

Visionary Leadership and Individual Academic Staff Performance: The Mediating Influence of Knowledge Sharing

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Abstract

This study is aimed at examining how visionary leadership directly as well as indirectly influences individual performance of academic staff in the Nigerian public universities via the instrumentality of knowledge sharing practices. An investigation was carried out on 510 academics at 13 public universities sited in north-central geo-political zone, Nigeria. The analysis of the perceptual responses was conducted deploying the partial least square-structural equation modelling (PLS-SEM) technique. The findings divulge that the mediating influence of knowledge sharing on the relationship between visionary leadership and individual academic staff performance is complete, in that, it has a non-significant direct relationship. Along with the above, is the disclosure that visionary leadership has a direct influence on knowledge sharing practices among academics and in turn, knowledge sharing practices directly shape the performance of academics. Thus, the empirical, theoretical and practical implications were discussed.

Keywords: Visionary Leadership, Individual Performance, Knowledge Sharing, Nigeria Public Universities

Article Information:

This paper was first presented at the First International Conference on Management and Social Sciences (ICMSS 2019), organised by the School of Human Resource Development and Psychology, Universiti Teknologi Malaysia, Johor Bahru, Johor, Malaysia, on 27 April 2019.

Published after peer review: November 2019.

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Introduction

Worldwide, the most formidable resource of every organization is the workforce chiefly referred to as the human capital. The rudimentary role to be taken by any organization to attain its targets is to manage this invaluable resource (human capital). In addition, the development of human capital as well as attainment of organizational objectives is a function of organizational management. In other words, records have it that major advancements in science and ICTs in the worldwide are attributable to the presence of leadership (Shafie, Baghersalimi, & Bargi, 2013). Vigoda-Gadot (2006) contends that leadership spells the degree of success or otherwise of organizations. In the same perspective, Charlton (2000) contended that the individual as well as organizational performance is due to influential role of leadership. Also, Charlton added that, effective leadership is key to attracting, handling, and motivating the requisite employees to perform to achieve the goals of the organization. Hence, overall performance of organizations is a collection of individual performance of employees. Accordingly, Bass (1997) submitted that, for organizations to thrive and float in a competitive, dynamic and complex globalized world, they must deploy the most appropriate styles of leadership. In that, the opinions of individual employees concerning leadership disposition go a long way to influence the commitment and performance of the employee in attainment of organizational goals (Jaskyte, 2004). Therefore, the dispositions of leaders can influence positively or negatively the performance of individual employees. Based on this premise, Turner and Muller (2005) underscored that more attentions should be accorded to an effective leadership disposition – a leadership disposition that positively influences individuals' performance. In consonance with the above, Robbins (2003) submitted that, the prime task of managers or rather leaders is to develop capabilities to guide individuals with common visions to accomplish shared goals.

Globally, university education has been pressured by myriad of factors ranging from universal competition, upsurge in demands in terms of quality and enrolments, emergence of ICTs to stifling of funding. All these pressures necessitate the underscoring of academic staff performance to ensure performance of universities rises to the occasion. The conventional functions of individual academic staff (universities) incorporate three basic roles – teaching, research and community services (Asiyai, 2015; Tinuke, 2015). In other words, universities are founded on three missions – teaching, research and community services. To this end, individual academic staff performance description is composed of three main components: teaching, research and community services (Karaca & Erdem, 2014; Dogramaci 2000; Erdem 2005; Erdem 2006; Arimoto 2007). Hence this study is aimed at examining the influence of leadership on performance of academics as defined by the above three basic functions vis-à-vis mediating role of KS with the view to proffering recommendations on how to address the 21st century challenges confronting university education.

In Nigeria, the overall workforce is engulfed in discontent, industrial unrests, poor working conditions, poor conditions of service and all its attendants, in which Nigerian university academics are no exception. This scenario has ignited series of efforts in order to bring about improved individual academic staff performance. Accordingly, academics of public universities are charged with the responsibilities of educating the upcoming generations of scholars, bureaucrats and scientists. The academic staff employ their expertise in imparting skills, knowledge and novel ideas to the next generations. In carrying out their basic obligations, the academic staff require the instruments of leadership and knowledge sharing capable of inducing improved performance. Remarkably, these onerous functions of the academic staff are linked with the leadership and knowledge sharing activities.



