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Evaluating the Relationship Between Tacit Knowledge Acquisition and Innovative Work Behavior in Teaching: The Mediator Role of Tacit Knowledge Sharing and the Moderator Role of Knowledge Quality

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Abstract

Innovative work behavior plays a vital role in enhancing teaching effectiveness and fostering secondary teachers' professional development, while the management of knowledge—particularly tacit knowledge—serves as a key driver in stimulating such innovative behaviors. Based on the Theory of Dynamic Knowledge Creation, this study investigates the relationships among tacit knowledge acquisition, tacit knowledge sharing, and teachers' innovative work behavior, while also examining the moderating effect of knowledge quality. Through questionnaire surveys, statistical analyses were conducted on 1,138 valid responses using SPSS26.0 and Mplus8.3. The results indicate that: (1) The acquisition of tacit knowledge positively influences teachers' tacit knowledge sharing and innovative work behavior. (2) Tacit knowledge sharing demonstrates a significant mediating role in the relationship between teachers' tacit knowledge acquisition and their innovative work behavior. (3) Knowledge quality plays a positive moderating role in the impact of teachers' tacit knowledge sharing on innovative work behavior. The results help understand the influence mechanism of tacit knowledge management on the innovative work behavior of secondary teachers.

Keywords: *Tacit knowledge acquisition, Tacit knowledge sharing, Innovative work behavior, Knowledge quality*

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1. Introduction

Innovation in teaching is of great importance to teachers and their teaching and research community, which is a knowledge-based learning organization. To promote innovation, organizations require effective knowledge management.

Knowledge sharing has been recognized as one of the major focus areas of knowledge management (Hendriks, 1999). Lin dened knowledge sharing as a social interaction culture, involving the exchange of employees' knowledge, experiences,

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and skills throughout the whole organization (Lin, 2007). This provides the opportunity for people within the organization to learn from others, hence it can promote organizational learning (Danish *et al*., 2014). Knowledge sharing possesses additional distinct features, as it is a collection of actions that include helping or sharing information with others, thus it includes a reciprocal component (Connelly and Kevin Kelloway, 2003). While other scholars emphasized the voluntary nature of knowledge sharing, based on this, knowledge sharing is defined as the voluntary and social process of transferring, absorbing, and reusing existing knowledge to serve an organizational end (Harder, 2008).

Knowledge that can be stated in words and figures just symbolizes the tip of the iceberg of the full collection of possible knowledge. Polanyi distinguished between two types of human knowledge. "Explicit" or codified knowledge is knowledge that can be conveyed using formal, structured language. However, the personal nature of "tacit" knowledge makes it challenging to express and formalize (Nonaka, 1994).

Although the definition of tacit knowledge poses significant challenges, scholars continue to endeavor in this field. Polanyi implied that tacit knowledge is one of the skill-based competencies, which are based on learning by doing thus it can be accumulated through experience and refined by practice (Reed and DeFillippi, 1990). According to Wagner and Sternberg, unlike knowledge that is explicitly taught in classrooms, tacit knowledge is usually not spoken about or taught directly. Additionally, a large portion of tacit knowledge is likely informal, disorganized, and difficult to access, which may make it unsuitable for direct teaching (Wagner and Sternberg, 1985). Therefore, some scholars believe that tacit knowledge is more difficult to absorb and share thus procedures for managing tacit knowledge are more problematic (Loebecke *et al.*, 1999).

However, there is substantial value in tacit knowledge. It encompasses intuition, experience, insight, judgment, and general guidelines. Professionals and experts typically use tacit knowledge in their work. Intentional writing and teaching rely significantly on implicit knowledge (Enakrire and Uloma, 2012). The firm's competitive advantage is likely derived from its intangible firm-specific knowledge (Spender, 1996). Therefore, it is essential to conduct research on tacit knowledge, including its acquisition, sharing, and application.

The research on tacit knowledge in teaching is currently insufficient, with a notable imbalance favoring qualitative studies over quantitative ones (Kucharska and Erickson, 2023; Thomas and Gupta, 2022). Given this gap in the literature, this study's primary goal is to look into the relationship between tacit knowledge acquisition, tacit knowledge sharing, innovative work behavior of secondary teachers, and the knowledge quality they share. Furthermore, this study investigates the mediating effect of secondary teachers' tacit knowledge sharing on the relationship between tacit knowledge acquisition and innovative work behavior, as well as the moderating influence of knowledge quality. A model was created for this purpose using the Theory of Dynamic Knowledge Creation and the body of existing literature. According to this model, teachers learn new tacit knowledge through "learning by doing" and "learning by interaction". These encourage them to share their tacit knowledge with others, which in turn helps them carry out new behaviors in the future.

