

# Research on Factors Influencing Teachers' Willingness for Knowledge Sharing

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**Abstract.** Teachers, as the cornerstone of the educational system, engage in knowledge-sharing behavior by willingly sharing their accumulated professional knowledge, experience, and educational resources with other educators. This form of knowledge sharing holds significant importance in promoting teachers' professional development. The willingness of teachers to engage in knowledge sharing directly impacts the quality of education, educational reforms, and innovation within the field of education. It is influenced by a multifaceted array of factors. Therefore, the study of the factors influencing teachers' knowledge sharing necessitates a comprehensive examination of these diverse elements. Based on qualitative research, this study identifies five primary factors influencing teachers' willingness to share knowledge: individual resources, individual needs and motivations, organizational culture, job demands, and risk perception. These factors interplay to shape teachers' knowledge-sharing behavior, serving either as incentives or hindrances. Recognizing these dynamics is crucial for fostering a culture of knowledge-sharing in education, thereby elevating overall educational quality and supporting teachers' professional development. The significance of knowledge sharing in teacher careers and education reform cannot be overstated.

**Keywords:** Teacher knowledge sharing; qualitative research; individual resources; organizational culture; job demands.

## 1. Introduction

"Knowledge society" emphasizes the central role of knowledge in society. In the era of the knowledge society, the primary industries are those where knowledge serves as a fundamental production factor. The key contributors to societal productivity are individuals with specialized knowledge and expertise, often referred to as "knowledge workers," a term popularized by Peter F. Drucker [1]. The essence of a knowledge society is a learning society. A knowledge society processes information and knowledge in various ways and stimulates the creativity of its members, enhancing their capacity to continuously adapt to change [2]. The concept of a "knowledge economy" is built upon the foundation of knowledge and information production. It's an economy where the production, distribution, and utilization of knowledge and information are the primary drivers. The most valuable resources in a knowledge economy are information and intellectual capabilities. On the other hand, the emergence of "knowledge management" is a response to the development of a knowledge and information-based society. It emphasizes the value of knowledge as a precious asset for organizations. Peter F. Drucker believed that "knowledge management is about providing knowledge on how best to effectively harness existing knowledge for results [3]." Knowledge management involves acquiring, sharing, and transferring knowledge within an organization. It requires a supportive organizational culture and technology infrastructure and aims to enhance the competitiveness and innovation capabilities of the organization. Knowledge sharing is a central component of knowledge management, as it facilitates the effective use of knowledge assets within an organization.

Knowledge and information are considered intangible yet valuable assets that are difficult to replicate, and widely recognized as primary drivers of organizational growth and competitive enhancement. However, most organizations cannot internally possess all the knowledge and information they need for development, hence the requirement for individual members to contribute their held knowledge and information. In the field of education, faced with comprehensive educational goals and the rapid

expansion of knowledge, there are evident limitations in the knowledge and abilities of individual teachers. It is no longer feasible to expect teachers to undertake the task of teaching comprehensive courses in isolation, akin to encyclopedias. It is more pressing for teachers to break down disciplinary boundaries and the mentality of isolation, fostering an open-minded approach to interdisciplinary learning, absorption, and integration. Collaboration and concerted efforts among teachers have become increasingly essential. Therefore, the establishment and refinement of knowledge-sharing mechanisms within the teacher community, fostering collective wisdom, promoting the development of teacher communities, and enhancing the overall innovation capacity of schools, have emerged as new tasks and requirements for educational institutions. In the process of knowledge sharing, individual willingness plays a central role, directly influencing whether sharing behaviors occur. Many knowledge management initiatives fail, with a significant factor being the lack of willingness among employees to share knowledge and information. Consequently, the study of factors affecting individual attitudes and willingness toward knowledge sharing has become critically important.

In light of these considerations, this paper will utilize Grounded Theory as the research method to explore the influencing factors of teachers' willingness for knowledge sharing.