On the other hand, knowledge capital has attained currency by being one of the most strategic resources of institutions globally. The judicious management of this resource is complex, and its transmission is a challenging process (Van den Hooff and de Ridder, 2004; Kanaan, Masa'deh, & Gharibeh., 2013; Maqableh, & Karajeh., 2014). Basically, knowledge is formed and resided in the minds of individuals. For institutions to exploit this resource, it has to be shared amongst institutional members. Knowledge sharing (KS) plays an indispensable role in the lives of institutions as it culminates into the creation of novel knowledge, the fine-tuning of dated knowledge, and the formation of more knowledge in time to come (Fong et al., 2011; Masa'deh & Gharibe, 2013). In addition, the process of KS empowers institutions to gain a competitive edge, this is due to the nature of this resource (i.e. the intangibility of knowledge) which renders it hard to steal (copy/imitate). Also, KS brings about collaborative efforts among individuals which results in the development of individual capabilities and in turn, produces innovative ideas, techniques, goods and services (Fathi et al., 2011). Hence KS influences individual and organizational performance (Masa'deh & Gharabeh, 2013; Obeidat et al., 2014; Akram & Bokhari, 2011). Therefore, the broad objective of this paper is to examine both the direct and indirect influence of visionary leadership disposition on individual academic staff performance via the instrument of knowledge sharing.

Literature Review

Visionary Leadership

Visionary leadership is one of the aspects of transformational leadership that provides opportunities to nurture the capabilities of an organization to accomplish the demands of its components. This form of leadership disposition provides a frame that incorporates benchmarks for policies and decisions making. In other words, leaders with vision do aid organizations to build a vivid sense of direction that enable them to relate efforts with attained outcomes. Accordingly, Bass (1996) contends that visionary disposition aids leaders in building an ambiance that stimulates individual performance beyond personal interest or aspiration. Contrary to transformational leaders, leaders with visionary disposition use the might of vision (invention, creation and innovation) based on their task to inspire individuals to higher performance. Hence, visionary leadership is conceived as “the ability to create and articulate clear visions providing meaning and purpose to the work of an organization” (Sashkin, 1992). Leaders with visionary disposition nurture their own individual vision then incorporate it into a common vision with their fellows. Transmission of the vision energizes individuals to perform. Conversely, if individuals do not act is either of two possible ends – it seems to be that the vision has not been vividly communicated or individuals expend their time making efforts to appreciate courses of action to take (this makes individuals fatigue and unresponsive) (Heath & Heath, 2010). Therefore, a visionary leadership is a motivational leadership disposition that entails tendering a vivid organizational vision as well as stimulating individual employees to act in line with the vision via building affiliations with individuals – appreciating their needs, and assisting them attain their potentials, thereby contributing to better performance for institutions. Hence, it is envisaged that this form of leadership disposition is directly connected with individual performance (Omar & Hussin, 2013; Cheung & Wong, 2011).

Visionary Leadership and Individual Performance

The research model proposed by this study is depicted in Figure 1 below. Several influencing theories on how leadership influences performance have been explored in the recent past decades, for instance, attention has been lavished on two most referred theories of leadership – transformational and transactional theories of leadership as existence assists institutions to triumph by virtue of stimulating and influencing followers to accomplish desired ends (Laohavichien, Fredendall, & Cantrell, 2009; Conger & Kanungo, 1994). Accordingly, various leadership dispositions have been demonstrated to shape

performance (Tse & Chiu, 2014; Liang & Chi, 2011; Bacha, 2014; Chu & Lai, 2011; Sani & Maharani, 2012) and knowledge sharing (Li, Shang, Liu, & Xi, 2014; Al-Husseini & Elbeltagi, 2012; Liu & DeFrank, 2013; Shao, Feng, & Liu, 2012). However, surveys on the links between ‘visionary leadership – performance’ and ‘visionary leadership – knowledge sharing’ in academic environments are relatively restricted. Hence, this study proposes the following hypotheses:

- H1. Visionary leadership positively influences individual performance.*
- H2. Visionary leadership positively influences knowledge sharing.*

