	Less than 1 year	26	3.6779	1.35470	1.704	.134
	Between 2 - 3 years	30	4.0708	.98243		
	Between 4 - 5 years	42	3.9613	1.10276		
	Between 6 - 7 years	46	4.3723	1.10664		
	Between 8 - 9 years	45	4.1722	.87997		
	Above 10 years	58	4.1293	.90016		
	Total	247	4.0992	1.04426		
Employee Commitment	Less than 1 year	26	3.3385	1.46119	2.030	.075
	Between 2 - 3 years	30	3.3689	1.16023		
	Between 4 - 5 years	42	3.7365	1.28523		
	Between 6 - 7 years	46	3.9681	1.37747		
	Between 8 - 9 years	45	4.0222	.99717		
	Above 10 years	58	3.8494	1.03329		
	Total	247	3.7717	1.21789		

Source: Research data, 2024

From Table 4.5 Experience of respondents showed mixed results from cross tabulation with the variable under the study. Responses on knowledge creation had significant differences in terms of the Experience of the respondents. This is shown by ($F = 4.08$; $p = 0.037$) with those who had worked in the banks for a duration of between 8 – 9 years ranking with the highest mean of 4.29 and a standard deviation of 0.607. On the other hand, all the other respondents Experience had similar opinions in terms of their knowledge acquisition, knowledge sharing, knowledge storage, organizational culture and even employee commitment as there were no significant differences in their responses (Researcher, 2024)..

4.6.4 Level of Education and Study Variables

The researcher carried out a cross tabulation between the level of education of the respondents against all the study variables. The findings were shown in Table 4.6.

Table 4. 6: One Way ANOVA for education and variable

Variables	Education level	N	Mean	Std. Dev	F	Sig.
Knowledge Creation	Certificate	3	3.5417	.79386	2.553	.056
	Diploma	21	3.7619	.98972		
	Undergraduate degree	161	3.9247	1.00752		
	Postgraduate degree	62	4.2621	.78853		
	Total	247	3.9909	.96307		
Knowledge Acquisition	Certificate	3	3.4583	.93819	.645	.587
	Diploma	21	3.9881	1.07667		
	Undergraduate degree	161	3.9705	1.10012		
	Postgraduate degree	62	4.1391	.98011		
	Total	247	4.0081	1.06571		
Knowledge Sharing	Certificate	3	3.7917	.36084	.758	.519
	Diploma	21	4.0298	1.13117		
	Undergraduate degree	161	4.0295	1.10746		
	Postgraduate degree	62	4.2540	.94657		
	Total	247	4.0830	1.06559		
Knowledge Storage	Certificate	3	3.3333	1.15470	.574	.633
	Diploma	21	4.1607	1.18858		
	Undergraduate degree	161	4.0730	1.15815		
	Postgraduate degree	62	4.1452	.85776		
	Total	247	4.0896	1.09037		
Organizational Culture	Certificate	3	4.4583	.14434	1.121	.341
	Diploma	21	4.2083	1.07626		
	Undergraduate degree	161	4.0124	1.11762		
	Postgraduate degree	62	4.2702	.82519		
	Total	247	4.0992	1.04426		
Employee Commitment	Certificate	3	4.3333	.23094	1.931	.125
	Diploma	21	3.8635	1.24713		
	Undergraduate degree	161	3.6431	1.29247		
	Postgraduate degree	62	4.0473	.97423		
	Total	247	3.7717	1.21789		

Source: Research data, 2024

Table 4.6 displays the results of one-way ANOVA cross tabulation between level of education and all the variables of the study. The findings indicate that there was no statistically significant difference in employees' responses on level of their education in regards to the knowledge creation, knowledge acquisition, knowledge sharing, knowledge storage, and organizational culture and employee commitment abilities. This

was supported by the means, standard deviations, F statistics and p values. This was (M = 3.99, Std Dev = .963, F= 2.553, $p = .056$; M = 4.01, Std Dev = 1.066, F= .645, $p = .587$; M = 4.08, Std Dev = 1.065, F= .758, $p = .519$; M = 4.09, Std Dev = 1.090, F= .574, $p = .633$; M = 4.09, Std Dev = 1.044, F= 1.12, $p = .341$; and M = 3.77, Std Dev = 1.218, F= 1.93, $p = .125$) respectively (Researcher, 2024).

4.7 Validity Test of the Research Instrument.

To assess the factorability of items, two indicators were examined, Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's test of Sphericity (Mooi, Sarstedt, Mooi-Reci, Mooi, Sarstedt, & Mooi-Reci, 2018). Bartlett's test of Sphericity was used to assess the suitability of data for structure detection (Mooi, Sarstedt, Mooi-Reci, Mooi, Sarstedt, & Mooi-Reci, 2018). To assess sampling adequacy of variables, Kaiser-Meyer-Olkin (KMO) test was used. The value for KMO ranges from 0 to 1, where when the values get closer to 0, it is an indication that the model may not work well and when the value gets closer to 1, the explanatory effect of factor analysis is stronger.

According to Shrestha, (2021) a rule of thumb for interpreting the KMO statistic is that a KMO value of between 0.00 to 0.49 unacceptable while between 0.50 to 0.59 is considered miserable. A value of between 0.60 to 0.69 is mediocre while a value between 0.70 to 0.79 is considered middling. Finally, a KMO value between 0.80 to 0.89 is considered meritorious and that between 0.90 to 1.00 is marvelous. For an adequate sample, the KMO test statistic should be greater than 0.7 (Hadi, Abdullah, & Sentosa, 2016). This implies an acceptable degree of sample adequacy for factor analysis. The appropriateness of using factor analysis was done using Bartlett's test of sphericity (Hadi, Abdullah, & Sentosa, 2016). For factor analysis to be recommended suitable, Bartlett's

test of sphericity should have a p-value of less than 0.05 (Shrestha, 2021). As shown in Appendix V.

Decrease in dimensionality for which less imperceptible dormant factors are utilized instead of a few quantifiable pointers, is purportedly the inspiration driving decision of exploratory variable examination (EFA) (Jovic, Sforza, Jovanovic, and Jovic, 2017). Factor examination was in this manner run in the ongoing review for motivations behind recognizing dormant factors in the knowledge builds that would work with regression. Hoque and Awang, (2016) contend that EFA is a road through which powerful factors intrinsic in concentrating on factors are found and isolated. Subsequently, EFA was run on all things used to quantify autonomous factors (knowledge creation, knowledge acquisition, knowledge sharing and knowledge storage).

4.7.1 The principal component analysis for the variables

The important part examination (PCA) approach was applied in lessening things into head parts that would represent the fluctuations in unique factors. PCA is noted for its capacity to isolate a particular number of variables, by erasing things that add up to overt repetitiveness and thus guarantees high legitimacy in things that are kept up with (Hair et al., 2010). Also, the powerlessness of PCA to recognize factors implied that PCA be run on the four factors. Before running PCA, the presumptions of inspecting sufficiency and Bartlett's sphericity were analyzed. Testing sufficiency was learned utilizing the Kaiser-Meyer-Olkin (KMO) measure which is a file that affirms presence of linearity among factors, a condition expected to run PCA (Tabachnick and Fidell, 2007; Field, 2009; Hair et al., 2010). The eigenvalue model was utilized to decide the quantity of parts to hold. Subsequently, an eigenvalue under 1 was considered to infer that a part makes sense of

less fluctuation than a variable would and consequently doesn't need maintenance. The consequences of the examination were shown in Table 4.7

Table 4. 7: KMO, Bartlett's Test and Variance for the variables

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861	
	Approx. Chi-Square	946.208	
Bartlett's Test of Sphericity	df	6	
	Sig.	.000	
Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
Knowledge Sharing	3.415	85.376	85.376
Knowledge Acquisition	.302	7.547	92.923
Knowledge Storage	.145	3.630	96.553
Knowledge Creation	.138	3.447	100.000

Source: Researcher, 2024

From Table 4.7, the results indicate that Kaiser-Meyer-Olkin measure of sampling adequacy was .861. Following the rule of thumb as indicated by Shrestha, (2021), this value is therefore meritorious. The results also depicted that Bartlett's test of sphericity was significant with Chi-square of 946.208, at $df=6$ and a significant level of $p=.000$. The results also showed that the communalities were all above .7 (see **Appendix VII**). The findings further confirmed that each item shared some common variance with other items. These communalities relate to the percentage of variation in the original variable.

4.7.2 Rotated Component Analysis for the variables

The rotated component matrix is also referred to as the loadings. It is the key output of principal components analysis. This matrix contains estimates of the correlations between each of the variables and the estimated components which allow for the interpretation of what traits the various components may reflect (Tharwat, 2021). The results are shown in Table 4.8.

Table 4. 8: Summary of the Rotated Component analyses for the variables

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.						.955
Bartlett's Test of Sphericity	Approx. Chi-Square					10377.729
	df					496
	Sig.					.000
Variables and measurement items.		Component				
		1	2	3	4	
Knowledge storage items loaded under component 3						
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization				.778		
The knowledge storage systems in my organization help me to learn and grow professionally				.749		
Accessible knowledge storage positively influences employee engagement and commitment				.734		
Effective knowledge storage enhances employee commitment.				.734		
My organization values knowledge and expertise				.725		
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization				.697		
My organization's knowledge storage systems contribute to a positive work environment				.679		
My organization's knowledge storage systems give us a competitive advantage in the industry				.572		
Knowledge creation items loaded under component 4						
Knowledge creation helps employees to open up dialogues and promotes interaction					.791	
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities					.775	
Knowledge creation enables my organization to assimilate and integrate the existing knowledge					.761	
Conducting research enhances your commitment to your work and organization.					.757	
Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization					.744	
Actively seeking and acquiring new knowledge positively influences my commitment to my job					.732	
Knowledge creation enables organizations strive to create new knowledge to remain competitive					.722	
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.					.633	
Knowledge sharing items loaded under component 1						
Providing incentives for knowledge sharing increases sharing		.748				
Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly		.746				
Useful knowledge can be easily shared and acted upon by employees		.684				
Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing		.667				
This organization provides knowledge sharing forums for example meetings, courses tours and similar events.		.660				
Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees		.652				
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself		.574				

Knowledge sharing promotes employee learning and company performance	.559
Knowledge acquisition items loaded under component 2	
Much time is taken by an employee to get the relevant knowledge on acquisition	.682
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	.638
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	.631
The organization has well defined process for knowledge acquisition	.623
I am sure it is feasible that we can learn from each other	.621
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	.593
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	.587
Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	.582

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Source: Researcher, 2024

The results in Table 4.8 indicated that all the extracts met the threshold of being > 0.50 in all the items from the four variables. There was thus no need of deleting any of the items since they met the criteria from the measurement instrument. The study thus revealed general KMO of .955 and Bartlett's test of sphericity which was significant with Chi-square of 10,377,729, at $df = 496$ and a significant level of .000. The results indicate that communalities for all items was above .7 and variance explained by each of the first four factors had an initial Eigen value of 66.760%, 6.322%, 3.321% and 3.107% leading to a cumulative value of 79.510% (see **Appendix VII**).

4.8 Reliability Test of the Research Instrument

Coleman, (2022) argues that reliability is a crucial concept in research since it refers to the consistency, stability, and dependability of research findings and measurements. Whatever amount of the review embraced measures from currently tried developments, it was as yet important to do a trial of the examination instrument by looking at on the off

chance that all things could create steady outcomes. Since dependability is a basic part of precision, it is positive that the action should create similar outcomes when completed under similar conditions and ought to likewise recognize changes in the action because of a certifiable change in the circumstances being estimated rather than changes that essentially address the estimation blunder (Abu-Bader, 2021).

To make the instrument more reliable in this study, any items that consistently had low correlations across the board were removed from it. As suggested by Goodboy and Martin (2020), the items deleted to improve the reliability of the questionnaire were determined by considering the individual Cronbach's alpha items. The full reliability test of the item's output was here attached in (**Appendix VI**).

4.8.1 Reliability Test for Knowledge Creation

This study assessed the internal consistency of the research questionnaire of the eight items under knowledge creation (Hajjar, 2018) as presented in Table 4.9

Table 4. 9: Reliability Test for Knowledge Creation

Cronbach's Alpha .950 Total number of Items 8	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Conducting research enhances your commitment to your work and organization.	.753	.947
Actively seeking and acquiring new knowledge positively influences my commitment to my job	.779	.946
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities	.842	.942
Knowledge creation enables my organization to assimilate and integrate the existing knowledge	.795	.945
Knowledge creation helps employees to open up dialogues and promotes interaction	.850	.941
Knowledge creation enables organizations strive to create new knowledge to remain competitive	.845	.941
Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization	.862	.940
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.	.799	.944

Source: Research data, 2024

The outcomes in Table 4.9 demonstrated that in general Cronbach's Alpha for the 8 things of knowledge creation was .950. This is way over the satisfactory scope of Cronbach's alpha coefficient, $\alpha > 0.7$. The singular things in the table went about as an aide for choosing with respect to whether any of the things should have been eliminated in order to work on the generally Cronbach's Alpha. The Remedied Thing less All out Connection section uncovered how much everything related with the general survey score. Pearson's connection coefficient was taken on and interpreted as per Reich, Božek, Janiszewska and Szepietowski, (2017): $r \leq .3$, powerless connection; $0.3 < r < 0.5$, moderate relationship; $r > 0.5$, solid relationship. Anything r consequently underneath 0.3 shows that the thing may not have a place on the scale and in this manner was taken out from the instrument. The Cronbach's Alpha section shows by how much the coefficient would increase assuming the thing was erased from the instrument. Results from this table subsequently showed that nothing looked tricky thus none was erased as all things had a connection coefficient $r > .30$ and Cronbach's Alpha $< .95$, (Abu-Bader, 2021), consequently all things under knowledge creation were held.

4.8.2 Reliability Test for Knowledge Acquisition

This study assessed the internal consistency of the research questionnaire of the eight items under knowledge acquisition (Hajjar, 2018) as presented in Table 4.10

From Table 4.10, the outcomes showed that the by and large Cronbach's Alpha for the 8 items of knowledge acquisition was .956. This is way over the satisfactory scope of Cronbach's alpha coefficient, $\alpha > 0.7$. The singular things in the table went about as an aide for choosing regarding whether any of the items should have been eliminated to work on the by and large Cronbach's Alpha. The Remedied Thing less Complete Connection section uncovered how much everything corresponded with the general survey score.

Pearson's connection coefficient was embraced and interpreted as per Reich, Božek, Janiszewska and Szepietowski, (2017): $r \leq .3$, frail relationship; $0.3 < r < 0.5$, moderate relationship; $r > 0.5$, solid connection. Anything r accordingly underneath 0.3 demonstrates that the thing may not have a place on the scale and consequently was taken out from the instrument. The Cronbach's Alpha section shows by how much the coefficient would increase on the off chance that the thing was erased from the instrument. Results from this table subsequently showed that nothing looked dangerous consequently none was erased as all things had a connection coefficient $r > .30$ and Cronbach's Alpha $< .956$, (Abu-Bader, 2021), hence all things under knowledge acquisition were held.

Table 4. 10: Reliability Test for Knowledge Acquisition

Cronbach's Alpha .956 Total number of Items 8	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The organization has well defined process for knowledge acquisition	.764	.955
Much time is taken by an employee to get the relevant knowledge on acquisition	.773	.954
I am sure it is feasible that we can learn from each other	.867	.948
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	.870	.948
Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	.864	.949
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	.833	.950
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	.865	.949
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	.849	.950

Source: Researcher, 2024

4.8.3 Reliability Test for Knowledge Sharing

This study assessed the internal consistency of the research questionnaire of the eight items under knowledge sharing (Hajjar, 2018) as presented in Table 4.11.

Table 4. 11: Reliability Test for Knowledge Sharing

Cronbach's Alpha .963	Corrected	Cronbach's
Total number of Items 8	Item-Total	Alpha if
	Correlation	Item Deleted
Knowledge sharing promotes employee learning and company performance	.818	.960
Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing	.861	.957
Useful knowledge can be easily shared and acted upon by employees	.895	.955
This organization provides knowledge sharing forums for example meetings, courses tours and similar events.	.884	.956
Providing incentives for knowledge sharing increases sharing	.856	.957
Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly	.840	.958
Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees	.857	.957
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself	.830	.959

Source: Researcher, 2024

From Table 4.11, the outcomes demonstrated that the generally speaking Cronbach's Alpha for the 8 things of knowledge sharing was .963. This is way over the adequate scope of Cronbach's alpha coefficient, $\alpha > 0.7$. The singular things in the table went about as an aide for choosing with respect to whether any of the things should have been eliminated in order to work on the by and large Cronbach's Alpha. The corrected item less total correlation column revealed how much everything correlated with the overall

questionnaire score. Pearson's correlation coefficient was adopted and interpreted in accordance to Reich, Bożek, Janiszewska and Szepietowski, (2017): $r \leq .3$, weak relationship; $0.3 < r < 0.5$, moderate relationship; $r > 0.5$, strong relationship. Anything r subsequently less than 0.3 demonstrates that the item may not belong on the scale and thus was removed from the instrument. The Cronbach's Alpha section shows by how much the coefficient would increase assuming the things were erased from the instrument. Results from this table subsequently showed that nothing looked tricky thus none was erased as all things had a connection coefficient $r > .30$ and Cronbach's Alpha $< .963$, (Abu-Bader, 2021), hence all things under knowledge sharing were held.

4.8.4 Reliability Test for Knowledge Storage

This study assessed the internal consistency of the research questionnaire of the eight items under knowledge storage (Hajjar, 2018) as presented in Table 4.12.

Table 4. 12: Reliability Test for Knowledge Storage

Cronbach's Alpha .968 Total number of Items 8	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My organization's knowledge storage systems give us a competitive advantage in the industry	.829	.965
My organization's knowledge storage systems contribute to a positive work environment	.861	.964
The knowledge storage systems in my organization help me to learn and grow professionally	.914	.961
My organization values knowledge and expertise	.894	.962
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization	.899	.961
Accessible knowledge storage positively influences employee engagement and commitment	.903	.961
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization	.849	.964
Effective knowledge storage enhances employee commitment.	.827	.966

Source: Researcher, 2024

From Table 4.12, the results indicated that the overall Cronbach's Alpha for the 8 items of knowledge storage was .968. This is way above the acceptable range of Cronbach's alpha coefficient, $\alpha > 0.7$. The individual items in the table acted as a guide for deciding as to whether any of the items needed to be removed so as to improve the overall Cronbach's Alpha. The Corrected Item less Total Correlation column revealed how much each item correlated with the overall questionnaire score. Pearson's correlation coefficient was adopted and interpreted in accordance with Reich, Božek, Janiszewska and Szepietowski, (2017): $r \leq .3$, weak correlation; $0.3 < r < 0.5$, moderate correlation; $r > 0.5$, strong correlation. Anything r therefore below 0.3 indicates that the item may not belong on the scale and thus was removed from the instrument. The Cronbach's Alpha column shows by how much the coefficient would increase if the item were deleted from the instrument. Results from this table thus showed that no item looked problematic hence none was deleted as all items had a correlation coefficient $r > .30$ and Cronbach's Alpha $< .968$, (Abu-Bader, 2021), therefore all items under knowledge storage were retained.

4.9 Reliability Test after Factor analysis

Since there were no changes in the instrument items wise, the overall reliability of the research instrument was conducted and the results displayed in Table 4.13. These results showed the composite results of the study variables with Cronbach's alpha coefficient in all the variables being greater than .7 and overall reliability of the items being .943. The questionnaire was therefore acceptable for the study (Hajjar, 2018) (see **Appendix VIII**)

Table 4. 13: Summary of reliability Results

Variables	Cronbach's Alpha	Test Items
Knowledge Creation	0.950	8
Knowledge Acquisition	0.956	8
Knowledge Sharing	0.963	8
Knowledge Storage	0.968	8
Overall items and their Reliability	0.984	32

Source: Researcher, 2024

4.10 Descriptive Statistics Results for the Study Variables

According to Cooksey and Cooksey (2020), the purpose of the descriptive statistics is to facilitate the description and summarization of data. By ‘description’ the study generally means either the use of some pictorial or graphical representation of the data e.g. a histogram, plot or line graphs or the computation of an index or number designed to summarize a specific characteristic of a variable or measurement for example, frequency counts, measures of central tendency, variability, standard scores. All forms of quantitative analysis presume sound measurement which is relatively free from coding errors (Kaur, Stoltzfus & Yellapu, 2018). It is therefore good practice to run descriptive statistics on research data in such a way that ensures that the data is generally as anticipated. Descriptive statistics analyses were performed on all variables after factor analysis. Under this study, the descriptive statistics included means and standard deviations. Weighted Means were also done to give a conclusion of the findings. The responses were in percentages and in line with a 5 Point Likert-Scale ranging from: - Strongly Disagree= 1, Disagree=2 Neutral= 3, Agree= 4, and Strongly Agree= 5.

4.10.1 Descriptive Statistics for Knowledge Creation

The study analyzed the views of the respondents in respect to knowledge creation. This variable is adopted in this study as an independent variable measured using eight items maintained after factor analysis. The items are measured on a five-point Likert scale (Jebb, Ng, & Tay, 2021). Table 4.14 shows the results of the analysis.

