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Nexus between Charismatic Leadership Style and Academic Staff Performance: Mediating Effect of Knowledge Sharing

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Abstract

This study examined the influence(s) of charismatic leadership style (CLS) on individual academic staff performance (IASP) in the Nigerian public universities via the instrumentality of knowledge sharing practices. The investigation was carried out on 510 academics at 13 public universities situated 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 CLS and IASP is complete because the direct relationship between CLS and IASP recorded a non-significant effect. Along with the above, is the disclosure that CLS has a direct influence on knowledge sharing practices among academics and in turn, knowledge sharing practices directly shape the performance of academics. It is recommended that future studies should be conducted in a longitudinal manner to dig up how other issues could be incorporated into the influence of CLS on KS and in turn, on IASP. Hence, clarion calls are put across to future investigators to incorporate more unit of analysis, predictors and mediators or rather moderator(s) in the investigation of the relationship between CLS and IASP. Finally, the empirical, theoretical and practical implications were discussed.

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

1. Introduction

The most resourceful asset of every organization is the human resource often referred to as the workforce. The primary step to be employed by organizations to achieve their goals is to manage this resourceful asset (workforce). Also, building a workforce and attaining the objectives of organizations is a function of organizational management. In other words, studies recorded that major breakthroughs in science and technology are credited to leadership presence (Shafie, Baghersalimi, & Bargi, 2013). Leadership dictates the level of success or failure of organizations (Vigoda- Gadot, 2006). In addition, leadership influences the performance of both individuals and organizations (Charlton, 2000). Accordingly, Charlton maintains that effective leadership is instrumental to attracting, managing, and motivating the required workforce in organizations. Hence, overall success of every organization is a summation of individual performance of the workforce. In the same vein, Bass (1997) posited that, for organizations to flourish in a complex and competitive global village, they must employ appropriate leadership styles, because the perspectives of employees on leadership disposition(s) go a long way to shape the commitment and dedication of the workforce in attaining the goals of organizations (Jaskyte, 2004). Thus, leadership disposition influences positively or negatively individual employees' performance. Drawing on this background,

more attentions should be given to leadership disposition that is effective – a leadership approach that positively breeds high individual employees' performance, hence the primary role of leaders is to build capacities to mobilise and direct individuals with common visions to attain shared objectives (Robbins, 2003; Turner & Muller, 2005).

University education has been constrained by numerous factors -- universal competition, soaring demands in quality, enrolments and ICTs, dwindling funding etc. These pressures occasion the underscoring of academic staff performance to ensure performance of universities rises to the challenge. The conventional tasks of academic staff (universities) include three basic functions – 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, IASP description is made up of three basic 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 mediating effect of knowledge sharing (KS) on the nexus between charismatic leadership style and performance of academics as dictated by the preceding basic functions, with the view to proffering recommendations on how to address the 21st century challenges facing university education.

Nigerian university academics are engulfed in industrial unrests (strikes), discontent, poor conditions of service, poor working conditions, and its attendants. This occasioned several efforts to enhance IASP. Accordingly, academic staff of public universities are saddled with the tasks of grooming the upcoming generations of scholars, bureaucrats and scientists. In other words, university teaching staff deploy their expertise in transferring knowledge, novel ideas and skills to the next generations. In other words, discharging these basic obligations, require the instruments of leadership and KS capable of inducing improved performance. Notably, these onerous functions of the academic staff are linked with the leadership and KS activities.

In addition, knowledge has gained popularity as the most strategic resource of institutions globally. The adequate handling of this resource is daunting, 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 must be shared amongst institutional members. KS plays an instrumental role in the lives of institutions as it leads to the creation of novel knowledge (ideas), the fine-tuning of dated knowledge, and the formation of more knowledge in time to come (Fong et al., 2011; Masa'deh & Gharaibe, 2013). 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). Additionally, 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). Thus, KS influences performance at various scales (Masa'deh & Gharaibeh, 2013; Obeidat et al., 2014; Akram & Bokhari, 2011). Therefore, the broad objective of this research is to find out both direct and indirect influence(s) of charismatic leadership disposition on individual academic staff performance through knowledge sharing.