The novelty of this research shows in the following aspects: (1) It is highlighted that the management of tacit knowledge, encompassing both acquisition and sharing, assumes a pivotal role in fostering teaching innovation; (2) It examines the mediating effect of tacit knowledge sharing and the moderating effect of knowledge quality; (3) It employs a structural equation model to quantitatively examine the relationships among various variables. This study offers empirical support for enhancing teachers' innovative work behavior through the management of tacit knowledge.

2. Literature Review and Hypotheses

2.1. Theoretical Basis

Knowledge creation is a process that entities (individuals, groups, organizations, etc.) transcend the boundary of the old into a new self by obtaining new knowledge (Nonaka and Toyama, 2003).According to the Theory of Dynamic Knowledge Creation proposed by Nonaka (1994), knowledge is created by individuals, and then the knowledge created by an individual can be altered and legitimized at multiple levels of social interaction. He then suggested a "spiral" model of knowledge creation from the epistemological and ontological dimensions. There are four patterns of conversion between tacit and explicit knowledge, these conversions provide paths through which new knowledge is created. From an ontological dimension, social interaction between individuals may lead to the expansion of knowledge.

2.2. Definitions of Key Variables

2.2.1. Tacit Knowledge Acquisition

What teachers acquire from their learning and working can refer to the DIKW (data-information-knowledge-wisdom) hierarchy (Ackoff, 1989), then the model can be revised as data/information, explicit knowledge, tacit knowledge, and insight/intelligence (Simard, 2014), becoming less structured and more reliant on human interpretation and analysis (Rothberg and Erickson, 2017). Therefore, the acquisition of tacit knowledge is more challenging, some scholars argue that the acquisition of tacit knowledge is a form of ability (Kucharska and Erickson, 2023).

Tacit knowledge can be acquired without language but by observation, imitation, and practice, such as apprentices' work and learn from their mentors (Nonaka, 1994). Thus, there are two ways to acquire tacit knowledge, which are "learning by doing" and "learning by interaction".

One of the key factors to acquiring tacit knowledge is experience (Nonaka, 1994). Scholars suggested that explicit knowledge can be encoded and stored in different media, while tacit knowledge comes from and is deeply rooted in an individual's experience (Nonaka and Konno, 1998), internalized by understanding and practice (Oliva, 2014). Learning new skills and knowledge cannot rely solely on the internalization of explicit knowledge, it also requires acquiring tacit knowledge through practice (Muñoz *et al*., 2015).

Another approach to acquire tacit knowledge is "learning by interaction". Although ideas are created in the minds of individuals, Nonaka noted that interactions between individuals are usually crucial to the development of these concepts. To put it another way, "communities of interaction" contribute to dissemination and generate new knowledge (Nonaka, 1994). Holste and Fields suggested that besides formal gatherings such as conferences and training programs, the majority of tacit knowledge transfer takes place through informal social networking and employee interactions (Holste and Fields, 2010). Furthermore, Asher and Popper explored how to elicit tacit knowledge in professions based on interpersonal interactions (Asher and Popper, 2021).

2.2.2. Tacit Knowledge Sharing

As tacit knowledge is essential in creating sustainable competitive advantages, the sharing and use of tacit knowledge are more important and challenging compared with explicit knowledge, and tacit knowledge can be made explicit at the organizational level (Johannessen *et al*., 2001). According to Nonaka (1994), individuals' perspectives on the world remain personal unless they are articulated and amplified through social interaction. The process of creating organizational knowledge begins when an individual's knowledge expands within an organization (Nonaka, 1994).

Although it is difficult to articulate, not completely expressible in words or symbols, tacit knowledge can be shared through highly interactive conversation (Zack, 1999), and through the use of analogies, metaphors or models, and stories (Wei Choo, 2000).

2.2.3. Innovative Work Behavior

As individual creativity is important, exciting, and even crucial to the development of the organization, innovative work behavior can provide a sustainable competitive advantage (Leonard and Sensiper, 1998).

Innovative work behavior (IWB), according to Janssen, is the intentional creation, introduction, and use of novel concepts within a work role, group, or organization with the goal of improving role performance, the group, or the organization (Janssen, 2000). Similarly, Scott and Bruce emphasized that innovative behavior includes not just coming up with novel ideas but also carrying them out to completion and, in the end, achieving tangible outcomes. They use a multi-phase process to operationalize IWB Scott and Bruce (1994).

