

# A Study on the Factors Influencing Knowledge Sharing and Management Strategies of Teachers in Higher Education Institutions



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**Abstract:** Knowledge sharing among university teachers is the process of sharing university knowledge to the outside world through appropriate ways and channels, so as to realize the proliferation, sharing and application of knowledge, and it is also an essential and important link in the cultivation of talents in higher education. Guided by the theory of "knowledge management", this paper analyzes the factors affecting the knowledge sharing activities of university teachers and proposes corresponding management strategies for the specific influencing factors.

**Keywords:** university teachers; knowledge sharing; management

## 1. Preface

In the background of the information age, as the concept of "lifelong education" and the concept of "education as service" are gradually accepted, promoted and applied in the education sector, people have put forward higher requirements for education. As disseminators and innovators of knowledge, university teachers have their unique advantages and status in today's knowledge-sharing society, and as the main force of university education, they have made great contributions to the development of society, the country and the nation. Therefore, to strengthen the reform, development and innovation of university education, it is necessary to rely on teachers to share their knowledge achievements together. Knowledge sharing among university teachers can not only promote the improvement of teachers' own ability and quality, but also better meet the needs of society for talent cultivation.

## 2. Overview of knowledge sharing

Knowledge sharing refers to the sharing of information in order to enhance the knowledge and

capabilities of members of an organisation. Knowledge sharing models can be used to enable collaboration and communication between individuals, promote shared learning, and ultimately improve the overall efficiency and performance of an organisation (Zhao, 2019). Knowledge sharing can take the form of oral sharing, web discussions and workshops within an organisation, as well as technical training and article creation within an organisation. Through knowledge sharing, organisations and individuals can streamline accumulated knowledge, promote shared learning and continue to develop. Knowledge sharing can deepen the understanding of technologies and products, expand the knowledge pool of organisational members and enhance the effectiveness of business operations. In this paper, knowledge sharing among university teachers is used as the object of knowledge sharing among university teachers, to promote the professional development of teaching staff, to disseminate and share knowledge with the help of various teaching tools or pathways, and to develop new knowledge understanding, which in turn can be innovated and developed on the basis of the original knowledge.

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### **3. Factors influencing knowledge sharing among university teachers**

#### **3.1 Knowledge factors**

Knowledge sharing refers to the process of sharing each other's knowledge taken by members within an organisation in order to share the organisation's knowledge and values. For university teachers, the process of sharing personal learning experiences and innovative achievements and ultimately enhancing their own abilities and levels is achieved through the exchange of knowledge and information. However, due to the asymmetry of information between individuals and organisations, asymmetry of information between groups within organisations and poor self-management ability of individuals, the sharing behaviour among teachers in China's universities is hindered to a certain extent. In the knowledge ecosystem knowledge is an important content of knowledge sharing among university teachers, specifically including subject knowledge, professional knowledge, practical training knowledge and management teaching experience, etc. For different teachers, the effect of different knowledge sharing plays a different role, and for the teachers' group, the usefulness of knowledge will directly affect the final effect of knowledge sharing (Tian et al., 2020). For example, some teachers share their knowledge through online platforms (Zhihu, Weibo, WeChat, learning platforms, etc.), which include general knowledge and professional knowledge, etc. Through the exchange of knowledge and communication of experience, knowledge sharing can be transformed into personal experience. This is also an important reason for motivating university teachers to share knowledge, especially in the era of "Internet+", where the sharing of valuable knowledge content can promote knowledge adoption and knowledge sharing among university teachers (Li et al., 2021).

#### **3.2 Analysis of knowledge subject factors**

Knowledge sharing refers to the process of individuals transferring their knowledge to others in order to acquire new knowledge. Self-efficacy is the confidence and belief of individuals in assessing their

own knowledge level and ability in a certain field and applying it to actual situations. Internet+" era, when university teachers share knowledge, their personal efficacy will focus on their knowledge reserves, professional abilities and teaching experience, etc., and they will be skilled in knowledge sharing with the help of online platforms (Sun, 2022). Willingness to share knowledge refers to the subjective tendency that arises in the process of acquiring, using and sharing knowledge, and this psychological tendency tends to influence an individual's behavioural choices. The attitude that a person holds towards the act of knowledge sharing, that is, his or her psychological expectations, psychological reactions and attitudes towards the activity of sharing knowledge with others, determines whether or not he or she will actively participate in knowledge sharing with others. In general, the more positive a person's attitude is, the more likely he or she is to have a positive psychological experience during the sharing activity, and for this reason, the willingness to share knowledge influences the implementation of the behaviour, and facilitates the development of knowledge sharing behaviour by positively influencing university teachers. The effect of "willingness" in the sharing process is therefore known to be mediating (Dai & Ding, 2022).

#### **3.3 Analysis of knowledge environment factors**

Organizational incentive refers to the incentive measures taken by an organization to promote the sharing of individual and group knowledge. In the context of "Internet+", the relationship between teachers is getting closer and closer, daily communication activities are more frequent, and the main target of knowledge sharing behaviour will share knowledge through the school learning platform due to environmental factors. If teachers with the same knowledge needs receive positive feedback on the knowledge they share, this will also increase the motivation of the target audience. From the perspective of universities, knowledge sharing can be incorporated into the reference basis of teachers' merit evaluation and job performance, and

through positive incentives, the motivation of the subject teachers in universities to share can be promoted (Shi & Dong, 2022).

