Intangible Radiance of Tacit Knowledge Sharing Behaviour with Integrated Teaching and Knowledge Economy of Digital Era

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ABSTRACT

An absolute intangible radiant tacit knowledge is (AIRTK) blended with tacit understanding once accessible and usable then see its intangible power and magic of multiplication of its multidimensional growth and the power to embrace impossible academic clips with an opportunity of achieving global advantage and finally visualizing intangible path having at last mile the India's universal super academic vision of Atmanirbhar Bharat with an intangible tacit wisdom blessed with AIRTK's infinite power leading global excellence to Atamnirbhar Bharat. The tacit Knowledge is a crucial intangible asset of the today's knowledge thirsty world having an era of knowledge linked economy and a critical paradigm of exponentially growing digital universe. It is an academic macro knowledge journey from materialistic knowledge to wise knowledge and micro knowledge journey from wise knowledge to superior knowledge. Pico knowledge journey starts from superior knowledge to mind knowledge, an intangible wise approach to fathomless depth of mind. The last mile femto knowledge journey takes off from mind knowledge to soul knowledge. Once tacit knowledge sharing behaviour is synchronised with the positively charged intangible environment of mind the femto mind development starts and takes mind to the intangible path of tacit knowledge creation and mind listens the intangible melody of our own soul thus to embrace the intangible tacit knowledge of the unknowns. To survive in an era of academic, research, innovativeness and creativity the absolute need is positive tacit knowledge and its sharing behavior. Thus HEIs to embrace academic, innovative and research competitiveness, global trust and reputation.

Keyword: - Tacit Understanding is Power of Mind, Pico Speaks - Femto Listens, Whole Brain Management, SEM and CFA, Intangibly Sharing Makes Visibility of The Tacit Knowledge's Magic of Multiplication.

I STEP BY STEP INTRODUCTION

An absolute intangible radiant tacit knowledge is (AIRTK) blended with tacit understanding, once accessible and usable then see its intangible power and magic of multiplication of its multidimensional growth and the power to embrace impossible academic clips with an opportunity of achieving global advantage and finally visualizing intangible path having at last mile the India's universal super academic vision of Atmanirbhar Bharat with an intangible tacit wisdom blessed with AIRTK's infinite power leading global excellence to Atmanirbhar Bharat. The tacit Knowledge (TK) is a crucial intangible asset of the today's knowledge thirsty world having an era of knowledge linked economy and a critical paradigm of exponentially growing digital universe. It is an academic macro knowledge journey from materialistic knowledge to wise knowledge and micro knowledge journey from wise knowledge to superior knowledge. Pico knowledge journey starts from superior knowledge to mind knowledge, an intangible wise approach to fathomless depth of mind. The last mile femto knowledge journey takes off from mind knowledge to soul knowledge. Once tacit knowledge sharing behavior is synchronized with the positively charged intangible environment of mind the femto mind development starts and takes mind to the intangible path of tacit knowledge creation and mind listens the intangible melody of our own soul thus to embrace the intangible tacit knowledge of the unknowns. To survive in an era of academic, research, innovativeness and creativity the absolute need is positive tacit knowledge and its sharing behavior. Thus HEIs to embrace academic, innovative and research competitiveness, global trust and reputation. AIRTK needs quality higher education, conducting research, publishing scholarly works and sharing of tacit knowledge. Today's need is to know some of the needed unknowns with the intangible wisdom. Teachers in knowledge intensive HEIs play most critical role to promote tacit knowledge sharing among teachers. Today more than ever greater need is an integration of our education and tacit knowledge with the knowledge - intensive economy of today's digital age. Need is recalibrating academic teaching with the current and near futuristic needs of academic learning, research and innovations also to synchronize and fine tune intangibly with the diverse cognitive needs of the today's learners. An intangible path of AIRTK needs fully controlled mind blended with cent percent purity of thoughts to create favourable environment to mind only then mind's femto switch is activated and opens intangible entry port of AIRTK and sharing reactivates the inflow of AIRTK thus tacit knowledge sharing behaviour is the nucleus of AIRTK process. The last mile is to have the AIRTK blended with the infinite bliss of the infinity. On the AIRTK