## 2. Method

This study aims to delve deeply into the multifaceted factors influencing teachers' willingness to engage in knowledge-sharing and analyze how these factors impact the mechanisms of teachers' knowledge-sharing behavior. To ensure the diversity and comprehensiveness of the research, research participants will be selected by using the method of theoretical sampling. Data collection will be conducted through semi-structured interviews, and data analysis will be carried out using the three-level coding procedure of Grounded Theory. This design will contribute to a more comprehensive understanding of the factors influencing teachers' knowledge-sharing willingness in different contexts and reveal how these factors intertwine to influence their knowledge-sharing behavior. Through in-depth data analysis, this paper uncovers underlying patterns and complexities, thereby providing profound insights and robust theoretical support for this research.

### 2.1. Interviewee

"Theoretical Sampling" is a common sampling strategy in qualitative research methods. Unlike traditional random sampling, theoretical sampling is developed and adjusted incrementally throughout the research process. Its purpose is to select participants or data samples based on the research's theoretical framework and research questions. In this study, six front-line teachers were selected and interviewed by using theoretical sampling. Detailed information can be found in Table 1.

**Table 1.** Basic Information of the Study Participants

Number	Gender	Teaching Experience	Subject	Education Level
S1	Female	7 years	English	Bachelor's Degree
S2	Female	5 years	Physics	Bachelor's Degree
S3	Male	1 year	English	Master's Degree
S4	Male	20 years	Politics	Master's Degree
S5	Female	6 years	Mathematics	Bachelor's Degree
S6	Female	2 years	Chinese	Master's Degree

### 2.2. Interview Outline

This study employs a semi-structured interview approach, and the interview questionnaire will be structured around the following dimensions: (1) Teachers' perception of teacher knowledge sharing; (2) Teachers' existing knowledge-sharing experiences; (3) Teachers' willingness to engage in knowledge sharing; (4) Factors influencing teachers' willingness to share knowledge; (5) Challenges and difficulties faced by teachers in knowledge sharing. Each interview is expected to last

approximately 30 to 60 minutes. In accordance with relevant research ethics guidelines, this study ensures the protection of interviewees' privacy throughout all stages of the research process.

### **2.3. Data Analysis**

"Grounded Theory is a qualitative research method that emphasizes the construction of theory grounded in data [4]. Researchers, based on systematically collected data, seek to identify as many concepts or categories that reflect the essence of phenomena as possible. This is achieved by understanding how the research subjects interpret their own speech and behavior. The researcher then constructs relevant theories by examining the relationships between these categories. This research method, which emphasizes discovery logic rather than verification logic, is highly suitable for the exploratory research on the factors influencing teachers' willingness to share knowledge in this study."

Firstly, teacher knowledge sharing involves complex social interactions and cognitive processes. The Grounded Theory research method emphasizes starting from empirical data, avoiding preconceived assumptions, and gradually constructing a theoretical framework. This aids in uncovering potential factors that traditional research methods may not have covered.

Secondly, Grounded Theory is known for its openness and flexibility, allowing researchers to deeply explore participants' perspectives and experiences from multiple dimensions. Consequently, it assists in capturing multi-level and multi-dimensional influencing factors, such as individual cognition, social interactions, organizational culture, and more.

Furthermore, Grounded Theory highlights theory generation and evolution. Researchers can refine new theories from the data, not just validate existing ones, contributing significantly to theoretical development and academic progress in the field of teacher knowledge sharing."

This study employed the three-level coding method based on Grounded Theory to analyze interview data. Nvivo 12.0 software was used for data processing, and the analysis results were subjected to theoretical saturation testing."

#### **2.3.1. Open coding**

Open coding is the first step in grounded analysis. In open coding, the researcher strives to suspend personal biases and preconceptions, aiming to discover and extract concepts from the data as extensively as possible [5]. The operation should be detailed until coding reaches saturation. In this study, through a sentence-by-sentence reading of the data, concept naming, and coding integration, initial concepts such as achievement, professional responsibility, self-improvement, professional title conflict, and competitive advantage were extracted. These initial concepts were further categorized into 13 initial categories, namely psychological rewards, personal growth, external motivation, knowledge-sharing costs, professional competition, questioning and criticism, cultural capital, interpersonal relationships, self-efficacy, workload, performance assessment, organizational support, and organizational atmosphere. As shown in Table 2, these 13 categories are the influencing factors of teachers' willingness to share knowledge."