Table 4. 14: Descriptive Statistics for Knowledge creation

	Min	Max	Mean	S. D
Conducting research enhances your commitment to your work and organization.	1	5	3.97	1.031
Actively seeking and acquiring new knowledge positively influences my commitment to my job	1	5	3.94	1.026
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities	1	5	3.96	1.117
Knowledge creation enables my organization to assimilate and integrate the existing knowledge	1	5	3.97	1.129
Knowledge creation helps employees to open up dialogues and promotes interaction	1	5	3.96	1.200
Knowledge creation enables organizations strive to create new knowledge to remain competitive	1	5	4.09	1.110
Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization	1	5	4.02	1.209
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.	1	5	4.02	1.113
Valid N (Listwise)			247	
Weighted Averages			3.99	1.117

Source: Researcher, 2024

From Table 4.14, the results show that the most respondents agreed that conducting research enhances their commitment to their work and organization with Mean = 3.97 and Std Dev = 1.031. This level of opinion can be backed up by literature which suggests that research can lead to innovative solutions and ideas. When this happens, the respondents may see the positive outcomes of their activities in the form of new products, services, or processes. This in turn may make them feel a stronger sense of commitment to their organizations, knowing that they are contributing to its growth and success. Actively seeking and acquiring new knowledge seems to positively influence the respondents' commitment to their jobs as this item has a Mean = 3.94 and Std Dev = 1.026. Studies show that when you acquire new knowledge and skills, you are better equipped to excel in your role. This increased competence can boost your confidence and

job satisfaction, making you more committed to delivering high-quality work. Besides, learning new things can be intrinsically rewarding and can make your job more interesting and enjoyable

The results of the study from Table 4.14 also showed that respondents felt a stronger sense of loyalty and attachment to their organizations as a result of engaging in knowledge creation activities as indicated by Mean = 3.96; Std Dev = 1.117. Additionally, the respondents had a similar opinion with Mean = 3.27; Std Dev = 1.129 that knowledge creation enables their organizations to assimilate and integrate the existing knowledge. Studies indicate that knowledge creation is a fundamental process that enables organizations to continually update and expand their knowledge base. This, in turn, supports the organization's ability to assimilate and integrate existing knowledge effectively, leading to improved decision-making, innovation, problem-solving, and overall organizational performance.

The respondents also agreed with Mean = 3.96; Std Dev = 1.200 that knowledge creation helps employees to open up dialogues and promotes interaction as compared to their similar opinion that knowledge creation enables organizations to strive to create new knowledge to remain competitive as the item had a Mean = 4.09; Std Dev = 1.110. Literature reiterates that in today's knowledge-based economy, organizations that recognize the importance of knowledge creation and make it an integral part of their operations are better positioned to remain competitive and thrive in the long run. This emphasis on continuous learning and innovation allows them to stay relevant, responsive, and successful in a rapidly evolving business landscape.

The results in Table 4.14 further indicated that collaborating with colleagues and sharing knowledge contributes to the overall commitment to the organization by the respondents

as supported by the agreed Mean = 4.02; Std Dev = 1.209. This similarity in opinion can be backed up by studies which show that collaborating with colleagues and sharing knowledge not only benefits the organization but also enriches professional experience and commitment. It creates a positive work environment, promotes personal and professional growth, and reinforces connection to the organization's mission and goals. Lastly, the respondents had a similar opinion (Mean = 4.02; Std Dev = 1.113) that knowledge creation initiatives enhance their commitment by fostering a culture of continuous learning and development. The weighted average for the 8 items is Mean = 3.99; Std Dev = 1.117. The results also show a minimum of 1 and a maximum of 5 all through the 8 items. Thus, as reiterated by literature, organizations need to prioritize knowledge creation and foster a culture of learning and development to enable them to have highly committed and engaged employees. These committed employees are not only essential for the organization's success but also more likely to experience personal and professional fulfillment, contributing to a positive and productive work environment in today's very knowledge-driven economy.

The findings of this study under knowledge creation and employee commitment align with several studies while differing from others in their focus and context. Studies by Nayak et al. (2022) and Kaffashan Kakhki et al. (2022) reinforce that organizations prioritize knowledge creation to enhance competitiveness, corroborating the observed emphasis on its role in fostering a culture of continuous learning and development (Mean = 3.99). Similarly, Asbari et al. (2019) and Nonaka and Takeuchi (1995) emphasize the importance of both tacit and explicit knowledge in organizational settings, resonating with the finding that knowledge creation promotes dialogue and interaction among employees (Mean = 3.96). In contrast, studies like Iddy and Alon (2019), focusing on knowledge management in franchising, and conceptual frameworks like Chin et al.

(2021), exploring ICT-driven contexts, offer insights that differ in their specific emphases or theoretical orientations compared to the broader findings on employee commitment observed in the current study. These comparisons highlight both commonalities and unique perspectives across studies investigating the dynamics of knowledge creation and its impact on organizational commitment.

4.10.2 Descriptive Statistics for Knowledge Acquisition

The study analyzed the views of the respondents in respect to knowledge Acquisition. This variable is also adopted in the study as an independent variable and is measured using eight items after factor analysis. The items are also measured on a five-point Likert scale. Table 4.15 shows the results of the descriptive analysis.

Table 4. 15: Descriptive statistics for knowledge acquisition

	Min	Max	Mean	S.D
The organization has well defined process for knowledge acquisition	1	5	3.93	1.193
Much time is taken by an employee to get the relevant knowledge on acquisition	1	5	3.85	1.287
I am sure it is feasible that we can learn from each other	1	5	4.02	1.223
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	1	5	4.05	1.239
Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	1	5	4.00	1.201
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	1	5	4.03	1.255
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	1	5	4.11	1.181
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	1	5	4.07	1.158
Valid N (Listwise)			247	
Composite Averages			4.01	1.217

Source: Researcher, 2024

Results in Table 4.15 show that most respondents had a similar opinion that organizations have well defined processes for knowledge acquisition. This is evident as this statement had a Mean of 3.93 with a standard deviation of 1.193. Descriptive statistics also showed

that the majority of the respondents agreed that much time is taken by an employee to get the relevant knowledge on acquisition as this item scored a similar mean of 3.85 and a standard deviation of 1.287. Additionally, descriptive statistics results indicated that the respondents were sure that it is feasible to learn from each other. This statement was agreed on since it scored a mean of 4.02 and a standard deviation of 1.223.

Table 4.15 also shows that the descriptive finding results further revealed that knowledge acquisition enables organizations to build intellectual capital that is sustainable for competitiveness. This item scored a mean of 4.05 and a standard deviation of 1.239 meaning the respondents had similar opinions on it. Literature also backs up this statement since knowledge acquisition is a cornerstone of building sustainable intellectual capital, which is crucial for organizational competitiveness. Organizations that prioritize knowledge acquisition are better equipped to innovate, adapt to change, make informed decisions, and deliver value to customers. This ultimately positions them for long-term success in a competitive landscape. The results also showed that the respondents agreed with a mean of 4.00 and a standard deviation of 1.201 to the statement that knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work. This level of agreement was ideal since it rounded to the exact number 4.00 which is quite precise on the Likert scale.

Additionally, respondents agreed with the mean of 4.03 and Std Dev of 1.255 that knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group. Besides, the respondents had a similar opinion that knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge. This statement scored a mean of 4.11 and a Std Dev of 1.181 ranking it the highest agreed on item in the variable on knowledge acquisition. Finally, the

majority of the respondents had the same opinion that knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks as the item scored a mean of 4.07 and standard deviation of 1.158. The study also showed a composite mean of $M = 4.01$, $SD = 1.217$ with minimum value of 1 and the maximum being value 5 all through the items. Based on the above findings, literature review indicates that knowledge acquisition not only benefits employees by enhancing their skills and personal growth but also strengthens their commitment to their organization. Besides, employees who are encouraged to acquire knowledge, supported in their learning journey, and see how it aligns with their personal and professional goals are more likely to be engaged, committed, and valuable contributors to the success of their organization.

The results align closely with reviewed literature. Respondents agreed on the importance of well-defined processes for knowledge acquisition (Mean = 3.93), echoing literature emphasizing structured learning approaches (Nayak et al., 2022). Similarly, acknowledging the time-intensive nature of acquiring knowledge (Mean = 3.85) reflects literature on the significant investment required for effective knowledge management (Al-Omoush et al., 2020). The belief in peer learning feasibility (Mean = 4.02) resonates with studies highlighting collaborative knowledge sharing's role in organizational learning (Asbari et al., 2019). Furthermore, agreement on knowledge acquisition building intellectual capital (Mean = 4.05) and providing strategic leverage (Mean = 4.00) supports literature on its contribution to competitiveness and employee empowerment (Marco-Lajara et al., 2019). Notably, the highest agreement on developing mental models related to tacit knowledge (Mean = 4.11) adds depth, emphasizing its role in enhancing problem-solving beyond explicit organizational knowledge (Chin et al., 2021). Overall,

these findings reinforce literature on knowledge acquisition's pivotal role in organizational dynamics and employee development.

4.10.3 Descriptive Statistics for Knowledge Sharing

The study analyzed the views of the respondents in respect to knowledge sharing. This variable is also adopted in the study as an independent variable and is measured using eight items after factor analysis. The items are also measured on a five-point Likert scale.

Table 4.16 shows the results of the descriptive analysis.

Table 4. 16: Descriptive Statistics for knowledge sharing

	Min	Max	Mean	S.D
Knowledge sharing promotes employee learning and company performance	1	5	4.10	1.172
Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing	1	5	4.07	1.184
Useful knowledge can be easily shared and acted upon by employees	1	5	4.06	1.264
This organization provides knowledge sharing forums for example meetings, courses tours and similar events.	1	5	4.04	1.141
Providing incentives for knowledge sharing increases sharing	1	5	4.09	1.238
Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly	1	5	4.06	1.132
Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees	1	5	4.08	1.253
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself	1	5	4.15	1.186
Valid N (Listwise)			247	
Composite Mean			4.08	1.196

Source: Researcher, 2024

The results in Table 4.16 indicated that they agreed with a mean of 4.10 and a standard deviation of 1.172 on the statement that knowledge sharing promotes employee learning and company performance. The descriptive findings also showed that respondents shared

the same opinion that knowledge sharing enables employees to create competitive advantage for the organization by knowledge sharing as the item scored a mean of 4.07 and a standard deviation of 1.184. Further, the results of the descriptive statistics indicated that useful knowledge can be easily shared and acted upon by employees. The respondents here also had a similar opinion with the statement scoring a mean of 4.06 and a standard deviation of 1.264.

Table 4.16 also displayed results of the descriptive statistics from the variable with respondents having a similar opinion that their organizations provide knowledge sharing forums for example meetings, courses tours and similar events. This item had a high level of agreement from those respondents with a mean of 4.04 and a standard deviation of 1.141. In addition, the results indicated that providing incentives for knowledge sharing increases sharing. The respondents scored this item as agreed with a mean of 4.09 and a standard deviation of 1.238. This statement was also reiterated through a number of studies that it is essential to align the chosen incentives with the organization's culture, goals, and the preferences of its employees. Additionally, a combination of incentives, rather than relying on a single approach, can often be more effective in encouraging consistent knowledge sharing. Ultimately, the goal is to create a positive feedback loop where employees feel valued and recognized for their contributions, leading to a culture of knowledge sharing within the organization.

Further, the results indicated that knowledge sharing enables organizations to disseminate and exploit existing knowledge for solving problems properly. This item was agreed on by the respondents with a mean of 4.06 and a standard deviation of 1.132. This score would mean that the respondents had more or less a similar opinion on the item. The results also indicated that the respondents agreed with a mean of 4.08 and a standard

deviation of 1.253 on the statement that knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees. Ultimately, the results indicated that the respondents highly agreed that knowledge management focuses on making the knowledge of employees available for everyone as well as for the organization itself. This item recorded the highest level of agreement with the respondents scoring it with a mean of 4.15 and a standard deviation of 1.186.

The results of the study also registered a composite mean of 4.08 and a standard deviation of 1.186 on all the 8 items of knowledge sharing. The minimum and maximum level of responses were registered at 1 and 5 respectively on all the 8 items. These results therefore imply that knowledge sharing can significantly enhance employee commitment by fostering a culture of collaboration, trust, empowerment, and personal growth. Organizations that actively promote and recognize knowledge sharing efforts are more likely to have a committed and engaged workforce, which, in turn, contributes to their overall success and competitiveness.

The results indicate strong alignment with the literature on knowledge sharing and employee commitment. Specifically, the findings underscore that knowledge sharing promotes employee learning and enhances company performance, echoing sentiments from Ryu, Hee & Han (2003) and Van den Hooff et al. (2003) regarding the transformative effects of knowledge exchange. The agreement among respondents that knowledge sharing creates competitive advantages and improves organizational performance resonates with the views of Brown and Eisenhardt (1995), Collins and Smith (2006), and Cummings (2004), who emphasize the strategic value of knowledge sharing in fostering organizational success. Moreover, the findings regarding incentives for

knowledge sharing and its role in disseminating and exploiting existing knowledge correlate with studies by Arthur and Huntley (2005) and Mesmer-Magnus and DeChurch (2009), highlighting the importance of organizational support and recognition in cultivating a culture conducive to knowledge sharing. These congruences suggest that effective knowledge sharing practices not only enhance organizational capabilities but also contribute significantly to employee commitment and overall organizational effectiveness.

4.10.4 Descriptive Statistics for Knowledge Storage

The study analyzed the views of the respondents in respect to knowledge storage. This variable is also adopted in the study as an independent variable and is measured using eight items after factor analysis. The items are also measured on a five-point Likert scale.

Table 4.17 shows the results of the descriptive analysis.

Table 4. 17: Descriptive statistics on knowledge storage

	Min	Max	Mean	S.D
My organization's knowledge storage systems give us a competitive advantage in the industry	1	5	4.13	1.135
My organization's knowledge storage systems contribute to a positive work environment	1	5	4.16	1.147
The knowledge storage systems in my organization help me to learn and grow professionally	1	5	4.06	1.242
My organization values knowledge and expertise	1	5	4.08	1.178
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization	1	5	4.13	1.212
Accessible knowledge storage positively influences employee engagement and commitment	1	5	4.04	1.311
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization	1	5	4.03	1.239
Effective knowledge storage enhances employee commitment.	1	5	4.09	1.191
Valid N (Listwise)			247	
Weighted Averages			4.09	1.207

Source: Researcher, 2024

From Table 4.17, the descriptive statistics results showed that the respondents agreed with mean of 4.13 and standard deviation of 1.135 on the item that their organization's knowledge storage systems give them a competitive advantage in the industry. This score coincided with a number of studies that opined that storing and organizing knowledge about competitors, market trends, and industry insights can give your organization a strategic advantage. Besides, an effective knowledge storage system can provide an organization with a competitive advantage by improving knowledge management, knowledge sharing, decision-making, and overall operational efficiency. It thus enables an organization to leverage its collective knowledge and resources more effectively, positioning it for success in the industry.

The results also indicated that organization's knowledge storage systems contribute to a positive work environment for the respondents. This item scored a mean of 4.16 and a standard deviation of 1.147 from the respondents meaning they had a nearly similar opinion on the statement. The descriptive statistics results further indicated that the knowledge storage systems in the organization help the employees to learn and grow professionally. This item was also almost unanimously agreed on by the respondents with a score of 4.06 mean and a standard deviation of 1.242. Besides, the results indicated that the respondents' organizations value knowledge and expertise. This item had a similar level of agreement with the respondents scoring it at a mean of 4.08 and a standard deviation of 1.178. This implies that an organization that values knowledge and expertise stands to benefit in numerous ways, from enhanced innovation and problem-solving to improved employee engagement and customer satisfaction.

Further, the results of the descriptive statistics showed that employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment

to the organization. This item was scored with a mean of 4.13 and a standard deviation of 1.212 meaning that the respondents had an almost similar opinion on the statement. Besides, the respondents agreed with a mean of 4.04 and a standard deviation of 1.311 that accessible knowledge storage positively influences employee engagement and commitment. This implies that accessible knowledge storage positively influences employee engagement and commitment by empowering employees, enhancing efficiency, supporting learning and development, facilitating collaboration, and aligning individuals with the organization's goals. Thus, when employees have easy access to the knowledge and resources they need to excel in their roles, they are more likely to be engaged and committed to their work and the organization as a whole.

Moreover, the results in Table 4.17 showed that having organized and easily accessible knowledge storage systems enhances employees' commitment to the organization. The similar level of responses scored this item with a mean of 4.03 and a standard deviation of 1.239. This means that the respondents agreed almost unanimously with the item. Lastly, the results indicated that effective knowledge storage enhances employee commitment. On this statement, the responses were also almost similar with a mean of 4.09 and a standard deviation of 1.191. The composite average from this variable was a mean of 4.09 and a standard deviation of 1.207 with minimum being at 1 and a maximum being 5. From these results, it can be concluded that the statements on knowledge storage were generally agreed on by the respondents. This can be confirmed by the various studies which indicate that knowledge storage is a catalyst for employee commitment by providing the resources, tools, and knowledge that empower employees to excel in their roles, collaborate effectively, and contribute to the organization's success. Besides, a commitment to knowledge storage reflects an organization's commitment to its employees, fostering an environment where engagement and commitment thrive.

4.10.5 Descriptive Statistics for Organizational Culture

The study analyzed the views of the respondents in respect to organizational culture. This variable was adopted in the study as a moderating variable and is measured using eight items after factor analysis. The items are also measured on a five-point Likert scale. Table 4.18 shows the results of its descriptive statistical analysis.

Table 4. 18: Descriptive statistics for organizational culture

	Min	Max	Mean	Std. Dev
Cultures that emphasizes on innovation will more likely help in implementing intranet knowledge management system	1	5	4.08	1.204
Organizational culture help knowledge sharing through norms and practices	1	5	4.11	1.151
Our adhocratic organizational culture encourages and welcomes new and fresh ideas and value the lessons learned from past failures	1	5	4.09	1.198
Clan organizational culture supports a cooperative and open working environment	1	5	4.08	1.157
Culture that provides challenging tasks and work activities inspires employees to work cohesively	1	5	4.05	1.225
Organization's cultural initiatives, such as recognition programs or team-building activities, contribute to employee commitment	1	5	4.17	1.135
Our organization cultivates a culture that fosters employee commitment and engagement	1	5	4.06	1.165
The presence of cultural norms and values such as trust, transparency, and open communication encourage employee commitment	1	5	4.16	1.129
Valid N (Listwise)			247	
Composite Averages			4.16	1.171

Source: Researcher, 2024.

The descriptive statistical findings in Table 4.18 show that cultures that emphasize innovation will more likely help in implementing the intranet knowledge management system of organizations. The respondents had a similar opinion on this item scoring it with a mean of 4.08 and a standard deviation of 1.204. The respondents yet agreed that organizational culture helps knowledge sharing through norms and practices. This item was scored with 4.11 mean and a 1.151 standard deviation. This means that the

respondents had a similar opinion on that statement implying that organizational culture plays a central role in shaping the behaviors and practices related to knowledge sharing. Thus, a culture that fosters openness, trust, collaboration, and a commitment to continuous learning can create an environment where knowledge sharing becomes a natural and valued part of the organization's DNA, benefiting its employees and overall success.

The results from Table 4.18 on descriptive statistics also indicated that respondents had a similar opinion with a mean of 4.09 and a standard deviation of 1.198 that their adhocratic organizational culture encourages and welcomes new and fresh ideas and values the lessons learned from past failures. Furthermore, the findings showed that clan organizational culture supports a cooperative and open working environment. This item was supported by the high level of agreement from the respondents with a mean of 4.08 and a standard deviation of 1.157. This implies that anchored on Competing Values Framework (CVF), clan organizational culture is characterized by its focus on collaboration, employee engagement, and a sense of community within the organization. Thus, it is characterized by its people-centric approach, a strong emphasis on collaboration and relationships, and a commitment to creating an open and cooperative working environment.

The respondents further agreed with a mean of 4.05 and a standard deviation of 1.225 that culture that provides challenging tasks and work activities inspires employees to work cohesively. Besides, the respondents had a similar opinion that organization's cultural initiatives, such as recognition programs or team-building activities, contribute to employee commitment. This item had the highest score of all the items in the variable with a mean of 4.17 and a standard deviation of 1.135. This implies that when

thoughtfully designed and implemented, cultural initiatives have the potential to positively impact employee commitment by recognizing and rewarding contributions, promoting teamwork and collaboration, enhancing communication, and creating a positive and engaging work environment. Besides, these initiatives contribute to a sense of pride, engagement, and commitment among employees, which, in turn, can lead to improved organizational performance and success.

The results of the descriptive statistics also indicated that the respondents' organizations cultivate a culture that fosters employee commitment and engagement. The responses had similar opinions on this item too, scoring it at a mean of 4.06 and a standard deviation of 1.165. Lastly, the results indicated that the presence of cultural norms and values such as trust, transparency, and open communication encourage employee commitment. On their part, the respondents agreed on this item with a mean of 4.16 and a standard deviation of 1.129 making it the second highest almost similar opinion on the variable.

Additionally, the whole variable registered a high composite mean of 4.16 and a standard deviation of 1.171 with a minimum entry of 1 and a maximum entry value of 5 all through the items. Therefore, it can be concluded through similar literature that organizations that prioritize the development of a positive and supportive culture, one that values knowledge, collaboration, and continuous learning, tend to create an environment where knowledge management thrives, leading to a more committed and engaged workforce. In essence, a strong organizational culture is the bedrock upon which effective knowledge management and high employee commitment are built, ultimately contributing to the organization's sustained success and competitiveness.

4.10.6 Descriptive Statistics for Employee Commitment

The study analyzed the views of the respondents in respect to employee commitment. This variable was adopted in the study as the dependent variable and is measured using 15 items divided into five categories. These include the various parts of the variable; affective commitment, continuance commitment, normative commitment, temporal commitment and task commitment. The items are also measured on a five-point Likert scale. Table 4.19 shows the results of its descriptive statistical analysis.