very less researchers work as this needed knowledge is not easily available in today's busy digital commercial world. This could be a field of futuristic research and to understand and study the unseen unknowns and to change the unchanged. AIRTK has the needed influence on the learning of students, researchers and scholars' research work having capability of providing real life solutions and achievements of self-set and organizational goals of the Higher Education Institutes of the Madhya Pradesh, India. Intangibly have the joy of tacit learning, sharing of TK and boom of imagination of knowing the unknowns plus uncover the tacit powers of the mind is the path to AIRTK thus TK positive learning and sharing is and will always be creator of new TK. Polanyi in 1966 introduced tacit knowledge its sharing is the biggest challenge of knowledge management Mládková, 2012 [1] and it is soul of HEIs organizational knowledge. Tacit knowledge deeply influences the value, thought and emotion of the HEIs teachers, their organizational abilities, teaching skills, experience and researching capabilities. Tacit Knowledge Sharing (TKS) is based on practical Intelligence, it is strategic and adds value to the organization and is having live relationship with the strategic and tactical plans and thus is directly linked with the HEI's sustainable competitive and strategic advantage Nonaka and Takeuchi, 1995 [2]; Conner and Prahalad, 1996 [3]; Grant, 1996 [4]; Nahapiet and Ghoshal, 1998 [5]; Pettigrew and Whip, 1993 [6], rapid technological changes are indicative that TK and TKS are key resources for HEIs to gain competitive advantage.

II SYSTEMATIC LITERATURE REVIEW AND THEORETICAL FOUNDATION

Tacit Knowledge Sharing is a synergistic collaboration of teachers in HEI who work toward a common goal Boland & Tenkasi, 1995 [7], in HEIs TKS is effective through the process of personal interaction and surrounded with cultural, technical, organizational, spiritual and human issues. TK improves the HEIs overall rating and accumulation of intellectual capital thus the last mile is directly dependent upon the individual's intention to TKS and its sharing behaviour. Relational social capital focuses on the respect, friendship and personal behaviour Chow and Chan 2008 [8], it promotes a positive attitude towards TKS through social interaction Carley, 1991 [9]; Davenport, 1998 [10]. The TKSB has influence of various intangible factors - personal belief and experience, affect-based and cognitive-based trust Inkpen and Pien, 2006 [11] blended with individual's view of the other person's values and norms, emotional ties, friendship, love and care Lewis and Weigert 1985: 970 [12], it affects the individual's attitude towards TKS. Cognitive-

based trust is individual's assessment of the other person's competence and reliability in terms of their work function Rousseau, Sitkin, Burt and Camerer, 1998 [13]. Some teachers believe that their TK is an academic power and losing it would threaten their promotion opportunity Cheng et al., 2009a [14]; Jain et al., 2007 [15]. Systematic literature review is indicative of KS research factors personal factors – personal trust, attitude, motivation intrinsic and extrinsic, leadership, intention, commitment, subjective norms, compliance norms and normative norms, planned behaviour constructs. HEIs factor are – HEI culture, academic climate, information culture - incentives, promotions and job assessments, reward systems, management support, technological and ICT support. The promotion of knowledge sharing through IT is evident in several empirical studies (Ahmad and Daghfous, 2010 [16], Kanaan and Gharibeh, 2013 [17]; Kim and Lee, 2006 [18]; Sharma et al., 2012 [19]; Siddique, 2012 [20] and use of web technology is an effective tool for KS Alotaibi et al., 2014 [21]. Computer-mediated communication (CMC) works as to face-to-face interactions, its synchronous forms include video conferencing, voice calls and messenger Adrianson, 2001 [22]. IT cannot alone achieve effective TKS in absence of factors trust, culture, organizational climate and leadership support. TKSB among teachers in HEIs help HEIs to adopt appropriate strategies to manage their intellectual assets and enhance performance, research output, teaching and learning activities. Trust and motivations emerged from the systematic literature review (SLR) as critical antecedents and have direct effect on teachers TKSB Goh and Sandhu, 2013 [23]; Norulkamar and Hatamleh, 2014 [24]. SLR has indicated that organizational culture is critical to promote TKS among HEIs teachers (Wang and Noe, 2010 [25]; Nistor et al. 2015 [26]. SLR high lights that positive organizational culture alone might not facilitate TKS among teachers Hislop, 2009 [27], teachers' attitudes are strong predictors of intentional behaviour and actual sharing of TK and thus HEIs teachers to promote positive attitudes toward TKSB. TKS is a natural process of social interaction, social capital and behavioural control are intangible radiant eyes of HEIs teachers TKSB.