De Jong and Den Hartog created an IWB measure with four potential dimensions the exploration, generation, championing, and implementation of ideasafter realizing the significance of an individual's innovative work behavior for organizational performance (De Jong and Den Hartog, 2010). Idea exploration includes searching for methods to improve current products, services, or procedures, or attempting to think about them in different ways. Combining and rearranging information and existing concepts to enhance performance seems to be the key to idea generation. Finding support and forming alliances are part of championing, which also entails being persistent and demonstrating confidence in the innovation's success. Finally, ideas must be put into practice, which requires a lot of work. Prototyping and field-testing solutions are examples of idea implementation activities (Wu *et al.*, 2020).

2.2.4. Knowledge Quality

Knowledge quality (KQ) refers to the degree to which people are satisfied with the quality of the shared knowledge and find it helpful in completing their activities Ghobadi and D'Ambra (2012). Soo *et al*. defined knowledge quality as the acquisition of useful and innovative knowledge, the quality of knowledge can be gauged by frequency, utility, and innovativeness of the knowledge (Soo *et al.*, 2004).

Waheed and Kaur proposed an operational view of knowledge quality with six dimensions: adaptable, applicable, expandable, true, innovative, and justified (Waheed and Kaur, 2016). The six-dimensional framework enables a holistic evaluation of knowledge quality. Chiu assessed the content of shared knowledge from six aspects: relevance, ease of understanding, accuracy, completeness, reliability, and timeliness (Chiu *et al*., 2006).

2.3. Research Hypotheses

2.3.1. Basic Hypotheses

Tacit knowledge has the potential to be shared (Kucharska and Erickson, 2023). Even some tacit knowledge is "unconscious" to its possessors (Crane and Bontis, 2014), which could lead to the unawareness of sharing the important information. However, through practice and interaction (formal or informal), tacit knowledge may be communicated and disseminated. Thus, the following hypotheses are proposed:

H_1: "Learning by doing" directly and positively influences tacit knowledge sharing

H_2: "Learning by interaction" directly and positively influences tacit knowledge sharing

Tacit knowledge is grounded in experience (Kucharska and Erickson, 2023), thus it can be learned via practice and experience. While social interaction may encourage experimentation, that is to say, social interaction is one of the key sources of such practice and experience (Leonard and Insch, 2005). Then the third hypothesis is formulated:

H_3: "Learning by interaction" directly and positively influences "learning by doing".

Tacit knowledge is a vital source of innovation (Crane and Bontis, 2014). It resides in an individual's subconscious, difficult to articulate verbally, yet plays a crucial role in problem identification, problem-solving, foresight, and related domains (Leonard and Sensiper, 1998). Sometimes, individuals may not fully realize that their learning has improved their performance as they acquire tacit knowledge unconsciously (Crane and Bontis, 2014). Similarly, tacit knowledge acquisition is a critical process for organizational innovativeness (Kucharska and Erickson, 2023). Mascitelli proposed that deep tacit knowledge of individuals or organizations, which serves as a source of creativity and insight, frequently leads to ground-breaking innovations (Mascitelli, 2000).

In summary, tacit knowledge acquisition may have a relationship with innovative work behavior. The following hypotheses are proposed:

H_4: "Learning by doing" directly and positively influences innovative work behavior.

H_5: "Learning by interaction" directly and positively influences innovative work behavior.

Knowledge sharing is a crucial component of knowledge management, which stimulates individuals to think more critically and creatively (Aulawi *et al*., 2009) and is positively associated with employee job satisfaction (Dalati and Alchach, 2018).

Numerous studies have empirically validated the pivotal role of knowledge sharing in fostering innovative work behavior. They indicated a positive role of knowledge sharing behaviors in affecting sharers' innovativeness (Mura *et al*., 2013; Radaelli *et al.*, 2014). Several studies emphasize that tacit knowledge sharing has a positive effect on innovativeness (Wang and Wang 2012; Lee and Kim, 2017).

Based on this information, the following hypothesis is proposed:

H_6: Tacit knowledge sharing directly and positively influences innovative work behavior.

2.3.2. Mediating Effect

Based on the hypotheses proposed in previous sections, the research contains mediating paths, specifically as follows: "learning by interaction® learning by doing® tacit knowledge sharing", "learning by doing® tacit knowledge sharing® innovative work behavior", "learning by interaction® tacit knowledge sharing® innovative work behavior". The study posits the following hypotheses and empirically examines the mediation effects.