Table 4. 19: Descriptive statistics of Employee Commitment

	Min	Max	Mean	S. D
Affective Commitment				
I feel strongly accepted at this bank	1	5	3.89	1.288
I am proud of my job at this bank	1	5	3.92	1.310
This organization is very special to me	1	5	3.90	1.338
Continuance Commitment				
It would be difficult for me to leave my job even if I wanted to.	1	5	3.61	1.418
I work in this company because few other would hire me	1	5	3.47	1.489
I would lose so much of my career and other benefits if I left this company	1	5	3.64	1.480
Normative Commitment				
This company has done so much for me	1	5	3.84	1.317
After all the company has done for me it would be shameful and disrespectful to leave and join another company	1	5	3.53	1.566
I feel obligated to remain with my organization	1	5	3.65	1.503
Temporal Commitment				
I am dedicated to achieving the objectives and goals of my current job or projects within the given timeframes	1	5	3.96	1.331
I prioritize my current responsibilities over other tasks or initiatives to ensure their completion within the designated timeframes	1	5	3.83	1.477
I often invest additional time and effort into my current role or projects to ensure their timely completion	1	5	3.84	1.478
Task Commitment				
I frequently seek opportunities to enhance my skills and knowledge related to my tasks	1	5	3.81	1.472
My commitment to tasks impacts my overall job satisfaction and sense of fulfillment	1	5	3.86	1.381
I feel a sense of personal responsibility and accountability for the successful completion of my tasks	1	5	3.83	1.445
Valid N (Listwise)			247	
Composite Averages			3.772	1.420

Source: Researcher, 2024

The descriptive statistical findings in Table 4.19 indicate that the respondents had similar opinion on all the three items of the first construct (affective commitment) of the dependent variable. Thus, the respondents agreed with a mean of 3.89 and a standard deviation of 1.288 that they felt strongly accepted at their banks. Similarly, the respondents were proud of their jobs at their respective banks. This, they agreed on with a mean of 3.92 and a standard deviation of 1.310. Additionally, the banks were very special to the respondents since they agreed about the item with a mean of 3.90 and a standard deviation of 1.338. This implies that affective commitment represents a deep and emotional connection between employees and their organization. It is a valuable asset for both individuals and the organization, leading to increased job satisfaction, higher performance, better retention, and a positive organizational culture. Therefore, encouraging and nurturing effective commitment should be a priority for banks seeking to create a committed and engaged workforce.

The results also indicated that the respondents agreed with all the three statements under the second construct, continuance commitment. The respondents agreed with a mean of 3.61 and a standard deviation of 1.418 that it would be difficult for them to leave their jobs even if they wanted to. This was however not in line with a number of studies that portrayed otherwise findings that when it came to time for leaving, employees never think twice as long as it gave them better terms ahead. Thus, it was important to note that while continuance commitment may make it challenging for the respondents to leave their jobs, it doesn't necessarily mean that such employees were satisfied or engaged in their role.

The results indicated a neutral ground that a number of respondents work in their company because few others would hire me. Most of the respondents weren't sure of their position in line to this item hence they were undecided about it with a mean of 3.47 and a standard deviation of 1.489. The respondents yet again slowly agreed that they would

lose so much of their career and other benefits if they left their current company(s). The level of the responses' agreement was at a low mean of 3.64 and high standard deviation of 1.480. Therefore, Organizations should strive to foster effective commitment, where employees stay because they want to, rather than continuance commitment, which is more about perceived barriers to leaving. This can be achieved by creating a positive work environment, recognizing and valuing employees, and offering opportunities for personal and professional growth.

On normative commitment, results from the respondents indicated that a fair number of the respondents agreed that their companies had done so much for them. This item however did not register a good level of agreement since it was just slightly over 3.5 at a mean of 3.84 and a standard deviation of 1.317. The respondents at the same time slowly agreed with a low mean of 3.53 and a high standard deviation of 1.566 that after all the company had done for them it would be shameful and disrespectful to leave and join another company. Yet again, the results indicated that some of the respondents felt obligated to remain with my organization. This item scored a mean of 3.65 and a standard deviation of 1.503. Generally, normative commitment plays a significant role in influencing employee commitment and organizational success. When employees feel a sense of moral or ethical obligation to their organization, they are more likely to remain loyal, engaged, and committed. However, it's important for organizations to strike a balance between normative commitment and other factors to create a work environment that promotes overall employee well-being and satisfaction.

Table 4.19 yet again displayed results of descriptive statistics for Temporal Commitment of the employees. The findings revealed that respondents had an almost similar opinion that they are dedicated to achieving the objectives and goals of their current jobs or projects within the given timeframes. This item was scored at a mean of 3.96 and a

standard deviation of 1.331. Additionally, the respondents agreed with a mean of 3.83 and a standard deviation of 1.477 that they prioritize their current responsibilities over other tasks or initiatives to ensure their completion within the designated timeframes.

The respondents also often invest additional time and effort into their current roles or projects to ensure their timely completion. This item was scored at a mean of 3.84 and a standard deviation of 1.478 meaning that the respondents had a similar opinion over it by a large extent. It therefore can be concluded by reference to studies previously carried out that temporal commitment is a multifaceted and structured approach to time management that significantly influences employee commitment. It transcends the boundaries of personal, professional, and project-based commitments, fostering efficiency, goal attainment, resource optimization, and overall well-being. Encouraging structured temporal commitment practices within organizations is imperative, as they contribute profoundly to the cultivation of a highly committed workforce, ultimately enhancing organizational success.

Finally, the results in Table 4.19 showed that Task Commitment was also an important aspect of the dependent variable to the respondents. The findings indicated that respondents frequently seek opportunities to enhance their skills and knowledge related to their tasks. This statement was agreed on by the respondents with a mean of 3.81 and a standard deviation of 1.472. The mean wasn't so high in the Likert scale and thus can be verified by the otherwise high standard deviation making the dissenting voices also powerful on the item. The respondents also had a slightly similar opinion that their commitment to tasks impact their overall job satisfaction and sense of fulfillment in their banks. This was backed by a mean of 3.86 and a standard deviation of 1.381. The standard deviation yet again portrayed a high level of dissenting opinions meaning that the level of agreement on the item wasn't quite similar.

Lastly, the results showed that the respondents felt a sense of personal responsibility and accountability for the successful completion of their tasks. This item was generally agreed on with a mean of 3.83 and a standard deviation of 1.445. From the results on task commitment therefore, it can be corroborated by previous literature that task commitment occupies a central and foundational role within the framework of employee commitment in the banks. Its capacity to foster intrinsic motivation, engender job satisfaction, and promote organizational citizenship behaviors renders it a linchpin in the development of a committed workforce. Recognizing the pivotal importance of task commitment, banks can cultivate and harness this dedication among employees as a potent force for enhancing overall employee commitment, thereby contributing to sustained organizational success.

Ultimately, the whole variable registered a composite mean of 3.772 and a standard deviation of 1.420 with a minimum entry of 1 and a maximum entry value of 5 all throughout the items on employee commitment. These findings were in line with the various scholars that argued that employee commitment is the bond employees experience with their organization. The findings thus maintain that organizations are striving hard to induce commitment in their employees and are using different means and methods to enhance employee's commitment. These arguments correspond to the study by Ahmad *et al*, (2023). The findings further revealed employee commitment as a fundamental activity for the success of an organization; that every employee has a desire to reach his/her self-actualization motivational level (Ahmed *et al*, 2020). It is thus worth concluding from the findings that employees must be given opportunities to improve their knowledge, skills and abilities.

4.11 Transformation of Data

Before inferential statistical tests could be conducted, data transformation was inevitable. In data analysis transformation is the replacement of a variable by a function of that variable (Abu-Bader, 2021). This was done after component factor analysis using the variables under the study which met the required criteria by loading into an average of only one construct as intended by the study. These variables in the questionnaire were measured by multiple items/statements and it was prudent to get the average score of the multi-items for each of these variables. These averages were then used in the final correlation and regression analysis. In this study, knowledge creation, an independent variable, had eight statements in the questionnaire answered as per a five- point Likert scale. These statements were transformed to get an average in the following manner. From there, transform was chosen to start off the record process. After selecting the computer, the target variable was named as knowledge creation and all the numeric expression was then filled by clicking on the statistic from the function group. This leads to the intended option of meaning into the numeric expression. All the statements on knowledge creation (KC1, KC2... KC8) were then moved to the numeric expression chat box with commas separating each item. This led to an average of the items that would then be used for the analysis. This process was then repeated for all the variables including all the other IVs (knowledge creation, knowledge acquisition, knowledge sharing and knowledge storage); the DV, employee commitment) and also the moderating variable (organizational culture).

4.12 Multivariate outliers

These are data points that differ significantly from the overall pattern of multivariate data. Unlike univariate outliers, which are identified based on a single variable, multivariate outliers are detected by examining the relationships among multiple variables

simultaneously. Identifying and handling multivariate outliers was crucial in multivariate analysis because they can distort statistical results, leading to misleading conclusions.

Multivariate outliers can arise due to various reasons, including data entry errors, measurement errors, or genuine variability in the data. Regardless of their source, these outliers can significantly impact the results of multivariate analyses such as regression, factor analysis, and cluster analysis. As Muthén and Kaplan (2023) note, the presence of multivariate outliers can affect the estimation of model parameters, potentially leading to biased or inefficient estimates. Therefore, it was essential to detect and address these outliers appropriately to ensure the robustness of the analysis.

One common method for detecting multivariate outliers is Mahalanobis distance, which measures the distance of a data point from the center of the distribution, taking into account the correlations between variables. A high Mahalanobis distance indicates that the data point is an outlier in the multivariate space. According to Filzmoser et al. (2023), Mahalanobis distance is particularly effective in identifying multivariate outliers because it considers the covariance structure of the data, providing a more accurate assessment of outlier status than univariate methods.

After detecting multivariate outliers, researchers must decide how to handle them. This decision depends on the nature and context of the outliers. In some cases, it may be appropriate to remove the outliers if they are due to data entry or measurement errors. However, if the outliers represent genuine variability in the data, removing them could lead to a loss of important knowledge. Alternative approaches include transforming the data or using robust statistical methods that are less sensitive to outliers. As highlighted by Rousseeuw and Leroy (2023), robust methods such as robust regression or robust

principal component analysis can mitigate the influence of multivariate outliers, providing more reliable results without excluding potentially valuable data points.

In the context of the addressing multivariate outliers was essential to ensure the validity of the findings. Given the complexity of the relationships between the constructs being studied, multivariate outliers could significantly distort the results if not properly managed. By applying Mahalanobis distance to detect outliers the researcher enhanced the accuracy and reliability of the analysis.

4.12.1 Determination of Outliers

As per Kwak and Kim (2017), an exception in measurements is a data point that contrasts fundamentally from different perceptions. It alludes to outrageous qualities that strangely lie outside the general example of a dissemination of factors. The researchers contend that anomalies result from different elements including member reaction blunders and knowledge section mistakes. In a conveyance of factors, exceptions lie a long way from most of the different data of interest as the relating values are outrageous or strange (Kwak and Kim, 2017). Accordingly, anomalies contained in example knowledge bring predisposition into measurable gauges, for example, mean qualities, prompting under-or over-assessed coming about values. It is consequently vital to manage exceptions before the examination of the informational index containing anomalies. This includes adjusting anomalies subsequent to distinguishing their sources or supplanting them with subbed values. An exception can likewise be characterized as a case with an outrageous worth on one variable (a univariate anomaly) or a bizarre blend of scores on multiple factors (multivariate anomaly) that can genuinely misshape the information (Wada, 2020). In this review, anomalies were distinguished utilizing Mahalanobis.

One of the two outrageous decisions in the examination of anomalies as per Onoz and Oguz, (2003) is to either dismiss them with the gamble of loss of certifiable data or to incorporate them with the gamble of defilement. As per the researchers consequently, anomalies can be treated in four potential ways: they can be dismissed as wrong, distinguished as significant, endured inside the examination, or integrated into the investigation. This treatment can be performed by two unique methodologies. One of these methodologies is known as the convenience systems, which utilize vigorous strategies for surmising, utilizing every one of the information however limiting the impact of any exceptions. The second sort of measurable technique for taking care of exceptions is discordancy methodology, to be specific those of testing an exception with the possibility of dismissing it from the information collection or of distinguishing it as an element of unique interest (Onoz and Oguz, 2003).

This review recognized two classifications of persuasive anomalies, model fit exceptions and expectation exceptions through Mahalanobis distance test. From the consequences of the examination in Table 4.20, fourteen instances of compelling exceptions were distinguished through Mahalanobis distance more noteworthy than the basic χ^2 mean worth of 4.98 where $p < .001$ and df was 1,5. The df = level of opportunity addresses the quantity of factors against the reliant variable. From the review, investigation of the discoveries was done from knowledge without powerful anomalies (DWTOL) with $n = 233$. This examination delivered regression results as displayed in Tables 4.27 uncovering differenced R^2 , ΔR^2 and boundary gauges (slant and capture coefficients). With the consequence of the investigation introduced, the discoveries of this study were talked about, and derivations made in view of the information index without anomalies (DWTOL) with $n = 233$. This is on the grounds that all the fourteen exception cases distinguished were really erased from the information index.

Table 4. 20: Mahalanobis Distance Table

	Min	Max	Mean	Std. Dev
Predicted Value	1.2920	4.7327	3.7717	.91015
Std. Predicted Value	-2.724	1.056	.000	1.000
Standard Error of Predicted Value	.053	.297	.115	.055
Adjusted Predicted Value	1.2886	4.7282	3.7723	.90960
Residual	-3.46264	1.69007	.00000	.80925
Std. Residual	-4.235	2.067	.000	.990
Stud. Residual	-4.253	2.088	.000	1.002
Deleted Residual	-3.49144	1.72358	-.00059	.83051
Stud. Deleted Residual	-4.413	2.102	-.004	1.013
Mahal. Distance	.049	31.558	4.980	6.389
Cook's Distance	.000	.071	.004	.011
Centered Leverage Value	.000	.128	.020	.026

- a. Dependent Variable: Employee Commitment
 Compute PMAH_1=1 - Cdf.Chisq (MAH_1, 5).
 Execute.
 Sort Cases By PMAH_1 (A).

Source: Researcher, 2024

4.13 Descriptive Statistics for the Transformed Constructs

After the removal of outliers from the dataset, there was a need to run the descriptive statistics for the transformed constructs. According to George and Mallery (2010), the values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution of data. The results are shown in Table 4.21

Table 4. 21: Descriptive statistics for the constructs

	n	Min	Max	Mean	Std. Dev	Skewness	Kurtosis
Knowledge Creation	233	1.00	5.00	4.0542	.92758	-1.278	.978
Knowledge Acquisition	233	1.25	5.00	3.9887	1.05904	-1.389	.995
Knowledge Sharing	233	1.00	5.00	4.1298	1.03770	-1.525	1.319
Knowledge Storage	233	1.25	5.00	4.0805	1.06121	-1.374	.832
Organizational Culture	233	1.00	5.00	4.1148	1.03766	-1.487	1.455
Employee Commitment	233	1.00	5.00	3.8109	1.19371	-.903	-.470
Valid N (Listwise)	233						

Source: Researcher, 2024

The results in Table 4.21 indicate that all the constructs from the study had a mean value of over 4 except for knowledge acquisition and the dependent variable employee commitment. These results showed that knowledge creation had an average of 4.0542 and a standard deviation of .9276 with a minimum of 1 and maximum range of 5. The skewness for knowledge creation at the same time was shown at -1.278 and kurtosis was .978 showing that data on the construct was normally distributed around the mean. This signifies that the majority of the respondents have a similar opinion on items on knowledge creation as measured by the five-point Likert scale. At the same time, data on knowledge acquisition showed a mean of 3.9887 and a standard deviation of 1.0590 from a minimum range of 1.25 and a maximum of 5. Its normality statistics showed a skewness value of -1.389 and a kurtosis value of .995.

The results from Table 4.21 further indicated that knowledge sharing had a mean value of 4.1298 and a standard deviation of 1.0377. This was with a minimum range of 1 and a maximum of 5 with skewness figures of -1.525 and a kurtosis of 1.319 indicating a relatively normally distributed data around the mean. Additionally, knowledge storage with a minimum range of 1.25 and a maximum range of 5 had a mean value 4.0805 and a standard deviation of 1.0612 with skewness of -1.374 and kurtosis of .832. Results further showed that the organizational culture which was a moderating variable had a mean of 4.1148 and a standard deviation of 1.0377 from a minimum range of 1 and a maximum range of 5. This was also supported by the skewness value of -1.487 and kurtosis value of 1.455. Lastly, the results showed that employee commitment had the lowest mean value of 3.8109 and a standard deviation of 1.1937 from a minimum range of 1 and a maximum range of 5 with skewness value of -.903 and kurtosis value of -.470.

4.14 Assumptions of Linear Regression Test Results

Golberg and Cho, (2004) defines linear regression as the procedure that estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable which should be quantitative. If a linear model is used, the following assumptions should be met. For each value of the independent variable, the distribution of the dependent variable must be normal. The variance of the distribution of the dependent variable should be constant for all values of the independent variable. The relationship between the dependent variable and the independent variables should be linear, and all observations should be independent. Therefore, the assumptions are: independence; linearity; normality; homoscedasticity (Alexopoulos, 2010). In other words Chatterjee and Simonoff, (2013) portends that the residuals of a good model should be normally and randomly distributed, that is, the unknown does not depend on X , homoscedasticity. This study checked on the model assumptions using the most common two kinds of residual analysis; the standardized predicted residuals (ZPRED) and the standardized residuals (ZRESID) as suggested by Solutions, (2019).

4.14.1 Testing for Linearity Assumption

The linearity assumption requires that the Y vs. X relationship be linear when holding all other predictors fixed (Garson, 2012). A residual plot that takes that into account and is effective at diagnosing non-linearity is the component-plus-residual plot (CR plot), also known as a partial-residual plot. It is tested by analysis of variance for the linear regression of k outcome observations for each level of the predictor variable. These authors argued that if the relationship between independent variables (IV) and the dependent variable (DV) is not linear, the results of the regression analysis will underestimate or overestimate the true relationship which leads to an increased chance of a Type II error or Type I errors (Garson, 2012). In this study, linearity assumption was

tested using simple inspection of P-P plot also known as component-plus-residual plot (CR plot) of the scores represented by a straight line (Pallant, 2013) and also proved through coefficient of determination (R^2) as shown in Figure 4.1.

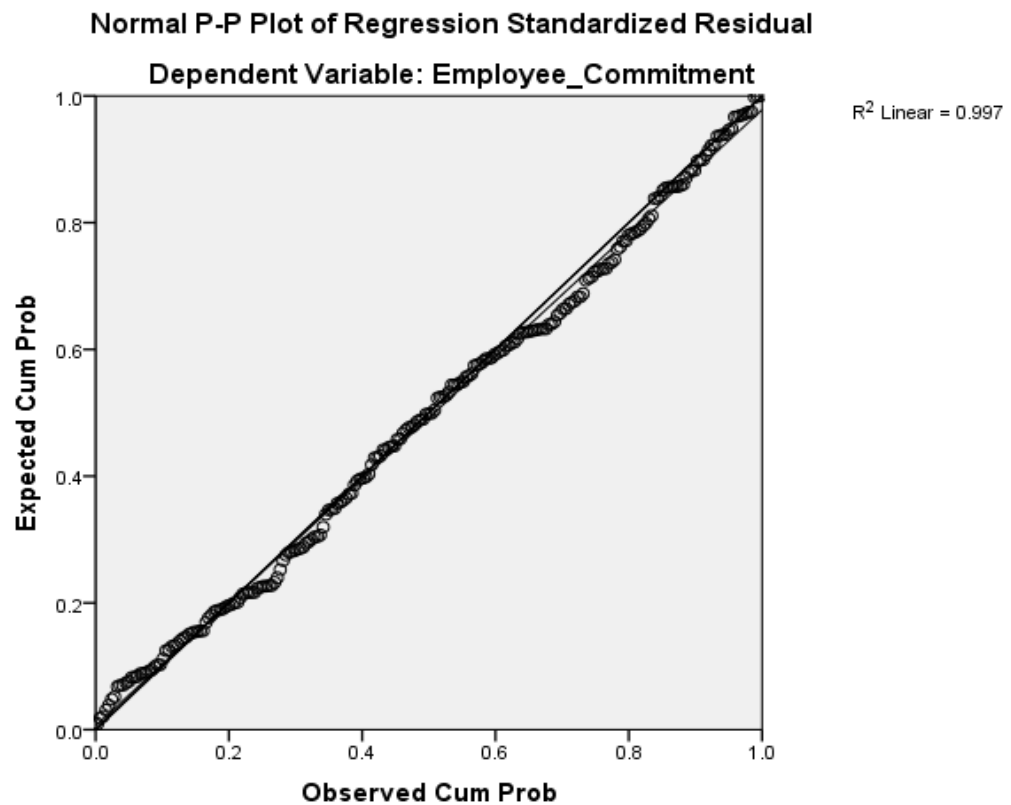


Figure 4. 1: *Linearity Test Results*

Source: Researcher, 2024

From the results in Figure 4.1, this regression equation portrays a very strong value of R^2 since it is quite close to 1 (Garson, 2012). The results indicate R^2 Linear = .997 implying that 99.7% of the variation in employee commitment is accounted for by the five variables of this study (knowledge creation, knowledge acquisition, knowledge sharing, knowledge storage and organizational culture), therefore fulfilling the assumption of linearity.