III INLINE RESEARCH CONCEPTUAL THEORETICAL FINDINGS AND RESEARCH MODEL DESIGN

Relationship exists between the individual attitude, perceived norms (PN) and perceived behaviouralcontrol (PBC) over the TKSB and their intention to TKS. Inline social capital is significant for predicting individual intention to TKS. Attitude is positively related to TKS intention. Self-efficacy and

subjective norms least affect TKS intentions. HEI culture and IT have impact on TKSB and influenced by emotional constructs such as active commitment and active trust. Theory of planned behaviour (TPB) constructs have an influence on KS among HEIs teachers. C reating an appropriate inline environment and culture to TKS freely among teachers is vital to the success of HEIs. TKS is dominated by individual behaviour, attitudes and intentions of teachers toward TKS, Babalhavaeji and Kermani, 2011 [28]; Fullwood et al., 2013 [29]; Jolaee et al., 2014 [30]; Nordin et al., 2012 [31]; Ramayah et al., 2014 [32] and followed by organizational and technology factors influencing TKS. Li et al. 2011[33] analyzed major factors for KS and proposed that the achievement of individual motivations was the most influential factor. Big Five personality traits affect TKSB.
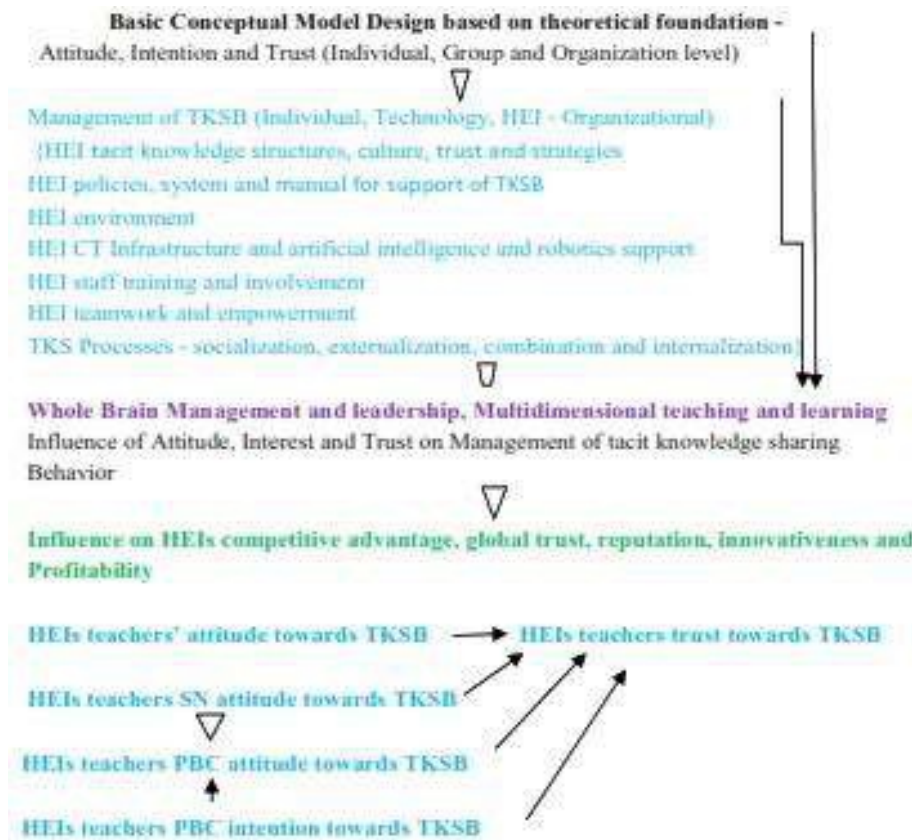
Fig. 1: Basic Conceptual model based on TKSB, SN and PBC