H_7: "Learning by doing" mediates the relationship between "learning by interaction" and tacit knowledge sharing

H_8: Tacit knowledge sharing mediates the relationship between "learning by doing" and innovative work behavior

H_9: Tacit knowledge sharing mediates the relationship between "learning by interaction" and innovative work behavior

2.3.3. Moderating Effect

This research examines the moderating effect of knowledge quality in an effort to unravel a more complex mechanism that connects tacit knowledge sharing and innovative work behavior. Existing studies have explored how the linkage between knowledge sharing and innovative behavior is moderated by employees' perception of social capital (Mura *et al.*, 2013) and motivating language (Usmanova et al., 2021).

H_{10}: Knowledge quality moderates the link between tacit knowledge sharing and innovative work behavior, the higher the knowledge quality, the stronger the link between tacit knowledge sharing and innovative work behavior.

In summary, this study constructs a model based on the assumed relationships of core variables (Figure 1).

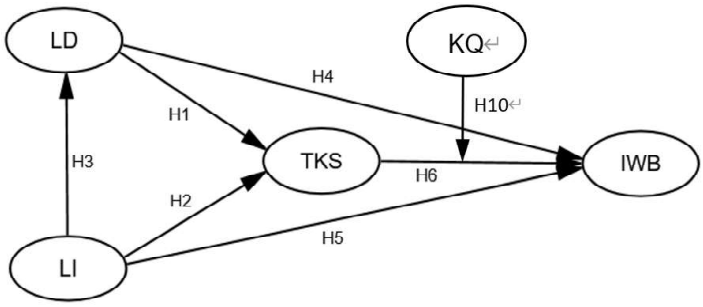

Figure 1: The Research Model of this Study

3. Research Methodology

3.1. Sample

For this study, questionnaires were distributed to secondary teachers in China, with a total of 1,403 responses collected. Among these, 1,138 questionnaires were valid, yielding a validity rate of 81.1%. Characteristics of the samples employed in this study are shown in Table 1.

Table 1: Sample Characteristics (n = 1138)

Characteristic		Frequency	Valid Percent
Gender	Male	511	44.9
	Female	627	55.1
Teaching age	1-5 years	178	15.6
	6-10 years	120	10.5
	11-20 years	264	23.2
	More than 21 years	576	50.6
Professionaltitle	Third-grade Teacher in Primary and Secondary Schools	43	3.8
	Second-grade Teacher in Primary and Secondary Schools	258	22.7
	First-grade Teacher in Primary and Secondary Schools	464	40.8
	Senior Teacher in Primary and Secondary Schools	361	31.7
	Professor-Level Senior Teacher	12	1.1
Stage	Junior high school	727	63.9
	Senior high school	411	36.1

3.2. Research Instruments

3.2.1. Confirmatory Factor Analysis of Measurement Models

The study utilized the scales of "learning by doing", "learning by interaction" and "tacit knowledge sharing" developed by Kucharska and Erickson (2023), employed the innovative work behavior scale developed by De Jong and Den Hartog (2010), and adopted the knowledge quality scale developed by Chiu *et al.* (2006). All scales were adapted according to the actual teaching context to better align with pedagogical practices. A Likert 5-point scale is used, with scores ranging from 1 (completely disagree) to 5 (completely agree). After calculations, the results of the confirmatory factor analysis (CFA) for each measurement model are presented in Table 2. The results indicate that the measurement models demonstrate a good fit, allowing further research to proceed.

Table 2: Confirmatory Factor Analysis Results

Scale	Items	Factor loading	χ^2	df	CFI	TLI	RMSEA	SRMR
Learning by doing	3	0.821-0.939	0.000	0	1.000	1.000	0.000	0.000
Learning by interaction	4	0.878-0.953	2.792	1	1.000	0.998	0.040	0.002
Tacit knowledge sharing	4	0.837-0.927	3.565	1	0.999	0.996	0.047	0.003
Innovative work behavior	5	0.820-0.925	25.474	5	0.996	0.992	0.060	0.009
Knowledge quality	5	0.903-0.939	18.674	5	0.998	0.996	0.049	0.004

3.2.2. Analysis of Composite Reliability, Convergent Validity, and Discriminant Validity

The study utilized Mplus8.3 to calculate the composite reliability, convergent validity, and discriminant validity for the dimensions of "learning by doing" (LD), "learning by interaction" (LI), tacit knowledge sharing (TKS), innovative work behavior (IWB), and knowledge quality (KQ). The results are presented in Table 3.