4.14.2 Normality Assumption Test Results

The idea of normality in knowledge traces all the way back to the bygone eras. Das and Imon, (2016) express that over the most recent hundred years, perspectives towards the

presumption of a typical conveyance in measurable models have changed starting with one outrageous then onto the next. The researchers quote Pearson (1905) who contends that even towards the finish of the nineteenth century not all were persuaded of the requirement for bends other than typical. By the center of the nineteenth hundred years, the researchers noticed that Geary (1947) offered this remark 'Normality is a legend; there never was and never will be an ordinary dispersion.' This may be an exaggeration, yet the truth of the matter is that non-typical disseminations are more predominant practically speaking than previously expected (Das and Imon, 2016). Insightful proof anyway is accessible demonstrating the way that takeoffs from normality in knowledge can have sad impacts in different circumstances.

To make substantial inductions from the regression results, the residuals (essentially the blunder terms, or the distinctions between the noticed worth of the reliant variable and the anticipated worth) of the regression ought to follow a typical dissemination. The most straightforward and least difficult graphical plot is consequently the histogram. The recurrence conveyance wherein the noticed qualities are plotted against their recurrence, expresses a visual assessment regardless of whether the dispersion is ringer molded. Simultaneously it gives signs about bits of knowledge holes in the knowledge and exceptions (Imon and Das, 2015). Additionally, it gives thoughts regarding skewness or balance. This concentrates consequently utilized histograms to test for the normality presumption as shown in Figure 4.2.

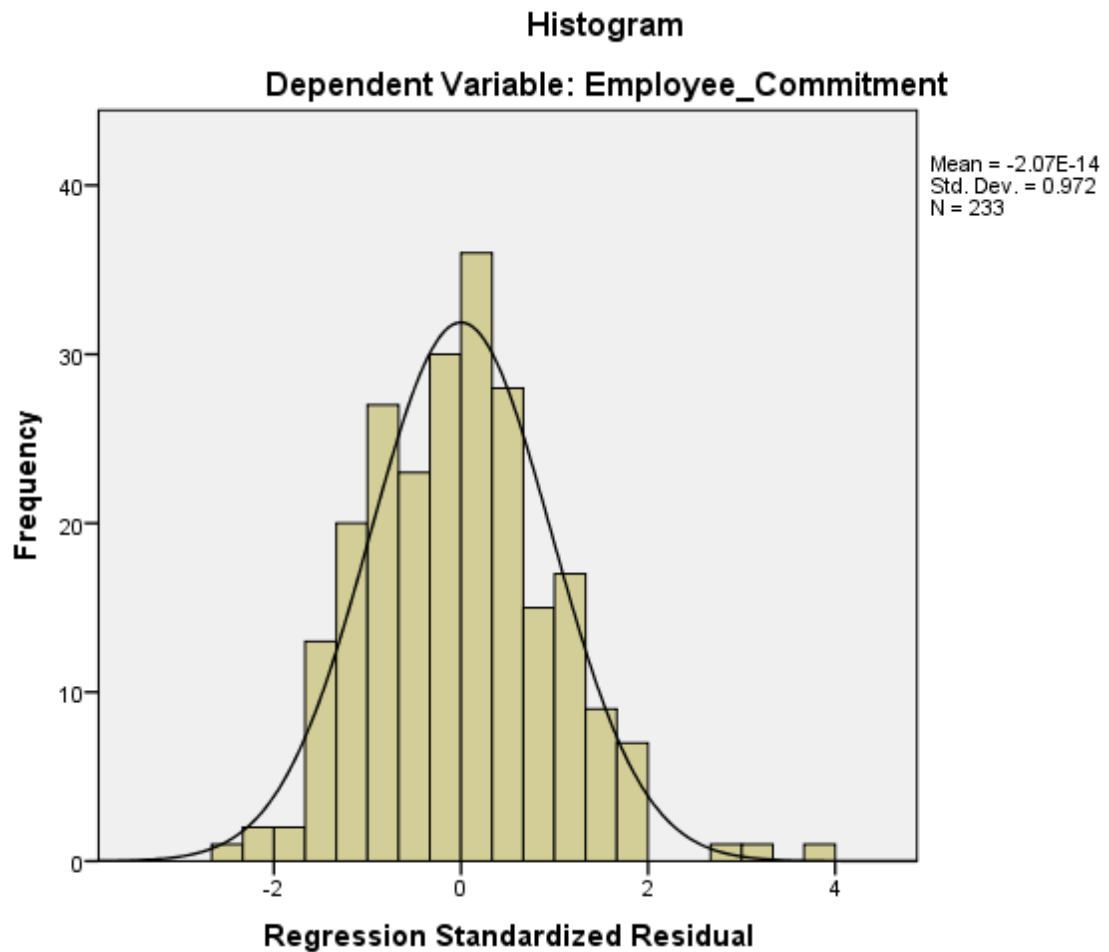


Figure 4. 2: *Normality Assumption Histogram*

Source: Researcher, 2024

From the outcomes in Figure 4.1, the normalized lingering demonstrated that the noticed and expected values were tracked down along the corner to corner line, with not many critical takeoffs from it, subsequently ordinarily supposing that is satisfied. Moreover, normality was likewise tried utilizing Histogram Figure 4.2. This showed the chime shape and spread of disseminations in the knowledge. The histogram of normalized residuals ought to show a generally typical bend when the supposition of regression and most different procedures are met that blunder terms are ordinarily dispersed (Garson, 2012). The researcher emphasizes the way that in any perceptive method, the assumption is a typical circulation of blunder, with the biggest number of forecasts being at or close to

nothing and afterward following off into what he calls high expectation and low expectation tails. This appears to have been matched by visual outcomes in Figure 4.2.

Moreover, the normality test was additionally checked by looking at the skewness and kurtosis values. As indicated by Tabachnick and Fidell (2013), skewness estimates the evenness of a circulation while kurtosis is utilized to quantify the peakedness of a conveyance. The upsides of skewness and kurtosis of the review factors demonstrated in Table 4.21 uncovered that the knowledge was ordinarily conveyed where the skewness values were in the scope of - 1.525 to - .903. The incentive for kurtosis, then again, was in the scope of - .470 to 1.455 which was well inside the limit as per George and Mallery (2010) that the qualities for imbalance and kurtosis between - 2 and +2 are thought of as adequate.

Kolmogorov-Smirnov and Shapiro Wilk tests were additionally used to distinguish the circulation of things in the review (Shapiro and Wilk, 1965) which were used for working out every variable. Since the sample was more than 50, Kolmogorov-Smirnov test was in this way used to test for normality given that SPSS gives the two default values. In this case, normality could be distinguished by taking a glance at the p-value of Kolmogorov-Smirnov and Shapiro Wilk tests. Accordingly, if the p-value (critical worth) of the Kolmogorov-Smirnov test is more noteworthy than 0.05, that is characteristic that the knowledge is ordinary. In actuality, if the p-value is less than 0.05, the knowledge fundamentally veers off from the ordinary dissemination. Notwithstanding, since the p-values for the factors were more than 0.05, this is characteristic that the normality of the knowledge was affirmed.

Thus, the factors were not huge which meets the presumptions of normality. Table 4.22 portrays consequences of the normality test.

Table 4. 22: Kolmogorov- Sminorv Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Knowledge Creation	.085	233	.105	.982	233	.068
Knowledge Acquisition	.120	233	.089	.844	233	.102
Knowledge Sharing	.120	233	.121	.945	233	.097
Knowledge Storage	.116	233	.201	.966	233	.101
Organizational Culture	.054	233	.096	.982	233	.084
Employee Commitment	.048	233	.200*	.989	233	.072

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Researcher, 2024

4.14.3 Heteroscedasticity Assumption Test Results

Zolna, Dao, Staszewski and Barszcz, (2015) define heteroskedasticity as a situation where the variance of the residuals is unequal over a range of measured values. It is a phenomenon where data violates a statistical assumption known as homoscedasticity. Homoscedasticity, or homogeneity of variances is defined by Garson, (2012) as an assumption of equal or similar variances in different groups being compared. When the homoscedasticity assumption is violated, this can lead to increased Type I error rates or decreased statistical power since uneven variances in samples result in biased and skewed test results. This can adversely affect substantive conclusions, the failure to detect and manage heteroscedasticity could have serious implications for theory, research, and practice. In addition, heteroscedasticity is not uncommon in the behavioral and social sciences (Rosopa, Schaffer & Schroeder 2013). Garson, (2012) reiterates that when the homoscedasticity assumption is met, residuals form a pattern-less cloud of dots. In this study, the assumption of heteroscedasticity was tasted by the use of scatter plots as in Figure 4.3.

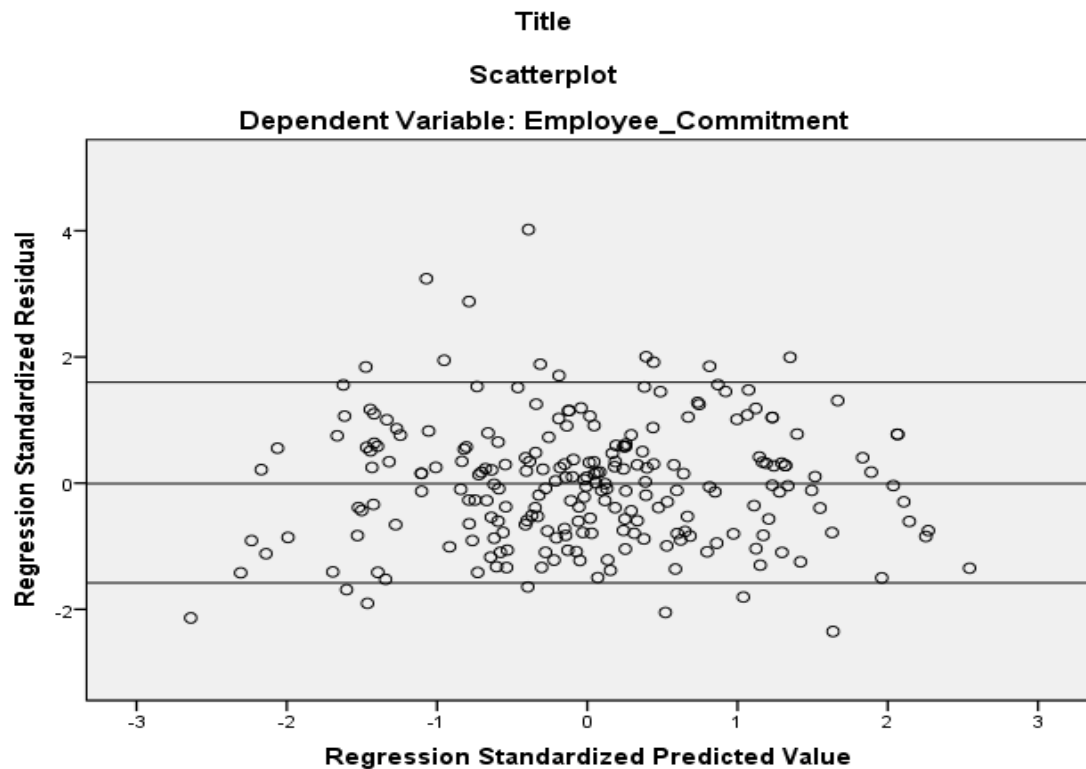


Figure 4. 3: *Heteroscedasticity Test Plot*

Source: Researcher, 2024

Based on the results in Figure 4.3, the data plot of standardized residuals vs standardized predicted values showed no obvious signs of funneling and most residuals are seen to be within the recommended threshold, hence suggesting the assumption of heteroscedasticity was not violated. According to Osborne & Waters (2002), residuals should lie between -2 and +2 points. This can be seen along the Y axis in Figure 4.3.

4.14.4 Multicollinearity Assumption Test Results

It is evident from regression analysis that there is a relationship between the response and the predictor(s); yet, a relationship between indicators is undesirable. The number of indicators retained for the regression model depends on a variety of factors, including experience, verified knowledge, and so forth. Because of the scientist, the final selection of the most important indicators is an objective process (Daoud, 2017). Multicollinearity,

also known as close straight dependence, is a quantifiable characteristic in which there is a strong correlation between at least two indicator elements in a multiple regression model. Indicator factors are intended to be symmetrical in the unlikely event that there isn't a direct correlation between them (Jensen and Ramirez, 2013). According to the researchers, multicollinearity is a feature that arises when at least two indicators are correlated, and in the event that this happens, the coefficients' standard error will increase. The coefficients for some or all autonomous components may be considered to be fundamentally unique, according to expanded standard errors. Ultimately, multicollinearity reduces some aspects to measurable insignificance when they should be crucial by exaggerating the standard errors (Dupuis and Victoria-Feser, 2013).

In essence, multicollinearity evaluates the hypothesis that there isn't an unduly strong correlation between the review indicators. Through the evaluation of resistances and VIFs using regression data provided by the SPSS collinearity diagnostics results, multicollinearity was attempted in this review. According to Garson (2012), there is a probability that the cutoff esteem will be greater than the resilience esteem .250, the independent variable should be eliminated from the study due to multicollinearity. Similar to this, a thumb rule is noticed that when multicollinearity is a problem, $VIF > 4.0$. The results are displayed in Table 4.23.

Table 4.23 displays the range of tolerance values, which are between 0.405 and 0.951. As a result, these numbers exceed .250. In a similar vein, VIF values fall between 1.052 and 2.466, indicating that they are all less than 4.0. As a result, since all tolerance values are above .250 and all VIF values are below 4.0, these results support the conclusions drawn by Garson (2012) and Aminu and Shariff (2014) that multicollinearity does not occur in the study.

Table 4. 23: Multicollinearity Test Results

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.894	.133		6.731	.000		
Knowledge Creation	.206	.026	.354	7.773	.000	.407	2.457
Knowledge Acquisition	.109	.027	.124	4.084	.000	.919	1.088
Knowledge Sharing	.202	.021	.314	9.732	.000	.811	1.233
Knowledge Storage	.068	.019	.108	3.614	.000	.951	1.052
Organizational Culture	.190	.026	.338	7.428	.000	.405	2.466

a. Dependent Variable: Employee Commitment

Source: Researcher, 2024

4.14.5 Autocorrelation Assumption Test Results

According to Evade (2008), the phrase "autocorrelation" comes from the Greek word for "self," and it denotes knowledge that is correlated with itself rather than connected to other pieces of knowledge. Autocorrelation suggests a relationship between neighboring perceptions' errors (Mathur, 2015). According to the author, if the errors are connected, least-squares regression may underestimate the standard error of the coefficients, giving the impression that the predictors are important when they are not. When it comes to the characteristic being studied, the adjacent units in the cross-section data typically have similar characteristics. Since most factual tests anticipate a number of free discoveries that ensure the value of one perception does not influence the value of other perceptions, autocorrelation is also known as data independence.

The null hypothesis that the residuals were not directly auto-associated is tested using Durbin-Watson's d. Although d might anticipate values between 0 and 4, upsides of roughly 2 often exhibit little autocorrelation. It is evident that there is no auto-relationship in the various straight regression data when the value of d is between 1.5 and 2.5 (Turner, 2020). Using Durbin-Watson, d, insights, autocorrelation was tested under this examination. The results are shown in Table 4.24.

Table 4. 24: Durbin Watson Test Results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.899 ^a	.809	.805	.14185	2.006

a. Predictors: (Constant), Organizational Culture, Knowledge Creation, Knowledge Acquisition, Knowledge Storage, Knowledge Sharing

b. Dependent Variable: Employee Commitment

Source: Researcher, 2024

The results in Table 4.24 shows that the Durbin -Watson $d = 2.006$. This d value is between the critical values of $1.5 < d < 2.5$ as echoed by Kim, (2022). The statistical findings therefore assume that there was no first order linear autocorrelation in the cross-sectional regression data.

4.15 Correlation Analysis

According to Senthilnathan (2019), correlation analysis is a factual technique used in research to process affiliation and assess the strength of a direct link between two components. In essence, it determines the extent to which a change in one variable has led to advancement in another. In accordance with Gogtay and Thatte (2017), the coefficient's value might range from -1 to +1, indicating a positive or negative relationship. The co-variety of the four knowledge management predictors—knowledge creation, knowledge acquisition, knowledge sharing, and knowledge storage—was broken down in this review using Pearson's Relationship. The results are shown in Table 4.25. Appendix X shows the connection coefficient in its entirety.

Table 4. 25: Correlation results

		EC	KC	KA	KS	KSG	OC
EC	Pearson Correlation	1					
KC	Pearson Correlation	.782**	1				
KA	Pearson Correlation	.344**	.205**	1			
KS	Pearson Correlation	.622**	.416**	.134*	1		
KSG	Pearson Correlation	.288**	.155*	.138*	.148*	1	
OC	Pearson Correlation	.779**	.758**	.269**	.381**	.185**	1

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

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

Where: EC- Employee Commitment; KC- Knowledge creation; KA- Knowledge Acquisition; KS- Knowledge Sharing; KSG- Knowledge Storage and OC- Organizational Culture.

Source: Researcher, 2024

The results in Table 4.25 show the correlation test outcome of the study. It indicates that all variables were positively associated with employee commitment. Knowledge creation has the highest Pearson correlation coefficient with $r = .782$ $p = 0.000 < .01$. This is followed by organizational culture which has a Pearson correlation coefficient, $r = .779$, $p = 0.000 < .01$. Similarly, knowledge sharing has a positive correlation with employee commitment with a Pearson coefficient of $r = .622$, $p = 0.000 < .01$, while knowledge acquisition also had a positive association with its Pearson correlation coming at $r = .344$, $p = 0.000 < .01$. Lastly, knowledge storage had the weakest but positive correlation with Pearson correlation coefficient of $r = .288$, $p = 0.000 < 0.01$. Since the highest correlation coefficient is .782 which is less than .8, there is no multicollinearity problem in this study. The results also reveal that the relationship between the independent and dependent variables are all positive.

4.16 Analysis of variance

Anova is a statistical formula used to compare variances across the means (or average) of different groups. Also known as the test for good fit, Anova tests whether the regression model is generally a good fit for the data. Anova generally runs on the assumptions that; each group sample is drawn from a normally distributed population, all populations have a common variance, all samples are drawn independently of each other and that within each sample, the observations are sampled randomly and independently of each other (Connelly, 2021). The results obtained are presented in Table 4.26.

Table 4. 26: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.332	4	.083	.803	.525 ^b
	Residual	23.566	228	.103		
	Total	23.898	232			
2	Regression	18.296	8	2.287	91.448	.000 ^c
	Residual	5.602	224	.025		
	Total	23.898	232			
3	Regression	19.336	9	2.148	105.039	.000 ^d
	Residual	4.561	223	.020		
	Total	23.898	232			
4	Regression	19.489	10	1.949	98.141	.000 ^e
	Residual	4.409	222	.020		
	Total	23.898	232			
5	Regression	19.566	11	1.779	90.755	.000 ^f
	Residual	4.331	221	.020		
	Total	23.898	232			
6	Regression	19.700	12	1.642	86.038	.000 ^g
	Residual	4.198	220	.019		
	Total	23.898	232			
7	Regression	19.846	13	1.527	82.522	.000 ^h
	Residual	4.051	219	.018		
	Total	23.898	232			

a. Dependent Variable: Employee Commitment

b. Predictors: (Constant), Level of education, Gender, Age, Experience

c. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing

d. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture

e. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC

f. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA

g. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA, OC*KS

h. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA, OC*KS, OC*KSG

Source: Researcher, 2024

4.17 Regression Model Summary

After testing for the assumptions of regression, the regression model summary was extracted and is shown in Table 4.27. The results in Table 4.27 indicate that all the models were significant at 95% level of confidence. This was when the model's summary was run cumulatively. When individual models were tested yet again, all the models in that order were significant. The researcher therefore summarized the model as indicated in Table 4.27.

Table 4. 27: Combined Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change in F	df1	df2	Sig. F Change
1	.118 ^a	.014	-.003	.32149	.014	.803	4	228	.525
2	.875 ^b	.766	.757	.15814	.752	179.579	4	224	.000
3	.900 ^c	.809	.801	.14302	.044	50.874	1	223	.000
4	.903 ^d	.816	.807	.14092	.006	7.693	1	222	.006
5	.905 ^e	.819	.810	.14000	.003	3.931	1	221	.049
6	.908 ^f	.824	.815	.13813	.006	7.009	1	220	.009
7	.911 ^g	.830	.820	.13601	.006	7.908	1	219	.005

a. Predictors: (Constant), Level of education, Gender, Age, Experience

b. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing

c. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture

d. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC

e. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA

f. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA, OC*KS

g. Predictors: (Constant), Level of education, Gender, Age, Experience, Knowledge Creation, Knowledge Storage, Knowledge Acquisition, Knowledge Sharing, Organizational Culture, OC*KC, OC*KA, OC*KS, OC*KSG

h. Dependent Variable: Employee Commitment

Source: Researcher, 2024

4.18 Hypotheses Testing

To evaluate all immediate effect ideas, this review adopted a progressive regression model; different regression models were used to examine balance impact hypotheses. The results were presented/announced in distinct tables, and further developed boundary gauges and coefficient of assurance (R^2) were demonstrated by translation, discussion, and deduction. The t-test was then used under the null hypothesis to assess each coefficient's particular meaning. The test was completed with a basic worth of $t = 1.96$ and a degree of importance of 0.05%. When the t-determined was far more notable than the t-classified, the erroneous hypothesis was discarded. There were two types of testing for speculation: directed impact and immediate impact. First, the regression model summary for the moderator as a variable was tested as shown in Table 4.30, whereas the direct impacts were tested as shown in Tables 4.28 and 4.29.