Teachers need to practice TKS with each other to enhance their decision-making and problem-solving process. Create positively charged environment in HEI to facilitate TKSB. It assists teachers in the process of development of the quality education and improve the performance of their respective HEIs Gill, 2009 [34]; Raj Adhikari, 2010 [35]. TKS by teachers leads to HEI's intellectual capital development Wei Chong et al., 2014 [36]. Teachers' emphasis on their self-achievements rather than focusing on the attainment of institutional goals and objectives. Thus individual teachers personality, motivation, self-efficacy, social pressure and mutual trust play critical part in TKSB among the teachers of HEIs and opportunities to create an environment to facilitate TKS among the teachers of HEIs Belay, 2014 [37]; Mitri, 2003 [38]; Shamizanjani et al., 2014 [39]. Teacher's motivation, extraversion, agreeableness, conscientiousness, emotional stability, openness, mutual trust and self-efficacy influence TKSB in HEIs. The theoretical model development of an individual's intention to TKS is needed for the structural equation modelling (SEM) analysis. Classification of the social capital dimensions (SCD) - the structural, relational and cognitive used to explain the individual's intention to share TK. The structural dimension has network ties and resources, the relational

dimension trust, shared values and norms plus the cognitive dimension shared vision and goals. SCD integrated with the reasoned action dimensions Fishbein and Ajzen 2010: [40]. The reasoned action variables of the individual's attitude towards TKS, their PNs about TCS and their PBC over the sharing of TK. TPB to develop models. Causal path from SNs to attitude and the causal path from SNs to PBC. Behavioural Intention = Attitude + SNs + PBC. An association between attitudes and subjective norms suggests subjective norms influence attitudes. A large number of studies Chang, 1998 [41]; Ryu, Ho, & Han, 2003 [42]; Shimp & Kavas, 1984 [43]; Vallerand et al., 1992 [44] have shown that the SN was found to influence attitude and thus modify the theory of planned behavior with a causal path from SNs to attitude.

IV TKSB AVAILABLE THEORIES AND MULTI-INFORMANT RESEARCH QUESTIONNAIRE DESIGN

Theory of reasoned action (TRA) explains individual human behavior Jaccard and Davidson 1972: 228 [45] and theory of PB deals with the antecedents of attitudes, subjective norms (SN) and perceived behavioral control (PBC) antecedents determine intentions and behavior of TKS.

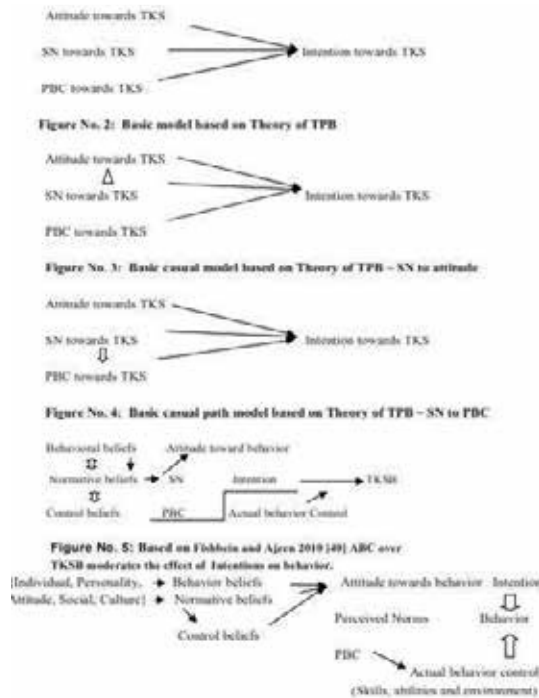**Fundamental Design of Conceptual models based on Theory of TPB**

Fig. 6: Is based on TRA and PBC theory Fishbein and Ajzen's 1991 [46]

PBC is the critical difference creator in TRA and the TPB. Other theories are game theory, expectancy theory, social exchange theory, social cognitive theory, social network theory and social capital theory. PBC accurately reflects actual control and is used to improve the behavioral prediction of TKSB. Intention is a function of HEIs teachers' individual attitude towards a behavior, subjective norm (SN) and perceived behavioral control (PBC). Attitude towards a behavior is based on behavioral beliefs. Subjective Norm (SN) is based on normative beliefs about the perceived social pressure. PBC is based on control beliefs. PBC influences actual behavior.