2. Literature Review

Charismatic leadership Style (CLS)

The term charisma refers to human characteristics, features, attributes or traits that stand an individual out from the others. It is found in persons whose personalities are exceptional or extraordinary, along with inbuilt and unique capabilities of persuasion and interpersonal communication. An individual can be said to be charismatic when he/she can employ his/her special personal traits, instead of rhetoric alone, to relate to others. Charisma connects to the way(s) an individual relates or deals with others. Charismatic individuals outgrow their self-interest and act for the benefits of all. Therefore, charismatic leaders refer to individuals who have high self-confidence, clear vision, unconventional behavior, and act as a change agent, while remaining realistic about environmental constraints (McLaurin, & Al Amri, 2008). The key behaviours of charismatic leaders include inter alia display of confidence, image building, role modeling, goals articulation as well as prompting follower's motives.

At the same time, a charismatic individual will display a sense of power and confidence. Thus, the leadership injects pride and confidence in others being related or connected to the leadership through the display as well as utilization of power and confidence. In addition, Lee and Liu (2011) sum it up that; charismatic leaders have the capability to articulate themselves freely. Charismatic leaders have full knowledge of themselves in terms of their strengths and weaknesses in such a manner that, they completely use their strengths to compensate for their weaknesses. Therefore, the current study examines the influence of charismatic leaders in the gamut of leadership in academia.

Charismatic leadership and Individual Performance

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 operationalized 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). Precisely, there have been mix-findings on the relationship between charismatic leadership style (CLS) and performance, though research on the corelation is scanty. For instance, surveys conducted in USA Presidency discovered a significant correlation between charisma and performance (House, Spangler & Woycke, 1991); in addition, laboratory studies found that the charisma of leaders influences individual and group performance more than other attributes of leadership (Howell & Frost, 1989; Kirkpatrick & Locke, 1996). However, some previous studies reported that charisma has no relationship with performance though few of the surveys reported that the correlation between charisma and performance is rather indirect or partial, in other words, the relationship is intervened by different constructs to create impact(s) (Abdul Manaf & Abdul Latif, 2014; Malcalm & Tamateyse, 2017; Mwombeki, 2017; Walumbwa, Avolio, & Zhu, 2008b). Hence, surveys on the links between 'charismatic leadership style – performance' in academic environments are relatively restricted. Hence, this study proposes the following hypothesis:

H_1: Charismatic leadership style positively influences individual academic staff performance.

Charismatic Leadership Style (CLS) and Knowledge Sharing (KS)

Conger, Kanungo and Menon's, (2000) carried out a study to discern the effect of charismatic leadership on followers' responsiveness. It was discovered that there is a strong correlation between charismatic leadership and follower effects, that is, findings of Conger's et al study was premised on the following grounds inter alia – the charisma of leaders endears them to the followers through cultivation of respect, admiration and veneration for the leader; this might be due to strong conception of the leader's responsiveness to the setting. In addition, leaders' prowess in forging vision, inspiration as well as responsiveness to followers' needs spells out the extent of influence exerted by charisma as one of the leadership styles. In the same breath, studies of Akpotu & Tamunosiki-Amadi, 2013; Masa'deh et al., 2016; Li, Shang, Liu, & Xi, 2014; Shao, Feng, Wang, & Liu, 2016 corroborate the finding of Conger's et al study; in other words, they all affirmed that the charisma of leaders goes a long way in stimulating or influencing the followers' behaviours and actions. Hence, this study proposes the following hypotheses:

H_2: Charismatic leadership style positively influences knowledge sharing.

Knowledge sharing (KS) and Performance

knowledge is perceived as a vital resource that is key to organizational existence (Masa'deh & Shannak, 2012). Given the relevance 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 conceived 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 of knowledge to convey meanings or rather messages (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:

H_3: Knowledge sharing positively influences individual academic staff performance.