Knowledge Sharing (KS) and Performance

knowledge is conceived as one of the vital resources that is indispensable to organizational existence (Masa'deh & Shannak, 2012). Given the significance of knowledge to institutions, knowledge management (KM) forms an instrumental aspect of strategic planning in institutions (Iyer & Ravindran, 2009; Shannak, Masa'deh, & Akour, 2012). Succinctly, KS within institutions is an important tool for leveraging and exploiting knowledge capital in a rightful manner (Geiger & Schreyogg, 2012). KS is one of the processes of KM, which is seen as the first-generation of KM (Vorakulpipat & Rezgui, 2008). In that KS is viewed as a crucial aspect of institutions as creation of knowledge in institutions presupposes the transmission and exchange of knowledge to convey meaning or rather message (Cao & Xiang, 2012). In addition, KS is deemed significance as it offers organizations with various benefits – paramount among which are improved performance (Iyer & Ravindran, 2009), and innovative capacity (Cao & Xiang, 2012). Just as many factors are found to influence the level of KS, so does KS influence other variables, chiefly among which is performance. Hence, this study proposes the following hypothesis:

- H3. Knowledge sharing positively influences individual performance.*

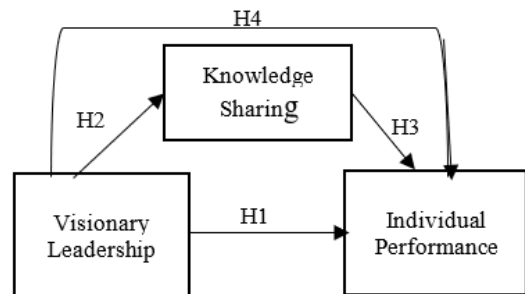


Fig 1. Research Model

Mediating Role of Knowledge Sharing

However, researchers have underscored the unavoidability of knowledge sharing because individuals’ knowledge is limited (Hayek, 1945), some individuals remain indisposed to participate in the act of knowledge sharing among their colleagues (Davenport & Prusak, 1998). The propensity of individuals to hold back knowledge should be renounced to foster an ambiance of knowledge sharing practices. In addition, accumulation of organizational knowledge behoves individual employees to exchange knowledge among individuals and groups, thereby utilizing the knowledge to arrest problems or provide novel outlooks/ visions (Goh, 2002). Hence, the more individuals participate in the knowledge sharing practices, the more chances they possess to boost their knowledge base and experience via shared cross-fertilization of ideas, thereby enhancing individuals’ performance (Oluikpe, 2015). Many previous studies have deployed knowledge sharing as mediators in the relationship between leadership and performance (Lee, Gillespie, Mann, & Wearing, 2010). However, there are few or no studies that delved into establishing an indirect relationship between visionary leadership and individual academic staff performance via the instrument of knowledge-sharing. Therefore, this study fills this gap by hypothesizing that:



H4. Knowledge sharing mediates the relationship between visionary leadership and individual performance.

Methodology

In this survey, data were collected from academic staff of 13 Nigerian public universities sited in the north central geo-political region. A sample size of 510 academics was drawn for this study deploying a multi-stage sampling technique. The questionnaire was self-administered, and the assessing scale for all indicators ranged from 1 – “strongly disagree”, to 5 – “strongly agree” (i.e. 5 point Likert scale). The questionnaire was adopted from extant surveys and revised to match the aims of the present survey. The questionnaire is made up of 65 items to assess the three (3) constructs of the research model. The questionnaire basically comprises two parts. The first part elicits demographic details of the respondents, for instance, “public universities type, gender, age, qualification, present rank, working experience, and marital status”.

The second part contains items that measure the dependent, intervening (mediating) and independent variables. Drawing on past studies, the dependent variable (i.e. individual performance) is represented by three dimensions – teaching, research and community services (Paulsen, 2015; Masron, Ahmad, & Rahim, 2012; Egginton, 2010; Jenkins, Healey, & Zetter, 2007; Dilts, Haber, & Bialik, 1994), while the independent construct is a uni-dimensional variable represented by 8 items and the mediator (knowledge sharing) is assessed by 4 dimensions - motivation to share, nature of knowledge, opportunities to share, and working culture (Ipe, 2003). And the dimensions were represented by given number of items. In a nutshell, both the intervening and dependent constructs were conceptualized as second order constructs (SOCs).