Personal beliefs influence evaluation of the performance of TKSB. The individual's attitude towards the TKS, perceived norms and PBC determine the individual's intention to TKS, stronger the perceived social pressure strong is an intention to TKS Ajzen 2012: 130 [47]. Finding and conclusion of TPB and TRA is SNs significantly impact in predicting behavioral intentions Kurland 1995: 297 [48] also find that SNs significantly affect moral behavioral intention. As per Ajzen's theory attitudes towards the TKS and perceived norms, intentions are also influenced by behavior control beliefs and perceived control over the TKSB. Intention's to perform behaviors of different kinds can be predicted with high accuracy from

attitudes toward the behavior, subjective norms and PBC and these intentions together with PBC account for considerable variance in actual behavior. Behavioral intentions are indicators of a person's readiness to perform behavior. They believe that behavioral intentions are an immediate antecedent of behavior. Actual TKSB need to be researched.

(a) **In line with the research work specific questionnaire design –**

- **Attitude toward Knowledge Sharing -** HEIs teachers accelerated attitude towards tact knowledge sharing behavior positively affects HEIs teachers' intention to share tacit knowledge?

- **Subjective Norm -** HEIs teacher's subjective norms of tacit knowledge sharing behavior shall lead to tacit knowledge sharing?

- **Perceived Norm -** HEIs teacher's individual perceived norms about tacit knowledge sharing positively influence their attitude towards tacit knowledge sharing? HEIs teachers individual perceived norms about tacit knowledge sharing positively influences their intention to share tacit knowledge?

- **Perceived Behavioral Control -** HEIS teachers reasoned action variable of perceived behavior control is significant for predicting individual's intention to share tacit knowledge? HEIs teachers' higher level of behavior control of tacit knowledge sharing leads to tacit knowledge sharing?

- **Intention to Share Knowledge -** HEI teacher's higher level of intention to tacit knowledge sharing behavior with teachers shall lead to more frequent tacit knowledge sharing? Tacit knowledge sharing intention positively affects tacit knowledge sharing behavior?

- **Relational Dimension the Trust (Affect based, Cognitive based, shared norms and values) -** HEIs teachers' high levels of trust, shared norms and values provide nutrition to the mutual social exchange relationships having magnetic attraction towards tacit knowledge sharing intentions? Having intangibility of trust of teachers in tacit knowledge sharing in HEIs?

- **Motivation (Intrinsic and Extrinisic) –** HEIs teachers' motivation helps positively in effective tacit knowledge sharing behavior of HEIs teachers? Is it overall academically good for teachers to be ever prepared to motivate and encourage positively, academically and intangibly group teachers individually?

- **Personality (Extraversion, Conscientiousness, Agreeableness, Emotional stability, Openness) -** Individual multi-dimensional personality with neuroticism, extraversion and openness to work experience, agreeableness and conscientiousness is most influential tool for tacit knowledge sharing behavior? Individual human centric behavior promotes tacit knowledge sharing behavior? Individual HEI teacher's commitment is helpful in tacit knowledge sharing among HEIs teachers? HEIs Teachers keep their individual inline academic promises made individually with teachers of the HEI or with other teachers of HEIs? HEIs teachers have confidence in tacit knowledge sharing with each other individually and or group teachers?

- **ICT Support -** ITC support and web based technology are right tool for tacit knowledge sharing behavior?

- **Communication -** Intangible communication is an effective tool for an effective tacit knowledge sharing behavior rather than tangible communication?

- **Structural Dimension the HEIS' Organizational Factor (Tangible, Intangible, Training, Incentive and Reward system support, Artificial Intelligence plus Robotics and Whole Brain Management Support) –** HEIs teachers perceived organizational incentives towards tacit knowledge sharing behavior initiatives are accelerating ingredients for attitude of HEIs teachers towards tacit knowledge sharing? HEIs knowledge-based culture generates sharing of new tacit knowledge and positively promotes beliefs, motivations and attitudes of individual teachers towards tacit knowledge work?

HEIs teachers give more emphasis on individual self-achievements rather than focus on achievements of HEIs organizational goals and objectives? Observing and following obliquity of total agreement on departmental and or HEI's vision across all levels and functions with respect to tacit knowledge sharing? Are an individual teacher's norms and values match and synchronize with other HEIs teacher's norms and values? Are HEI teachers are aligned on collective goals and sharing of academic goals and goals achieving process of HEI? Are HEIs teachers enthusiastic about achieving collective academic goals and mission of HEIs?