**Table 2. Open Coding**

Initial Concepts	Categorization
Achievement Satisfaction, Contentment Satisfaction, Being Needed, Sense of Value, Benefiting Students, Sense of Responsibility, Mutual Assistance, Recognition, Praise, Sense of Attainment, Professional Responsibility Sense	Psychological Rewards
Self-improvement, Becoming a Better Educator, Enhancing Teaching Skills, Facilitating Teaching, Exchanging Professional Knowledge, Learning Software and Instructional Tools, New Teachers Drawing from Senior Experience, Generating New Ideas through Communication, Improved Educational Outcomes, Enhancing Teaching Quality and Efficiency, Advancement of Professional Status	Personal Growth
Leadership Directive, Training System, Colleague Assistance, School Arrangements, Compelled Sharing, Fulfilling Assigned Tasks, Compulsion, Rewards or Recognition	External Motivation
Loss of Knowledge Authority, Reluctance to Share Personal Data, Limited School Data Access, Valuable Personal Data, Sharing Course Materials, Preserving Teaching Methods or Strategies, Knowledge Misuse or Misappropriation, Unwillingness to Share Competitive Knowledge, Limited Teaching Resources	Knowledge-sharing Costs
Limited Competition and Conflict between Novice and Experienced Teachers, Rank Evaluation Conflicts, Caution, Loss of Competitive Advantage, Limited Competition for Resources and Opportunities, Striving for Better Working Conditions, Unwillingness for Others to Outperform in Teaching, Limited Competition Conflict between Different Disciplines, Competition for Promotion or Career Development, Weakening of the Competitive Edge	Professional Competition
Not adopted or understood after sharing knowledge; Teaching methods being questioned or criticized; Subjected to peer evaluation; Impact on my professional reputation; Concerns and apprehensions; Not applicable; Professional growth; Understanding and utilizing my teaching resources	Questioning and Criticism
Familiarity with subject expertise; Limited teaching experience; Rich experience; Teaching strategies; Educational materials; Pedagogical skills; Classroom experience; Passion for education and abundant teaching experience	Cultural Capital
genuine friendship; Selfishness; good relationships; Good collaborative relationships; trust and cooperation; Good cooperative relationships; Building trust and friendly relationships with colleagues.	Interpersonal Relationships
New teachers in the learning stage; New teachers may not have much to share; Sharing may not be recognized by other teachers; Lack of ability to share; Rich teaching experience; Challenging the comfort zone	Self-Efficacy
too busy; Disrupts work rhythm; Reduces workload; Wastes time and energy; Lesson planning, grading assignments; Dealing with various school requirements; Time pressure	Workload
Teacher's individual performance assessment; Teacher performance ranking; Teaching performance ranking; Assessment pressure; Academic achievements, student performance evaluations	Performance assessment
Collective lesson preparation; Mentoring partnerships; Lectures and training sessions; Educational research activities; Senior teachers mentoring junior ones; Interviews with expert practitioners; Vocational training and assessment centers; Competition exchanges; Free teaching resources; Educational seminars, workshops, and professional development activities; Online platforms and social media.	Organizational Support
Authoritarian leadership style; Passive acceptance of leadership advice; Colleague communication and sharing; Leadership disapproval; Self-reliance; Lack of guidance; Self-management; Knowledge-sharing culture; School encouragement of knowledge sharing; Supportive and friendly environment; Negative feedback from colleagues; Exemplary role models.	Organizational Atmosphere

### 2.3.2. Axial coding

"Secondary Coding (Associative Entry)" refers to the process of refining higher-level categories by establishing organic connections between concepts and categories. This step involves categorizing and organizing all the categories obtained during the open coding phase, identifying organic connections between categories, and extracting higher-level categories and concepts (i.e., main categories). It also involves