On data analysis, the data were analyzed deploying PLS-SEM technique while using the Smart-PLS 3.0 (Ringle, Wende, & Becker, 2015). The PLS-SEM is conceived as the suitable technique for data analysis for some reasons – “chiefly among them is that, it enables data to go through assessment without primarily having to fulfill normality presumptions; and above all, it deals with both plain and complicated path modelling” (Hair, Ringle, & Sarstedt, cited in Madugu & Abdul Manaf, 2018). In summary, the measurement model and structural model assessments were conducted. The former entails the assessment of the paths between indicators and the variables which was primarily carried out to establish the model’s wellness, while the latter refers to the evaluation of the paths between variables through the process of bootstrapping (i.e. using 5000 subsamples), in which the hypotheses would be either supported or not.

Results and Analysis

Approximately, a valid response rate of 77% (391 responses) were used for running the analysis, decisions and conclusion. SPSS software was used to clean up the data; in other words, to detect the presence of errors: “outliers, missing value, common method bias (CMV) in the data collected” (Hair, et al., cited in Madugu & Abdul Manaf, 2018). Therefore, the dataset was tested for some abnormalities as mentioned above. The result discloses that no error(s) in the dataset constitute a threat to potential outcomes of correlation in the study.

Consequent on the above, the study proceeded to the evaluations of the model – this incorporates outer and inner model assessments. The outer model is a preliminary evaluation carried out to establish the wellness of the items with reference to the corresponding constructs they measure.

Measurement Model

A confirmatory factor analysis (CFA) of the indicators was conducted to find out the reliability and validity of the variables. This includes the convergent validity (CV) and discriminant validity (DV). Hair et al., (2014) asserts that CV is established via indicators’ loadings, average variance extracted (AVE), and composite reliability. In addition, the CV is ascertained considering the conventional thresholds viz; the loadings should be > 0.7 or > 0.5; Composite

reliability should be > 0.7 and AVE > 0.5 (Hair et al., 2014). In Figure 2, it is obvious to note that this study theorized both individual performance and knowledge sharing as second-order constructs (SOCs) with three and four dimensions respectively. As revealed in the measurement model (Table 2), all the indicators’ loadings met the requisite threshold save for some items were deleted partly because of low loadings and to meet the benchmarks of other measures of the CFA (i.e. CS01, CS09, MS01, RS01); the values of the AVE and composite reliability were greater than 0.5 and 0.7 respectively. Specifically, some items with loadings between the range of 0.40 to 0.70 were removed from the scale because, their removal enabled the achievement of AVE and other related parameters (Hair, Hult, Ringle, Sarstedt, & Örtenblad, 2017). Therefore, CV is confirmed to be sufficient as the indices of measurement model surpassed the thresholds.

Consequently, the DV is established by using the benchmarks of heterotrait-monotrait ratio (HTMT) (Henseler, Ringle, & Sarstedt, 2015). According to Kline, (2015), an adequate discriminant validity should be less than 0.85 (< 0.85), but for Gold, Malhotra, & Segars, (2001), the DV is attained if the HTMT values are below 0.90 (< 0.90). Based on the assessment conducted (Table 2), the values of the HTMT both for first and second orders are below the required thresholds i.e. < 0.85 or < 0.90 (Kline, 2015; Gold, Malhotra, & Segars, 2001) suggesting that the extent of differentiation among the variables is adequate. In summary, the results reveal that both the CV and DV were adequate; hence the reliability and validity were achieved.

Structural Model (SEM-PLS)

Consequent on achieving the wellness of the outer model, the study assessed the inner (structural) model which entails the assessment of all the hypotheses formulated for the study. The hypothesized paths were evaluated utilizing the bootstrapping system with a resampling of 5000. Thus, the standardized coefficients (β) and the t-value were evaluated to ascertain the potency of the hypothesized relationships (i.e. supported or otherwise) and the coefficient of determination (R²) value to establish the model’s predictive strength. Table 1 reported the results of the hypothesis testing (the standardized beta, t-value & significance of the paths) and the total R² value of the dependent variable respectively. Therefore, the R² reveals the sum of variance explained by the independent constructs (Barclay et al., cited in Amin, Ramayah, Aldakhil, & Kaswuri, 2016). The result as depicted in Table 1 contains the statistics of the four (4) hypothesized relationships.