4.19 Testing the Hypothesis for Direct Effect

Table 4.28 showed the consequences of the immediate impact hypotheses. This model has a massive $F = 91.448$, $p = .000$, $R^2 = .766$ and R^2 change of .766, respectively. This result demonstrates that the independent variables, knowledge creation, knowledge acquisition, knowledge sharing, and knowledge storage, predict 76.6% ($\Delta R^2 .766$) of the variation of Employee commitment. Table 4.27 shows the coefficient values for the independent variables on the dependent variable and Table 4.28 shows the findings of the regression.

Table 4. 28: Regression Model Summary for direct effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.875 ^a	.766	.757	.15814	.766	91.448	8	224	.000

a. Predictors: (Constant), Age, Gender, Level of education, Experience, Knowledge Creation, Knowledge Acquisition, Knowledge Sharing, Knowledge Storage.

Source: Researcher, 2024

From Table 4.28, the results showed that the model summary had $R = .875$ while $R^2 = .766$ with an R^2 Change of .766. This was supported by F Change = 91.448 with sig F change value of 0.000. This means that the model was significant.

Table 4. 29: Direct Effects of Knowledge Management on Employee Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.875	.163		5.366	.000
Gender	-.025	.021	-.039	-1.184	.238
Age	.008	.012	.033	.678	.499
Experience	.002	.010	.012	.239	.811
Level of education	-.005	.018	-.010	-.297	.767
Knowledge Creation	.344	.021	.591	16.310	.000
Knowledge Acquisition	.143	.030	.162	4.854	.000
Knowledge Sharing	.214	.023	.332	9.206	.000
Knowledge Storage	.077	.021	.122	3.647	.000
R	.875				
R^2	.766				
R^2 Change	.766				
F Change	91.448				

a. Dependent Variable: Employee Commitment

Source: Researcher, 2024

4.19.1 Effect of Knowledge Creation on Employee Commitment

Hypothesis one (H01) stated that knowledge creation has no significant effect on employee commitment among tier-one commercial banks in Kenya. The research findings presented in Table 4.29 indicate that knowledge creation has a positive and significant effect on employee commitment ($\beta = .344$; $p = .000 < 0.05$ at $\alpha = .05$). The rejection of the null hypothesis suggests that increased efforts in knowledge creation are associated with higher levels of employee commitment in tier-one commercial banks in Kenya. This outcome supports the idea that organizational practices aimed at fostering knowledge creation, such as collaboration, knowledge sharing, and the conversion of tacit knowledge into explicit knowledge, lead to stronger emotional and professional attachment from employees.

This positive effect can be explained through Universalistic Theory by Brian Harney (2016), which posits that certain practices, if universally implemented, yield positive organizational outcomes. According to Harney, practices such as fostering a culture of knowledge creation are universally beneficial for enhancing employee commitment, as they align individual goals with the organizational objectives. In the context of the Kenyan banking sector, the universal practice of promoting knowledge creation through structured systems and processes can enhance employees' sense of value and attachment to the organization. When employees are actively involved in knowledge creation, they are more likely to feel engaged, leading to greater job satisfaction and loyalty.

Additionally, the Theory of Organizational Epistemology by von Krogh and Roos (1995) provides further insight into these findings. According to this theory, organizational knowledge creation involves a dynamic process where individuals and groups within an organization contribute to the development of shared knowledge, which in turn influences organizational outcomes. Knowledge creation, as described in the study by Iddy and Alon (2019), suggests that the conversion of tacit to explicit knowledge can play a vital role in enhancing organizational performance, including employee commitment. In the case of tier-one banks, fostering a culture of knowledge creation where employees actively engage in transforming tacit knowledge into explicit knowledge can not only improve performance but also increase their emotional commitment to the organization.

Furthermore, empirical studies support the positive link between knowledge creation and employee commitment. For example, a study by Nonaka (1994) on knowledge management emphasizes that knowledge creation processes, such as socialization, externalization, combination, and internalization, help organizations build a knowledge-rich environment, which, in turn, leads to higher levels of employee engagement and loyalty. Similarly, a study by Wang and Noe (2010) found that knowledge-sharing

behaviors, which stem from knowledge creation, positively correlate with employee organizational commitment.

4.19.2 Effect of Knowledge Acquisition on Employee Commitment

Hypothesis Two (H_{02}) stated that knowledge acquisition has no significant effect on employees' commitment among tier one commercial banks in Kenya. From the research findings in Table 4.29, it is indicated that knowledge creation has a positively and significant effect on employee commitment with ($\beta = .143$; $p \text{ value} = .000 < 0.05$ at $\alpha = .05$). The findings from the study on the effect of knowledge acquisition on employee commitment indicate a positive and significant relationship, with a regression coefficient of $\beta = .143$ ($p = .000$). This result leads to the rejection of the null hypothesis, demonstrating that knowledge acquisition has a meaningful impact on employee commitment in tier-one commercial banks in Kenya. Specifically, for every unit increase in knowledge acquisition, there is a .143 unit increase in employee commitment. This suggests that efforts to enhance knowledge acquisition within the organization are closely linked to higher levels of employee engagement and attachment to the organization.

The observed relationship can be framed using Universalistic Theory by Brian Harney (2016), which emphasizes the importance of universally applicable organizational practices that yield positive results. In the case of knowledge acquisition, Harney's theory suggests that knowledge acquisition practices—such as training, recruitment of skilled employees, and the creation of opportunities for employees to access external knowledge—serve as universal practices that can foster greater employee commitment. By investing in knowledge acquisition, banks not only enhance the intellectual capital of the organization but also strengthen the bond between the organization and its employees. Employees who feel that their knowledge is being valued and that they are continuously

learning tend to develop a stronger attachment to the organization, enhancing their overall commitment.

Additionally, Organizational Epistemology Theory by von Krogh and Roos (1995) further informs the findings. This theory argues that knowledge acquisition is a vital process within organizations, as it allows for the integration of new knowledge that supports organizational growth. Knowledge acquisition involves obtaining valuable external knowledge and adapting it to the organization's existing body of knowledge. According to this perspective, when employees are exposed to new knowledge—whether through training, collaboration, or exposure to industry best practices—their sense of competence and contribution increases, which leads to heightened commitment. In the case of the Kenyan tier-one banks, knowledge acquisition likely contributes to employees feeling more capable and aligned with organizational goals, ultimately leading to greater commitment.

Furthermore, empirical studies support the positive effect of knowledge acquisition on employee commitment. For instance, Bagheri (2022) found that organizational commitment is positively influenced by both knowledge acquisition and sharing, as well as by leader-member exchange and innovation climates. This aligns with the findings of the current study, suggesting that knowledge acquisition not only contributes to individual development but also facilitates the creation of a conducive environment for innovation and retention. Moreover, a study by Tseng (2010) found that organizations that promote continuous knowledge acquisition tend to experience higher levels of employee satisfaction and commitment, as employees feel empowered and valued for their growing expertise.

4.19.3 Effect of Knowledge Sharing on Employee Commitment

Hypothesis Three (**H₀₃**) proposed that knowledge sharing has no significant effect on employee commitment among tier one commercial banks in Kenya. However, the research findings, as indicated in Table 4.29, reveal that knowledge sharing has a positive and significant effect on employee commitment, with ($\beta = .214$; $p \text{ value} = .000 < 0.05$ at $\alpha = .05$). This led to the rejection of the null hypothesis, concluding that knowledge sharing positively and significantly affects employee commitment. Specifically, for each unit increase in knowledge sharing, employee commitment increases by up to .214 units. These findings align with those of Trivellas et al. (2015), who found that employees in a knowledge-sharing environment are more likely to experience higher job satisfaction, leading to enhanced effectiveness due to improved competencies.

The results are well-supported by Universalistic Theory by Brian Harney (2016), which suggests that universally applicable best practices, such as fostering knowledge sharing, lead to improved organizational outcomes, including employee commitment. Knowledge sharing is often regarded as a key element of organizational best practices, particularly in knowledge-intensive industries such as banking, where employee engagement and the effective transfer of expertise are crucial to overall performance. The positive relationship found in this study implies that knowledge sharing practices, when universally applied across the organization, lead to higher employee commitment, aligning with the core principles of Universalistic Theory.

Moreover, the findings can be further examined through the lens of Organizational Culture Theory (Burrell & Morgan, 1979). Organizational culture plays a significant role in shaping the way knowledge is shared within an organization. In cultures that value collaboration and open communication, employees are more likely to engage in knowledge-sharing behaviors, which can subsequently foster a stronger commitment to

the organization. Therefore, the cultural context in which knowledge sharing occurs is pivotal in understanding how such practices influence employee attitudes and behaviors. By incorporating this perspective, we can better explain how knowledge-sharing practices embedded within a supportive organizational culture can drive employee commitment, particularly in the context of tier one commercial banks.

Additionally, Organizational Epistemology Theory by von Krogh and Roos (1995) offers a deeper understanding of how the sharing of knowledge within organizations affects employees' cognitive and emotional attachment to their work and the organization. This theory underscores that knowledge sharing is not merely a transaction of knowledge but a social process that influences how employees construct and internalize knowledge, which in turn shapes their commitment. As employees engage in the sharing and co-creation of knowledge, they develop a sense of ownership and shared purpose, which strengthens their commitment to the organization. In this light, the findings of the study reflect the vital role of knowledge sharing in cultivating a sense of belonging and trust, which are foundational elements of employee commitment.

4.19.4 Effect of Knowledge Storage on Employee Commitment

Hypothesis Four (**H₀₄**) stated that knowledge storage has no significant effect on employees' commitment among tier one commercial banks in Kenya. From the research findings in Table 4.29, it is indicated that knowledge storage has a positively and significant effect on employee commitment with ($\beta = .077$; $p \text{ value} = .000 < 0.05$ at $\alpha = .05$). The null hypothesis was therefore rejected, and conclusion made that knowledge storage positively and significantly affects employee commitment. From the findings therefore, there is up to .077 unit increase in employee commitment for each unit increase in knowledge storage. The findings of this study were supported by the study done by Alavi, Karami, and Afzali (2020), who found out that knowledge storage positively

affects employee performance, which in turn has a positive impact on employee commitment. The study found that employees who had access to knowledge storage systems were more likely to perform well and therefore had higher levels of commitment to their organizations.

The study findings were additionally supported by another study by Yazdani, Tahmasebi and Khalilzadeh (2020), which argued that another way in which knowledge storage affects employee commitment is by providing employees with a sense of autonomy and control over their work. When employees have access to knowledge storage systems, they are better able to manage their tasks and responsibilities independently. This sense of autonomy and control can lead to higher levels of job satisfaction, which in turn can increase employee commitment. Besides, a study by Shou and Lee (2021) explored the role of knowledge sharing and knowledge storage in promoting employee autonomy. They found that knowledge storage systems played a crucial role in empowering employees to access and utilize relevant knowledge, enabling them to have more control over their work. This increased autonomy was positively associated with higher levels of employee commitment.

4.19.5 Effect of Organizational Culture variable Tests of hypothesis

The direct effect of the moderating variable (organizational culture) on the effect of knowledge management on employee commitment among tier one banks in the north rift region, Kenya. This was tested to look at the effect of the moderating variable on the dependent variable without interacting it with any of the independent variables. This was done in a manner that showed the direct effect of the moderating variable on the dependent variable. In this capacity therefore, the moderating variable was treated as just any other independent variable and its effect on the dependent variable monitored at 95%

level of significance. The coefficient results for the direct moderating variable on the dependent variable are shown in Table 4.30.

Table 4. 30: Regression Model Summary for direct Organizational culture effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.900 ^a	.809	.801	.14302	.809	105.039	9	223	.000

a. Predictors: (Constant), Gender, Age, Experience, Level of education, Knowledge Creation, Knowledge Acquisition, Knowledge Sharing, Knowledge Storage, Organizational Culture

Source: Researcher, 2024

From Table 4.30, the results showed that the model summary given the direct effect of the moderating variable on the dependent variable had $R = .900$ while $R^2 = .809$ with an R^2 Change of .809. This was supported by F Change = 105.039 with sig F change value of 0.000. This means that the model showed a statistically significant direct effect of the moderating variable on the dependent variable.

Table 4. 31: Testing for Direct Organizational Culture effect

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.912	.147		6.185	.000
Gender	-.003	.019	-.005	-.164	.870
Age	-.001	.011	-.004	-.088	.930
Experience	.004	.009	.018	.404	.687
Level of education	-.006	.017	-.011	-.363	.717
Knowledge Creation	.207	.027	.356	7.654	.000
Knowledge Acquisition	.109	.027	.123	4.020	.000
Knowledge Sharing	.202	.021	.313	9.592	.000
Knowledge Storage	.067	.019	.106	3.510	.001
Organizational Culture	.189	.026	.336	7.133	.000
R	.900				
R^2	.809				
R^2 Change	.809				
F Change	105.039				

a. Dependent Variable: Employee Commitment

Source: Researcher, 2024

Hypothesis five (**H₀₅**;) stated that organizational culture has no significant effect on employee commitment among tier one commercial banks. From the research findings in Table 4.31, it is indicated that organizational culture has a positive and significant effect on employee commitment with ($\beta = .189$; $p \text{ value} = .000 < 0.05$ at $\alpha = .05$). The null hypothesis was therefore rejected, and conclusion made that organizational culture positively and significantly affects employee commitment. From the findings therefore, there is up to .189-unit change in the relationship between knowledge management and employee commitment as a result of a unit change in organizational culture.

The findings of this study can be supported thus by the findings of the study by Rohim and Budhiasa, (2019) on organizational culture as moderator in the relationship between organizational reward on knowledge sharing and employee performance. This study found that organizational rewards in the form of giving economic rewards as remuneration, such as employee performance allowance, significantly affect individual attitudes in knowledge sharing. The interaction between the variable of remuneration with clan culture has a significant effect on knowledge sharing; these findings suggest that clan culture is a pure moderation variable that strengthens the relationship between remuneration and knowledge sharing. The result of this research proves that the interaction between the variable of remuneration with adhocracy culture has no significant effect on knowledge sharing. The interaction between the variable of remuneration with hierarchical culture has a significant negative effect on knowledge sharing. Market culture is not proven to moderate the relationship between remuneration and knowledge sharing. However, market culture variables directly and significantly affect knowledge sharing.

4.20 Testing for moderation

According to Ramayah, Cheah, Chuah, Ting and Memon (2018), moderation also known as effect modification in statistics and regression analysis occurs when the relationship between two variables depends on a third variable. The third variable is referred to as the moderator variable (or effect modifier) or simply the moderator (or modifier). Moderation can be tested by looking for significant interactions between the moderating variable (Z) and the Independent Variables (X). Notably, it is important to center both the moderator and the IVs to reduce multicollinearity and make interpretation easier (Memon, Cheah, Ramayah, Ting, Chuah & Cham, 2019).

From Table 4.32, the results showed that the model summary given the effect of the interaction terms (standardized coefficients) between the moderating variable and the independent variables on the dependent variable had $R = .870$ while $R^2 = .757$ with an R^2 Change of .756. This was supported by F Change = 176.665 with sig F change value of 0.000. This means that the model showed a statistically significant moderating effect of the interaction standardized coefficients on the dependent variable.

Table 4. 32: Regression Model Summary for Moderation Effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.870 ^a	.757	.748	.16102	.757	87.214	8	224	.000

a. Predictors: (Constant), Gender, Age, Level of Education, Experience, OC*KC, OC*KA, OC*KS, OC*KSG

Source: Researcher, 2024

The study also tested the individual standardized coefficient effects on the dependent variables and the results were shown in Table 4.33. From these results, the moderating effect hypothesis were tested for all the moderating effect standardized coefficients. Their

Beta coefficients were looked at against their p-values and decisions were made based on the t- values and the p-values.

Table 4. 33: Testing for the Moderation Effect

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.699	.094		28.831	.000
Gender	.010	.022	.016	.485	.628
Age	-.008	.012	-.033	-.668	.505
Work duration	.006	.010	.033	.656	.513
Level of education	-.005	.019	-.010	-.277	.782
OC*KC	.029	.006	.370	4.594	.000
OC*KA	.006	.007	.054	.857	.393
OC*KS	.033	.006	.374	5.668	.000
OC*KSG	.014	.005	.139	2.592	.008
R	.870				
R ²	.757				
R ² Change	.757				
F Change	87.214				

a. Dependent Variable: Employee Commitment

Source: Researcher, 2024

Table 4.33 presents H_{05a}, H_{05b}, H_{05c}, and H_{05d} from Model 6 to model 9 for the moderating effect of organizational culture. These hypotheses were tested using hierarchical regression. Prior to conducting hierarchical regression analyses, all study variables were standardized as z-scores to test for interaction terms (Lim, Snyder, Pietrzak, Ukiqi, Villemagne, Ames, ... and AIBL, 2016). According to Aguinis and Gottfredson (2010) the Z-standardization of the variables allows easy interpretation of the interaction effects. The results of the hypotheses formulated displayed in the Table 4.33.

4.20.1 Testing the Moderating Effect of Organizational Culture on the Relationship between Knowledge Creation and Employee Commitment (H05a)

Hypothesis H_{05a} stated that organizational culture does not moderate the relationship between knowledge creation and employee commitment among tier one commercial

banks. The results in Table 4.34 on the combined regression model indicates that model 4 on the interaction between organizational culture and knowledge creation on the dependent variable, employee commitment, with ($R = .903$; $R^2 = .816$; $R^2\Delta = 0.006$ and $F \text{ Change} = 7.693$) is significant at a $F\Delta = .006$. These results were supported by the test of significance results displayed in Table 4.33. From these results, the standardized coefficient of knowledge creation had a $\beta = .029$; $t = 4.621$ with a p -value $= .000$. From the results therefore, the $R^2\Delta$ of $.006$ implies that there is a 0.6% increase in the variation of the employee commitment by the inclusion of the interaction term between organizational culture and knowledge creation on the relationship between knowledge creation and employee commitment. The results suggest that organizational culture moderately strengthens the relationship between knowledge creation and employee commitment. Since the interaction results indicate a $p = .000 < .05$ at 95% level of confidence and the conventional $t_{cal} = 4.621 > t_{tab}$ at ± 1.96 , the null hypothesis was therefore rejected, and conclusion made that organizational culture moderates the relationship between knowledge creation and employee commitment among tier one commercial banks.

Figure 4.4, which depicts an improving directing influence, further supports the study's findings. It indicates that at low levels of knowledge creation, employee commitment is high across all representative responsibility levels. However, employee commitment also increases as knowledge creation tenderly increases. As compared to low levels, the results also demonstrate that the increase is large with raised degrees of organizational culture. Taking these findings into consideration, the review rejected the null hypothesis H_{05a} .

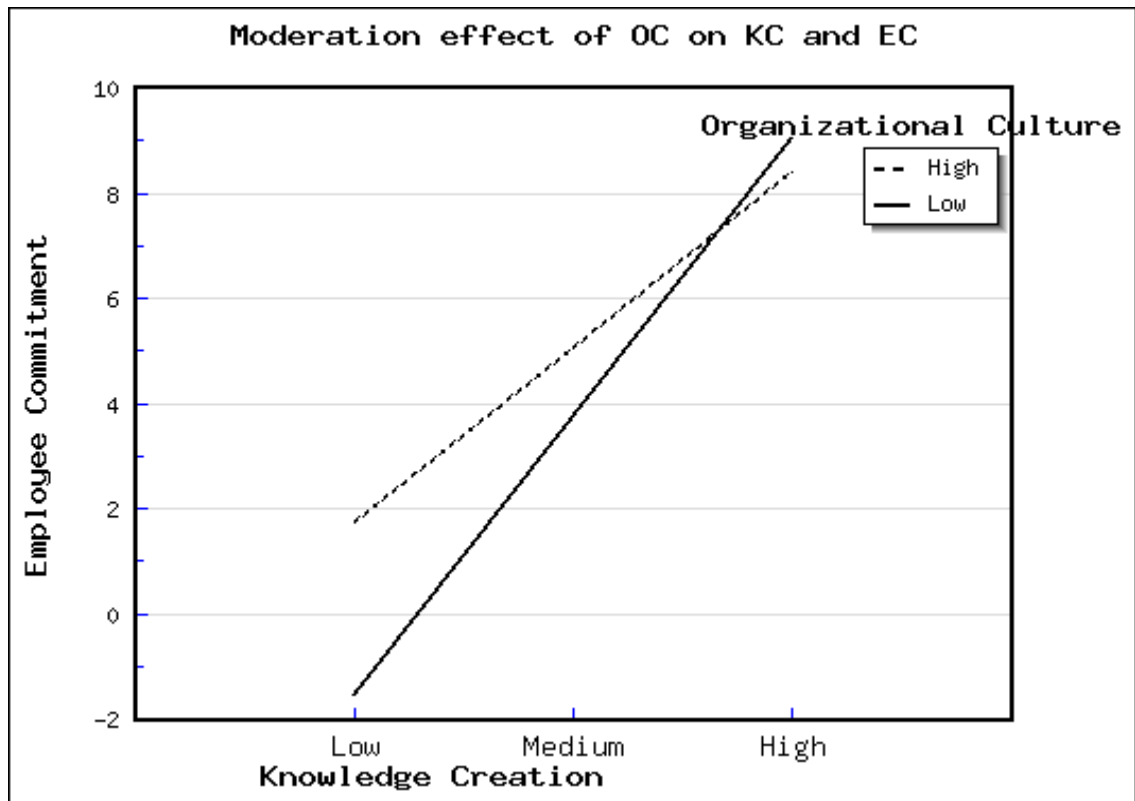


Figure 4. 4: Graphic representation of the moderating effect of Organizational Culture on the relationship between Knowledge Creation and Employee Commitment (H_{05a})

Source: Researcher, 2024

4.20.2 Testing the Moderating Effect of Organizational Culture on the Relationship between Knowledge Acquisition and Employee Commitment (H_{05b})

Hypothesis H_{05b} stated that organizational culture does not moderate the relationship between Knowledge acquisition and employees' commitment among tier one commercial banks. The results in Table 4.34 on the combined regression model indicates that model 4 on the interaction between organizational culture and knowledge acquisition on the dependent variable, employee commitment, with ($R = .905$; $R^2 = .819$; $R^2\Delta = 0.003$ and $F\Delta = 3.931$) is insignificant at a $F\text{-Change} = .0049$. These results were supported by the test of significance results displayed in Table 4.33. From these results, the standardized coefficient of knowledge acquisition had a $\beta = .006$; $t = .857$ with a $p\text{-value} = .393$. From

the results therefore, the $R^2\Delta$ of .003 implies that there is a 0.3% change in the variation of the employee commitment by the inclusion of the interaction term between organizational culture and knowledge acquisition on the relationship between knowledge acquisition and employee commitment. The results suggest that organizational culture has no moderating effect on the relationship between knowledge acquisition and employee commitment. Since the interaction results indicate a $p = .393 > .05$ at 95% level of confidence and the conventional $t_{cal} = .857 < t_{tab}$ at ± 1.96 , the null hypothesis therefore failed to be rejected, and conclusion was arrived at that organizational culture indeed does not moderate the relationship between knowledge acquisition and employee commitment among tier one commercial banks.