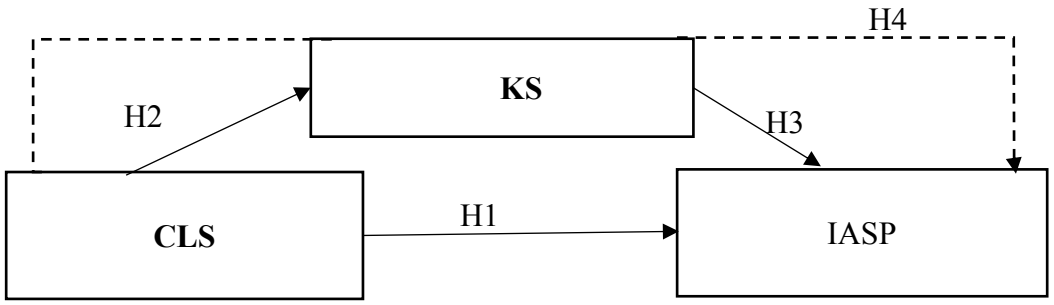

Figure 1. Research Model

Note: **CLS -** Charismatic Leadership Style;
KS – Knowledge Sharing;
IASP – Individual Academic Staff Performance

Mediating Role of Knowledge Sharing (KS)

Notably, studies 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 the 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). For instance, a study conducted by Nazir et al., (2014) found an indirect significant relationship between transformational leadership and organizational performance through knowledge sharing which covered five sectors in Pakistan – health, education, financial, manufacturing and telecommunication sectors. This shows that leadership boosts performance through knowledge sharing. In a similar connection, the results of Song's et al., (2015) study conducted in a large cosmetics company in South Korea to investigate the indirect influence of knowledge sharing on the relationship between servant leadership and team performance. The outcome revealed that knowledge sharing has a mediating influence on the relationship between leadership style and performance. This shows that leadership has a significant positive impact on knowledge sharing and in turn knowledge sharing influences performance. However, there are few or no studies that delved into establishing an indirect relationship between charismatic leadership style and individual academic staff performance via the instrument of knowledge-sharing. Therefore, this study fills this gap by hypothesizing that:

H_4: Knowledge sharing mediates the relationship between charismatic leadership style and Individual academic staff performance.

Theoretical Framework

This research is anchored on social exchange theory (SET). SET is one of the most important theoretical models for understanding workplace behaviour in an organization. Its reputable status dated back to the 1920s, e.g., the works of Malinowski, 1922; Mauss, 1925 (Cropanzano & Mitchell, 2005). Even though different interpretations of social exchange have emerged, theorists are unanimous that social exchange consists of a series of interactions that generate responsibilities (Emerson, 1976). In other words, SET is based on the perception that social life embodies a series of linear transactions (exchanges) between two or more parties, phenomena, scenarios etc ((Mitchell, Cropanzano, & Quisenberry, 2012). SET is more than simply a set of rules for transacting benefits. In succinct words, SET involves social interactions or exchanges that take place between and amongst employees to attain high-level performance in an organization (Cropanzano & Mitchell, 2005). Significantly, SET hinges on the principle of symbiosis, believing that each stand to gain (Emerson, 1976).

The SET is suitable for this study because it explains the relationships between the variables in the study which include leadership, knowledge sharing and individual performance in the Nigerian

public universities. This theory states that some work settings culminate into some sort of attachments between the individual employees referred to as social exchange relationships (Cropanzano, Byrne, Bobocel & Rupp, 2001). Thus, SET is very important in an organization, especially in the Nigerian public universities because it has to do with the interpersonal relationships between individual employees which will help to strengthen relationships towards better university education system.

3. Methodology

In this survey, data were collected from academic staff of Nigerian public universities in the north central geo-political region with the population of 7,042 (Madugu, 2018). A sample size of 510 academics was drawn for this study deploying a multi-stage sampling technique (i.e., commencing with a quota sampling technique and ended with simple random sampling technique), the use of different sampling techniques at different stages because of the homogeneous as well as heterogeneous nature of the unit of analysis. In other words, Krejcie and Morgan's (1970) sample size determination criteria was employed to determine the representative sample size for this study because it takes into consideration the level of significance or rather confidence level, which reduces sampling error to the barest minimum. In addition, the outcome (364) obtained from deployment of the Krejcies and Morgan's tool was increased by 40% (146) to minimize the low response rate from uncooperative respondents as suggested by Salkind (2012); hence the sample size of 510. The instrument was self-administered, and the evaluating scale for all indicators ranged from 1 – "strongly disagree", to 5 – "strongly agree" (five (5) point Likert scale). The instrument was adapted from extant surveys. The instrument is made up of 62 questions to evaluate the 3 variables (CLS, KS and IASP). The instrument embodies 2 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 questions 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, these dimensions were measured by 27 questions (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 evaluated by 5 questions and the mediator (KS) is assessed by 4 dimensions - motivation to share, nature of knowledge, opportunities to share, and working culture (Ipe, 2003). And the dimensions were measured by 30 questions. In a nutshell, both the intervening and dependent constructs were conceptualized as second order constructs (SOCs).