Table1: Structural model (Hypothesis testing)

Hyp	Path	B	SE	T- value	P- value	D
H1	VS -> IP	0.113	0.066	1.711	0.087	NS
H2	VS -> KS	0.512	0.055	9.283	0.000	S
H3	KS -> IP	0.391	0.069	5.608	0.000	S
H4	VS-KS->IP	0.201	0.048	4.114	0.000	S

Note: VS - Visionary; KS - Knowledge Sharing; IP - Individual

Performance; D – Decision; S - Supported; NS - Not Supported

Discussion, Findings and Implications

The aim of the study is to examine the mediating influence of knowledge sharing (KS) on the relationship between visionary leadership and individual performance of academic staff in Nigerian public universities. The research model embodied four hypothesized paths. In other words, visionary leadership is the independent variable (IV); knowledge sharing is the mediating variable (MV) and individual performance represents the dependent variable (DV). The IV is theorized as a single order construct, while the MV and DV are theorized as a higher order constructs (i.e. second order constructs) with four and three dimensions respectively (Madugu & Abdul Manaf, 2018). The results of this study revealed that three paths out of the four hypothesized paths were supported. Specifically, the following hypothetical propositions were upheld: i). visionary leadership has a



positive significant influence on knowledge sharing (H2); ii). Knowledge sharing has a positive significant influence on individual performance (H3); iii). Knowledge sharing mediates the relationship between visionary leadership and individual performance. However, the hypothetical proposition that establishes the relationship between visionary leadership and individual performance (H4) was not upheld. Therefore, H2, H3 and H4 were positively significantly supported but H1 was not supported. By implication, the results disclose that the visionary leadership has an indirect influence on the performance of individual academic staff of public universities. In other words, visionary leadership disposition has a direct influence on the level of knowledge sharing among individual academic staff and in turn, the degree of knowledge sharing shapes the individual performance of academic staff. Hence, this study reveals that individual performance of academic staff can be boosted as well as improved through an indirect influence of visionary leadership. These outcomes were in congruence with the findings of some of the past surveys (Zhou et al. 2018; Cavaliere, Lombardi, & Giustiniano, 2015; Lee, Gillespie, Mann, & Wearing, 2010; Srivastava, Bartol, & Locke, 2006).

In addition, it has empirically been corroborated that visionary leadership can be deployed as a first order construct, while knowledge sharing, and individual performance are reaffirmed as reflective second-order constructs with four and three dimensions respectively - (RSOCs) (Madugu & Abdul Manaf, 2018). On the contrary, it was discovered that visionary leadership was reported non-significant, hence H1 was not supported. By inference, visionary disposition of leadership does not have direct influence on the performance of academics. Although, the result is contradictory to previous findings of some studies in which this style of leadership was found to have positive significant influence on performance (Sani & Maharani, 2012; Bacha, 2014; Tse & Chiu, 2014). The non-significance of H1 may be due to some factors peculiar to the study area and university environment worldwide; in other words, the politicization of emergence of academic leaders at the expense of merit, seniority and other criteria which may lead to emergence of visionless and in turn ineffective leaders and above all, the in-built academic culture concerning academic staff behaviours in response to provision of leadership (being environment(s) largely described as 'organized anarchy'). Therefore, the degree of knowledge sharing plays the most crucial role in determining the influence of visionary leadership on individual academic staff performance in the universities. In summary, out of three direct hypothesized paths, two were supported (H2 & H3) but H1 was non-significant; on the other hand, the indirect hypothesized path was supported (H4) which implies that the mediation is complete or rather full.

Theoretically, this study offers some contributions. First, it has validated the visionary leadership as a first order construct deployable in universities (Asaari's et al., 2016); while it has also reaffirmed the dimensions of knowledge sharing as theorized by Ipe, (2003). Specifically, this study theoretically discloses that visionary leadership is better predicted in the light of single order construct; while knowledge sharing and individual performance are better envisaged in the light of the four and three dimensions respectively (i.e. knowledge sharing: "nature of knowledge, motivation to share, opportunities to share and working culture;" and individual performance: "teaching, research and community services"). Second, most of the past studies were conducted by linking the visionary leadership with other variables, notably, there is scarcity of research that links visionary leadership with individual performance via knowledge sharing. Therefore, this study is one of the pioneers to link it with individual performance while utilizing knowledge sharing as a mediator in academic context; thereby establishing a significant positive indirect relationship between visionary leadership and individual performance. In other words, this study attempted to fill this gap by embarking on an empirical investigation of the relationship between visionary leadership, knowledge sharing and individual performance of academic staff in Nigerian public universities. In the same vein, this study contributes to the growing literature in the areas of leadership and performance in academia vis-a-vis KM by empirically corroborating

dimensions of the constructs (i.e. knowledge sharing and individual performance). Third, this study empirically revalidates the knowledge sharing and individual performance constructs as reflective second-order constructs (RSOCs).