These results are further supported by Figure 4.5 which reveals two parallel lines indicating no interaction effect of organizational culture on the relationship between knowledge acquisition and employee commitment. Based on these findings, the study thus failed to reject the null Hypothesis H_{05b} and concluded that organizational culture does not moderate the relationship between knowledge acquisition and employees' commitment among tier one commercial banks.

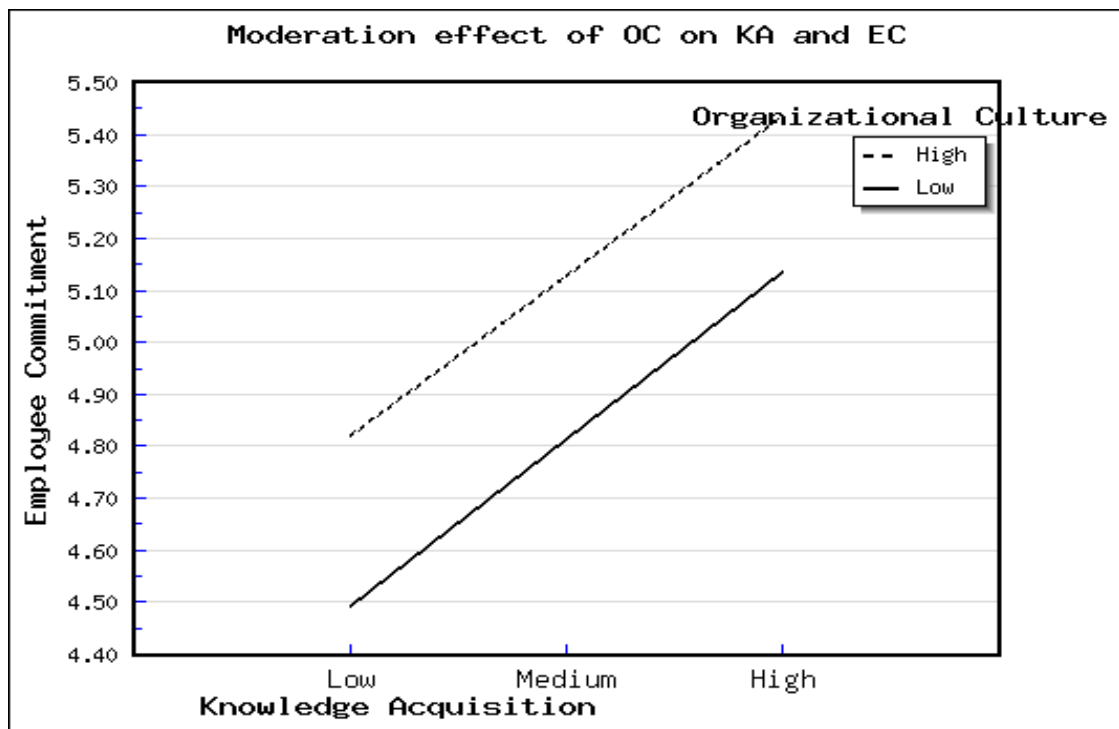


Figure 4. 5: Graphic representation of the moderating effect of Organizational Culture on the relationship between Knowledge Acquisition and Employee Commitment (H_{05b})

Source: Researcher, 2024

4.20.3 Testing the Moderating Effect of Organizational Culture on the Relationship between Knowledge Sharing and Employee Commitment (H_{05c})

Hypothesis H_{05c} stated that organizational culture does not moderate the relationship between knowledge sharing and employee commitment among tier one commercial banks. The results in Table 4.34 on the combined regression model indicates that model e on the interaction between organizational culture and knowledge sharing on the dependent variable, employee commitment, with ($R = .908$; $R^2 = .824$; $R^2\Delta = 0.006$ and $F \text{ Change} = 7.009$) is significant at a $F\Delta = .009$. These results were supported by the test of significance results displayed in Table 4.33. From these results, the standardized coefficient of knowledge sharing had a $\beta = .033$; $t = 5.668$ with a $p\text{-value} = .000$. From the results therefore, the $R^2\Delta$ of .006 implies that there is a 0.6% increase in the variation of

the employee commitment by the inclusion of the interaction term between organizational culture and knowledge sharing on the relationship between knowledge sharing and employee commitment. The results suggest that organizational culture improves the relationship between knowledge sharing and employee commitment. Since the interaction results indicate a $p = .000 < .05$ at $\alpha = 0.05$ level of significance and the conventional $t_{cal} = 5.668 > t_{tab}$ at ± 1.96 , the null hypothesis was therefore rejected, and conclusion made that organizational culture moderates the relationship between knowledge sharing and employee commitment among tier one commercial banks.

The findings of this study are further supported by Figure 4.6 which indicate that organizational culture has a moderating effect on knowledge sharing. This is because their interaction term can be seen to meet at some point in the graph. The results further show that as knowledge sharing increases, employee commitment also increases as a result of introduction of the interaction term between organizational culture and knowledge sharing. Based on these findings therefore, the study rejected the null Hypothesis H_{05C} and concluded that organizational culture moderates the relationship between knowledge sharing and employees' commitment among tier one commercial banks.

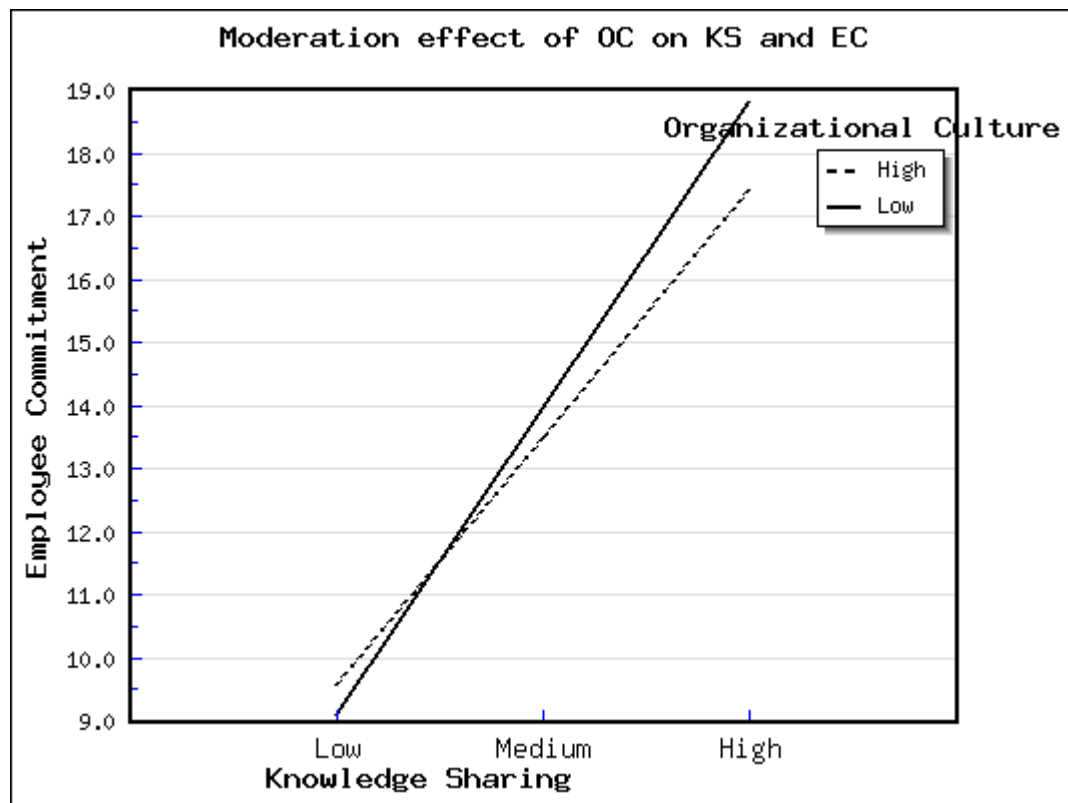


Figure 4. 6: Graphic representation of the moderating effect of Organizational Culture on the relationship between Knowledge Sharing and Employee Commitment (H_{05c})

Source: Researcher, 2024

4.20.4 Testing the Moderating Effect of Organizational Culture on the Relationship between Knowledge Storage and Employee Commitment (H_{05d})

Hypothesis H_{05d} stated that organizational culture does not moderate the relationship between knowledge storage and employee commitment among tier one commercial banks. The results in Table 4.34 on the combined regression model indicates that model f on the interaction between organizational culture and knowledge storage on the dependent variable, employee commitment, with ($R = .911$; $R^2 = .830$; $R^2\Delta = 0.006$ and $F \text{ Change} = 7.908$) is significant at a $F\Delta = .005$. These results were supported by the test of significance results displayed in Table 4.33. From these results, the standardized coefficient of knowledge storage had a $\beta = .014$; $t = 2.592$ with a p -value $= .008$. From the

results therefore, the $R^2\Delta$ of .006 implies that there is a 0.6% increase in the variation of the employee commitment by the inclusion of the interaction term between organizational culture and knowledge storage on the relationship between knowledge storage and employee commitment. The results suggest that organizational culture improves the relationship between knowledge storage and employee commitment. Since the interaction results a $p = 0.008 < .05$ at $\alpha = 0.05$ level of significance and the conventional $t_{cal} = 2.592 > t_{tab}$ at ± 1.96 , the null hypothesis was therefore rejected, and conclusion made that organizational culture moderates the relationship between knowledge storage and employee commitment among tier one commercial banks.

The findings of this study are further supported by Figure 4.7 which indicate an enhancing moderating effect, thus at low level of Knowledge Storage, employee commitment is high with all levels of employee commitment. The results indicate that as knowledge storage increases, employee commitment also increases. The results also show that the increase is high with high levels of organizational culture as compared to low levels. Based on these findings therefore, the study hence rejected the null Hypothesis H_{05d} and concludes that organizational culture does moderate the relationship between knowledge storage and employees' commitment among tier one commercial banks.

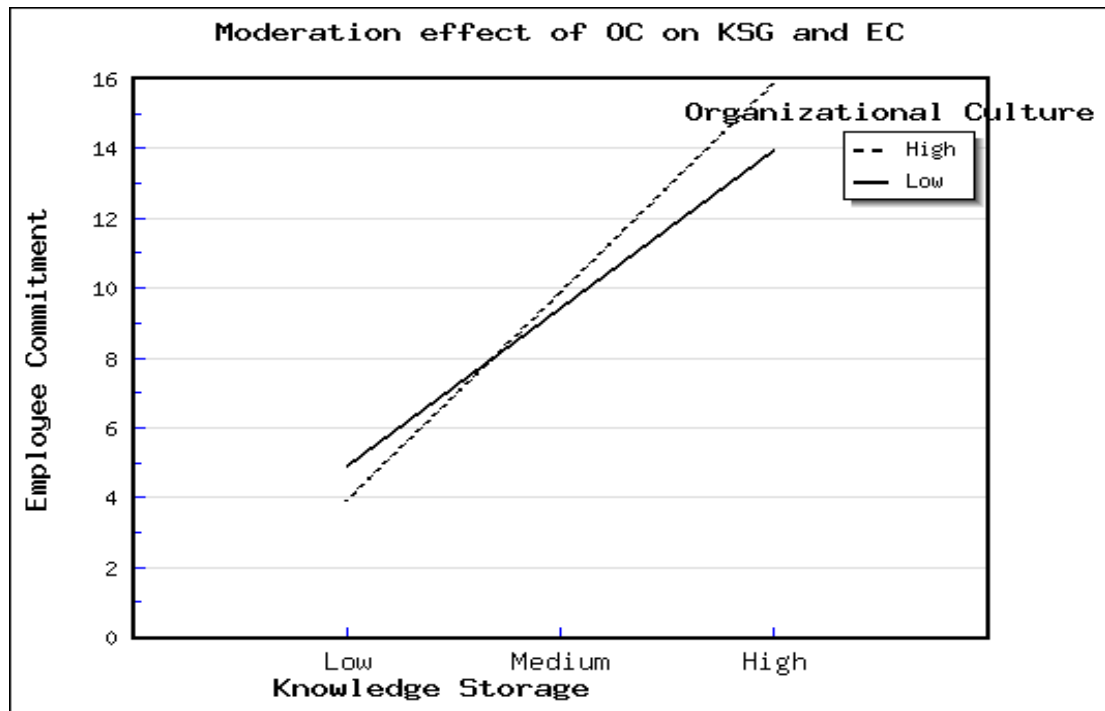


Figure 4. 7: Graphic representation of the moderating effect of Organizational Culture on the relationship between Knowledge Sharing and Employee Commitment (H_{05d})

Source: Researcher, 2024

4.21 Overall Significance Test Results

Table 4.34 shows the overall test results for the hypothesized research for all the hierarchical regression models. The results indicate the overall regression coefficients of both the direct influences and the interacted variables and standardized coefficients. The effect of all explanatory variables was positive and statistically significant at 95% level of significance except for that on knowledge acquisition. The results were supported by the conventional p-values that were less than 0.05 and the t- values which were taken at ± 1.96 . These results therefore showed that there was a significant presence of moderating effect of organizational culture on the relationship between all the explanatory variables and employee commitment among tier one commercial banks. This is a clear indication that all the parameters in knowledge management directly and indirectly affect the

commitment of employees among tier one commercial banks except for knowledge acquisition. The results are displayed in Table 4.34.

Table 4. 34: Overall Regression

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	β	β	β	β	β	β	β
(Constant)	3.999	.875	.912	1.604	.740	.295	.933
Gender	-.066	-.025	-.003	-.001	.001	.000	-.003
Age	.006	.008	-.001	.001	.000	7.411	.003
Experience	.006	.002	.004	.002	.002	.001	.000
Level of education	.003	-.005	-.006	-.007	-.008	-.009	-.007
Knowledge Creation		.344	.207	.055	.043	.013	.022
Knowledge Acquisition		.143	.109	.110	.345	.329	.329
Knowledge Sharing		.214	.202	.193	.192	.353	.350
Knowledge Storage		.077	.067	.073	.070	.065	-.100
Organizational Culture			.189	-.023	.190	.317	.122
OC*KC				.048	.052	.062	.063
OC*KA					-.059	-.057	-.056
OC*KS						-.042	-.043
OC*KSG							.047
R	.118	.875	.900	.903	.905	.908	.911
R ²	.014	.766	.809	.816	.819	.824	.830
R ² Change	0.14	.752	.044	.006	.003	.006	.006
F Change	.803	179.579	50.874	7.693	3.931	7.009	7.908

a. Dependent Variable: Employee Commitment

Source: Researcher, 2024

4.22 Summary of Hypothesis Testing

The hypotheses that were tested under the study were summarized as in Table 4.35. This made it easy for the readers of this research work to view and follow on all the tested hypotheses and decisions made on them based on the beta values and their significance values measured by p-values.

Table 4. 35: Summary of Hypothesis Testing

Hypothesis	Beta	p-value	Decision
<i>H₀₁</i> Knowledge creation has no significant effect on employees' commitment among tier one commercial banks.	.344	.000	Rejected
<i>H₀₂</i> Knowledge acquisition has no significant effect on employees' commitment among tier one commercial banks	.143	.000	Rejected
<i>H₀₃</i> Knowledge sharing has no significant effect on employees' commitment among tier one commercial banks	.214	.000	Rejected
<i>H₀₄</i> Knowledge storage has no significant effect on employees' commitment among tier one commercial banks	.077	.000	Rejected
<i>H₀₅</i> Organizational culture has no significant effect on employee commitment among tier one commercial banks	.189	.000	Rejected
<i>H_{05a}</i> Organizational culture does not moderate the relationship between knowledge creation and employees' commitment among tier one commercial banks	.029	.000	Rejected
<i>H_{05b}</i> Organizational culture does not moderate the relationship between Knowledge acquisition and employees' commitment among tier one commercial banks.	.006	.393	Failed to Reject
<i>H_{05c}</i> Organizational culture does not moderate the relationship between knowledge sharing and employees' commitment among tier one commercial banks	.033	.000	Rejected
<i>H_{05d}</i> Organizational culture does not moderate the relationship between knowledge storage and employees' commitment among tier one commercial banks	.014	.008	Rejected

Source: Researcher, 2024

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion, contribution of the study to knowledge, recommendations for further study. The purpose of this study was to examine the moderating effect of organizational culture on the relationship between knowledge management and employees' commitment among tier one commercial banks in North Rift Region, Kenya. The specific research objectives sought to evaluate the effect of knowledge creation on employees' commitment among tier one banks; to examine the effect of knowledge acquisition on employees' commitment among tier one banks; to assess the effect of knowledge sharing on employees' commitment among tier one banks; to analyze the effect of knowledge storage on employees' commitment among tier one banks; to assess the effect of Organizational culture on employee commitment among tier one commercial banks; to determine the moderating effect of organizational culture on the relationship between knowledge creation and employees' commitment; to determine the moderating effect of organizational culture on the relationship between knowledge acquisition and employees' commitment; to determine the moderating effect of organizational culture on the relationship between knowledge sharing and employees' commitment; to determine the moderating effect of organizational culture on the relationship between knowledge storage and employees' commitment.

5.2 Summary of Findings

The study postulated nine hypotheses which were all rejected except for one. These were as follows: The first hypothesis was that knowledge creation had no significant effect on employees' commitment. The effect was positive and statistically significant

($\beta = .344$, p value = .000). The hypothesis, therefore, was rejected because there was a positive and significant effect of knowledge creation on employee commitment. The second hypothesis was that knowledge acquisition had no significant effect on employees' commitment. The effect was positively and statistically significant ($\beta = .143$, p value .000). This hypothesis was also rejected because knowledge acquisition had a positive and significant effect on employee commitment.

The third hypothesis was that knowledge sharing had no significant effect on employees' commitment. The effect was found to be positive and statistically significant ($\beta = .214$, p value = .000). This hypothesis was also rejected since knowledge sharing had a significant effect on employee commitment. The fourth hypothesis sought to determine whether knowledge storage significantly affected employees' commitment. The relationship was positively and statistically significant ($\beta = .077$, p value .000). The hypothesis was equally rejected since knowledge storage was found to significantly affect employee commitment. The fifth hypothesis was that organizational culture significantly affects employees' commitment. The effect was also found to be positive and statistically significant ($\beta = .189$, p value .000). This hypothesis was therefore rejected since organizational culture had a significant effect on employee commitment.

Hypothesis 5a was to determine the moderating effect of organizational culture on the relationship between knowledge creation and employee commitment. The moderating effect was positively and statistically significant on the relationship ($\beta = .029$; $p = .000$). The hypothesis was therefore rejected because there was a significant moderating effect of organizational culture on the relationship between knowledge creation and employee commitment. Hypothesis 5b was that there was no moderating effect of organizational

culture on the relationship between knowledge acquisition and employees' commitment. The relationship was not statistically significant ($\beta = .006$; $p = .393$). The hypothesis therefore failed to be rejected and therefore conclusion is made that there was no significant moderating effect of organizational culture on the relationship between knowledge acquisition and employee commitment.

Hypothesis 5c was that there was no moderating effect of organizational culture on the relationship between knowledge sharing and employees' commitment. The relationship was positively and statistically significant ($\beta = .033$, $p = .000$). The hypothesis was thus rejected because there was a significant moderating effect of organizational culture on the relationship between knowledge sharing and employee commitment. Hypothesis 5d was that there was no moderating effect of organizational culture on the relationship between knowledge storage and employees' commitment. The relationship was positively and statistically significant ($\beta = .014$, $p = .008$). The hypothesis was rejected because there was a significant moderating effect of organizational culture on the relationship between knowledge storage and employee commitment.

5.3 Conclusions of the Study

Based on the direct and indirect effects of the study, it can be concluded thus:

The results indicate the overall regression coefficients of both the direct influences and the interacted variables and standardized coefficients. The effect of all explanatory variables was positive and statistically significant at 95% level of significance except for that on knowledge acquisition. The results were supported by the conventional p-value that were less than 0.05 and the conventional t- values which were taken at ± 1.96 at 95% confidence level. These results therefore showed that there was a significant presence of moderating effect of organizational culture on the relationship between all

the predictor variables and employee commitment among tier one commercial banks except for knowledge acquisition. This is a clear indication that all the parameters of knowledge management practices under this study directly and indirectly affect the commitment of employees among tier one commercial banks except knowledge acquisition when interreacted with the researcher's moderating variable.