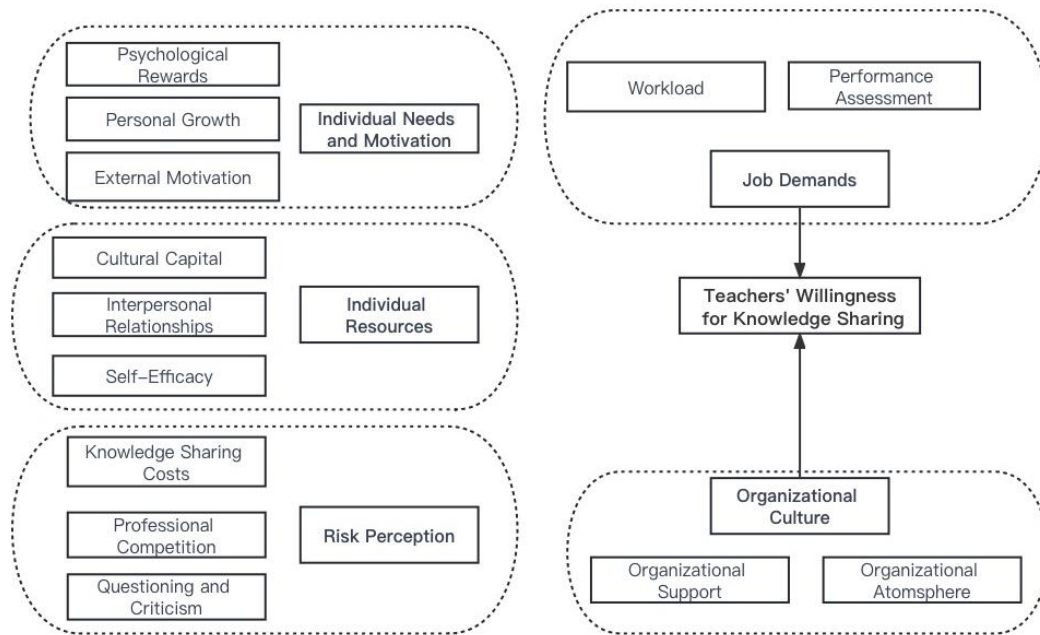
determining the subordinate relationships between main categories and initial categories. In this study, a systematic analysis was conducted on the 13 initial categories obtained during the open coding phase, followed by further summarization and refinement. Ultimately, five main categories were identified: individual needs and motivation, risk perception, individual resources, job demands, and organizational culture. The relationships between these categories and the content of each category are presented in Table 3.

**Table 3.** Axial Coding

Core Category	Sub-category	Category Connotation
Individual Needs and Motivation	Psychological Rewards	The psychological satisfaction and positive experiences that teachers gain from knowledge-sharing activities. This psychological reward can encompass various emotional and cognitive feelings.
	Personal Growth	The process by which teachers achieve personal and professional development through knowledge-sharing activities, including aspects related to knowledge, skills, attitudes, and career advancement.
	External Motivation	Motivation or pressure from external factors or the external environment that encourages or compels teachers to share their knowledge, experience, resources, or teaching methods. This may include school management policies, leadership demands, and reward systems, among others.
	Knowledge-sharing Costs	The various resources and efforts involved in teachers sharing knowledge, experience, or educational resources with each other. This can include time, effort, and any other resources that are expended during the knowledge-sharing process.
Risk Perception	Professional Competition	The competition among teachers for the purpose of career development, promotion, obtaining better working conditions, or seeking other career opportunities. This competitive aspect can drive teachers to enhance their skills and knowledge and may influence their willingness to share knowledge with colleagues.
	Questioning and Criticism	The behavior of other teachers or relevant stakeholders questioning, criticizing, or evaluating the knowledge, teaching methods, or experiences shared by teachers. This can have an impact on a teacher's willingness to engage in knowledge sharing.
	Cultural Capital	The cultural and background resources that teachers possess within the field of education. These resources include their educational background, professional knowledge, values, teaching experiences, and more.
Individual Resources	Interpersonal Relationships	The interactions and connections that teachers establish with other education professionals, colleagues, students, parents, as well as various stakeholders both within and outside of schools or educational institutions.
	Self-Efficacy	The confidence and belief of teachers in their ability to successfully share knowledge, help others, and have a meaningful impact on educational practices.
	Workload	The various tasks, responsibilities, and workload that teachers undertake in their teaching and educational work. This includes but is not limited to lesson planning, teaching classes, grading assignments, assessing student performance, attending meetings, and improving their teaching skills.
Job Demands	Performance Assessment	The process of assessing and measuring a teacher's performance, abilities, and achievements in their educational work. This involves evaluating various aspects of a teacher's teaching and educational practices to determine their effectiveness and impact.
	Organizational Support	Resources, support, and opportunities provided by the school organization to help teachers participate more effectively in knowledge sharing activities. This can include access to educational materials, training programs, mentoring, and other forms of support aimed at facilitating knowledge sharing among teachers.
Organizational Culture	Organizational Atmosphere	The internal work environment and atmosphere within the school organization, including interactions among teachers, leadership styles, communication methods, and the culture of knowledge sharing.