- **HEIs Teachers Personal Factors (Self-efficacy, Experience, Commitment, Multi-dimensional Leadership, Tacit Spirituality Support) -** HEIs organizational perceived reciprocal benefits shall have

influence on teachers attitude towards tacit knowledge sharing? HEI teacher's individual academic and intangible (spiritual) ability towards tacit knowledge sharing with HEIs teachers? Tacit knowledge sharing only with competent and selective teachers of HEIs? Individual personal control over the amount of academic, research, innovative work experience, tangible and intangible skills sharing individually with teachers? Is it officially necessary to share an individual's academic, research and innovative work experience with colleague teachers? Sharing of tacit knowledge and skills with HEIs teachers is in totality depends on individual decision?

- **Cognitive Dimension Relational Social Capital (Respect, friendship, personal behavior, Social Interaction, Shared vision and goals) -** HEIs teachers having high level of relational social capital (trust, shared norms and values) display a positive attitude towards tacit knowledge sharing behavior? Is work oriented social relationships helpful for an effective tacit knowledge sharing at work in HEI? Academic and or social networking of teachers is helpful for the tacit knowledge sharing? Can an academician teacher gain tacit knowledge sharing through social network?
- **HEIs Intellectual Capital -** Are teachers have reliability for the tacit knowledge sharing and tacit knowledge sharing behavior freely and willingly? Do HEI teachers have tacit knowledge, feelings, emotions and ideas sharing relationship with teachers of other HEIs? Tacit knowledge and work experience sharing with HEIs teachers is an enjoyable experience? Emotional stability has positive influence on the tacit knowledge sharing behavior?

The TKS between teachers create significant short and long-term operational and learning benefits and is a powerful mechanism for improving organizational productivity Argote 1999 [49] to compete globally with competitive advantage need is teachers TKS with their colleagues Chow, Deng and Ho 2000: 65; [50]. Today increased global competition need is HEIs to manage their academic, financial, human, intellectual and intangible resources more efficiently Weisbrod 2000: 22 [51]. It encourages economic growth and creates wealth for universities and social capital (SC) encourages economic growth as well as it is an effective tool for creation of wealth for HEIs Putnam 1993:167 [52] and TKSB and creation of TK. Today the competitive advantage of HEI dependents upon its effective and intelligent use of its intangible resources Nelson and Winter 1982: 1 [53].

Today almost eighty percent of economic value creation is based on intangible resources and assets for successful business and tacit knowledge sharing (Bresman, Birkinshaw and Nobel 1999: 439 [54]). Post intangible radiance of tacit knowledge sharing behavior has significant influence on HEIs academic performance, high ability for global competition with competitive advantage.

V SPECIFIC TOOL SEM, SOFTWARE AMOS AND RESEARCH METHODOLOGY

Structural Equation Modeling (SEM) And Factor Analysis - In 1975 Otis Dudly Duncan introduced SEM a multivariate statistical analysis technique handling multi regression at one time to predict the variance in the dependent variable based on independent variables. It integrates a number of different multivariate techniques into one model fitting frame works. It is an integration of measurement theory, factor (latent variables) analysis, and path analysis using latent variables (LV). We measure LVs using observable indicators, regression, simulation of equations from econometrics suitable for key constructs involving complex, multi-faceted constructs that are measured with error, it specifies system of relationships rather than a dependent variable and a set of predictors, focus on indirect (mediated) as well as direct effects of variables on other variables also known as covariance. Shall use SEM and Factor analysis to assess the measurement model and test the research hypotheses of research work. SEM has casual process represented by a series of regression equation (RE) and REs representation through diagrams, if there is goodness of fit among variables then there is relationship among variables and if there is no goodness of fit then conclusion is no relationship. SEM is specific having confirmatory approach of data analysis and capability to measure measurement error, to consider both unobserved and observed variables and measure direct and indirect relationship. SEM absolutely needs theoretically based model development and creation of a path diagram of causal relationships. **Structural Equation: X=t+e,** X is measured observed item, t is true score, and e is error (systematic error /random error)