Knowledge creation showed a significant and positive effect on employee commitment. These findings could be corroborated with a study conducted by Nayak et al. (2022) who observed that the creation of new organizational knowledge is increasingly becoming a managerial priority. They also noted that generally, organizations strive to create new knowledge to remain competitive. Firms need to develop and renew their knowledge continually to prevent knowledge from becoming obsolete. It can therefore be concluded that knowledge creation has a positive and significant effect on employee commitment. Similarly, Al-Omouh, Simón-Moya, and Sendra-García, (2020) in their study found that great cultural understanding of relational partners will increase communication and interactions and lead to rapid assimilation of tacit knowledge. An organization with a high technology adoption capability will enhance the knowledge creation process.

Further, the study showed that knowledge acquisition is significantly and positively related to employee commitment. The findings were consistent with the study by Aduba et al., (2023) who relying on the knowledge-based view had noted that competencies are seen as the basis for a company's ability to acquire competitive advantage. The scholars had further observed that employees improved work action in relation to assigned responsibilities is not a function of tangible or extrinsic incentives or the conducive work environment rather, today's worker characteristically acquire

knowledge which constitute the asset that reengineer all work processes towards goals. Further to this, Abualoush, Bataineh, and Alrowwad, (2018) on their study noted that to generate employee support for organizational success, knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work.

Furthermore, findings showed a significant relationship between knowledge sharing and employee commitment. This is consistent to a study by Kim and Anand (2018) who made assumption that inter-unit interactions have a significant influence on knowledge sharing. It was further revealed that trust among employees and departments have a positive influence on knowledge sharing. Employees are willing to share their knowledge with others only when they have accepted the common objectives and they have been clearly identified within the organization. In addition to this, Pangil and Nasurdin (2019) assessed the relationship between organizational commitment and knowledge sharing behaviour in Malaysia. Using regression analysis on data gathered from a sample of 114 respondents they indicated that affective commitment and normative commitment were significant predictors of tacit knowledge sharing. Additionally, the study found that explicit knowledge sharing was significant and positively predicted by affective commitment. It can therefore be concluded that knowledge sharing has a positive and significant effect on employee commitment.

Moreover, the results showed that knowledge storage has a significant and positive effect on employee commitment. This was consistent with the study according to Alavi, Karami, and Afzali (2020), who exuded that knowledge storage positively affects employee performance, which in turn has a positive impact on employee commitment. The study found that employees who had access to knowledge storage systems were more likely to perform well and therefore had higher levels of commitment to their

organizations. Similarly, Yazdani, Tahmasebi, & Khalilzadeh, (2020) observed that knowledge storage affects employee commitment through providing employees with a sense of autonomy and control over their work. When employees have access to knowledge storage systems, they are better able to manage their tasks and responsibilities independently. This sense of autonomy and control can lead to higher levels of job satisfaction, which in turn can increase employee commitment. It can therefore be concluded that knowledge storage has a positive and significant effect on employee commitment.

Lastly, the results showed that organizational culture positively and significantly affects employee commitment. These findings are similar to a study by Laila et al. (2022) on the effect of organizational culture and transformational leadership style on organizational commitment with knowledge management practices as mediating variables. The result showed that organizational culture has a significant positive effect on organizational commitment. Additionally, Han et al. (2019) also found that learning organization culture was significantly associated with organizational commitment, organizational citizenship behaviour, and knowledge-sharing intention. It can therefore be concluded that organizational culture positively and significantly affects employee commitment.

From the indirect effects of this study, it can also be concluded that; organizational culture is an enhancing moderator between knowledge creation, knowledge sharing and knowledge storage on employee commitment. However, this was not the case with knowledge acquisition since the effect was not statistically significant.

The study therefore significantly contributed to the existing body of knowledge by addressing critical gaps in understanding the relationship between knowledge

management practices (KMP), organizational culture, and employee commitment within Tier One commercial banks in Kenya. While prior research has explored the direct effects of KMP on employee commitment, this study uniquely examined the moderating role of organizational culture, providing a nuanced understanding of how cultural factors influence this relationship. The findings revealed that knowledge creation, knowledge sharing, and knowledge storage have a positive and significant impact on employee commitment, with organizational culture enhancing these effects. However, knowledge acquisition did not show a statistically significant moderating effect, highlighting a unique insight that diverges from conventional assumptions. This distinction fills a conceptual gap by clarifying which specific KMP dimensions are most influenced by organizational culture. Additionally, the study addressed a contextual gap by focusing on Tier One banks in Kenya, a region-specific context that has been underexplored in prior literature. By employing robust statistical analysis and integrating both direct and indirect effects, the study offered actionable insights for organizations aiming to enhance employee commitment through targeted KMP and cultural interventions. Overall, this research advanced theoretical understanding and provides practical strategies for leveraging organizational culture to optimize the impact of KMP on employee commitment, thereby contributing to both academic discourse and organizational practice.

5.4 Implications of the Study

5.4.1 Theoretical Contribution/New Knowledge

This study contributes to the literature in a number of ways which are grouped according to methodological and theoretical contributions. This study is unique in the methodology adopted in terms of the moderating effect of organizational culture and how it has interacted with knowledge management and employee commitment. The

study therefore, has incorporated a combination of data collection, analyses and procedures which provides a methodological contribution in the field of Human Resource Management through an investigation of the moderating effect of organizational culture on the relationship between knowledge management and employee commitment. Moreover, the study included a hierarchical regression analysis to investigate the moderating effect of organizational culture on knowledge management and employee commitment, and use of moderation graph as recommended by Jose (2008) to generate the interaction plots hence new knowledge for effective management and workforce in the banking sector.

Theoretically, the study creates a new insight about the moderating effect of organizational culture on knowledge management and employee commitment. This provides a simple model and illustration on the interaction by stating that organizational culture has an enhancing moderation that influences the relationship between knowledge management and employee commitment. Therefore, organizations may find such findings very useful since knowledge management is a key component used by management to enhance organizational culture as well as encourage loyalty and employee commitment.

Regarding theory, the study advanced a theoretical argument for the use of universalistic theory by Brian Harney (2016), which assumes that knowledge resides in best practices' that when adopted and implemented would contribute positively to performance regardless of the strategic goals of the organization (Huselid, 1995).

It was complemented by organizational epistemology theory by von Krogh and Roos (1995) and organizational culture theory by investigating the moderating effect of organizational culture on knowledge management and employee commitment.

Additionally, the theories helped to identify and explore generalizable principles that may contribute to effective knowledge management and positive employee outcomes across tier one banks thus links them to the constructs of employee commitment. The study also contributes to Controlled Commitment Continuum which looked into knowledge management as a valuable way of identifying areas of innovation and development that are required resources for task accomplishment; and opportunities for education, and training (knowledge management) thus linking these factors to employee commitment.

The findings of this study have made contributions to new knowledge by being the first known to investigate the moderating effect of organizational culture on the relationship between knowledge management and employee commitment. Through the lens of this study, it emerged that organizational culture is an enhancing moderator on the relationship between knowledge management and employee commitment.

5.4.2 Policy/Managerial Implications

Organizations need to develop policies that guide on knowledge management for its workforce as well as organizational culture programmes which have a measurable impact on the bottom line. These programmes should have clarity and consistency and should offer employees and managers an on-going value add in the employers achieving best results from the employees through increased output and profits at the same time making sure the employees are effectively knowledgeable to effectively enhance good decision making as it affects commitment. Policy makers in organizations should establish human resource management policies especially those touching on knowledge management and the degree to which they contribute directly to the accomplishment of firms' strategic goals. This enables the firms to come up with strategies to follow to achieve sustainable competitive advantage through employee's

commitment. This will help in discerning the training needs of individuals within the organization, how their needs fit the overall objectives of the firms and its contribution to employee commitment.

5.5 Suggestions for Further Research

The findings of this study provide valuable insights into the relationship between knowledge management practices and employee commitment. However, several limitations observed in the analysis suggest areas for further research.

First, while this study focused on specific knowledge management variables, additional factors such as organizational learning, digital knowledge-sharing platforms, and leadership styles may also influence employee commitment. Future research should explore these additional variables to provide a more comprehensive understanding of knowledge management's role in fostering employee engagement and retention.

Second, this study employed a cross-sectional design, which captures data at a single point in time. This approach limits the ability to assess causal relationships and the evolution of knowledge management effects over time. Future studies should adopt a longitudinal research design to track changes in employee commitment in response to knowledge management practices over extended periods, thereby strengthening the robustness of findings and minimizing potential biases associated with temporal constraints.

Third, while quantitative data provided measurable insights, the absence of qualitative perspectives may have restricted a deeper contextual understanding of employee experiences and perceptions. Future research should employ a triangulation approach by integrating qualitative methods such as interviews or focus groups alongside quantitative surveys. This mixed-methods approach would enhance the depth of

findings, capture nuanced perspectives, and mitigate common-method bias, thereby improving the reliability and validity of the results.

Lastly, this study was limited to a specific sector, which may restrict the generalizability of the findings to other industries. Conducting similar research across diverse sectors, such as healthcare, manufacturing, and public institutions, would help determine the universality of the observed relationships and reveal industry-specific variations in how knowledge management influences employee commitment.

Addressing these limitations in future research will provide a more holistic and generalizable understanding of knowledge management's impact on employee commitment, thereby offering richer insights for both scholars and practitioners.

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APPENDICES

Appendix I: Introduction Letter

James Ngugi,

P O Box 2963-30100,

ELDORET

Dear Sir/Madam,

RE: REQUEST TO FILL THE ATTACHED QUESTIONNAIRE

I am a student of Moi University pursuing a Ph.D. in Human Resource Management. I am required to undertake research whose title is “The Moderating effect of organizational culture on the relationship between knowledge management and employees’ commitment among tier one commercial banks in the North Rift Region, Kenya” in partial fulfillment for the award of the doctoral degree. I am kindly requesting for your assistance in making my research a success by granting permission to collect relevant data of your organization. I would like to assure your office that all the data collected will be treated with utmost confidentiality and will be used exclusively for the purposes of this academic research.

I am looking forward to your kind consideration and at the same time wishing your esteemed organization success in all her endeavors.

Yours sincerely,

James Ngugi

Appendix II: Questionnaire

SECTION A: DEMOGRAPHIC KNOWLEDGE

Instructions: Please answer the questions below by putting a tick in the appropriate statement.

1. What is your Gender?

a) Male []

b) Female []

2. What is your Age?

a) 20 – 25 []

b) 26 – 30 []

c) 31 – 35 []

d) 36 – 40 []

e) 41 – 45 []

f) Above 45

3. How long have you worked with this company?

a. Less than one year []

b. Between 2-3 years []

c. Between 4-5 years []

d. Between 6-7 years []

e. Between 8-9 years []

f. Above 10 years []

4. Indicate your highest level of education

a) Certificate []

b) Diploma []

c) Undergraduate degree []

d) Postgraduate degree []

SECTION B: KNOWLEDGE CREATION

What is your opinion on how Knowledge creation influences employee commitment among tier one commercial banks in the North Rift Region? Indicate the level of your agreement/disagreement with the following statements by ticking the most appropriate box. Where **strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)**

SN	Knowledge Creation	1 SD	2 D	3 U	4 A	5 SA
1	Conducting research enhances your commitment to your work and organization.					
2.	Actively seeking and acquiring new knowledge positively influences my commitment to my job					
3	I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities					
4	Knowledge creation enables my organization to assimilate and integrate the existing knowledge					
5	Knowledge creation helps employees to open up dialogues and promotes interaction					
6.	Knowledge creation enables organizations strive to create new knowledge to remain competitive					
7	Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization					
8	Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.					

SECTION C: KNOWLEDGE ACQUISITION

What is your opinion on the effect of Knowledge acquisition on employee commitment among tier one commercial banks in the North Rift Region? Indicate the level of your agreement/disagreement with the following statements by ticking the most appropriate box. Where strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

SN	Knowledge Acquisition	1 SD	2 D	3 U	4 A	5 SA
1	The organization has well defined process for knowledge acquisition					
2	Much time is taken by an employee to get the relevant knowledge on acquisition					
3	I am sure it is feasible that we can learn from each other					
4	Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness					
5	Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work					
6	Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group					
7	Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge					
8	Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks					

SECTION D: KNOWLEDGE SHARING

What is your opinion on the influence of knowledge sharing on employee commitment among tier one commercial banks in the North Rift Region? Indicate the level of your agreement/disagreement with the following statements by ticking the most appropriate box. Where strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

SN	Knowledge Sharing	1 SD	2 D	3 U	4 A	5 SA
1	Knowledge sharing promotes employee learning and company performance					
2	Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing					
3.	Useful knowledge can be easily shared and acted upon by employees					
4.	This organisation provides knowledge sharing forums for example meetings, courses tours and similar events.					
5.	Providing incentives for knowledge sharing increases sharing					
6.	Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly					
7.	Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees					
8.	Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself					

SECTION E: KNOWLEDGE STORAGE

What is your opinion on the effect of knowledge storage on employee commitment among tier one commercial banks in the North Rift Region? Indicate the level of your

agreement with the following statements by ticking the most appropriate box. Where strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

SN	Knowledge storage	1 SD	2 D	3 U	4 A	5 SA
1	My organization's knowledge storage systems give us a competitive advantage in the industry					
2	My organization's knowledge storage systems contribute to a positive work environment					
3	The knowledge storage systems in my organization help me to learn and grow professionally					
4	My organization values knowledge and expertise					
5	Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization					
6	Accessible knowledge storage positively influences employee engagement and commitment					
7	Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization					
8	Effective knowledge storage enhances employee commitment.					

SECTION F: ORGANIZATIONAL CULTURE

What is your opinion on the moderating effect of organizational culture on the relationship between knowledge management and employee commitment among tier one commercial banks in the North Rift Region? Indicate the level of your agreement with the following statements by ticking the most appropriate box. Where strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

SN	Organizational Culture	1 SD	2 D	3 U	4 A	5 SA
1	Cultures that emphasizes on innovation will more likely help in implementing intranet knowledge management system					
2	Organizational culture help knowledge sharing through norms and practices					
3	Our adhocratic Organizational culture encourages and welcomes new and fresh ideas and value the lessons learned from past failures					
4	Clan organizational culture supports a cooperative and open working environment					
5	Culture that provides challenging tasks and work activities inspires employees to work cohesively					
6	Organization's cultural initiatives, such as recognition programs or team-building activities, contribute to employee commitment					
7	Our organization cultivates a culture that fosters employee commitment and engagement					
8	The presence of cultural norms and values such as trust, transparency, and open communication encourage employee commitment,					

SECTION G: EMPLOYEE COMMITMENT

To what extent do you agree or disagree with the following statements relating to Employee commitment (Please rate 5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree).

PART I

	5 SA	4 A	3 U	2 D	1 SD
Affective commitment					
I feel strongly accepted at this bank					
I am proud of my job at this bank					
This organization is very special to me					
Continuance commitment					
It would be difficult for me to leave my job even if I wanted to.					
I work in this company because few other would hire me					
I would lose so much of my career and other benefits if I left this company					
Normative commitment					
This company has done so much for me					
After all the company has done for me it would be shameful and disrespectful to leave and join another company					
I feel obligated to remain with my organization					
Temporal commitment					
I am dedicated to achieving the objectives and goals of my current job or projects within the given timeframes					

I prioritize my current responsibilities over other tasks or initiatives to ensure their completion within the designated timeframes					
I often invest additional time and effort into my current role or projects to ensure their timely completion					
Task commitment					
I frequently seek opportunities to enhance my skills and knowledge related to my tasks					
My commitment to tasks impact my overall job satisfaction and sense of fulfillment					
I feel a sense of personal responsibility and accountability for the successful completion of my tasks					

THANK YOU FOR YOUR PARTICIPATION

Appendix III: Tier 1 Commercial Banks in Kenya

S. No	Bank Name	Peer Group
1.	Absa Bank Kenya PLC	Tier 1
2.	Cooperative Bank	Tier 1
3.	Diamond Trust Bank (DTB)	Tier 1
4.	Equity bank	Tier 1
5.	I&M Holdings	Tier 1
6.	KCB Bank	Tier 1
7.	NCBA Bank	Tier 1
8.	Stanbic Bank	Tier 1
9.	Standard Chartered Bank	Tier 1

Source: (CBK Website, 2023)

Appendix IV: Reliability Results before Factor Analysis

Reliability Statistics for Knowledge Creation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.950	8

Item-Total Statistics for knowledge creation

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Conducting research enhances your commitment to your work and organization.	27.96	47.584	.753	.632	.947
Actively seeking and acquiring new knowledge positively influences my commitment to my job	27.99	47.317	.779	.670	.946
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities	27.96	45.434	.842	.730	.942
Knowledge creation enables my organization to assimilate and integrate the existing knowledge	27.96	45.917	.795	.673	.945
Knowledge creation helps employees to open up dialogues and promotes interaction	27.97	44.328	.850	.753	.941
Knowledge creation enables organizations strive to create new knowledge to remain competitive	27.83	45.489	.845	.812	.941

Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization	27.90	44.064	.862	.769	.940
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.	27.91	46.044	.799	.735	.944

Reliability Statistics for knowledge acquisition

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.956	.957	8

Item-Total Statistics for Knowledge Acquisition

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The organization has well defined process for knowledge acquisition	28.13	57.458	.764	.625	.955
Much time is taken by an employee to get the relevant knowledge on acquisition	28.21	56.120	.773	.629	.954
I am sure it is feasible that we can learn from each other	28.04	55.413	.867	.777	.948
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	28.02	55.154	.870	.824	.948

Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	28.06	55.748	.864	.820	.949
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	28.03	55.519	.833	.790	.950
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	27.96	56.006	.865	.818	.949
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	28.00	56.565	.849	.788	.950

Reliability Statistics for Knowledge Sharing

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.963	.963	8

Item-Total Statistics for Knowledge Sharing

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Knowledge sharing promotes employee learning and company performance	28.57	56.840	.818	.758	.960

Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing	28.59	56.007	.861	.798	.957
Useful knowledge can be easily shared and acted upon by employees	28.60	54.387	.895	.814	.955
This organization provides knowledge sharing forums for example meetings, courses tours and similar events.	28.62	56.237	.884	.790	.956
Providing incentives for knowledge sharing increases sharing	28.58	55.359	.856	.765	.957
Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly	28.60	57.038	.840	.750	.958
Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees	28.58	55.155	.857	.778	.957
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself	28.51	56.470	.830	.749	.959

Reliability Statistics for Knowledge Storage

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.968	8

Item-Total Statistics for Knowledge Storage

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization's knowledge storage systems give us a competitive advantage in the industry	28.59	60.194	.829	.762	.965
My organization's knowledge storage systems contribute to a positive work environment	28.55	59.541	.861	.813	.964
The knowledge storage systems in my organization help me to learn and grow professionally	28.66	57.355	.914	.872	.961
My organization values knowledge and expertise	28.64	58.581	.894	.849	.962
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization	28.59	58.023	.899	.825	.961
Accessible knowledge storage positively influences employee engagement and commitment	28.67	56.563	.903	.821	.961
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization	28.68	58.469	.849	.779	.964
Effective knowledge storage enhances employee commitment.	28.62	59.488	.827	.756	.966

Appendix V: Factor Analysis Results

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.955
Bartlett's Test of Sphericity	Approx. Chi-Square	10377.729
	df	496
	Sig.	.000

Communalities

	Initial	Extraction
Conducting research enhances your commitment to your work and organization.	1.000	.714
Actively seeking and acquiring new knowledge positively influences my commitment to my job	1.000	.715
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities	1.000	.794
Knowledge creation enables my organization to assimilate and integrate the existing knowledge	1.000	.723
Knowledge creation helps employees to open up dialogues and promotes interaction	1.000	.795
Knowledge creation enables organizations strive to create new knowledge to remain competitive	1.000	.767
Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization	1.000	.817
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.	1.000	.745
The organization has well defined process for knowledge acquisition	1.000	.749
Much time is taken by an employee to get the relevant knowledge on acquisition	1.000	.718
I am sure it is feasible that we can learn from each other	1.000	.807
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	1.000	.816
Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	1.000	.792
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	1.000	.778