On data analysis, the data were analysed 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 – it makes data amenable for assessment without fulfilling normality assumptions as a prerequisite; and above all, it handles both plain and complex 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 (deploying 5000 subsamples), in which the

hypotheses would be either supported or not.

4. Results and Discussion

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" (Madugu & Abdul Manaf, 2018). Therefore, the dataset was tested for some abnormalities as mentioned above. The result disclosed that no error(s) in the dataset constitute a threat to the outcomes of 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). It is obvious to note that this study theorized both IASP and KS 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 required threshold save for some items were deleted partly because of low loadings and to meet the benchmarks of other measures of the CFA (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 adequate as all the indices of measurement model surpassed the thresholds.

Consequently, the DV was established by deploying 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 revealed that both the CV and DV were adequate; hence the reliability and validity were achieved.

Structural Model (SEM-PLS)

The study assessed the inner (structural) model which entails the assessment of all the hypotheses formulated for the study. The paths were assessed using the bootstrapping system with a resampling of 5000. Thus, the standardized coefficients (β) and the t-value were assessed to establish the potency of the hypothesized relationships (supported or otherwise) and the coefficient of determination (R^2) 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 R^2 value of the dependent variable respectively. Therefore, the R^2 reveals the

sum of variance explained by the independent construct (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 paths.

Table1: Structural model (Hypothesis testing)

Hyp	Path	B	SE	T- value	P- value	D
H1	CLS -> IASP	0.085	0.076	1.119	0.263	NS
H2	CLS -> KS	0.168	0.058	2.879	0.004**	S
H3	KS -> IASP	0.391	0.069	5.608	0.000**	S
H4	C LS– KS -> IASP	0.062	0.026	2.385	0.017*	S

**Significant at 1% and *Significant at 5%

Note: CLS – Charismatic Leadership Style; KS - Knowledge Sharing; IASP – Individual Academic Staff Performance; D – Decision; S - Supported; NS – Not Supported.

Discussion, Findings and Implications

Drawing on social exchange theory (SET), this study examined the mediating influence of KS on the relationship between CLS and IASP in Nigerian public universities. The research model embodied four hypothesized paths. In other words, CLS is the independent variable (IV); KS is the mediating variable (MV) and IASP represents the dependent variable (DV). The IV is theorized as a single order construct, while the MV and DV are theorized as higher order constructs (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 based on the Smart PLS assessment: (i) CLS has a positive significant influence on KS ((H2), $\beta = 0.168$, $t = 2.879$, $p < 0.004$); (ii) KS has a positive significant influence on IASP ((H3), $\beta = 0.391$, $t = 5.608$, $p < 0.000$); (iii) KS mediates the relationship between CLS and IASP ((H4), $\beta = 0.062$, $t = 2.385$, $p = 0.017$). However, the hypothetical proposition that establishes the relationship between CLS and IASP ((H1), $\beta = -0.085$, $t = 1.119$, $p > 0.263$) was not upheld. Therefore, H2, H3 and H4 were positively significantly supported but H1 was not supported. By implication, the results disclose that the CLS has an indirect influence on the performance of individual academic staff of public universities. In other words, charismatic leadership disposition has a direct influence on the level of KS among individual academic staff and in turn, the degree of KS shapes the IASP. Hence, this study reveals that IASP can be boosted as well as improved through an indirect influence of CLS. 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 CLS can be deployed as a first order construct, while KS, and IASP 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 CLS was reported non-significant, hence H1 was not supported. By inference, charismatic 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 gift of grace (charisma), 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 KS plays the most crucial role in determining the influence of CLS on IASP in 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 CLS as a first order construct deployable in universities (Asaari's et al., 2016); while it has also reaffirmed the dimensions of KS as theorized by Ipe, (2003). Specifically, this study theoretically discloses that CLS is better predicted in the light of single order construct; while KS and IASP are better envisaged in the light of the four and three dimensions respectively (KS: "nature of knowledge, motivation to share, opportunities to share and working culture;" and IASP: "teaching, research and community services"). Second, most of the past studies were conducted by linking the CLS with other variables, notably, there is scarcity of research that links CLS with IASP via KS. Therefore, this study is one of the pioneers to link CLS with IASP while utilizing KS as a mediator in academic context; thereby establishing a significant positive indirect relationship between CLS and IASP. In other words, this study attempted to fill this gap by embarking on an empirical investigation of the relationship between CLS, KS and IASP 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 (KS and IASP). Third, this study empirically revalidates the KS and IASP 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 charismatic disposition of leadership vis-à-vis KS in the light of its influence on IASP and the universities' performance at large. Thus, this study practically contends that the discharge of leadership has prevailing influences on KS among individual academic staff which in turn, may boost their performance.