(a) **Variables analysis by SEM -** SEM is used for testing, structural model that incorporates both observed and latent variables (LV), LV or factors are the theoretical constructs that cannot be observed directly like motivation and is denoted with an oval shape box in AMOS software and need indicators to measure it, these indicators variables are called as observed variables and denoted with rectangle box in AMOS. Exogenous latent variables are synonymous with independent variables and cause fluctuations in the values of

other latent variables. Endogenous latent variables are synonymous with dependent variables influenced by the exogenous variables either directly or indirectly influenced by the exogenous variables in the model, either directly or indirectly. We predict endogenous variables based on exogenous variables the unexplained variance and denoted as circles in Amos.
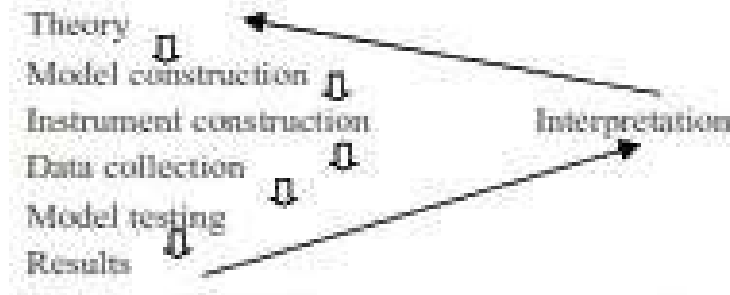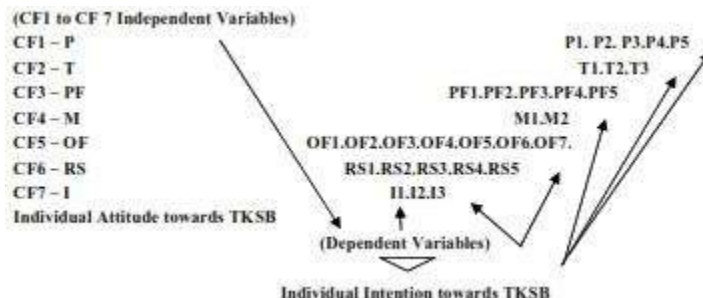

Fig. 7: SEM Process for the research work

(b) SEM has no limit on the number of variables and enables testing of the significance of the constructs, whereas the relative importance of the indicators obtained through SEM is more reliable, it takes measurement error into account when statistically analyzing the data its graphical software boosts creativity and both individual parameter and overall tests of model fit are simultaneously tested. Popular programs for SEM applications are AMOS, Mplus, LISREI, Lavaan (R-package), piecewise SEM (R-package) and Matlab Rosseel 2012 [55] ; Byrne 2013 [56]; Lefcheck 2015 [57].

(c) Factor analysis The EFA, CFA, CCA – Exploratory factor analysis focuses on principal component analysis (PCA) and principal factor analysis (PCA). The PCA explicitly assumes the existence of latent factors underlying the observed data. PCA instead seeks to identify variables that are composites of the observed variables. PCA total variance and PFA common variance and purpose is exploratory only, it analyzes independent variable (IDV) and dependent variable (DV) separately, its objective is data reduction, its correlation among factors is uncontrolled factors, it scores factor scores used with multiple regression and its determinant is factor scores. Confirmatory factor analysis (CFA) focuses on common variance and purpose is confirmatory only, it analyzes IDV and DV together but focuses on measurement confirmation its objective is confirming measurement models, its correlation among factors is uncontrolled factors, it scores construct LFs applied in structural modeling and its determinant are constant factor scores. Confirmatory composite analysis focuses on total variance and purpose is both exploratory and confirmatory, it analyzes all variables together as measurement models, its objective is confirming measurement models and prediction of DVs, its correlation among factors is correlated composites it scores construct composite scores and applied in structural modeling. Factor analysis process takes a confirmatory (hypothesis testing) approach to the analysis of structural theory and to test and evaluate multivariate causal relationship between variables including exploratory (EFA) to identify and discover the factor structure of a measure and to examine its internal reliability and confirmatory factor analysis (CFA) a statistical technique to verify the factor structure of a set of observed variables (CFA), it also ensures the research instrument has reasonable validity. It shall be performed with CBM AMOS software in order to test and interpret the hypothesized model. SEM technique is the combination of factor analysis, and path analysis and is used to analyze the structural relationship between measured variables and latent constructs. Determinants Factors are - Relational social capital factor (Respect, friendship, personal behavior), Intellectual factor, Intangible factor (Personal behavior, personal belief, personal experience, personal interaction, personal values and norms), Trust factor (Affect based trust, cognitive based trust), Individual, Organizational, Technological and Human issues factor.