### 2.3.3. Selective coding

"Third-level coding (Selective coding)" involves systematically analyzing all discovered concepts and categories to unearth a core category. Compared to other categories, the core category is overarching and can encompass most research findings within a broad theoretical framework. In this study, based on open and associative coding, the core category influencing teachers' knowledge sharing willingness was determined through repeated examination and analysis of the relationships between main and sub-categories, as shown in Figure 1. After establishing relationships between categories, this study conducted retrospective examination and analysis of initial concepts and categories from the qualitatively collected data. No new concepts or categories were found outside of the above coding analysis. Therefore, it can be concluded that the model reached theoretical saturation.



**Fig. 1** The influencing factors and operational mechanisms of teachers' willingness to share knowledge (Photo credit: Original)

## 3. Discussion

Based on the previous analysis of the factors influencing teachers' willingness to share knowledge and their underlying mechanisms, and in conjunction with qualitative data, further elaboration is provided in the following sections.

### 3.1. Individual Resources: A Crucial Foundation for Teacher Knowledge Sharing

Individual resources are integral to teacher knowledge sharing and encompass cultural capital, subjective agency, and interpersonal relationships. These resources collectively create an environment conducive to knowledge sharing, encouraging teachers to actively engage and contribute their professional expertise and experience.

Cultural capital is a crucial factor for teachers' survival, development, and improvement of their social status. It plays a significant role in teachers' professional and stands as a significant resource for teacher knowledge sharing [6]. It encompasses individual characteristics such as educational background, professional knowledge, and values. Teachers possessing abundant cultural capital often possess more knowledge and experience within their respective domains, making them more likely to share this knowledge. They may also have greater confidence, believing their knowledge holds value for others, thus motivating them to share.

The importance of self-efficacy in individual resources cannot be overstated. Research both domestically and internationally has shown that self-efficacy plays a significant role in improving job performance, enhancing work motivation, and improving work attitudes [7]. Self-efficacy refers to an individual's confidence and belief in their ability to successfully share knowledge, be of assistance to others, and effectively influence educational practices. Teachers with high self-efficacy are inclined to participate actively in knowledge sharing activities. They believe that their efforts will yield positive impacts, serving as a driving force behind their knowledge-sharing endeavors.

Interpersonal relationships also play a pivotal role within individual resources. Teachers routinely engage with various stakeholders such as colleagues, students, and parents. Positive interpersonal relationships can provide support and encouragement, prompting teachers to be more willing to share knowledge. When teachers feel that their knowledge sharing is welcomed and respected, they are more motivated to participate actively.

### **3.2. Individual Needs and Motivation: The Cornerstones of Teacher Knowledge Sharing**

Individual needs and motivation play a crucial role in teacher knowledge sharing, forming both the prerequisites and driving forces behind it. Individual needs can be categorized into psychological rewards, personal growth, and external motivations, significantly shaping teachers' willingness to share knowledge.