Table 3: Composite Reliability, Convergent Validity, and Discriminant Validity

Dimension	**CR**	**AVE**	**LD**	**LI**	**TKS**	**IWB**	**KQ**
Discriminant validity							
LD	0.906	0.762	**0.873**				
LI	0.946	0.815	0.784	**0.903**			
TKS	0.928	0.763	0.726	0.780	**0.873**		
IWB	0.943	0.768	0.558	0.553	0.708	**0.876**	
KQ	0.966	0.851	0.586	0.655	0.741	0.650	**0.922**

Note: Bold values of the diagonal are the square root of the AVE, and the lower triangle is the Pearson correlation of the corresponding dimension.

As shown in Table 3, all CR values are greater than 0.7 and all AVE values are greater than 0.5, meeting the standards proposed by Hair *et al.* (2019) and Fornell and Larcker (1981). According to the criteria of Fornell and Larcker (1981), Table 3 also demonstrates good discriminant validity.

4. Data Analysis and Results

The theoretical model constructed in the study was validated using Mplus8.3, and the model fit indices along with the hypotheses testing results are presented below.

4.1. Model Fit Indices

The model fit indices obtained from the study are as follows: χ^2/df = 5.105; CFI = 0.979; TLI = 0.974; RMSEA = 0.060; SRMR = 0.034. Overall, the model demonstrates a good fit.

4.2. Research Hypotheses Testing

4.2.1. Basic Hypotheses Testing

The relationships between variables in the research hypotheses were tested, and the results are shown in Table 4. As indicated in the table, H_1, H_3 and H_6 were supported and thus validated. The testing of H_2, H_4, and H_5 will be conducted in the subsequent mediation effect analysis.

Table 4: Results of Basic Hypotheses Testing

No.	Dependent Variable	Independent Variable	Estimate	SE	Est./SE	*p*-Value	
H_1	TKS	LD	0.295	0.060	4.894	0.000	Support
H_3	LD	LI	0.785	0.030	25.795	0.000	Support
H_6	IWB	TKS	0.667	0.050	13.415	0.000	Support

4.2.2. Mediation Effect Testing

This study employed Mplus8.3 to examine the hypothesized mediating effects. Through Bootstrap sampling with 5000 iterations, we obtained the total effects, direct effects, and indirect effects of "learning by interaction" (LI) on tacit knowledge sharing (TKS), "learning by doing" (LD) on innovative work behavior (IWB), and "learning by interaction" (LI) on innovative work behavior (IWB). The results are presented in Table 5.

Table 5: Results of Mediation Effect Testing

Mediation		Estimate	SE	Est./SE	*p*-Value	95% CI	
						Lower	Upper
LI®LD®TKS	Total effect	0.781	0.029	27.384	0.000	0.720	0.831
	Direct effect	0.549	0.062	8.789	0.000	0.422	0.664
	Indirect effect	0.232	0.051	4.519	0.000	0.141	0.344
LD®TKS®IWB	Total effect	0.320	0.069	4.658	0.000	0.194	0.463
	Direct effect	0.124	0.052	2.354	0.019	0.031	0.234
	Indirect effect	0.197	0.041	4.797	0.000	0.125	0.286
LI®TKS®IWB	Total effect	0.554	0.034	16.317	0.000	0.485	0.617
	Direct effect	-0.064	0.057	-1.111	0.267	-0.177	0.048
	Indirect effect*	0.366	0.052	7.030	0.000	0.270	0.477

Note: *Here are three calculated indirect effects of "LI®IWB": "LI®LD®IWB", "LI®TKS®IWB", and "LI®LD®TKS®IWB". Only the specific indirect effect "LI®TKS®IWB" is presented in accordance with research requirements.

As shown in Table 5, the total effect of "learning by interaction" (LI) on tacit knowledge sharing (TKS) is statistically significant ($p < 0.05$, 95% CI does not include 0). Hypothesis 2 is thus supported, indicating that "learning by interaction" (LI) has a significant positive impact on teachers' tacit knowledge sharing. The indirect effect is significant ($p < 0.05$, 95% CI does not include 0), and the direct effect is also significant ($p < 0.05$, 95% CI does not include 0), indicating that "learning by doing" (LD) demonstrate a significant mediating role in the relationship between "learning by interaction" (LI) and tacit knowledge sharing (TKS). In addition, this mediation effect represents partial mediation, thus supporting hypothesis 7.