(d) Specific Research Methodology - TKSB measuring by TKSB scale – it is an instrument to measure the effectiveness of TKSB. A pilot survey from HEI to evaluate the questionnaire validity, based on the results of the pilot survey the corrections shall be made and thus readjust the instrument. Data analysis - reliability and validity of the measurement model are to be presented and then the structural model is tested and reported. Measurement of construct - All the variables to be measured using a five-point Liker scale. Hypothesis testing of the structural relationships among the latent variables.

VI INTEGRATED STRUCTURAL STUDY MODEL OF TKSB AND ITS CODIFICATION BASED ON THEORY OF REASONED ACTION AND PLANNED BEHAVIOR INDEPENDENT VARIABLES

(a) **Social and intellectual capital** – TKSB has critical influence on the development of intellectual capital (Nahapietand Ghoshal 1998: 242 [5].

(b) **(Need True value of the influence of TKSB, output is to be generalized for policy formation) TKSB's Effectiveness:** HEIs Competitive advantage and Performance improvement, Quality Education, Global Trust and Reputation, Global Research and Innovativeness in HEIS' creation And development of multi-dimensional and multi – skilled qualitative teachers with capability of knowing intangible unknowns.

(c) **Figure # 8: Conceptual Structural Research Study Model**

(d) **(CF) : CF1:** Personality (P) – Extraversion (P1), Conscientiousness (P2), Agreeableness (P3), Emotional stability (P4), Openness (P5). **CF2:** Relational dimension: Trust (T) - Affect based trust (T1), Cognitive based trust (T2). Shared norms and values (T3). **CF3:** Personal Factor (PF) - Self-efficacy (PF1), Experience (PF2), Commitment (PF3), Multi-dimensional Leadership (PF4), Tacit Spirituality Support (PF5). **CF4:** Motivation (M) – Intrinsic (M1), Extrinsic (M2), **CF5:** Structural dimension: Organizational Factor (OF) - Tangible (OF1), Intangible (OF2), Training (OF3), Incentive and Reward system support (OF4), IT and network resources support (OF5), Artificial Intelligence and Robotics (OF6), Whole Brain Management Support (OF7). **CF6:** Cognitive dimension: Social and intellectual capital (RS) – Personal Respect, shared vision and goals (RS1), Friendship (RS2), Personal Behavior (RS3), Social interaction (RS4), Communication (RS5). **CF7:** Intention (I) Attitude (I1), Subjective norm (I2), Perceived behavior control (I3).

VII FINDINGS, CONCLUSION AND RECOMMENDATION BASED ON RESEARCH EXPERIENCE

Tangible residence of TKS and location of the new knowledge-based economy in today's global environment resides in the social and intellectual capital that exists in HEIs. Radiance and effective transfer of TKSB needs personal contact and personal trust and sharing tacit knowledge with teachers is strengthened by social pressure the subjective norm to share knowledge but PBC toward intention least influence sharing tacit knowledge. Teachers with similar norms, values and research goals encouraged to worktogether on academic research projects. Best would be to encourage tacit knowledge sharing in action not only in words and promote the collection of new tacit knowledge into the HEI and feel the radiant magical rays of the development of innovative insights and ideas for today's and futuristic tacit success. HEIs Teachers individual and team collaborative initiatives and trust are two intangible eyes fitted in the HEIs culture for successful tacit knowledge management and its sharing. The HEIs to facilitate group and individual TKS to be rewarded and well supported to have optimized flow of TKS. Best is HEIs to have three-level organizational support, work group support, immediate supervisor and academic faculty support and thus implementation is healthy ingredient for the effective TKS. Culture of TKS leads to the development of intellectual capital within the HEI and shall facilitate innovations and improve the long term prosperity and sustainability of the HEI. Best is establish HEI tacit knowledge-based culture that has an intangible power to generate TK and to uncover and understand the beliefs, motivations and attitudes of individual teacher towards TKS and understand the relationships and processes involved in an individual TKSB within HEI and the end result is improved HEI's ability to effectively develop, share and assimilate tacit

knowledge and it is the last mile of tacit understanding in HEI. In HEIs TKS with teachers is strengthened by social pressure. Personality factors motivation, self-efficacy and mutual trust are critical. Social capital is double-edged sword having tangible academic eye to facilitate or to hinder TKSB knowledge sharing with HEI teacher or group of teachers.

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