Firstly, the psychological satisfaction and positive experiences teachers gain from knowledge sharing can be seen as a form of psychological reward. This includes feelings of accomplishment, contentment, being needed by others, a sense of value, recognition, and praise obtained after sharing knowledge. When teachers experience these psychological rewards, they are more motivated to actively engage in knowledge sharing because these rewards enhance their self-worth and satisfaction.

Secondly, teachers aspire to continually improve themselves and become better educators. This requires the ongoing development and enhancement of educational and teaching skills, promoting teaching, exchanging professional knowledge, learning to use new teaching tools, and even participating in the development of school-based curricula. Through knowledge sharing, teachers can benefit from fresh perspectives, draw from the experiences of their peers, observe different teaching styles, and facilitate better educational outcomes.

Lastly, external motivating factors also influence teachers' willingness to share knowledge. These external factors may include directives from leadership, training programs, and school requirements. At times, teachers may be compelled to share knowledge because it is a mandated task from the school or leadership or a mandatory requirement. Additionally, some schools may establish reward or recognition systems for knowledge sharing, which can also serve as external motivators for teachers to participate in knowledge sharing activities.

### **3.3. Organizational Culture: The Key Driver of Teacher Knowledge Sharing**

School organizational culture refers to the collective values, management philosophies, behavioral norms, practices, management systems, historical traditions, and more, created by school administrators, teachers, and students within the unique social organization of a school. It embodies the school's spirit and reflects its comprehensive identity, particularly in the realms of teaching, research, production, daily life, and cultural activities [8]. Additionally, it plays a pivotal role as a driving force in teacher knowledge sharing, encompassing two main dimensions: organizational support and organizational climate. These dimensions collectively shape teachers' attitudes and behaviors toward active participation in knowledge sharing.

Organizational support is a crucial element of organizational culture, involving the resources, assistance, and opportunities provided by schools or educational institutions to encourage and facilitate knowledge sharing among teachers. The theory of organizational support emphasizes that an organization's care and concern for its employees are crucial factors leading to employees' willingness to stay within the organization and contribute to it. In other words, organizational

commitment from employees follows the organization's commitment to them [9]. When teachers feel that the school offers the necessary support and opportunities, they are more motivated to actively share knowledge. Organizational support can create a culture that encourages knowledge sharing, providing teachers with confidence and motivation, thus making them more willing to share.

Organizational atmosphere is another key element of organizational culture, reflecting the working environment and ambiance within the school. A positive organizational atmosphere encourages interaction, collaboration, and knowledge sharing among teachers. This atmosphere can be demonstrated through friendly relationships among colleagues, trust, and support. When teachers perceive a positive organizational atmosphere, they are more inclined to share knowledge with their colleagues because they believe that knowledge sharing will not be hindered by negative evaluations or competitive pressures.

Based on the above analysis, it is evident that organizational support provides the necessary resources and opportunities, encouraging teachers to actively engage in knowledge sharing. Simultaneously, a positive organizational atmosphere creates an environment that fosters cooperation and knowledge sharing, enhancing teachers' confidence and motivation. These two dimensions together promote the development of teacher knowledge sharing and are crucial for establishing a positive knowledge-sharing culture.

### **3.4. Job Demands: Inhibitors of Teacher Knowledge Sharing**

According to the Job Demands-Resources (JD-R) model, job demands refer to the factors in work that require continuous physical and mental effort or incur costs at the physical, psychological, social, and organizational levels. Although job demands may not necessarily be negative in nature, when the cost of these demands becomes excessively high, it can lead to negative emotions such as disappointment, anxiety, fatigue, and other adverse psychological states [10]. Job demands act as inhibitors of teachers' willingness to engage in knowledge sharing. Heavy workloads and the pressure of performance evaluations may make teachers more cautious and conservative, reducing their enthusiasm for participating in knowledge-sharing activities. Workload refers to the various tasks and responsibilities that teachers undertake in their teaching roles. This includes lesson planning, teaching, grading assignments, assessing student performance, attending meetings, participating in educational reform projects, and enhancing teaching skills. When teachers face heavy workloads, they may feel that their time and energy are limited, making it difficult to find time for knowledge-sharing activities. An excessive workload can lead to stress and cause teachers to perceive knowledge sharing as an additional burden, thereby reducing their willingness to share knowledge. Performance evaluation is another significant aspect of job demands, involving the assessment of teachers' performance, abilities, and achievements in the field of education. Teachers may worry that making mistakes or receiving negative evaluations during knowledge sharing could have a detrimental impact on their professional reputation and evaluations. This pressure of performance evaluation may lead some teachers to avoid knowledge sharing, as they fear taking risks or facing negative evaluations during the sharing process.