Practically, this study provides some implications for some stakeholders – university managers, academic leaders, academics, and the researchers alike to appreciate the visionary disposition of leadership vis-à-vis knowledge sharing in the light of its influence on individual academic staff performance and the universities' performance at large. Thus, this study practically submits that the discharge of leadership has prevailing influences on knowledge sharing among individual academic staff which in turn, may boost their performance.

Conclusions

This study offers a better understanding of how knowledge sharing mediates the relationship between visionary leadership and individual academic staff performance by tendering empirical evidences on the indirect influence of the visionary leadership on individual performance. It is also inferred that this study has contributed to the profession (teaching and its paraphernalia) in terms of leadership, knowledge sharing and KM in academia. Thus, the main aim is to boost the performance of 'teaching and research' employees in universities through leadership and knowledge dissemination. Some limitations have been highlighted in this research that may offer windows for future researchers to explore the concept of visionary leadership vis-à-vis knowledge sharing and individual performance in a more inclusive manner. First, this study was a cross-sectional by design, whose validity and utilization may be restricted in time and space. To address this issue, future studies are recommended to be carried out in a longitudinal manner to dig up how other issues could be incorporated into the influence of visionary leadership on knowledge sharing and in turn, on individual academic staff performance. Second, the unit of analysis is restricted to the number of public universities in north central region, Nigeria. This implies strength in terms of internal validity, but precaution may be exercised while making generalization of the findings in terms of its influences on other environments. Hence, future research is recommended to be carried out in other settings to make the findings amenable for generalization. Third, it is noteworthy that visionary leadership is theorized as a first order construct and the only predictor to individual performance via knowledge sharing. Based on the above, it is contended that this may not be the only predictor of performance in academia; thus, future researchers are advised to advance investigation with a view to taking into consideration other constructs that may have more influence on the performance.

Finally, the non-significant direct influence of 'visionary leadership' on individual performance as revealed in this study is rather surprising and unpredicted. Along these lines, calls are made on future researchers to include more mediators or rather moderator(s) in the investigation of the relationship between visionary leadership and individual performance. Notwithstanding, this study is deemed indispensable in offering windows for further research on the predictor (visionary leadership) vis- a-vis knowledge sharing and individual academic staff performance in the universities.