In the impact of "learning by doing" (LD) on innovative work behavior (IWB), the total effect is significant (P<0.05, 95% CI does not include 0), supporting hypothesis 4. This indicates that "learning by doing" (LD) has a significant positive influence on teachers' innovative work behavior (IWB). Both the indirect and direct effects are statistically significant, demonstrating that tacit knowledge sharing (TKS) plays a prominent mediating role in the relationship between "learning by doing" (LD) and innovative work behavior (IWB), thereby validating hypothesis 8.

In the impact of "learning by interaction" (LI) on innovative work behavior (IWB), the total effect is significant, supporting hypothesis 5. The specific indirect effect is significant, while the direct effect is not significant, indicating that tacit knowledge sharing (TKS) plays a significant mediating role in the relationship between LI and IWB, thereby validating hypothesis 9. Furthermore, this mediating effect constitutes full mediation.

4.2.3. Moderation Effect Testing

To examine the moderating effect of knowledge quality, in the path of "tacit knowledge sharing (TKS) ®innovative work behavior (IWB)", the estimated value of the interaction term is 0.035, with P = 0.027<0.05, reaching statistical significance. This indicates that knowledge quality plays a positive moderating role in the impact of teachers' tacit knowledge sharing (TKS) on innovative work behavior (IWB), thereby supporting hypothesis 10.

5. Conclusions and Recommendations

5.1. The Acquisition of Tacit Knowledge Positively Influences Teachers' Tacit Knowledge Sharing and Individual Innovative Behavior

Research indicates that teachers' "learning by doing" and "learning by interaction" both positively affect their tacit knowledge sharing and subsequently enhance individual innovative behavior. In other words, tacit knowledge acquisition serves as the foundation for teachers' knowledge sharing and pedagogical innovation. Therefore, during the process of tacit knowledge management, teachers should consciously acquire and internalize tacit knowledge through various approaches such as "learning by doing" and "learning by interaction". Specifically, due to the practical, contextual, and difficult-to-articulate characteristics of tacit knowledge, teachers can acquire and identify such knowledge through observation, trial-and-error, and reflection-in-action during teaching practices. On the other hand, tacit knowledge can also be obtained through effective interactions between the Subject and the Other during case discussions, interpersonal communication (e.g., mentor-apprentice pairings), and teaching and research activities.

5.2. The Mediating Role of Tacit Knowledge Sharing

In the relationship between teachers' tacit knowledge acquisition and their innovative work behavior, tacit knowledge sharing demonstrates a significant mediating role. Particularly in the relationship between "learning by interaction" and innovative work behavior, tacit knowledge sharing serves as a complete mediator. In other words, tacit knowledge sharing can effectively facilitate teachers' transformation of knowledge acquired through interactions with others into innovative teaching practices. In fact, when individuals share their tacit knowledge, this process not only disseminates existing knowledge but also facilitates their own re-understanding and re-cognition of the corresponding knowledge. The act of sharing tacit knowledge simultaneously transforms it into explicit knowledge within specific contexts. Conversely, when individuals receive knowledge shared by others, they convert explicit knowledge into either their own explicit or tacit knowledge. These transformations may further enhance teachers' understanding of related knowledge, potentially facilitating the conversion of such knowledge into innovative teaching practices. Therefore, teacher educators and educational administrators should actively build various platforms—such as teaching-research activities, thematic seminars, and storytelling initiatives about teaching practices—in alignment with actual conditions to facilitate the sharing of teachers' tacit knowledge.

5.3. The Moderating Role of Knowledge Quality

In the impact of teachers' tacit knowledge sharing on innovative work behavior, knowledge quality plays a positive moderating role. This indicates that sharing high-quality knowledge is conducive to facilitating teachers' innovative teaching behaviors.

For the recipient, the essence of knowledge sharing lies in acquiring, critiquing, and internalizing the knowledge conveyed by the sharer. Therefore, high-quality knowledge—characterized by contextually closer to the recipients, more comprehensible to them, and more actionable—is more readily accepted and internalized. Such knowledge is more conducive to enabling recipients to translate it into their own practical actions.

In light of this, educational administrators should, on one hand, guide teachers to consciously filter, discriminate, and refine high-quality knowledge; on the other hand, they should encourage teachers to focus on sharing knowledge that is closely aligned with the actual circumstances of the recipients and demonstrates greater operational feasibility.

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