### **3.4 Analysis of knowledge technology factors**

For colleges and universities, knowledge sharing can provide faster and higher quality work efficiency, more adequate knowledge resources, and more profitable market advantages, thus enhancing the overall teaching effect, while considering the knowledge elements, the application of technology can enhance the capacity of knowledge, the update rate of knowledge, as well as the depth and breadth of knowledge, etc. These elements can help improve the success rate of knowledge sharing and enhance classroom teaching Management efficiency. In the background of the "Internet+" era, information technology has become an important medium for the construction of the knowledge ecology. Therefore, in the construction and development of the knowledge ecosystem, the cognition and behaviour of the knowledge sharing subject or the adjustment of other factors are influenced by science and technology, and for this reason, in the process of knowledge sharing by university teachers, the mobile Internet and mobile devices have been used to promote the efficiency of knowledge sharing. The application of mobile Internet and mobile devices has promoted the efficiency of knowledge sharing, while the current social media provides a platform for knowledge sharing, such as university teachers can realize the communication and exchange among teachers with the help of email, virtual communities or video conferencing and live courses (Yang & Y, 2019).

## **4.Strategies for managing knowledge sharing among university teachers**

### **4.1 Improve the incentive system at the organisational level to enhance teachers' willingness to share knowledge**

In the discussion of this paper, it can be found that the incentive mechanism set by institutions has an important influence on college teachers' willingness to share knowledge, and the generation of this positive willingness to share, the

corresponding sharing behavior will also occur. According to this logic, schools, application platforms, by setting various incentive mechanisms, will help college teachers' knowledge sharing behavior to occur, but at present, this knowledge sharing includes two aspects namely external incentives and internal incentives, the former emphasising the material dimension, such as teachers' salaries, bonuses and titles, and the latter referring to the spiritual dimension, such as teachers gaining self-confidence and a sense of achievement through knowledge sharing. At the same time, individuals are also the main subject of knowledge sharing, so improving the incentive system at the organisational level and encouraging university teachers to participate in the act of knowledge integration and sharing will help to improve the success rate of knowledge sharing. Finally, universities should establish a reasonable and mature knowledge sharing system and implement a dynamic management mechanism to enhance the overall efficiency of knowledge sharing in universities (Zhang, 2022). In conclusion, the influence of knowledge factors on knowledge sharing behaviour cannot be ignored, and universities should take effective measures to strengthen the management of knowledge factors in order to maximise the success rate and efficiency of organisational knowledge sharing and thus promote the healthy development of the teaching content of professional courses.

### **4.2 Creating teachers' professional learning communities and establishing teachers' knowledge-sharing relationships**

In this paper, teachers' professional learning communities mainly refer to groups of teachers who share the same teaching goals and values and emphasise the exchange of experiences through knowledge sharing, reflection and writing. For universities, by organising such learning communities, the flow, sharing and discussion of professional knowledge among teachers can be enhanced, and through this interactive approach, teachers can continuously improve their cognition through sharing and create new Through this

interaction, teachers can continuously improve their knowledge and create new knowledge content, thus enhancing the final teaching effect and building a positive knowledge-sharing ecological network among teachers in schools. At the same time, to promote teachers' knowledge-sharing behaviour, universities should strengthen the construction of knowledge-sharing communities and establish a professional learning community with the goal of common improvement, so that teachers can learn community-building knowledge in a peer-to-peer atmosphere, thereby enhancing their knowledge-sharing awareness. Furthermore, within this community, knowledge sharing strategies can be implemented by the organisation to enable teachers to build knowledge sharing relationships through the establishment of a problem-solving focused community, thereby achieving the goal of knowledge sharing. With such a system in place, universities can better motivate faculty to actively engage in knowledge-sharing behaviours and work together to promote the development of educational institutions.

### **4.3 Strengthening knowledge sharing platform norms to promote teachers' knowledge sharing cycle**

In a knowledge ecosystem, the knowledge sharing of university teachers will be influenced by the surrounding environment. In order to promote teachers' growth, universities should establish a knowledge sharing platform that focuses on a range of knowledge sharing content such as curriculum design, pedagogy, teaching management, training and knowledge bases. At the same time, the organisation should standardise the knowledge sharing platform by stipulating strict operational procedures, for example, establishing a knowledge sharing audit system, implementing knowledge sharing rules and publishing a list of knowledge sharing teachers on a regular basis, in order to urge teachers to actively participate in knowledge sharing and thus form a virtuous cycle of knowledge sharing.

## **5. Conclusion**

Knowledge sharing behavior is an important

part of teachers' knowledge management and has great influence on the efficiency of knowledge management. Under the wave of popularization of higher education nowadays, teachers in colleges and universities are faced with new problems such as the speed of knowledge updating and rapid changes in education objects, etc. If colleges and universities do not realize that the management of teachers' knowledge sharing behavior will have a negative impact on the teaching and research work of colleges and universities and lead to the failure of daily teaching tasks to This will lead to the failure to complete daily teaching tasks. At present, China's education system is managed on a school basis, and for schools to achieve greater success, they must establish a scientific knowledge-sharing behaviour management system to facilitate teachers to update their knowledge and improve their abilities in the process of teaching and research.

## **Conflict of Interest**

The authors declare that they have no conflicts of interest to this work.

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