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Appendix

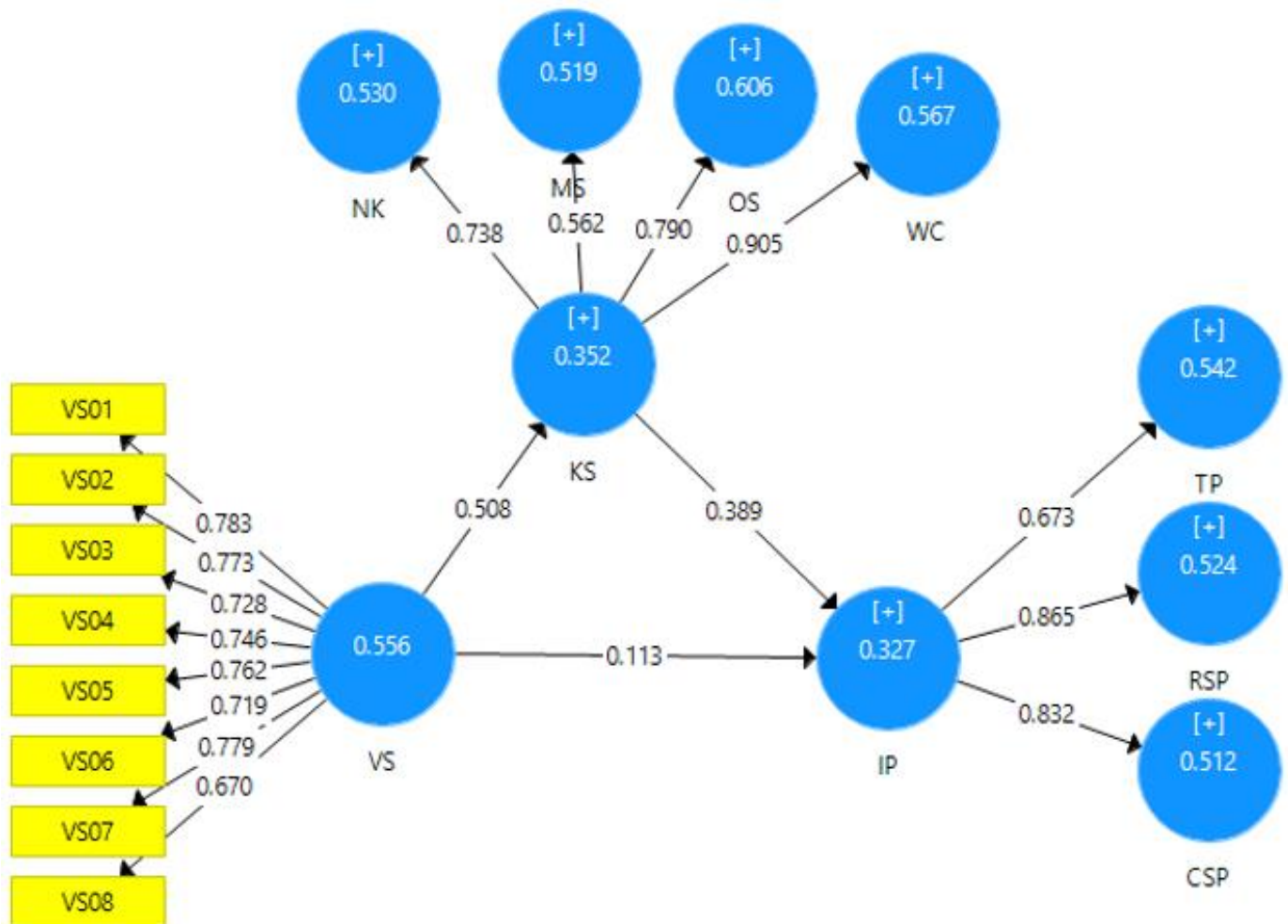


Fig. 2. Measurement Model

Table 2: Convergent validity

FOC	SOC	Item	Loadings	AVE	CR	FOC	SOC	Item	Loadings	AVE	CR		
VS		VS01	0.783	0.556	0.909			TC04	0.733				
		VS02	0.773							TC05	0.745		
		VS03	0.728							TC06	0.731		
		VS04	0.746							TC07	0.725		
		VS05	0.762							TC08	0.74		
		VS06	0.719							TC09	0.75		
		VS07	0.779							TC10	0.773		
		VS08	0.67						RS	RS02	0.599	0.524	0.916
NK		NK01	0.78	0.53	0.887			RS03	0.751				
		NK02	0.711							RS04	0.78		
		NK03	0.814							RS05	0.763		
		NK04	0.805							RS06	0.693		
		NK05	0.72							RS07	0.732		
		NK06	0.635							RS08	0.791		
		NK07	0.604							RS09	0.763		
MS		MS02	0.59	0.519	0.81			RS10	0.675				
		MS03	0.665							RS11	0.666		
		MS04	0.789					CS	CS02	0.663	0.512	0.88	
		MS05	0.815						CS03	0.708			
OP		OS01	0.805	0.606	0.885			CS04	0.743				
		OS02	0.792						CS05	0.693			
		OS03	0.748						CS06	0.758			
		OS04	0.733						CS07	0.706			
		OS05	0.81						CS08	0.734			
WC		WC01	0.755	0.567	0.929	IP	TC	0.673	0.631	0.835			
		WC02	0.739						RS	0.865			
		WC03	0.718						CS	0.832			
		WC04	0.773										
		WC05	0.752										
		WC06	0.807										
		WC07	0.781										
		WC08	0.741										
		WC09	0.745										
		WC10	0.714										
KS	NK		0.738	0.576	0.841								
	MS		0.562										
	OS		0.79										
	WC		0.905										
TC		TC01	0.746	0.542	0.922								
		TC02	0.687										
		TC03	0.73										

Note: **FOC** - First Order Construct; **SOC** - Second Order Construct; **AVE** - Average Variable Extracted; **CR** - Composite Reliability; **VS** - Visionary; **NK** - Nature of Knowledge; **MS** - Motivation to Share; **OP** - Opportunities to Share; **WC** - Working Culture; **KS** - Knowledge Share; **IP** - Individual Performance; **TC** - Teaching; **RS** - Research; **CS** - Community Services