5. Conclusion and Recommendations

This study offers a better appreciation of how KS mediates the relationship between CLS and IASP by presenting empirical evidence on the indirect influence of the CLS on IASP. It is also deduced that this study has contributed to the profession (teaching and its paraphernalia) in terms of leadership and KS in academia. Thus, the major target 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 investigators to explore the concept of CLS vis-à-vis KS and individual performance in a more inclusive manner. First, this study was 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 CLS on KS and in turn, on IASP. 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 CLS is theorized as a first order construct and the only predictor to IASP via KS. Based on the above, it is maintained 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 CLS on IASP as revealed in this study is rather surprising and unpredicted. Hence, clarion calls are put across to future investigators to incorporate more mediators or rather moderator(s) in the investigation of the relationship between CLS and IASP. However, this study is reckoned indispensable in offering windows for further research on the predictor (CLS) vis-a-vis KS and IASP in universities.

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APPENDIX

Table 2: Convergent Validity

FOC	SOC	Items	Loadings	Cronbach's Alpha	AVE	CR
CLS		CLS01	0.725	0.857	0.638	0.898
		CLS02	0.800			
		CLS03	0.777			
		CLS04	0.853			
		CLS05	0.831			
NK		NK01	0.780	0.846	0.568	0.886
		NK02	0.711			
		NK03	0.814			
		NK04	0.805			
		NK05	0.720			
		NK06	0.635			
		NK07	0.604			
MS		MS02	0.590	0.524	0.505	0.753
		MS03	0.665			
		MS04	0.789			
		MS05	0.815			
OS		OS01	0.807	0.837	0.606	0.885
		OS02	0.791			
		OS03	0.744			
		OS04	0.734			
		OS05	0.810			
WC		WC01	0.755	0.915	0.567	0.929
		WC02	0.739			
		WC03	0.718			
		WC04	0.773			
		WC05	0.752			
		WC06	0.807			
		WC07	0.781			
		WC08	0.741			
		WC09	0.745			
		WC10	0.714			
	KS	**NK**	0.717		0.859	0.608
		MS	0.672			
		OS	0.783			
		WC	0.924			
TC		TC01	0.745	0.906	0.542	0.922
		TC02	0.687			
		TC03	0.730			
		TC04	0.734			
		TC05	0.745			
		TC06	0.731			
		TC07	0.724			
		TC08	0.741			

FOC	SOC	Items	Loadings	Cronbach's Alpha	AVE	CR
		TC09	0.750			
		TC10	0.773			
RS		RS02	0.599	0.897	0.524	0.916
		RS03	0.751			
		RS04	0.780			
		RS05	0.763			
		RS06	0.693			
		RS07	0.732			
		RS08	0.791			
		RS09	0.763			
		RS10	0.675			
		RS11	0.666			
CS		CS02	0.663	0.841	0.512	0.880
		CS03	0.708			
		CS04	0.743			
		CS05	0.693			
		CS06	0.758			
		CS07	0.706			
		CS08	0.734			
	IASP	**TC**	0.673		0.631	0.835
		RS	0.865			
		CS	0.832			

Note: **FOC** - First Order Construct; **SOC** - Second Order Construct; **AVE -** Average Variable Extracted; **CR** - Composite Reliability; **CLS –** Charismatic Leadership Style; **NK** - Nature of Knowledge; **MS**- Motivation to Share; **OP** - Opportunities to Share; **WC** - Working Culture; **KS** - Knowledge Share; **IASP** – Individual Academic Staff Performance; **TC** - Teaching; **RS** - Research; **CS** - Community Services.