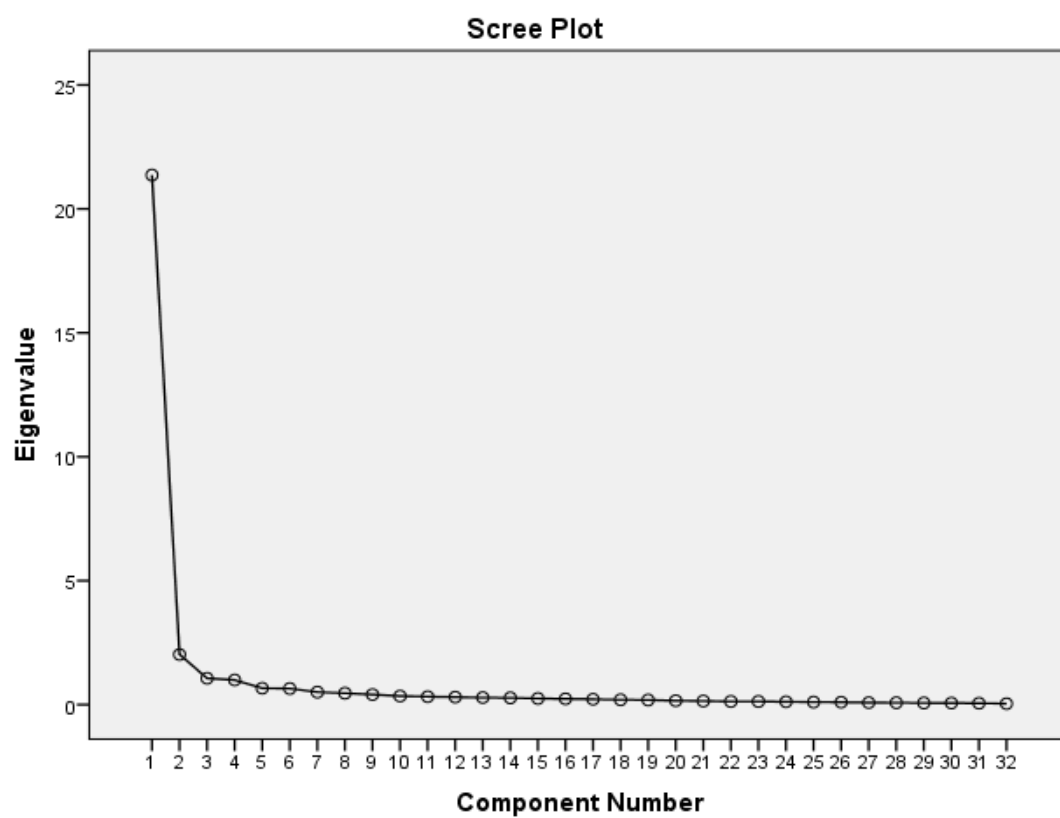
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	1.000	.835
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	1.000	.812
Knowledge sharing promotes employee learning and company performance	1.000	.774
Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing	1.000	.801
Useful knowledge can be easily shared and acted upon by employees	1.000	.844
This organisation provides knowledge sharing forums for example meetings, courses tours and similar events.	1.000	.829
Providing incentives for knowledge sharing increases sharing	1.000	.833
Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly	1.000	.815
Knowledge sharing improves employee performance	1.000	.808
improving employee knowledge, skill and abilities which increase motivation of knowledge employees		
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself	1.000	.765
My organization's knowledge storage systems give us a competitive advantage in the industry	1.000	.767
My organization's knowledge storage systems contribute to a positive work environment	1.000	.806
The knowledge storage systems in my organization help me to learn and grow professionally	1.000	.875
My organization values knowledge and expertise	1.000	.847
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization	1.000	.850
Accessible knowledge storage positively influences employee engagement and commitment	1.000	.859
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization	1.000	.807
Effective knowledge storage enhances employee commitment.	1.000	.788

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.363	66.760	66.760	21.363	66.760	66.760	7.039	21.997	21.997
2	2.023	6.322	73.082	2.023	6.322	73.082	7.018	21.932	43.929
3	1.063	3.321	76.403	1.063	3.321	76.403	6.023	18.820	62.750
4	.994	3.107	79.510	.994	3.107	79.510	5.363	16.761	79.510
5	.660	2.062	81.573						
6	.648	2.026	83.599						
7	.504	1.575	85.174						
8	.462	1.443	86.617						
9	.407	1.271	87.888						
10	.344	1.075	88.963						
11	.323	1.010	89.973						
12	.304	.951	90.925						
13	.283	.885	91.810						
14	.273	.854	92.664						
15	.247	.773	93.438						
16	.234	.731	94.169						
17	.216	.676	94.845						
18	.196	.613	95.458						
19	.189	.592	96.050						
20	.159	.497	96.547						
21	.144	.450	96.998						
22	.129	.404	97.402						
23	.128	.400	97.802						
24	.117	.365	98.167						
25	.103	.320	98.488						
26	.099	.310	98.798						
27	.081	.253	99.051						
28	.076	.238	99.288						
29	.067	.209	99.498						
30	.065	.204	99.702						
31	.057	.177	99.879						
32	.039	.121	100.000						

Extraction Method: Principal Component Analysis.



Appendix VI: Overall Reliability Results after Analysis

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.984	.984	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Conducting research enhances your commitment to your work and organization.	125.40	915.925	.666	.984
Actively seeking and acquiring new knowledge positively influences my commitment to my job	125.44	913.288	.713	.984
I feel a stronger sense of loyalty and attachment to my organization as a result of engaging in knowledge creation activities	125.41	906.730	.752	.983
Knowledge creation enables my organization to assimilate and integrate the existing knowledge	125.40	909.900	.695	.984
Knowledge creation helps employees to open up dialogues and promotes interaction	125.42	904.301	.732	.984
Knowledge creation enables organizations strive to create new knowledge to remain competitive	125.28	906.088	.767	.983
Collaborating with colleagues and sharing knowledge contribute to my overall commitment to the organization	125.35	900.667	.777	.983
Knowledge creation initiatives enhance employee commitment by fostering a culture of continuous learning and development.	125.35	904.408	.790	.983

The organisation has well defined process for knowledge acquisition	125.44	902.898	.757	.983
Much time is taken by an employee to get the relevant knowledge on acquisition	125.52	900.291	.733	.984
I am sure it is feasible that we can learn from each other	125.35	894.878	.850	.983
Knowledge acquisition enables organizations build intellectual capital that is sustainable for competitiveness	125.32	894.041	.850	.983
Knowledge acquisition provides the strategic leverage that is empowering both in psychological and practical context of work	125.37	896.494	.843	.983
Knowledge acquisition promotes beliefs, values, attitudes, ideals, mental maps, and schemata which are related to the cultural shaping of the individual and the group	125.34	895.794	.814	.983
Knowledge acquisition has the ability to develop a mental model and map of the problem is highly related to the internal store of tacit knowledge	125.27	897.871	.838	.983
Knowledge acquisition provides the knowledge regarding tasks and the procedures of carrying out these tasks	125.30	900.911	.810	.983
Knowledge sharing promotes employee learning and company performance	125.28	899.542	.820	.983
Knowledge sharing enables employees create competitive advantage for the organization by knowledge sharing	125.30	898.983	.820	.983
Useful knowledge can be easily shared and acted upon by employees	125.31	892.141	.859	.983
This organisation provides knowledge sharing forums for example meetings, courses tours and similar events.	125.33	898.652	.856	.983
Providing incentives for knowledge sharing increases sharing	125.29	897.515	.802	.983

Knowledge sharing enables organizations disseminate and exploit existing knowledge for solving problems properly	125.31	903.588	.789	.983
Knowledge sharing improves employee performance improving employee knowledge, skill and abilities which increase motivation of knowledge employees	125.29	894.354	.836	.983
Knowledge Management focuses on making the knowledge of employees available for everyone as well as for the organization itself	125.22	897.415	.841	.983
My organization's knowledge storage systems give us a competitive advantage in the industry	125.25	899.593	.847	.983
My organization's knowledge storage systems contribute to a positive work environment	125.21	899.508	.839	.983
The knowledge storage systems in my organization help me to learn and grow professionally	125.32	893.786	.852	.983
My organization values knowledge and expertise	125.30	897.770	.841	.983
Employees who have access to well-organized knowledge storage are more likely to feel a strong sense of commitment to the organization	125.25	894.561	.863	.983
Accessible knowledge storage positively influences employee engagement and commitment	125.33	889.953	.855	.983
Having organized and easily accessible knowledge storage systems enhance employees' commitment to the organization	125.34	899.136	.779	.983
Effective knowledge storage enhances employee commitment.	125.28	900.828	.788	.983

Appendix VII: Mahalanobis Distance Table

	Min	Max	Mean	Std. Dev
Predicted Value	1.2920	4.7327	3.7717	.91015
Std. Predicted Value	-2.724	1.056	.000	1.000
Standard Error of Predicted Value	.053	.297	.115	.055
Adjusted Predicted Value	1.2886	4.7282	3.7723	.90960
Residual	-3.46264	1.69007	.00000	.80925
Std. Residual	-4.235	2.067	.000	.990
Stud. Residual	-4.253	2.088	.000	1.002
Deleted Residual	-3.49144	1.72358	-.00059	.83051
Stud. Deleted Residual	-4.413	2.102	-.004	1.013
Mahal. Distance	.049	31.558	4.980	6.389
Cook's Distance	.000	.071	.004	.011
Centered Leverage Value	.000	.128	.020	.026

b. Dependent Variable: Employee_Commitmemnt

Compute PMAH_1=1 - Cdf.Chisq(MAH_1,5).

Execute.

Sort Cases By PMAH_1 (A).

Appendix VIII: Correlation Analysis Results

		EC	KC	KA	KS	KSG	OC
EC	Pearson Correlation	1	.782**	.344**	.622**	.288**	.779**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	233	233	233	233	233	233
KC	Pearson Correlation	.782**	1	.205**	.416**	.155*	.758**
	Sig. (2-tailed)	.000		.002	.000	.018	.000
	N	233	233	233	233	233	233
KA	Pearson Correlation	.344**	.205**	1	.134*	.138*	.269**
	Sig. (2-tailed)	.000	.002		.041	.035	.000
	N	233	233	233	233	233	233
KS	Pearson Correlation	.622**	.416**	.134*	1	.148*	.381**
	Sig. (2-tailed)	.000	.000	.041		.024	.000
	N	233	233	233	233	233	233
KSG	Pearson Correlation	.288**	.155*	.138*	.148*	1	.185**
	Sig. (2-tailed)	.000	.018	.035	.024		.005
	N	233	233	233	233	233	233
OC	Pearson Correlation	.779**	.758**	.269**	.381**	.185**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.005	
	N	233	233	233	233	233	233

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

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

Where; EC- Employee Commitment; KC- Knowledge creation; Ka- Knowledge Acquisition; KS- Knowledge Sharing; KSG- Knowledge Storage and OC- Organizational Culture.

Appendix IX: University Introduction Letter



**MOI UNIVERSITY
POSTGRADUATE OFFICE
SCHOOL OF BUSINESS AND ECONOMICS**

Tel: 0790940508
0771336914
0736138770
Fax No: (053) 43047
Telex No. MOIVARSITY 35047

P.O. Box 3900
Eldoret.
Kenya.

RE: MU/SBE/PGR/ACD/21B

DATE: 5th June, 2023

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: JAMES NGUGI – SHRD/PH.DH/06/16

The above named is a bonafide student of Moi University, School of Business and Economics, undertaking Doctor of Philosophy in Human Resource Management.

Mr. Ngugi has successfully completed coursework, defended his proposal, and is proceeding to the field to collect data for his research titled: *"The Moderating Effect of Organizational Culture on Relationship Between Knowledge Management and Employee Commitment among Tier One Banks in the North Rift Region."*

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

SCHOOL OF BUSINESS &
ECONOMICS
MOI UNIVERSITY
P O Box 3900 ELDORET 30100

DR. RONALD BONUKE
ASSOCIATE DEAN AND CHAIR POSTGRADUATE STUDIES, SB&E

/pn



(ISO 9001:2015 Certified Institution)

Appendix X: National Commission for Science, Technology & Innovation (NACOSTI)

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 209217	Date of Issue: 30/June/2023
RESEARCH LICENSE	
	
This is to Certify that Mr.. James Ngugi Wanjiku of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Elgeyo-Marakwet, Nandi, Transnzoia, Turkana, Uasin-Gishu, Westpokot on the topic: Moderating Effect of Organizational Culture on the Relationship Between Knowledge Management and Employee Commitment among Tier One Banks in The North Rift Region for the period ending : 30/June/2024.	
License No: NACOSTI/P/23/26951	
209217	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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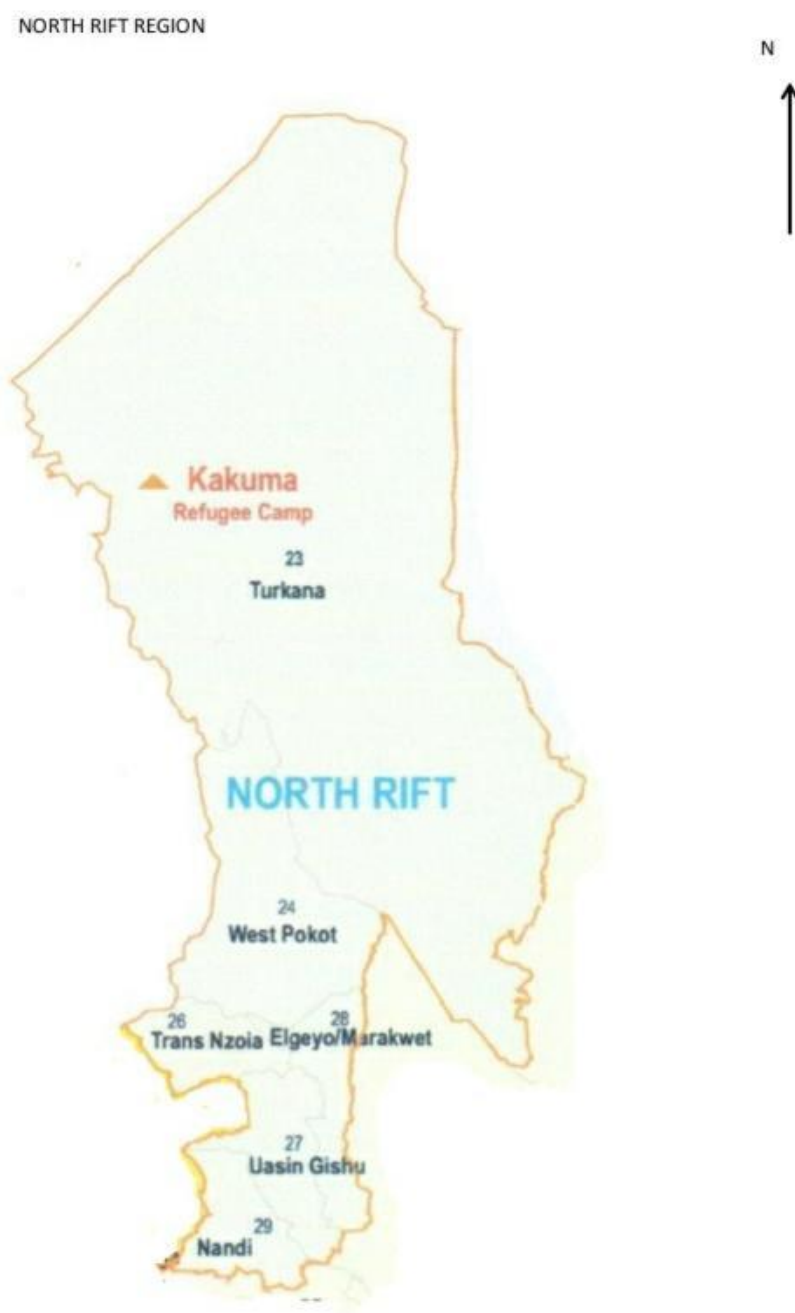
THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
 Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
 Innovation(NACOSTI),
 Off Waiyaki Way, Upper Kabete,
 P. O. Box 30623 - 00100 Nairobi, KENYA
 Telephone: 020 4007000, 0713788787, 0735404245
 E-mail: dg@nacosti.go.ke
 Website: www.nacosti.go.ke

Appendix XI: Map of North Rift Counties- Kenya

Source: NCCK-2022

Appendix XII: Table of Random digit numbers

324753	968158	59323	317179	398151	54780	699203	222556	997320	679258
958102	440354	544163	890619	872404	996489	648369	62945	102311	333553
660674	217451	592986	934467	8602	569604	996104	579298	870555	918021
763880	822350	27155	816138	698997	804801	285234	774510	817676	177670
90979	969102	105644	510431	598857	101206	862774	838506	503407	121485
426249	451936	681753	426762	841158	936381	851318	480874	565654	57206
326340	680483	792578	842394	374028	112133	268263	133640	641833	80623
832316	474000	902681	571156	400346	274663	651769	162973	949301	508553
233336	689004	192123	378543	97981	141280	385091	329321	558517	26716
690564	991874	487523	45044	605228	996194	370498	777318	106089	748257
337001	876921	102249	81261	628838	659599	879490	445741	487367	377767
726166	930893	464120	79002	477860	617997	181632	806593	488714	832562
176357	497820	115805	702627	45631	94601	44060	736559	710638	249414
288039	471381	699009	101806	463495	100526	211550	305077	890051	226509
878816	418769	82802	772092	741426	710721	413036	43627	589126	742744
787928	344996	310798	829464	976947	111069	493927	167412	508576	450335
445164	44849	407204	317511	756305	375074	849194	482981	439420	271451
115891	905390	289164	342713	831392	458530	516920	508785	733984	174118
607202	875407	390222	218269	524290	85707	724746	16508	165929	606809
485993	48438	45724	506528	383303	801571	515410	755178	430087	253535

125582	637064	415386	74537	721958	405993	718696	812742	67512	389271
459604	465479	534438	418635	932884	977817	737079	308953	833292	514793
139589	546915	273884	770929	434273	322698	787800	795022	794316	683816
732723	945252	742209	507633	113369	679706	203795	738738	421708	416736
773631	342286	242071	463013	595162	921904	941399	577813	372274	702875
781321	593673	282662	401377	460086	369576	915105	698337	582278	172376
713454	378325	654779	861141	287701	863414	407022	567957	719781	585120
89873	553503	719844	189518	159190	739320	939633	342098	57243	52330
934781	506887	572294	183163	798816	578921	437818	745575	140670	829779
170974	519388	469435	960202	647551	65288	188029	700429	908781	291669
251743	540363	354468	84291	977415	92470	756251	883552	136132	109392
551146	103463	133028	243442	282944	124972	207815	667600	616524	75091
761619	958149	405033	771517	996303	219815	79802	494787	559669	722598
959865	701380	544309	487432	729101	501141	738364	800934	839444	687204
286757	600051	423811	528953	653112	357281	881822	623730	275054	368830
574263	441935	67830	878099	285188	461354	435179	196060	178126	346320
981473	882825	901024	209067	487918	836211	246525	615193	621637	80865
876407	695698	78486	934481	89836	690097	952920	767820	325083	367058
612104	409528	710564	746809	703409	463604	585358	456529	882186	423263
314673	976107	239701	681116	880745	570076	879814	356964	640554	192200
312610	960244	183019	755041	494051	247289	242654	721763	344511	236580
388194	761838	820599	657793	476029	326150	375023	749060	944508	475460
299719	822261	733828	623524	941255	688650	714591	204433	244628	833639

559855	640631	797337	799240	441813	465695	716303	702293	805237	256083
228250	933954	888850	787904	328537	195192	797070	182297	539949	418131
360645	875701	337463	154898	957098	984203	485222	307179	483150	629559
788990	557615	289316	241171	566620	889401	553854	745326	396914	921423
588923	256558	930454	198447	497886	681304	900894	323564	671960	401722
265510	601373	239701	660621	377562	193189	964896	162361	926755	481132
557132	648113	380430	299786	920715	499552	342709	521888	889721	997797
220724	552652	398790	547758	532774	332299	727884	591412	347491	679527
667599	179780	894921	831315	938685	244498	237691	498842	388875	742763
423326	831569	819221	602684	994616	616031	891609	599990	893800	688439
803192	813742	267343	979244	743204	290049	205800	433521	563595	954410
975448	764025	532549	435327	304121	241447	513317	926423	419876	337525
608663	443069	788545	757527	326013	477202	458731	248353	894971	358434
798809	993037	421423	165805	796922	990456	739836	714864	978380	998269
740139	767339	872135	967805	437939	949102	301767	765855	285065	685735
351805	858497	422193	554268	402118	724931	650483	660568	365857	442268
449099	995806	230997	915070	868655	742504	939677	958146	617402	321138

618860	267050	463235	374240	511056	166490	825078	576687	696903	600520
659610	328121	770346	738337	210046	620943	762055	255850	949843	266177
222505	300729	398978	642000	589433	420935	334487	600158	485841	134421
304893	782950	603751	963913	169541	847054	412452	689876	976973	985675
577112	474792	142315	256814	321141	459858	275837	434347	908997	735086
255883	602741	220926	691256	918223	466986	871250	922929	103800	979043
769400	856651	229858	121134	262994	228431	628191	303447	566024	439056
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208904	580028	755331	339549	505268	361422	815526	342349	645137	223004
195324	174493	154610	874424	646547	783783	362557	416305	556732	255092
988735	718601	593970	905425	982609	609546	249261	951404	527308	244237
182892	883010	884179	779437	833463	916252	610312	584095	149740	765216
463517	566812	428259	440614	446803	526547	992525	743392	161524	629082
260603	167098	410119	170953	958463	522875	162772	926017	994405	362832
418700	475540	425072	644931	410911	256323	672005	927978	404113	869750
585401	922495	759371	194046	571105	412164	983190	426777	318061	564803
658902	340424	955662	454429	878941	445836	556306	862786	971588	754101
202919	401518	729741	765403	520738	156204	713962	228720	631822	933753
676262	858595	430021	720192	380820	907280	646770	238507	264814	699016
803092	949443	939208	378024	656983	249716	586061	257369	466238	392890
250069	966715	458408	667411	998365	972198	927675	374122	447634	315129
667633	796589	812798	276571	688353	778157	507668	682090	242417	647410

879420	838142	359158	732281	685843	343223	705567	975097	207854	276821
726400	754769	379425	902527	748704	712073	233093	684653	900474	638000
312273	637219	843599	293962	406798	294458	312306	519012	736877	632684
928269	945749	515390	616431	857633	763191	542195	206826	233552	522663
777902	829575	375600	478951	499389	209392	672848	239297	958232	362072
372783	775633	462634	854952	471380	232727	263973	448042	311996	862994
964532	548004	336106	308084	338939	911216	774827	261267	939743	403624
976719	851679	437630	919390	575496	389264	614986	508845	631274	915906
857322	853712	815813	863343	810205	767970	675218	598660	552465	819803
563199	207301	529328	267162	680813	359054	392931	597175	848876	605939
638612	300624	184890	430299	313140	273588	511642	861055	761701	754043

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Word count:53479

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