### **3.5. Risk Perception: A Primary Barrier to Teacher Knowledge Sharing**

Indeed, risk perception in teacher knowledge sharing is a significant obstacle, involving a range of factors, including the cost of knowledge sharing, career competition, and concerns about scrutiny and criticism. Teachers often perceive that sharing their knowledge and experiences requires a substantial investment of time and effort. They may worry that this could increase their workload, impacting their ability to complete lesson planning and other educational tasks. Consequently, for some teachers, knowledge sharing may be seen as a high-cost activity, reducing their willingness to engage. Furthermore, the field of education is highly competitive, and teachers may be concerned that sharing their knowledge and teaching methods might diminish their competitive advantage, as other teachers could potentially use the same methods or acquire similar knowledge earlier. Lastly, when teachers share their knowledge or experiences, they may fear that their methods or ideas could be questioned or criticized by others. This concern not only jeopardizes their self-esteem but also has the potential



to harm their professional reputation. As a result, some teachers may avoid knowledge sharing to prevent potential negative evaluations.

#### **4. Conclusion**

Teacher knowledge sharing is a complex process influenced by multiple factors. Firstly, individual resources form a solid foundation for knowledge sharing, with cultural capital, self-efficacy, and interpersonal relationships collectively creating a conducive environment for sharing knowledge. Secondly, individual needs and motivations constitute the prerequisites and driving forces for knowledge sharing, including psychological rewards, personal growth, and external drivers. Organizational culture plays a crucial role in this, promoting a positive attitude and behavior toward knowledge sharing through organizational support and atmosphere. However, job demands act as inhibitors to teachers' willingness to share knowledge, including the pressures of workload and performance assessment. Lastly, risk perception is a major obstacle to teacher knowledge sharing, involving the perceived costs, professional competition, and questioning and criticism. These factors are intertwined and collectively impact whether teachers are willing to share their knowledge and experiences. Therefore, to promote teacher knowledge sharing, it is necessary to provide support for individual resources and needs while fostering a positive organizational culture. Simultaneously, efforts should be made to alleviate job demands and reduce risk perception to inspire teachers' active participation and contribution.

Conducting grounded theory research on the factors influencing teachers' willingness to share knowledge with only five interview subjects has both limitations and potential avenues for future research. Firstly, the small sample size of five interviewees may not adequately represent the diversity of perspectives and experiences within the larger population of teachers. Consequently, the findings might lack generalizability to a broader context. Secondly, with a limited number of participants, the study may not capture the full range of factors influencing knowledge sharing willingness. Certain factors or unique perspectives might be underrepresented. Finally, the study's findings might be context-specific and may not apply universally across different educational settings, levels, or regions.

Future research could expand the sample size by including a more diverse group of teachers from various backgrounds, levels of experience, and educational contexts. This would enhance the representativeness and generalizability of the findings. Combining qualitative interviews with quantitative surveys or observations can provide a more comprehensive understanding of the factors affecting knowledge sharing willingness among teachers. Longitudinal studies tracking teachers' knowledge sharing behaviors and attitudes over time can shed light on how these factors evolve and change throughout their careers.

In conclusion, while the grounded theory research with a small sample size offers valuable insights into the factors influencing teachers' knowledge sharing willingness, addressing these limitations and pursuing future research directions can further advance our understanding of this complex phenomenon.

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